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**RELATIONSHIP BETWEEN TEACHERS' EFFICACY IN POST-ELECTION
VIOLENCE INTERVENTION AND STANDARD SEVEN PUPILS'
ACADEMIC PERFORMANCE: A CASE OF NAKURU MUNICIPALITY,
KENYA**

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**A THESIS SUBMITTED TO THE SCHOOL OF EDUCATION
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ABSTRACT

The purpose of this study was to investigate the relationship between teachers' efficacy in post-election violence intervention and standard seven pupils' academic performance. The research was carried out in Nakuru Municipality. The objectives of the study were to investigate whether efficacy in post-election violence intervention on standard seven pupils' academic performance was affected by teachers' gender, age and academic level, length of experience and previous training in guidance and counseling. The study was based on two theories both by Albert Bandura. The first theory was on social learning which states that except for primary reflexes behavior is largely acquired through observation-imitation and the second one was on self-efficacy which states that self-efficacy is the individuals belief about his/her capacity to produce designated levels of performance that exercise influence over events that affect his/her life. A sample of 27 primary schools in the municipality was purposively selected from a total of 96 schools. Then 27 Class seven class teachers answered a 5-point scale efficacy questionnaire. Data collected were analyzed using Statistical Package for the Social Sciences (SPSS) version 10. The level of significance was set at an alpha level of significance 0.05 with one degree of freedom (df). It was found out that teachers' gender had $\chi^2= 10.255$, $df= 6$, $p = 0.115$; Cramer's $V= 0.616$ and age had $r = -0.17$, $p= 0.198$. In addition, academic level had $\rho= -0.107$, $p= 0.297$ while length of experience had $r = -0.105$, $p= 0.302$. Lastly previous training in guidance and counseling children in difficult circumstances had $\chi^2= 7.174$, $df= 6$, $p = 0.846$; Cramer's, $V= 0.515$. These findings indicate that the demographic data of teachers had little or no influence on their efficacy in assisting children affected by post-election violence recover from trauma and its effects on academic performance. Thus all teachers can assist pupils' to recover from trauma and hence improve their academic performance. In addition, the current study noted that over 40% of the teachers were unhappy serving as class teachers. This, the study noted could undermine them in their added responsibilities as class teachers. Therefore the study wishes to observe that class teachers play a critical role in the personality and academic development of pupils. It is therefore necessary for institutional heads to select teachers who are ready to serve in this capacity. The study therefore recommends for the establishment of clear procedures and qualifications that individual teachers should meet before being selected to serve as class teachers. The study also noted that class teachers played up to three critical roles in their schools-teaching, administrative and psychosocial support which in the opinion of the current study, is not only overburdening but also distracts them from developing competencies in specific areas. The result of this is absence of appreciable performance in any of these roles. Arising from the findings, this study recommends for the creation of specific offices to handle psychosocial problems that pupils may suffer from. Such offices should be manned by teachers with reasonable workload that affords them opportunity to effectively respond to pupils in distress.