

**TEACHERS' CLASSROOM MANAGEMENT STRATEGIES' INFLUENCE
ON THEIR ROLE PERFORMANCE IN PUBLIC SECONDARY SCHOOLS
IN MACHAKOS COUNTY, KENYA**

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DECLARATION

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

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DEDICATION

This research is dedicated to God Almighty for His blessings, to my congregation for their support and to my parents who nurtured my educational cycle.

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ABBREVIATIONS AND ACRONYMS

ASALS	:	Arid and Semi-Arid Lands
BOM	:	Board of Management
CDE	:	County Director of Education
CEB	:	County Education Board
CM	:	Classroom Management
CVI	:	Content Validity Index
DST	:	Dynamic Systems Theory
EFA	:	Education for All
FDSE	:	Free Day Secondary Education
HOD	:	Heads of Departments
ICT	:	Information and Communication Technology
IMF	:	International Monetary Fund
KCPE	:	Kenya Certificate of Primary Education
KCSE	:	Kenya Certificate of Secondary Education
NACOSTI	:	National Commission for Science, Technology and Innovation
NASET	:	National Association of Special Education Teachers
OECD	:	Organization for Economic Co-operation and Development
TSR	:	Teacher Student Ratio
TPD	:	Teacher Professional Development
TSC	:	Teachers Service Commission
SAPs	:	Structural Adjustment Programmes
SPSS	:	Statistical Package for the Social Sciences
UNESCO	:	United Nations Educational, Scientific and Cultural Organization

ABSTRACT

Teachers' classroom management strategies are fundamental for successful performance of their roles. Traditionally, teachers enjoyed legitimacy over the students, but that has since been challenged by egalitarian educational policy reforms and technology to a two-way social relationship with students. However, in developing countries, Kenya included, research shows that mostly legitimate and coercive management strategies are used. That gap calls for more research in the area, thus this study explored Teachers' classroom management strategies and its influence on their role performance in public secondary schools in Machakos County. The objectives of the study were to: establish the influence of teachers' use of legitimate classroom management strategy on their role performance, determine how teachers' utilization of expert classroom management strategy influences their role performance, find out the influence of teachers' use of referent classroom management strategy on their role performance, and to determine the how teachers' use of reward/coercive classroom management strategy influences their role performance in public secondary schools in Machakos County. The study was anchored on Dynamic Systems Theory (DST) by Henri Poincare (1854-1912). The DST as open system has inputs, transformation process and output. The theory was applied in context of teacher classroom management strategy and its influence on role performance which are complex and dynamic in nature. Descriptive survey research design was used. The target population was 369 principals, 4,365 teachers and 63,973 Form two and three learners in the 369 public secondary schools in Machakos County. Probability and systematic sampling were used to select 37 principals, and 185 teachers to take part in the study. Additionally, Slovenes formula as quoted in Yamane's (1973) formula was used to select the students' sample of 397 bringing the total respondents to 619. The sample of 619 was proportionately allocated to the nine sub counties according to their populations. Systematic, stratified and simple random sampling was used to sample the respondents at the school level. An interview schedule was used to collect data from the principals while questionnaires were administered to students and teachers. Validity of the questionnaires and interview schedules were established through expert judgement. The study used the Statistical Package for Social Sciences (SPSS) to aid in statistical analysis. Mean score of above 3 was considered to be a great extent on application of classroom management strategies. The findings show classroom management strategies are used to great extent as indicated (M=4.18, SD=0.52) and (M=3.88, SD=0.70) for legitimate, (M=4.12, SD=0.43) and (M=4.14, SD=0.68) for expert, (M=4.37, SD=0.42) and (M=4.37, SD=0.42) for referent and (M=4.11, SD=0.52) and (M=3.42, SD=0.74) for reward among teachers and students respectively. Regression analysis established a positive linear relationship between teachers' application of the four types of classroom management strategies. Thus, the study concludes that teachers' use of the four classroom management strategies had positive influence on their role performance. The study recommends that the Ministry of Education needs to review teacher training curriculum to equip the teacher with classroom management strategies that are recommended in the Basic Education Act, 2013 in their role performance.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter presents the background to the study, statement of the problem, purpose of the study, objectives of the study, hypotheses of the study, significance of the study, assumptions of the study, limitations of the study, delimitations of the study, theoretical framework, conceptual framework and operational definitions of terms used in this research.

1.2 Background of the Study

Management strategy is the right conferred to individuals to make decisions and ensure that they are followed (Stangor, 2022). Singla (2015) opines that management strategy is separated from power as it has the element of legitimacy and is accompanied by discipline like habit formation. Power is differentiated as it involves punishment to instill fear and it is rather damaging. IGI Global (2022) observes that those in classroom management strategies give orders, make decisions, and enforce obedience. It is important to think of what would happen if someone caused problems, who would settle conflicts or protect the right of the people? In such cases, people in management come in strongly to provide order and security, manage conflict peacefully and fairly and protect important rights and freedoms (Center for Civic Education, 2021). According to Jarvis (2018) access to knowledge and resources in conferring management as important aspect in academic leadership.

Teachers are expected to set clear behavioral expectation, implement disciplinary measures, maintaining safe classroom environment and communicate regularly with parents and guardians about students' progress and behavioral concerns. (Education

Act, 2013. Effective teacher role performance should include actions and behaviors, methods and means used to achieve the results (Utami & Wedasuwari, 2019).

Optimization of expert classroom management strategy is equally a significant ingredient in teaching and learning. It empowers the teacher who is the manager of the classroom to make decisions and ensure that they are followed by the students in order to transmit value-laden knowledge. Utilization of expert management strategy in the classroom influences students' and teaching experiences which form teacher's performance (Reid & Kawash, 2017).

Teacher classroom role performance was assessed based on regulation of interactions in the classroom. Che et al., (2017) found interaction to enable the teacher assess changes in students' behavior, strengthens students' senses and inspire them to learn in an original and innovative way. It also triggers students' thinking and steers clarity of memorizing truths and knowledge.

Management of students' time is another role for teachers. Adams and Blair (2019) enlightens that time management is achieved by setting priorities and organizing lessons around the most important tasks. Effective communication is a vital role performance of a teacher as effective teaching requires only 50% knowledge and 50% communication skills (Sword, 2020). It also assists the teachers to maintain students' discipline as an element of legitimate classroom management strategy. (Diloyan, 2017). Lastly teacher role performance was measured by teachers' assessment of students' learning which is the ultimate goal of teachers' roles (TALIS, 2018).

According to Levin and Nolan (2014) there are five types of classroom management strategies; classroom organization, rules and procedures, positive reinforcements, consequences and teachers student relationship. Teachers incorporate the different types to effectively perform roles assigned to them in the classroom. Legitimate classroom management strategies also known as the assigned classroom management strategies is acquired automatically by being appointed as a teacher in a school (Leayle, 2018).

Legitimate management strategy entails consistent enforcement of classroom rules or laws and values. It was influential before as the classroom was seen as well-lubricated machine. In present day educational system, a method that leads in absolute obedience is no longer decent and valuable. (Leayle, 2018),

Expert management strategy is grounded on personal traits of the expert whereby other people believe there are superior skills and abilities possessed (Stangor, 2022). Teachers who use this type should display mastery of content and presentation of knowledge through skilled teaching techniques (Madison, 2014). The teachers, who use referent strategy, know their students by name, care about them and their learning, are warm and talk with students about matters outside of school (Levin & Nolan, 2014). Lastly, there is reward and coercive strategy which in this study was merged as one. Reward and coercive are strategies types created by way of appreciation and reprimand in the process of teaching. Both are believed to strengthen teachers' control over student behavior. Reward strategy comes in form of good report or praise while in coercive classroom management strategies the teacher uses disincentives to punish students, withholds privileges from them and

spells out to them the consequences of their misbehavior while teachers use verbal abuse.

Studies done in United States (US) show that legitimate strategy works better when the teacher's intention is to achieve control of the classroom time and to regulate interaction (Mckillop, 2014). In Northern Italy, however, D'Agati (2015) found legitimate classroom management strategies of teachers being generally weak. In Iran, Esmaeili¹, Mohamadrezai and Mohamadrezai (2015) study used teachers as respondents and established that teachers use reward, followed by referent and expert. Legitimate and punishment classroom strategy were found to be the least used in the study. In the same country, Nesari and Heidari (2014) study found teachers who used expert strategy had daily lesson plans which showed what was to be taught and methods to be used. A study done by Hurix Digital (2022) in India found out that for interactive learning to take place new interactive materials from technology were used which falls under expert strategy. Technologies were found to have high ability to champion student learning in an inventive and innovative way.

In UK, Almulla (2015) explored classroom management strategies and emphasized on the importance of structured approach to create conducive learning environment for students. Nevertheless, students who took part in the same study indicated that coercive strategy was mainly used. Similarly, Al-Adwan et al. (2021) emphasized on the importance of holistic approach that includes various elements fundamental for creating conducive environment for learning. It also fulfilled students need for care, passion and respect fostering the teacher-student relationship. Teachers felt that it reduced the feeling of alienation among students enabling them to like the teacher

which is one key leeway to obedience. By contrast, teachers who opted for coercion failed to obtain students co-operation.

Reid and Kawash (2017) did their study in Canada and advised that in order to have a positive and lasting effect, reward strategy should be utilized together with referent and expert strategies. Although Madison (2014) suggests that coercive strategy intention is to immediately stop an undesirable behavior to promote student academic performance, it was found to be antisocial (Reid & Kawash, 2017). Esmaili et al, (2015) established that coercive discipline disengaged students from school tasks, shutting them off from responsible growth.

Madison (2015) warns teachers against thinking that students are mere robots that will always pay attention to what they teachers say. The students expect their teachers to give them room to recognize their uniqueness (Molina & Martin, 2017). That has created some tension as the teacher seeks to be recognized as the instructional classroom management strategies. This state of affair is new to the traditional teacher who enjoyed legitimacy over the students. Some teachers even acknowledged having lost classroom management strategies. For instance, in Spain, McGarr, Grady and Guifolye (2016), teachers admitted having difficulty controlling classes due to students' behavior. To them, students were disrespectful, disobedient and did not accept teachers' request. Due to such dynamics, classroom management strategies no longer rest solely on the teacher but is constructed and must be recognized by the students.

Research studies in Africa show a difference, as more of legitimate and coercive strategies are commonly used in schools. In South Africa for instance, Soldaat (2019) confirmed that corporal punishment was being used more which led to

defective teacher–learner relationship. Muthusamy (2015) who also did his study in South Africa describes the coercive strategy to have been meted in form of shouting, and corporal punishment. Legitimate practices were also observed and they came in form of proper planning and use activities such as giving lots of notes to students to write and group work. A few teachers in the study were found to provide rewards mainly sweets for good behavior.

Betweli (2020) showed that most teachers used punishment on their students for misconduct which is not an effective approach for classroom role performance. The punishments were in form of; scolding, assaulting students verbally, staying back after school to slash grass, fetch water, and wash school corridors or class and toilets. Other teachers send students out of class, while others made them to kneel down or stand for a long time. Pulling students' ears or hair were also mentioned as other forms of punishment. Hamomba (2019) however established that indiscipline did not end, instead, it escalated as the students got used to the punishments. This study results reveal that more of coercive strategy is leading to defective teacher classroom role performance.

In Kenya, several issues have been reported as far as the type of strategy used by the teacher is concerned. Ndethiu et al, (2017) study covering the whole country, noted that in 15 lessons out of the 18 they observed, the classroom was congested with no space between the desks. There was no room for the teacher to maneuver in the classroom forcing them to stand in front of the class throughout the lesson. This deterred teacher-student interaction and affected how teachers gave and obtained feedback (Jemba, 2018). The large classes that characterize classes in Kenya today as a result of the 100-percentage transition policy, envisaged by the Ministry of

Education has led to teachers' use of lecture method for most of their time (Ndethiu et al, 2017). In the study, majority of the respondents strongly agreed that teachers' role performance in their classes was negatively affected by overcrowding. The study result indicated that the teachers were not effective in utilizing expert, referent and reward strategies as they could not give attention to each student in their classes as a result of the large numbers.

Abuya and Ngware (2016) results from six purposively selected towns across Kenya: Eldoret, Kisumu, Mombasa, Nairobi, Nakuru, and Nyeri found out that parents were not keen to interact with the teachers to identify the problematic areas of their children when called upon. Often, inviting parents to school on account of their children's indiscipline was misconstrued to imply that teachers were not doing their work well. Parents' interest was more on their children's results and payment of school fees. The study was however done in primary schools hence the need to do the current study to establish how the situation is in secondary schools.

Use of ICT in the classroom has been found to provide interactive learning experiences and dialogue (Azmi, 2017). Teachers with good ICT command tend to attract learners who are associated with referent strategy. ICT rarely utilized in Kenyan classrooms as a tool for teaching and learning due to inadequate computers, teachers' ICT skills and unreliable internet connection (Bariu, 2020). Similarly, corporal punishment has been rampant in many schools as guidance and counselling services seem to be inadequate. This was blamed on insufficient trained personnel to offer guidance and counselling services in schools as counselling teachers had been appointed to head Guidance and Counselling without any prior training on their new

roles, (Gachenia & Mwenje, 2021). The reviewed researches conclude that coercive classroom management strategies are still rampant in Kenyan schools.

In Machakos County, Munyasya et al. (2020) found availability of similar impediments to teachers' use of some types of classroom management strategies. For instance, guidance and counselling was found to be ineffective in addressing students' indiscipline. Kanyoi (2019) and Michael (2016) in their studies on integration of ICT in teaching and learning in Matungulu and Machakos Sub-Counties respectively, established that, teachers could not integrate ICT in teaching and learning due to lack of ICT training and ICT infrastructure. That led to lecture method which deters interaction being used more.

Besides, issues related to teacher's role performance have been reported in the County such as indiscipline cases. For instance, in 2016 eight students awaited to be arraigned in court for planning to torch their schools after they were found in possession of petrol and a petrol-soaked blanket (Standard Team, 25th July, 2016). A study by Makau (2015) established that close to half (46.7%) of both boys and girls in public secondary schools in Machakos County were aware that students abused drugs in their schools. These few examples go a long way to show that despite the use of coercive classroom management strategies as seen in the reviewed literature; teachers' role performance in the County was negatively affected.

Although the reviewed studies have findings related to administrations few if any were done in a classroom setting. It is also not clear to what extent teachers' use of the four classroom strategies to enhance their role performance. Lü and Hu (2021) indicate a declining teacher role performance. Teachers' classroom management strategies remains poorly understood and insufficiently researched yet there were

growing expectations and demands on teaching outcomes. This study sought to fill that critical research gap as there was lack of empirical evidence on teachers' classroom management strategies and its influence on their role performance in public secondary schools in Machakos County.

1.3 Statement of the Problem

Over the past years, public secondary schools in Machakos County, have experienced challenges which are associated to high level of indiscipline cases. Study done by Makau (2015) showed that nearly half (46.7%) of students both boys and girls were involved in drug abuse resulting to indiscipline cases. In 2015, 8 public schools in Machakos Sub-County were involved in strikes leading to destruction of property and closure of schools. (Machakos District Education Office Annual Report, 2015). High indiscipline in public secondary schools in Machakos has been a great challenge to County Education Board. This might be attributed to poor teachers' classroom management strategies as stipulated in the education act. This poses the question of teachers' classroom management strategies and its influence on their role performance which is key in controlling students' behavior. Teachers are being encouraged to use more of expert, referent, and reward management strategies to control student's behavior. Application of classroom strategies has been influenced by egalitarian educational policies reforms and technology to a two-way social relationship with students. (Fathurrochman et al, 2021). Few studies have been carried out in a classroom setting to establish teachers' application of classroom management strategies and its influence on teachers' classroom role performance. That has elicited the interest to establish application of

teacher's classroom management strategies and its influence on their role performance in public secondary schools in Machakos County.

1.4 Purpose of the Study

Understanding the student-teacher relationship is central to understanding what goes on in classrooms, in particular management strategies applied by teachers to control student's behavior. The purpose of this study was to establish application of teacher classroom management strategies and its influence on their role performance.

1.5 Objectives of the Study

This study was guided by the following objectives:

- i To establish the influence of teachers' use of legitimate classroom management strategy on their role performance in public secondary schools in Machakos County.
- ii To determine how teachers' utilization of expert classroom management strategy influences their role performance in public secondary schools in Machakos County.
- iii To find out the influence of teachers' use of referent classroom management strategy on their role performance in public secondary schools in Machakos County.
- iv To determine how teachers' use of reward/coercive classroom management strategy influences their role performance in public secondary schools in Machakos County.

1.6 Research Hypotheses

The study was guided by the following stated null hypotheses:

H₀₁ There is no statistically significant influence between teachers' use of legitimate strategy and their role performance in public secondary schools in Machakos County.

H₀₂ There is no statistically significant influence between teachers' classroom role performance and their use of expert strategy in public secondary schools in Machakos County.

H₀₃ There is no statistically significant influence on teachers' role performance as a result of their use of referent strategy in public secondary schools in Machakos County.

H₀₄ There is no statistically significant influence on teachers' role performance as a result of their use of reward/coercive strategy in public secondary schools in Machakos County.

1.7 Significance of the Study

The study was of importance to the Ministry of Education, Board school management, teachers, principals and students on classroom management strategies. The study findings are vital to the Ministry of Education to come up with competency-based modules to in-service teachers and principal to be effective in their role performance. This in turn may reduce the indiscipline cases in public secondary schools.

The study may be of great help to principals in public schools who are mandated to organize workshop to equip teachers with effective classroom management strategies which help in controlling students' behavior for their effective role

performance. Additionally, the study could be of help to teachers by providing empirical evidence on effective classroom management strategies that fosters conducive environment for transmission of knowledge. As a results of optimizing effective classroom management strategies, student indiscipline cases such as strikes can be reduced resulting to better students' achievement.

1.8 Limitations of the Study

This study was done in Machakos County. The area is moderately populated, so the schools are far apart from each other. The tremendous distances between the schools subsequently led to more time being spent on data collection and on transport costs. The researcher made arrangements before to mitigate against the difficulties on access and travel by sometimes employing the services of motorbike riders and training many research assistants to collect data from the different areas of the County.

Some of the study respondents were hesitant in responding to the questionnaires due to fear of intimidation. The researcher assured them of the confidentiality of information and anonymity while encouraging them to feel free and safe to speak and write since the study was purely for academic purposes.

With the emergence of COVID 19 pandemic, the school terms are too congested with activities due to the shortened school terms. A logistical challenge in getting information from the respondents in the stipulated time arose due to teachers' busy schedules. The researcher however made appointments with the sampled school principal requesting for the right time to fill the questionnaire.

1.9 Delimitations of the Study

The study was delimited as follows:

- a) The study only considered public secondary schools in Machakos County. Although the private schools could offer good insights on application of teacher classroom management strategies and its influence on their role performance. The group was not part of the study.
- b) There are several other factors affecting education in public secondary schools, however this study focused on application of teacher's classroom management strategies and its influence on teachers' role performance.
- c) The study confined itself to descriptive research approach hence the outcomes might be different if other methodologies are used.

1.10 Assumptions of the Study

The study was based on the following assumptions:

- i The study assumed that the teachers modified their use of strategy depending on the prevailing situations to perform their role efficiently.
- ii The researcher assumed that the respondents understood and responded to the tools accurately to reflect the true and precise picture of the situation on the ground.
- iii The researcher also assumed that teachers had various types of classroom management strategies that relates to their classroom role performance.

1.11 Theoretical Framework

This research was guided by Dynamic Systems Theory (DST) credited to Henri Poincare (1854-1912). Systems are groups of entities or parts that function together. Dynamism as used in DST refers to the changes that a system undergoes due to internal and external forces. Dynamic system exchanges information with the surrounding environments. The central aim of the theory was to capture how patterns evolve over time and transit from one mode of operating to another. This study argues that DST was a useful theory as it recognizes that teacher classroom management strategies and their role performance are complex and dynamic in nature.

Teacher classroom management strategies are composed of parts that function together which include legitimate, expert, referent and reward/coercive as the inputs. Literature shows that a teacher, more often than not, uses a combination of the mentioned type of strategies in order to perform roles. Likewise, teachers' classroom role performance has parts which operate together namely; teachers-students' interaction, students' class discipline, class time management, communication, assessment and feedback as the transformation process in the DST. Each relies on the other to form teacher role performance. In other words, there was interdependency and interrelationship among the different parts which make a whole. Thus, a change in one affects the other parts of the system and can also affect the type of classroom management strategies to be used by a teacher. A two-way social relationship is being advocated leading to expert, referent and reward strategies. For teachers to perform their roles in such situations, they also must change the way they deal with the students, since the change may be rapid or gradual.

The theory has the concept of multi-causality which means that behavior is created by coming together of multiple forces (Perone & Simmering, 2017). In this theory, behaviour comes from more than just the system, and more than just the context but it was always about the system-in-context. Combination of all the forces was important to cause change and no single force was more important than the other. Through the interactions, new forms of organizational patterns are built while others are broken down. Teacher classroom management strategies and teacher role performance have changed over time bringing about dynamism. This has been due to many factors within and without such as political factors in educational policies; for instance, the 100% transition and the children's right.

Another concept in the theory was self-organization. Self-organization was the way in which components of a system reliably interact over time. New structures form and previous ones dissolve through the continuous interactions between the individual parts of the system. There was nevertheless a balance, in that; the overall organization was maintained even though smaller, more micro level aspects that are continually changing. For instance, when red flags occur in the system, they prompt officials to construct, or reconstruct policies to improve the situation. (Mohammadi & Tavakolan, 2020).

In this study a good example would be the 100% transition policy that led to high enrolment in secondary schools with good intentions to provide all students with adequate and quality education. The high enrollment has led to unacceptable scope of students-teacher ratio which was detrimental to teacher classroom management strategies in managing the classroom. This situation may with time alert the policy makers to start implementing policies that may lower the ratios like employing more

teachers to improve on teachers' class classroom management strategies. That, however, is only one piece of the complex process that influences the strategies teachers use to improve their classroom role performance. A lot of reforms are brought to the classroom which may alter management procedure but the core of the classroom which is teaching and learning is maintained despite some of its aspects continually changing due to the decisions made. The use of dynamic systems theory may bring to light the unintended and highly negative consequences supported by data from the participants. This may help to advocate informed system designs and better policies.

There is a third concept in DST known as nesting of time scales which implies that adjustment in frameworks happens at many time scales, and these various scales now and again communicate. Applying this tool to teacher classroom management strategies and role performance may offer experiences into the concealed elements of the school currently. The three central concepts-multi-causality, self-organization, and nesting of timescales are each interconnected. The theory was used to assist people to deviate from assumptions that there was one strict explanation to behaviour.

The DST explains that an open system also has inputs, transformation process and outputs. The inputs in this study were the classroom management strategies namely; legitimate, expert, referent and reward/punishment. Change in one of the classroom management strategies would lead to change in the other thus affecting the whole. The four types are not isolated as they are also affected by other factors such as; principals' leadership style, parental support, teacher characteristics and class size within the school (intervening variables).

The concept of Dynamic System Theory was applicable to this study dealing with the application of classroom management strategies and its influence on teacher role performance in public schools because the four types of classroom management strategies have been discussed as legitimate, expert, referent and reward in respect to their role performance. The study sought to find out the application of teachers classroom management strategies and its influence on their role performance in classroom setting, and in turn how these classroom strategies help in reducing disruptive behavior for better students' outcomes.

1.12 Conceptual Framework

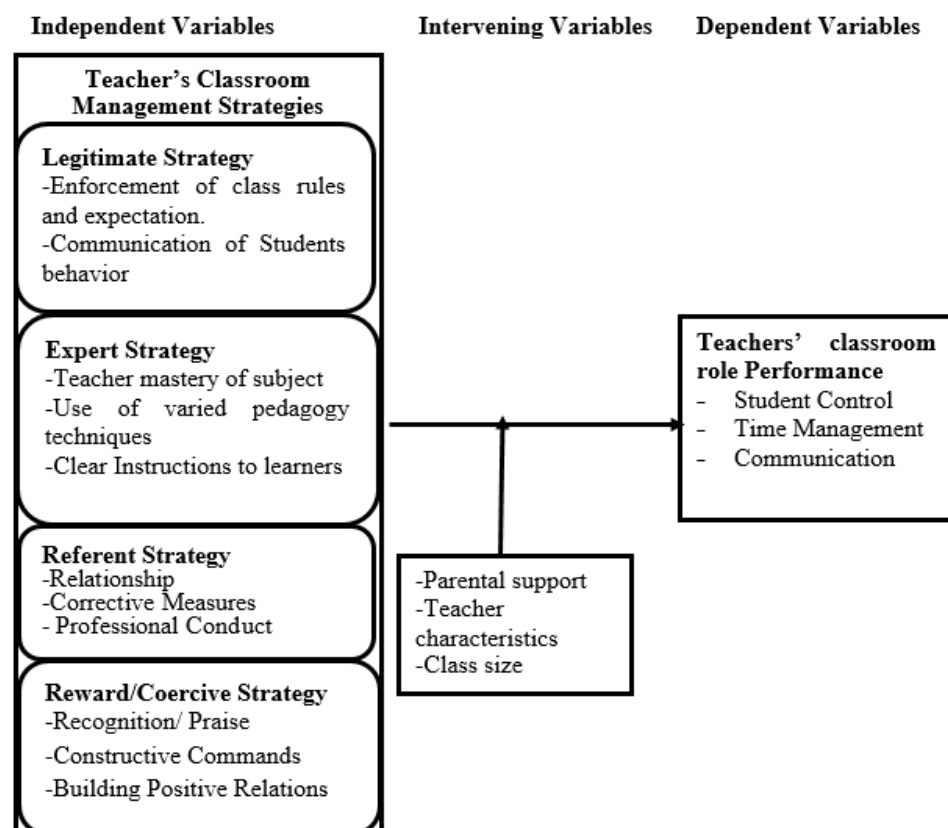


Figure 1.1: Conceptual Model Showing Teacher Classroom Management Strategies and their influence on role Performance.

Source (Researcher)

The conceptual framework shows the four variables related to types of classroom management strategies availed to the teacher to use so as to be able to perform their roles. In this study the four types of classroom management strategies form the independent variable and they include legitimate, expert, referent and reward/coercive. Teachers' classroom role performance formed the dependent variable and it was measured using these indicators; students' class discipline, teacher class control and management, teacher communication, teacher students' assessment and feedback.

Figure 1.1 indicates that if the four classroom management strategies are utilized depending on the situation, then teacher performance would be effective. Nevertheless, if the four types of management strategies are managed ineffectively then teacher role performance would be difficult to achieve. For example, by exercising legitimate classroom management strategies through enforcement of school rules, the teacher can guide the students on various aspects of their school life such as discipline and time keeping which in turn helps improve teacher role performance.

Expert strategy is exercised by teachers when they are competent in their subject area. When the teacher has mastery of content, the students are likely to listen, respect and submit to the strategy of the teacher, hence enhancing teacher role performance. As far as referent strategy is concerned, the teacher who possess such classroom management strategies is expected to have a pleasant behavior, have positive teacher/students' relationship; know their students by names and have interest in the students' emotions. This in turn motivates the student to have interest in the teacher making it easier for the teacher to perform their roles better. Reward

and coercive classroom management strategies can be used in classroom management by awarding the disciplined students and reprimanding the wrong doers thus making it easier for the teacher to perform roles like time management effectively.

1.13 Operational Definitions of Terms

The operational and definitions of terms are as used in the study.

Classroom Management Strategies-These are techniques and methods applied by teachers to maintain an organized productive and respectful classroom environment.

Coercive Management Strategies- This is the ability of the teacher to control student's behavior through use of punishments, withholding privileges, giving consequences, restrictions or initiate unpleasant things to stop unwanted behavior if a student does not obey.

Expert Management Strategies – Advanced techniques used by experienced teachers to create an optimal learning environment for students to thrive academically.

Legitimate Management Strategies - It is the ability of the teacher to accept responsibilities and build positive teacher/administration relationships which they use to maintain appropriate student's behavior in classrooms to enable them do their duties.

Referent Management Strategies - This is the ability of the teacher to create a positive relationship with the students in such a way that the students want to associate with the teacher because they think the teacher is nice, cares for them, goes above and beyond and emotionally invests in them. That way the teachers entice the

students to bring co-operation which enables the teachers to perform their duties in class.

Reward Management Strategies - This is the ability of a teacher to supply benefits to encourage positive behaviors among learners such as; recognition, prizes, praise and privileges. It also involves the teacher removing something unpleasant if the student complies.

Teacher's Role Performance – It was conceptualized as the actual accomplishment of teacher duties in the classroom in the areas of teacher-students interaction, student's class discipline, class time management, communication and assessment and feedback.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter focuses on literature related to the application of classroom management strategies and its influence on teacher role performance in public secondary schools in Machakos County, Kenya. The sub-headings for this chapter include; legitimate classroom management strategies and teachers' role performance; expert classroom management strategies and teachers' role performance; referent classroom management strategies and teachers' role performance and reward/ coercive classroom management strategies and teachers' role performance and summary of literature review and the isolated knowledge gaps to be filled.

2.2 Teachers' Legitimate Classroom Management Strategy and their Role Performance

Legitimate classroom management strategies are techniques and approaches that are effective in creating conducive learning environment aligned to teaching ethical principles. These strategies focus on student's safety, engagement and support. In a study conducted in Spain, Pérez-Izaguirre (2019) found out that teachers who showed legal classroom management strategies used loud tones, clear, direct questions and were forthright. Although the teachers kept students' attention, the relationships created with students was based on the fact that they were legitimized to influence them at school. However, the students were found to have low levels of self-determination and motivation towards learning. Teachers need to apply classroom management strategies without affecting self-image.

Sittenthaler et al. (2015) found that classroom rules have been used by many teachers to reduce disruptive behavior while promoting positive interactions. The rule and consequences established should nonetheless be fair so that the students can follow. According to Makau (2015) nearly half of the students (46.7%) were involved into drug abuse resulting disruptive behavior. The inability of the teacher to apply right classroom management strategies can be linked to student's disruptive behavior.

Legitimate classroom management strategies are merited or cultivated but exists by default as the teachers has both formal and informal ability to perform their roles well, (Madison, 2014). Teachers may fail to recognize the legitimized classroom strategy thus not performing their role optimally. Hence the need to establish the importance of application of legitimate classroom management strategies to ensure teachers are able to set clear expectations, positive reinforcement, relationship building and creating fairness and equity among students.

Setting clear boundaries between teachers and students helps the teachers constitute correct behaviors and makes students recognize them as expert in their role performance, (Burden, 2020). The study recommends that the strategy works in situation where there are agreed correct forms of behavior.

Gordon and Huber (2019) conducted empirical study on legitimate classroom management strategies and found out that the strategy is conferred by the beliefs of the agent on justice and fairness. Participation and active response are the best description of the classroom resulting to better learning amount the students

(Esmuellil et al., 2015). The study recommends use of legitimate classroom management strategies as they promote conducive learning environment. Little has been done to establish the influence of legitimate management strategies on teacher role performance in classroom setting hence the reason behind conducting this study.

2.3 Teachers' Expert Classroom Management Strategy and their Role Performance

A teacher is termed as an expert in classroom management if they are able to leverage on accumulated knowledge, skills and experience developed over their career to manage their classroom roles effectively. According to Vaidya (2016) an expert should help students to learn the concepts that are superficially perceived difficulty with great ease. The study recommended teachers should embrace problem solving attitude to their work and model learning through interaction in class. A teacher needs to be an expert enough in their profession to command respect from students to be effective in their role performance.

Whitaker and Valtierra (2018) conducted study on Enhancing preservice teachers' motivation to teach diverse learners. Students will respect and be motivated to listen to a teacher when they perceive the teacher to know what they are talking about or to have superior knowledge and ability to teach a subject. So, it is vital for teachers to be conversant with subject matter meaningfully in order to apply their expertise to perform their classroom roles effectively.

Githungu (2020) conducted a study on influence of ICT integration on content participation. The study found out that ICT was not commonly applied in classroom by teachers due to lack of training and inadequate ICT infrastructure in the County.

Counties should equip the institutions with ICT infrastructure and develop teachers ICT skills to apply their expert in classroom management. Nevertheless, as it is not all about knowledge and skills, teachers need to impact their knowledge in teaching. There is need to investigate the application of teacher's expert management strategies and its influence in their role performance as it encourages excellence in teaching by identifying the gaps in the area of expert classroom management strategies.

2.4 Teachers' Referent Classroom Management Strategy and their Role Performance

Referent classroom management strategy entails the ability of the teacher to use their influence and relationship to manage student behavior. When a teacher builds a strong bond with students, he/she can use such connection to influence their behavior positively thus improving their role performance. Abruzzo (2019) investigated ways of improving trust between learners and teachers in medicine. The study findings indicated that students are likely to follow classroom rules and optimize learning activities if they build their trust and respect towards their teachers. Teacher to optimally apply referent strategies in classroom setting, they need to create a cordial relationship to win learners trust for them to perform their roles effectively.

In the US, the National Association of Special Education Teachers (2018) opines that the teachers should be approachable implying that they should possess the ability to make students comfortable when they come to ask questions. But the study warns that, listening does not amount to the teacher agreeing or being able to do

what the students ask. Teachers who use referent management strategies are able to command respect from students to perform their role performance.

Gage et al. (2018) conducted study on the relationship between teachers' implementation of classroom management practices and student behavior in elementary school. The study found out that students in classroom with low performance rates were less engaged in instruction. Failure to optimally engage students in classroom instructions resulted to disruptive behavior. Teachers need to be closer to the students and keep engaging through the use of referent strategies to minimize disruptive behavior in the classroom for improved role performance. Teachers thus need to have the ability to create relationships with and among the students in order to educate students within challenging classroom

Martin and Collie (2019) conducted study on Teacher–student relationships and students' engagement in high school. The study found out that teacher-student relationships are valuable in determining student success. Hence, teachers need to apply referent management strategies to maintain positive relationships with their students in order to achieve their role performance which in turn contributes to student's academic success.

Setyaningsih and Suchyadi (2021) conducted a study on Classroom management in improving school learning processes in the cluster 2 teacher working group in North Bogor City. The study findings revealed that teachers' personality had influence on students' motivation and class discipline. The study thus recommended that teachers' employers should not only consider educational qualifications, but teachers' personality should be a strong criterion to be sought for. This study was

therefore geared towards establishing application of teacher's personalities as referent management strategies in their role performance.

2.5 Teachers' Use of Reward/Coercive Classroom Management Strategy and their Role Performance

Classroom reward management strategy entails rewarding students for their positive behaviors and academic achievement. The aim is to motivate students and foster holistic learning environment while reinforcing desired able behavior. According Sidin (2020) on the application of reward and punishment in teaching adolescents found that use of reward and punishment prompts behavior as well as increasing students' interest in a particular subject. Hence teachers need to apply reward management strategies wisely to improve students' motivation and performance as part their role performance.

Mandah et al. (2016) illustrates other types of rewards strategies which include verbal which involve teachers' positive comments such as good, correct and neat work which boost the morale of the learners thus improving teacher role performance. Teachers need to embrace different reward management strategies as an approach that improves their role performance in class.

Sitopu et al., (2021) observed that teachers' show of approval for students who display appropriate behavior is rated as very important for successful management of the classroom. Students convince their peers to change from bad to good behavior. This can happen when students are rewarded as a group. Hence teachers need to apply reward strategies among students as way of addressing disruptive behavior to improve their role performance.

Coercive classroom management strategies on the other hand is the ability that the teacher has to give punishments or threaten punishment to misbehaving students. It is the use of force for one to get their way. It is useful for stoppage of an unwanted behavior but more often creates power struggles between the teacher and students. Gray (2020) found out that schools were coercive in nature. Schools utilized a method of coercion imposed by reward, punishment and threats. It is unfortunate that this has become like a punishment to the teachers and students as they work under coercive atmosphere. Hence teachers need to apply strategies which do not create coercion atmosphere of learning to improve their role performance.

According to NASET (2018) teachers who use coercive classroom management strategies are punishment oriented, possessed characteristics such disciplining learners for relatively minor mistakes, make a public exhibition of learners, criticize learners' conduct and execute learners before peers. The objective of giving the punishment becomes less when punishments more often. It also creates a greater distance between the teacher and the student as the teacher creates mental flux on the student. Negative and unified pressure of classroom decreases teacher's management strategies. Teachers should apply different reward system depending on the characteristics of students, age, personalities and what is believed to be for the student. Hence, teachers need to learn and apply effective positive discipline measures to students to curb disruptive behavior while strengthening their relationship with students. According to Pearson and Pelley (2020) utilization of reward strategies improves attention of learners in the classroom.

Age of students also seems to determine the type of management strategies a teacher uses. Haberlin (2019) who was concerned with which strategies worked better for a

teacher, showed that expert strategies did not matter when teaching young children. What worked was referent strategies whereby through building some attachment with the students and ensuring that they felt good on themselves. The study ranked referent, expert, legitimate and reward/coercive as the most important strategies that influence students control of their own behavior when used in that order. Hence teacher need to assess the type of classroom management strategies which would be appropriate in control of students' behavior as of teachers' performance.

2.6 Summary of Literature Review and Isolation of Knowledge Gaps

The studies reported here have given contradictory findings about the application of legitimate management strategies and its influence on role performance. For example, Pérez-Izaguirre (2019) found out that legitimate management strategies are cultivated by teacher's use of loud tones in order to control their classroom. Yet, others like Madison (2014) believes that legitimate classroom management strategies are not merited or cultivated but exist by default formally or informally as the teachers perform their roles. The current study set out to reconcile these conflicting research findings by employing Dynamic System Theory by Henri Poincare (1854-1912) to establish application of teacher's classroom management strategies and its influence on their role performance in public secondary schools in Machakos County, Kenya.

Little systematic knowledge exists about teacher and their performance being researched under the new dispensation–The Basic Education Act (2013) in Kenya which gives the students a lot of rights due to children's rights emergency. Without research that looks at teachers' utilization of classroom management strategies, as a bundle of practices, a huge gap in our current knowledge still exist.

The findings from Vaidya (2016) indicates that teacher need to be expert enough in their profession to command respect from students to be effective in their role performance which diverges from study by Whitaker and Valtierra (2018) found out that students will respect and be motivated to listen to a teacher when they perceive the teacher to know what they are talking about or to be well conversant with the subject other than demanding for the respect. The current study set out to reconcile these conflicting research findings by employing descriptive research design that allows both quantitative and qualitative data to measure the application of teacher's classroom management strategies and their influence on their role performance in public secondary schools in Machakos County, Kenya which has not been adopted by majority of the research reviewed.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the research design, study variables, study locale, target population, sampling techniques and sample size, research instruments, pilot study, validity of the instruments, reliability of the instruments, data collection, data analysis, logistical and ethical considerations to be used.

3.2 Research Design

This study adopted descriptive research design. Descriptive research involves a mix of closed-ended questions that collected quantitative data for use in statistical analysis of the population sample and open-ended questions that collected qualitative data to properly describe the research problem (Orodho, 2019; Voxco Guide, 2021). The design chosen for the study was considered to be appropriate because it allowed the researcher to seek information regarding the perception on classroom management strategies and their influence on teachers' role performance. The quantitative data was derived from the closed ended questionnaires items were analyzed using descriptive and regression analysis. The qualitative data obtained from the open-ended items of the questionnaires and interviews were analyzed using thematic content analysis. Creswell (2014) guides that collecting qualitative data was important to strengthen and mutually complement data produced by quantitative data. The descriptive design was deemed to be suitable since it allowed the candidate to collect without manipulation of study variables.

3.3 Study Variables

This study was woven around three types of variables namely, independent, dependent and intervening variables. Teacher classroom management strategies which include legitimate, expert, referent and reward/coercive strategies formed the independent variables while teacher classroom role performance formed the dependent variable. Teacher classroom management strategies as the independent variable were measured by the ability of the teacher to give order and command, make decision, manage class and enforce obedience to manage their classroom role performance. Teacher role performance in the study as the dependent variable was measured by the ability of the teacher to foster student interaction, manage time effectively, and give feedback to students in classroom. The intervening variables were, parental support, teacher characteristics and number of students in a class.

3.4 Study Location

The study was done in Machakos County located in the former Eastern Province of Kenya. The County consists of nine sub counties namely Machakos, Kangundo, Kathiani, Yatta, Mavoko, Matungulu, Masinga, Kalama and Mwala (Government of Machakos County, 2022).

The County was chosen for this study due to increasing number of indiscipline cases among students over the recent years. Multifaceted behavior issues have been recorded in the county due students from urban set up bringing their behavioral patterns to rural and semi urban schools situation. A study by Makau (2015) showed that nearly half of the students (46.7%) were involved in drug abuse resulting to disruptive behaviors such increased strikes. Ndambuki (2016) indicated that in Machakos County, generally there has been indiscipline cases among the students

which indicated poor teacher role performance. Students were reported to have walked out of school due to what they referred to as tiring learning process. In addition, class sizes are large with the teacher-student ratio (TSR) estimated to be above 1:55 (Kasau et al., 2016). The teachers are however expected to exercise their classroom management strategies to maximize their roles despite the challenges. The findings of the previous research necessitated a study to establish application of teachers' classroom management strategies with the aim of curbing the increased indiscipline case to improve teacher role performance in all nine Sub Counties in Machakos County.

3.5 Target Population

The study target population was 369 public secondary schools, 4,365 teachers and 63,973 students in Machakos Ccountty distributed across the nine Sub-Counties.

Table 3.1 present the target population per sub county.

Table 3.1: Target Population for the Study

Sub County	Schools /Principals	Teachers	Students	Total
Machakos	44	622	8339	9,005
Yatta	61	665	8805	9,531
Masinga	53	544	7386	7,983
Matungulu	37	545	8715	9,297
Mwala	68	714	10467	11,249
Kangundo	27	337	5027	5,391
Kathiani	32	390	6420	6,842
Athi River	14	216	4452	4,682
Kalama	33	332	4362	4,727
Total	369	4,365	63,973	68,707

Source Machakos County Education Office and TSC County Education Office

(2022)

The principals played an important role in the study as they were the Chief Executives of schools in public secondary schools. They are the ones who delegate responsibilities to the teachers and key decisions related to teachers role performance. Teachers took part in the study because they were the ones who applied classroom management strategies to control the students in order to perform their roles. Students were the main recipients of the teachers classroom management strategies and provided information on the type of classroom management strategies used by teachers.

3.6 Sampling Techniques and Sample Size

This section explains the methods used to derive the sample size for this study from the target population.

3.6.1 Sampling Techniques

The study employed four sampling technique; probability sampling, purposive sampling, systematic stratified random sampling and Slovin's sampling Formula. Probability sampling involved the selection of a sample from a population based on principle of randomization, (Rahman et al, 2022). Ten percent rule was used to sample the schools to ensure true representation of public secondary schools in Machakos County. Purposive sampling is non-probability technique which is used to select an individual from the target population who have unique characteristics and holds specific information regarding the subject being studied, (Campbell et al, 2020). The power in the technique lies in selecting information for in-depth analysis related to subject being studied. Principals were purposively sampled from selected public secondary schools in Machakos County. Systematic stratified random sampling technique is a method that uses two sampling approaches stratified and

systematic. (Bhardwaj, 2019). The target population is divided into small groups known as strata with specific characteristics. In this study, teachers' different departments formed the strata and one teacher from each stratum was selected in the study. Slovin's formula as quoted by Yamens (1993) was used to calculate the sample size of the students. The sample size determination criterion was preferred due to its ability to give true representation with a high level of precision.

3.6.2 Slovin's Formula

Applying Slovin's Formula as quoted in Yamane's (1973) the study subsample for students was obtained as follows:

$$n = \frac{N}{1 + N(e)^2}$$

Where

n- Sample size

N- The population, (63973 students)

e- The acceptable sampling error taken at 95% confidence level allowing a sampling error of 5%.

Substituting these values in the equation, the sample size for students was:

$$n = \frac{63973}{1 + 63973(0.05)^2} = 397.$$

The sample size was then proportionately allocated to the sub-counties according to the population as indicated in Table 3.2.

Table 3.2: Sampling Frame and Sample Size

Sub county	Principals		Teachers		Students		Total	
	Pop	Sample	Pop	Sample	Pop	Sample	Pop	Sample
Athi river	14	2	216	10	4,452	28	4,682	40
Machakos	44	4	622	20	8,339	52	9,005	76
Masinga	53	5	544	25	7,386	46	7,983	76
Matungulu	37	4	545	20	8,715	54	9,297	78
Mwala	68	7	714	35	10,467	65	11,249	107
Kalama	33	3	332	15	4,362	26	4,727	44
Kangundo	27	3	337	15	5,027	31	5,391	49
Kathiani	32	3	390	15	6,420	40	6,842	58
Yatta	61	6	665	30	8,805	55	9,531	91
Total	369	37	4,365	185	63,973	397	68,707	619

3.7 Research Instruments

The study employed two types of data collection instruments which were interview schedule and questionnaires. Interview schedules (*Appendix II*) were used to collect data from principals. Interviews were suitable data collection approach as it allowed the researcher to gather in-depth information from a small sample size. Additionally, interviews were preferred since the method allowed any misunderstanding or mistakes to be corrected easily since the researcher was physically present during the interview. Questionnaires (*Appendix III and IV*) were chosen as data collection method for teachers and students since they allowed the researcher to collect responses which can be compared. The approach was free from bias because the respondents give their information using their own perception which can be interpreted differently. The method was preferred due to large number of respondents targeted in the study.

3.7.1 Interview Schedule for Principals

Qualitative data was collected through the principals' interview schedule. It contained ten questions that sought information on the demographics of the principals as well as on the teachers' classroom management strategies used to perform their role in class. The information obtained was used to generate complementary results.

3.7.2 Questionnaire for Teachers

Section A of the questionnaire consisted of five questions containing the demographic information of the teachers. Sections B, C, D and E contained the different types of classroom management strategies which were measured using 38 items while role performance was measured using five items in section F.

3.7.3 Questionnaire for Students

Section A of the questionnaire consisted of five questions containing the demographic information of the students. Sections B, C, D and E contained 27 items on different types of teacher's classroom management strategies while role performance was measured using five items in section F.

3.8 Validity and Reliability of the Instruments

The validity and reliability of the data collection instrument is as discussed below.

3.8.1 Validity of the Instruments

Validity is the degree to which an instrument measures what it claims to measure (Tuval-Mashiach, 2021). Validity of the research instruments was ascertained through expert judgment. The experts in research and educational management were drawn from the School of Education, Kenyatta University. Any items which needed

correction on the aspects of relevance, format of instruments and adequacy of items were modified accordingly. A final form of the instruments was constructed after the pilot study had been done. The data from the pilot study was used to compute the content validity index (CVI).

3.8.2 Reliability of the Instruments

Reliability is the degree to which data collection techniques produce stable and consistent results if they are replicated by a different inquirer (Sumrin & Gupta, 2021). The split-half reliability technique was used in the study. In the split-half technique the questionnaires were administered to selected group of respondents once and then the questionnaires items were divided into two halves. The scores from the two halves were obtained and correlation coefficient was computed using the Spearman-Brown Formula. A reliability statistic of 0.93 and 0.85 for teachers and students were obtained respectively. An alpha coefficient of 0.7 indicated an acceptable reliability as recommended by (Amirrudin, Nasution & Supahar, 2021). Table 3.3 shows the reliability statistics.

Table 3.3: Reliability Statistics

Reliability	Standardized		
Cronbach's	Reliability		
Alpha	Cronbach's Alpha	No. Items	Comments
0.83	0.85	26	Accepted

3.9 Piloting the Study

A pilot study was conducted before the actual research to ensure that all the research instruments gave the information needed. The actual piloting of the research tools was conducted among four public secondary schools which represented 11% of the

sampled schools. The four public secondary schools in Machakos County were chosen from day schools, girls' boarding schools, boys' boarding schools and mixed boarding schools. The number of principals, teachers and students in the pilot study, were 4, 20 and 22 respectively. The interview schedule were carried by the researcher on one on one with principals in the selected schools. Questionnaires were distributed to selected students and teachers after being oriented on the purpose of the study. Malmqvist et al, (2019) suggested that a researcher should use 10 to 30 participants for pilot study. One principal from each school was interviewed. The responses and comments gathered from interview and questionnaires were used to improve the instruments through wording and rewording.

3.10 Data Collection Procedures

Prior to data collection, the researcher obtained approvals from Kenyatta University. A research permit was sought from the National Commission for Science, Technology and Innovation (NACOSTI). Once permission was granted, the researcher visited the County Director of Education (CDE) and the County Commissioner, Machakos County to inform them of the intended study and to seek clearance.

Data collection was carried out in specific phases. Baharmand (2022) notes that there are three logistical phases for conducting research namely the pre-field, fieldwork and post field phases. During the pre-field phase, the researcher checked on the completeness of the research instruments to ensure that the instructions were clear. The researcher then drew a work plan showing a detailed plan of action to guide the research process. Briefing of research assistants was done at this phase to enable them collect quality data. Fan and Geerts (2022) asserts that the quality of

data collected depends on the ability of the research assistants to collect accurate data.

The field-work stage was conducted in two stages: during stage one, the researcher visited the sampled school principals and requested them to be allowed to collect data within their school and schedule interviews with them as well as set dates for administering the questionnaires. Stage two involved interviewing the principals and administering the questionnaires to the teachers and the students. The questionnaires were retrieved immediately to ensure high percentage of return rate. This was done concurrently with teacher's data collection.

During the post-field logistics phase, the researcher collected the instruments, debriefed the research assistants and sorted out the collected instruments in readiness for data analysis.

3.11 Data Analysis

The collected data were cleaned to ensure completion and detection of errors on incompleteness and omission. The cleaned data was then coded and keyed in into the computer for analysis using Statistical Package for Social Sciences (SPSS) version 25. Analysis of the quantitative and qualitative data was done separately but the results were merged for comparison. Quantitative data was analyzed using descriptive and inferential statistics. Descriptive statistics involved use of frequency, mean and standard deviation presented in form of tables. Inferential statistic specifically linear regression analysis was used to test the formulated study hypothesis presented in form of tables. Qualitative data were analyzed using thematic content analysis and presented in narratives and verbatim. Consideration was given to demographic characteristics such gender, age, teaching experience,

professional qualification and the type of school. The specific statistical test used for each of research objectives are provided in the Table 3.4

Table 3.4: Data Analysis Plan

Objective	Independent Variable	Type of Data	Test Statistics	Mode of Presentation
1. To establish the influence of teachers' use of legitimate classroom management strategy on their role performance in public secondary schools in Machakos County.	Teachers' legitimate classroom management strategy	Quantitative	Frequency Mean, standard deviation, Regression analysis	Tables
		Qualitative	Thematic content analysis	Narrative and verbatim
2. To determine how teachers' utilization of expert classroom management strategy influence their role performance in public secondary schools in Machakos County	Teachers' expert classroom management strategy	Quantitative	Frequency Mean, standard deviation, Regression analysis	Tables
		Qualitative	Thematic content analysis	Narrative and verbatim
3. To find out the influence of teachers' use of referent classroom management strategy on their role performance in public secondary schools in Machakos County.	Teachers' referent classroom management strategy	Quantitative	Frequency Mean, standard deviation, Regression analysis	Tables
		Qualitative	Thematic content analysis	Narrative and verbatim
4. To determine how teachers' use of reward/coercive classroom management strategy influences their role performance in public secondary schools in Machakos County	Teachers' reward/coercive classroom management strategy	Quantitative	Frequency Mean, standard deviation, Regression analysis	Tables
		Qualitative	Thematic content analysis	Narrative and verbatim

3.12 Research Considerations

3.12.1 Logistical Considerations

The researcher ensured that the questionnaires were neat, easy to use, code and analyze. All the questionnaires were given an identification number before they were administered to the respondents. Clear instructions on how each item in the questionnaires should be answered were given and enough space left for filling the responses. After approval to conduct the research by Kenyatta University, a research license was sought from the National Commission for Science, Technology and Innovation (NACOSTI). Due to the widespread locale of the study, four research assistants were trained on; all aspects of administration of the questionnaire, how to establish rapport with the respondents and on how to check through the completed questionnaires. The researcher in collaboration with the research assistants was able to pilot and revise the questionnaires. After data was collected, the instruments were numbered and edited. Later, they were coded and analyzed.

3.12.2 Ethical Considerations

Before collection of data starts, the respondents were given an introductory letter (*see Appendix I*) outlining in brief the aim of the research, to seek consent from all participants and requested them to participate in the study voluntarily and they could withdraw their consent at any given time during the study. The researcher provided description of how the data will be used to ensure privacy and rights of the respondents' safeguarded during and post study. The researcher also sought official permit from the National Commission for Science, Technology and Innovation. (NACOSTI)

3.12.3 Human Relations Issues

Before collection of data commenced, the right procedures were utilized to reach the appropriate classroom management strategies in the chains of command and official consent were obtained through writing. Classroom management strategies to visit the schools was obtained from the County Director of Education, the County Commissioner and the principals of participating schools before the data was collected. The researcher and the research assistants were formal and decent in their conduct and behavior throughout the research.

3.12.4 Legal Issues

All the sources of information cited in this study are acknowledged to ensure that the research does not contain any duplicated content.

CHAPTER FOUR

PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This study focused on establishing the application of teachers' classroom management strategies and its influence on their role performance in public Secondary Schools in Machakos County, Kenya. This chapter presents the findings, interpretations and discussion according to the objectives of the study.

The study addressed itself to the following objectives:

- i To establish the influence teachers' use of legitimate classroom management strategy on their role performance in public secondary schools in Machakos County.
- ii To determine how teachers' utilization of expert classroom management strategy influences their role performance in public secondary schools in Machakos County.
- iii To find out the influence of teachers' use of referent classroom management strategy on their role performance in public secondary schools in Machakos County.
- iv To determine how teachers' use of reward/coercive classroom management strategy influences their role performance in public secondary schools in Machakos County

Chapter four was broken into the following sub-sections: response rate of the respondents, demographic information, descriptive statistics for both dependent and independent variables, and finally the inferential analysis. Under inferential analysis, simple linear regressions were performed to test each of the four formulated

hypotheses. Quantitative and qualitative data were analyzed separately but in the presentation of results, they were merged as they were meant to play a complementary role.

4.2 Response Return Rate

Response return rate is the number of instruments that were returned to the researcher in comparison with instruments administered to the respondents. In this study, two instruments were used as the main data collection tools (i.e. the principals' interview schedule and the two sets of questionnaires) which collected data from the teachers and students. The principals' interview schedule (*Appendix II*) was administered to 37 principals. The teachers' questionnaires (*Appendix III*) were administered to 185 teachers and students' questionnaire (*Appendix IV*) was administered to 397 students in the 37 schools sampled for this study. The results of the teachers and students questionnaire return rate were presented in Table 4.1. The principals were interviewed

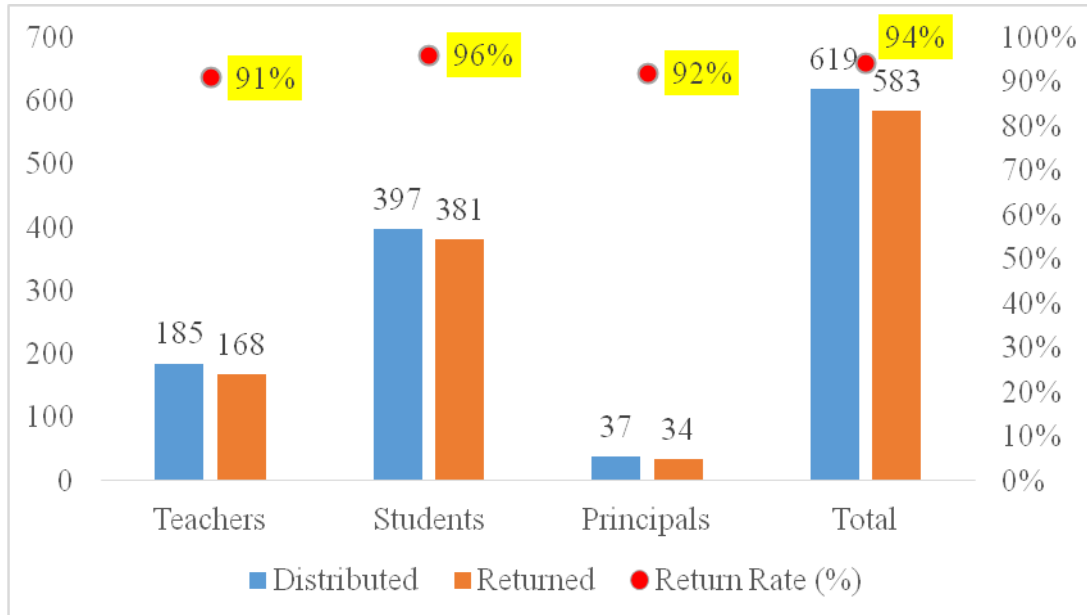


Figure 4.1: Study Response Rate

The questionnaires and interviews were administered as designed in the sampling design. In the sampling design, 185 teachers' and 397 students' questionnaire were to be administered to the respondent sampled from 37 sampled secondary schools in Machakos County. There were 37 principals sampled to be interviewed. One hundred and sixty-eight teachers and 381 students returned the questionnaires, translating to 90.8% and 96.0% respectively. Some of the questionnaires were not returned despite the researcher's efforts to follow up. Some principals requested for their schools to be left out of the study due to their own confidential reasons and some cases the researcher could not get all the five teachers from the various departments.

A total of 34 (91.9%) were interviewed out of the 37 principals sampled. The overall return rate was 92.9%. According to Fincham (2016) a response rate of 50 percent is "appropriate" for analysis and interpretation of findings, 60 percent is "acceptable," 70 percent or above is "very good," and 80 percent or higher is "excellent." Therefore, the current study's response of 92.9 is considered "excellent" based on

these recommended thresholds. Additionally, Parekh and Amdur (2020) agrees that a response rate of 80% and above is sufficient for research in survey studies. The high return rate was largely attributed to the fact that the questionnaires and the interviews were administered concurrently and were retrieved immediately from the respondents.

4.3 Principals', Teachers' and Students' Demographics and School Characteristics

This sub section addresses the demographic characteristics of the principals, teachers and the students.

4.3.1 Teachers' Demographics

The teacher respondents were requested to give their demographics based on gender, age, teaching experience, professional experience and school type. The information in this sub-section was obtained from five multiple- choice questions. The results of the multiple questions are presented in Figure 4.2

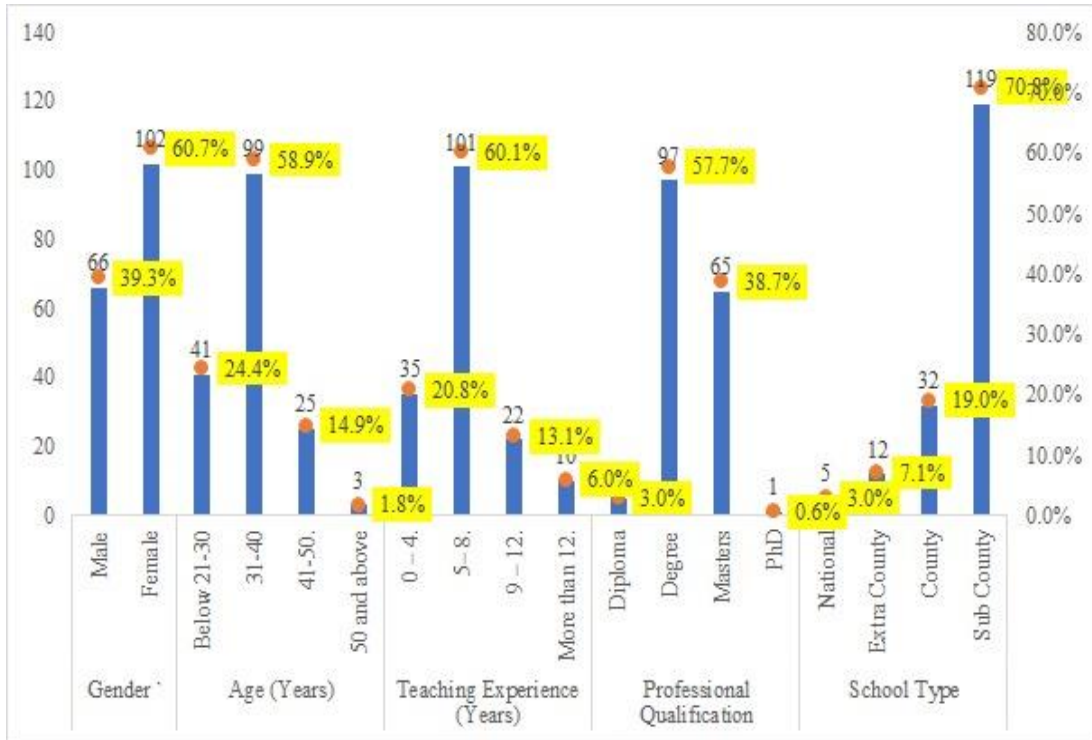


Figure 4.2: Demographic Distribution of Teachers

According to the study findings in figure 4.2, majority of the teachers who responded to this study were female $n=102$ (60.7%) as compared to male $n=66$ (39.3%). Mutua (2019) who did a study in the same County found similar results as 60% of the study's respondents were female implying that female teachers could be more in the schools than the male one. These statistics however contradict those of a more recent study by Lars (2023) who found out that by 2021 male educators outnumbered the female teachers. Alternatively, in this study, it could imply there were more female heads of department (HODs) than the male as it was the HODs who responded to the study. This means that the study would have been biased if it dealt with gender related variables but this study did not investigate gender related issues.

Despite many studies showing that the gender of the teacher does not affect students' outcomes, debates were kindled in Australia, the United States, and the

United Kingdom, when achievement scores began to show that the girls outdid boys resulting into a 'crisis of masculinities'. The male teachers provide role models or 'father figures' to enhance academic outcomes for boys which in this study is part of teachers' performance. According to Kevin, McGrath, Bhana and Shaaista (2019) the backlash was felt more in Australia. That forced the parliament to do an inquiry dubbed '*Boys: Getting it Right*'. The findings attributed boys' disengagement from school to a lack of male role models and absentee fathers. At the time, it was perceived that education systems were flawed for boys due to the inadequacy of men and 'feminization' of the school system was to blame. Male teachers were thus seen as necessary to address that failure. Besides, male teachers are required in schools for psychological, social, organizational, and societal reasons.

As for the age of teachers, majority n=99(58.9%) were in the age group 31-40 years. They were followed by those aged between n=41(24.4%) 21-30 years of age. Those who were n=25(14.9%) 41-50 years of age. Those who were 50 years and above had the least percentage of n=3(1.8%). This means that majority of the teachers in the secondary school in Machakos County were middle aged. The probable reason for this would be explained by the fact that, the government of Kenya in response to International Monetary Fund (IMF structural adjustment programs (SAPs) designed towards developing countries, in 1998 ceased teacher recruitment as a cost cut measure. As a result, by 2001, started employing under demand driven recruitment policy (Teachers Service Management, 2002). So, majority of the old teachers employed before the SAPs are retiring leaving huge gap between them and middle-aged teacher who are being recruited to fill the retiring teachers' position.

Many positive and negative perspectives have been put forward regarding performance of the teachers and their ages. Shilpa and Usha (2018) notes that as the age advanced, experience increased. Teachers know where to tap the potential of the students and how to make the students understand their worth. Nevertheless, it has also been found that as age advances and teachers are promoted, they lose the enthusiasm to teach. So in this study the schools in Machakos County could be missing the benefits of older teachers and gaining in having young and middle aged teachers who were found to have an urge for improvement as could make good use of technology and audio- visual aids and other techniques for improving their teaching capabilities (Shilpa & Usha, 2018).

Professional qualification of the teachers was also sought and majority of those who responded to this study were found to degree holder in education. Those with masters followed with n=65(38.7%), n=5(3.0%) had diplomas and there was one teacher who was a PhD holder. These findings are in line with qualifications for a secondary school teacher in Kenya as set by TSC that a person must hold a Bachelor of Education (B.ED) degree to be registered as a teacher. Those with diploma in education are also eligible for registration as per ministry guidelines.

The study attracted majority of the teachers from the sub-county level of secondary schools n=119(70.8 %), followed by County, n=32(19%) and Extra County, n=12(7.2%). This is attributed to the large number of the sub-county schools in Kenya which are day mixed schools. They are cheap in terms of school fees hence a preference to majority of the parents. On the other hand, there are only two National schools in Machakos County, teachers from one school of that type participated in this study.

4.3.2 Demographics Characteristics of Students

The demographic information for the student presented in this sub-section was obtained from four closed ended questions. The student had been asked to provide information on their gender, type of school, nature of school and the form or year of study they were in. The findings were presented in Figure 4.3.

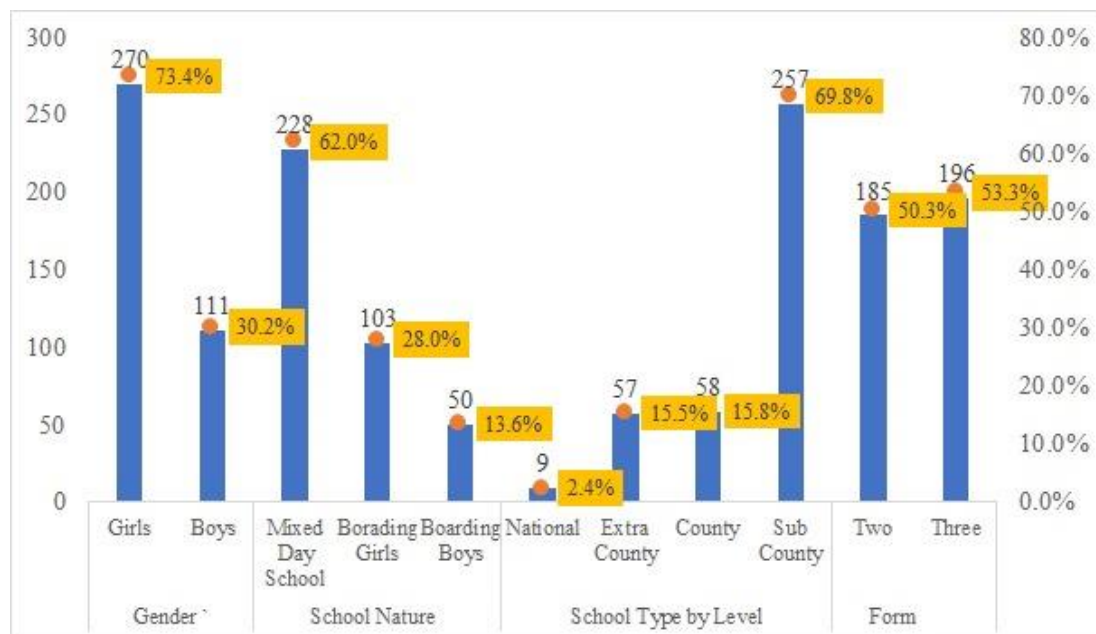


Figure 4.3: Demographic characteristics of students

n=381

Table 4.3 shows that the findings of the students' demographics in terms of gender are synonymous with those of the teachers as the girls n=270(70.9%) outnumbered the boy n=111(29.1%). This is explained by the findings in terms of school nature/gender on the same Table 4.3 which shows that majority of the students who took part in this study were from mixed day schools n=228(59.8%), followed by girls boarding schools with n=103(27.1%) and boys boarding schools with n=50(13.1%).

In terms of the class the students were in, Form three's n=196(51.4%) slightly outnumbered the Form two's n=185(48.6%). The percentages are an advantage to this study as Form three students had stayed longer in the school thus better positioned to comment on the classroom management strategies used by their teachers. As for the school type, majority of students were from Sub-County schools n=257(67.5%), followed by County n=58(15.2%) and Extra County n=57(15.0%) and National School 9(2.4%). The Sub-County schools are prevalent as they endeavor to improve access to quality education for all. The schools offer a chance to children who have not been able to join top tier schools to continue with their journey in education. They ensure no child is left behind as they focus on local communities catering for children with low Kenya Certificate of Primary Education (KCPE) marks (Joseph, 2023). Because they are devoid of boarding fees, they are more favored than the boarding schools.

4.3.3 Demographic Characteristics of Principals

The demographic information of the principals in this sub-section was obtained from five open ended questions. The respondents were requested to give their demographics based on age, gender, academic qualifications and school type. The results were shown in Table 4.1.

Table 4.1: Demographic Characteristics of Principals

Demographics	Age	f	%
Age	41-50.	11	29.4%
	51 and above	23	70.6%
Gender	Male	19	55.9
	Female	15	44.1
Education Level	Degrees	7	20.6
	Masters	25	73.5
	PhD	2	5.9
School Type	National	1	2.9
	Extra County	2	5.9
	County	5	14.7
	Sub County	26	76.5
Years of Experience	5– 8.	5	14.7
	9 – 12.	20	58.8
	Above 12 Yrs.	9	26.5

n=34

In terms of age, majority of the principal were above 51 years n=23(70.6) while n=11(29.4%) of the principals were between ages 41-49. Mbii (2021) who did her study in the neighboring Kitui and Makueni Counties established slightly different results in Kitui County as out of the 22 principals from Kitui County majority 50% were between 41-50 years, but in Makueni County there was a similarity as out of the 24 principals, 54.2% were above 50 years just like in Machakos. This is an indication that most of the principals had relevant experience to respond to this study which dealt with the teacher classroom management strategies use in the classroom and the relationship to teachers' performance as in Kenya, one has to be a serving teacher for quite some time before they are appointed to head a school.

In terms of gender, male principals were slightly more $n=19(55.9\%)$ than females' principals $n=15(44.1\%)$ in Machakos County. These findings contradict the finding of the teacher respondents in this study (*Table 4.2*) which found out that female teachers (60.7%) were more than the male teacher (39.3%). Nevertheless, Kingi (2018) who did her study in three sub-counties namely: Kiambu, Machakos and Kajiado Counties in Kenya established similar results that more than half (54%) of the school principals were male compared to 46% female principals. This means that although the female teachers could be more than the males in the public schools, there could be a gender imbalance at executive management level in Machakos County. This may not be an issue in the county only as according to Longman and Anderson (2018) it is replicated in the education sector in UK, where women are underrepresented in leadership roles.

The gender of a principal may have an influence on student's performance because students from girls' schools may lack role models to work hard to emulate as Munir and Aboidullah (2018) on effects of principal's gender on academic success established that the gender of the school head teachers has significant effect on the academic success of the students. According to the findings, primary schools under the leadership of female head teachers performed significantly better than those led under male head teachers but in secondary schools they obtained significantly better grades in the examinations under the leadership of male head teachers than the students led by female head teachers. So, it was expected that students in the county would perform better going by those results which would enhance teachers' performance as well. (Munir & Aboidullah, 2018)

As for educational level, majority n=25(73.5%) had earned a Master Degree, n=7 (20.6%) were degree holders and n=2(5.9%) had done their PhDs. These results imply that requirements of TSC were adhered to as all the principals had bachelor's degree and master's and PhD degrees.

Majority of the principals who participated in this study headed Sub-County schools, with n=26(76.5%). The County n=5(14.7%) and Extra County school were n=2(5.9%). Only one National school principal n=1(2.9%) took part in the study. This is because there were only two schools with the status of National schools in the County.

4.4 Analysis of Descriptive and Inferential Statistics

This study was guided by four objectives namely: to establish the extent to which teachers' use of legitimate classroom management strategies influences their classroom role performance, to determine the extent to which teachers' use of expert classroom management strategies influences their classroom role performance, to establish the extent to which teachers' use of referent classroom management strategies influences their classroom role performance and to determine the extent to which teachers' use of reward classroom management strategies influence their classroom role performance in public secondary schools in Machakos County. For the researcher to respond to each of these objectives, role performance was first analyzed.

4.4.1 Teachers' Classroom Role Performance

The dependent variable for this study was classroom role performance. Teachers and students were requested to show the extent to which they would agree or disagree with the five items related to teacher role performance. These score results were

used statistically to show the relationship with teachers' role performance as a result of their use of legitimate, expert, referent and reward classroom management strategies.

Table 4.2 (a) and (b) shows the descriptive findings from both respondents.

Table 4.2(a): Teachers' Response on their Classroom Role Performance

Factor	SD		D		U		A		SA		Mean	SD
	n	%	N	%	n	%	n	%	n	%		
Good communication between teachers and the students	1	0.6	1	0.6	0	0	49	29.2	117	69.6	4.67	0.58
Controlling disruptive behavior in class while teaching	1	0.6	4	2.4	4	2.4	78	46.4	81	48.2	4.39	0.71
Managing class time effectively by planning for the lesson	3	1.8	4	2.4	6	3.6	68	40.5	87	51.8	4.38	0.82
Engaging and interacting with students during teaching	1	0.6	2	1.2	2	1.2	72	42.9	91	54.2	4.49	0.65
Students performing well in assessments	1	0	0	0	6	3.6	49	29.2	113	67.3	4.64	0.55
Total Mean											4.51	0.39

N=168

Table 4.2(b): Students' Response on Teachers Classroom Role Performance

Factor	SD		D		U		A		SA		Mean	SD
	n	%	N	%	n	%	n	%	n	%		
Teachers Classroom Performance												
Communicating well with us in class	8	2.1	6	1.6	3	0.8	111	29.1	253	66.4	4.56	0.78
Teachers' ability to control disruptive behavior from students	8	2.1	2	0.5	7	1.8	161	42.3	203	53.3	4.44	0.75
Managing time effectively in class	16	4.2	4	4.7	18	4.7	169	44.4	174	45.7	4.26	0.93
Engaging and interacting with students during teaching	8	2.1	3	0.8	8	2.1	140	36.7	222	58.3	4.48	0.77
Performing well in our class assessments	4	1.0	2	0.5	15	3.9	124	32.5	236	61.9	4.69	2.03
Total Mean											4.49	0.69

N=381

According to Table 4.2 (a), the role shown to be performed well above all others was that the teachers had good communication with themselves and their students in class (98.8%, n=166). That was followed by having positive engagement and

interaction between them and their students during teaching (97.1%, =163) and their students performing well in assessments (96.5%, n=162). The least teacher role performance supported by the teachers were controlling of disruptive behavior from students while teaching (94.6%, n=159) and managing class time effectively by planning for the lesson (92.3%, n=155).

As for the students in Table 4.2 (b) just like the teachers, those who responded to this study also ranked their teachers highly in terms of their role performance by strongly agreeing with items provided. According to them, their teachers performed best as they had the ability to control disruptive behavior from students (95.5%, n=364) which contrasted with teachers who ranked that role as the second last in terms of performance. Both nevertheless, agree with teachers communicating well with students in class (95.5%, n=364) with the students ranking it as the number two well performed role and teachers ranking it as the first. The teachers had ranked engaging and interacting with students during teaching as their number two but the students categorized it on number three (95.0, n=362). The least classified role performed by teachers according to students' responses was performing well in class assessments (94.5%, n=360). It should be noted that managing time effectively in class was classified as the least performed role (90.0%, n=343) rates from student.

The overall mean on perceived teacher role performance by teachers was 4.51 and from students was 4.49. The teachers ranked themselves highly by a small margin in their classroom role performance as compared to students. These results imply that teachers in secondary schools in Machakos did not adequately plan on how to manage their time well in class as it scored least among the teacher performance items. Performance in class assessment followed in terms of the items that scored

low mean. This could be the reason for the poor summative performance identified in Machakos County in KCSE. According to Mutuku (2022) the academic performance trend in K.C.S.E. in Machakos County has been on a declining trend in the recent past. The County mean for the last three years: namely 2020, 2021 and 2022 has been below 5 out of the expected 12 and constantly on the decline (Machakos County Director of Education Office, 2022).

4.4.2 Teachers' Legitimate Classroom Management Strategy's Influence on their Role Performance

The first objective of this study attempted to establish the extent to which teachers' use of legitimate classroom management strategies influences their classroom role performance in public secondary schools in Machakos County. To respond to this objective, seven items linked to teacher application of legitimate classroom management strategies were identified and analysed from teachers and students responses.

Table 4.3(a): Descriptive Statistics on the Teacher's Response on their Use of Legitimate Classroom Management Strategy

Strongly Disagree-SD, Disagree-D, Undecided-U, Agree-A and Strongly Agree-SA

Items Regarding Legitimate Classroom Management Strategies (N %)	SD	D	U	A	SA	Mean	SD					
Communication to parent on their children's behavior	2	1.2	1	0.6	0	0	71	42	94	56	4.51	0.66
Sending student home for aggressive or disruptive behavior	6	3.6	14	8.3	4	2.4	89	53.0	55	32.7	4.03	1.01
Involving the school counsellor in cases of indiscipline in class	6	3.6	11	6.5	2	1.2	68	40.5	81	48.2	4.23	1.01
Sending students to the principal's office in cases of misbehavior in class	4	2.4	6	3.6	8	4.8	78	46.4	72	42.9	4.24	0.88
Clear rules, responsibilities and routines placed in the classroom	4	2.4	4	2.4	2	1.2	52	31.0	106	63.1	4.50	0.84
Involving students in establishing the rules, routines and expectations	10	6.0	11	6.5	1	6.5	78	46.4	58	34.5	3.97	1.10
Use of loud tone and give clear directions in class	13	7.7	29	17.3	7	4.2	57	33.9	62	36.9	3.75	1.32
Overall Mean											4.18	0.52

N=168

Table 4.3(b): Descriptive Statistics on the Students' Responses on their Teachers Use of Legitimate Classroom Management Strategy

Strongly Disagree-SD, Disagree-D, Undecided-U, Agree-A and Strongly Agree-SA

Items	SD	D	U	A	SA	Mean	SD					
Regarding Legitimate Classroom Management Strategies												
N %												
Involving my parents in my behavior and progress	12	3.1	7	1.8	18	4.7	162	42.5	182	47.8	4.30	0.89
Involving the school counsellor in cases of student's indiscipline in class	52	13.6	28	7.3	26	6.8	177	46.5	98	25.7	3.63	1.31
Sending us to the principal's office in cases of misbehavior in class	56	14.7	29	7.6	27	7.1	134	35.2	135	35.4	3.69	1.40
Having clear rules, expectations placed in the classroom	16	4.2	17	4.5	21	5.5	134	35.2	193	50.7	4.24	1.03
Involving students in establishing the rules and expectations	63	16.5	36	9.4	31	8.1	128	33.6	123	32.3	3.56	1.44
Legitimate Classroom Management Strategy											3.88	0.70

n=381

According to Table 4.3 (a) and (b), both the teachers (87.5%, n=144) and students (90.3%, n=344) agreed and strongly agreed that communication and involving parents in their children's behavior was the most commonly used type of legitimate classroom management strategies by the teachers. Both the teachers (70.8%, n=119)

and students (85.8%, n=327) again agree and strongly agree that second commonly used type of legitimate classroom management strategies was the use of clear rules, responsibilities and routines placed in the classroom. However, they both differ in the number three legitimate type of practice commonly used as teachers indicate that sending students to the principal's office in cases of misbehavior in class (89.3%, n=150) while students opine that it was involving the school counsellor in cases of student's indiscipline in class (72.2%, n=275). Sending student to the principal's office in cases of misbehavior in class came fourth on student's response (70.6%, n=269) while the fourth type for teachers was involving the school counsellor in cases of indiscipline in class.

Sending student home for aggressive or disruptive behavior came fifth (85.7%, n=144) as a response for teachers. Teachers involving student in establishing the rules and expectations scored the least in terms of agreement by the teachers (80.9%, n=136) and also with students (65.9%, n=251). Teachers seemed to dispute the fact that they used loud tone to give clear directions in class (70.8%, n=119). The study shows that both teachers and students agreed that legitimate classroom management strategies was key in shaping teachers role performance as a indicated by ($M=4.18$, $SD=0.52$) for teachers and ($M=3.88$, $SD=0.70$) students respectively.

The study interviewed the principals on the strategies used by teachers in class to control discipline among the students in their schools as that was one of the teachers' role performance.

One principal observed that:

Majority of teachers in my school provide guidelines to the students and their parents on what is expected of them. In the guidelines, they ensure that they make clear the consequences and rewards. We instruct the teachers that the guidelines should be derived from the school rules that are provided to the students and parents at the point of admission. During admission, the student and parent read and sign the rule and agree to comply with them. In cases where students behave contrary to the guidelines and the teachers warn them severally without change then, the teacher applies the guideline with the involvement of the parents

These sentiments mirror those of Sittenthaler, Steindl and Jonas (2015) and Classroom Management Resource Guide (2014) who opined that for legitimate classroom management strategies to work, information of what is morally desired and expected behavior is vital. That comes in form of classroom rules for many teachers which assist them in reducing disruptive behavior and in promoting positive interactions. From the principals' interview, it was not clear whether the students were involved in setting the guidelines.

In agreement with the above statement, a principal from a county school pointed out that:

There were teachers who exert themselves at the beginning of the year by explaining what they expect from their students especially when they join us in form one. These teachers may not even write their expectations, but just the way they carry themselves, students respect them for that. In such classes, we get very few cases of indiscipline from classes taught by those teachers. There are however, some teachers who majority of the times bring their classroom cases to the deputy principal's office, guidance and counseling office and some even to my office. When I look at some of those cases, I think there are cases that the teacher can deal with but the teachers themselves lack confidence.

This implies that confidence which can be defined as a feeling of self-assurance plays an important role in dealing with discipline issues in school. Pachina (2019) adds that a greater level of self-confidence in classroom has a positive influence on the teaching experience for the teacher. Confidence arises from recognition of one's

own abilities or qualities. So it can be concluded that those teachers who lack confidence is as a result of lack of abilities.

Another principal indicated that:

The students who fail to co-operate are asked to stand inside the classes so that they do not miss the lessons. In some instances, the teachers are forced to send them out of class although we do not advocate for that but when a child disturbs the whole class then what do you expect the teacher to do? We however recommend such cases to be brought to our attention and follow-ups are made and the parents are involved.

These are indications that some of the banned practices in legitimate classroom management strategies like sending students outside or making them stand for long are still in use in Machakos County public secondary schools. Stein and Tangi (2019) had replicated similar findings in Tanzania as they found out that punishments in form of scolding, and staying back after school to slash grass, fetch water, and wash school corridors or class and toilets. Other teachers were found to send students out of class, while others made them to kneel down or stand for a long time. Pulling student's ears or hair were also mentioned as other forms of punishment in the two studies.

This current research observed that majority of the schools which involved parents a lot in students' classroom indiscipline were day schools which formed the majority of the schools in this study. In the few boarding school which took part in this study, although there were some parents programs for the serious cases, guidance and counseling department came in handy in handling classroom management cases that got out of hand.

The findings of the principals, teachers and students concur with those of Impact Teacher (2017) which found some of the activities teachers engage in legitimate

classroom management strategy to include; consistent enforcement of class rule and values as they are considered the backbone of every classroom; threatening to call or calling parents, involving school counsellor or principal and moving around the class.

From the principals, teachers and students' responses, this study found involvement of parents as the most effective practice in legitimate classroom management strategies. This contradicted findings by Burden (2020) who recommend use of classroom rules as the most effective practice that help reduce disruptive behavior to promote positive interactions. This could be explained by the fact that literature reviewed indicate that it is important to involve the student as well as parents in establishing the rules and expectations yet in this study that scored the least in terms of agreement by the teachers. That means that the teachers came up with their own classroom rules. No wonder then the rules were not the most effective in controlling class interaction. Involvement of the students in making classroom rules is a key aspect that teachers need to incorporate.

In this study results, the teachers indicated that teachers use of loud tones, being clear and forthright as a form of legitimate classroom management strategies was the least used legitimate practice according to the teachers. The practice had been advocated by a study conducted in Spain (Pérez-Izaguirre, 2019). The reasons for scoring the least in this study could be owed to the fact that the same study had found out that using such a practice gave birth to students with low levels of self-determination and motivation towards learning. This is because the students were not granted some freedom of choice and the right to know the reasons behind the teacher's directives.

Although some of the practices in legitimate classroom management strategies has been found to hinder the “mental and upright independence” of students by Pérez-Izaguirre (2019) the results of this study indicate clearly that it was still in use by teachers in Machakos County. This was evident from the overall mean of 4.18 from the teachers which indicate they strongly agreed and 3.88 from students’ response which indicated they agreed that legitimate classroom management strategy was still being used by teacher to enhance their role performance in the classroom.

The study had also been set out to test the hypothesis on whether there was a statistically significant difference on teachers’ classroom role performance as a result of their use of legitimate classroom management strategies in public secondary schools in Machakos County.

The null hypothesis stated:

H₀₁. There is no significant difference between teachers’ use of legitimate classroom management strategies and their role performance in public secondary schools in Machakos County.

To test the hypothesis, a simple linear regression was used to establish the relationship between use of legitimate classroom management strategy and teacher’s role performance in public secondary schools in Machakos County. The results of the analysis were summarized in Table 4.4.

Table 4.4: Goodness of fit Summary for Teachers' Use of Legitimate Classroom Management Strategy on Role Performance

R	R Square	Adjusted Square	Std. Error of the Estimate
.516 ^a	.823	.805	.59895

The linear regression showed R^2 of 0.823 which shows that 82.3% variation in teachers role performance was explained by legitimate classroom management strategies. In other words, 82.3% of the variability in teacher role performance was explained by teachers' application of legitimate classroom management strategies.

The simple linear regression results are indicated in Table 4.5.

Table 4.5: Beta Coefficient Results for Influence of Legitimate Classroom Management Strategy on Role Performance

Model	Unstandardized Coefficients		Standardized Coefficients		
	Beta	Std. Error	Beta	T	Sig.
(Constant)	2.893	0.206		14.018	0.004
Legitimate	0.388	0.049	0.516	7.914	0.001

Table 4.5 shows that legitimate classroom management strategy contributed significantly to the linear regression. The beta coefficient of 0.388 obtained meant a unit increase in teachers' application of legitimate classroom management strategy results in 0.388 influence on their role performance.

Table 4.6: Regression Results Influence Results of Legitimate Classroom Management Strategy on Teachers' Role Performance

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	27.281	1	27.281	90.145	.001
Residual	114.7	379	0.303		
Total	141.982	380			

Table 4.6 shows that the regression model applied was statistically significant to predict the application of legitimate classroom management strategy on teacher's role performance. This was supported by a probability (p) value of 0.001 which was below the $\alpha=0.05$ level of significance. That implied that the null hypothesis was rejected and the alternate hypothesis which stated that there is significant influence between teacher's use of legitimate classroom management strategy and their role performance in public secondary schools in Machakos County adopted.

Quantitative data from teachers and students and qualitative data from principals indicates agreement that legitimate classroom management strategy was key in improving teacher's classroom role performance. The study findings concur with research done by Esmaeili et al (2015) who found out legitimate classroom management strategies was applied to achieve appropriate students' behavior and class control.

4.4.3 Teachers' Expert Classroom Management Strategy's Influence on their Role Performance

The second objective aimed in determining the extent to which teachers' utilization of expert classroom management strategy has influence on their classroom role performance in public secondary schools in Machakos County.

Table 4.7(a): Teachers' Response on Expert Classroom Management Strategy's Influence on their Role performance

Strongly Disagree-SD, Disagree-D, Undecided-U, Agree-A and Strongly Agree-SA

Items regarding expert classroom management strategy	SD	D		U		A		SA		Mean	SD	
N %												
Use of interactive ICT materials in teaching/learning	2	1.2	2	1.2	8	4.8	59	35.1	97	57.7	4.47	0.75
Use of different teaching and learning styles	2	1.2	6	3.6	3	1.8	88	52.4	69	41.1	4.29	0.77
Organize activities in logical stages to achieve the lesson objectives	1	0.6	2	1.2	11	6.5	78	46.4	76	45.2	4.35	0.71
Give clear instructions on what students should do	6	3.6	6	3.6	1	0.6	63	37.5	92	54.8	4.36	0.94
Give instruction in a firm voice, and wait for student's compliance in class	19	11.3	15	8.9	9	5.4	69	41.1	56	33.3	3.76	1.31
Use different seating arrangement depending on the assignments to be done by students	11	6.5	13	7.7	9	5.4	80	47.6	55	32.7	3.92	1.13
Use fast learners to assist the weaker ones.	3	1.8	2	1.2	3	1.8	51	30.4	109	64.9	4.55	0.76
Expert Classroom Management Strategy Teachers											4.24	0.43

n=168

Table 4.7(b): Students' Response on Teachers Expert Classroom Management Strategy's Influence on their Role performance.

Strongly Disagree-SD, Disagree-D, Undecided-U, Agree-A and Strongly Agree-SA

Items Regarding Expert Classroom Management Strategy	SD	D	U	A	SA	Mean	SD					
Use ICT materials in teaching and learning	58	15.2	15	3.9	3	0.8	75	19.7	230	60.4	4.06	1.46
Use different teaching and learning styles	6	1.6	15	3.9	12	3.1	131	34.4	217	56.9	4.41	0.86
Gives clear instructions on what we should do in class.	7	1.8	3	0.8	9	2.4	127	33.3	235	61.7	4.52	0.75
Use different seating arrangements depending on the assignments given to us	59	15.5	30	7.9	44	11.5	134	35.2	114	29.9	3.56	1.39
Use fast learners to assist students who are weaker ones	24	6.3	17	4.5	25	6.6	120	31.5	195	51.2	4.17	1.14
Overall Mean											4.14	0.68

n =381

Table 4.7 (a) indicate that majority of teachers strongly agree (95.24%, n=160) that they use fast learners to assist the weaker ones as a common practice used in expert classroom management strategy. The teachers (93.5%, n=157) agreed that use of different teaching and learning styles was the second commonly used practice followed by use of interactive ICT resources in teaching/learning, ranked number three with (92.8%, n=156) score from teachers' responses. Giving clear instructions on what students should do (92.3%, n=155) was rated number four, then teachers

organizing activities in logical stages to achieve the lesson objectives (91.6%, n=154) was rated number five. The practices that scored the least score from the teachers' response were the use of different seating arrangement depending on the assignments to be done by students (80.3%, n=135) and giving instruction in a firm voice, followed by waiting for student's compliance in class (74.4%, n=125) .

The students' response in Table 4.7 (b) differ from that of the teacher as they identify (95.0%, n=362) that teachers giving clear instructions on what should be done in class as the most important followed by (91.3%, n=348) use of different teaching and learning styles. Use of fast learners to assist students who are weaker identified as the first practice by teachers was ranked number three by the students (82.7%, n=315). The students (80.1%, n=305) indicated that use of ICT resources in teaching and learning was the fourth commonly used practice. This is a clear indication that ICT was not commonly used in Machakos County. Loveless (2023) claims that according to experts, use of technology as a methodology in teaching and learning enlarges student' interaction in class than a school textbook. Giving clear instructions on what students should do in class (95.0%, n=362) was rated number four. As for the student, use of different seating arrangement depending on the assignments given to the students only (65.1%, n=248) scoring the least.

Quantitative data from students and teachers shows that both teachers and students agreed that expert classroom management strategy was important in enhancing teacher's role performance as indicated by (M=4.24, SD=0.43) for teachers and (M=4.14, SD=0.68) for students respectively. The findings concurs with research done by Madison (2014) who found out that students will respect and be motivated

to listen to a teacher when they perceive the teacher to know what they are talking about or to well conversant with the subject.

According to the qualitative data obtained from the principals, majority of them indicated that creating a safe environment and motivating the learners was key. Teamwork also came out as a practice teachers could use to ensure effective communication between themselves and the students.

One principal indicated:

“From my observation, majority of the teachers ensured that the classroom environment was safe. At times teachers walk around checking students work when they are doing exercises and I normally see them bend to assist students who struggled with their work quietly. Other times, when the students find difficulties in the exercises, they normally call the teacher or lift their hands and teachers go to assist them without disturbing the rest of the class. This is inhibited by the overcrowding in our classes”.

This is strongly advocated as students are influenced to a great extent when they have a strong perception that teachers have the best interests for them at heart during instruction (Stefkovich & Frick, 2021)

Upon further prompting by the researcher, it was clear that some teachers after being employed were reluctant to prepare some of the professional documents needed in class particularly lesson plans and lesson notes yet they prepared them during teaching practice. But the principals showed that majority of the teachers were always ready with their professional document in their classes.

One of the principals from a Sub County Day school indicated:

We also check to ensure that teacher had their professional documents that are needed in the classroom which include the lesson notes and the lesson plans among others. However, we face a challenge with few teachers who are reluctant to make lesson plans. There are also those who go to class without lesson notes but the number is insignificant as majority comply and prepare well before going to class

A striking resemblance exists between the above and the observation of Tomlinson and Imbeau (2023) who advises that in a class setting, the teacher needs to have well-planned lessons, presented them logically and appropriate assignment follow-up. Stronge (2018) adds that students will respect and be motivated to listen to a teacher when they are convinced that the teacher knows or has superior knowledge and ability to teach the subject matter. The few teachers who were reluctant to have the professional documents needed to be encouraged to prepare them to enable them exercise their expert classroom management strategies effectively. Expert classroom management strategy grows teachers' confidence in the information and abilities enhancing class control and interaction.

Yet another principal observed that:

In classes where the teachers kept their teaching exciting, better communication between them and their students was observed. Use of questions and answer teaching methods as well as group work encouraged communication between the students themselves and their teacher. Lecture methods is mostly used.

Unlike the findings of this study where lecture method was still the commonly used method of instruction, Vaidya (2016) encourages teachers as experts to embrace methods and attitudes that lead to problem-solving and model learning through interactions in class. One method which the principals, teachers and students agree was not being used sufficiently in this study is use of ICT, yet it puts students in the driver's seat encouraging them to take an active and participatory role. Consequently, it results to a closer communication between students' and higher participation in learning among other positive outcomes (UNESCO, 2017). ICT effective policy need to be considered to enhance its use in the classroom in the County. That should be anchored on whole school-based planning, teacher training and professional development. (UNESCO, 2017).

In summary, it can be deduced that although Fabiano and Dudek (2018) opine that expert classroom management strategy is labeled as one under threat from recent policy developments, the findings of this study going by the means indicate that both teacher with a mean of 4.24 and student 4.14 strongly agree that expert classroom management strategy is still very important for teachers to perform their roles in the classroom in secondary schools in Machakos County.

Table 4.8: Goodness of Fit Summary for Teachers’ Use of Expert Classroom Management Strategy on Role Performance

	R	Adjusted R	Std. Error of
	R	Square	the Estimate
	.504 ^a	.783	.51815

a. Predictors: (Constant), Expert Classroom management strategy

Table 4.8, ($R^2 = 0.783$) shows that 78.3% variation in role performance could be explained by expert classroom management strategy indicators for teachers and students respectively. Since $R^2 > 70$ percent, the model is fit for prediction. The simple linear regression results are indicated in Table 4.9

Table 4.9: Beta Coefficient Results for Influence of Expert Classroom Management Strategy on Role Performance

	Unstandardized		Standardized		T	Sig.
	Coefficients		Coefficients			
	Beta	Std. Error	Beta			
(Constant)	3.713	0.226			10.018	0.003
Expert	0.492	0.038	0.504		8.714	0.003

Table 4.9 shows that expert classroom management strategy contributed significantly to the linear regression. The beta coefficient of 0.492 obtained meant a

unit increase in teachers' application of expert classroom management strategy results in 0.492 influence on their role performance.

Table 4.10: Regression Results for Influence Results of Expert Classroom Management Strategy on Teachers' Role Performance

	Sum of		Mean		
	Squares	Df	Square	F	Sig.
Regression	7.325	1	7.325	20.617	.008
Residual	134.656	379	0.355		
Total	141.982	380			

Table 4.10 shows that the regression model applied was statistically significant to predict the application of expert classroom management strategy on teacher's role performance. This was supported by a probability (p) value of 0.008 which was below $\alpha = 0.05$ level of significance. That implied that the null hypothesis was rejected and the alternate hypothesis which stated that there is significant influence between teacher's use of expert classroom management strategy and their role performance in public secondary schools in Machakos county adopted. Both quantitative and qualitative data concurs with previous research done by Vaidya (2016) who found out that student will respect teachers if they perceive the teacher has the ability to teach difficulty subjects with ease.

4.4.4 Teachers Referent Classroom Management Strategy's Influence on their Role Performance

The third objective of the study was to establish the extent to which teachers' use of referent classroom management strategy influence their classroom role performance in public secondary schools in Machakos County. Descriptive summary statistics were computed and tabulated in table 4.10.

Table 4.11(a): Teachers' Response on their Referent Classroom Management Strategy

Strongly Disagree-SD, Disagree-D, Undecided-U, Agree-A and Strongly Agree-SA

Items Regarding Referent Classroom Management Strategy N %	SD	D	U	A	SA	Mean	SD					
I attempt to make students know that am approachable	5	3.0	2	1.2	2	1.2	64	38.1	95	56.5	4.44	0.84
I integrate personal interests of students in teaching	1	0.6	3	1.8	2	1.2	92	54.8	70	41.7	4.36	0.66
I interact with students as individuals	2	1.2	6	3.6	7	4.2	60	35.7	93	55.4	4.41	0.83
I move closer or sit near students to show interest.	9	5.4	7	4.2	4	2.4	70	41.7	78	46.4	4.20	1.05
I encourage talking freely/corrections when am wrong	8	4.8	5	3.0	6	3.6	71	42.3	78	46.4	4.23	1.00
I talk to students after outbursts/to show I am interested in their affairs	4	2.4	3	1.8	3	1.8	80	47.6	78	46.4	4.34	0.81
I know and call my students by their names	0	0	1	0.6	7	4.2	64	38.1	96	57.1	4.52	0.61
I make students comfortable when they come to ask questions.	0	0	1	0.6	3	1.8	63	37.5	101	60.1	4.57	0.56
I involve myself in their important events outside school	14	8.3	9	5.4	3	1.8	72	42.9	70	41.7	4.05	1.18
Overall Mean											4.37	0.42

n=168

Table 4.11(b): Students' Response on Teachers Referent Classroom Management Strategy

Strongly Disagree-SD, Disagree-D, Undecided-U, Agree-A and Strongly Agree-SA

	SD	D	U	A	SA	Mean	SD					
N%												
Items Regarding Referent Classroom management strategy												
Our teachers are approachable	9	3.9	6	1.6	6	1.6	111	29.1	249	65.4	4.54	0.81
Teachers interact with us as individuals	15	3.9	12	3.1	9	2.4	154	40.4	191	50.1	4.30	0.96
Teachers show interest in our work by moving closer in class	17	4.5	5	1.3	10	2.6	159	41.7	190	49.9	4.32	0.94
Teachers show interest in knowing our different personalities and social needs	24	6.3	12	33.1	31	8.1	168	44.1	146	38.3	4.06	1.08
Teachers know and call us by our name	5	1.3	8	2.1	10	2.6	111	29.1	247	64.8	4.54	0.77
My teachers praise us when we accomplish tasks	19	5.0	17	4.0	21	5.5	155	40.7	169	44.4	4.15	1.05
Overall Mean											4.37	0.42

n=381

Results from Table 4.11 (a) show that the most applied practice in referent classroom management strategy by teachers based on the agreement on making students comfortable when they went to ask questions from the teachers (97.6%, n=164). That was followed by teachers integrating personal interests of students in

teaching (96.4%, n=162), then teachers knowing and calling their students by their names (95.2%, n=160) was rated number three by the teachers. The teachers' attempt to make student know that they were approachable (94.6%, n=159), as well as talking to students after outbursts to show they were interested in their affairs (94.0%, n=158) followed. The last three practices applied by teacher were; encouraging students to talk freely and correct the teachers when they were wrong (88.7%, n=149), teachers moving closer or sitting near students to show interest in them (88.1% n=148) and lastly, teachers involving themselves in students' important events outside school scored the least mean (84.5%, n=142).

As for the students as shown in Table 4.11(b), the practice which they ranked first as being used by their teachers was that teachers interacted with them as individuals (90.6%, n=345) followed by teachers knowing and calling them by their name (93.9%, n=358). The practice ranked number three was that teachers show interest in our work by moving closer in class (91.6%, n=349). The least rated practices by the students were teachers praising students when they accomplish tasks (85.0%, n=324) and showing interest in knowing students' different personalities and social needs (82.4%, n=314) in that order.

The descriptive statistics shows that both students and teachers agreed that referent classroom management strategy was important in shaping teacher's role performance as indicated by (M=4.37, SD=0.42) for teachers and (M=4.37, SD=0.42) students. The findings are consistent with previous research done by Cheema et al., (2014) which found that referent classroom management strategy made teachers more attractive to the students thus enabling teacher role performance. Additionally, the findings concur with the research done by Perez-Izaguire (2019) who found out that

teachers who optimized use of reward classroom management strategy were able to build close and trusting relationship with students foster their role performance.

The principals had been requested to explain the approaches teachers use in their schools to increase interaction between themselves and the students and among the students themselves. Amongst the approaches mentioned were; peer teaching, group discussion and question and answer methods of teaching.

For instance, one principal explained that:

General group discussions, questions and answers forums and participation discussions were used by the teachers in my school. For interaction among students themselves, a lot of peer teaching goes on in the classes whereby the teachers use what we call 'set pacers' to teach the other students under the supervision of the teachers.

Further, a principal specified that:

One method used by teachers at times is use of class symposium for students to interact amongst themselves and interclass competition where a stream competes against another. However, this is done occasionally due to time factor.

The responses from the two principals implied peer teaching increased interaction between the students to student interaction and teacher to student interaction. This is recommended as a referent classroom management strategies practices that made the teachers more attractive to the students thus enhancing teacher role performance. (Cheema & Kitsantas, 2014).

Another principal had this interesting account:

In my school, we have a program where we bring back students who were best students in the previous Kenya Certificate of Secondary Education (KCSE) to assist in peer teaching as they wait to be admitted in the university under the supervision of teachers. They also serve as mentors to the other students out of class. Those who come from far we house them in

the school compound. We also give them some stipend which some save to use at the university.

The bringing back of the students who performed better in KCSE supports peer teaching in classroom which is advocated for in referent classroom management strategies. The student “teachers” did not possess legitimate classroom management strategy. For them to succeed, they were left with little but to use referent and expert classroom management strategies. Pérez-Izaguirre (2019) study indicated such practices endeared the students to the teachers which lead to improved academic performance.

One more principal replied that:

Teachers use team teaching whereby teachers who teach same subject divide it in term of topics one is interested in or at times they go to class together (two or three teachers) in what we call “lesson study” here. Mainly veteran teachers pair themselves with new ones. During the lesson they share insights and challenge students to be more engaged.

These practices led to the classes to be interactive. It also encouraged the students to work in collaboration with their peers as they saw their teachers working in teamwork. Relationships were also created in form of teacher to teacher and teacher students’ relationships. The power of such relationships cannot be underestimated as Camp (2011) asserted that a value was found in students’ academic achievement and behavioral success when the positive and supportive relationships were maintained. Besides, team teaching could also be interpreted by the students to mean teacher cared for them. Those teachers who were perceived to be caring and not just about their jobs were found to motivate students to work hard (Tomlinson & Imbeau, 2023).

In addition, a principal expounded that:

Some of the teachers are humorous and that spurs a lot of reactions from the students bringing about interactions between themselves and the teachers. As I do observe some teachers especially start their lesson with short stories related to their topics, then asks questions which lead to the topic. Those who called their students by their names had an advantage as they would prompt interaction easily.

NASET (2018) had observed humorous teachers practiced referent classroom management strategies. Teachers who were funny, likeable, humorous, and light-hearted or charming were said to be cool by the students. It is interesting to note that none of the principals mentioned some of the items in the questionnaire except teachers knowing their students by their names.

The study also aimed at testing the third hypothesis that stated that; there is no statistically significant influence on teachers' role performance as a result of their use of referent classroom management strategy in public secondary schools in Machakos County. Simple linear regression model was fitted to test the formulated hypothesis and results presented in Table 4.12.

Table 4.12: Goodness of Fit Summary for Teachers' Use of Referent Classroom Management Strategy on Teachers' Role Performance

R	R Square	Adjusted R Square	Std. Error of the Estimate
.850 ^a	.723	.690	4.57996

a. Predictors: (Constant), Referent Classroom management strategy

The linear regression showed R^2 of 0.723 which shows that 72.3% variation in teachers role performance was explained by referent classroom management strategy. In other words, 72.3% of the variability in teacher role performance was explained by teachers' application of referent classroom management strategy. The simple linear regression results are indicated in Table 4.13.

Table 4.13: Beta Coefficient Results for Influence of Referent Classroom Management Strategy on Role Performance

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		Beta	Std. Error	Beta		
Students	(Constant)	.286	.196		1.511	.000
	Referent	.236	.078	.26	3.162	.002

Table 4.13 shows that referent classroom management strategy contributed significantly to the linear regression. The beta coefficient of 0.236 obtained meant a unit increase in teachers' application of referent classroom management strategy results in 0.236 influences on their role performance. The simple linear regression model is shown below.

Table 4.14: Regression Results for Influence Results of Referent Classroom Management Strategy

	Sum of Squares	Df	Mean Square	F	Sig.
Regression	20.760	1	20.760	71.181	.0001
Residual	110.536	379	0.292		
Total	141.982	380			

Table 4.14 shows that referent classroom management strategy statistically significantly influenced teacher's role performance at alpha 0.05 with $p = 0.0001 < 0.05$ level significance thus the null hypotheses was rejected meaning role performance was influenced by the ability to apply referent classroom management strategy in the classroom management. The findings concur with the study done by Abruzzo (2019) which indicated that students are likely to follow classroom rules

and optimize learning activities if they build their trust and respect towards their teachers.

4.4.5 Teachers' Reward/Coercive Classroom Management Strategy's Influence on their Role Performance

The fourth objective of the study was to determine the extent to which teachers' use of reward classroom management strategy influences their classroom role performance in public secondary schools in Machakos County. Descriptive summary statistics were generated and tabulated in Table 4.15.

Table 4.15(a): Teachers Response on their *Reward Classroom Management Strategy's Influence on their Role Performance.*

Strongly Disagree-SD, Disagree-D, Undecided-U, Agree-A and Strongly Agree-SA

Items	SD	D	U	A	SA	Mean	SD					
Regarding Reward Classroom management strategy												
N %												
I give good report/praise for positive behaviors.	I	1.8	4	2.4	3	1.8	64	38.1	94	56.0	4.44	0.80
I make constructive comments on tests and essays without devaluing students' efforts.	0	0	4	2.4	4	2.4	75	44.6	85	50.6	4.43	0.66
I give my students rewards and incentives such as grades	10	0.6	1	0.6	5	3.0	83	49.4	78	46.4	4.40	0.64
I reward students as groups so as to convince their peers to change from bad to good behaviour.	5	3.0	6	3.6	10	6.0	69	41.1	78	46.4	4.24	0.94
I ridicule students' behaviour in front of peers.	55	32.7	33	19.6	13	7.7	30	17.9	37	22.0	2.77	1.59
I believe coercion and fear do not create foundations for building positive relationships	1	0.6	6	3.6	7	4.2	66	39.3	88	52.4	4.39	0.78
Overall Mean												

n=168

Table 4.15(b): Students’ Response on Teachers’ Reward Classroom Management Strategy’s Influence on their Role performance.

Strongly Disagree-SD, Disagree-D, Undecided-U, Agree-A and Strongly Agree-SA

Items Regarding Reward/Punitive Classroom Management Strategy	SD	D	U	A	SA	Mean	SD					
My teachers give good report or praise when we show positive behaviors or achievements	9	2.4	6	1.6	6	1.6	111	29.1	249	65.4	4.54	0.81
My teachers withhold rewards and punishment uniformly in class without favoring any of us.	15	3.9	12	3.1	9	2.4	154	40.4	191	50.1	4.30	0.96
My teachers reward students as groups	17	4.5	5	1.3	10	2.6	159	41.7	190	49.9	4.31	0.94
My teachers scold and assault us verbally	24	6.3	12	3.1	3	8.1	168	44.1	146	38.3	4.05	1.08
My teachers make us kneel down or stand for a long time in class when on the wrong like disrupting the class	5	1.3	8	2.1	10	2.6	111	29.1	247	64.8	4.54	0.77
Overall Mean											3.42	0.74

In Table 4.15 (a) the teachers indicated that the most common practice they used in reward/coercive classroom management strategy was that they gave their students rewards and incentives such as grades (95.8% n=161). Other practices the teachers’ indicated are that they give good report/praise for positive behaviors (94.0%, n=158). The findings concur with Sitopu et al., (2021) who observed that teachers’

show of approval for students who display appropriate behaviour is rated as very important for successful management of the classroom.

The least practices in reward classroom management strategy included rewarding students as groups so as to convince their peers to change from bad to good behaviour (87.5%, n=147) and teachers ridiculing students' behaviour in front of peers (39.9%, n=67). The findings are in line with the research done by Mandah et al., (2016) who illustrates that teachers who used verbal reward strategies such as negative feedback lowered student morale affecting teachers' role performance

Table 4.15 (b) nonetheless, shows the largest percentage of students (94.5%, n=360) reporting that their teachers gave good report or praised the students when they showed positive behaviors or achievements. According to Sidin (2020) teachers need to apply reward management strategy wisely to improve student's motivation and performance as part of their role performance

Students agreed that teachers scolded and assaulted them verbally (82.4%, n=314) as the least practised by teachers. The findings agree with previous work by NASET (2018) who noted that teachers used coercive classroom management strategies to punish students on minor mistakes through public exhibition such standing for long time.

In general, both students and teachers agreed that reward/coercive classroom management strategy is important in fostering teacher's role performance indicated by (M=4.11, SD=0.52) for teachers and (M=3.42, SD=0.74) for students. Pearson and Pelley (2020) found out that utilization of reward strategies improves attention of learners in the classroom.

The principals had been requested to indicate how teachers rewarded and punished students in class and majority indicated that reward was through praising them when they answered questions correctly.

One principal indicated that:

Rewards are done through praise words such as “very good” “well done”, “correct” and more. As for the punishment, I see some students kneeling down in front of the classroom while at times others are chased out of class when they become unmanageable. I strongly discourage that as it is against the law mainly the children’s Act and the Basic Education Act.

The findings are supported Mandah et al. (2016) which states that rewards should include verbal whereby teachers’ use verbal positive comments, depending on the situation while teaching the learners such as good, correct and neat work. Similarly, Ruirie (2018) study done in Nigeria had established most teachers used punishment on their students for misconduct such as scolding, assaulting students verbally and staying back after school to slash grass as found out in this study.

Another principal also pointed out that”

At times the teachers just warn the student against the disturbance they cause and remind them of the dire consequences of such behavior as stipulated in the school rules. If they do not stop, then the teachers send them to the administrators’ office and the school counselor’s office. If the student continues to be negative then the parents are involved. As for rewards, praise and clapping by other students are used to reinforce positive behavior.

The findings indicate the involvement of parents plays vital roles in remedying students’ discipline, Abuya and Ngware (2016) results from six purposively selected towns across Kenya: Eldoret, Kisumu, Mombasa, Nairobi, Nakuru, and Nyeri in Primary Schools, found out that parents were not keen to interact with the teachers to identify the problem areas of their children when called upon.

The study aimed at testing the hypothesis that there is no statistically significant influence on teachers' role performance as a result of their use of reward classroom management strategies in public secondary schools in Machakos County. Simple linear regression model was fitted, and the model summary statistics were presented in Table 4.16.

Table 4.16: Goodness of Fit Summary for Teachers' Use of Reward Classroom Management Strategy on Role Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
	.873 ^a	.762	.749	7.77900

The linear regression showed R^2 of 0.873 which shows that 87.3% variation in teachers role performance was explained by reward/coercive classroom management strategy. In other words, 87.3% of the variability in teacher role performance was explained by teachers' application of reward/coercive classroom management strategy. The simple linear regression results are indicated in Table 4.17.

Table 4.17: Regression Model Test of Hypothesis on Application of Reward/Coercive Classroom Management Strategy

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
Students	(Constant)	.426	0.028		5.037	0.008
	Reward	0.564	0.074	0.873	7.598	0.003

Table 4.17 shows that legitimate classroom management strategies contributed significantly to the linear regression. The beta coefficient of 0.564 obtained meant a unit increase in teachers' application of reward classroom management strategies results in 0.564 influence on their role performance.

Table 4.18: Regression Results for Influence Results of Reward/Coercive Classroom Management Strategy on Teachers' Role Performance

Sum of Squares	Df	Mean Square	F	Sig.
15.81	1	15.81	56.667	0.004
105.73	379	0.279		
121.54	380			

Table 4.18 shows that reward classroom management strategies was statistically significant influenced teacher's role performance at alpha 0.05 with $p = 0.004 < 0.05$ level significance thus the null hypotheses was rejected meaning role performance was influenced by proper use of reward classroom management strategies. The findings concur with research done by Ali et al (2020) who found out that appraisal and rewards are acceptable in strengthening conducive environment for learning.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary, conclusions and recommendations based on study findings. The chapter also presents areas for further research.

5.2 Summary of the Study

The aim of the study was to investigate how teachers' classroom management strategies influenced their role performance in public secondary schools in Machakos County, Kenya. Data for the study was gathered from teachers, students and principals from selected schools in nine sub-counties Machakos County. The data was collected using questionnaires for teachers and students. Interview schedules were used for principals. The study was anchored on Dynamic Systems Theory (DST) by Henri Poincare (1854-1912).

5.2.1 Teachers' Classroom Role Performance

Majority of teachers agreed that good communication between teachers and students improved classroom role performance. Teacher's least rated classroom role performance was managing class time effectively by planning for the lesson. Students highly rated teacher's role performance in terms of preparing them well to perform well in class assessment. Students least rated teachers in effective time management in class that affected teachers' role performance.

5.2.2 Teachers' Legitimate Classroom Management Strategy's Influence on their Role Performance

Teachers rated themselves highly in terms of communicating to parents on their children's behavior while least rating themselves in use of loud tones and giving

clear direction in class. Students highly rated teachers on use of legitimate strategies in terms of involving parents in their behavior and progress while least rated teachers in terms of involving students in establishing the rules and expectations. On the other hand, principals indicated that teachers provided guidelines to parents and students on what is expected of them as a way of exercising legitimate classroom strategies to improve their role performance. Regression analysis showed that legitimate classroom management strategy significantly influenced teacher's role performance. Teacher's role performance was influenced by the ability of the teacher to correctly apply legitimate classroom management strategy.

5.2.3 Teachers' Expert Classroom Management Strategy's Influence on their Role Performance

Majority of the teachers had attained degree level of education. Teachers highly rated themselves on the use of fast learners to assist the weaker ones in class and use of interactive ICT material in teaching and learning as a way of optimizing expert classroom management strategy to improve their role performance. Teachers least applied expert classroom management strategy in terms of giving instruction in a firm voice and waiting for student's compliance. On the other hand, students perceived that teachers mostly applied expert classroom management strategy in terms of giving clear instruction on what is supposed to be done in class and the use of different teaching and learning techniques. Students rated teachers least in practicing the strategy through use of different sitting arrangement depending on assignment given to them. Data from principals clearly indicated that teachers applied expert classroom management strategy through keeping the students actively participating in group discussion, fostering better communication between teachers

and students. Regression analysis showed that expert classroom management strategy significantly influenced teacher's role performance. Expert classroom management strategy was important in enhancing teacher's role performance.

5.2.4 Teachers' Referent Classroom Management Strategy's Influence on their Role Performance

Teachers highly perceived to apply referent classroom management strategy through making students comfortable when they came to ask questions and calling them by their names. Teachers least perceived to apply referent classroom management strategy through involving themselves in important events related to students outside the school. Students rated teachers as highly in applying the referent classroom management strategy through being approachable and calling them by names. Students rating indicated that teachers least practiced referent strategy through knowing their personality and social needs. On the other hand, principals perceived teachers' application of referent classroom management strategy through sharing personal insight to create a strong bond between teachers and students. Additionally principals clearly reported that some teachers were humorous that enhanced close interaction between teachers and students. Regression analysis showed that referent classroom management strategy significantly influenced teacher's role performance. Teacher's role performance was influenced by the ability to apply correctly referent classroom management strategy.

5.2.5 Teachers' Reward/Coercive Classroom Management Strategy's Influence on their Role Performance

Teachers highly practiced reward classroom management strategy in terms of giving good report and constructive commands on test and assessment. However, teachers least practiced coercive classroom management strategy through ridiculing students behavior in front of other students. Students highly rated teacher's application of reward classroom management strategy by giving good report or praise of positive behavior or achievement. Students indicated that teachers least applied coercive strategy by scolding and assaulting them verbally. Principals indicated that teachers mostly applied reward strategy through praise words such very good and well done. Regression analysis showed that reward/coercive classroom management strategy significantly influenced teacher's role performance. Teacher's use of reward/coercive classroom management strategies was important in fostering teacher's role performance.

5.3 Conclusions of the Study

Based on the findings of the study as summarized above, the following conclusions were made;

- i. Time management in class was rated to be a key issue by teachers and students that influences teachers' role performance in classroom setting.
- ii. Communication on students' behavior by teachers to parents is key in supporting teachers to perform their roles in classroom management.
- iii. Clear school rules and regulation play a vital role in guiding students on what is expected from them in a classroom setting.

- iv. Teachers use fast learners to assist weak students perform better hence improving their role performance.
- v. Use of ICT resources in teaching and learning captures student's attention during lessons improving teacher's role performance.
- vi. Teachers' approachableness enhances student-teacher interaction hence teachers' their role performance.
- vii. Giving good praise on positive behavior and making constructive command plays key role in improving teachers' role performance in class.
- viii. Teachers' ability to apply legitimate, expert, referent and reward classroom management strategies significantly influences their role performance.

5.4 Recommendations of the Study

Based on the finding of the study, the following recommendation were made:

- i The government, through the Ministry of Education should lay more emphasis on capacity building strategies to teachers on reward classroom management strategy that improves teacher's role performance.
- ii The County Education Board (CEB) and TSC should organize for workshops to equip the teachers with competencies in communication between teachers and students to perform their classroom roles effectively
- iii The government through the Ministry of Education needs to come up with suitable strategies in which the student numbers can be reduced in classes as it was cited as a major challenge.

5.4.1 Suggestions for Further Research

- i. A Comparative study could be conducted across different counties in Kenya to identify regional variations on teacher classroom management strategies and their role performance.
- ii. Similar study can be conducted in tertiary institutions or primary schools to establish whether similar results are obtainable.
- iii. More research is needed to explore the integration of technology in classroom management strategies.

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APPENDICES

APPENDIX I: TRANSMITTAL LETTER

Dear Respondents,

Greetings,

I am a student at Kenyatta University undertaking a PhD degree course in Educational Management. Presently, I am conducting a research study entitled “

Application of Teachers’ Classroom management strategies and Its Influence on their Role Performance in Public Secondary Schools in Machakos County, Kenya’.

I am requesting you to accord me your precious time and effort to respond to all the items in the questionnaires which are key and helpful for the successful completion of my study.

You are assured that any information you give in the instruments will solely be used for purposes of the study and a very high level of confidentiality will be kept. Your co-operation and response will be highly appreciated. Thank you very much for your co-operation.

Yours faithfully,

Sr. Anthoniammal Arulappan Mariaprgasasam

APPENDIX II: INTERVIEW SCHEDULE FOR PRINCIPALS

These questions are about your demographics, and the indicators of classroom management strategies used by your teachers while performing their classroom roles.

1. What is your age bracket?
2. What is your highest formal education level?
3. What type is your school e.g. Sub County, County etc
4. How long have you worked as a principal?
5. Kindly indicate the strategies used by your teachers in class to control discipline among the students.
6. What measures do your teachers take in class to ensure that there is effective communication between them and the students?
7. What approaches do your teacher utilize in class to increase interaction;
 - i. Between them and the students?
 - ii. and among the students themselves.
8. How do teachers in your school reward and punish students to improve students' achievements in class assessments?

APPENDIX III: QUESTIONNAIRE FOR TEACHERS

Please fill in the following questionnaire on the basis of the facts about teacher classroom management strategies and classroom role performance.

Section A: Demographic Data (Tick on the spaces provided where necessary)

1. Age

Below 21-30 yrs. 31-40yrs
41-50yrs 50yrs and above

2. Gender

Female Male

3. Academic qualification

Diploma Degree Masters
any other (specify)

4. Type of school you are serving as a teacher

National Extra County
County Sub County

5. How long have you been teaching in secondary school?

0 – 4 years 5– 8 years
9 – 12years more than 12 years

Instructions for Section B, C, D, E and F

Please mark in the provided spaces to indicate the extent in which you agree or disagree with the statements for section B, C, D, E and F.

Strongly Disagree-1, Disagree-2, Undecided-3, Agree-4 and Strongly Agree-5

SECTION B: Legitimate Classroom management strategies Indicators Used by Teachers to perform their Classroom Roles

	Legitimate Indicators	1	2	3	4	5
6.	I communicate to parent of their children's behavior					
7.	I send student home for aggressive or disruptive behavior					
8.	I involve the school counsellor of in cases of indiscipline in class					
9.	I send students to the principal's office in cases of misbehavior in class					
10.	There are clear rules, responsibilities and routines placed in the classroom					
11.	I involve students in establishing the rules, routines and expectations					
12.	I use a loud tone and give clear directions in class					

SECTION C: Expert Classroom management strategies Indicators Used By Teachers to Perform their Classroom Roles

	Expert indicators	1	2	3	4	5
13.	I integrate interactive ICT materials in teaching and learning					
14.	I take into account different motivating teaching and learning styles when planning for the lessons					
15.	I organize activities in logical stages to achieve the lesson objectives					
16.	I give clear instructions on what my students should do in class.					
17.	I give instruction in a firm voice, and wait for student's compliance					
18.	I use different seating arrangement depending on the assignments					
19.	I use fast learners to assist the weaker ones.					

SECTION D: Referent Classroom management strategies Indicators Used by Teachers to perform their Classroom Roles

	Referent Indicators	1	2	3	4	5
20.	I attempt to make student know that am approachable					
21.	I integrate personal interests of students in teaching					
22.	I interact with students as individuals					
23.	I show interest in learner's work by moving closer, remaining close to or sitting near them.					
24.	I encourage self-expression including students correcting me when am wrong					
25.	I talk to students after outbursts/agonny to show that am interested in them					
26.	I learn the names of students in order to call them in class by their names.					
27.	I make my students to be comfortable when they come to ask questions.					
28.	I get involved in in important events in their lives outside school					

**SECTION E: Reward/Coercive Classroom management strategies Indicators
Used by Teachers to perform their Classroom Roles.**

	Reward/Coercive Indicators	1	2	3	4	5
29.	I give good report or praise for positive behaviors and achievements.					
30.	I make constructive comments on tests and essays without devaluing students' efforts.					
31.	I give my students rewards and incentives such as grades, special responsibilities and privileges.					
32.	I reward students as groups so that the group can convince their peers to change from bad to good behaviour.					
33.	I ridicule students' behaviour or performance in front of peers.					
34.	I believe coercion and fear do not create foundations for building positive relationships					

SECTION F: Teachers' Classroom Role Performance Indicators

To what extent would you agree or disagree with the following statements about your classroom performance roles.

	Teacher Classroom Role Performance	1	2	3	4	5
35.	There is good communication between me and the students					
36.	I control disruptive behavior from students while teaching					
37.	I manage my class time effectively by planning for the lesson					
38.	I engage and interact with my students during teaching					
39.	My students perform well in assessments					

APPENDIX IV: QUESTIONNAIRE FOR STUDENTS

Please fill in the following questionnaire on the basis of the facts about your teacher classroom management strategies and their classroom role performance

Section A: Demographic Data (Tick on the spaces provided where appropriate)

1. Gender:

Female []

Male []

2. Type of school you study:

National []

Extra County []

County []

Sub County []

3. My school is:

Boys only []

Girls only []

Both boys and girls []

4. Nature of school:

Day school only []

Boarding school only []

Mixed day and boarding []

5. Your class:

Form two []

Form three []

Please tick (√) in the space provided to indicate the extent you agree or disagree with the statements for section B, C, D, E and F.

SECTION B: Statements Linked to Teachers Legitimate Classroom management strategies in Class

How much would you agree or disagree with the accompanying statements about your teacher.

Strongly Disagree-1, Disagree-2, Undecided-3, Agree-4 and Strongly Agree-5,

Legitimate Classroom management strategies Indicators Used by Teachers to Perform their Classroom Roles

	Legitimate Classroom management strategies indicators	1	2	3	4	5
6.	My teacher involve my parents in my behavior and progress					
7.	My teachers involve the school counsellor in cases of students indiscipline in class					
8.	My teachers send us to the principal's office in cases of misbehavior in class					
9.	We have clear rules, expectations placed in the classroom					
10.	Students are involved in establishing the rules and expectations					
11.	My teachers use loud tone to give directions in class					

SECTION C: Expert Classroom management strategies Indicators Used by Teachers to Perform their Classroom Roles

	Expert Classroom management strategies indicators	1	2	3	4	5
12.	My teachers use ICT materials in teaching and learning					
13.	My teacher use different teaching and learning styles					
14.	My teachers give clear instructions on what we should do in class.					
15.	My teachers use different seating arrangement depending on the assignments given to us					
16.	My teachers use fast learners to assist those students who are weaker					

SECTION D: Referent Classroom management strategies Indicators Used by Teachers to perform their Classroom Roles

	Teacher Referent Classroom management strategies indicators in Class	1	2	3	4	5
17.	My teachers are approachable					
18.	My teachers interact with us as individuals					
19.	My teachers show interest in learner's work by moving closer in class					
20.	My teachers have interest in knowing our different personalities and social needs					
21.	My teachers know and call us by our name					
22.	My teachers praise us when we accomplish a task					

SECTION E: SECTION E: Reward/Coercive Classroom management strategies Indicators Used By Teachers to Perform Their Classroom Roles

	Teachers' Reward/Punitive Classroom management strategies Indicators	1	2	3	4	5
23.	My teachers give good report or praise when we show positive behaviors or achievements					
24.	My teachers withhold rewards and punishment uniformly in class without favoring any of us.					
25.	My teachers reward students as groups					
26.	My teachers scold and assault us verbally					
27.	My teachers make us kneel down or stand for a long time in class					

SECTION F: Teacher Classroom Role Performance Indicators

To what extent would you agree or disagree with the following statements about your teacher’s performance.

	Teacher Classroom Role Performance	1	2	3	4	5
28.	Our teachers communicate well with us in class					
29.	Our teachers, while teaching control disruptive behavior from students					
30.	Our teachers manage our time effectively in class					
31.	Our teachers engage and interact with us while teaching					
32.	We perform well in our class assessments					

APPENDIX V: NACOSTI RESERCH PERMIT



REPUBLIC OF KENYA

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Date of Issue: **14/November/2022**

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