

Teachers' Self- Efficacy, Stress Level And Affect As Correlates Of Deviant Behaviours Among Form Two Students In Machakos County, Kenya

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Abstract: Deviant behaviors among secondary school learners has continued being a global issue and Machakos County is not exceptional. There are limited Studies showing the relationship between teachers' characteristics and students' deviant behaviors. This study was designed with the aim of exploring whether students' tendency to engage in deviant behaviors is related to teacher characteristics: teacher's self-efficacy, teacher affect and teacher levels of stress. Erich Fromm's Escape from Freedom theory which views deviant behavior as a result of escape from freedom was used. The researcher used a correlational research design. The sample from which data was gathered from comprised of 160 teachers. The study's locale as well as the targeted schools were purposively selected. The number of participants in each school was proportionately sampled. Stratified sampling helped in grouping the schools into different categories from which sample size was drawn from. Questionnaires which the researcher adapted from the existing instruments were filled to yield the data for the research. Piloting was done before the main data collection exercise to ascertain the validity of the adapted tools and enable testing the appropriateness of the data analysis technique. Quantitative data was analyzed through Statistical Package for Social Sciences (SPSS) (Version 26). Pearson product moment correlation was applied in order to test the null hypothesis. The results indicated that there exist a negative and significant relationship between teacher's self-efficacy and student's deviant behavior. This implied that the higher the levels of teacher's self-efficacy the lower the student's deviant behavior $r(152) = -.63, p = .00$. It was further found out that the higher the levels of teacher's stress the higher the student's deviant behavior and the lower the levels of teachers stress the lower the student's deviant behavior $r(152) = .49, p = .00$. Further it was found out that a positive teacher affect results in reduced students' deviant behavior and that a negative teacher affect results in increased students' deviant behavior $r(152) = -.34, p = .00$ and $r(152) = .42$ respectively. The study also concluded that teachers' gender and working experiences were not significant predictors of students' deviant behavior. The R Square value indicated that the predictor variables (negative teacher affect, positive teacher affect teacher stress, and teacher efficacy) accounted for about 53% of the total variance in students' deviant behavior. Ehen gender was introduced into the regression model, the five variables accounted for about 54% of the total variance in students' deviant behavior An important implication and recommendation of the study was that school management, ministry of education and other stakeholders need to join hands in coming up with ways of reducing teachers' stress levels so as to bring down the students' deviant behavior in secondary schools.

I. BACKGROUND

Student's deviant behaviors in secondary schools is a major concern which has drawn attention of many educational stakeholders all over the world (Gutuza & Mliposa, 2015). From a social perspective, deviance is acting or behaving in a

manner that violates social norms, including a formally enacted rule (Clinard & Meier, 1968). Culturally, deviance involves engaging in behavior that contradicts what societal and cultures usually consider unacceptable. The Oxford American Dictionary (1999) defines deviant behavior as behavior that is opposed to normal social relationship. Despite many views,

there is a common understanding that deviant behavior has to do with violation of societal norms.

Deviance manifests itself in various forms in different schools. From the research, mostly identified forms of student deviant behaviors include among others bullying, drug and alcohol abuse, vandalism, fighting, stealing and arson attacks (Ali et al., 2014). Student's deviant behaviors in secondary schools has been attributed to many causes in the past. The factors identified most frequently in existing research include school environments, peer pressure, poor parenting, media, teaching experience, teacher self-efficacy, stress levels and affect (Louis, 2017).

Globally, researchers have attempted to relate teacher characteristics with student's deviant behaviors. Teacher self-efficacy according to Bandura (1994) may be explained as the beliefs which the teachers possess in regard to their innate capabilities to deal with student's deviant behaviors. Studies which have been conducted in Britain and Finland established that in schools, teachers' self-efficacy was essential in controlling the deviant behaviors that were common among learners in a school setting (Romi, et al., 2014; Veenstra et al., 2014).

Teacher levels of stress have also been found to be a good predictor of student's deviant behaviors globally. Teachers from different nations report high levels of stress (Skaalvik & Skaalvik, 2015). A relationship was found to exist between teacher levels of stress and student's behaviors when the two variables were studied in Turkey and Netherlands (Harmsen, Michell, Ridwan & Klaas2017). Teacher affect refers to the teacher's feelings of emotions which can be positive or negative such as irritations, distress, and inspiration, among others. Teachers mostly use reprimands to control student's behavior or either to stop a deviant behavior (Conroy, 2014). Studies done in Spain, Central Greece and Belgium indicate that teacher affect is important in predicting student's deviant behaviors (Casas & Ortega, 2015; Poulou, 2017; Sara & Vandebach, 2016).

In the African context, a study done in Nigeria indicates that positive teachers' self-efficacy relates to improved student's deviant behaviors and that student's deviant behaviors were attributed to poor parenting (Bolu & Esere, 2017). According to Mashburn et al. (2008) learners who enjoy emotional support from their teachers have fewer problem behaviors. In Kenya, researchers have attempted to explore and measure the correlation that links teacher characteristics to student's deviant behaviors. A study conducted in Nairobi indicated that teachers' high efficacy served as an efficient tool in controlling deviant behaviors (Macharia, 2016).

In another study conducted in Makueni, teacher affect was found to be a good predictor of student's deviant behaviors. Teachers who have positive affect relate well with students and hence able to manage student's behaviours. However, there are a few studies on how teacher levels of stress related to student's deviant behaviors in Kenya. In Machakos County, researchers have attempted to study student's deviant behaviors. Studies done by Ndeto (2015) and Musau (2015) indicated that secondary school students manifested various deviant behaviors. Student's deviant behaviors were related to their social environments such as teachers as well as students' involvement by the teachers in formulating school rules and

regulations. However, there are few studies on how teacher self-efficacy, stress level relates to student's deviant behaviors in Machakos County. The attempts by the researchers to study student's deviant behaviors in secondary schools indicates that deviant behaviors among students are prevalent and that was a pertinent issue affecting education that should be addressed in the County as it is all over the world.

PURPOSE OF THE STUDY

This study aimed at determining how student tendencies to engage in deviant behaviors are related to teacher characteristics: teacher's self-efficacy.

OBJECTIVES OF THE STUDY

- ✓ To test whether teachers' self-efficacy relates to students' deviant behavior.

HYPOTHESIS

Ha₁: Teacher self-efficacy significantly relates to students deviant behavior

Escape from freedom by Erich Fromm formed the theoretical basis of this study. The theory posits that human nature is determined by freedom.

Erich Fromm postulated that our human characteristics are determined by biology. He makes freedom of the central trait of human nature. According to the theory, freedom is a hard thing to get. Fromm discussed three mechanisms which are employed by humans in escaping freedom. The escape mechanisms are authoritarianism, destructiveness and automation conformity.

Authoritarianism: This explains that human beings seek to avoid freedom by giving

Ourselves and obeying the authority. One way is to give into the wish and demand of others and on the other hand, play the role of being the authority and exercising power over the other people by ruling them. Fromm named those traits as masochism and sadism. Although people with either trait differ in performance of their tasks with sadists overpowering the masochists, none of them has full freedom in exercising ones powers. (Fromm,1941). In the present study, this explains why students and teachers find themselves in conflicting situations from time to time. Learners may submit to the demands issued by their instructors and on the other hand, teachers are forced to give into the demands of the students so as to avoid troubles with them. Students who find it hard to cope with these rules develop maladaptive behaviors.

Destructiveness: Authoritarians react to unpleasant experiences by eliminating themselves.

Others respond to pain by destroying their surrounding environment, by consoling themselves that if the world is destroyed no way it can hurt them. It is this explanation that reveals most deviancies among students such as brutality, vandalism, humiliation, crime, terrorism among other deviant behaviors. In this study when the students perceive teachers as being strict, unfriendly, unsupportive they tend to be destructive.

Automation conformity In this case, authoritarians hide in

the authority. This means People surrendering one's character in order to conform to the expectations of other people. They cease from being themselves and adopt the type of personality preferred by their culture.

In the context of this study, this can explain the engagement into deviant behavior by the students simply because they see their peers doing it so as to gain acceptance. This could also explain why we have a series of arson attacks in schools at a particular season. The theory was deemed to be the most appropriate to be applied in the present study since it seeks to unravel the problem of student deviant behaviors among secondary schools.

ESCAPE FROM FREEDOM AND TEACHER SELF-EFFICACY

Erich Fromm Differentiates between two distinct categories of freedom; positive and negative freedom. He defines positive freedom as the ability to fulfill one's self-efficacy as an unhindered growth. Negative freedom on the other hand, is defined as the freedom from something: from stress, barriers and constraints. According to Fromm, the increase in the levels of teachers' negative freedom leads to not being able to fully realize his/herself-efficacy and thus being unable to deal with student's deviant behavior. A study by Reed,P.,& Haas,W.(2023) on Social Media Use as an Impulsive 'Escape From Freedom' aimed to explore the relationship between anxiety and social media dependency, specifically by examining whether key avoidance- related factors, such as experiential avoidance and intolerance of uncertainty, mediated this relationship. In turn, these relationships may be important for the observation of behaviorally- established 'Escape from Freedom'. The hypothesis was that those using social media more often are engaging in an 'Escape From Freedom'. The results showed that social media dependency is associated with a reduced preference for freedom associated with intolerance or uncertainty avoidance. This study revealed that individuals displaying social media dependency reported higher levels of anxiety.

II. REVIEW OF RELATED LITERATURE

Alibakhshi,G. , Nikdel, f.& Labbafi, A.(2020) did a study to investigate the consequences of teachers' self-efficacy. The study used a qualitative research method. Data was collected through semi-structured interviews with 20 EFL teachers who were selected through purposive sampling. The study revealed that teachers' self –efficacy has different consequences among them learner related. It was concluded that high self-efficacy affects learners' motivation and students' behaviors. However the study collected data through structured interviews with 20 teachers .Therefore, the current study will address this gap by use of questionnaires for sample size of 160 teachers. The present study will also use a correlational research design to establish the relationships between teacher self-efficacy and students' deviant behaviors.

Shanshan LI (2023) did an investigation that aimed at exploring the relationships among teacher self-efficacy,

teacher resilience & burnout within the context of Chinese English as a foreign language teachers. The sample size was 638 Chinese EFL teachers who completed a self-report assessments for teacher self-efficacy. Results revealed significant relationship between teacher self-efficacy on teacher burnout. However the study used self –report assessment for self-efficacy with teachers from China. The current study will address this gap by using questionnaires which will be completed by Kenyan secondary school teachers. The present study will also use a correlational research design to establish the relationship between teacher self-efficacy and students' deviant behavior.

Daniel, B., Francesca,D., & Paula,B. (2019) did a study which sought to explore the role of teacher self-efficacy on students' behavior. The study involved 227 Italian high school teachers. Self-report questionnaire was used. Study results revealed that teachers' self-efficacy varied depending on teachers' motivation and these relations were stronger when teacher perceived less students deviant behaviors. However the study used the Italian high school teachers. The present study will be conducted in Kenya where questionnaires will be used to examine whether similar results will be realized.

III. METHODOLOGY

The study used a correlational research design. This design is suitable in investigating the relationships between variables where the manipulation of independent variables is not possible (Filipowich, 2018). Correlational design was considered appropriate since it is suitable for describing relationships and making predictions. The strength and direction of the relationship between the variables was described by use of regression coefficients. Pearson's correlation coefficient was also conducted to describe the strength of a correlation between variables. Correlation coefficient can range from -1 to +1. The sign indicates the direction of relationship between variables and the numerical value indicates the strength of the relationship.

LOCALE OF THE STUDY

The study was conducted in Machakos County and specifically in Kivaa and Masinga wards in Masinga Sub County. The area covers approximately 910sqkm. The researcher chose the locale based on the fact that some deviancy among secondary school students have been reported. A report by the Machakos Sub-County Education Office (2018), shows that eleven schools experienced riots and destruction of school property in the year 2018. Fifteen schools were closed and others sent on early midterm break because of different types of indiscipline ranging from destruction of school property, boycotting of examinations and drugs and substance abuse. The choice of Machakos County was also informed by that was conducted by Kaluku et. al (2020) which recommended further studies to explore the field of management of students discipline through in-cooperating other factors not included in the study like teacher characteristics and how they correlate with students' deviant behavior. life skills as taught by the teachers have been found

to effective in managing students' indiscipline, the current study investigated teacher self-efficacy, stress level and teacher affect as correlates to students deviant behavior. It was hoped that this would unearth how these teacher characteristics may be related with students' deviant behavior.

SAMPLING TECHNIQUES

The researcher selected Machakos County (Masinga and Kivaa wards) and the public secondary schools by use of purposive sampling. Stratified random sampling was used to select the schools in order to ensure that each school category was represented, that is, boys boarding, mixed day, mixed boarding, and girls boarding schools. This sampling yielded one boarding school for boys, four mixed boarding schools, four mixed day schools and one girl's boarding school. Proportionate sampling guided in determination of how many participants were to be drawn from each school. For the actual selection of subjects to participate in the study, simple random sampling was used.

RESEARCH INSTRUMENTS

Self-administered questionnaires which were designed for teachers were completed to yield data for this study.

QUESTIONNAIRE

The questionnaire (Appendix B) consist of four sections. Section A collected information on demographic data, section B collected data on teachers self-efficacy, section C collected data on teacher positive and negative affect and section D collected data on teacher levels of stress.

GENERAL SELF-EFFICACY SCALE (GSE) (SCHWARZER AND JERUSALEM, 1995)

This scale has 10 items which measures self-efficacy. It has internal reliability of Chronbach's alpha between .75 and .90. The items are rated using Likert scale which has four points ranging from 1-Not at all, 2-hardly true, 3-moderately true and 4-exactly true. When scoring the total is calculated by finding the sum of all the items. Total score ranges between 10-40, with a higher score indicating more self-efficacy while participants recording low scores are classified as having low levels of self-efficacy. The researcher adopted the scale to measure teacher perceived self-efficacy. The scale was free to use.

IV. DATA COLLECTION

The selected schools were visited for administration of questionnaires. The administration of the questionnaires was done during tea or lunch breaks and any other time the researcher agreed with the administration. The researcher took about 20minutes to explain to the respondents what were required to do. Once they indicated that they understood what they were required to do, they were allowed to complete the questionnaires and respond to interview questions. After

respondents were through with filling the questionnaires, the research collected them the same day. This technique was appropriate for this study because the researcher intended to gather information within the shortest time possible.

DATA ANALYSIS

After collecting data, scoring and coding of the data was done. Data was cleaned and thoroughly checked to ensure that no elements were omitted, there were no outliers and test for assumptions were met. Descriptive analysis was used to summarize, organize and simplify data using a combination of tabulated description (tables, graphs) and inferential statistics which was used to make the judgment. The Hypothesis was tested using suitable statistical tests.

V. FINDINGS

Respondent	Questionnaires Administered		Return Rate	
	Male	Female	Male	Female
Teachers	90	70	86(96%)	66(94%)
Total	160		152(94%)	

Table 1: Questionnaire Return Rate

As shown in Table 1, the results offer a revelation that the response rate varied depending on gender with the males having a higher response rate represented by 96% while their female counterparts were represented by 94% of the respondents. The overall response rate for this study was 94%. Mugenda and Mugenda (2003) stated that if the rate of responding reaches or exceeds 70%. such information is excellent for data analysis and reporting. Hence, with the overall rate of response being 94%, the data collected in this study was adequate for data analysis and reporting.

GENDER OF THE RESPONDENTS

Administration of the questionnaires was done proportionately to teachers of both genders to facilitate generalization of the results for this study across all genders. The data given in Table 2 show the gender representation.

Gender	Frequency	Percent
Female	66	43.4
Male	86	56.6
Total	152	100.0

Table 1: Gender of the Respondents

The results in Table 2 have indicated that majority of those who participated in completing the questionnaires were male teachers represented by 56.6% while female teachers were represented by 43.3%. The gender difference in representation was marginal and therefore the disparity could not have much effect on the interpretation of the obtained findings. Therefore, the disparity was disregarded.

GENDER AND SCHOOL TYPE CROSS TABULATION

The gender response rate was also categorized according to the school category. The cross-tabulation generated statistics were as presented in Table 3

		Gender		Total
		Female	Male	
School category	Boys boarding only	31(20.4%)	15(9.9%)	46(30.3%)
	Mixed boarding	10(6.6%)	26(17.1%)	36(23.7%)
	Mixed day	14(9.2%)	14(9.2%)	28(18.4%)
	Girls Boarding	11(7.2%)	31(20.4%)	42(27.6%)
Total		66(43.4%)	86(56.6%)	152(100%)

Table 3: Gender and School Type Cross Tabulation

Table 3 shows that female teachers from Boys' boarding category were the majority represented by 20.4% while male teachers were represented by 9.9%. In the Mixed boarding category, the male teachers were the majority represented by 17.1% while the female teachers were represented by 6.6%. For the Mixed day category, there was equal representation of the male and female teachers, each represented by 9% of the respondents. In the Girls' boarding category, the male teachers were the majority represented by 20.4% while their female counterparts were represented by 7.2%. In overall, the Boys' boarding teachers were the majority in this study, represented by 30.3%, followed by Girls' boarding teachers at 27.6%, then the Mixed boarding teachers at 23.7%. The minority were the teachers from mixed day category represented by 18.4%.

DESCRIPTIVE STATISTICS OF WORKING EXPERIENCE

The descriptive statistics of working experience for the participants were obtained to determine the lowest, highest and the mean scores as well as the standard deviation. The outcome of the analysis was as given in Table 4.

	N	Min	Max	Mean	SD
Working experience	152	2.00	21.00	6.93	3.46

Table 4: Descriptive Statistics of Working Experience of the Respondents

From Table 4, the lowest score obtained was 2 with the highest score being 21. The mean of the scores stood at 6.93 with a standard deviation of 3.46 indicating that the high number of teachers who completed questionnaires to yield data for this study had a working experience of approximately 7 years.

The descriptive regarding the duration of teaching of the respondents was also obtained by gender. Table 5 displays the generated results.

Gender	N	Min	Max	Range	Mean	SD
Female	66	2.00	18.00	16.00	6.63	3.29
Male	86	3.00	21.00	18.00	7.16	3.57
Total	152	2.00	21.00	19.00	6.93	3.45

Table 5: Descriptive Statistics of Working Experience of the Respondents by Gender

Table 5 shows that female respondents recorded scores whose values were spread from 2 to 18. Their mean score stood at 6.63 (S.D= 3.30). For the male respondents, the lowest score was 3 with the highest being 21 while the mean

score was 7.16(S.D = 3.57). The findings obtained in this analysis shows that male teachers had participants with the longest working experience of 21 years compared to that for the female teachers which stood at 18 years.

In order to evaluate the significance of the mean differences in working experiences and determining whether the differences affect the overall interpretation of the results, independent samples T test was conducted and the outcomes of the test are given in Table 5.

	T	Df	Sig. (2-tailed)
Equal variances assumed	-.93	150	.35
Equal variances not assumed	-.94	144.92	.35

Table 6: Independent Samples T test

The statistics in Table 6 reveal that the mean differences in teachers' working experience that exist in male and female teachers were not statistically significant, $t(150) = -0.93, p > .05$. This implies that mean gender differences that were evident in working experience did not significantly affect the overall mean score of the entire sample size.

The descriptive statistics of working experience of the teachers were also analyzed by their school category. The analyzed figures are given in Table 7

School Category	N	Min	Max	Range	Mean	SD
Boys boarding only	46	2.00	14.00	12.00	6.34	2.67
Mixed boarding	36	4.00	16.00	12.00	6.61	2.91
Mixed day	28	3.00	12.00	9.00	6.39	2.19
Girls Boarding	42	2.00	21.00	19.00	8.21	4.83
Total	152	2.00	21.00	19.00	6.93	3.45

Table 7: Descriptive Statistics of Working Experience of the Respondents by School Category

As indicated in Table 7, the participants in the category of Girls' boarding obtained a mean score of 8.21 (SD = 4.83) that was rated as the highest among the categories. The scores in this category varied from 2 to 21. The Mixed boarding followed with a mean score of 6.61 (SD = 2.91). Their minimum score was 4 (which was the highest minimum score) while the maximum score stood at 16. The Mixed day followed closely with a mean score of 6.39 (SD = 2.19) with wit the category's scores being spread from 3 to 12. The maximum score for this category was the lowest recorded among the four school categories. This indicates that the teachers take shorter time teaching in the schools which are grouped in this category. A mean score of 6.34 (SD = 2.67) that was rated as the least was obtained by Boys' boarding school. Their minimum score stood at 2 while their maximum was 14.

IV. RELATIONSHIP BETWEEN TEACHERS' SELF-EFFICACY AND STUDENTS' DEVIANT BEHAVIOR

The study's first objective sought to establish the relationship that links teachers' self-efficacy to students' deviant behavior. This was achieved by carrying out a number of analyses as described in the following sub sections.

A. DESCRIPTIVE STATISTICS FOR TEACHERS' SELF-EFFICACY

The descriptive statistics for the teachers' self-efficacy were obtained to determine the minimum score, maximum score, the range, the mean score and standard deviation, coefficient of skewness and kurtosis coefficient. The outcomes of the analysis were as displayed in Table 8

	N	Range	Min	Max	Mean	SD	Sk	Kur
Teacher Efficacy	152	28.00	12.00	40.00	31.59	5.15	-.69	.98

Table 8: Descriptive Statistics for Teachers' Self-efficacy

Table 8 indicates that the minimum score recorded for the teachers' self-efficacy was 12 while the maximum score was 40. The mean score stood at 31.59 with a standard deviation of 5.15, indicating that the teachers' self-efficacy scores were good as they leaned towards the maximum score. The coefficient of skewness was -.69 indicating a distribution that was moderately skewed. The kurtosis coefficient was .98 implying that the distribution was platykurtic.

The descriptive statistics for self-efficacy were further analyzed according to the gender of the respondents. Table 9 displays the generated statistics.

Gender	N	Min	Max	Range	Mean	SD
Female	66	18.00	40.00	22.00	31.74	4.89
Male	86	12.00	40.00	28.00	31.47	5.36
Total	152	12.00	40.00	28.00	31.59	5.15

Table 2: Descriptive Statistics for Teachers' Self-efficacy by Gender

As per the statistics given in Table 9, the female teachers' mean score was 31.74 (SD = 4.89) and it was relatively higher compared to males. The scores for females were spread from 18 to 40. The male respondents obtained a mean score of 31.47 (SD = 5.36) with a minimum score of 12 and a maximum score of 40. The male respondents recorded the lowest minimum score of 12 compared to that for the female teachers which stood at 18. Both recorded the same maximum scores. In order to test for the statistical significance of the mean differences, independent samples T test was conducted. Table 10 presents the findings.

	T	Df	Sig. (2-tailed)	
Teacher Efficacy	Equal variances assumed	.31	150	.75
	Equal variances not assumed	.32	145.56	.75

Table 3: T test for Gender Differences in Self Efficacy

Table 4.10 reveals that the mean gender differences which were evident in teachers' self-efficacy scores were not statistically significant, $t(150) = 0.31, p > .05$. This implies that the mean differences between male and female teachers were not substantial.

The descriptive statistics for teachers' self-efficacy were also obtained by school type to determine if school type had an impact on teachers' self-efficacy. The generated statistics were as displayed in Table 11.

School Category	N	Min	Max	Range	Mean	SD
Boys boarding only	46	24.00	40.00	16.00	32.06	4.53
Mixed boarding	36	12.00	40.00	28.00	30.77	6.73
Mixed day	28	23.00	39.00	16.00	31.67	4.43
Girls Boarding	42	19.00	40.00	21.00	31.71	4.75
Total	152	12.00	40.00	28.00	31.59	5.15

Table 4: Descriptive Statistics for Teachers' Self-efficacy by School Type

Table 11 indicates that teachers from Boys' boarding school obtained a mean score of 32.06 (S.D = 4.53) on the teachers' self-efficacy scale and it was rated as the highest. Their lowest score recorded was 24 while the highest score stood at 40. The Girls' boarding school teachers followed with a mean score of 31.71 (SD = 4.75) with the scores running from 19 to 40. Mixed day school teachers' average score was 31.67 (S.D = 4.43). Their lowest score recorded was 23 while the highest score stood at 39. The Mixed boarding school teachers obtained a mean of 30.77 (S.D = 6.73) and the mean was rated as the lowest. Their lowest score recorded was 12 (which was the lowest among the four categories) while the highest score was 40. To ascertain whether the existing mean differences had any statistical significance, ANOVA test was done and the statistics which were generated were as displayed in Table 12.

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	35.01	3	11.67	.44	.73
Within Groups	3973.71	148	26.85		
Total	4008.71	151			

Table 5: ANOVA for Teachers' Self-efficacy by School Type

From the interpretation of the figures generated in the ANOVA test, the mean differences on teachers' self-efficacy scores that were evident in the four school categories were not statistically significant, $F(3, 148) = 0.44, p > .05$. This implies that the school categories had no impact on the self-efficacy scores recorded.

The self-efficacy of the teachers was also categorized into two levels as either low or high and their frequencies obtained. Table 13 displays the figures emanating from the classification.

Level	Frequency	Percent
Low	53	34.9
High	99	65.1

Total	152	100.0
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Table 6: Levels of Teachers' Self-efficacy

As shown in Table 13, the teachers who rated themselves as having high self-efficacy were the majority represented by 65.1% while those with low level were the minority represented by 34.9%. This supports the previous findings which are given in Table 4.8 where the mean score obtained for the teachers' self-efficacy leaned towards the maximum score.

DESCRIPTIVE STATISTICS FOR STUDENTS' DEVIANT BEHAVIOR

The descriptive statistics for the students' deviant behavior were obtained to determine the minimum score, maximum score, range, mean score and standard deviation, coefficient of skewness and kurtosis coefficient. The outcome of this analysis was as given in Table 14.

	N	Range	Min	Max	Mean	SD	Sk	Kur
Deviant Behaviour	152	45.00	30.00	75.00	52.02	8.58	-.05	.14

Table 7: Descriptive Statistics for Students' Deviant Behavior

The results in Table 14 indicate that the minimum score recorded for the students' deviant behavior was 30 which was way above the expected minimum value of 19, while the maximum was 75 which was way below the expected value of 95. This shows that the students' deviant behavior score was average. The mean score stood at 52.02 with a standard deviation of 8.58, indicating further that the students' deviant behavior scores were average. The coefficient of skewness was -.05 indicating a distribution that was approximately symmetric. The kurtosis coefficient was .14 implying that the distribution was platykurtic.

The descriptive statistics for the students' deviant behavior were also obtained according to the gender of the respondents to determine if female teachers experienced students' deviant behavior differently from their male counterparts. The resultant statistics were as indicated in Table 15.

Gender	N	Min	Max	Range	Mean	SD
Female	66	30.00	71.00	41.00	51.66	8.88
Male	86	31.00	75.00	44.00	52.30	8.38
Total	152	30.00	75.00	45.00	52.03	8.58

Table 8: Descriptive Statistics for Students' Deviant Behavior by Gender

In reference to the data given in Table 15, the male teachers obtained the highest mean score of 52.30 (S.D = 8.38). The scores ranged between 30 and 71. The female teachers obtained a mean score of 51.66 (S.D = 8.88). Their minimum score stood at 31 while the maximum was 75. To determine if these noted mean differences were statistically significant, the independent samples T test was done and yielded the statistics which are given in Table 16.

	T	Df	Sig. (2-tailed)	
Deviant Behaviour	Equal variances assumed	-0.45	150	.01

	Equal variances not assumed	-0.45	135.71	.01
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Table 16: Independent Samples t test for Differences in Students' Deviant Behavior

The findings in Table 4.16 reveal that the mean differences for students' deviant behavior scores as viewed by the male and female teachers were statistically significant, $t(150) = -0.45 < .05$. This implies that the students' deviant behavior scores between male and female teachers were substantially different.

The researcher went further to obtain the descriptive statistics for students' deviant behavior by school type to determine if the school type had an impact on students' deviant behavior. Table 17 presents the findings.

School Category	N	Min	Max	Range	Mean	SD
Boys boarding only	46	30.00	75.00	45.00	52.80	9.20
Mixed boarding	36	31.00	66.00	35.00	51.39	9.27
Mixed day	28	35.00	67.00	32.00	51.61	8.27
Girls Boarding	42	34.00	68.00	34.00	52.00	7.67
Total	152	30.00	75.00	45.00	52.02	8.58

Table 9: Descriptive Statistics for Students' Deviant Behavior by School Type

Teachers from Boys' boarding only reported the highest mean score of 52.80 (SD = 9.20) on students' defiant behavior. Their minimum score recorded was 30 while their maximum was 75. The Girls' boarding followed closely with a mean score of 52.00 (SD = 7.67). Their minimum score was 34 while their maximum was 68. The teachers from Mixed day followed with a mean score of 51.61 (SD = 8.27). Their minimum score stood at 35 while the maximum was 67. The teachers from Mixed boarding reported the lowest mean score of 51.39 (SD = 9.27) with the scores varying from 31 to 66. To determine if the differences in the mean scores obtained had any statistical significance, ANOVA test was done and the test yielded statistics which are given in Table 18.

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	47.42	3	15.81	.21	.01
Within Groups	11078.47	148	74.86		
Total	11125.89	151			

Table 10: ANOVA for Differences in Students' Deviant Behavior

The statistics which are represented in Table 18 indicate that the existing mean differences on students' deviant behavior scores across the different categories of schools were statistically significant, $F(3, 148) = 0.21, p < .05$. This implies that the school categories significantly impacted on the students' deviant behavior.

The researcher compared the teacher's efficacy and students' deviant behavior to determine whether the teachers' efficacy has an impact on the students' deviant behavior. Table 19 presents the findings of this analysis.

Efficacy Levels	Mean	SD
Low	55.47	6.35
High	45.53	7.51
Total	52.03	8.58

Table 11: Level of Teachers Efficacy and Students' Deviant Behavior

As per the data given in Table 19, the teachers with high level of self-efficacy obtained the lowest mean score of 45.53 ($SD = 7.51$) on students' deviant behavior while those with low level of self-efficacy obtained a higher mean score of 55.47 ($SD = 6.35$). These results imply that the more self-efficacious a teacher is the lesser the students' deviant behavior and vice versa. To determine if these mean differences obtained were statistically significant, the independent samples T test was done and the outcomes of the test were as displayed in Table 20.

	T	Df	Sig. (2-tailed)	
Deviant Behaviour	Equal variances assumed	-8.29	150	.00
	Equal variances not assumed	-8.72	122.54	.00

Table 12: T test for Self-efficacy and Deviant Behaviour

The findings reveal that the mean differences for the teachers' efficacy skills against the students' deviant behavior scores were statistically significant, $t(150) = -8.29, p < .05$. This implies that the efficacy skills possessed by the teachers significantly impacted on students' deviant behavior where the more self-efficacious a teacher is the lesser the students' deviant behaviors realized.

HYPOTHESIS TESTING

An objective had been stated that teachers' self-efficacy and students' deviant behavior are correlates. To determine if this relationship exists, the following null hypothesis was formulated and tested.

H_0 : There is no significant relationship between teachers' self-efficacy and students' deviant behavior.

Testing the above hypothesis utilized Pearson correlation test. The tests' outcomes were as given in Table 21.

		Deviant Behaviour
Teacher Efficacy	Pearson Correlation	-.63**
	Sig. (2-tailed)	.00
	N	152

Table 13: Pearson Correlation for Teacher Efficacy and Deviant

Table 21, the results reveal that a negative and significant relationship was evident between teachers' self-efficacy and students' deviant behavior, $r(152) = -.63, p < .00$. This led to rejection of the null hypothesis and adoption of alternative one. The results 'implication is that the high level of teachers' self-efficacy contributed greatly in lowering the students' deviant behavior whereas low self-efficacy among the teachers may be associated with increasing cases of deviant behaviors among the students.

V. DISCUSSION OF THE RESULTS

The study's first objective aimed at establishing the correlation that is evident in teachers' self-efficacy and students' deviant behavior. The findings established that a negative relationship that was significant was existing between teachers' self-efficacy and students' deviant behavior. This implies that the higher the level of teachers' self-efficacy, the lower the students' deviant behavior and reduced self-efficacy of the teachers led to increased deviant behaviors among the students. The findings obtained in this study are supported by escape from freedom theory as explained by Fromm (1980). According to Fromm, the increase in the levels of teachers' negative freedom, which may be caused by unnecessary strictness of the school management, leads to not being able to fully realize his/her self-efficacy and thus being unable to deal with students' deviant behaviors. Furthermore, when the students perceive teachers as being strict, unfriendly, unsupportive they tend to be destructive, which can explain why low level of teachers' efficacy increases students' deviant behavior.

The present study's findings also concur with the research studies done by Shanshan Li(2023), Alibakhshi,G., Nikdel,F. &Labbafi, A. (2020), Daniel Barni, Francesca & paula(2019), Wang (2022) and Aalst et.al (2021). For instance, (Van Aalst et al., 2021) investigated how teachers' self-efficacy and their relationships with the students influence students' deviant behaviors such as bullying and victimization. The researchers reported that increased teacher self-efficacy lowered bullying amongst the students, results which are similar to those of the current study. The researchers further established that a good relationship between the teacher and student (which comes about as a result of a teacher being self-efficient and knowledgeable on how to handle students) increases students' self-esteem which in turn lowers their bullying habits.

Alibakhshi,G., Nikdel, F. &Labbafi,A. (2020) carried out a study to determine consequences of teachers' self-efficacy. The researcher reported that teacher self-efficacy has different consequences among the students' related the study concluded that high self-efficacy affects students' motivation to learn and students' behavior positively. These findings are supported by those of the current study which asserts that low level of teachers' self-efficacy increases students' deviant behaviors. In India, Khan et al. (2015) did a similar investigation to determine the contributions of self-esteem and self-efficacy of the teachers on the pupils' behaviors. Findings established that high self-esteem and high level of self-efficacy among teachers contributes highly to a positive school environment where the pupils conducted themselves with high levels of disciplines. Although this study was done in an Indian setting, there is consistency of findings with the current study done in Kenyan context. Another study carried out by Wang (2022) to determine how emotional intelligence and self-efficacy of the teachers affected academic achievement. The researcher reported that highly efficacious teachers related well with their students and this contributed positively to good academic scores. These findings as well as the findings of the current study underscore the importance of self-efficacy of the teachers in educational settings.

Findings which are contrary to those of the current study were reported by Tukei, (2017) in Uganda while investigating how the attitude of the teachers demonstrated when delivering their mandates correlates to students' deviant behaviors. The researcher established no significant relationship between the attitude of the teachers towards delivering their mandates and students' deviant behaviors. In Kenya, Macharia (2016) carried out a study to determine whether teachers' self-efficacy had an impact on the control of deviant behaviors among students. Nairobi County which is neighboring the county where the current study was done was the selected locale in the study. It was established that high teachers' efficacy contributed to more ability to control student deviant behavior. This implies that the teachers who are highly efficacious were better placed to handle and control students' deviant behavior, results which have similarities with the current study's findings.

VI. CONCLUSIONS

In regard to the objective that related teachers' self-efficacy and students' deviant behavior, the study concludes that teachers' self-efficacy and students' deviant behavior are negative correlates whose degree of correlation is significant. This inverse correlation implies that increasing levels of teachers' self-efficacy corresponds to reducing cases of students' deviant behaviors. Conversely decreasing levels of the efficacy of the teachers contributes rising cases of deviant behaviors among the students. Therefore, to reduce student's deviant behavior teachers need to enhance their self-efficacy.

This study determined whether the criterion variable was predictable from the predictor variables which were being studied. On this determination, the researcher concludes that negative teacher affect, teacher stress, teacher efficacy, and positive teacher affect can be used to predict students' deviant behavior. The study also concludes that teachers' gender and working experience were not significant predictors of students' deviant behavior. The R square value indicated that negative teacher affect, positive teacher affect, teacher stress, and teacher efficacy accounted for about 53% .

RECOMMENDATIONS

In reference to the study's findings, the study provides policy recommendations and recommendations for further research.

PRACTICE RECOMMENDATIONS

There is need to effectively implement teacher performance, appraisal and development fully and facilitate capacity building to ensure that the teachers' efficacy skills are improved to reduce students' deviant behavior in secondary schools.

- ✓ There is a need for the school management, parents, teachers and other relevant educational stakeholders to join hands in devising strategies that may help to reduce teachers' stress level in secondary schools. This will help

in bringing down the students' deviant behavior in schools.

- ✓ There is a need for school management and TSC to organize sensitization workshops and train the teachers on the influence of their conduct in school and students' deviant behavior. Such initiatives will help to improve teacher affect in order to reduce cases of deviant behavior in secondary schools.

RECOMMENDATIONS FOR FURTHER RESEARCH

- ✓ The study was done in Masinga Sub County in Machakos County and collected data from secondary school teachers. The same variables may be studied in other counties within Kenya in order to obtain findings which may be used for comparison purposes. Future studies may be focusing on even the students to generate findings with a wider scope of generalizability.
- ✓ Correlational research design was applied and data collection was collected using questionnaires. For in depth understanding of deviant behavior, the researcher recommends that another study may be done using mixed methods research design.
- ✓ In this study, the focus was on the correlation between teacher characteristics and students' deviant behavior. The researcher recommends other studies to be conducted on other variables which influences students' deviant behavior.

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