

Appraising the Influence of Teacher Legitimate Authority on Teacher Role Performance: Evidence from Machakos County, Kenya

Anthoniammal Arulappan Mariapragasam¹, Dr. Hellen Kiende² & Dr. Peter Nyaga³
^{1,2,3}Department of Education Management, Policy and Curriculum Studies, School of Education and Lifelong Studies, Kenyatta University
Corresponding email: Sr_samarpitha@yahoo.com

How to Cite: Mariapragasam, A. A., Kiende, H., & Nyaga, P. (2024). Appraising the Influence of Teacher Legitimate Authority on Teacher Role Performance: Evidence from Machakos County, Kenya. *Journal of Education*, 4(6), 40-52.

Abstract

Teacher authority is an integral component of the learning process as it assists in upholding peaceful and orderly classrooms, facilitating the fulfilment of the teacher's roles. Previously, conventional legitimate authority, which involved consistent application of classroom rules regulations, and values, was the norm. However, with a paradigm shift in culture, an emphasis on critical thinking, and creative problem-solving, and the pervasive influence of technology in teaching, studies have shown that a form of teacher authority that promotes absolute obedience, like legitimate authority, is no longer considered suitable or beneficial. This article aimed to determine the degree to which teachers employed legitimate authority and its impact on their role performance within classrooms in Machakos County. A descriptive survey research design was utilized for this study. The target population comprised 369 principals, 4,365 teachers, and 63,973 Form Two and Form Three students in 369 public secondary schools within the County. A sample population of 619 respondents was selected using a combination of systematic, stratified, and simple random, and proportional sampling techniques. Data was collected from the principals using an interview guide, while questionnaires were used to gather data from students and teachers. Analysis of the data from the questionnaires for students and teachers showed that they strongly agreed that teachers applied legitimate authority. Inferential statistics also showed that legitimate authority had a significant influence on the teachers' role performance. Hence, the conclusion that use of legitimate authority practices enhanced the teachers' role performance. Similar views were held by principals that the use of legitimate authority by teachers increased their role performance. The research concluded that while teachers predominantly employed legitimate authority practices, their effectiveness in roles required referent authority practices appeared to improve, indicating an inconsistency. The study recommends that the Teachers Service Commission (TSC) and Boards of Management (BOM) should provide induction for teachers on legitimate authority practices that align with children's rights. Additionally, there is a need to enhance the training curriculum to equip teachers with practices and approaches that foster referent authority.

Keywords: *Legitimate Authority, Teacher Role Performance, Class Management*

Received: 2nd July 2024

Revised: 23rd July 2024

Published: 11th August 2024

1. Introduction

Teacher classroom authority is defined by Rezaee and Shabani (2019) as the ability to change students' actions, request them to undertake something, and explore classroom interactions.

The teacher's classroom authority is of great importance as students rely on the support the teacher offers which is built on authority to bring about their learning experiences. Thus, teacher authority cannot be separated from the learning processes. Egeberg, McConney, and Price (2021) enlighten that teacher classroom authority supports learning as the class mood greatly affects classroom management and response to students' abilities. Consequently, the mood affects how safe the learners feel in the classroom.

Traditionally, legitimate authority has been used in the classroom although there are other four types of teacher authority identified namely; expert, referent, reward, and coercive authority (Levin and Nolan, 2014; Savage and Savage, 2010). Legitimate authority is a legal authority that allows the use of reasonable force and the right to search without consent (Department for Education (DfE) (2011). In a school, it is not merited or cultivated but exists by default as the teacher has legislative, formal, and legal authority to perform their roles (Madison, 2014). Customarily, it is used in class as it is acquired automatically by being appointed as a teacher in a school (Leayle, 2018).

Legitimate authority also known as the assigned authority, entails consistent enforcement of class rules or laws and values. It was influential before as the classroom was seen as a well-lubricated machine. In present-day educational system, teacher authority has undergone a lot of dynamism (Esmaeili1, Mohamadrezai, and Mohamadrezai, 2015). Although so many of us were raised with legitimate authority, today it simply does not work anymore. In the United States (US), younger generations are increasingly questioning the legitimacy of teachers (Hoff, 2020). A legitimate teacher frequently lectures rarely interacts, and encourages severe competition among students. As a result, the classroom atmosphere is fearful and punitive due to the stringent control but shows little interest in involvement. A study done in Canada by Chaffee, Noels, and McEown (2014) established that such teachers are demanding, and if the learner questions his/her actions there would be consequences. They base their teaching on control and external motivation.

A number of studies have shown that a method that leads to absolute obedience is no longer decent and valuable (Esmaeili1 et al 2015). This could be a result of observation by Hoff (2020) that the rules and drive for compliance outshine any interest in teaching as the learner engagement and support. Madison (2015) warns teachers against thinking that students are mere robots who will always pay attention to what teachers say. Rather, students expect their teachers to give them room to recognize their uniqueness (Molina and Martin, 2017). In the 21st century, authority has been increasingly viewed as a pedagogical relationship between the teacher and the learner. The factors being stressed are equality and guided learning instead of traditional authority and teaching. The role of the teacher is increasingly becoming more of directing the learners to self-direct themselves (Vuorikoski, 2013). That way the teacher is more of an organizer than a traditional teacher.

The change in authority has been attributed to cultural change and the increasing stress on creative problem-solving and critical thinking. Technology has become the 'fulcrum' of teaching practice, and this has changed teachers' roles and authority. It has changed how authority is perceived and implemented. Also, there is always a possibility for global pandemics, as we have seen in the past year or so which brings change to authority as well. For instance, the increasing need for online teaching and the resulting lack of face-to-face contact has changed the relationships between the teacher and the learners, as well as between different learners (Maatuk, Elberkawi, Aljawarneh, and Alharbi, 2022).

As a consequence, some tension has been created as the teacher seeks to be recognized as the instructional authority. This state of affair is new to the traditional teacher who enjoyed legitimacy over the students. Some teachers have even acknowledged having lost authority. For instance, in Spain, McGarr, Grady, and Guifolyle (2016) teachers admitted having difficulty controlling classes due to students' behavior. To them, students were disrespectful, and disobedient and did not accept teachers' requests. Due to such dynamics, authority no longer rests solely on the teacher but is constructed and must be recognized by the students.

Despite the disadvantages, legitimate authority is said to still work in situations where there are agreed correct forms of behavior and where there are recognized experts (teachers) in what constitutes correct behavior (Savage et al., 2010). It can also apply where the teacher can set clear boundaries. For instance, where the teacher takes a stand popular or unpopular to promote fairness and enforce classroom rules, lays clear and fair lines for students who may be unmanageable, and has a sense of conviction rather than fear and threats.

Notwithstanding, some practices have been observed in research as being used by teachers in classroom to exert legitimate authority. For instance, in Spain, Pérez-Izaguirre (2019) found out that teachers who showed legal authority used loud tones, clear, direct questions, and were forthright. Although the teachers kept students' attention, the relationships created with students were based on the fact that they were legitimized to influence them at school. In such instances, the students were found to have low levels of self-determination and motivation towards learning. The reason for that was that the students were not granted some freedom of choice and the right to know the reasons behind the teachers' directives.

Information power is a character of legitimate authority, whereby information is spread on how to behave in relation to the law (Sittenthaler, Steindl, and Jonas, 2015). In a classroom situation, information of what is morally desired and expected behavior becomes vital. Formulation of the classroom rules which show expected behavior and consequences, monitoring student's behavior, and lastly giving feedback have been used by many teachers to help reduce disruptive behavior while promoting positive interactions (Classroom Management Resource Guide, 2014). The rules and consequences established should nonetheless be fair so that the students can follow. Nasey (2012) support communicated rules and norms. Feedback regarding students' behaviors in class should be provided regularly.

The variable, teacher classroom role performance, in this article, was measured based on the firstly, students' time management. Students' time management can only be achieved by setting priorities and organizing lessons around the most important tasks (Resilient Educator, 2013). Effective communication is another teacher's role performance as effective teaching is said to require only 50% knowledge and 50% communication skills (Sword, 2020). Regulation of interactions which enables the teacher to assess changes in students' behavior, strengthens students' senses, and inspires them to learn originally and innovatively was measured (Che, Shaharim, and Abdullah, 2017). Maintenance of students' discipline will also form part of teachers' roles to be included in this study (Diloyan, 2017). Lastly, this study measured teacher role performance on how they evaluated students' learning which is the ultimate goal of teachers' roles (TALIS, 2018).

Research done in African continent seems to suggest that teachers' legitimate and coercive authority was still in use and where it was discouraged teachers felt their authority had been undermined. In South African schools, for instance, Soldaat (2019) confirmed use of corporal punishment but observed that it led to defective teacher-learner relationships. Still, in South Africa, Muthusamy (2015) expounded that corporal punishment and having clear rules were

the norm. Despite that, Makhasane and Chikoko (2016) and Akpokiniovo (2013) established that despite their use, indiscipline and violence among high school students were on the increase which is associated with poor learning and teaching in schools. In Nigeria, Umezinwa and Elendu (2012) found scolding, assaulting students verbally, and staying back after school to slash grass, fetch water, and wash school corridors or classrooms and toilets to be commonly used by teachers. Other teachers send students out of class, while others make them kneel or stand for a long time. Pulling students' ears or hair were also mentioned as another form of legitimacy. Some of the indicators found in the literature were not assessed by this study as they were outlawed out rightly by children's Acts.

In Kenya today Machakos County included, some factors have been found to favor use of legitimate authority like overcrowding in the classroom which hinders teacher-students interaction which is being recommended for use in the classroom (Ndethiu, Masingila, O'Connor, Khatete, and Heath (2017). Abuya and Ngware (2016) note the lack of parents' interest in their children's education coupled with a lack of ICT infrastructure and skill as seedbeds of legitimate and coercive authority use in the classroom (Bariu, 2020). Insufficiently trained personnel to offer guidance and counseling in schools also would encourage teachers to use legitimate and coercive authority (Chepkirui, 2011).

The Machakos County public secondary schools have not been spared issues related to teacher's role performance either. For instance, in 2016 there was attempted torching of a school using petrol and a petrol-soaked blanket (Standard Team, 25th July, 2016) while Makau (2015) established students' drug abuse practices in secondary schools. The example shows that there is a gap in teachers' use of authority in classroom as the role performance in the County was not to the expected level. From the foregoing, it is clear that the use of legitimate authority is still valid in class including practices that go against children's rights which have been banned or discarded as they have been found not to promote teachers' role performance. With that in mind, this study intends to appraise the teacher practices to establish if there exists any significant relation between its use and their classroom role performance in public secondary schools in Machakos County.

1.1 Problem Statement

Teacher authority cannot be separated from the learning processes for it assists them to maintain peace and order in classrooms to achieve their roles. Traditionally, legitimate authority which entails consistent enforcement of class rules or laws and values was used. When used correctly, legitimate authority has been found to assist teachers in their roles of promoting good behavior, respect for authority, obedience, and self-discipline. It is however been observed that it leads to classroom atmosphere being fearful and punitive due to the stringent control. Owing to changes in culture, increasing stress on creative problem solving, and critical thinking coupled with technology which has invaded the teaching practice, studies done have shown that teacher authority that leads to absolute obedience is no longer decent and valuable. Instead, authority should be a two-way social relationship between the teachers and students. In Machakos County studies done have shown some impediments which may deter use of a two-way two-way type of authority, mainly a lack of ICT infrastructure, overcrowding in classes and skills, and insufficiently trained personnel to offer guidance and counseling to lead to a shared authority. In that regard, selected indicators from literature reviewed on teachers' legitimate authority were measured to assess whether legitimate authority had a relationship to teacher classroom role performance.

2. Literature Review

Legitimate authority is also referred to as assigned authority. It is a type of authority obtained within some historical or logical structure (Smith and Hains, 2012). Legal power allows the use of reasonable force and the right to search without consent (Department for Education (DfE) (2011). In a school, it is not merited or cultivated but exists by default as the teacher has legislative, formal, and legal authority to perform their roles (Madison, 2014). Legitimate authority has formal and informal rules which define it as established by a rightfully elected government. That is why society traditionally assigns the teacher formally the right and responsibility to take charge in the classroom and expects them to perform their roles well. The teacher has the right to issue and enforce commands.

An example of legitimate authority is when a child obeys a teacher on the understanding that, that is what every child in school does, irrespective of whether they want to do it or not. A teacher, who exercises legitimate authority responsibly and respectfully, can begin to earn the respect of the students (Savage et al., 2010). It can work in situations where there are agreed correct forms of behavior and where there are recognized experts (teachers) in what constitutes correct behaviour.

It can also apply where the teacher has ability to set clear boundaries. For instance, where the teacher takes a stand popular or unpopular to promote fairness and enforce classroom rules, lays clear and fair lines for students who may be unmanageable, and has a sense of conviction rather than fear and threats. In a study conducted in Spain, Pérez-Izaguirre (2019) found out that teachers who showed legal authority used loud tones, clear, direct questions, and were forthright. Although the teachers kept students' attention, the relationships created with students were based on the fact that they were legitimized to influence them at school. However, the students were found to have low levels of self-determination and motivation towards learning. The reason for that was that the students were not granted some freedom of choice and the right to know the reasons behind the teachers' directives.

Information power is a character of legitimate authority, whereby information is spread on how to behave in relation to the law (Sittenthaler, Steindl, and Jonas, 2015). In line with that and a classroom situation, information on what is morally desired and expected behavior becomes vital. Classroom rules have been used by many teachers to serve that purpose as they have been suggested as a practice that can help reduce disruptive behavior while promoting positive interactions. The rules and consequences established should nonetheless be fair so that the students can follow them. Nasey (2012) supports clearly communicated rules and norms. Feedback regarding students' behaviors in class should be provided regularly. Practices of the teacher in this area include formulating the classroom rules that show expected behavior, stating expectations and consequences are defined, monitoring student's behavior, and lastly giving feedback (Classroom Management Resource Guide, 2014).

At a certain time, teachers' use of legitimate authority was considered so influential to the students that it was the only needed authority. Then, the classroom used to be considered as smooth-flowing oil. Presently, the case is different as current educational systems that tend to advocate for total obedience are no longer adhered to and are viewed as unimportant aspects. Participation and active response are the best descriptions of the classroom resulting in better learning among the students (Esmaeili et al., 2015). The traditional legitimate authority has been rejected as it hinders the "mental and upright independence" of students. Pérez-Izaguirre (2019) concluded that difficulties to legitimate authority may in this way come from more

extensive primary changes in the public eye instead of from things that teachers as people would do.

From the foregoing, it is clear that the use of legitimate authority is still valid in class especially the use of agreed class rules and the consequences between the teacher and the student. Other practices that go against children's rights have been banned or discarded as they have been found not to promote teachers' role performance. This study intends to assess the extent to which the recommended practices in literature are applied in Machakos County and their influence on teacher role performance.

3. Methodology

A descriptive research survey design was adopted for this study. This is because it accurately and systematically explains a population or situation by answering *what, where, when*, and *how* questions, but not *why* questions (McCombes, (2023). So it was appropriate as this study sought to answer to what extent teachers utilized legitimate authority and how the utilization related to their performance. The design involved a mixture of closed-ended and open-ended questions that collected quantitative and qualitative research data respectively (Orodho, 2019: Voxco Guide, 2021). Quantitative data was collected for use in statistically testing the extent of application, significant influence, and linearity between legitimate authority and teachers' role performance.

The target population comprised of the principals, teachers, and Form two and Form three students in the 369 public secondary schools in Machakos County. The students target population for Form two and Form three in Machakos County was 63973, while that of teachers was 4365 while the principals were 369 totaling to 68707.

The 10 percent rule as recommended by Mugenda and Mugenda (2003) was applied to sample the number of public schools to take part in the study. So 37 schools selected through systematic random sampling technique, took part in this study. A sample of 185 teachers was obtained from the five academic departments in public secondary schools namely; languages, sciences, humanities, technical, and mathematics departments. One teacher per department was randomly selected from the identified schools. 397 students were sampled using Slovine formula as quoted in Yamane's (1973) and simple random sampling. Hence, the overall count of participants in this study amounted to 619 individuals, comprising 37 principals, 185 teachers, and 397 students.

The research utilized two distinct data collection tools: questionnaires, that were tailored for students and teachers, and an interview schedule designed for principals. A pilot study was conducted to validate the research instruments. Reliability measurement employed the split-half method that resulted in a score of 0.7, which was deemed satisfactory.

4. Results and Discussion

A 5-likert scale questionnaire for the teachers and students were constructed from literature reviewed. The respondents were requested to fill, in indicating the extent they agreed with indicators of legitimate authority and teachers' role performance in their classroom. This was done by use of a tick (√) showing Strongly Disagree-1, Disagree-2, Undecided-3, Agree-4, and Strongly Agree-5. The results for both teacher's and student's descriptive analysis of their perception of teachers' use of legitimate authority were as follows: both the teacher 98% and students 90.3% agree and strongly agree that communication and involving parents in their children's behavior was the most commonly used type of legitimate authority by the teachers.

The second most used legitimate practice was use of clear rules, responsibilities, and routines placed in the classroom with 94.3% score from teachers and 85.9% from the students agreeing and strongly agreeing to that. However, the teachers and students both differed on the number three legitimate type of practice commonly used as teachers indicate that sending students to the principal's office in cases of misbehavior in class 89.3%, while students opine that it involves the school counsellor in cases of student's indiscipline in class 72.2%. Sending students to the principal's office in cases of misbehavior in class came fourth on student responses 70.6% while the fourth type for teachers was involving the school counsellor in cases of indiscipline in class at 88.7%.

Sending students home for aggressive or disruptive behavior came fifth, 88.7% as a response for teachers. Teachers involving students in establishing the rules and expectations scored second last in terms of agreement by the teachers 80.9 % and also with students at 65.9%. Teachers seemed to dispute the fact that they used a loud tone to give clear directions in class 70.8%. The overall mean for perceived use of legitimate authority by teachers was 4.18 and from students was 3.88. That means that teachers themselves indicated that legitimate authority assisted them more in their performance while the student's scores were lower. That can be interpreted to mean that students detested the use of legitimate authority as compared to the teachers who had a slightly higher percentage.

The study interviewed the principals on the strategies used by teachers in class to control discipline among the students in their schools as that was one of the teacher role performance indicators which had been identified in literature and was being tested in this study.

One principal observed that:

Majority of teachers in my school provide guidelines to the students and their parents. In the guidelines, they make sure they make clear the consequences and rewards are clear. We instruct them that, the guidelines should be derived from the school rules that are provided to the student and parents at the point of admission. At that point and for admission purposes, they both (student and parent) read and sign them and agree to comply with them. In cases where students behave contrary to the guidelines and the teachers warn them severally without change then, the teacher applies the guideline with the involvement of the parents.

This implies that there are commonly agreed rules on how class control is managed in schools. From the principals' interview, it is not clear whether the students were involved in setting the guidelines. It seemed like the teachers set them on their own and informed the students.

In agreeing with the above sentiments, a principal from a county school pointed out that:

There are those teachers who exert themselves at the beginning of the year by explaining what they expect from their students especially when they join us in form one. These teachers may not even write their expectations, but just the way they carry themselves, and students respect them for that. In such classes, we get very few cases of indiscipline from classes taught by that teacher.

There are however some teachers who majority of the time bring their classroom cases to the deputy's office, guidance and counseling, and some even to my office. When I look at some of those cases, I think they are cases that the teacher can handle but the teachers themselves lack confidence.

Another principal indicated that:

The students who fail to cooperate are asked to stand inside the classes so that they do not miss the lessons. In some instances, the teachers are forced to send them out of class although we do not advocate for that but when a child disturbs the whole class then what do you expect the teacher to do? We however recommend such cases to be brought to our attention and follow up are made and the parents are involved.

The researcher observed that majority of the schools that involved parents a lot in students' classroom indiscipline were day schools which formed the majority of the schools that took part in this study. In the few boarding school which took part in this study, although there were some parents programs for the serious cases, guidance, and counseling department came in hard in handling classroom management cases that got out of hand.

The findings of the principals' teachers' and students concur with those of Impact Teacher (2017) which found some of the activities teachers engage in legitimate authority to include; consistent enforcement of class rules and values as they are considered the backbone of every classroom; threatening to call or calling parents, involving school counsellor or principal and moving around the class.

In the descriptive statistics and also the principal's findings, this study found the involvement of parents as the most effective practice in legitimate authority unlike Nasey (2012) and McComas and Cote (2010) who recommend the use of classroom rules as the most effective practice that help reduce disruptive behavior to promote positive interactions. This could be explained by the fact that literature reviewed indicate that it is important to involve the student as well as parents in establishing the rules and expectations yet in this study that scored the least in terms of agreement by the teachers. That means that the teachers came up with their own classroom rules. No wonder then the rules were not the most effective in controlling class interaction. Involvement of the students in making classroom rules is a key aspect that teachers need to incorporate.

In this study results, the teachers indicated that teacher use of loud tones, being clear and forthright as a form of legitimate authority was the least used legitimate practice according to the teachers. The practice has been advocated by a study conducted in Spain (Pérez-Izaguirre, 2019). The reasons for scoring the least in this study could be owed to the fact that the same study had found out that using such a practice gave birth to students with low levels of self-determination and motivation towards learning. This is because the students were not granted some freedom of choice and the right to know the reasons behind the teacher's directives.

In conclusion, although legitimate authority has been found to hinder the "mental and upright independence" of students by Pérez-Izaguirre (2019) the results of this study indicate clearly that it was still in use by teachers in Machakos County. This is evidenced by the overall mean of 4.18 from the teachers which indicated they strongly agreed and 3.88 from students' responses which indicated they agreed that legitimate authority was still being used by teachers to enhance their role performance in the classroom.

Both the respondents (teachers and students) were given a Likert Scale items score the teacher on their role performance and results from teachers' responses were as follows. The role shown to be performed well above all others was that the teachers had good communication between themselves and their students in class 98.8% which is not an indicator of Legitimate authority but referent implying that referent was used more than legitimate in Machakos County public secondary schools. Having positive engagement and interaction between them and their students during teaching scored 97.1%, which again is associated with referent authority. That

was followed by their students performing well in assessments 96.5% and the least teacher role performance supported by the teachers was controlling disruptive behavior from students while teaching 94.6% which literature had shown is attained more through legitimate practice and managing class time effectively by planning for the lesson 92.3%.

As for the students just like the teachers, the students who responded to this study also ranked their teachers highly in terms of their role performance by agreeing and strongly agreeing to the items provided. According to them, their teachers performed best as they control disruptive behavior from students 95.6% which contrasts with teachers who ranked that practice as the second last in terms of performance. From the findings the student indicated that more of legitimate authority was used by their teacher which is in sharp contrast to the teachers who referent related item scored highest. Both nevertheless, agree on teachers communicating well with students in class 95.5% with the students ranking it as the number two well performed role and teachers ranking it as the first. The teachers had rated engaging and interacting with students during teaching as their number two but the students categorized it on number three 95.0% still implying less use of referent authority use by their teachers. The least classified role performed by teachers according to students' responses was performing well in class assessments 94.4%. It should be noted that managing time effectively in class was classified as the last performed role with 90.1% rates from students. In summary, there is some type of referent authority in public secondary schools in Machakos County as far as the teachers are concerned. However, the students' responses seem to point out that the teacher's use of legitimate authority was prevalent.

The overall mean teacher role performance by teachers was 4.51 and from students was 4.49. The teachers ranked themselves highly by a small margin in their classroom role performance as compared to students. These results imply that teachers in secondary schools in Machakos did not adequately plan on how to manage their time well in class as it scored least among the teacher performance items. Performance in class assessment followed in terms of the items that scored low mean. This could be the reason for the poor summative performance identified in Machakos County in KCSE. According to Mutuku (2022), the academic performance trend in K.C.S.E. in Machakos County has been on a declining trend in the recent past. The county mean for the last three years: namely 2020, 2021 and 2022 has been below 5 out of the expected 12 and constantly on the decline (Machakos County Director of Education Office, 2022).

To test the null hypothesis which stated: "There is no significant difference between teachers' use of legitimate authority and their role performance in public secondary schools in Machakos County" a linear regression model was fitted. Goodness of fit or coefficient of determination which is a measure of the percentage change in response variable being accounted for by the changes in predictor variables were used. It varies between zero and 100 percent. A value less than 50 percent indicates that the model is not fit for prediction. Value ranging between 50 percent and 70 percent indicates that the model is moderately fit for prediction and a value greater than 70 percent shows that the model is fit for prediction. A simple linear regression was run which gave rise to a model summary presented in Table 1.

Table 1: Goodness of Fit Summary for Perception on Application of Legitimate Authority

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1. Teacher	.523 ^a	.741	.703	.33181
2. Students	.516 ^a	.823	.805	.59895

a. Predictors: (Constant), Legitimate Authority

Table 1, ($R^2 = 0.741$ and 0.823 shows that 74.1% and 82.3% variation in role performance could be explained by legitimate authority indicators for teachers and students respectively. In other words the model summary showed that 74.1% of the variability in teacher performance could be explained by application of legitimate authority according to the teacher and 82.3% according to the student responses. The statistics indicates the highest variation in role performance can be explained by the perception of students. So only 25.9% and 17.7% of the variation in teacher role performance could not be explained by teachers' use of legitimate authority indicators from teachers and students respectively.

Table 2: Regression Analysis Output on Application of Legitimate Authority

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
Students	(Constant)	2.893	0.206		14.018	0.000
	Legitimate	0.388	0.049	0.516	7.914	0.000
Teachers	(Constant)	3.787	0.173		21.837	0.000
	Legitimate	0.180	0.044	0.523	4.096	0.000

a. Dependent Variable: Role Performance

Table 2, which used standardized coefficients, the regression model indicates a statistically significant relationship between teachers' application of legitimate authority and classroom role performance. The significant value is < 0.05 ; therefore, we reject the null hypothesis and conclude that there is a statistically significant relationship between teachers' use of legitimate authority and classroom role performance. This means that all efforts geared towards improving the application of legitimate authority practices would lead to improvement in the teacher role performance.

5. Conclusion

The study concluded that although teachers themselves indicated that they applied legitimate authority to a great extent to influence their role performance the students had moderate scores. There was however an incongruence in the roles they indicated to have performed best as literature had shown that they were achieved when teachers used referent authority practices. The students' moderate scores seemed to agree with their responses on teacher role performance as the roles they scored highly for their teachers were in line with legitimate authority practices. Consistent enforcement of class rules and values was found to be the backbone of every classroom. This is an indication that the more the teacher applied legitimate authority practices in class, the more their role performance improved.

6. Recommendations

- i. Teachers Service Commission (TSC) and Board of Management to equip the teacher with the practices that are still recommended by the Basic Education Act, 2013

- ii. TSC and school management to look into ways of developing teachers to utilize the same.
- iii. There is a need for teachers to familiarize themselves with practices of referent authority to improve their role performance.

References

- Abuya, B. A. and Ngware, M. (2016). Reflections of teachers in FPE Era. Evidence from Six Urban Sites in Kenya. <https://journals.sagepub.com/>
- Akpokiniovo, C. (2013). Approaches to the Problems of Discipline in Nigerian Secondary Schools. <http://icidr.org/jre>
- Bariu, T. N. (2020). Status-of-ICT-Infrastructure-Used-in-Teaching-and-Learning-in-Secondary-Schools-in-Meru-County-Kenya <https://www.researchgate.net/>
- Chaffee, K. E., Noels, K. A. and McEown, M. S (2014). Learning from authoritarian teachers: Controlling the situation or controlling yourself can sustain motivation. <https://files.eric.ed.gov/>
- Che Ahmad, C. N., Shaharim, S. A. and Abdullah, M. (2017). *Teacher-student interactions, Learning Commitment, Learning Environment, and their Relationship with Student Learning Comfort*. Journal of Turkish Science Education. <https://www.researchgate.net/>
- Chepkirui, K. (2011). Assessment of guidance and counseling services in Kenyan secondary schools with special reference to Bureti District <https://ir-library.ku.ac.ke/>
- Classroom Management Resource Guide. (2014). Classroom Management Strategies Resource Guide. <https://www.prevention.org/>
- Department for Education (UK) (2013). Use of reasonable force in schools. <https://www.gov.uk/>
- Diloyan, A. (2017). The Importance of Communication in the Classroom: The Impact of Effective Communication Skills on Student Enthusiasm. <https://baec.aua.am/>
- Egeberg, H. McConney, A. and Price, A. (2021) Teachers' View on Effective Classroom Management> A Mixed – Methods Investigation in Western Australian High Schools. <https://www.semanticscholar.org>
- Esmaili1, Z., Mohamadrezai, H. and Mohamadrezai A. (2015). The role of teacher's authority in students' learning Journal of Education and Practice. Vol.6, No.19, 2015 <https://files.eric.ed.gov/>
- Hoff, N. (2020). How to Assert Teacher Authority. <https://corp.smartbrief.com/>
- Maatuk, M. A., Elberkawi, K. E., Aljawarneh, S. A and Alharbi, H. (2022).The COVID-19 Pandemic and E-Learning: Challenges and Opportunities from the Perspective of Students and Instructors. <https://www.semanticscholar.org/>
- Madison, B. (2015). Teacher Authority Bases. <https://ridlerstricksofthetrade>
- Makau, J. B. (2015). Challenges to Drug and Substance Abuse Cessation Efforts among Students in Secondary Schools: A Case of Machakos Town, Machakos County, Kenya. <http://repository.kemu.ac.ke/>

- McGarr, O., O’Grady, E., and Guilfoyle, L. (2016). Exploring the theory-practice gap in initial teacher education: moving beyond questions of relevance to issues of power and authority. *Journal of Education for Teaching*, <https://www.tandfonline.com/>
- Molina, G. M. and Martin D. G. (2017). *The Characteristics of Teacher Authority in the Classroom and Reactions of Students*
- Mugenda, O. M., and Mugenda, A. G. (2003). *Research Methods: Quantitative and Qualitative Approaches (Revised Ed)*. Nairobi: African Centre for Technology Studies (ACTS)
- Muthusamy, N. (2015). *Teachers’ Experiences with Overcrowded Classrooms in a Mainstream School*. <https://researchspace.ukzn>
- Nasey, C. (2012). *Teachers’ use of classroom-based management strategies: A survey of New Zealand teachers*. Master Degree thesis, Massey University, Albany, New Zealand
- Leayle, B. (2018). *The Powers of a Teacher*. <https://sites.psu.edu/leadership>
- Levin, J. and Nolan, J. F. (2014). *Principles of classroom management: A professional decision-making model (7th Ed.)*. Boston, MA: Pearson. <https://www.pearson.co>
- Ndethiu, S. M. Masingila, J. O. O’Connor, M. Khatete, D. W. and Heath, K. L. (2017). *Kenyan Secondary Teachers’ and Principals’ Perspectives and Strategies on Teaching and Learning with Large Classes*. <https://ir-library.ku.ac.ke/>
- Orodho, J. A. (2009). *Techniques of writing research proposals and reports in education and social sciences*. Nairobi. Kanezja publishers.
- Pérez-Izaguirre, E. (2019). Educational inequalities, teacher authority, and student autonomy in multi-ethnic Basque secondary education. *Issues in Educational Research*, 29(2). University of the Basque Country (UPV/EHU), Spain
- Resilient Educator (2013). *5 Time Management Tips for Teachers*. <https://resilienteducator.com/>
- Rezaee, A. A, and Shabani, E. A. (2019). *The Handbook of Research on Curriculum Reform Initiatives in English Education*. <https://www.igi-global.com/>
- Savage, T. V. and Savage, M. K. (2010). *Successful Classroom Management and Discipline: Teaching Self-Control and Responsibility 3rd. Edition*, Kindle Edition. <https://www.amazon.com/>
- Sittenthaler, S., Steindl, C., and Jonas, E. (2015). Legitimate vs. illegitimate restrictions—a motivational and physiological approach investigating reactance processes. Doi. <https://pubmed.ncbi.nlm.nih.gov/>
- Soldaat, J. L. (2019). *More Than a Teacher: Understanding the Teacher-Learner Relationship in a Public High-School in South Africa*. *Journal of Educational and Developmental Psychology* <https://ideas.repec.org/>
- Sword, R. (2022). *Effective Communication in the Classroom: Skills for Teachers* <https://www.highspeedtraining.co.uk/>
- TALIS. (2018). *A Teachers' Guide to TALIS. Volume I*. <https://www.oecd.org/education/talis/TALIS>
- Umezina, R. N. and Elendu, I. C. (2012). *Perception of Teachers towards the Use of Punishment in Sancta Maria Primary School Onitsha, Anambra State, Nigeria*
- Voxco Guide. (2021). *Descriptive Research Design*. <https://www.voxco.com/>

Yamane, T. (1967). *Statistics. An Introductory Analysis*, 2nd Ed., New York: Harper and Row.