

FOSTERING STUDENT WELL-BEING: INVESTIGATING TEACHERS' SELF-EFFICACY IN ADDRESSING PROBLEM BEHAVIORS AMONG HIGH SCHOOL LEARNERS IN NAIROBI COUNTY, KENYA

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ABSTRACT:

This study delves into the pivotal role of high school educators in Nairobi County, Kenya, in managing problem behaviors among learners and fostering student well-being. Through an exploration of teachers' self-efficacy beliefs, this research investigates the extent to which educators feel empowered to address and mitigate challenging behaviors. The findings illuminate the intricate relationship between teacher self-efficacy and the promotion of a positive school environment, ultimately contributing to student well-being and academic success.

KEYWORDS:

Teacher Self-efficacy; Problem Behaviors; High School Learners; Student Well-being; Behavior Management; Nairobi County, Kenya; Education in Kenya; Teacher Empowerment

INTRODUCTION:

The pursuit of education is not merely the transmission of knowledge; it is also the cultivation of character and well-being in the learners. In high schools across Nairobi County, Kenya, the task of nurturing the holistic development of students falls primarily on the shoulders of dedicated educators. An essential aspect of this task involves addressing problem behaviors that may hinder not only academic progress but also the overall well-being of high school learners.

"Fostering Student Well-being: Investigating Teachers' Self-efficacy in Addressing Problem Behaviors Among High School Learners in Nairobi County, Kenya" delves into the intricate dynamics of educators' roles in shaping the behavior and well-being of their students. It is widely acknowledged that teachers' self-efficacy, or their beliefs in their ability to influence student behavior and success, plays a significant role in creating a positive and conducive learning environment.

In Nairobi County, high school educators grapple with diverse challenges in managing problem behaviors, which can range from disruptive classroom conduct to issues related to student well-being, such as mental health concerns or bullying. This research endeavors to explore the extent to which teachers feel empowered to address these challenges, the strategies they employ, and the impact of their self-efficacy beliefs on student behavior and overall well-being.

The study recognizes that fostering student well-being encompasses more than just academic achievement; it encompasses creating a safe, supportive, and nurturing environment that enables learners to flourish personally and academically. The self-efficacy of educators is a critical determinant in achieving this goal. When teachers possess a strong belief in their ability to manage problem behaviors and promote student well-being, they are more likely to implement effective strategies, engage in supportive interactions, and ultimately contribute to positive educational outcomes.

In this exploration, the research aims to shed light on the multifaceted dimensions of teachers' self-efficacy in Nairobi County's high schools. By understanding the challenges, opportunities, and the impact of teacher self-efficacy on student well-being, this study strives to contribute valuable insights for educators, school administrators, policymakers, and all stakeholders committed to enhancing the educational experience and well-being of high school learners in Nairobi County, Kenya.

METHOD:

This research employed a mixed-method approach to comprehensively investigate teachers' self-efficacy in addressing problem behaviors among high school learners in Nairobi County, Kenya. This approach incorporated both quantitative and qualitative methods to provide a well-rounded understanding of the research questions.

Data Collection:

Surveys: A structured survey was designed to assess teachers' self-efficacy beliefs in managing problem behaviors and fostering student well-being. The survey included questions related to their confidence in addressing various types of problem behaviors, the strategies they employ, and their perceptions of their ability to make a positive impact on students' well-being. Survey data were collected from a representative sample of high school teachers in Nairobi County.

In-depth Interviews: Semi-structured interviews were conducted with a subset of teachers to gain in-depth insights into their experiences, challenges, and strategies related to addressing problem behaviors and promoting student well-being. These interviews provided qualitative data that offered a deeper understanding of the nuances of teacher self-efficacy in practice.

Data Analysis:

Quantitative Analysis: Survey data were analyzed using statistical software to identify patterns, trends, and relationships in teachers' self-efficacy beliefs. Descriptive statistics, regression analyses, and other quantitative methods were used to quantify teachers' self-efficacy levels and assess their beliefs in relation to different aspects of behavior management and student well-being.

Qualitative Analysis: Transcriptions of the interviews were thematically analyzed to identify recurring themes, challenges, and effective strategies employed by teachers in addressing problem behaviors and fostering student well-being. Qualitative data analysis software was used to code and categorize responses.

Integration of Data: The findings from the quantitative and qualitative data analyses were integrated to present a comprehensive view of teachers' self-efficacy in Nairobi County's high schools. Triangulating the data allowed for a more robust and nuanced interpretation of the research questions.

Ethical Considerations: The study adhered to ethical guidelines, ensuring informed consent from participants, confidentiality, and the protection of participants' identities.

By employing this mixed-method approach, the research aimed to provide a holistic perspective on teachers' self-efficacy in addressing problem behaviors and fostering student well-being in Nairobi County, Kenya. This approach allowed for a comprehensive exploration of the challenges, strategies, and beliefs of educators in the high school context.

RESULTS:

The investigation into teachers' self-efficacy in addressing problem behaviors among high school learners in Nairobi County, Kenya, revealed valuable insights into the challenges, strategies, and beliefs of educators in this context. The key findings are summarized as follows:

Self-efficacy Beliefs: The quantitative data indicated that many teachers exhibited varying levels of self-efficacy in managing problem behaviors. While some educators felt confident in their ability to address challenging student behaviors, others expressed lower self-efficacy levels, particularly when faced with more complex behavioral issues.

Strategies for Behavior Management: The qualitative interviews unveiled a wide range of strategies employed by teachers to manage problem behaviors and promote student well-being. These strategies included positive reinforcement, active communication, peer mediation, and the establishment of a supportive classroom environment.

Impact on Student Well-being: Teachers' self-efficacy beliefs were found to have a direct influence on the overall well-being of students. High self-efficacy was associated with more effective behavior management and a positive school environment, ultimately contributing to improved student well-being.

DISCUSSION:

The discussion section delves into the implications and significance of these findings. It explores the following key points:

The Role of Teacher Self-efficacy: Teacher self-efficacy is a critical determinant of effective behavior management and student well-being. Teachers who possess high self-efficacy are more likely to employ proactive strategies and create a positive classroom environment, which, in turn, positively impacts the well-being of their students.

Challenges Faced by Educators: The research uncovered the diverse challenges faced by educators in Nairobi County in managing problem behaviors, including a lack of resources, limited training opportunities, and complex socio-cultural factors. Addressing these challenges is essential to improving teacher self-efficacy and promoting student well-being.

Professional Development and Support: To enhance teacher self-efficacy, there is a need for targeted professional development programs and ongoing support for educators in behavior management and well-being promotion. This would empower teachers to develop the necessary skills and confidence.

CONCLUSION:

In conclusion, this research highlights the crucial role of teacher self-efficacy in addressing problem behaviors and fostering student well-being in high schools in Nairobi County, Kenya. The study underscores the significance of supporting teachers in enhancing their self-efficacy beliefs and provides valuable insights for educational institutions and policymakers.

Recommendations arising from this study include:

Professional Development: Invest in professional development programs that target behavior management and student well-being, empowering teachers with the necessary skills and knowledge.

Supportive School Environment: Foster a supportive school environment that encourages collaboration, communication, and positive behavior management strategies.

Policy Initiatives: Develop policies and initiatives that address the challenges faced by teachers and promote teacher self-efficacy.

By acting on these recommendations, educational stakeholders in Nairobi County can work towards creating a more conducive environment for high school teachers to effectively manage problem behaviors and foster the well-being of their students. Ultimately, this research contributes to the ongoing efforts to enhance the educational experience and overall well-being of high school learners in Nairobi County, Kenya.

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