



# Self-Efficacy and Teacher Performance in Government Secondary Schools in Bukomansimbi District, Uganda.

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## Abstract

Self-efficacy plays a crucial function in influencing teacher performance especially in driving effective teaching practices in the classroom and ultimately enhancing student learning outcomes. The major role of the study was to investigate influence of self-efficacy on teacher performance in government secondary schools in Bukomansimbi district, Uganda. The specific objectives of the study were; i) to investigate the influence of classroom dynamics on teacher performance in government secondary schools in Bukomansimbi district, Uganda, ii) to analyze the influence of instructional strategies on teacher performance in government secondary schools in Bukomansimbi district, Uganda, and iii) to examine the influence of student engagement on teacher performance in government secondary schools in Bukomansimbi district, Uganda. The study incorporated a cross-sectional research design coupled with the mixed-method approach. A sample size of 48 respondents was considered constituting of head teachers and teachers from the 8 selected government secondary schools in the district. Descriptive analysis, simple linear regression analysis, and thematic analysis were utilized in data analysis to provide answers to the study phenomenon. The study revealed that classroom dynamics have a strong positive and statistically significant influence on teacher performance in government secondary schools in Bukomansimbi district ( $\beta=0.538$ , P-value=0.000) at a 0.05 level of significance. The study also revealed that instructional strategies have a strong positive and statistically significant influence on teacher performance in government secondary schools in Bukomansimbi district ( $\beta=0.502$ , P-value=0.000) at a 0.05 level of significance. Further, the study also disclosed that student engagement has a strong positive and statistically significant influence on teacher performance in government secondary schools in Bukomansimbi district ( $\beta=0.536$ , P-value=0.000) at a 0.05 level of significance. Therefore, the study concludes that self-efficacy in form of classroom dynamics, instructional strategies, and student engagement has a significant influence on teacher performance in government secondary schools in Bukomansimbi district in that an improvement in classroom dynamics, instructional strategies, and student engagement will resultantly lead to an improvement in teacher performance in government secondary schools in Bukomansimbi district. The study recommends that school administrators such as head teachers should encourage teachers to regularly ruminate on their teaching practices, successes, self-efficacy, and areas for improvement as this can help teachers become more self-aware and confident in their abilities which would influence teacher performance in government secondary schools in Bukomansimbi district.

**Keywords:** *Self-Efficacy, Classroom Dynamics, Instructional Strategies, Student Engagement, Teacher Performance, and Government Secondary Schools*

## Background to the Study

Teacher self-efficacy is a major factor that influences teacher performance, in terms of instructional strategy, student engagement and classroom dynamics. It refers to a teacher's personal conviction in their ability to succeed in specific situations or tasks that align with required outcomes in classroom settings (Tschannen-Moran & Woolfolk Hoy, 2001). The principle of self-efficacy has been widely studied in various fields, including education, psychology and sociology. Self-efficacy refers to a personal conviction in their own skills, abilities and judgement to achieve their goals and overcome challenges. (Bandura, 1977).

Globally, research has consistently proved that teachers' self-efficacy remarkably impacts their performance, learners' achievement, plus other educational outcomes. Studies indicate that teachers with high self-efficacy tend to implement innovative teaching methods, manage classrooms effectively, and positively influence student motivation and learning (Tschannen-Moran & Hoy, 2001). Conversely, teachers with inadequate self-efficacy beliefs may experience anxiety, stress, and burnout, which can negatively impact their teaching performance (Skaalvic & Skaalvic, 2017) (Öztürk, Bulut, & Yildiz, 2021)

In Africa, the educational landscape faces unique challenges, including resource constraints, large class sizes, and varying levels of teacher training. Despite these challenges, teacher self-efficacy remains a significant element in educational success. Research in various African countries has highlighted a co-variation between teacher self-efficacy and student performance. A study in South Africa indicated that teachers with a positive personal efficacy were better at managing classrooms and engaging students, leading to improved academic outcomes (Bantwini, 2010). Teacher self-efficacy is crucial in creating a positive classroom environment that promotes learning and academic achievement (Klassen & Chiu, 2010)

In East Africa, countries like Kenya, Tanzania, and Uganda have been focusing on improving teacher performance through professional development and training programs aimed at boosting self-efficacy. Studies from the region emphasize the role of continuous professional development in enhancing teachers' self-belief and performance. For instance, research in Kenya showed that teachers who engaged in regular professional development reported higher self-efficacy and demonstrated better teaching practices, which translated to improved student performance (Shiwani, Kalai, Akala, Gatumu, & Learning, 2021). Teachers with a positive self-perception tend to use student-centred teaching strategies, provide constructive feedback, create positive relationships with students (Pekrun et al., 2007)

In Bukomansimbi District, like many other parts of Uganda, secondary education faces hurdles such as inadequate facilities, constrained resources, and undertrained teachers. Despite these challenges, local initiatives aimed at improving teacher self-efficacy have shown promise. Programs focusing on teacher training, community involvement, and resource provision have been implemented to enhance teacher performance. A local study in Bukomansimbi highlighted that teacher who received additional support and training reported higher self-efficacy, which positively impacted their teaching effectiveness and student engagement (Kiggundu, 2017). These teaching practices can develop a sense of cohesion, engagement, and motivation among students.

Teachers with positive self- efficacy tend to communicate effectively with students, establish clear expectations, manage classroom behaviour (Caprara et al.,2006) Effective communication and positive classroom management can enhance student engagement, motivation and academic achievement (Hattie,2009).

The rationale behind this study stemmed from the need to enhance teacher performance to improve educational outcomes. By comprehending the importance of self-efficacy, educational stakeholders will develop targeted interventions and professional development programs that boost teachers' confidence in their abilities.(Pasique & Maguate, 2023) This will prompt the adoption of refined instructional strategies, better student engagement, and improved classroom dynamics.

The study was situated within the broader context of educational reform and teacher professional development.(Pasique & Maguate, 2023) In many educational systems worldwide, there is a push towards more student-cantered and inclusive teaching practices. However, the success of these reforms heavily relies on teachers' ability to implement them effectively. Self-efficacy is a core determinant of whether teachers will embrace and succeed in these new approaches.

In conclusion, this article sought to provide a comprehensive insight of how self-efficacy influences teacher performance across three critical areas: instructional strategies, student engagement, and classroom dynamics. By shedding light on these relationships, this article is key in the development of strategies that enhance teacher self-efficacy, ultimately contributing to improved educational outcomes.(Shah & Bhattarai, 2023).

### **Problem Statement**

In an ideal situation, teachers in government secondary schools in Bukomansimbi District would demonstrate a strong sense of self-efficacy, enabling delivery of effective and innovative teaching methods. This would lead to better classroom management, enhanced student involvement and higher academic achievement. Teachers would have access to continuous professional development, adequate teaching resources, and supportive school environments, fostering a culture of excellence in education.(Favour Ali)

Currently, teachers in government secondary schools in Bukomansimbi District face several challenges that impede their self-efficacy and overall performance. These challenges include inadequate professional development opportunities, limited access to teaching resources, large class sizes, and insufficient support from school administrations. Many teachers struggle with low self-efficacy, which negatively affects their teaching practices, classroom management, and ability to motivate students. The lack of professional growth opportunities and resources further exacerbates these issues, leading to a cycle of underperformance and low morale among teachers.(Musa, 2024)

The consequences of the current situation are significant. Low teacher self-efficacy and performance contribute to poor student academic outcomes, high dropout rates, and overall low educational standards in the district. Students in Bukomansimbi District are at a disadvantage compared to their peers in other regions, limiting their future opportunities for higher education and employment. The ongoing cycle of inadequate teacher performance and student underachievement perpetuates a state of educational stagnation in the district, hindering socio-economic development and progress.(Fraser & Lockheed, 2021)

Despite the recognized importance of self-efficacy in teacher performance (Lazarides & Warner, 2020), a void exists in understanding how self-efficacy influence teacher performance in government schools in Bukomansimbi district. This paper aims to scrutinize the influence of classroom dynamics on teacher performance, analyse the influence of instructional strategy on teacher performance and examining effects of student engagement on teacher performance. By exploring this void, this research sought to provide commendable introspection to enhance teacher performance thus improve the overall learning experience for students.

## Objectives of the Study

### General Objective

The major purpose of the study was to investigate the influence of self-efficacy on teacher performance in government secondary schools in Bukomansimbi district, Uganda.

### Specific Objectives

The study was aligned with the specific objectives below;

- i. To investigate the influence of classroom dynamics on teacher performance in government secondary schools in Bukomansimbi district, Uganda.
- ii. To analyze the influence of instructional strategies on teacher performance in government secondary schools in Bukomansimbi district, Uganda.
- iii. To examine the influence of student engagement on teacher performance in government secondary schools in Bukomansimbi district, Uganda.

### Study Hypotheses

The study was anchored on the alternative hypotheses below;

**H<sub>a1</sub>:** Classroom dynamics have a statistically significant influence on teacher performance in government secondary schools in Bukomansimbi district, Uganda.

**H<sub>a2</sub>:** Instructional strategies have a statistically significant influence on teacher performance in government secondary schools in Bukomansimbi district, Uganda.

**H<sub>a3</sub>:** Student engagement has a statistically significant influence on teacher performance in government secondary schools in Bukomansimbi district, Uganda.

### Theoretical Framework.

According to Albert Bandura's Social Cognitive Theory, emphasis is on the role of observational learning, imitation, and self-efficacy in human behavior. Individuals learn by observing others and modelling their behavior. (Bandura, 2012)

Analyzing the Influence of Instructional Strategy on Teacher Performance: In the context of teacher performance, Bandura's theory suggests that teachers with positive personal-efficacy are more likely to effectively execute instructional strategies. Teachers who believe in personal capabilities to engage students, manage classroom

dynamics, and deliver content tend to select effective instructional approach that cater to diverse educational gaps. High self-efficacious teachers are also more resilient in the face of challenges and setbacks related to instructional strategies.(Emiru & Gedifew, 2024)

Examining the Influence of Student Engagement on Teacher Performance: Bandura's theory posits that teachers with positive personal efficacy are capable of fostering student engagement. Self-assured teachers are capable of motivating and inspiring students thus creating a conducive learning environment that encourages active participation and collaboration. Moreover, teachers with a positive self-regard have potential to adapt teaching methods based on student responses, hence significant student involvement and academic excellence.(Emiru & Gedifew, 2024)

Assessing the Influence of Classroom Dynamics on Teacher Performance: Bandura's Cognitive Theory highlights the importance of self-efficacy in managing classroom dynamics effectively. Teachers with a positive self-efficacy exhibit credibility in their classroom management skills, which enables them to establish clear expectations, maintain discipline, and create a conducive learning environment. Additionally, they are able to handle disruptions or conflicts within the classroom while maintaining a positive relationship with students.(Lazarides, Watt, Richardson, & Instruction, 2020)

In conclusion, Bandura's Cognitive Theory provided a valuable framework for understanding the influence of self-efficacy on teacher performance. Teachers' beliefs in their own abilities critically influence their instructional strategies, fostering student engagement, and managing classroom dynamics effectively.(Lazarides et al., 2020).

### **Significance of the Study**

The significance of this research lay in improving Teacher Performance. By investigating the influence of classroom dynamics, instructional strategies, and student engagement on teacher performance. Enhanced understanding of these variables can help in designing professional development programs that target specific skills and behavior, thus improved teacher performance.

By identifying strategies that improve teacher performance, the study can indirectly contribute to enhancing student achievement. Engaged and effective teachers are better equipped to create positive learning environments and motivate students.

The findings of this study can provide valuable data for educational policymakers and school administrators by creating supportive policies and allocate resources to areas that will most effectively improve teacher performance and student outcomes.

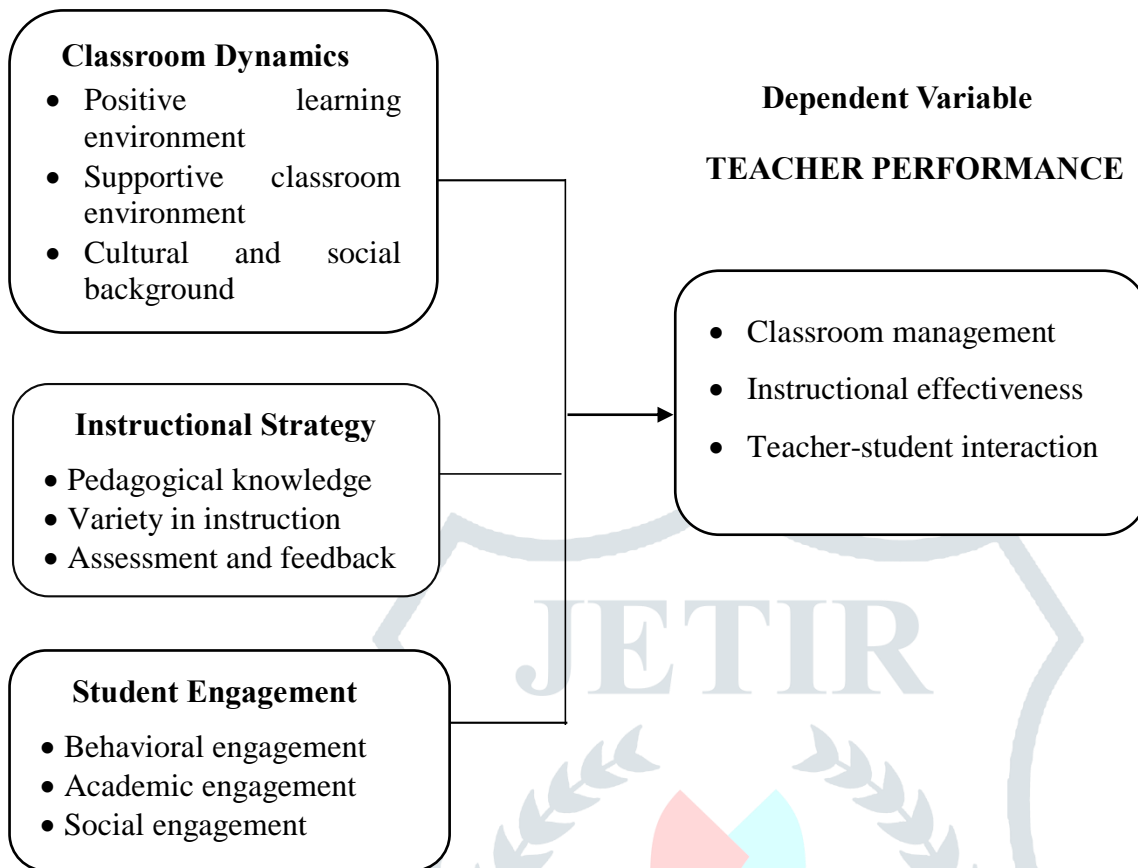
Exploring the concept of self-efficacy and its influence on teacher performance can highlight the importance of fostering confidence and a positive self-perception among teachers. This understanding can lead to the development of interventions and support systems that enhance teachers' beliefs in their abilities, thereby improving their performance and job satisfaction.

### **Conceptual Framework.**

The conceptual framework presented an illustrative relationship between Self efficacy and Teacher Performance.

## Independent Variable

### SELF-EFFICACY



The conceptual framework presented indicates that "Self -Efficacy" is the independent variable, which suggests it is a factor believed to influence another variable. In this case, the dependent variable is "Teacher Performance." This framework posits that the level of a teachers' personal belief, or the belief in one's capacity to achieve goals and handle tasks, directly impacts how effectively teachers perform their duties. Teachers with higher self-efficacy are likely to have more confidence in their teaching abilities, leading to better performance in the classroom. This can encompass various aspects of teacher performance, such as classroom management, instructional strategies, and student engagement. By exploring this relationship, the framework aims to understand how enhancing self-efficacy among teachers can improve their overall effectiveness and educational outcomes.

## Literature Review

### Self Efficacy

Self-efficacy is a crucial factor that influences teacher performance. Self-efficacy, as defined by Bandura (2006)&(Kelly & Ileri, 2022), refers to a personal belief in his/her ability to perform tasks, achieve goals and overcome challenges. In the context of teaching, teacher self-efficacy is important in shaping instructional practices, student engagement, and overall classroom dynamics. Teacher competency relies heavily on self-efficacy, and when teachers lack self -efficacy, they are more likely to experience psychological difficulties, including low confidence and self-esteem, which h can negatively impact their teaching performance. In the context of teaching, self-efficacy refers to a teacher's confidence in their ability to influence and achieve desired

learning outcomes for their students. (Kelly & Ileri, 2022) Teachers who possess high self-efficacy tend to exhibit a positive outlook on all aspects of their work. They demonstrate emotional regulation, rarely showing anger or frustration in the classroom, which in turn fosters a supportive learning environment and promotes high academic achievement among their students. (Shahzad, 2017)&(Kelly & Ileri, 2022)

Therefore a teacher's belief in their own effectiveness has a profound and lasting impact on their students' academic success. (Shahzad, Naureen, & Development, 2017) (Gosky, 1988; Tschanne & Woolfolk, 2001) and when teachers lack confidence in their abilities, their students' academic performance tends to suffer, leading to subpar results. (Kelly & Ileri, 2022)

### **Instructional Strategy**

Instructional strategies have a crucial impact in shaping teacher efficacy and performance. The success of teachers in creating an optimal learning environment is significantly influenced by the instructional methods they employ. At the heart of teachers' choices about instructional methods is their self-efficacy—essentially, their personal conviction to effectively utilize innovative instructional techniques to create impactful learning opportunities. (Babaei & Abednia, 2016).

Teachers with a positive personal conviction are organized, demonstrate greater instructional and questioning skills, excel at explaining concepts, and solve academic problems with ease. In contrast, teachers with limited faith in their teaching capabilities. often appear confused, threatened when questioned, struggle to maintain tasks, and find it challenging to manage student affairs. Therefore, student performance is closely linked to teacher instructional quality. (Bachtiar, 2024; Webb & Ashton, 1986)

Teachers with positive personal self-assurance are inclined to embrace resourceful teaching methodology, show increased resilience in overcoming obstacles, and cultivate supportive learning environments that enhance learning. (Lee, 2022)

Teacher self-efficacy refers to a teacher's belief in their own teaching abilities, including their use of diverse instructional strategies and their skill in facilitating (Bachtiar, 2024; Tschannen-Moran & McMaster, 2009).

Research by Tschannen-Moran and Woolfolk Hoy (2001) highlighted how effective instructional strategies can enhance teacher efficacy by availing teachers with tools and techniques required to engage students effectively. When teachers feel competent in implementing instructional strategies, their confidence in their teaching abilities increases. (Bachtiar, 2024)

The interplay between teacher efficacy, instructional strategies, and teacher performance is intricate. Teachers with a personal conviction to make a difference (teacher efficacy) tend to invest time and effort into mastering effective instructional strategies, leading to improved teacher performance (Bachtiar, 2024; Guskey & Passaro, 1994)

## Student Engagement

Engagement is an integrated approach to student involvement, incorporating thoughts, feelings and actions involved in educational activities, which are linked to positive outcomes (Ben-Eliyahu, Moore, Dorph, & Schunn, 2018); (Fredricks, Blumenfeld, & Paris, 2004); 2016). Behavioural engagement involves active class participation, consistent attendance, and a positive inclination toward academics (Fredricks, Filsecker, Lawson, & instruction, 2016). Cognitive involvement pertains to energy and dedication students dedicate to learning, their use of metacognitive strategies, and the value they place on academics. (Lawson & Lawson, 2013). Emotional involvement includes students' sentiments and reactions to learning environment, such as their feelings toward school, learning, and social bonding.(Appleton, Christenson, Kim, & Reschly, 2006);( Lawson & Lawson, 2013)(Kao, Ni, & Evaluations, 2024).

Student engagement is the level of student involvement in learning, participating actively in educational activities, and demonstrating a willingness to learn. It encompasses attitudes, emotions and intellectual aspects of student involvement in the learning process .(Fredricks et al., 2004) Engaged students are more likely to exhibit positive academic behaviours, such as attending classes regularly, completing assignments on time, and actively participating in discussions (Finn & Zimmer, 2012; Kao et al., 2024)

Teacher efficacy plays a crucial role in student engagement because teachers' self-assurance in their professional skills can positively impact student learning outcomes. Teachers with high levels of efficacy tend to establish ambitious targets for their students, don't give up, and employ effective instructional strategies .(Tschannen-Moran, Hoy, & education, 2001) Teacher efficacy has been related to increased learners' achievement and motivation.(Emiru & Gedifew, 2024; W. K. Hoy & Woolfolk, 1993; Kao et al., 2024)

Effective teachers not only possess strong content knowledge but also exhibit effective classroom management expertise, teaching methodology, learner involvement abilities. (Marzano, 2012) (Emiru & Gedifew, 2024). Teacher performance is closely tied to student outcomes and academic success.

Research suggests that there is a significant interplay between student engagement, teacher efficacy, and teacher performance. Engaged students always elicit enhanced degrees of teacher efficacy by demonstrating interest in learning and responding positively to instruction (Hu, Fang, Wu, Mi, & Dai, 2024; Skinner, Furrer, Marchand, & Kindermann, 2008). In turn, teachers with high efficacy levels tend to employ engaging instructional practices that foster student engagement (Skaalvik & Skaalvik, 2019). Furthermore, studies have shown that teacher efficacy mediates the link between student engagement and teacher performance. Educators who are confident in their power to positively impact students are more motivated to create engaging learning environments that promote active participation and academic success (Robert M. Klassen & Tze, 2014). As a result, high levels of student engagement contribute positively to teacher performance by enhancing instructional quality and fostering positive student-teacher relationships.(Hu et al., 2024)

Teachers who possess a strong sense of self-efficacy tend to create a supportive learning environment, characterised by heightened student engagement, enriched learning experiences and academic outcomes. These educators typically demonstrate exceptional organisational skills, a passion for teaching and a dedication to instruction, investing ample time in fostering student motivation and reinforcing positive learning behaviours.

The confidence teachers have in their own abilities is crucial for academic success, as it directly impacts student engagement which in turn, is key determinant of student achievement...(Emiru & Gedifew, 2024)

## Classroom Dynamics

The notion of self-efficacy, expressed by Bandura (1977), plays a crucial role in determining how teachers approach classroom challenges and their overall effectiveness in creating a conducive learning environment.

High self-efficacy in teachers is related to the use of diverse and effective instructional strategies. (Ross & Bruce, 2007) found that teachers with strong self-efficacy are highly innovative in their teaching methods, employing techniques that actively involve students in the learning process. These teachers are adept at designing interactive lessons that foster student participation and engagement, thereby enhancing the overall classroom dynamic.(Lazarides et al., 2020)

The quality of teacher-student relationships is a vital component of classroom dynamics. Efficacious teachers tend to form strong supportive connections with their students, characterized by mutual respect and trust.(Robert M Klassen & Chiu, 2010) noted that educators with self-assurance are better at communicating with students, understanding their needs, and providing emotional and academic support. These positive interactions create a supportive classroom environment that encourages student engagement and learning.(Bachtiar, 2024)

Teachers' beliefs in their own effectiveness significantly impact their communication styles and instructional clarity within the classroom. Research (Woolfolk Hoy & Davis, 2006) indicates that educators who trust their instructional skills are more likely to convey their message clearly and precisely, provide detailed instructions, and effectively deliver content knowledge to students, resulting in improved learning experiences and increased engagement.(Lesiana, Jaya, & Pratiwi, 2024)

Additionally, self-assured teachers deliver beneficial feedback plus support to students. Educators who believe in their capacity to influence students' lives tend to offer constructive feedback, encouragement, and praise, which can enhance students' confidence and motivation (Klassen & Tze, 2014). Positive interactions between teachers and students, driven by high self-efficacy, help create a supportive learning environment that promotes academic success.(Câmpean et al., 2024)

Teachers who possess substantial efficacy influence the emotional climate of the classroom, create an excellent and motivating atmosphere that fosters student self-esteem and enthusiasm for learning. (A. W. Hoy, Spero, & education, 2005) emphasized that such teachers are more optimistic and resilient, which helps them maintain a positive outlook even in challenging situations. This positive emotional climate enhances classroom dynamics by making students feel valued and motivated to participate actively.(Holly, Porter, Vitale, Echevarria, & Nursing, 2024)

## Methodology

### Research Design

The investigation adopted a cross-sectional framework coupled with a mixed-method approach to comprehensively investigate the influence of self-efficacy on teacher performance. The cross-sectional research design was chosen because it allows for quick and cost-effective data collection, (Mugenda & Mugenda 2013)

as it does not require an extended period of time and it adopts a hybrid approach, integrating qualitative and quantitative methods for a deeper exploration of the variables. Both qualitative and quantitative approaches were utilized to allow researcher to gather information efficiently.

### **Area of the Study**

The research was conducted in Bukomansimbi District, targeting teachers in a classroom setting. This is because this district has a number of government aided schools which were used for the study purposes.

### **Population of the Study**

Population is defined as the entire aggregate of individuals or items which we wish to refer to. Nachmias and Nachmias, (2019). Bukomansimbi has a total of 8 government aided schools. Using the Krejcie and Morgan sample determination table, all the 8 schools were sampled. The study targeted respondents from 8 schools including female and male respondents. The study considered the head teachers and 5 teachers from each school.

### **Sample Size**

A sample is a subset of the population selected to be representative of the entire group section of the population chosen to represent the whole population (Amin, 2022). A sample of 40 respondents was chosen using the Krejcie and Morgan sampling table to represent the whole population.

### **Sampling Techniques**

The researcher employed both purposive sampling and convenience sampling methods. Purposive sampling, which involves intentionally selecting the sample, was used to handpick specific groups or individuals (such as head teachers) to gather in-depth information about the study phenomenon. Additionally, convenience sampling, which entails selecting participants who are readily available and easily accessible, was also utilized to select the teachers into the study.

### **Data Collection Methods and Instruments**

The study used interview method and Questionnaire method as data collection method and interview guide and Questionnaire tool as data collection instrument

### **Data Collection Methods**

#### **Questionnaire Method**

Primary data from teachers was collected using self-administered structured questionnaires. Part one of the questionnaires gathered biographic data of the respondents, while part two collected data concerning the study variables. The questionnaire was chosen due to its flexibility and suitability for collecting data from many participants in a short period.

#### **Interview Method**

Interview method was used to obtain key information through oral communication and face to face interactions. Interview method was adopted for this study to enable the researcher explore the respondents' views on the phenomenon and an opportunity to modify questions that will not be clear (Gall et al 2017). Secondly, this type of interview was used because of its flexibility in generating more data for the study (Rule and John 2019)

## **Data Collection Instrument**

### **Questionnaire**

A questionnaire with multiple-choice options was utilized to gather insights from study participants, capturing their perspectives, sentiments and attitudes towards the research variables under examination. (Robson, 2012). The advantages of using a questionnaire include collecting data from a vast population within a limited timeframe, being pragmatic and producing easily analysable results.

### **Interview Guide**

The interview guide served as a valuable tool for gathering rich qualitative data, enabling the researcher to delve deeper into the research questions and gather more comprehensive and detailed responses. The use of interview guides offered a distinct advantage, as they enabled researcher to probe for additional details, seek clarification on responses and capture subtle facial expressions, resulting in a richer and more nuanced dataset.

### **Data Collection Procedure**

The research proposal was first approved by the supervisor and the researcher designed the research instruments which were used in data collection. The university issued a formal introductory letter to the researcher which was presented to the respondents in Bukomansimbi district.

### **Data Analysis**

Following data collection via questionnaires, the quantitative data underwent a rigorous quality control process, involving error detection, outlier identification, and coding. The cleaned data was then directly imported into a Statistical Package for Social Sciences (SPSS) for comprehensive analysis. The researcher employed a dual analytical approach, combining descriptive statistics (including frequency distributions and percentage calculations) while inferential analysis involved the use of simple linear regression analysis to address the study objectives and hypotheses. Additionally, qualitative data generated from the respondents analyzed using a qualitative approach of thematic analysis involving identifying the major themes arising from respondents' answers, transcribed, and then presented in form of verbatim quotations (Maurin, 2021).

### **Ethical Considerations**

While conducting the study on the influence of self-efficacy and teacher performance in government-aided secondary schools, Bukomansimbi District, several ethical considerations were taken into account to confirm the integrity and credibility of the study. Prior to collecting any data, it was essential to obtain informed consent from all participants involved in the study. This includes school administrators, teachers, and any other relevant stakeholders. Maintaining confidentiality was crucial to protect the privacy of participants. The researcher ensured that any information shared by participants was kept confidential and that data was anonymized to prevent the identification of individuals. Furthermore, participation in the study was voluntary without any form of coercion or pressure to take part.

### Anticipated Limitations to the Study.

**Sample Size and Generalizability:** The study's findings may not be generalizable beyond the selected government secondary schools in Bukomansimbi District. The sample size may be limited due to resource constraints, which could affect the representativeness of the findings and limit the ability to draw broader conclusions.

**Self-Report Bias:** Data collection methods such as interviews relying on self-reports of self-efficacy and performance may be susceptible to social desirability bias or respondents providing overly positive or exaggerated responses. Teachers may underreport challenges or difficulties they face in classroom management.

**Temporal Changes:** The study may not capture temporal changes in teacher self-efficacy and performance over time. Self-efficacy beliefs and teaching practices may evolve in response to professional development, changes in school policies, or other external factors, which may not be fully captured during the study period.

### Study Findings

The findings presented in this chapter include; descriptive statistics on the respondents' bio data and regression analysis results.

#### Findings on the Demographic Characteristics of Respondents

The study assessed the demographic characteristics of the respondents who participated in the study from the different selected secondary schools in Wakiso district and the results are shown in Table 1;

**Table 1: Demographic Characteristics of Respondents**

Demographic Composition			
Category	Items	Frequency	Percent
Gender	Female	16	40.0
	Male	24	60.0
	<b>Total</b>	<b>40</b>	<b>100.0</b>
Age Grouping	25-30 years	4	10.0
	31-35 years	19	47.5
	36-40 years	11	27.5
	Above 40 years	6	15.0
	<b>Total</b>	<b>40</b>	<b>100.0</b>
Education Level	Certificate	3	7.5
	Diploma	9	22.5
	Bachelors	21	52.5
	Masters	7	17.5
	<b>Total</b>	<b>40</b>	<b>100.0</b>
Marital Status	Single	13	32.5
	Married	23	57.5
	Widowed	4	10.0
	<b>Total</b>	<b>40</b>	<b>100.0</b>
Period of Work at the School	1-2 years	4	10.0
	3-5 years	21	52.5
	Above 5 years	15	37.5
	<b>Total</b>	<b>40</b>	<b>100.0</b>

Source: Field Survey Data (2024)

The findings in Table 1 indicate that the bulk of participants in the study 24 (60.0%) were males and 16 (40.0%) of the respondents were females. The results also revealed that a bigger proportion 19 (47.5%) of the respondents were aged 31-35 years, followed by 11 (27.5%) of the respondents who were aged 36-40 years, then 6 (15.0%) aged above 40 years, and the least proportion 4 (10.0%) of the participants were aged 25-30 years.

Additionally, the study findings indicated that a substantial proportion 21 (52.5%) of participants had attained a Bachelor's education level, followed by 9 (22.5%) of the participants who had attained a Diploma education level, then 7 (17.5%) of the respondents who had attained a Masters education level, and the least proportion 3 (7.5%) of the respondents had attained a Certificate education level. In respect to marital status, majority 23 (57.5%) of the respondents were married, followed by 13 (32.5%) of the respondents who were single, and only a few 4 (10.0%) of the respondents were widowed.

The research further indicated that most 21 (52.5%) of the participants had worked with the respective secondary schools for a period of 3-5 years, followed by 15 (37.5%) of the respondents who had worked with the respective secondary schools for a period of above 5 years, and the least proportion 4 (10.0%) of the respondents had worked with the respective secondary schools for a period of 1-2 year.

### Findings on the Study Objectives

This section exhibits the findings in relation to the specific objectives of the study.

### Influence of Classroom Dynamics on Teacher Performance in Government Secondary Schools in Bukomansimbi District

The study required to investigate the influence of classroom dynamics on teacher performance in government secondary schools in Bukomansimbi district, Uganda. The findings are presented using simple linear regression analysis in Table 2.

**Table 2: Regression Findings on the Influence of Classroom Dynamics on Teacher Performance in Government Secondary Schools in Bukomansimbi District**

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.538 <sup>a</sup>	.289	.274	.59372		
a. Predictors: (Constant), Classroom Dynamics						
Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.931	.644		1.447	.000
	Classroom Dynamics	.722	.163	.538	4.419	.000
a. Dependent Variable: Teacher Performance						

*Source: Field Survey Data (2024)*

The study findings in Table 2 reveal that classroom dynamics have a strong positive and statistically significant influence on teacher performance in government secondary schools in Bukomansimbi district ( $\beta=0.538$ , P-value=0.000) at a 0.05 level of significance. The regression findings indicate that a unit increase in classroom dynamics significantly results into an improvement in teacher performance in government secondary schools by

53.8%. The results imply that as classroom dynamics increase or improve, it resultantly leads to an improvement in teacher performance in government secondary schools in Bukomansimbi district.

The model summary findings show that the coefficient of determination (Adjusted R-square) was 0.274, which indicates that classroom dynamics explain 27.4% of the total variations in teacher performance in government secondary schools and the remaining 72.6% of the variations are explained by other factors. This implies that classroom dynamics slightly but significantly influence teacher performance in government secondary schools in Bukomansimbi district. Therefore, to improve teacher performance there has to be an enhancement in classroom dynamics in government secondary schools in Bukomansimbi district.

In relation to the influence of classroom dynamics on teacher performance in government secondary schools in Bukomansimbi district, the key informants argued that;

*“...well-behaved classes allow teachers to focus more on instructions rather than discipline. Conversely, classrooms with frequent disruptions can lead to teacher stress, reduced instructional time, and lower overall teacher performance.” (Head teacher 07)*

*“Positive relationships between students and teachers foster a supportive classroom atmosphere. Mutual respect and trust can improve communication, increase student motivation, and encourage a collaborative learning environment which enhances teacher performance.” (Head teacher 01)*

*“.....the way students interact with each other affects the classroom atmosphere. Cooperative and respectful peer interactions contribute to a positive learning environment, enabling teachers to perform better. However, negative peer dynamics can create challenges for teachers which might affect teachers’ performance in schools.” (Head teacher 02)*

*“...the overall emotional climate of the classroom, including the levels of stress, anxiety, and support impacts teacher performance. A positive, low-stress environment can improve teacher well-being and effectiveness while a high-stress environment can lead to burnout and reduced performance.” (Head teacher 06)*

**Influence of Instructional Strategies on Teacher Performance in Government Secondary Schools in Bukomansimbi District**

The study also sought to analyze the influence of instructional strategies on teacher performance in government secondary schools in Bukomansimbi district, Uganda. The findings are presented using simple linear regression analysis in Table 3.

**Table 3: Regression Findings on the Influence of Instructional Strategies on Teacher Performance in Government Secondary Schools in Bukomansimbi District**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.502 <sup>a</sup>	.252	.236	.60922
a. Predictors: (Constant), Instructional Strategies				
Coefficients <sup>a</sup>				
Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.

		B	Std. Error	Beta		
1	(Constant)	1.413	.589		2.401	.000
	Instructional Strategies	.627	.156	.502	4.017	.000

a. Dependent Variable: Teacher Performance

**Source: Field Survey Data (2024)**

The study findings in Table 3 reveal that instructional strategies have a strong positive and statistically significant influence on teacher performance in government secondary schools in Bukomansimbi district ( $\beta=0.502$ , P-value=0.000) at a 0.05 level of significance. The regression findings indicate that a unit increase in instructional strategies significantly results into an improvement in teacher performance in government secondary schools by 50.2%. The results imply that as instructional strategies increase, it results into an improvement in teacher performance in government secondary schools in Bukomansimbi district.

The model summary results imply that the coefficient of determination (Adjusted R-square) was 0.236, which indicates that instructional strategies explain 23.6% of the total variations in teacher performance in government secondary schools and the remaining 76.4% of the variations are explained by other factors. This implies that instructional strategies slightly but significantly influence teacher performance in government secondary schools in Bukomansimbi district. Therefore, to improve teacher performance, there has to be an enhancement in instructional strategies in government secondary schools in Bukomansimbi district.

In accord to the influence of instructional strategies on teacher performance in government secondary schools in Bukomansimbi district, the key informants said that;

*“Well-designed instructional strategies can lead to improved student understanding and achievement. When students perform well, teachers receive positive feedback and validation, which can enhance their confidence and motivation, thus leading to better overall teacher performance at school.” (Head teacher 04)*

*“Instructional strategies that actively engage students, such as collaborative learning, hands-on activities, and interactive lessons, can make teaching more dynamic and enjoyable. Engaged students are more likely to participate and less likely to cause disruptions, contributing to a positive teaching experience which might result into an improvement in teacher performance at school.” (Head teacher 08)*

*“...instructional strategies that cater to diverse learning needs and style ensure that all students are reached. This inclusivity not only helps students succeed but also reflects positively on the teacher’s ability to address various needs, enhancing their professional reputation and self-efficacy thus improving teacher performance.” (Head teacher 01)*

*“Implementing innovative and effective instructional strategies often requires teachers to stay updated with educational research and continuous learning. This commitment to professional development can lead to increased job satisfaction and a sense of accomplishment, positively impacting teacher performance.” (Head teacher 02)*

“.....collaborative instructional strategies such as project-based learning and peer teaching, foster a sense of community in the classroom. This collaboration can lead to a supportive teaching environment where both students and teachers thrive, ultimately boosting teacher performance.” (Head teacher 05)

### Influence of Student Engagement on Teacher Performance in Government Secondary Schools in Bukomansimbi District

The study further sought to examine the influence of student engagement on teacher performance in government secondary schools in Bukomansimbi district, Uganda. The findings are presented using simple linear regression analysis in Table 4.

**Table 4: Regression Findings on the Influence of Student Engagement on Teacher Performance in Government Secondary Schools in Bukomansimbi District**

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.536 <sup>a</sup>	.287	.272	.44304		
a. Predictors: (Constant), Student Engagement						
Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.046	.423		4.781	.000
	Student Engagement	.499	.113	.536	4.397	.000
a. Dependent Variable: Teacher Performance						

**Source: Field Survey Data (2024)**

The study findings in Table 4 reveal that student engagement has a strong positive and statistically significant influence on teacher performance in government secondary schools in Bukomansimbi district ( $\beta=0.536$ , P-value=0.000) at a 0.05 level of significance. The regression findings indicate that a unit increase in student engagement significantly results into an improvement in teacher performance in government secondary schools by 53.6%. The results imply that as student engagement increases, it results into an improvement in teacher performance in government secondary schools in Bukomansimbi district.

The model summary results indicate that the coefficient of determination (Adjusted R-square) was 0.272, which indicates that student engagement explains 27.2% of the total variations in teacher performance in government secondary schools and the remaining 72.8% of the variations are explained by other factors. This implies that

student engagement slightly but significantly influences teacher performance in government secondary schools in Bukomansimbi district. Therefore, to improve teacher performance, there has to be an increase in student engagement in government secondary schools in Bukomansimbi district.

In respect to the influence of student engagement on teacher performance in government secondary schools in Bukomansimbi district, the key informants stressed that;

*“High levels of student engagement and participation can enhance a teacher’s effectiveness. Engaged students are more likely to respond to teaching strategies, provide feedback, and create a positive learning environment which in turn motivates teachers thus an improvement in teacher performance at the school.” (Head teacher 03)*

*“Engaged students show interest and enthusiasm for learning, which can be highly motivating for teachers. Seeing students actively participate and succeed in class provides teachers with a sense of accomplishment and job satisfaction which resultantly can enhance teacher performance.” (Head teacher 05)*

*“...when students are engaged, they provide immediate feedback through their reactions and participation. This feedback helps teachers adjust their instructional strategies in real-time, making their teaching more effective and responsive to student needs.” (Head teacher 04)*

*“Student engagement significantly influences teacher performance. Engaged students often challenge teachers with questions and discussions, prompting teachers to stay updated with their subject matter and innovative teaching methods. This continuous learning and professional development can improve teacher competence and confidence thus enhancing teacher performance.” (Head teacher 07)*

*“Engaged students are more likely to participate in feedback processes, providing valuable insights into what teaching methods are working and what needs improvement. This feedback loop helps teachers refine their approaches and improve their teaching practices over time.” (Head teacher 01)*

*“.....engaged classrooms tend to be more orderly and productive, reducing teacher stress and the likelihood of burnout. Teachers who face less stress are more likely to maintain high performance levels and remain committed to their profession which might influence an improvement in teacher performance at school.” (Head teacher 08)*

## Conclusions

The study concludes that self-efficacy in form of classroom dynamics, instructional strategies, and student engagement has a significant influence on teacher performance in government secondary schools in Bukomansimbi district in that an improvement in classroom dynamics, instructional strategies, and student engagement will resultantly lead to an improvement in teacher performance in government secondary schools in Bukomansimbi district.

## Recommendations

The study recommends that school administrators such as head teachers should encourage teachers to regularly reflect on their teaching practices, successes, self-efficacy, and areas for improvement as this can help teachers

become more self-aware and confident in their abilities which would influence teacher performance in government secondary schools in Bukomansimbi district.

The study also recommends that the government and school administrators should conduct regular professional development workshops and courses as well as engage teachers in mentorship programs as this can keep teachers updated with the latest teaching strategies and educational research which might influence an improvement in teacher performance in the different secondary schools in Bukomansimbi district.

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