

**STUDENTS' PERCEPTION OF TEACHERS' CLASSROOM EFFECTIVENESS
ON STUDENTS' SELF-CONCEPT AND ACADEMIC ACHIEVEMENT IN
SECONDARY SCHOOLS IN HAMISI SUB-COUNTY, KENYA.**

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**A Thesis Submitted in Partial Fulfilment for the Requirements of the Award Degree
of Masters of Education in Educational Psychology of Masinde Muliro University of
Science and Technology.**

OCTOBER, 2022

DECLARATION

This Thesis is my original work prepared with no other than the indicated sources and support and has not been presented elsewhere for a degree or any other award.

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CERTIFICATION

The undersigned certify that they have read and hereby recommend for the acceptance of Masinde Muliro University of Science and Technology a proposal entitled “**Students’ Perception of Teachers’ Classroom Effectiveness on their Self- Concept and Academic Achievement in Secondary Schools in Hamisi Sub-County, Kenya.**”

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DEDICATION

I dedicate this work to my dad, Mr. Patrick Amalemba, My mum, Mrs. Peninah Amalemba, My siblings, Dorine Ayuma, Pencerqueen Khavugwi, Beautine Khamayo and Alvin Ihachi, and My son Kylian Kacey Baraka for their inspiration, encouragement and priceless assistance.

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ABSTRACT

Teacher classroom effectiveness is generally referred to in terms of a focus on student outcomes and the teacher behaviours and classroom processes that promote better student outcomes; therefore, teachers' classroom effectiveness is an important factor in affecting students' perceptions, self-concept and academic achievement in Hamisi. The objectives of the study were to: find out the students' perceptions of teachers' classroom effectiveness on students' academic achievement, examine the students' perception on teacher classroom effectiveness on students' self-concept, examine the relationship between students' perception, teachers' classroom effectiveness, students' self-concept and students' academic achievement and establish gender differences in the students' perceptions of teachers' classroom effectiveness on academic achievement. The study was anchored on Attribution Theory by Weiner (1986) and a conceptual framework showing the interaction among the constructs. Descriptive survey research design method was adopted. Population of the study comprised of 4,848 participants from 52 secondary schools in Hamisi sub-county. Sample size was 357 students and 16 teachers from 16 secondary schools. Purposive sampling was used to select form three students and class teachers. Stratified random sampling on gender and school category and simple random sampling technique was used for equal chance for all participants. Questionnaires, interview schedules, and document analysis guide was employed to collect data. A pilot study was conducted in four schools. Split-half method was used to determine the reliability. Content and construct validity was ascertained by the researcher's peers and supervisors. Quantitative data was analyzed using descriptive and inferential statistics. Qualitative data was transcribed, put into various categories and reported as themes and subthemes. From the findings, in the first objective, Study findings revealed that the correlation coefficient was $r^2=48.4$ being statistically significant. This led to rejecting the null hypothesis which had stated that there is no significant association between students' perceptions of teachers' classroom effectiveness and students' students' self-concept. In objective two, the correlation coefficient was $r=0.296$ with $p<0.05$ being statistically significant. This led to rejecting the null hypothesis which had stated that there is no significant association between students' perceptions of teachers' classroom effectiveness and students' academic achievement. In the third objective, the regression coefficient was $r=0.730$ with $p<0.05$ being statistically significant. This led to rejecting the null hypothesis which had stated that there is no significant association between students' perceptions, teachers' classroom effectiveness, students' self-concept and students' academic achievement. In objective four, the results show t-test value that indicated a statistically significant difference between the mean score of students' perception of teachers' classroom effectiveness on academic achievements [t (259) = -1.712, p = .038]. The 95% confidence interval of the difference between means ranged from [-178 to 2.545]. The male students have a statistically significantly higher mean score on perception of teachers' classroom effectiveness (M=70.83, SD=4.660) than their female counterparts (M=69.64, SD=6.503). The study concluded that there was statistically significant difference between gender of students' perceptions of teachers' classroom effectiveness and academic achievement. The null hypothesis was therefore rejected. The study concluded that there is a significant gender difference between the students' perceptions, teachers' classroom effectiveness and academic achievements. The study concluded that there was a statistically significant relationship between student's perception of teachers' classroom effectiveness on their self-concept and academic achievement. Recommendations are; teachers' students should cultivate positive perception towards teachers' classroom effectiveness. Schools to consider gender differences between students, teachers and academic achievement. The findings are beneficial to education stakeholders in efforts to improve overall academic achievement of students.

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CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter presents the background of the study, statement of the problem, purpose of the study and specific objectives of the study. The chapter also states the Research hypotheses, basic assumptions of the study, scope of the study, limitations of the study, the significance of the study, theoretical framework and conceptual framework. Finally, the chapter describes operational definition of terms.

1.2 Background of the study

Globally, teacher evaluations are being reconstructed to include a component that reflects their students' academic achievement as an evaluative measure of effectiveness which is being linked to Race to the Top school funding (Mathis, 2010).

Education is the greatest hope of a nation especially for a developing country like Kenya cannot just be left in the hands of people who have no interest in the teaching profession. Hence, the transmission of knowledge and information from one generation to another require the services of individuals adequately trained and skilled in the teaching profession. Such individuals are teachers. Teachers are assigned the role of transmitting the accumulated knowledge and values from one generation to the next (Akin, 2016). Teaching is the classroom interaction, during which there is purposeful interaction between the teacher, the learner, the subject matter, and the materials (Okon, 2006). Teaching is causing people to learn. One can hardly regard something as having been taught if it has not been learned.

According to Stake (2010) individual to be regarded as an effective teacher, has to possess certain characteristics (Personality, subject matter expertise, teachers' relational competence, teaching strategies and classroom management strategies) that benefit this noble profession. It is the possession of these qualities that endears him to his students and society. Failure to possess and display these qualities makes people cast doubt on the genuineness of his training and interest in the teaching profession. An effective teacher is required to have a higher level of professionalism because of rapidly changing circumstances. Hayon (2009) emphasized that teachers who possess professional and interpersonal skills are more effective in their classrooms in terms of students' behavior, attitude, and achievement. The teaching profession requires certain dominant behaviors that show teacher's intellect, desire to excel, extended professionalism, and teaching as a life concern. Their perception can often be associated with their attitude towards teaching.

Prior researches have shown that teacher behavior predicts student learning, cognitive, and affective outcomes (De Jong and Westerhof, 2001; Opdenakker and Van Damme, 2006; Sammons and Bakkum, 2011; Van de Grift et al., 2014; Maulana et al., 2015b, c; Van der Lans et al., 2015). However, there is an important and ongoing need to identify potential explanatory variables contributing to the quality of teaching behavior. Therefore, teacher evaluation offered the opportunity to resolve the missing link between teacher learning process and teacher practice, giving teachers the opportunity to progress (Tuytens and Devos, 2014). Thus, it helped the current study to predict academic achievement of students.

Internationally, several studies have pointed to the differences between schools regarding organizational characteristics that influence the school's ethos (Rutter, 2000). For instance, Study in Sweden showed that teachers' perceptions of their work environment in terms of workload, reward, and values differ substantially across schools (Allodi & Fischbein, 2012). There are also large variations in teachers' views of their mission, their work situation, and their working conditions (Swedish National Agency for Education (SNAE), 2006a, 2017). Earlier research has demonstrated that school staff's reports on the psychosocial climate at the schools, for example, trust and opportunities for participation, and commonly accepted and clear goals, are associated with student outcomes, including health and truancy (Virtanen et al., 2009). In addition, organizational characteristics, such as school leadership and teacher collaboration, have been found to co-vary with the prevalence of bullying among students (Ertesvåg & Roland, 2015; Låftman, Östberg, & Modin, 2017b). However, we have limited knowledge about how each factor influences and is influenced by other factors when all are taken into consideration across time. Also, most of the research mentioned above is conducted in the U.S. and other developed countries. To date, only a few studies in the context of developing countries have examined the reciprocal relationships among teachers' and students' expectations, their perceptions of students' school experience, and students' achievement over time. This current study investigated students' perception of teachers' classroom effectiveness on their self-concept and academic achievement in secondary schools in Hamisi sub-county, Kenya which filled the gap of the other studies.

In Hong Kong, McInerney, Cheng, Mok and Lam (2012), conducted a research on Academic self-concept and Learning Strategies: Direction of Effect on Student Academic

Achievement (English and mathematics). The study used 8,354 students from 16 secondary schools in Hong Kong. Two competing models were tested to ascertain the direction of effect: model A posited the effect of academic self-concept on learning strategies whereas Model B posited the effect of learning strategies on academic self-concept. Structural equation modeling indicated that the data fit both models adequately, although model B was found to have more applied heuristic value for practitioners than Model A because intervention is easier for learning strategies than self-concept. The findings suggest that academic self-concept, learning strategies and academic achievement have reciprocal relationships with each other. The current study focused on student's perception of teachers' classroom effectiveness on their self-concept and academic achievement in Hamisi sub-county, Kenya which the previous study omitted.

In Catalonia, teachers' effectiveness in attaining planned objectives and the improvement in teaching results are also evaluated. Since 2016, teachers have been able to voluntarily apply for an individual evaluation which includes aspects such as pedagogical competence, use of teaching techniques, and participation in the school (Bolívar et al., 2016). Despite the current move toward teacher evaluation in Spain, scientific research into teaching behavior and teacher effectiveness in Spain remains scarce. In particular, little is known about: (1) the general level of teachers' teaching behavior quality, and (2) the influence of various contextual and personal characteristics in explaining differences in teachers' teaching behavior. This knowledge would be useful to guide current and future professional development programs for teachers. Thus, teaching is seen as a body of actions that are intended to bring about learning through conscious and deliberate efforts by a matured or experienced person.

In India, Alami, 2016 conducted a study and found out that poor academic performance among Omani students was related to four macro categories such as student related factors (76.72%), teachers related (5.40%), family and other related factors (8.39%) and (9.49%) respectively.

Kapur (2018) also conducted a study in India, stated factors that influence student's academic performance in secondary school as a role played by parents, attitude of students, school resources, leadership skills, class environment and health related factors. The current study therefore looked at the classroom environment as the main factor in predicting academic achievement in secondary schools in Hamisi sub-county.

In Nigeria, Ibrahim (2014) of Lagos Metropolis study demonstrated the students' perception of teachers' classroom effectiveness on their self-concept. Data was analyzed to determine whether students with high perception of teachers' classroom effectiveness have comparatively high self-concept compared to those with low and moderate perceptions. The study concluded that there is a significant different between students' perception of teacher classroom effectiveness and their self-concept. The current study focused on a significant relationship between students' perception of their teachers' classroom effectiveness on their self-concept and students; academic achievement. The study was carried out at Hamisi sub-county.

Teachers' actions in the classroom are of great importance, including how teachers promote teacher -student interactions and their methods of instructional delivery (Pianta& Allen, 2012). Classroom interaction is a multidimensional concept that includes emotional support, classroom organization and instructional support (Pianta et al, 2008). Thus, the

current study focused on students' perception of teachers' classroom effectiveness on their self-concept and academic achievement in Hamisi sub-county.

In Kenya, a study carried out in Keiyo North Sub-county by Kimtai and Okolle (2016) revealed that there is significant relationship between student's perception on teacher's effectiveness, achievement goals, learning strategies and academic performance that could be researched on in Keiyo North Sub County. The current study focused on academic achievement in the students' perception of teacher classroom effectiveness and student self-concept in secondary schools in Hamisi Sub-County, Kenya County.

1.3 Statement of the problem

To demonstrate teacher effectiveness as concerns to students' academics is an issue in schools. Teacher effectiveness are characterized by teachers' personality, subject matter expertise, teachers' relational competence, professional competence, teaching strategies and classroom management style. The KCSE statistics from Hamisi Sub-County indicate that a total of 3050 candidates scored grade D and below between the year 2019-2021, portentous of the presence of teacher classroom effectiveness (See Appendix V). Efforts to improve academic achievement in the Sub-County therefore ought to inevitably focus on the teachers' effectiveness.

Students' perceptions are acknowledged risks to teachers' effectiveness thus may affect the academic achievement and self-concept of the students. However, other unpremeditated factors may adversely affect academic achievement of students in regular classrooms. When a student, sometimes, does not perform well in a test, it is generally assumed that only the student is responsible for their poor academic achievement. In fact one of the

strongest reasons might be the poor teacher performance. Thus, the student can better inform on the teacher effectiveness since is the primary consumer.

There is a marked tendency of teachers rushing over lessons interacting with the bright students while ignoring other students whom they label as having low ability. This is seen when they label some students as unteachable, dumb and stupid. This poses different perceptions of students towards their teachers' effectiveness. Consequently, students' negative perceptions of teachers' effectiveness pose a risk to the retention, completion and overall academic achievement of the students. Furthermore, implementation of Sustainable Development Goals and 100 percent transition policy has led to large class sizes (TSC, 2019). Large classes limit personalized interaction and support from the teachers which further compounds to different student perceptions of their teachers' effectiveness.

However, consistent low academic achievement by the students makes some teachers to lose hope. Some teachers withhold physical and emotional support from their students which may be detrimental to the academic achievement of the student making the students have different perceptions on their teachers. Nevertheless, to facilitate positive students' perceptions, academic achievement and self-concept, then teachers' effectiveness should be clarified.

Gender differences are evident in general academic achievement (Hartley & Sutton, 2013). The attainment of gender equity requires focused gender intervention. This necessitates examination of the relationship between gender and academic achievement of students basing on the teachers' effectiveness. Gender inequity in the classroom during teaching and learning process may be because of teacher effectiveness, thus the need to fill the gap by examining gender differences in students' perceptions of teachers' effectiveness.

Students' perceptions of teachers' classroom effectiveness and gender orientation are postulated as risk factors to academic achievement and self-concept of students. The inferences are however anecdotal and not empirical. The degree of the relationship between the presupposed risk factors are circumstantial and require clarification. Research on the strength of the speculated risk factors will provide empirical evidence and form basis for advocacy and development of appropriate mitigation measures by education stakeholders. However, students' perceptions, perhaps, have not been used to evaluate teachers' effectiveness in students' academic achievement and self-concept in Hamisi sub-county. This study has been conducted to fill this gap.

1.4 Purpose of the study

The purpose of the study was to investigate student's perception of teachers' classroom effectiveness on their self-concept and academic achievement in secondary schools in Hamisi Sub-County. The study further sort to establish gender differences in the students' perceptions of teachers' classroom effectiveness on academic achievement in Hamisi sub-county, Kenya.

1.5 Objectives of the study

The specific objectives of this study were to:

- i) Examine the association between students' perception of teacher classroom effectiveness on students' academic achievement in secondary schools in Hamisi sub-county, Kenya.

- ii) Find out the influence of students' perceptions of teachers' classroom effectiveness on students' self- concept among secondary schools in Hamisi sub-county, Kenya.
- iii) Examine the relationship between students' perceptions of teachers' classroom effectiveness and self-concept on students' academic achievement in secondary schools in Hamisi sub-county, Kenya.
- iv) Establish gender differences on the students' perceptions of teachers' classroom effectiveness on students' academic achievement in Hamisi sub-county, Kenya.

1.6 Research hypothesis

The null hypotheses of the study were:

HO₁: There is no significant association between the students' perception of teachers' classroom effectiveness and students' academic achievement in secondary schools in Hamisi sub-county.

HO₂: There is no significant association between students' perceptions of teachers' classroom effectiveness and students' self-concept among secondary schools in Hamisi sub-county, Kenya.

HO₃: There is no significant relationship between the students' perceptions of teachers' classroom effectiveness and self-concept on academic achievement among secondary schools in Hamisi sub-county, Kenya.

HO₄: There is no significant gender difference between the students' perceptions of teachers' classroom effectiveness on academic achievements among secondary schools in Hamisi sub-county, Kenya.

1.7 Significance of the study

It is hoped that the study findings may be of great importance to the teachers and the entire teaching profession as the study explored the dividend of having a positive perception for the teaching profession. The study finding may also be beneficial to the student, as they emulated their teacher's perception and attitude toward the profession; which goes a long way in influencing the students' academic performance. School administrators and parents may use the study to engage teachers to be able to know their learners well and develop good attitudes towards them in order for it to be reflected in the students' perceptions towards them. The ministry of education may also benefit from these findings in the area of teacher training, through relevant instruction in the dynamics of learners' evaluation and behavior in the classroom. Further, the study findings may be of importance to researchers who intent to embark on a study on a similar topic as the work may serve as a reference point to further research. In addition the study may create additional body of knowledge to the existing one.

1.8 Scope of the study

The current study covered the students' perceptions of teachers' classroom effectiveness on their self-concept and academic achievement in secondary schools in Hamisi Sub County. The researcher took research around Hamisi sub-county which is located in Vihiga County and was limited on some secondary schools both boarding and day schools and also mixed schools. See Appendix v.

1.9 Limitations of the study

While conducting data collection some respondents were unwilling to participate .However, they were assured that the data collected would be kept confidential and were specifically for research.

While conducting the research all the form three class teachers were not able to participate in the interview schedules. For that reason, the representative of the form three class teachers was interviewed.

The findings of this study were not generalized to other parts of the country because the causes of poor achievement in Hamisi sub-county were not the same as in other countries. However, the study was conducted in a different geographical area thus can be studied by different researchers in other areas of study to establish their causes of poor performance. The study was cross-sectional which does not appropriately determine cause and effect. Future longitudinal study will be complimentary.

1.10 Assumptions of the study

The study was based on the following assumptions.

1. All Schools in Hamisi sub-county have a population of students who have perceptions of their teachers.
2. Teachers regard any student in form three scoring grade D and below as having negative perceptions.
3. Multiple factors influence academic achievement of form three students, but the extent may vary.

1.11 Theoretical framework.

1.11.1 Attribution theory

The study was anchored on Attribution theory by Benard Weiner (1986). Attribution theory is concerned with how individuals interpret events and how this relates to their thinking and behavior.

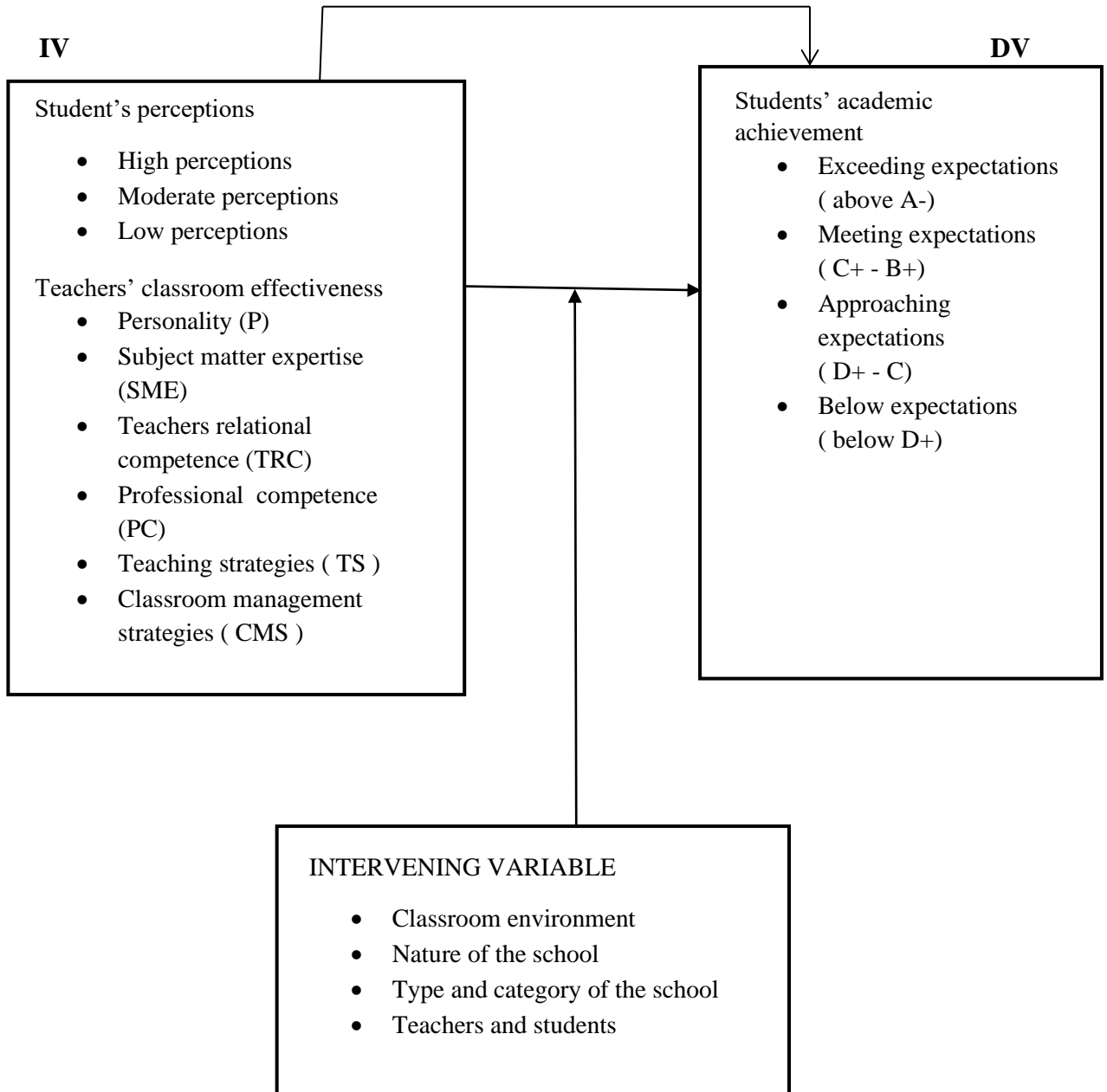
The attribution theory was preferred in this study because it's concerned with the relationship between individual's perception of events and the ensuing thought and behavioral process (Weiner, 1986). The foremost argument is, there is a close relationship between perceptions formed and the subsequent actions taken by individuals. Decisions on whether to engage or avoid interaction with people in an individual's environments are basically governed by perceptions. Furthermore, social perception correlates with the 'self-fulfilling prophecy', a phenomenon whereby people's expectations may alter realities to conform to the expectations (Jussim, 2012; Zigman, 2018). Essentially, the way an individual perceives the expectations of others informs the actions of the individual and subsequent outcomes.

Therefore, attribution theory was considered in the current study to emphasize on how students' perceptions of their teacher's classroom effectiveness affected their self- concept and academic achievement either positively or negatively. The applicability of the theory to the current study relates to the presupposition of the learners perceived social perception as exemplified by comments, material and moral support by teachers, peers, and parents and the eventual relationship to the learner's academic achievement. The premise of the study was; observation of predominantly negative perception from the significant social constituents was likely to be detrimental to the cognitive development and academic

achievement. Negative perception was posited to precipitate social disengagement thus limiting individual consultations and participation in class discussions which may negatively impact learner's academic achievement.

1.12 Conceptual framework

The conceptual framework is an analytical tool with several variations and contexts which the study adopted.



The study used it to make conceptual distinctions and organize ideas. It captured both the independent and dependent variables in a way that is easy to remember and apply in this study. The independent variables are students' perceptions and teachers' classroom effectiveness while the dependent variables are students' self-concept and Academic achievement. The relationship between these variables was intervened by the classroom environment, teachers and students, nature of the school and type and category of the school. This is illustrated in figure 1.1 which shows the conceptual framework of student's perceptions of teacher's classroom effectiveness on their self-concept and academic achievement. See appendix B.

1.12 Operational definition of terms

Students' Perception

Students' Perception refers to the views and insights that a student has towards teachers. In this study, it involves students' opinions on the influence of teachers' classroom effectiveness.

Students' Self-concept

Students' Self-concept was used in this current study to describe how students think about, evaluates or perceives themselves i.e., self-awareness (To be aware of oneself is to have a concept of oneself).

Teacher effectiveness

In this current study, teacher effectiveness was used as the process of measuring teaching quality based on quality indicators. The quality indicators that will be used in this study will be: Teachers' subject matter knowledge, assessment of learning environment, teacher's planning and strategies, teachers' rapport and teachers' age and gender.

Students' academic achievement

Students' academic achievement in this study refers to a score obtained by a student on academic test at the end of term exam with regard to the work covered in class.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction.

This chapter presents a review on: Student's perceptions of teacher's classroom effectiveness; Students' perceptions of teachers' classroom effectiveness and students' self-concept; Students' perception of teacher's classroom effectiveness and academic achievement and the relationship between the students' perception of their teachers' classroom effectiveness and their self-concepts towards their academic achievements.

2.2 students' perception of teachers' classroom effectiveness and academic achievement

Sellnow, Strawser and Richmond (2019) conducted a study on student perceptions of teaching effectiveness and learning achievement: A comparative examination of online and hybrid course delivery format was tested. This two-part study assessed student perceptions (N=136) about halfway through the semester and again after finishing the course (N=156). The examination concluded that although students value the opportunity to take fully online and hybrid courses, they desire more interaction with both peers and instructor. The current study focused on students' perceptions of teacher's classroom effectiveness and how affected their academic achievement in secondary schools at Hamisi sub-county, Kenya.

Prior research by Heck (2009) on Teacher effectiveness and student achievement: investigated a multilevel cross-classified model. The purpose of this study was to show how increasing teacher effectiveness is central to school efforts to improve student

outcomes. The premise advanced is that teacher effectiveness is an individual resource that varies across classrooms within schools, as well as collective resource that varies across schools. The methods used represented an attempt to expand the scope of previous studies about ways in which schools affect student learning by examining a multilevel constellation of teacher-related effects (e.g., classroom effectiveness, collective teaching quality, school academic organization) that can be changed to increase educational effectiveness. The sample consisted of 9,196 students, cross-classified in 511 and 527 classrooms, and nested in 156 elementary schools. Findings indicated that, the effectiveness of successive teachers was related student achievement in reading and math. Secondly, collective teacher effectiveness, as an organizational property of school, was positively associated with achievement levels. Thirdly, the stability of the schools' teaching staff and the quality of its academic organization and teaching processes were positively related to achievement levels. The results implied promising avenues through which a leadership focus on hiring and retaining high-quality teachers and facilitating improved academic processes yield increased school effectiveness. The current study focused on how students' perceptions of teacher's classroom effectiveness affect students' academic achievement in secondary schools at Hamisi sub-county, Kenya.

Korte, Lavin and Davis (2012) undertook a study on student perceptions of teaching effectiveness in U.S.A. The participants were 550 students in selected classes at a mid-sized AACSB international accredited Midwestern university business school. The findings revealed that students perceived instructor expertise in the content, strong communication skills and preparedness for class as the traits most important to good teaching. On the other hand, an instructors' rank, the instructors' manner of dress and the

instructors' researched method contributed the least to teaching effectiveness in the opinions of the students. The study was conducted among a population with a different culture and level of education as compared to the current study. Thus the findings may differ significantly due to culture and level of participants' education.

Eisenberg, Spinrad and Eggum, (2010); Johnson, (2012) studied differently on effects of teachers' behaviors and attitudes on students' non-cognitive behaviors. Their results indicated that students who behaved negatively received negative teacher responses, which further undermined students' motivation, self-esteem and self-regulation skills. This finding implied that rather than reprimanding students' misbehaviors, a well-informed teacher needs to find solutions to help the student regulate their behaviors. In this current study, the researcher focused on students' perception of teachers' classroom effectiveness and how they affected students' academic achievement in secondary schools at Hamisi sub-county, Kenya.

In California, U.S.A, Lin (2016) conducted a study on teacher effectiveness in improving both students' academic achievement and social-emotional skills. The study used the early childhood longitudinal study, with sample size of 4,764 students. Data was analysed using regression model. Results showed that the average academic achievement residuals do not correlate with the average social-emotional residuals. However, some teaching characteristics- including teacher expectation, teacher-student relationship and classroom discipline- significantly related to both academic achievement gains and social-emotional skill development, while some other practices significantly associated with only one domain. In conclusion this study found out that even though there is no association between teacher effectiveness in improving academic achievement along with social-emotional

skills in general, teacher's instructional and social-emotional practices make differences in students' academic and social-emotional development. The current study focused on the association between students' perceptions of teachers' classroom effectiveness and used descriptive survey research design.

Burroughs, Gardner, Lee, Guo, Touitou, Jansen and Schmidt (2019) researched on a review of literature on teacher effectiveness and student outcomes in U.S.A. The findings established that teachers are one of the most important school-based resources in determining students' future academic success. However, current study focused on the association between students' perceptions of teachers' classroom effectiveness and students' academic achievement in secondary schools at Hamisi sub-county, Kenya.

Owoh (2016), posits that teachers' personality, teaching techniques/classroom management strategy and appearance, all integrate to make for teacher effectiveness. The findings indicated that there is a low mean perception of students of basic technology on their teacher effectiveness and there was a positive relationship between their mean perception and academic achievement.

Clarke (2015) researched on understanding effective teaching: perceptions from students, staff and executive managers in a post-1992 University. The research used a case study approach with the research design set within an interpretivist paradigm whereby the opinions and perceptions of the respondents were explored. Data were gathered through multiple collection tools, such as internal student surveys, a student focus group interview and filmed teaching observations, stimulated recall discussions with staff and conversational interviews with executive managers. The findings indicated a model that encouraged a culture of affiliation for both staff and students. The current study focused

on students' perceptions of teachers' classroom effectiveness on their academic achievement in secondary schools at Hamisi sub-county, Kenya.

According to Volk (2019) research on Teacher and Student perceptions of qualities of highly effective teachers of Carson Newman University. The purpose of this qualitative study was to determine the qualities that make teachers effective. This study was performed in a rural school district at a freshman academy. A questionnaire was sent to four students, and they were later interviewed one-on-one. A similar questionnaire was also sent to every teacher at the freshman academy, and four teachers from each of the core subjects were chosen to be interviewed and participated in the focus group. The findings of this study presented what both students and teachers believed are most highly effective qualities of teachers, and these results were compared to each other. The current study focused on students' perceptions of teachers' classroom effectiveness on their academic achievement in Hamisi sub-county, Kenya.

Kamoru and Ramon (2017) researched on the relationship between self-concept, attitude of the students towards mathematics achievement. The method adopted was correlation design, with sample size of 200 students among secondary schools in Ibadan Nigeria. The results a positive relationship between students' study habit and academic achievement for both self-concept and study habit groups. There was also no significance difference in gender for both self-concept and study habit groups. The current study employed descriptive survey research design unlike the previous study.

Akiri and Ugborugbo (2017) examined teachers' effectiveness and students' academic performance in public secondary schools in Delta state, Nigeria. This study was descriptive in nature and involved 979 teachers, made up of 450 males and 519 females, drawn from

72 out of the total of 361 public secondary schools in the state by stratified random sampling technique. The results indicated that effective teachers produced better performing students. It was concluded that teachers' effect is not the only determinant on students' academic achievement. The current study focused on students' perceptions of teachers' classroom effectiveness on their academic achievement in secondary schools at Hamisi sub-county, Kenya.

Oviawe (2016) investigated the relationship between teachers' effectiveness and students' academic achievement in Basic technology in Edo state Model secondary schools, Nigeria using descriptive survey research design. The findings revealed that, teachers' effectiveness had influence on students' achievement and there was no significant difference on students' achievement in due to teachers' gender. The current study focused on students' perceptions of teachers' classroom effectiveness and how it affected students' academic achievement.

In a study carried out in Kenya by Batilolo (2016), on teachers' perceptions on the influence of selected teacher factors on pupils' academic performance in public primary schools in Keiyo south sub-county Kenya, the results were that teacher's consideration of individual differences boosted self-learning, self-esteem leading to better academic results.

Incidentally a study by Kiarie (2016) on effects of teachers' perceptions on students' perceptions and Achievement in Environmental Education in secondary school Biology in Gilgil sub-county Nakuru County, Kenya, used a causal comparative survey research design was used for this study. The results revealed that both teachers and students had a good perception in environmental education. The current study focused on students'

perceptions of teacher's classroom effectiveness in Hamisi sub-county and used descriptive survey research design.

2.3 Students' perception of teacher classroom effectiveness and student self-concept.

You and Kim (2019) conducted a study on the relationship between student's perception of the educational environment and their subjective happiness in South Korea. The study used Korean version questionnaire and a single item measure of happiness on a scale of 0 to 10. It first analyzed student perceptions of the educational environment according to their demographic characteristics using independent sample t-tests and one-way analysis of variance. A multiple regression analysis of was performed to reveal which subscales affected the overall level of happiness while controlling for grade point average (GPA) and other demographic characteristics. The subjects' were 239 medical school students across stages of the curriculum. The study showed that the students' overall perception of the educational environment was more positive during the clerkship period than in the pre-medical period. The current study focused on students' perceptions of teachers' classroom effectiveness among secondary schools in Hamisi sub-county which this study omitted.

Garcia, Maulana, Caro, Lorenz and Perez (2019) examined if teacher characteristics (educational level, gender and teaching experience) could explain differences in students' perceptions of their teachers. Teaching behavior was studied from the research on teaching and teacher effectiveness perspective. Data were analyzed using a regression model. Findings from the regression model showed the educational level had a significant predictive on the six teaching skills domains, mainly for male teachers whereas female teachers were perceived by students to outperform their male counterparts. The current study was done in Hamisi sub-county secondary schools.

In a multilevel study carried out in Sweden by Ramberg, Laftman, Almquist and Modin (2018) research on school effectiveness and students' perceptions of teacher caring, data was collected from 150 senior-level school units in Stockholm. The study showed that school effectiveness is strongly associated with ninth grade students' perception of teacher caring. Although this study was performed through a web-based questionnaire, the current study was carried out among secondary school students of Hamisi sub-county, Kenya, and involved Students' perceptions of teachers' classroom effectiveness.

Riekenberg (2010) researched on the relationship between student perceptions of teachers and classroom, Teacher Goal orientation towards teaching, and student ratings of teacher effectiveness in Austin. Participants included both instructors and students nested within the instructors' course sections. The study revealed that the more students perceived instructors to be focused on students demonstrating competence the less likely they were to rate their teachers as effective. The current study will focus on students' perceptions of teachers' classroom effectiveness and how it related to student's self-concept and academic achievement among secondary schools at Hamisi sub-county, Kenya.

A study by Neeman and Barak (2013) exploring students' perceptions about learning in school, showed that the students positively evaluated the object and Division of labor categories, but appreciated less the contribution of tools, rules and community to learning. This study collected data using semi-structured questionnaire on a sample size of 70 participants. However, the current study used variety of data collection instruments guided by descriptive survey study design.

Prior research by Ceroni, Carpigiani, Castanheira and Silva (2016) researched on the perception of teachers about students' potentialities and difficulties in Brazil, established

that the preparation of teacher must go beyond the specific contents, bearing in mind teacher must first be knowledgeable about the subject they teach, must be able to face the problems of classroom and to prioritize the actions related to school routine which comprise themselves and the society as a whole. The prior research was exploratory in design while the current study researched on students' perceptions of teachers' classroom effectiveness utilizing descriptive survey research design.

In reference to a study in Indonesia by Rahmiyanti, Zaim and Refnaldi (2020) on students' perception of teachers' teaching strategy and its effect towards students' motivation in learning English, the results showed that students' perception on teacher's teaching strategy was high on teaching strategy for writing skill, reading skill, listening skill, grammar and vocabulary and very high on teaching strategy for speaking skill. Based on the statistical analysis, teaching strategy had a significant effect on students' motivation in learning English as general subject. The previous study utilized cluster sampling with a sample size of 150 respondents. However, the current study focused on students' perceptions of teacher's classroom effectiveness with a sample size of 357 respondents. Chang (2010) investigated students' perceptions of their teachers' teaching style and the students' own use of learning strategies and to determine if there was a significant relationship between perceived teaching style and learning strategy use. The data for this study were gathered from a sample of 95 junior high school students enrolled in four Chinese language classes at Yuanlin junior high school. The findings from this study led to the following revelations; the students preferred to use learning strategies that enabled them to use time well and choose environments conducive to learning, gender differences in learning strategy use were not significant, the dominant teaching style, as perceived by

the students, was indifferent and the results revealed that there were no significant relationships between students' perceptions of teaching styles and learning strategy use. The current study focused on students' perceptions of teachers' classroom effectiveness and how it affected their self-concept and academic achievement in Hamisi sub-county, Kenya.

Ibrahim (2014) examined whether students with high perceptions of teachers' classroom effectiveness have comparatively high self-concept compared to those with low and moderate perceptions. Participants were 10,446 adolescent boys and 13,533 adolescent girls in senior secondary classes in all public/government secondary schools in Lagos Metropolis. A total of 240 students constituted the sample. The study revealed that there is a significant difference between students' perception of teacher classroom effectiveness and their self-concept. However, his was conducted in Lagos Metropolis, Nigeria. The current study will be conducted in Hamisi sub-county of Kenya. Learners, teachers and school administrators were included in this questionnaires, interview guide and document analysis guide to collect data. This enabled the researcher to reinforce the findings.

On the other hand, Kususanto, Ismail & Jamil (2010) in Malaysia, conducted a study on students' self-concept and their perception of teacher behavior. Data was analyzed using mean and paired t-test. Influence of students' perceptions on teachers' behavior students' self-esteem were analyzed with multiple regression. The results showed that students from high achievers' groups scored significantly higher in self-concept compared to the students in low achievers' groups. The study therefore concluded that teachers might have different preconceived idea on the student based on their classroom's assignment. The current study involved different styles of teaching used by teachers in their classroom and how they

affected students' perception on their self-concept in secondary schools. Class ability grouping could be different from other styles of teaching.

Vasalampi and et al (2019) researched on classroom effects on primary school student's self-concept in literacy and mathematics in Europe. The results showed that high performance in literacy and in mathematics was related to high self-concept in the same subject. The current study focused on students' percepts of teacher classroom effectiveness and how it affected student's self-concept in secondary schools at Hamisi sub-county; Kenya. In addition, prior research by Klapp (2017) researched on Does academic and social self-concept and motivation explain the effect of grading on student's achievement in Sweden, showed negative effectiveness on summative assessment (grading) for low-ability majorly on low ability students experienced negative academic achievement mediated by academic self-concept in mathematics. The current study focused on students' perceptions and how it affected their self-concept in secondary schools at Hamisi sub-county, Kenya.

In a study carried out in Spain by Palomino (2017) researched on analysis of self-concept in students with compensatory education needs for developing a mindfulness-based psycho educational program. The revealed positive levels of self-concept in peer relations, physical appearance and physical ability and academic self-concept in mathematics. The current study dealt with student's self-concept and was conducted in secondary schools at Hamisi sub-county, Kenya.

Zahra, Arif and Yousuf (2010) researched on Relationship of academic self-concepts of students with their academic achievement in Pakistan. This study investigated relationship between self-concept and academic achievement of bachelor degree students. A sample of 1500 students were selected by using two stage cluster sampling technique. An amended

form of self-descriptive questionnaire developed by Marsh (1985) was used as tool of research. The current study found out if students' perceptions predict both self-concept and academic achievement among secondary schools' students in Hamisi sub-county, Kenya.

Herrera, Lal and Mohamed (2020) researched on Academic Achievement, self-concept, personality and Emotional Intelligence in Primary Education in Spain. The sample consisted of 407 students in primary education. Results indicated differences in self-concept, personality and emotional intelligence among learners. The current study focused on students' perceptions, which the present study omitted, and how it affects students' self-concept and academic achievement in secondary schools at Hamisi sub-county, Kenya.

Carter and Bruene (2018) researched on examining the Relationship between Self-perceptions of person and self-concept clarity, and the results revealed that the more severe one's perceived experience of identity change, the lower their degree of self-concept clarity. The current study focused on students' perceptions and how they affect their self-concept in secondary schools at Hamisi sub-county, Kenya.

A study on Effects of self-concept levels and perceived academic achievements of Turkish students engaged in smoking, revealed statistical difference between self-concept and academic achievement. For instance, students with positive self-concept had high perception of academic achievement and low perception of smoking, pros (Sert and Cancer, 2014). However, the results of the present study examined self-concept and academic achievement, as opposed to the prior study which examined students' perception to smoking as well. Whereas the current study was in Kenya, a nation with diverse cultural background, Turkey has seamless single culture, this created gaps for further study.

Similarly, Lone (2016) found significant relationship between self-concept and academic achievement. This was based on a sample of 248 students of senior secondary schools in Jamumu district, India. Further study in India by Jaiswal and Choudhuri (2017) on self-concept and academic achievement concurred with Lone (2016), since a positive significant relationship was established between self-concept and academic achievement.

Ghazvini (2011) researche determined the relationship between the academic self-concept and academic performance with a sample size of 363 students from 10 high schools who were chosen by using multistage cluster sampling method. The data collection instrument was a researcher made questionnaire. The research findings showed a close relationship between academic self-concept and measures of academic performance. The current study focused on the general performance of form three students' perceptions of their teachers' classroom effectiveness and how it predicted their self-concept and academic achievement in secondary schools at Hamisi sub-county, Kenya. Further study in Saudi Arabia by Alrehaili (2015) on relationship between self-concept and academic achievement concurred with Ghazvini (2011), since there was relationship between academic self-concept and self-concept.

Laryea, Saani and Brew (2014) researched on influence of student's self-concept on their academic performance in the Elmina Township, Ghana. A sample size of 297 randomly selected junior high school students completed the questionnaire. The findings showed that students' self-concept is perceived positively by students, however, this self-concept does not directly predict students' academic performance. It does so only when students are able to exert some level of effort in learning what they have been taught during their private

studies. The current study focused on students' perceptions and their self-concept in Hamisi sub-county secondary schools.

Muchera, Dixon, Hartley & Hardin (2010) undertook a study on perceptions of self-concept and actual academic performance in Math and English among high school students in Kenya. Sample size included 1990 students from 2 boarding high schools in Kenya. The study findings pose significant implications for teachers, parents and education policy makers. The current study focused on students' perception of teacher classroom effectiveness and student self-conception in Hamisi sub-county which could bring different results since it will focus on secondary schools' students and classroom environment.

Simillary, a study carried out in Kenya by Batilolo(2016), on teachers' perceptions on the influence of selected teacher factors on pupils' academic performance in public primary schools in Keiyo south sub-county Kenya, revealed that teacher's consideration of individual differences boosted self-learning, self-esteem leading to better academic results. This service concluded that teacher education qualification, experience of the teacher, teacher personally traits, commitment of the teachers are important predictors in determining the academic performance of pupils. This study focused on teachers' perceptions on the pupils in primary schools, whereas the current study focused on secondary school student's perception on the teachers' classroom effectiveness which could bring different results in Hamisi sub-county.

Furthermore, in Kenya, Kiarie (2016) conducted a study on effects of teachers' perceptions on students' perceptions and Achievement in Biology in secondary school in Gilgil sub-county, Nakuru County. The study used causal comparative survey research design. The sample size was 150 form three biology students and 20 biology teachers. The findings

showed that both teachers and students had a good perception in Biology. The current study focused on students' perceptions of teacher's classroom effectiveness on the overall performance of the student in Hamisi sub-county.

2.4 Relationship between the student's perceptions of their teachers' classroom effectiveness and their self-concept towards their academic achievements.

Morales (2014) posits that causes of high school students' underachievement is moderated students' perception of their teachers, environmental, family and societal factors. This study was concluded in a culturally and socioeconomically diverse in the U.S.A. However, the current study was study done in indigenous rural setting thus differed from prior.

Akram (2019) undertook a study on the relationship between students' perception of teacher effectiveness and student's achievement at secondary school level. The study used multi-stage sampling technique where 40 high schools (20males and 20 female) were selected as strata. All the 2,000 students were sampled. Pearson Correlation was used to measure the relationship between teacher effectiveness on student's achievement. Male and female students did not significantly differ on their perceptions of their teacher's effectiveness. The study found out the student's perception of their teachers' classroom effectiveness and their self-concept towards their academic achievements comparing to the teachers' perception of their student's classroom effectiveness and their self-concept towards their academic achievement.

A study in Nigeria by Robert and Owan (2019) conducted a research on students' perception of teachers' effectiveness and learning outcomes in Mathematics and economics in secondary schools of Cross River state, Nigeria. The study adopted the factorial research

design which is well-suited to a study purported to examine the influence multiple factors on multiple response variables. Cluster and purposive sampling technique were used in selecting a sample of 600 students. The study revealed that students' perception of teachers' effectiveness influences their learning outcomes in Mathematics and economics in secondary schools in Cross River state. The current study focused on students' perception of teachers' classroom effectiveness and how it affects students' self-concept and academic achievement in secondary schools in Hamisi.

Fall and Roberts (2012) investigated the relationships between students' social contexts, school engagement, academic self-perceptions and academic performance as predictors of school dropout. Fall and Roberts found that social context as indicated by student perceptions of parent and teacher support predicted the students' self-perceptions of perceived control and identification with school self-perception may predict and academic achievement. They found a negative relationship between engagement and likelihood of dropout by 12th grade. The current study dealt with the relationships between students' perceptions of the teachers' classroom effectiveness as predictors of the students' self-concept and academic achievements.

According to Stringer and Heath (2008) research on Academic self-perception and its relationship to academic performance, One hundred and fifty-five students (average age, 10 years 7 months) were initially tested on reading, arithmetic and academic self-perception. One year later, they were tested again. Initial academic scores accounted for a large proportion of the variance in later academic scores. The children's self-perceptions of academic competence accounted for significant variance in academic performance one year later. However, neither the academic self-perceptions at the beginning of the study

nor changes in self-perceptions overtime predicted changes in academic performance. The current study focused on the relationship of students' perceptions of teacher's classroom effectiveness on students' self-concept and academic achievement in secondary schools at Hamisi sub-county, Kenya.

Gietz and McIntosh (2014) researched on relations between student perceptions on their school environment and academic achievement. Participants were students in 969 elementary schools and 73 middle schools who took part in a province wide achievement test and student satisfaction survey in Canada. Hierarchical multiple regression analyses were conducted to determine the amount of variance in student perceptions of the school environment when controlling for school-level poverty and accounting for nesting by district. Results showed that perceptions of the school environment were significantly associated with academic success, above and beyond effects of school-level poverty and district. These results were discussed with regard to critical targets for enhancing the school environment to maximize academic achievement. The current study focused on the relationship of students' perceptions of teachers' classroom effectiveness on their self-concept academic achievement in secondary school at Hamisi sub-county, Kenya.

In turkey, Bahar (2016) researched on student perception of academic achievement factors at high school. 553 students from two different universities. Results indicated students perceptive of courses of achievement is somewhat different from those expressed in quantitative studies. Girls attributed more achievement to study habits; family supports whereas boys attributed more to school and technology. The current study focused on relationship of students' perceptions of teachers' classroom effectiveness and their self-concept and academic achievement in secondary schools in Hamisi sub-county, Kenya.

Samdal, Wold and Bronis (2010) researched on Relationship between students' perceptions of school environment, their satisfaction with school and perceived academic achievement: an international study. The analyses were based on self-reported data from the "Health Behavior in school aged children survey", using data from countries in both Eastern and Western Europe. The findings suggested that the most important psychosocial school setting predictors of students' perception of their academic achievement are that they felt satisfied with school, that they felt the teachers do not expect too much of them and that they have a good relationship with their fellow students. The current study focused on relationship between students' perceptions of their teachers' classroom effectiveness on their self-concept and academic achievement in secondary schools at Hamisi sub-county, Kenya.

Shah and Anand (2018) researched on relationship between student perception of school worthiness and demographic factors in United States. The goal of this research was to see if there is any correlation between the students' views of school worthiness and school work, and demographic variables. The results showed that there was correlation between the demographic variables that was analyzed and the student perception school worthiness. The goal of the current study was to find out if there was any correlation between the students' views of teachers' classroom effectiveness on their self-concept and academic achievement in Hamisi sub-county, Kenya.

A study by Burton, Kijai and Sargeant (2009) on the relationship between students' perceptions of the teaching and learning process and academic performance in science of seventh and eighth graders enrolled in Seventh-day Adventists schools, revealed that students held generally poor perceptions of science education. Hierarchical regression

analysis revealed eight significant predictors of science achievement for multi-grade and two-grade classrooms and five significant predictors for single-grade classrooms. The five predictors shared across all classroom types included “complete assignments, environment conducive to study at home, read textbooks ahead, teacher grades fairly and subject made interesting”. The current study focused on the relationship of students’ perceptions of teachers’ classroom effectiveness on their self-concept and academic achievement in secondary schools at Hamisi sub-county, Kenya.

In reference to Ahmed, Taha and Gaffar (2018) on their research on students’ perception of the learning environment and its relation to their study year and performance in Sudan, a descriptive cross-sectional study was performed of 638 students from the second, sixth and tenth semesters at the Faculty of Medicine at Gezira University, Sudan. The findings indicated positive perceptions of the learning environment; a significant difference was observed between students in different years of study. The current study focused on the relationship of student’s perceptions of teacher’s classroom effectiveness on their self-concept and academic achievement in Hamisi secondary schools, Kenya.

Hassan, Alias, Saleh and Awang (2017) study on students Perceptions on their teacher’s performance in teaching Engineering Drawing in Nigeria Tertiary institutions. The results indicated that students perceive their teacher’s performance to be at a slightly above average ($M=3.51 \pm 0.05$ at the 95% confidence level). The data supported the conclusion that there are aspects of teachers’ performance in teaching engineering drawing that is less than excellent and in need of further enhancement. The current study focused on student’s perception and academic achievement.

In Kenya, Owino (2015) conducted a study on relationship between students' perception of Biology learning environmental and the achievement motivation and attitude in co-educational secondary schools in Siaya County. A sample size consisted of 815 (466 Boys and 349 Girls) form two students in co-educational public secondary schools, in Siaya County.. The findings from this study indicated that the actual learning environment is not a better predictor of students' motivation among students in high achieving schools and low achieving schools. The current study focused on teachers of both subjects and students' perceptions on the teacher's classroom achievement in secondary schools in Hamisi Sub County.

Kimani, Kara and Njagi (2013) in Kenya found out that was a significant relationship between teachers' administration of students' assignment and academic achievement in secondary in Nyandarua County. The study established that teacher commitment and engagement are the most crucial factors in the success and failure of education. It also associated that low levels of teacher commitment results into decreased student achievement tests. The conclusion was that teacher commitment of their duties is quite significant to pupil's performance. However, this study did not reflect on the relationship between students' perceptions and the teachers' classroom effectiveness which the current study focused on in Hamisi sub-county.

2.5 Gender differences on students' perceptions of teachers' classroom effectiveness on their self-concept and academic achievement.

Sutcliff (2011) researched on secondary students' perceptions of teacher quality. Surveys were given to students from eight public high schools in a southeastern region of Georgia. Demographic questions were included in the survey to delineate responses by gender and ethnicity. The respondents were 663 students. The findings for student and teacher relationships and justice and fairness indicated that there was no significant differences among ethnicities or gender, however when instructional strategies were evaluated for ethnicity and gender differences, ANOVA results for ethnicity revealed significant differences among the four ethnic groups. The current study focused on gender differences on students' perception of teachers' classroom effectiveness on their self-concept and academic achievement in Hamisi secondary schools, Kenya.

Evaluating teacher perception of student gender roles, Tafar and Emmanuel (2010), found female students to give more egalitarian responses compared to their male counterparts. Moreover, in another study, was found to change perceptions of gender roles (Angalone, 2015). In another study Zittleman (2007) posted that gender plays an important role on perception of teacher effectiveness. For instance, female students perceived teacher effectiveness more than the male students.

A study carried out in Portugal by Carvalho (2016) researched on gender differences in academic achievement: the mediating role of personality, sample consisted of 351 adolescents, ranking in age 14-18 years old. The result revealed mediation effects of disconstraint, but not of aggressiveness on the influence of gender on achievement. The current study focused on gender differences in students' perceptions of teachers' classroom

effectiveness on their self-concept and academic achievement in Hamisi sub-county secondary schools.

Weis, Heikamp and Trommsdorff (2013) researched on Gender differences in school achievement: This study examined whether different aspects of self- regulation (that is, emotion and behavior regulation) account for gender differences in German and mathematics achievement. Specifically, it investigated whether higher school achievement by girls in comparison to boys can be explained by self-regulation. German and mathematics achievement were assessed in a sample of 53 German fifth graders (19boys, 34 girls) using formal academic performance tests (that is, reading, writing, mathematics). Moreover, teachers rated children's behavior regulation using the self-control scale. Children's self-reported strategies of emotion regulation were assessed with the questionnaire for the measurement of stress and coping in children and adolescents. Age and intelligence were included as control variables. Analyses of mean differences showed that girls outperformed boys in German achievement and behavior regulation. Regression analyses, using a bootstrapping method, revealed that relations between gender and German achievement were mediated by behavior regulation. The current study focused on gender differences in students' perception of teachers' classroom effectiveness on their self-concept and academic achievement in Hamisi secondary schools.

Parajuli and Thapa (2017) researched on Gender differences in the academic performance of students. The data was collected from 240 students who passed the district level standard exam of grade eight in 2016 and were studying in grade nine in public and private schools in Leknatch Municipality, Kaski, Nepal. The data on the characteristics of students, their parents, students' behavior, perceptions, family environment, school environment were

collected from the students and their parents, and teachers using a structured questionnaire. The data on students' results and divisions scored by students as measures of academic performance of the students were obtained the District Education Office of Kaski. The study found significant Gender differences in the academic performance of students. The current study will be conducted in secondary schools at Hamisi sub-county, Kenya.

Sidney, Kusanthan and Menon (2015) researched on Gender Differences in Academic Performance: A case of psychology students at the University of Zambia. Psychology degree at the university of Zambia were used the study. Through the comprehensive analysis of literature, the researcher found four factors emerged that can influence performance namely: socio-economic factors, course of study, innate differences and psychological factors. It was also found that over a period of five years from 2009-2013 female psychology students at UNZA consistently obtained a better classification degree than males in psychology. The current study was conducted at secondary schools at Hamisi sub-county, Kenya.

A study by Kamoru and Ramon (2017) found a positive attitude towards mathematics across gender. Davis and Lie (2012) concurred by establishing that differences in verbal and mathematics concept was similar between male and female students. The findings further established that students' choice of faculty may be based on perception of their skills and teacher effectiveness. The current study determined gender differences of student's perceptions of teachers' classroom effectiveness and if it affected their self-concept and academic achievement in secondary schools at Hamisi sub-county, Kenya.

Ghazvini and Khajehpour (2011) researched on gender differences in factors affecting academic performance of high school students in Iran. The sample consisted of 363

students selected from the high school by using a multistage sampling technique. Results showed the existence of gender difference in variables under consideration, with girls showing higher internal locus of control, on attitude, motivation, time management, anxiety and self-testing strategies. Results further indicated that differences existed in the cognitive-motivational functioning of boys and girls in the academic environment, with the girls having a more adaptive approach to learning tasks. While the previous dealt with gender differences in factors affecting academic performances, the current study focused on gender differences in the students' perceptions of teachers' classroom effectiveness on their self-concept and academic achievement in secondary schools at Hamisi sub-county. However in a study by Goni, Wali, Ali and Bularafa (2015) in Borno states, Nigeria, the results indicated that there were no significant differences between gender and academic performance. In addition, Muthuri and Arasa (2017) researched on gender differences in self-concept among a sample of students of the United States International University in Africa in Kenya. The sample size consisted of 57 participants. The study found that personal self-concept variables explained 46.8% of the variations of overall self-concept. A regression between overall self-concept rating and gender revealed that overall self-concept increases by 6.381% as gender changes from female to male. In conclusion, male participants were found to have a higher overall self-concept than female participants. Among the sexes the highly suggested ways of increasing self-concept were through socialization, reading and self-awareness. The current study focused on gender differences of students' perceptions of their teachers' classroom effectiveness on their self-concept and academic achievement in secondary schools at Hamisi sub-county, Kenya.

2.6 Summary Gap.

Empirical literature focused on the influence of varied aspects of teachers and students on academic achievement and self-concept. However, perceptions of students of teachers' classroom effectiveness on students' academic achievement and self-concept has received limited coverage. In addition, gender aspects in relation to students' academic achievement and self-concept necessitates continued research. Furthermore, most of the previous studies have been done in developed countries thus requires studies in developing countries that gives perspectives. Majority of the studies focused on different subjects in schools, however, the current study focused on the general academic achievement of the learners.

This study sought to fill the gaps on students' perceptions of teachers' classroom effectiveness on students' academic achievement. Secondly, the link between students' perceptions of teachers classroom effectiveness on students' self-concept. Thirdly, the relationship between students' perceptions of teachers' classroom effectiveness, students' self-concept and students' academic achievement. Finally, it explored on gender differences in the students' perceptions of teachers' classroom effectiveness and on students' academic achievement. In the previous studies, these aspects did not appear sufficiently.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the research design, study area, study population, sampling techniques and sample size. It also dealt with data collection instruments, pilot study, reliability and validity of research tools, data collection procedures, data analysis, trustworthiness and ethical issues.

3.2 Research Design.

The study used descriptive survey research design because the intent was to identify and describe student's perception of teachers' classroom effectiveness on their self-concept and academic achievement. There was no manipulation of variables. The choice of the descriptive survey research design was based on the fact that it is appropriate for collecting data from a large sample population within a short time; thus cost effective for research. (Punch and Oncaea, 2014; Mertler, 2019). Descriptive survey research design allows the researcher to collect both qualitative and quantitative data. The survey method however has inherent limitations that include lack of cooperation from respondents, thus, Fraenkel and Wallen (2000) recommends incorporation of other methods of data collection like interview schedule to supplement and corroborate the information gotten from questionnaires.

3.3 Study area.

The research was conducted in Hamisi sub-county secondary schools, Vihiga County. Hamisi sub-county is dominarily occupied by the Luyha of western Kenya and the Terik sub-tribe of the Kalenjin. Hamisi sub-county is divided into seven electoral wards: Shiru ward, Gisambai ward, Shamakhokho Ward, Banja Ward, Muhudu ward, Tambua ward and Jepkoyai Ward. Hamisi lies at a latitude of 0.09 N and a longitude of 34.85 E. The average altitude is 1740 m above sea level. It is divided into two; Tiriki east and Tiriki west. The neighbouring sub-counties are Sabatia, Emuhaya, Lwanda and Vihiga sub-counties. Hamisi sub-county was purposively selected for this study because of its performance compared to the other sub-counties in Vihiga County (see Appendix V). It is one of the largest populated area in Vihiga County of about 159,241 people. The cultural practice practiced is circumcision and the dominant religion is Christianity. The inhabitants in Hamisi practice agriculture and animal husbandry. It is rated as one of the poorest in the country due to the high population growth and alcoholism among the youth.

There is a total of 52 secondary schools in Hamisi sub-county which are categorized under; day mixed, boarding and mixed day/boarding. The enrolment in the 52 secondary schools' form three students is 4,738 students. The KCSE average mean score in Hamisi sub-county for the years 2021, 2020 and 2019 is 3.625 (D+) which is registered as a low grade as compared to the large population in Hamisi. Issues affecting academic achievement in secondary schools in Hamisi sub-county posing low grade levels may be as a result of: students' perceptions, teachers' classroom effectiveness and students' self-concept. Therefore, Hamisi sub-county was selected for the current study basing on its performance trends in KCSE for the last three years (see appendix v). Consequently, examining the

factors influencing academic achievement of learners in Hamisi sub-County may not only assist in formulating measures to reduce the bulk of low grades registered in the national examinations in Vihiga County but also neighboring Counties.

3.4 Target population.

The target population comprised of 4,848 (4,738 form three students, 110 form three class teachers) from 52 secondary schools in Hamisi sub-county. Form three students were chosen since they were the immediate candidates, thus provided enough information that was needed. As presented in table 3.1.

3.5 Sampling technique and sample size

The study employed purposive sampling, stratified random sampling and simple random sampling techniques. Purposive sampling is a strategy in which particular settings, persons or events are selected deliberately in order to provide important information that cannot be obtained from other sources (Lyons and Doueck, 2010). In this study, purposive sample technique was employed to select form three principal class teachers since they were considered key informants for the study. Being class teachers they have close interaction with students, thus hold key information useful for the study.

Stratified random sampling technique is generally applied in order to obtain a representative sample with regard to certain characteristics from which a sample is drawn does not constitute a homogeneous group (Kothari and Garg, 2014). In the present study, stratified random sampling was used to ensure key characteristics of the participants such as gender and school categories were captured in the study. This helped to select the participants and schools on the basis of varied strata.

Simple random sampling refers to the method of sample selection which gives each possible sample combination and equal probability of being picked and each item in the entire population to have an equal chance of being included in the sample (Kothari and Garg, 2014). This technique was used to give equal chance for all the participants to participate in the study without bias. Random number generators were used to select schools from the sample size and the required number of form three students in each school visited.

Sample size refers to the number of items to be selected from the universe to constitute a sample (Kothari and Garg, 2014). The present study employed Krejcie and Morgan’s (1970) table for determination of sample size to select 357 students out of a large population of 4,738. For principal class teachers (15%) were selected from larger population of 110. This was guided by Kerlinger, 2004, assertion that ideal sample should be between 10% and 30% of the target. See Appendix VI.

The study therefore employed 357 form three students, 16 (15%) form three class teachers (a total of 373 participants) and 16 (30%) secondary schools both mixed, day and boarding schools. The study population and sample size for the current study are presented in table 3.1.

Table 3. 1: Target population and Sample size framework.

Respondents	Population (N)		Total	Sample Size		Total
	M	F		M	F	
Teachers	64	46	110	10	6	16
Students	2550	2102	4738	194	147	341
Total			4848			373

Source: Field data (2022) -Sample size based on Krejcie and Morgan’s (1970)

3.6 Instrumentation.

The study made use of questionnaire, interview schedule and document analysis guide.

3.6.1 Questionnaire for Form Three Students.

The questionnaire for form three students aimed at collecting relevant information from the students about their perceptions of their teachers' classroom effectiveness and how it affects the students' self-concept and academic achievement. The questionnaire had three parts. The first part collected Demographic information. The second part consist of academic achievement of the students and the third part consist of students' perception of teachers' classroom effectiveness and students' self-concept. This is illustrated in Appendix II.

3.6.2 Interview schedule for Form Three Class Teachers.

Interview schedules were to gather in-depth information and corroborate the data collected using questionnaires. Interviews provided room for clarification and established the verity of the information given by the respondent because the interviewer considers the facial expressions and other gestures as part of the communication. The interview basically sought clarification on the extent to which perceived teacher classroom effectiveness influence students self-concept and academic achievement. This is illustrated in Appendix III.

3.6.3 Document analysis guide

Documented information was collected using document Analysis guide. The information here included enrolment of form three students both boys and girls and academic achievement from end of term exam. See Appendix IV.

3.7 Pilot study

Pilot study was conducted for the purpose of testing validity and reliability of the research instruments. The pilot study was carried out in four secondary schools. Those schools were later excluded in the final study. Pilot study enabled the researcher to test validity and reliability of data collection tools in terms of clarity, arrangement, content and construct of the questions. The findings from the pilot study was used to refine and improve the quality of research tools.

3.7.1 Validity of the research instruments

Content and construct validity of the instruments was established by consulting the experts in the relevant area. This was aimed at establishing whether the items in the questionnaire and interview schedule had the relevant items for the study in sampling the content preview and linked up well with theoretical conventions based on the objectives of the study. To ensure validity of the research instrument in this study, the researcher tested for both content and constructs validity during pilot testing to reduce unnecessary variables. The instruments were given to the supervisors to appraise. The suggestions by the supervisors were incorporated in the final instruments for the study.

In this study, content validity was assessed by the use of four expert judges (academic members of the department of Educational Psychology) who examined the questionnaire and independently rated the items and confirmed that the content was relevant and measured the intended purpose. Construct validity which sought to measure whether an instrument accurately measures the study phenomena, was tested using factor analysis; Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy was used thus affirming that the number of items used to measure a particular variable was adequate enough.

3.7.2 Reliability of the research instruments

This is the degree of consistency of a measure. This means that a test was reliable when it gives the same repeated result under the same conditions. Split half test was used to ascertain the reliability of research instruments. Split half method was preferred since the test was divided into two sections, which were checked against each other and the results were correlated and a correlation coefficient above 0.7 was deemed reliable (Antonakis et. al, 2014). It is reliable compared to test retest since the situational and psychological conditions under which the test is administered is maintained and the test is administered once, this has the likelihood of controlling reliable error. The items were run on Cronbach Alpha to ascertain the reliability coefficient. In this case reliability was established at 0.69 equivalent to 0.7 as the set coefficient for reliability.

Table 3.2: Factor Analysis for students' perceptions for teachers' classroom effectiveness on students' academic achievement.

Statement	Factor	
	Loading	Decision
1. My teacher accomplishes tasks effectively.	0.488	Retained
2. My teacher knows what one really wants.	0.594	Retained
3. My teacher uses reason more than emotions.	0.452	Retained
4. My teacher displays friendly attitude towards learners.	0.477	Retained
5. My teacher is always prepared when holding classes.	0.612	Retained
6. My teacher shows mastery of lesson taught.	0.524	Retained
7. My teacher responds to feedback given by students.	0.743	Retained
8. My teacher exhibits non-threatening behaviors when interacting With students.	0.700	Retained
9. My teacher shows approachability with students.	0.600	Retained
10. My teacher serves as positive role models to students.	0.732	Retained
11. My teacher commands respect from students.	0.722	Retained
12. My teacher elicits enthusiasm among students when teaching.	0.452	Retained
13. My teacher incorporates creativity in delivering of lessons.	0.588	Retained
14. My teacher provides students with activities relevant to lessons.	0.600	Retained
15. My teacher uses student centered teaching approach.	0.700	Retained
16. My teacher explains complicated lessons well.	0.512	Retained
17. My teacher sets classroom rules for students to follow.	0.524	Retained
18. My teacher maintains the absence of classroom disruptions.	0.733	Retained

Source: Pilot study results.

Table 3.2 indicates that the factor analysis results for 18 statements regarding students' perception of teachers classroom effectiveness on students' academic achievement attracted an absolute coefficient value of more than 0.4 minimum threshold (Sounders et al, 2006) hence they were retained in the questionnaire for the main study.

Table 3.3: Factor Analysis for students’ perceptions for teachers’ classroom effectiveness on students’ self-concept.

Statement	Factor	
	Loading	Decision
1. In general, I believe, I am a fairly worthwhile person.	0.700	Retained
2. I like and feel pretty good about myself.	0.633	Retained
3. I worry over humiliating situations in classroom more than most students.	0.534	Retained
4. I can perform my best in an examination against other Students in class.	0.488	Retained
5. I think I have an attractive personality.	0.522	Retained
6. If given a chance, I can do something that would be of Much benefit to the world.	0.600	Retained
7. I tend to be quick and certain in my actions.		
8. I often feel that I am blamed or punished by my teachers For no apparent reason.	0.488	Retained
9. I find it hard to continue with my work when I do not get Encouragement by my teachers.	0.743	Retained
10. At times, I indulge in false excuses to get out of things in Classroom.	0.524	Retained
11. I become upset by my teachers’ criticism even if it is good Or meant well.	0.612	Retained
12. I look forward to attend to classwork given by my teachers.	0.594	Retained
13. My greatest weakness is that I find it difficult to complete my classwork without assistance from teachers and classmates.	0.594	Retained
14. My classmates often take advice and suggestions from me for Overall matters.	0.488	Retained
15. I have several times given up doing an assignment given by my Teachers in classroom because I thought too little of my ability.	0.452	Retained

Source: pilot study results.

Table 3.3 indicates that the factor analysis results for 15 statements regarding students’ perception of teachers classroom effectiveness on students’ self-concept attracted an absolute coefficient value of more than 0.4 minimum threshold (Sounders et al, 2006) hence they were retained in the questionnaire for the main study.

3.8 Data collection procedures

In order to collect data, the researcher sought permission from the National council for science, Technology and Innovation (NACOSTI), Appendix Viv to get permission for study through the Directorate of Post Graduate studies (DPGS) of Masinde Muliro University of Science and Technology (MMUST) in order to receive the research permit. The researcher organized a pre-visit to selected schools for set up appointment dates and familiarize with the schools. Once the permit was granted, the researcher visited the schools and briefs the administrators on the intended research. On the Data collection day, the researcher administered questionnaires to form three students after briefing them and consenting to take part in the study. Interview sessions were arranged with the principal class teachers face to face in each school visited. The researcher assured the participants of confidentiality and willingness to share the study findings once the entire process is completed. The researcher thanked the participants in the school visited before proceeding to the next school.

3.9 Data analysis

Data collected was sorted, edited, coded, classified and tabulated for analysis. Quantitative data was analyzed using inferential statistics. Descriptive statistics included: students' perception on teachers' classroom effectiveness on students' academic achievement, students' perception of teachers' classroom effectiveness on students' self-concept and the relationship between students' perceptions, teachers' classroom effectiveness, students' self-concept and students' academic achievement, while inferential statistics used were simple linear regression, multiple regression and independent T-test. Qualitative data was transcribed, put into various categories and reported as themes and sub-themes. For easy

analysis of data, statistical package for social science (SPSS) version 22 was used. Table 3.4 shows the summary of data analysis.

Table 3. 4 Data Analysis

Objective	Hypothesis	Analysis Test
Objective 1	H ₀	Simple linear regression Mean,percentage,ANOVA.
Objective 2	H ₁	Simple linear regression Mean, Percentage,ANOVA.
Objective 3	H ₂	Multiple regression Mean, Percentage,ANOVA.
Objective 4	H ₃	Independent T-test Mean, Standard deviation.

Source: Researcher 2022

3.10 Trustworthiness

Trustworthiness refers to the degree of confidence in data and the methods followed in ensuring the quality of a research of a research (Connelly, 2016). Triangulation was used in this study by the researcher to ensure trustworthiness. According to Abdalla et al, 2018, triangulation is the use of various methods to study the same phenomenon. In this study several instruments of collection of data (that is, questionnaires, interview schedule, and Document analysis) will be used to ensure triangulation thus resulting to trustworthiness.

3.11 Ethical considerations

According to Farrimond (2013), ethical issues are important matters to consider when carrying out either primary or secondary research because they relate to fairness to the respondents and uncover biasness in selecting sources and analysis. Ethical approval to conduct this research obtained from Masinde Muliro University Institutional Ethics and Review Committee. This is after the researcher has done a presentation of the proposal to both the Department and School Board, and its validity is accorded. A permit from National Commission for Science and Technology and Innovation (NACOSTI) was obtained.

The researcher informed the respondents that the data would be used for research purpose only and confidentiality would be maintained. The respondents were given the option of voluntary participation and withdrawal. The respondents were assured that data was purely for research and that confidentiality and their identity will be maintained. The researcher involved the guidance and counseling teacher and Parents-Teachers representatives to get consent on behalf of parents and provide follow-up debriefing and counseling sessions. Sharing of personal experiences by the researcher created a rapport and made it easier for the participants to open up and discuss freely. Efforts were made to ensure that the participants were sheltered from any psychological harm during the data collection. Punctuality was observed during interviews and other visits to avoid any inconveniences to the respondents.

CHAPTER FOUR

PRESENTATION, INTERPRETATION AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter covers data presentation, interpretation and discussion of the findings according to the objectives.

4.2 Response Rate

In this study, out of the 357 form three students sampled for the study, 261 respondents filled and returned the questionnaires thus giving an overall response rate of 78%. This agrees with the assertions by Zikmund et al.; (2010), that a response rate above 50.0% is sufficient for generalization of outcome of the findings. The researcher therefore concluded that the sample was within acceptable range and therefore representative of the study population. The results are presented in Table 4.1.

Table 4. 1 Questionnaire return rate

No	Sampled group	Total issued	Total returned	Percent Returned
1.	Students	357	261	78
Totals		357	261	78

Source: Field Data, 2022

4.3 Demographic Characteristics of Respondents

Students and teachers were the main respondents who participated in the study. The background information was as discussed in the following subsections.

4.3.1 Distribution of the Respondents by School category

The first category of respondents was students. The findings of the study are as presented in Table 4.2.

Table 4. 2: Distribution of students by school category

Category	Frequency	Percent
Day Mixed	131	50.19
Boarding	44	16.85
Mixed day/Boarding	86	32.95
Total	261	100.0

Source: Field Data, 2022

From the results in Table 4.2, 131(50.2%) students were from day mixed schools, 44 (16.9%) from boarding while the remaining 86 (33%) were from mixed day and boarding. Majority of the respondents were from day mixed secondary school. This suggests that majority of the students prefer day mixed schools since they are affordable as compared to other categories of the schools. Distribution of teachers who participated in this study was as summarized in Table 4.3

Table 4. 3Distribution of Teachers by School category

School Category	Frequency	Percent
Day Mixed	8	50
Boarding	5	31.25
Mixed day and boarding	3	18.75
Total	16	100.0

Source: Field Data, 2022

From the results in Table 4.3, 8 (50%) teachers were from day mixed, 5 (31.25%) from boarding and 3 (18.75) were from mixed day and boarding. Majority of the teachers who participated in the study were from day mixed secondary schools. This enabled the researcher acquire relevant information from the respective teachers using interview

schedules on students' perception of teachers' classroom effectiveness on students' self-concept and academic achievement in Hamisi sub-county.

4.3.2 Distribution of Respondents by Gender

The gender of students who participated in the study was presented in Table 4.4

Table 4. 4: Distribution of students by gender

Gender	Frequency	Percent
Male	157	60.2
Female	104	39.8
Total	261	100.0

Source: Field Data, 2022

From the results in Table 4.4, 157 were male students while the remaining 104 were female students. This implies the male students were more compared to the female students. This suggests that male children compared to female children are taken to school in Hamisi sub-county.

4.3.3 Distribution of principal class teachers.

Summary of the gender of the teachers was as presented in Table 4.5

Table 4. 5Distribution of teachers by gender

Gender	Frequency	Percent
Male	10	60.5
Female	6	39.5
Total	16	100.0

Source: Field Data, 2022

From the results presented in Table 4.5, 10 (60.5%) teachers who participated in the study were male while the remaining 6 (39.5%) were female. Most teachers who participated in

the study were male. This indicated that gender differences affects students' self-concept and academic achievement in Hamisi sub-county.

4.3.3 Student's Performance

The study further established from the students who participated in this study their scores they attained in their previous exams. The findings were presented in Table 4.6.

Table 4. 6 Scores attained in previous End-Term exams

Scores attained	Frequency	Expected M.S	Percent	Deviation
B+	14	A-	5.4	-6.4
B	35	B+	13.4	-2.7
B-	66	B	25.3	-7.7
C+	37	B-	14.2	4.6
C	47	C+	18.0	7.3
C-	43	C	16.5	8.8
D+	19	C-	7.3	-3.8
Total	261		100.0	

Source: Field Data, 2022

The results in Table 4.6 show 14 respondents had scored B+ in their previous exams, 35 had B , 66 had B-, 37 scored C+, 47 scored C plain, 43 scored C- while the remaining 19 scored D+. Majority of the respondents had a score of B- in their previous exam.

The study further established from respondents the mean score they had expected to get in coming exams and their deviations.

Table 4.7 Overall schools mean score

Overall school mean scores	Frequency	Percent
C+ to B	6	38.4
C to B-	10	61.6
Total	16	100.0

Source: Field Data, 2022

Table 4.7 shows 6 schools had a mean score of C+ to B while the remaining 10 had C to B- . The results show good performance in most of the schools.

4.4 Students' perception on teacher classroom effectiveness on students' academic achievement.

The first objective of the study was to examine the students' perception of teacher classroom effectiveness on students' academic achievement in secondary schools in Hamisi sub-county, Kenya. The respondents were to indicate with a tick (√) to show their response to each of the statement given in the questionnaire. Where; SA= Strongly Agree; A=Agree; U=Undecided; D=Disagree; SD= Strongly Disagree.

The findings are shown in Table 4.8

Table 4. 7 Descriptive statistics of students’ perception on teacher classroom effectiveness on students’ academic achievement.

Descriptive Statistics						
Statements	N	Mini	Maxi	Mean	Std. Deviation	
My teacher accomplishes tasks effectively which enables me to have positive perceptions towards him/her.	261	1.00	5.00	4.2050	.27141	
My teacher knows what one really wants enabling me to have positive perceptions.	261	1.00	5.00	4.1391	.98692	
My teacher uses reason more than emotions.	261	1.00	5.00	3.8341	.78030	
My teacher displays friendly attitude towards learners.	261	1.00	5.00	3.6935	.27623	
My teacher is always prepared when holding classes thus giving me positive perceptions towards him/her.	261	1.00	5.00	3.8812	.91003	
My teacher shows mastery of lesson taught thus making me have positive perceptions.	261	1.00	5.00	4.1648	.75934	
My teacher responses to feedback given by students enabling us to have positive views on him/her	261	1.00	5.00	4.3126	0.27014	
My teacher exhibits non-threatening behaviors when interacting with students.	261	1.00	5.00	3.9004	.91022	
My teacher shows approachability with students.	261	1.00	5.00	4.0536	.92663	
My teacher serves as positive role model to students.	261	1.00	5.00	3.7356	.22594	
My teacher commands respect from students.	261	2.00	5.00	3.9387	.88800	
My teacher elicits enthusiasm among students when teaching.	261	1.00	5.00	4.0958	.90427	

My teacher incorporates creativity in delivering of lessons.	261	1.00	5.00	3.7625	.16565
My teacher provides students with activities relevant to lessons.	261	1.00	5.00	3.9732	.89187
My teacher uses student-centered teaching approach.	261	1.00	5.00	4.0498	.92060
My teacher explains complicated lessons well.	261	1.00	5.00	3.7739	.19238
My teacher sets classroom rules for students to follow.	261	1.00	5.00	3.9119	.96670
	261			3.9662	0.6616

Source: Field Data, 2022

Based on the findings in Table 4.8, most students (MD: 4.3126, SD: 0.27014) reported that teachers responds to feedback given by students enabling students to have positive views on them. Other statements that had means standard deviation above the composite mean, include; my teacher accomplishes tasks effectively which enables me to have positive perceptions towards him or her (MD: 4.2050, SD: 0.2741), my teacher is always prepared when holding classes thus giving me positive perceptions towards him or her (MD: 4.1648, SD: 0.75934), my teacher knows what one really wants enabling me to have positive perceptions (MD: 4.1391, SD: 0.98692), my teacher elicits enthusiasm among students when teaching (MD= 4.0958, SD= 0.90427), my teacher shows approachability with students (MD= 4.0536, SD= 0.92663), my teacher uses student-centered teaching approach (MD= 4.3126, SD= 0.27014), my teacher provides students with activities relevant to lessons (MD= 3.9732, SD= 0.89187).

Conversely, a smaller proportion of students (MD= 3.9387, SD= 0.88800) indicated that their teachers commands respect from students. Other statements in which were below the composite mean were as follows; my teacher sets classroom rules for students to follow (MD= 3.9119, SD= 0.96670), my teacher exhibits non-threatening behaviors when interacting with students (MD= 3.9004, SD= 0.91022), my teacher is always prepared when holding classes thus giving me positive perceptions towards him or her (MD= 3.8812, SD= 0.91003), my teacher uses reason more than emotions (MD= 3.8341, SD= 0.27623), my teacher explains complicated lessons well (MD= 3.7739, SD= 0.19238), my teacher incorporates creativity delivering of lessons (MD= 3.7625, SD= 0.16565), my teacher serves as positive role model to students (MD= 3.7356, SD= 0.22594), my teacher displays friendly attitude towards learners (MD= 3.6935, SD= 0.27623). From the findings it implies that the teachers who use student-centered approach while teaching are relatively more than those who don't. These findings confirm the statement made by one of the principal teacher, respondent T033 (2022) during the interview which portrayed the following scenari; *“As classroom teachers, we use student-centered teaching approach to help the learners get the concepts clearly. We from time to time provide students with activities relevant to lessons every day. As teachers, we elicit enthusiasm among students when teaching. In addition, we show approachability to our students...”* These implied that some teachers promoted positive perceptions on the students.

Class teachers' interviews also gave insight on how teachers perceive some of their students. It emerged that some teachers, mock them, ignore and neglect them, consider them jokers, time wasters, careless, a liability to the subject, failures, low achievers, lazy, a burden, foolish in nature, negative drivers slowing down the class, not fit, useless

people, or cursed. A recurrent term used to refer to students with low ability was that they are a “bother” because they lowered the subject mean. One teacher noted that some colleagues comment “Hawa ni wa kufanya shule kupata pesa tu” (these ones are just to help the school get money) in reference to the students with low abilities in their classrooms. Such an attitude depicts a negative perception and militates against offering requisite support to improve students’ academic achievement.

These results agree with Lin (2016) who researched on teacher effectiveness in improving both academic achievement and social-emotional skills that showed academic achievement do not correlate with social-emotions. However, some teaching characteristics- including teacher expectation, teacher-student relationship and classroom discipline- significantly related to both academic achievement gains and social-emotional skill development, while some other practices significantly associated with only one domain.

Similarly, the findings concur with Burroughs, et al (2019) assertion that teachers are one of the most important school-based resources in determining students’ future academic success and lifetime outcomes, yet have simultaneously had difficulties in defining what teacher characteristics make for an effective teacher.

4.5 Hypothesis Testing on Association between Students' Perceptions of Teachers' Classroom Effectiveness and Students' Academic Achievement

A simple linear regression was computed to test the null hypothesis; *Ho: There is no significant association between students' perceptions of teachers' classroom effectiveness and students' academic achievement among secondary schools in Hamisi sub-county, Kenya.* Results are presented in Table 4.9

Table 4. 8: Regression between students' perception of teachers' effectiveness and academic achievement

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.696 ^a	.484	.434	1.25319		
a. Predictors: (Constant), students' perception						
ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	684.508	1	684.508	24.805	.000 ^b
	Residual	7147.354	259	27.596		
	Total	7831.862	260			
a. Dependent Variable: student's academic achievement						
b. Predictors: (Constant), students' perception of teachers classroom effectiveness						
Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	52.957	3.509		15.093	.000
	Student s' perception of teachers' class room effectiveness	.295	.059	.696	4.980	.000
a. Dependent Variable: academic achievement						

Source: Field Data, 2022

From the model summary in Table 4.9, $R^2 = 48.4\%$ of the variation in student academic achievement can be explained by student perception of teachers effectiveness.

From the ANOVA it indicated that regression model is a good predictor of dependent variable and is statistically significant ($F(1,259) = 24.805, p < 0.005$) predictor of academic achievement.

Further, the coefficients indicated that the average student academic achievement score is unstandardized coefficient, $B = 52.95$ of when student perception of teacher is equal to zero. It implies a unit change in student perception of teacher effectiveness is associated with an increase of 2.95% in student academic achievement. Thus, the results showed that there was statistically significant relationship between student perception of teacher effectiveness and academic achievement ($t = 15.093, p < 0.005$) with 52.957 variability in academic achievement. The overall results leads to rejection of the null hypothesis. This suggests that student perception of teacher effectiveness influences student academic achievement. When student perception of their teachers' effectiveness for instant, in terms of classroom teaching, mentorship, motivational talks, discipline and social interactions among other skills are positively communicated by the teachers, majority of the students in secondary schools of Hamisi sub-county, Kenya realized academic achievement. Conversely, the reverse may be true

The findings from Table 4.9 concur with study done by Sellnow, Strawser and Richmond (2019) who researched on student perceptions of teaching effectiveness and learning achievement: The study revealed that students value the opportunity to take fully online and hybrid courses; they desire more interaction with both peers and

instructor. Similarly, the findings further agree with Heck (2009) who investigated teacher effectiveness and student achievement.

4.6 Students' perceptions of teachers' classroom effectiveness on students' self-concept

The second objective of the study was to find out the students' perceptions of teachers' classroom effectiveness on students' self-concept among secondary schools in Hamisi sub-county, Kenya. The findings are shown in Table 4.10.

Table 4. 9 Descriptive statistics of students' perception of teachers' classroom effectiveness on students' self- concept

Statements	Descriptive Statistics				
	N	Mini	Maxi	Mean	Std. Deviation
In general, I believe, I am a fairly worthwhile person.	261	1.00	5.00	4.2586	.19903
I like and feel pretty good about myself.	261	1.00	5.00	3.9272	.93153
I worry over humiliating situations in classroom more than most students.	261	1.00	5.00	3.8536	.90988
I can perform my best in an examination against other students in class.	261	1.00	5.00	3.9739	.18267
I think I have an attractive personality.	261	1.00	5.00	3.6004	.97942
If given a chance, I can do something that would be of much benefit to the world.	261	1.00	5.00	4.0613	.87050
I tend to be quick and certain in my actions.	261	1.00	5.00	3.8276	.14227
I often feel that I am blamed or punished by my teachers for no apparent reason.	261	1.00	5.00	3.3349	.92381
I find it hard to continue with my work when I do not get encouragement by my teachers.	261	1.00	5.00	4.0881	.85254
At times, I indulge in false excuses to get out of things in classroom.	261	1.00	5.00	3.7625	.21413
I become upset by my teacher's criticism even if it is good or meant well.	261	2.00	5.00	3.0464	.90564
I look forward to attend to class work given by my teachers.	261	1.00	5.00	3.8766	.92501
My greatest weakness is that I find it difficult to complete my class work without assistance from teachers and classmates.	261	1.00	5.00	3.7011	.27504
My classmates often take advice and suggestions from me for overall matters.	261	2.00	5.00	3.9272	.91487
I have several times given up doing an assignment given by my teachers in classroom because I thought too little of my ability.	261	3.00	5.00	3.1839	.75236
Composite Mean	261			3.7616	0.6652

Source: Field Data, 2022

Based on the findings in Table 4.10 most students (MD: 4.2586; SD: 0.19903) reported that students believe that they are fairly worthwhile people. Other statements that had means and standard deviations above the composite mean include; I find it hard to continue with my work when I do not get encouragement by my teachers (MD: 4.0881; SD: 0.85254), if given a chance, I can do something that would be of much benefit to the world (MD: 4.0613; SD: 0.87050), I can perform my best in an examination against other students in class (MD: 3.9739; SD: 0.18267), I like and feel pretty good about myself (MD: 3.9272; SD: 0.93153), my classmates often take advice and suggestions from me for overall matters (MD: 3.9272; SD: 0.91487), I look forward to attend to classwork given by my teachers (MD: 3.8766; SD: 0.92501), I worry over humiliating situations in classroom more than most students (MD: 3.8536; SD: 0.90988), I tend to be quick and certain in my actions (MD: 3.8276; SD: 0.14227).

In addition, a smaller proportions of students (MD: 3.7625; SD: 0.21413), indicated that at times they indulge in false excuses to get out of things in classroom. Other statements in which the mean below the composite were reported include; my greatest weakness is that I find it difficult to complete my classwork without assistance from teachers and classmates (MD: 3.7011; SD: 0.27504), I think I have an attractive personality (MD: 3.6004; SD: 0.97942), I often feel that I am blamed or punished by my teachers for no apparent reason (MD: 3.3349; SD: 0.92381), I have several times given up doing an assignment given by my teachers in classroom because I thought too little about my ability (MD: 3.1839; SD: 0.75236), I become upset by my teacher's criticism even if it is good or meant well (MD: 3.0464; SD: 0.90564). From the findings, it implies students who seek advice and encouragement from their teachers are relatively more compared to those who do not.

These findings confirm the statement made by one of the principal teacher, T024 (2022), during the interview which portrayed the following scenario; *“Our students often take advice and suggestions from their teachers for overall matters concerning their studies. Our students on several occasion, have never given up doing an assignment given by their teachers. Our learners find it hard to continue with their work when they do not get encouragement by their teachers. Our students have great potential and therefore given chance, they can do many things that can help our country and the world in general....”*

Others pointed out that some teachers mocked some students when they made efforts to consult the teacher or do extra class work with comments such as “he/she will still fail after all” being rife. These incidents according to the respondents discouraged students’ personal efforts to improve their academic performance as it lowered their self-esteem.

The findings concur with the study of Havik and Westergard (2019) who claimed that positive teacher-student interaction is a fundamental aspect of quality teaching, learning and special education. Similarly, the findings further agree with Kususanto, Ismail and Jamil (2010) assertion on teachers might have differences preconceived idea on the students based on their classrooms’ assignment. This difference is visible through their overtime behavior, which was perceived by the students and in turn, influences the student’s self-esteem.

4.7 Hypothesis Testing on Students’ Perceptions of Teachers’ Classroom Effectiveness on Students’ Self- Concept.

A simple linear regression was computed to test the null hypothesis; H_{01} : There is no significant association between students’ perceptions on the effect of teachers’ classroom

effectiveness and students' self-concept in secondary schools in Hamisi sub-county, Kenya. The results are indicated in Table 4.11

Table 4. 10: Regression between students' perception of teachers' classroom effectiveness and self-concept.

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.296 ^a	.087	.084	5.259	.087	24.805	1	259	.000

a. Predictors: (Constant), PERCEPTION

ANOVA						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	686.134	1	686.134	24.805	.000 ^a
	Residual	7164.333	259	27.662		
	Total	7850.467	260			

a. Predictors: (Constant), PERCEPTION

b. Dependent Variable: CONCEPT

Coefficients^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95% Confidence Interval for B	
		B	Std. Error				Lower Bound	Upper Bound
1	(Constant)	38.099	4.194		9.084	.000	29.840	46.357
	PERCEPTION	.296	.059	.296	4.980	.000	.179	.413

a. Dependent Variable: CONCEPT

Source: Field Data, 2022

From table 4.11, Study findings revealed that the correlation coefficient was $r=0.296$ with $p<0.05$ being statistically significant. The R^2 value was relatively good, meaning that, student self-concept, was explained by 87% of students' perception of teachers' effectiveness. The adjusted R^2 indicated that 84% of variance in self-concept was explained by students' perception of teacher effectiveness.

With regard to analysis of variance (ANOVA) the Study findings indicated, (F (df 1:259) $r: 24.805$, $p<0.05$) regression model on students' perception of teachers' classroom effectiveness statistically significantly predicts students' self-concept. This implies that explanatory variable was a good predictor of the outcome variable.

The unstandardized coefficient is statistically significant $\beta= 38.099$ of self-concept when student perception of teacher effectiveness is zero at correlation of 95%. That implies student self-concept increases by 2.96% with a unit increase in student perception of teachers' effectiveness. The overall results indicated statistically significance influence of student perception of teacher effectiveness on student self-concept (t (9.084, $p<0.05$) with variability of 38.099 in self-concept. Thus, the null hypothesis is rejected. The results of simple linear regression analysis indicate that student perception of teacher effectiveness significantly influence students' self-concept. When student perception of their teachers' effectiveness for instant, in terms of Personality, subject matter expertise, teachers' relational competence, professional competence, teaching strategies and classroom management strategies among other skills are positively communicated by the teachers, majority of the students in secondary schools of Hamisi sub-county, Kenya realized self-concept. Conversely, the reverse may be true.

These findings concur with a study by Garcia, et al (2019) who conducted a study in student perceptions of secondary education teaching effectiveness, that showed that teaching behavior was perceived as sufficient to good, depending on the teaching behavior domain, the results showed that the educational level had a significant predictive on the six teaching skill domains, mainly for male teachers. Female teachers were perceived by students to outperform their male counterparts. The findings were also in tandem with Ibrahim (2014) who opined that there is a significant difference between students' perception of teacher classroom effectiveness and their self-concept.

4.8 Relationship between students' perceptions, teachers' classroom effectiveness, students' self-concept and students' academic achievement

Based on the third objective, the following null hypothesis was tested;

Ho3: There is no significant relationship between students' perceptions, teachers' classroom effectiveness, students' self-concept and students' academic achievement among secondary schools in Hamisi sub-county, Kenya.

Multiple regression was run at $\alpha = .05$ level of significant and results are given in Table

4.12

Table 4. 11: Multiple Regression between students’ perceptions, teachers’ classroom effectiveness, students’ self-concept and students’ academic achievement

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	.730 ^a	.533	.527	3.82506	

a. Predictors: (Constant), students’ perception, teacher classroom effectiveness, self-concept

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	4286.453	3	1428.818	97.656	.000 ^b
	Residual	3760.198	257	14.631		
	Total	8046.651	260			

a. Dependent Variable: Academic achievement

b. Predictors: (Constant), students’ perception, teachers’ class room effectiveness, self-concept

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	17.987	3.097		5.807	.000
	Students’ perception	.529	.042	.524	6.469	.000
	Teachers’ classroom effectiveness	.589	.250	.574	7.777	.000
	Self-concept	.430	.045	.376	3.311	.000

a. Dependent Variable: Academic achievement

Source: Field Data, 2022

In Table 4.12, $R = 0.730$, which indicates a strong relationship. This suggests that the model is a relatively good predictor of the outcome. The variation in the outcome variable (academic achievement) explained by the predictor variables (students’ perception of teachers’ classroom effectiveness and self-concept) is $R^2 = .533$ (53.3%)

Secondly, to report whether or not the students' perceptions of teachers' classroom effectiveness and self-concept were significant predictors of outcome variable (students' academic achievement) was determined using the results of the ANOVA as given in Table 4.13

The B values compared the strength of the relationships of each of the independent variables to the dependent. The B values shows academic achievement score = $17.987 + (B_1 = .529 \text{ students' perception} + (B_2 = .589, \text{ teachers' classroom effectiveness}) + (B_3 = .430, \text{ self-concept})$. This suggest that as students' perception of teachers' classroom effectiveness increase by one unit , academic achievement score increases by 0.529 units, whereas as self-concept increase by one unit , academic achievement score increases by 0.589 units. Both were almost equal in strength in determining academic achievement, 0.529 and 0.589 respectively.

Overall, the results of the multiple regression indicated that the model explained $R^2 = .533$ (53.3%) of the variance. In addition, students' perception of teachers' classroom effectiveness and self-concept were significant predictor of academic achievement, $F(3,257) = 97.656, p < 0.05$. While students' perception of teachers' classroom effectiveness ($B = .529, p < .05$) and self-concept ($B = .598, p < .05$), contributed significantly to academic achievement in the study. The final predictive model was: academic achievement score = $17.087 + (B_1 = .529, \text{ students' perception of teachers' classroom effectiveness}) + (B_1 = .589, \text{ self-concept})$. The study, therefore rejected the null hypothesis which stated that there is no significant relationship between students' perceptions, teachers' classroom effectiveness, students' self-concept and students' academic achievement among secondary schools in Hamisi sub-county, Kenya.

These findings confirm the statement made by one of the teacher T064 during the interview which the following scenario; *“Our commitment as teachers gives our students hope and determination. We are able to mold our students’ character given that we interact with them from time to time in class and even outside class. Our students are self-driven and therefore it does not give us hard time to impact on their academic performance.”*

The findings concur with the study done by Akram (2019) who found a relationship between students’ perception of teacher effectiveness and student’s achievement at secondary school level. The study used multi-stage sampling technique where 40 high schools (20males and 20 female) were selected as strata. Pearson Correlation was used to measure the relationship between teacher effectiveness on student’s achievement. Male and female students did not significantly differ on their perceptions of their teacher’s effectiveness. In addition, a study by Williams (2012) on student’s perception of academic success and teacher expectations also showed that students’ achievement levels are influenced directly by students’ perceptions of teacher expectations about their performance capabilities. The concurrence in the current and prior studies could be attributed to similarity in teacher characteristics such as training and employer’s policy management.

The study agree with Samdal et al (2010) who found psychosocial school setting to predict students’ perception of their academic achievement are that they felt satisfied with school, that they felt the teachers do not expect too much of them and that they have a good relationship with their fellow students.

In addition, Kimani et al (2013) in Kenya found out a significant relationship between teachers’ administration of students’ assignment and academic achievement in secondary and Kiplagat (2012) who opined that the strength of any profession depends upon the degree of commitment of its members to the goals and purposes of that organization

teaching being included. This implied that teacher commitment of their duties is quite significant to pupil's performance.

4.10 Gender differences in the students' perceptions of teachers' classroom effectiveness and on academic achievement

The independent sample t-test was run to test the null hypothesis which stated that; Ho4: There is no significant gender difference between the students' perceptions of teachers' classroom effectiveness on academic achievements. The results of independent sample t-test are presented in Tables 4.13 and Table 4.14.

Table 4. 12Mean of gender difference between students' perception of teachers' classroom effectiveness on academic achievements.

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Student Perception	Male	157	70.83	4.660	.372
	Female	104	69.64	6.503	.638

Source: Field Data, 2022

From Table 4.13 male students had a mean of 70.83 while female students had a mean of 69.64. The males had a higher mean compared to the females with regard to gender difference between students' perception of teachers' classroom effectiveness on academic achievements.

Table 4.13 shows results on significant level of gender difference on students' perception of teachers' classroom effectiveness on academic achievements.

Table 4. 13: t-test of gender difference on students’ perception of teachers’ classroom effectiveness on academic achievements.

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Df	Std. E. Df	95% CI Lower	Upper
Perception	Equal variances assumed	4.331	.038	1.712	259	.088	1.184	.691	-.178	2.545
	Equal variances not assumed			1.604	171.873	.111	1.184	.738	-.273	2.641

Source: Field Data, 2022

The results of independent-samples t-test in Table 4.14 indicate a statistically significant difference between the mean score of students’ perception of teachers’ classroom effectiveness on academic achievements [t (259= -1.712, p = .038] . The 95% confidence interval of the difference between means ranged from [-178 to 2.545].The male students have a statistically significantly higher mean score on perception of teachers classroom effectiveness (M=70.83, SD=4.660) than their female counterparts (M=69.64, SD=6.503) The interview schedule carried out on one of the teachers’ respondent T069 (2022) portrayed the following scenario: *“As a school, I feel gender affects students’ academic performance. For instance generally girls have a lot of physiological activities that go on in their lives and needs to be attended to as opposite to boys, this affects their academic achievement.”*

This findings concur with Igbo et al (2015) researched on impact of gender stereotype on secondary school students' self-concept and academic achievement in Nigeria. The findings of the study indicated that gender stereotypes had significant influence on students' self-concept and academic achievement in favor of male students. Similarly, the findings agree with Korte et al (2012) who researched on student gender and perceptions of teaching effectiveness in U.S.A and found that students perceived instructor expertise in the content or subject matter, strong communication skills and preparedness for class as the traits most important to good teaching.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the findings contained in the preceding chapter. Based on the findings, a number of conclusions were drawn and recommendations made. Areas for further research are also suggested.

5.2 Summary of Findings

The purpose of the study was to investigate student's perception of teachers' classroom effectiveness on their self-concept and academic achievement in secondary schools in Hamisi Sub-County. The study had four objectives. The first specific objective was to find out the students' perceptions of teachers' classroom effectiveness on students' academic achievement among secondary schools in Hamisi sub-county, Kenya, the second specific objective was to examine the students' perception on teacher classroom effectiveness on students' self-concept in secondary schools in Hamisi sub-county, Kenya, the third objective stated that; examine the relationship between students' perceptions, teachers' classroom effectiveness, students' self-concept and students' academic achievement in secondary schools in Hamisi sub-county, Kenya and the forth specific objective was to establish Gender differences in the students' perceptions of teachers' classroom effectiveness on academic achievement in Hamisi sub-county, Kenya

5.2.1 Students' perception on teacher classroom effectiveness on students' academic achievement

From the model summary in Table 4.9, $R^2 = 48.4\%$ of the variation in student academic achievement can be explained by student perception of teachers effectiveness.

From the ANOVA it indicated that regression model is a good predictor of dependent variable and is statistically significant ($F(1,259) = 24.805, p < 0.005$) predictor of academic achievement.

Further, the coefficients indicated that the average student academic achievement score is unstandardized coefficient, $B = 52.95$ of when student perception of teacher is equal to zero. It implies a unit change in student perception of teacher effectiveness is associated with an increase of 2.95% in student academic achievement. Thus, the results showed that there was statistically significant relationship between student perception of teacher effectiveness and academic achievement ($t = 15.093, p < 0.005$) with 52.957 variability in academic achievement. The overall results leads to rejection of the null hypothesis. This suggests that student perception of teacher effectiveness influences student academic achievement. The study concluded that there is a statistically significant positive association between students' perceptions of teachers' classroom effectiveness and students' academic achievement among secondary schools in Hamisi sub-county, Kenya.

5.2.2 Students' perceptions of teachers' classroom effectiveness on students' self-concept among secondary schools

From table 4.11, Study findings revealed that the correlation coefficient was $r = 0.296$ with $p < 0.05$ being statistically significant. The R^2 value was relatively good, meaning that, student self-concept, was explained by 87% of students' perception of teachers'

effectiveness. The adjusted R^2 indicated that 84% of variance in self-concept was explained by students' perception of teacher effectiveness.

With regard to analysis of variance (ANOVA) the Study findings indicated, (F (df 1:259) r: 24.805, $p < 0.05$) regression model on students' perception of teachers' classroom effectiveness statistically significantly predicts students' self-concept. This implies that explanatory variable was a good predictor of the outcome variable.

The unstandardized coefficient is statistically significant $\beta = 38.099$ of self-concept when student perception of teacher effectiveness is zero at correlation of 95%. That implies student self-concept increases by 2.96% with a unit increase in student perception of teachers' effectiveness. The overall results indicated statistically significance influence of student perception of teacher effectiveness on student self-concept (t (9.084, $p < 0.05$) with variability of 38.099 in self-concept. Thus, the null hypothesis is rejected. The results of simple linear regression analysis indicate that student perception of teacher effectiveness significantly influence students' self-concept. This implies a change in predictor influence change in the outcome variable. (Table 4.11).

5.2.3 Relationship between students' perceptions, teachers' classroom effectiveness, students' self-concept and students' academic achievement

In Table 4.12, $R = 0.730$, which indicates a strong relationship. This suggests that the model is a relatively good predictor of the outcome. The variation in the outcome variable (academic achievement) explained by the predictor variables (students' perception of teachers' classroom effectiveness and self-concept) is $R^2 = .533$ (53.3%)

Secondly, to report whether or not the students' perceptions of teachers' classroom effectiveness and self-concept were significant predictors of outcome variable (students' academic achievement) was determined using the results of the ANOVA as given in Table 4.12

The B values compared the strength of the relationships of each of the independent variables to the dependent. The B values shows academic achievement score = $17.987 + (B_1 = .529 \text{ students' perception} + (B_2 = .589, \text{ teachers' classroom effectiveness}) + (B_3 = .430, \text{ self-concept})$. This suggest that as students' perception of teachers' classroom effectiveness increase by one unit , academic achievement score increases by 0.529 units, whereas as self-concept increase by one unit , academic achievement score increases by 0.589 units. Both were almost equal in strength in determining academic achievement, 0.529 and 0.589 respectively.

Overall, the results of the multiple regression indicated that the model explained $R^2 = .533$ (53.3%) of the variance. In addition, students' perception of teachers' classroom effectiveness and self-concept were significant predictor of academic achievement, $F(3,257) = 97.656, p < 0.05$. While students' perception of teachers' classroom effectiveness ($B = .529, p < .05$) and self-concept ($B = .598, p < .05$), contributed significantly to academic achievement in the study. The final predictive model was: academic achievement score = $17.087 + (B_1 = .529, \text{ students' perception of teachers' classroom effectiveness}) + (B_1 = .589, \text{ self-concept})$. The study, therefore rejected the null hypothesis which stated that there is no significant relationship between students' perceptions, teachers' classroom effectiveness, students' self-concept and students' academic achievement among

secondary schools in Hamisi sub-county, Kenya. However the effect of each construct is different though all the three had statistically significant effect.

5.2.4 Gender differences in the students' perceptions of teachers' classroom effectiveness and academic achievement

The study explored gender differences in the students' perceptions of teachers' classroom effectiveness on self-concept and academic achievement in Hamisi sub-county, Kenya.

The following null hypothesis was set:

Ho4: There is no significant gender difference between the students' perceptions of teachers' classroom effectiveness towards students' academic achievements.

The hypothesis was tested using independent sample t-test. T-test was carried out to establish the gender differences between the students' perceptions of their teachers' classroom effectiveness and their self-concepts towards their academic achievements. The results of independent-samples t-test (See Table 4.14) indicated a statistically significant difference between the mean score of students' perception of teachers' classroom effectiveness on academic achievements [$t(259) = -1.712, p = .038$]. The 95% confidence interval of the difference between means ranged from [-1.78 to 2.545]. The male students have a statistically significantly higher mean score on perception of teachers classroom effectiveness ($M=70.83, SD=4.660$) than their female counterparts ($M=69.64, SD=6.503$). The study concluded that there was statistically significant difference between gender of students' perceptions of teachers' classroom effectiveness and academic achievement. The null hypothesis was therefore rejected.

5.3 Conclusion

The study concluded that there is a statistically significant positive association between students' perceptions of teachers' classroom effectiveness and students' academic achievement among secondary schools in Hamisi sub-county, Kenya. See Table 4.9

The study concluded that students' perception on teachers' classroom effectiveness influenced their self-concept. See Table 4.11

The study concluded that there is a statistically significant positive association between students' perceptions, teachers' classroom effectiveness, self-concept and students' academic achievement among secondary schools in Hamisi sub-county, Kenya. However the effect of each construct is different though all the three had statistically significant effect. See table 4.12

The study concluded that there is a significant gender difference between the students' perceptions, teachers' classroom effectiveness, and academic achievements. See table 4.14

5.4 Recommendations

The following were recommendations made from the study

- (i) It is recommended that students cultivate a positive perception on teachers' classroom effectiveness in order to improve their academic achievement.
- (ii) The study recommends that teachers should enhance students' perception on teachers' classroom effectiveness since it influences students' self-concept.
- (iii) The study recommends that teachers should enhance students' perceptions, teachers' classroom effectiveness, self-concept and students' academic achievement in order to improve the schools' mean scores.

- (iv) The study recommends teachers to consider gender difference between the students' perceptions, teachers' classroom effectiveness, and academic achievements in order to improve the students' academic achievement.
- (v) Small class sizes are highly recommended, however teachers ought to be encouraged to embrace group learning, collaborative and cooperative learning to counteract the negative effects of large class sizes which affects students' perceptions of teachers' effectiveness.

5.5 Suggestions for Further Research

The following suggestions were made after research findings and discussions because they were not adequately underscored

- i. The study established that some students have negative perception while others have positive perception on teachers' classroom effectiveness. A study should therefore be conducted to examine factors influencing students' perceptions of teachers' classroom effectiveness in secondary schools this will facilitate capacity building of the teachers to provide requisite support to the students.
- ii. This study focused on students' perceptions. It is imperative that a comparative study be undertaken of the perception of teachers on students' factors influencing their academic achievement and self-concept in secondary schools in order to differentiate the approaches in resolving the students concerns.
- iii. The study approach was cross-sectional hence causality could not be determined. Therefore, a longitudinal study should be conducted to give a better perspective of the association between students' perceptions of teachers' classroom effectiveness on students' academic achievement and self-concept.

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APPENDICES

APPENDIX I: Informed Consent for the Study on Students' Perceptions of Teachers' Classroom Effectiveness on Students' Self-Concept and Academic Achievement in Secondary Schools in Kenya.

Dear respondent,

I am a master's student from Masinde Muliro University of Science and Technology pursuing a Master's Degree in Educational Psychology. I am conducting a research on "students' perceptions of teachers' classroom effectiveness on students' self-concept and academic achievement in secondary schools in Kenya". The information obtained from this study will purely be used for academic purposes. The study has been approved by the Masinde Muliro University Ethics and Review committee and National commission of science and Technology. All required permissions have been obtained from the relevant authorities.

Procedure to be followed

All the activities will be conducted in the selected secondary schools. The researchers will make the sessions as short as possible and also make sure that you are comfortable as a participant. The research team has been trained appropriately to take an approach that protects you by making discussions wholesome, discreet and confidential as possible. With your consent to participate in this study, we will ask you questions on how students' perceptions of teachers' classroom effectiveness have affected students' self-concept and academic achievement.

Privacy and confidentiality

When conducting this research, privacy will be observed. The questions will be asked privately. Any information given to the researcher will be treated with the highest confidentiality ever and will only be used for the purpose of the research. No personal information will be collected and participants will be assigned unique codes with no personal identifiers. The questionnaires will be securely kept and any data entered in a computer will be encrypted with unique passwords.

Autonomy

Appropriate sampling techniques will be used depending on the population to be studied, to avoid bias. Please note that every participant will have an equal chance of participating in the study. No discrimination of respondents' whatsoever will be tolerated.

Voluntarism

Participants will be informed on the purpose of the study and participation will be purely on voluntary basis, thus as the respondent you have the right to terminate the study for reasons that ain the study.

Risks and benefits

The procedures and methods used in this study will be non-invasive. There will be no material rewards/gains given for one to take part in the study. The respondents will not accrue any direct benefits from the research as it is meant to generate generalizable data and information that will help academic staff to understand how students' perception of teachers' classroom effectiveness affects the students' self-concept and academic achievement I secondary schools. Feedback from the data collected and analyzed will be

shared with secondary schools where the study will be conducted in and the ministry of Education for secondary Education.

Person to contact

You are welcomed to ask questions before consenting and at anytime thereafter. Researcher and research assistants will be available to answer your questions anytime during the data collection. In case of further queries regarding the study, you may contact through the contact information given below.

Your participation will be highly appreciated.

Shayne khavere

Masinde Muliro University of Science and Technology

P.O BOX 190-50100, Kakamega

Tel: +254708144733

Email: shayneamalemba@gmail.com

.....
.....

Respondent's consent

I have understood the above information as fully explained to me by the researcher, and I voluntarily consent to participate in this study (please indicate by signing your willingness to participate in this study.

YES

NO

Signature..... Date.....

APPENDIX II: QUESTIONNAIRE FOR STUDENTS

I am a student of MMUST pursuing Master Degree in Educational Psychology within the department of Educational Psychology. I am conducting a research on ‘students’ perception of teachers’ classroom effectiveness on their self-concept and academic achievement’. The purpose of this questionnaire is to gather information on students’ perception of teachers’ classroom effectiveness on their self-concept and academic achievement in secondary schools in Hamisi sub county, Kenya.

Guidelines for filling in the Questionnaire:

- i. You are kindly asked to answer **ALL** questions carefully and honestly in this Questionnaire.
- ii. All the information collected in this Questionnaire will be treated with **Confidentiality** and will only be used for purposes of the research.
- iii. Do **NOT** write your name or school anywhere on this paper

Section A: Demographic Information

Place a tick (✓) in one of the given categories

1. School: Day mixed Boarding Mixed day/ Boarding
2. Gender: Male Female

Section B: Academic achievement

Indicate your Academic achievement as provided for in (i) and (ii) mean score attained in previous exam and end term exam.

- i. Previous exam mean score.

ii. Expected Mean score of end term exam.

Section C: students’ perceptions of teachers’ classroom effectiveness.

Here are a number of statements designed to find out how classroom teaching affect students’ self-concept. There are no right or wrong answers. Please indicate with a tick (√) to show the extent of your agreement with each of the following statements that is true or is not true of you.

Key: SA= Strongly Agree; A=agree; AS=Agree slightly; DS=Disagree slightly;
D=Disagree; S= Strongly Agree.

Dimen sions	Code	Statement	SD	D	DS	AS	A	SA
P	P-1	My teacher accomplishes tasks effectively which enables me to have positive perceptions towards him/her.						
	P-2	My teacher knows what one really wants enabling me to have positive perceptions.						
	P-3	My teacher uses reason more than emotions.						

	P-4	My teacher displays friendly attitude towards learners.						
SME	SME-5	My teacher is always prepared when holding classes thus giving me positive perceptions towards him/her.						
	SME-6	My teacher shows mastery of lesson taught thus making me have positive perceptions.						
TRC	TRC-7	My teacher responses to feedback given by students enabling us to have positive views on him/her						
	TRC-8	My teacher exhibits non-threatening behaviors when interacting with students.						
	TRC-9	My teacher shows approachability with students.						
PC	PC-10	My teacher serves as positive role model to students.						
	PC-11	My teacher commands respect from students.						

TS	TS-12	My teacher elicits enthusiasm among students when teaching.						
	TS-13	My teacher incorporates creativity in delivering of lessons.						
	TS-14	My teacher provides students with activities relevant to lessons.						
	TS-15	My teacher uses student-centered teaching approach.						
	TS-16	My teacher explains complicated lessons well.						
CMS	CMS-17	My teacher sets classroom rules for students to follow.						
	CMS-18	My teacher maintains the absence of classroom disruptions.						

SECTION D: STUDENTS' SELF-CONCEPT

Introduction

Here are a number of statements designed to find out how students' perception of teachers' classroom effectiveness affects students' self-concept. There are no right or wrong answers. Please indicate with a tick (✓) to show the extent of your agreement with each of the following statements that is true or is not true of you.

Key: SA= Strongly Agree; A=Agree; U=Undecided; D=Disagree; SD= Strongly Disagree

Statement	SA	A	U	D	SD
1. In general, I believe, I am a fairly worthwhile person.					
2. I like and feel pretty good about myself.					
3. I worry over humiliating situations in classroom more than most students.					
4. I can perform my best in an examination against other students in class.					
5. I think I have an attractive personality.					
6. If given a chance, I can do something that would be of much benefit to the world.					
7. I tend to be quick and certain in my actions.					
8. I often feel that I am blamed or punished by my teachers for no apparent reason.					

<p>9. I find it hard to continue with my work when I do not get encouragement by my teachers.</p> <p>10. At times, I indulge in false excuses to get out of things in classroom.</p>					
<p>11. I become upset by my teacher's criticism even if it is good or meant well.</p>					
<p>12. I look forward to attend to classwork given by my teachers.</p>					
<p>13. My greatest weakness is that I find it difficult to complete my class work without assistance from teachers and classmates.</p>					
<p>14. My classmates often take advice and suggestions from me for overall matters.</p>					
<p>15. I have several times given up doing an assignment given by my teachers in classroom because I thought too little of my ability.</p>					

APPENDIX III: TEACHERS' INTERVIEW SCHEDULE

1. What are some of the ways the administration and parents in this school are involved that motivates the learning of their students? What are they not doing that could improve academic performance of students in this school?
2. Do your students aim to master the content of their subjects or do they strive to compete with other students? How has this contributed to their current learning progress records?
3. Rate and briefly explain the following learning strategies from the best to the least in their contribution to academic performance in your school? – Self-regulated effort
seek help peer discussion collaboration rehearsal field study
modelling organization critical thinking and setting targets

APPENDIX IV: Document Analysis Guide

School enrolment: boys Girls Total Staff establishment:

Form three students 2021/2022 Boys Girls

End of term average mean score

Parents meeting schedules: Available Not Available

APPENDIX V: VIHIGA COUNTY KCSE RESULTS ANALYSIS

Sub-county	Mean scores		
	2021	2020	2019
Hamisi	4.604	3.321	2.951
Sabatia	5.045	4.332	3.232
Emuhaya	5.550	4.553	3.460
Lwanda	5.823	4.722	3.922
Vihiga	6.233	5.322	4.033

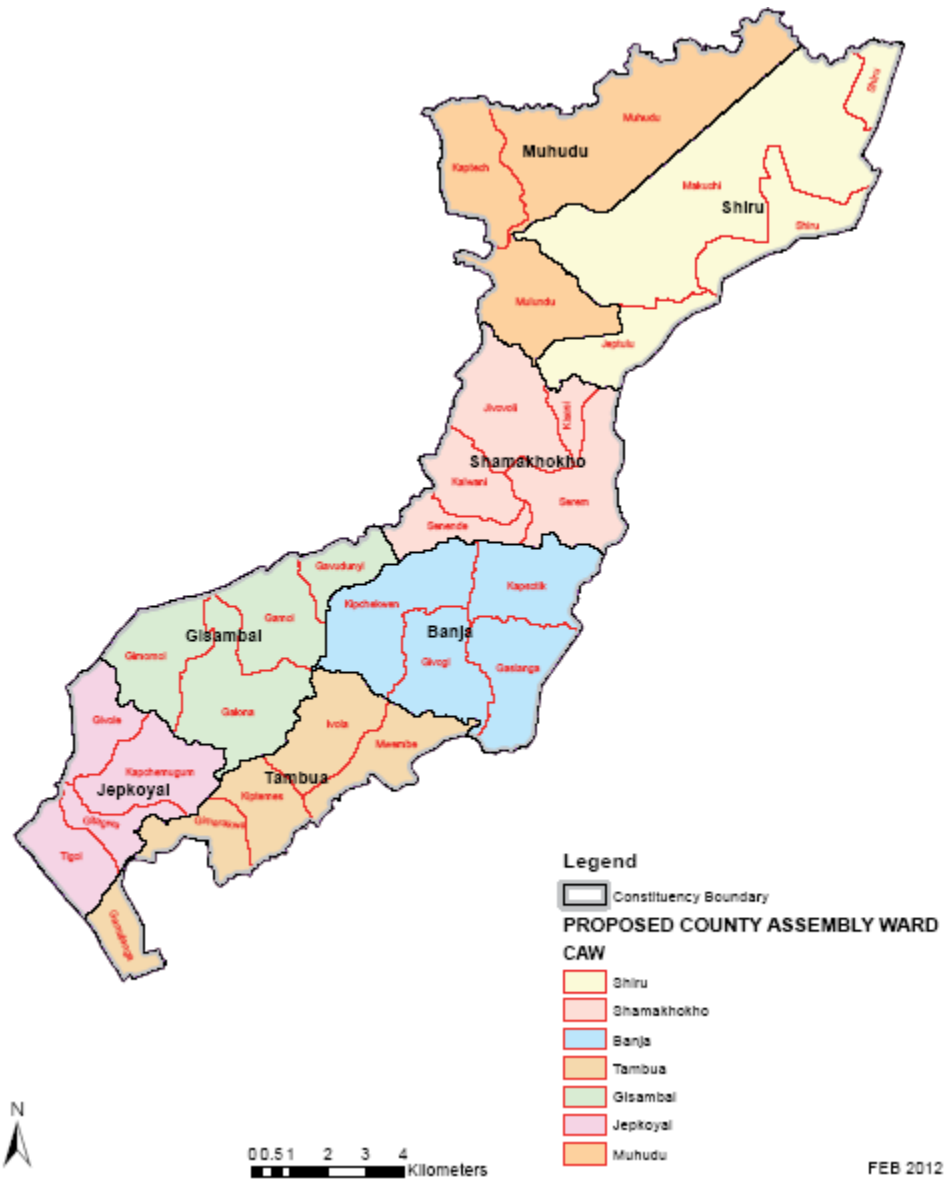
Source: MOE, 2022

APPENDIX VI:Krejcie and Morgan Table

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size. *S* is sample size.

APPENDIX VII: Hamisi sub-county map



APPENDIX VIII: APPROVAL LETTER



MASINDE MULIRO UNIVERSITY OF SCIENCE AND TECHNOLOGY
Tel: 056-31375
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E-mail: ierc@mmust.ac.ke
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P. O. Box 190,
50100,
Kakamega,
KENYA

Institutional Ethics and Review Committee (IERC)

REF: MMU/COR: 403012 Vol 5 (01)

Date: November 11th, 2021

To: Ms. Shayne Khavere

Dear Madam,

RE: STUDENTS' PERCEPTION OF TEACHERS' CLASSROOM EFFECTIVENESS ON STUDENTS' SELF-CONCEPT AND ACADEMIC ACHIEVEMENT IN SECONDARY SCHOOLS IN HAMISI SUB-COUNTY, KENYA

This is to inform you that *Masinde Muliro University of Science and Technology Institutional Ethics and Review Committee (MMUST-IERC)* has reviewed and approved your above research proposal. Your application approval number is **MMUST/IERC/030/2021**. The approval period is *November 11th, 2021- November 11th, 2022*.

This approval is subject to compliance with the following requirements:

- i. Only approved documents including informed consents, study instruments, MTA will be used.
- ii. All changes including (amendments, deviations, and violations) are submitted for review and approval by **MMUST-IERC**.
- iii. Death and life threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **MMUST-IERC** within 72 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affected safety or welfare of study participants and others or affect the integrity of the research must be reported to **MMUST-IERC** within 72 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions.
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal.
- vii. Submission of an executive summary report within 90 days upon completion of the study to **MMUST-IERC**.

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://research-portal.nacosti.go.ke> and also obtain other clearances needed.

Yours Sincerely,

Prof. Gordon Nguka
Chairman, Institutional Ethics Review Committee

Copy to:

- The Secretary, National Bio-Ethics Committee
- Vice Chancellor
- DVC (PR&I)

APPENDIX X: NACOSTI PERMIT



NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY & INNOVATION

RefNo: 417084

Date of Issue: 24/January/2022

RESEARCH LICENSE



This is to Certify that Miss. SHAYNE KHAVERE AMALEMBA of Masinde Muliro University of Science and Technology, has been licensed to conduct research in Baringo, Bomet, Bungoma, Busia, Elgeyo-Marakwet, Embu, Garissa, Homabay, Isiolo, Kajiado, Kakamega, Kericho, Kiambu, Kilifi, Kirinyaga, Kisii, Kisumu, Kitui, Kwale, Laikipia, Lamu, Machakos, Makueni, Mandera, Marsabit, Meru, Migori, Mombasa, Muranga, Nairobi, Nakuru, Nandi, Narok, Nyamira, Nyandarua, Nyeri, Samburu, Siaya, Taita-Taveta, Tanariver, Tharaka-Nithi, Transzoia, Turkana, Uasin-Gishu, Vihiga, Wajir, Westpokot on the topic: **STUDENTS' PERCEPTION OF TEACHERS' CLASSROOM EFFECTIVENESS ON STUDENTS' SELF-CONCEPT AND ACADEMIC ACHIEVEMENT IN SECONDARY SCHOOLS IN KENYA** for the period ending : 24/January/2023.

License No: NACOSTI/P/22/15394

417084

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Director General
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