

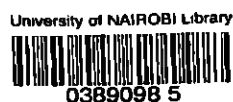
**INFLUENCE OF CLASSROOM MANAGEMENT ON PRE-SCHOOL  
CHILDREN'S PERFORMANCE IN LANGUAGE ACTIVITIES IN  
KURESOI DISTRICT NAKURU COUNTY**

**BY**

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**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT FOR THE  
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**DECLARATION**

This is my original work and has not been presented to any other university for the award of a degree or for any other academic purposes.

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This research project has been submitted for examination with my approval as the University supervisor.

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## **DEDICATION**

**This research project is dedicated to my husband, Engineer Mitei and my children Diana, Faith and Japhet.**

## **ACKNOWLEDGEMENTS**

I would like to thank the almighty God for bringing my studies this far. The Lord has been good all the time.

I most sincerely declare my gratitude to my supervisor Dr. Hellen Inyega for her guidance and support during this study. Thank you for helping me to write this project and for reminding me always that I can make it if only I believe in my work.

To my caring husband, whose unwavering support and understanding ensured that I overcome all fear and discouragement, I express my deep appreciation for all your support. Special gratitude goes to my children who had to bear with a mum who was sometimes too busy to attend to them yet, they understood and became my great inspiration.

Finally, I would like to thank my classmates for the constant camaraderie and motivation to push on with this work. May God bless you all.

## **ABSTRACT**

This study, using descriptive survey research design, assessed the influence of class management on the performance of pre-schoolers in language learning. Specifically the study sought to explain the aspects of class management that contributed towards enhanced performance of learner's language skills. In this regard the study examined use of teaching resources, instructional approaches, and the use of space as elements of class management that impact on language learning in preschool. The study reviewed relevant literature to establish research gaps and determine the current underlying factors and performance levels of pre-schoolers in regards to language learning. This review also identified symbolic interactionism as the most appropriate theory for informing this study. This theory assumes that human behaviour is to be understood as a process in which the person shapes and controls his or her conduct by taking into account the expectations of others with whom s/he interacts. In this study it was used to understand the goings-on in the classroom as the teacher interacted with instructional materials and resources and learners and how s/he organized their class for effective language learning to happen. Data were collected using self-administered questionnaires, classroom observation checklists and individual interview guides from 14 pre-schools in Kuresoi District, 14 head teachers, 28 teachers and two (2) DICECE officers. The study confirmed that indeed class management has a positive influence on the performance of pre-schoolers in language learning. Specifically and from a symbolic interactionist perspective, teachers expend a lot of energy in preparation and interventions, through managing the learning resources, class time, class space, and adopting appropriate teaching approaches that help the learners perform well in language learning. Preschool teachers sampled for the study used child-centred methods and the thematic approach to teaching language. This was useful in strengthening language skills the children were acquiring across different activity areas beyond language. In other words, teachers observed often adjusted and controlled their conduct in ways that helped learners perform better in language skills. Learners on the other hand also responded to their teachers by adjusting their conduct in ways that promoted the development of language skills. Effective classroom management depends also on the quality of teaching, which teachers achieve through using teaching management strategies. The study established that teachers used various learning resources including pictures, charts, models and flashcards the most. Moreover, the study established that charts, pictures and blocks were the most frequently used learning aids. Furthermore, the study found out that text books were not used due to their unavailability as a result of financial constraints. In spite of this challenge, the use of alternative teaching aids played an additive, not diminutive, role in improving learners' skills in language learning. The pupils were often observed interacting with the instructional materials on the walls when teachers left the classrooms. Further, the study established that classroom space became a problem when class size increased. To get around the space problem, teachers considered the use of space in their instructional plans. Teacher planning ensured that most classroom space was used in ways that maximized interaction between the teacher and learners and among learners themselves. Teachers interviewed reiterated that it was what you did with the space that made a difference in learning, including language learning. They emphasized that learners learn language best when given ample opportunities to interact with each other and with the materials as well as being given opportunities to discuss about the materials they were manipulating. The study recommended that more in-service training for preschool teachers be organized to hone their class management skills and to provide a platform for sharing best practices in classroom management.

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## **CHAPTER ONE**

### **1.0 INTRODUCTION**

#### **1.1 Background to the Study**

Kenya's society today is not only changing rapidly but also becoming increasingly complex in the development of language given that Kenya comprises of over 42 distinct languages (UNICEF, 2000). At the same time the world is experiencing a knowledge explosion so that what is relevant today may be rendered obsolete tomorrow, thus moulding today's youth into functional members of the society is becoming an imperative right from pre-school level so that the children acquire pre-school social and interpersonal skills, knowledge, values and positive attitudes (NACECE, 1990). As the country gears up for devolution of major government functions to the 47 counties, those counties need programs that can be structured in such a way as to begin imparting requisite knowledge, skills, values and attitudes as soon as children get enrolled in pre-school.

Language activity is one area where children can benefit from instruction that prepares them to be functional members of society. This means also that the classroom environment must be that which will promote the development of requisite language skills (Browne, 1996). In teaching and learning processes classroom management is important because it assists the teacher in achieving the set objectives of every activity to be carried out in a lesson. Classroom management is the arrangement of the classroom to enhance learning. It involves planning activities, organizing how these activities will be carried out, the learning resources required and the general arrangement of the classroom as well as how the learners' progress will be motivated (Burden, 1995).

The school is an extension of the home to the child. The child should not experience significant change when they compare the school and classroom environment to their homes. If the classroom environment is radically different from the home environment, the child may develop a negative attitude towards school and learning as a whole or find it harder to settle in faster (Bruce, 1997). This may lead to underachievement in academics. It is imperative for the teacher to ensure their classrooms are as comfortable as possible and mimic natural environments likely to be found in children's homes. The teacher may be one that understands the background of every learner and works hand in hand with parents for the benefit and interest of the children. The teacher may also be one who learns every child's personality and tries to cater for children's unique and often diverse needs. If pupils' needs are not adequately provided for, their academic performance can be affected.

Academic performance is a matter of concern globally (Eshiwani, 1983). Every government, educationist and stakeholder working and/or interested in education is concerned with the performance of pupils in all levels of learning. The teacher is taken to be a key factor because s/he has to arrange the relevant resources needed to teach certain concepts. In Japan, for example, a teacher is sacked where students continuously perform poorly (Murray, 2005). Given that education provides the requisite skills for someone to be a functional member of society, early childhood education is the logical starting point in building, in learners, that firm foundation. The teachers as human resource must be trained in-order to be equipped fully with the techniques and methods of imparting knowledge to the learners. The early years are critical phases of development that require the expert nurturing and guidance of qualified early childhood education educators and specialists.

Early childhood learners require warm and kind mother-like qualities of a specialized professional in-order to adequately cater for the child (Elliot and Irvine, 1994). The quality of education and the training of the teachers depends' largely on the teachers in terms of the academic qualification and professional training (Republic of Kenya, 1999). The teacher therefore is a critical resource for organizing the classroom environment to ensure true learning takes place, hence the present research study.

## **1.2 Statement of the Problem**

Teachers most often face acts of disruption, defiance, and inattention in their classrooms. No wonder that only half of classroom time is spent on teaching and learning activities whilst the rest is wasted on classroom management (Geiger, 2000). Well-managed classrooms show little confusion, disorder, and anti-social behaviour. Effective teaching and learning cannot take place in contexts full of disruption. Discipline is, therefore, "necessary for proper character development, academic study, living with others, personal habits, and physical development of the body" (Victor, 2005, p. 12).

Classroom management has paramount significance to effective pedagogy, because classroom disruption decreases learners' cognitive and overall development. As a result, effective classroom management forms a gate to stable teaching and learning. Classroom management simply means the ways teachers control disruptive behaviour in order to allocate as much as possible of classroom time and effort to teaching and learning activities (Victor, 2005).

Pedagogical content-knowledge is the whole range of teaching knowledge and skills that teachers acquire to be able to communicate pedagogical content. In the teaching and learning process, the teacher is a critical factor. S/he will use different classroom management approaches in each teaching and learning session. It is hypothesized that better managed classrooms yield

better results in any academic subject. However, little research has been carried out in Kenya to establish the impact of classroom management on pre-school learner performance. No research exists that clearly links the pre-school teacher's classroom management approaches and pupils' performance in language activities, hence the present study.

### **1.3 Purpose of the Study**

The purpose of this research was to investigate the influence of classroom management on pre-school children's performance in language activities in Kuresoi District, Nakuru County.

### **1.4 Research Objectives**

The objectives of this research were

1. Examine the relationship between instructional approaches employed and performance in language activities among preschool children in Kuresoi District, Nakuru County.
2. Establish the relationship between utilization of teaching and learning resources and the performance in language activities among pre-school children in Kuresoi District, Nakuru County.
3. Determine the relationship between the utilization of classroom space in classroom management and performance in language activities among pre-school children in Kuresoi District Nakuru County.
4. Evaluate challenges preschool teachers face in class management in Kuresoi District, Nakuru County.

### **1.5 Research Questions**

- 1. What is the relationship between instructional approaches employed and performance in language activities among pre-school children in Kuresoi District?**
- 2. What is the relationship between utilization of teaching and learning resources and performance in language activities of pre-school children in Kuresoi District?**
- 3. What is the relationship between utilization of space in classroom management and performance in language activities of pre-school children in Kuresoi District?**
- 4. What challenges do preschool teachers face in classroom management in Kuresoi District, Nakuru County?**

### **1.6 Significance of the Study**

The study is likely to benefit both the teachers and the learners. The researcher has identified effective approaches of classroom management, which will help teachers to improve their classroom management styles. In addition, effective classroom management is likely to improve pupils' academic performance in language activities as well as other academic areas.

The Quality Assurance and Standards Directorate in the Ministry of Education will be able to use the results of the present study to advise on the nature of resources in public pre-schools and how they can be distributed equitably in order to improve classroom management and language learning.

The Kenya Institute of Education (KIE) may use the findings to improve the curriculum that is used to prepare teachers to manage classrooms and utilize instructional materials and resources effectively and efficiently.

Last but not least, researchers will benefit from the present study by conducting further research recommended. The present study will therefore extend the knowledge base to the classroom management.

### **1.7 Limitations of the Study**

The major limitation of the present research study is the use of descriptive research survey design. Whereas the researcher was able to collect data that helped determine the influence of classroom management on performance in language activities, use of other research designs, such as case –studies, would have provided deeper, thicker and richer data on specific aspects of classroom management that influence performance in language activities.

The researcher found time another major constraint when conducting this research. However, this limitation was eased by the fact that the schools sampled were near a good road system and availability of a developed transport and communication system between the schools.

### **1.8 Delimitations of the Research**

The research was delimited to Kuresoi District in Nakuru County. Specifically, it focused on public pre-schools in that area, their head teachers, teachers and DICECE education officers. In addition, the research delimited itself to the influence of classroom management on performance in language activities even when there are many areas of investigation in a pre-school.



## **1.9 Basic Assumptions**

This study was conducted under the following assumptions:

1. All the public pre-schools surveyed have the necessary educational facilities, a conducive environment for learning as well as having the access to sufficient technological infrastructure.
2. All public pre-schools surveyed have trained teachers who know the importance of the classroom management.
3. The respondents would give honest responses based on their experiences on classroom management.

## **1.10 Operational Definition of Terms**

**Classroom Management:** This is the organization and arrangement of the classroom in-order to enhance pupils' learning. It involves planning the activities, organizing how those activities will be carried out, the resources required and the general arrangement of the activity areas in the classroom.

**Conceptual Framework:** It's a plan or a structure which shows how different factors are related

**Ego Centric Thought:** Is a way of thinking in which the child views the world entirely from his or her own perspective.

**Influence:** The capacity to have an effect on the character, development, or behaviour of someone or something or the effect itself.

**Language Activity:** this is one of the activity areas that is taught in the pre-schools (English, Kiswahili and mother-tongue).

**Reliability:** Is the degree at which the research instruments measures to give the intended results.

**Teaching Methods:** Is the process of transferring knowledge skills and attitudes to learners.

**Theoretical Framework:** this deals with the theories that are related to the study.

**Utilization of Time:** refers to maximum use of time by the teacher in a lesson.

### **1.11 Organization of the Study**

The study is organized into the following chapters:

**Chapter One:** This chapter consists of the background to the study, statement of the problem, objectives of the study, statement of the problem, objectives of the study, research questions, significance of the study, limitations and delimitations of the study, basic assumptions and definition of the significant terms and organization of the study.

**Chapter Two:** This chapter contains the literature review, which includes introduction and general overview of classroom management, utilization of instructional approaches, planning and utilization of materials and resources in pre-schools, importance of education planning, utilization of time in the pre-school, planning and utilization of space in the pre-school and a link between classroom management and performance in language activities in the pre-school.

**Chapter Three:** This chapter discusses the research methodology. Specifically, it explains the research design, the target population, sampling and sampling procedures, instruments for data collection, validity and reliability of research instruments and procedures for data collection and analysis.

**Chapter Four:** This chapter contains the presentation and interpretation of data collected.

**Chapter Five:** This chapter contains a summary of findings, conclusions and recommendations from the study. After the chapter there is the reference section as well as appendices.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

The literature reviewed in this section includes that which provides a general overview of classroom management as well as outlining specific aspects of the management such as instructional approaches employed, utilization of instructional learning materials and resources, utilization of time, and the utilization of classroom space. The literature also highlights what is available in the knowledge field between classroom management and performance in language activities among pre-school children.

#### **2.1 General Overview of Classroom Management**

Classroom management is the organization and arrangement of the classroom in order to enhance pupil's learning. It involves planning the activities, organizing how these activities will be carried out, the resources required and the general arrangement of the activity areas in the classroom and monitoring of pupil's progress (Farrant, 1997). The main aspects of classroom management are as follows: to monitor pupils' progress, to manage time and resources efficiently and effectively for maximum learning, to increase pupils' participation and teacher-pupil interaction, to allow access to materials and equipment to serve learning needs and to help pupils individually and organize favourable space for pupils participatory activities.

The quality of classroom management depends on the use of stimulus materials and adequate preparations of professional documents by the instructor (Doyle, 1986). Classroom management is the provision and procedure that is necessary to establish and maintain an environment in which the instructions and learning does occur (Ouke, 1979). The more the

instructional learning resources in a learning environment, the more the response from the learners; since using resources will enhance understanding hence improving performance.

## **2.2 Classroom Management Strategies**

Classroom management strategies involve: (a) organizing, (b) teaching management, (c) teacher-student relationship, and (d) teacher sanctions/ reward (consequences) strategies (Shawer, 2006). Some of these strategies are concerned with administrative rules while others target actual classroom pedagogical activities. Classroom organizing strategies guide teachers to use and develop behavioural classroom protocols, including arriving in and exiting classrooms, seating students, turning in homework, and going to the restroom. Daily routine procedures, such as keeping supplies organized and handling paperwork, show the difference between well- and less-managed classrooms. In well-managed classrooms, teachers introduce 'transition' procedures that set out classroom protocols to students on day one.

Effective behaviour management is difficult to achieve through inhibiting disruptive behaviour. Rather, teachers can turn students voluntarily compliant by respecting and being considerate with them. Without training in various management strategies, teachers make the mistake of punishing rather than managing (Burden, 2003; Cangelosi, 2004; Charles, 2001).

Effective classroom management also depends on the teaching quality, which teachers could achieve through using teaching management strategies. Effective classroom management occurs when teachers choose stimulating tasks that sustain interest. When pedagogy is boring, students cannot get positive or compliant. Therefore, teachers need to choose tasks which students genuinely need (relevance criterion of pedagogy). When teachers ignore students' needs, they cannot expect them to comply or attend to learning activities. Further, teachers must make tasks realistic, meaningful, manageable, and achievable (task suitability to student schemata).

Asking students to approach tasks beyond their reach results in student objection and dissatisfaction, whereas easy tasks leave no option to students but side talking to pass the time (Shawer, Gilmore and Banks-Joseph, 2009).

Choosing substantial pedagogical input gives students the feeling they learn new and useful things (content-substantiality). Trivial tasks fail to engage students in learning or keep them silent. Classroom management requires teachers to use activities that defuse attention-seeking behaviours, like group- and pair-work because these keep students busy working rather than side-talking. Moreover, addressing style and ability differences keeps learners engaged in learning through providing extra tasks and material to fill in the time gap between low- and high-ability and fast and slow students. This also allows teachers to fill in the time when having extra lesson time without things to do. In addition, teachers should always set and implement time-limits for activities to encourage students to seize the time for learning instead of disruption. It is also important that teachers look confident before students by knowing how to use apparatus and having clear understanding of lessons (Shawer, 2003).

Learning styles are also keys to effective classroom management for driving students to prefer learning through certain modalities more than others (Victor, 2005). 'Visual style' learners prefer to see language written in order to approach tasks at a degree of easiness. 'Auditory' learners need to listen to the language they learn, whereas 'kinesthetic' students prefer to move around and handle things in the learning situation (Tomlinson, 1998). Visual students are better disciplined through using eye contact and behaviour charts, auditory learners need information to be repeated back to them and making use of voice pitch, whereas tactual students need hands-on activities. Once students take in information through their preferred channel of learning, they rarely cause trouble (Victor, 2005).

Learning styles could be grouped into 'organizers', 'researchers', 'relaters', and 'doers'. Organizers prefer to deal with learning enterprises in a logical order therefore disorganized tasks may stimulate their disruptive behaviour. Unlike Organizers, researchers question the rationales behind tasks. If their queries are not answered, this may trigger their disruptive behaviours (Victor, 2005). Relaters who like interaction with others can be managed through creating a context that involves good relationships, fairness, personal interactions, approval, praise, and affirmation. Doers who like participating in hands-on activities prefer guidelines to rules, opportunities to show leadership, and empowerment when being disciplined.

Academic procedures concern the management of classrooms through the quality of pedagogical input and strategies. Lesson planning is not only crucial to effective pedagogy but also to effective classroom management. Each lesson should reflect students' learning needs, by anticipating their performance and behaviour. This enables teachers to amend their lesson plans when they go wrong or when problems arise. For example, planning a lesson where students move around requires teachers to have clear ideas of how to move quickly and efficiently from one activity to another. Moreover, teachers need to always justify their pedagogical input to convince students to accept and actively participate in learning activities. To facilitate learning and keep order, teachers need to provide clear task instructions and be able to use resources. In small group discussions, teachers assign roles to group members, including leader, recorder, and timekeeper (Canter, 1992).

Positive student-teacher relationships improve student affective and cognitive development, increase motivation, and minimize anticipated negative behaviours (Bradley, Pauley & Pauley, 2005). Teacher-student relationship strategies assist teachers to establish and keep good relationships with students. Good class managers start firm and get relaxed later.

Good classroom managers also defuse confrontations, keep calm, take the heat out of the situation, do not argue with students, and use students' names, humour, and constructive criticism. Moreover, they look alert and do not neglect early infringements of classroom rules. Being firm and consistent leads learners to conform (Shawer, 2006).

Good classroom managers do not shame, use verbal reprimand, threaten, embarrass, suspend, or expel students (Geiger, 2000). "The teacher should act in a professional manner and always remember that s/he is... not a teenager" (Victor, 2005, p. 6). They understand students' psychology as learners pass through different development stages, each with distinctive affective and cognitive implications. Effective communication is, therefore, necessary to create contexts that foster mutual respect between students and teachers through active listening techniques, avoiding traditional communication roadblocks, and responding with empathy to student anxiety and frustration (Brown, 2005).

The teacher sanctions/ reward strategies also influence classroom management. Teachers can use tangible rewards, their institution reward system, and their own system but rewards should always be visible. For example, praising good students in public, giving merit points, and displaying good work. If possible, teachers write down good students' names in the honouring list on class and school boards. As regards sanctions, teachers should tactfully use a range of methods to discourage disruptive behaviour, keep questioning behaviour to get students accustomed to discipline, and avoid overreaction. Suitable reprimands such as negative reinforcement, making trouble-makers lose privileges, and isolating, separating or even detaining students are good ways of punishment. Other staff and parents could be involved if students continue to disrupt classroom teaching, but teachers must act instantly and avoid whole class

punishment (Shawer, 2006). Teachers can also use positive recognition to reward those who stick to the rules and a punitive system to punish those who violate them (Victor, 2005).

### **2.3 Utilization of Instructional Approaches**

The teacher plays a critical role in classroom management by using the following approaches. To begin with, using the child-centered approaches, which mainly focus on all aspects of development of a learner and recognize the uniqueness of each learner. Child-centered approaches allow the learner to be actively engaged in the learning through play materials exploration, experimentation, observation, discovery of information on their own and being allowed to express their feelings and emotions freely (Piaget, 1958). The instructor in this case guides, facilitates and provides motivation to the learners especially when language activity is being handled thus providing confidence to the learners during communication. The instructor encourages learners to talk by asking questions and having conversations so as to have them communicate their thoughts.

Another approach would be the Thematic Approach. The Thematic approach involves focusing children's learning activities on a theme of interest for a period of a few days and ensuring that learners learn specific skills or concepts related to that particular theme.

Likewise, using motivation approach in early childhood classrooms will enhance competition among learners. It creates curiosity, interest, morale, effective learning and real sense of achievement in the classroom. On the other hand lack of all this will increase tension disciplinary problems, boredom, fatigue, inefficient learning and sense of busy work. Using motivation will capture learners' attention and retention. Having an attractive classroom by use of set induction like in language activities, poems, games, songs, puzzle work and tongue twisters will make learning fun but also retention rates remain high (Bandura, 1977).



The heuristic approach, also known as the learners approach, undertakes learning through self-discovery. Its characteristics show that an instructor poses problems for learners to solve, it does encourage learners to discover knowledge, be creative and to be patient since it consumes time. Experiential participatory approach puts emphasis on participation and encourages interaction.

In terms of classroom management and discipline, management does not generate effective instruction (Burden, 2003). It only establishes a conducive environment for learning in pre-schools. The do's and don'ts or simple rules need not be forgotten by the preschool so as to monitor and inhibit the misbehaviour or discipline before it occurs using the eye contact, gestures, listening and raised eyebrows aimed at those who may laugh, make noise, praise individuals or groups who work well together.

#### **2.4 Planning And Utilization of Instructional Materials and Resources in Pre-school.**

Planning is a process of arranging what to do and how to do it. Planning for the use of various teaching and learning materials and resources is very essential so as to improve the language activities' performance in pre-schools. Reference materials such as text books, work books, the syllabus, and pictures, among others, are important. Audio-visual materials in the form of pictures, charts, maps, slides and films when properly used also make a positive contribution to learning (Narayan, 1980).

Picture charts provide learners with new experience in understanding concepts than words. This is a fact which should be held by all preschool instructors. Oluoch (1983) argues that preparation and use of curriculum materials assist learners in interpreting and implementing ideas embodied in the curriculum plan. This supports the idea of preparing and using teaching

and learning resources in language activity. Sampath (1981) argue that our senses are the gateway to acquiring knowledge and that the natural way to learn principally is through the employment of senses. He further added that the use of the sense of sight is the most clear and provides rich experiences to the individual. This is because every new environment is a learning experience.

Farrant (1980) did argue that with the expanding of knowledge in many areas of education, it is important for the teachers to be aware of the increasingly types of teaching resources available for use, as well as those that teachers prepare locally. Albert Bandura (1977) believed that the presence of instructional resources energies the conceptualization and the skill acquisition. Constructivists believe that learners construct his or her intelligence by manipulation thinking logically and critically analysing of resources. Teaching and learning resources play a major role in improving performance of language activities in preschools. They provoke learners' imagination, arouse their interest, attract and retain their attention and promote their memory. All this will occur if the instructors understand the importance of proper use of resources and motivational techniques such as set induction, which relies mostly on attracting the attention of learners and arousing their interest by use of poems, songs, games, tongue twisters and stimulus variation which refers to the teacher developing and maintaining higher levels of attention and mannerisms during instruction.

Reinforcement is another technique which involves the use of rewards, gestures and general co-operation. The main activities in language activity which involves use of teaching and learning resources are the reading readiness skills which involves training of children to look and interpret details in either pictures, objects or symbols; classification of objects by colour, kinds, shapes, sizes and textures. Reading readiness varies considerably. Training deals with learners of

diverse ability, age and interest. Learners are encouraged to discuss picture objects to help them visualize the details in them.

## **2.5 Pedagogical-Content Knowledge (Instructional Skills)**

Pedagogical content-knowledge constitutes the crux of teacher development, in addition to subject and curricular content-knowledge (Shulman, 1986). Teachers cannot teach effectively or manage their classrooms well without grasping the information, principles and theories of their subjects. However, subject content-knowledge is insufficient to make competent teachers. Curricular knowledge assists teachers to understand curriculum domains, models, evaluation, syllabi, and materials and different programmes, and how these relate to other disciplines (Pollard and Triggs, 1997).

Subject and curricular knowledge, however, have limited use without assisting teachers to develop a broad range of teaching skills necessary for them to demonstrate they can transform their subject and curricular knowledge into forms comprehensible to learners; using different teaching strategies, procedures, techniques, examples, and other useful ways of content representations.

Pedagogical skills, therefore, enable teachers to understand learners and what facilitates and impedes their cognitive, affective, psychomotor, and social development (Pollard & Triggs, 1997; Shawer et al., 2008). With subject, pedagogical and curricular knowledge, teachers become self-confident since meagre or abundant subject, curricular and pedagogical knowledge influence their ability to better manage their classrooms (Shawer, 2006). EFL teachers who have developed a range of teaching skills can handle “different learner strategies, be good classroom managers (organizers, initiators, monitors, advisors and resource-providers), help learners to

learn from their errors, motivate them, promote learner autonomy and cater for different abilities and learning styles” (Basanta, 1996, p. 263).

## **2.6 Planning and Utilization of Space in the Pre-school**

Organizing and utilization of classroom space in a pre-school is important so as to allow for easy movement from one activity area to another, to allow access to teaching and learning resources and even children’s needs. This will also allow various learning centres like language activities to be in a specific area which encourages learners to be creative.

Generally, planning the classroom arrangement will serve pupils’ learning needs; provide areas for equipment and material storage and to appeal to the pupils’ interest (Nunan, 1989). This also discourages learner’s dependency on the instructor and encourages active participation of learners thus helping them to practice social responsibilities. Dunn and Dunn (1990) in their book “Teaching students through individual learning style” give a background of how learners are affected by elements of the classroom, ventilation and design.

One line of research examined the impact of classroom management techniques on student behaviour. Victor (2005) conducted an experiment to examine the impact of some classroom management techniques (means) on improving student behaviour in the classroom (end). The study concluded that the treatment programme resulted in significant improvement in students' positive behaviour, such as a decrease in non-compliance, shouting, and tantrum.

Another strand of research examined the impact of certain management strategies on teacher classroom management skills. Akar and Yildirim’s (2004) study indicated that constructivist contexts assisted teachers in organising students in cooperative work and taking individual differences into consideration.

Schmidt (2006) concluded that classroom management training enabled teachers to respond to different student characteristics, behaviours, and instructional needs in addition to developing appropriate relationships with students and parents. Slider, Noël & Williams (2006) reached similar conclusions.

A third line of research investigated teachers' cognition of effective and ineffective classroom management strategies. Lacina-Gifford et al (2003) examined pre-service teachers' knowledge of most effective strategies. The study concluded that most teachers found talking to students, involving parents, reinforcing good behaviour, and rearranging classroom as effective strategies. In contrast, confronting, yelling at, lecturing, and punishing students were ineffective strategies.

Few studies examined the relationship between classroom management and learning. Cher, Meow & Ching's (2005) study indicated that effective classroom management strategies, such as establishing disciplinary and educational rules and dividing work among students, had a positive impact on student learning. Pedder (2006) reached similar conclusions.

## **2.7 Link between Classroom Management and Performance in Language Activities in Pre-school**

As in the above definition, classroom management is the organization and arrangement of the classroom space in order to enhance pupils' learning. This means that the instructor has to plan the language activities, how they will be carried out, monitored and assessed so as to improve the language performance. The development of language is dependent upon the amount of practice children have in both speaking and listening. Interaction with good adult models is

essential if learners are to build up a body of language and develop awareness of particular ways of thinking and interpreting their own personal experiences.

Physical facilities in schools such as classrooms desk, tables, chairs, outdoor playing equipment have a direct link with achievement, performance in language activities. Eshiwani (1983), through a study done in western Kenya, concluded that the presence or absence of school facilities distinguished between high achieving and low achieving schools.

Positive peer interactions are promoted when children are not crowded, when an ample number and variety of interns are available and when socially oriented materials are provided, classroom arrangement and careful selection of materials foster cognitive development by providing opportunities for children to classify shapes, pictures, books on alphabets, flash cards used in teaching reaching materials (Essa, 2000).

NACECE (1997) sets out essentials facilities in a pre-school for the classroom it should be spacious, comfortable, equipped with desks and all the activity areas with enough materials for learning. Similarly, Digolo (1997) identified the inadequacy of resources both human and physical which determine performance in general and specifically in language activity. Each child comes to school with different backgrounds of linguistic experiences. Researchers have found out those teachers who provided positive communication, warm affection and opportunities for children to be in charge tended to have children with high levels of social skills thus improving language as they interact with peers.

## **2.8 Theoretical Framework**

A theoretical perspective is a way of looking at the world and making sense of it, understanding how we know what we know (Crotty, 1998). Theory helps us to work through the contradictions we learn about. And contradictions take us deeper into the important parts of our

data and expand theory. The theoretical perspective for this study is based on Symbolic Interactionism. This theory, first enunciated by Charles Horton Cooley, John Dewey and George Herbert Mead (Becker, et al., 1961), is often used synonymously with qualitative research. The theory assumes that human behaviour is to be understood as a process in which the person shapes and controls his conduct by taking into account the expectations of others with whom s/he interacts. At its heart is the notion that we are able to put ourselves in the place of others (Crotty, 1998). In this study it means the researcher must take the approach, conveying how things look to the teachers inside the classroom. In the same vein, the behaviour observed in the classroom is as a result of the interactions between the teacher and learners, the learners and resources and among the learners themselves.

Basic to the approach is the assumption that human experience is mediated by interpretation (Blumer, 1986). Blumer (in Crotty, 1998) defined three basic symbolic interactions' assumptions: a) That human beings act toward things on the basis of the meanings that these things have for them; b) That the meaning of such things is derived from, and arises out of, the social interaction that one has with one's fellows; c) That these meanings are handled in, and modified through, an interpretive process used by the person in dealing with the things he encounters (p. 72).

Symbolic interactionists are concerned primarily with the mutually influencing behaviour of interacting individuals. It is assumed that people will respond to one another and the environment around them on the basis of the meanings that these things have for them. An individual's actions are based not on predetermined responses to predefined objects, but rather as interpreters, definers, signallers, and symbol and signal readers. Their behaviour can best be

understood by having the researcher enter into the defining process through such methods as observation (Bogdan and Biklen, 1998).

The methods used by symbolic interactionists have been principally qualitative. According to Stryker (1964, cited in Mercer and Corey, 1980), interactionists tend to use life histories, study the world through the eyes of the participant, focus on common experiences, interview individuals, and use observations as research strategies. Observations and interviews mutually interact with each other during the course of the research process. Just observing an event or phenomenon, however, even through the eyes of a participant, is not enough. Butt and Raymond (1987) assert that there is a need to go further in understanding the relationship among events through engaging in dialogue with the teacher. This process would allow the researcher to pursue meanings, motives, beliefs, and intentions, i.e. the teachers' thoughts and actions.

Communication and language are fundamentally important in understanding the symbolic interactions' stance. People in a given situation often develop common definitions through regular interaction and shared experiences. While some may take shared definitions to indicate truth, meaning is always subject to negotiation. Problems that arise may cause them to forge new definitions, to discard old ways, or, in short, to change. How participants develop such definitions is the subject matter for investigation (Bogdan and Biklen, 1998).

Another important aspect of symbolic interaction theory is the construction of "self," the definition people create of themselves through their interactions with others. The self is a social construction, the result of persons perceiving and defining themselves through the process of interaction. "We owe to society our very being as conscious and self-conscious entities, for that being arises from a process of symbolic interaction" (Crotty, 1998, p. 74). According to Bogdan and Biklen (1998), people attempt to see themselves as others see them by interpreting gestures



and actions directed toward them and by placing themselves in the role of the other person. Putting oneself in the place of the other and seeing things from the perspective of others is a central notion of symbolic interactionism. "Only through dialogue can people become aware of the perceptions, feelings, and attitudes of others and interpret their meanings and intent" (Crotty, 1998, p.75).

Interpretation is essential. Symbolic interactionists do not attempt to resolve the discrepancies between the views of various users of a concept by establishing a standard definition. Rather, they seek to study the concept as it is understood in the context of all those who use it. "It is multiple realities rather than a single reality that concern the qualitative researcher" (Bogdan and Biklen, 1998, p. 27). Symbolic interaction is appropriate in this research since this study examines the use of classroom space from the perspective of the teachers, using interviews and observations to examine their thoughts, actions, experiences, and behaviours. Through dialogue with the teachers, their words were used to convey how things look to those inside the classroom. Meanings were derived from oral responses of the participants during open-ended, in-depth, unstructured interviews.

### **2.8.1 The Social Construction Theory**

This study adopted the Social Construction theory by Lev. Vygotsky (1896 – 1934). In his theory, Vygotsky claimed that learning is enhanced when interacting with a more knowledgeable other. He further proposes the Zone of Proximal Development (ZPD) is a concept for which Vygotsky is well known. It refers to the observation that children, when learning a particular task or body of information, by not being able to do the task. They then are able to do it with the assistance of an adult or a significant other and finally they can do it without assistance. The ZPD is the stage where they can do it assisted, but not alone. Thus the

teacher often serves to guide a child or group of children as they encounter different learning challenge. Teacher is typically active and involved. The classroom should provide variety of learning materials and experiences and the classroom culture provides the child with cognitive tools such as language.

### **2.8.2 Cognitive Learning Theory**

Cognitive theory is a learning theory that attempts to explain human behavior by understanding the thought processes. The assumption is that humans are logical beings that make the choices that make the most sense to them. Cognitive science shifted from behavioristic practices which emphasised external behavior, to a concern with the internal mental processes of the mind and how they could be utilized in promoting effective learning. The design models that had been developed in the behaviorist tradition were not simply tossed out, but instead the "task analysis" and "learner analysis" parts of the models were embellished. The new models addressed component processes of learning such as knowledge coding and representation, information storage and retrieval as well as the incorporation and integration of new knowledge with previous information (Saettler, 1990).

Because Cognitivism and Behaviorism are both governed by an objective view of the nature of knowledge and what it means to know something, the transition from behavioral instructional design principles to those of a cognitive style was not entirely difficult. The goal of instruction remained the communication or transfer of knowledge to learners in the most efficient, effective manner possible (Bednar et al., 1995). For example, the breaking down of a task into small steps works for a behaviorist who is trying to find the most efficient and fail proof method of shaping a learner's behavior. The cognitive scientist would analyze a task, break it

down into smaller steps or chunks and use that information to develop instruction that moves from simple to complex building on prior schema.

### **2.8.3 Glasser's Choice Theory**

The control theory, later renamed the choice theory, this is a classroom management theory that is applicable in this study. Glasser's "Choice Theory" posits that learners must have a choice, and that if they help choose their curriculum and decide on the rules in the classroom, they will then have ownership of their learning, have pride in their participation, will have higher self-esteem and will exhibit greater levels of self-confidence and higher levels of cognition (William Glasser Institute, 2006). This approach to classroom management creates a safe space to learn, as mainly it is their space--their classroom, they own it, they will decorate it and they will decide the rules. When this sense of ownership is established, they will come to class willingly and with enthusiasm because they want to be challenged (Foderaro, 2002).

A key component of Glasser's theory is that the basic need of personal competence is an inner drive that is self-initiating and is unrelated to the need for extrinsic rewards of praise or grades. Glasser's basic need of competence ties in perfectly with Kohn's theory that extrinsic rewards destroy a student's inherent intrinsic motivation by reducing the exchange to a demoralizing, manipulative dysfunctional exchange that reduces their natural interest in a subject. This theory is relevant to the current study. The goal of classroom management is to create an environment which not only stimulates student learning but also motivates learners to learn. The theory posits that the keys to successful classroom management is in preventing management problems from occurring in the first place by putting into place good organization and planning.

#### **2.8.4 Related Studies in Kenya**

Wawitima (1994) studies four standard six Mathematics classrooms and focuses on four broad areas of Mathematics teaching and learning: (a) activities carried out during the lessons; (b) teachers' beliefs and values about Mathematics and explanations of why they teach the way they do; (c) teachers' explanations for learners' failure and success; and (d) learners' own perceptions about Mathematics and their attributions of success and failure in Mathematics. The study finds that teaching of mathematics in these classrooms is characterized by use of several examples from the prescribed textbook with teachers emphasizing that learners follow routines established during the lesson when working out assigned problems. Moreover, the study establishes that learners' learning was characterized by following the teacher's examples, doing homework, and doing what the teachers wanted them to do. This study does not relate its findings to classroom management though it deals with issues related to classroom management.

Mwau wa Sanga, (1982) studies the relationship between classroom interaction and undesirable behaviors of teachers. The study was conducted in two stages: training stage followed by the main or final study. The main purpose of the training was to train the observer on how to observe and code reliably classroom interaction. The study revealed that teachers seen as having many undesirable behaviors used less praises, rewards, and encouragements during their classroom interaction unlike teachers seen by their learners as having few undesirable behaviors who used relatively more praises, rewards and encouragements. Also the lower group used more criticism and commands than the upper group. Thus there was therefore a relationship between the teachers' classroom interaction and his undesirable behaviors as seen by learners. Though classroom interactions are part of the process in classroom management, they are not clearly related in this study as they will be in the current study.

Khisa, (1986) studies the learning resource facilities and materials with emphasis on available types, sources of finance, management, organization and use. This study also attempted to establish human resources, personnel available and the problems associated with them in primary schools. The study showed that there is shortage of teaching and library personnel. There is poor organization of teaching and learning resource materials for use. It was also shown that there are more learning resource materials in primary schools within the Nairobi city commission than in the schools in rural areas. It was also found that while heads of schools attach importance on use of learning resource materials, they see libraries in the context of language development per se. Teachers use both book media and non-book media in teaching although little planning is done for the latter. Notably, very few studies have been conducted in classroom management in relation to preschool learning.



## **Conclusion**

**This chapter reviewed the literature related to classroom management approaches in pre-school. It outlined the teacher's role as being key in the classroom management and the importance of each of the following: Planning and effective utilization of instructional approaches, instructional materials and resources, time and classroom space and the link between classroom management and performance in language activities. What appeared missing from the literature was the closer examination of those variables and their combined influence on performance in language activities among pre-schoolers, hence the research done.**

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This chapter focuses on research design, target population, sampling and sampling procedures, research instruments, validity and reliability of research instruments, procedures for data collection and data analysis techniques.

#### **3.1 Research Design**

The study used descriptive survey research design to determine the influence of classroom management approaches on pre-school children's performance in language activities. The research design was essential because it allowed the researcher to gather information, summarize, present and interpret the results for the purpose of classification (Orodho, 2004). Descriptive research was designed to obtain information concerning the current information or phenomenon to draw valid conclusion (Best and Kahn, 1992). Mugenda and Mugenda (1999) also noted that surveys can be used for explaining the status of the two or more variables that exist at given point in time.

#### **3.2 Target Population**

The target population is defined as all members of a real set of people, events or objects to which an investigator wishes to generate the results of the research (Borg and Gall, 1989). The target population for this study was 14 pre-schools in Kuresoi District, 14 head teachers, 28 teachers and two (2) DICECE officers.



### **3.3 Sampling and Sampling Procedures**

Sampling is the process of selecting a number of individuals for a study in such a way that the individual selected represents the large group from which they are selected (Mugenda and Mugenda, 2003). A sample is a small proportion of an entire population; a selection from the population (Chandran, 2003, Robson, 2002). In the present study, both purposive and simple random sampling techniques were used.

Purposive sampling is characterized by the use of judgment and deliberate effort to obtain a representative sample while reducing error and increasing possibilities in analysis (Kerlinger, 2003). It is useful in cases where the data illustrates characteristics of particular sub-groups of interest and also facilitates comparison. The investigator relies on his or her expert judgment to select units that are representative or typical of the population (Patton, 1990). This technique allows the researcher to use respondents that have the required information with respect to the objectives of the study (Mugenda and Mugenda, 2003). In the present study, purposive sampling was used to pick public primary schools in Kuresoi District that had the 14 randomly sampled preschools; the 14 head teachers (by virtue of their being head teachers of the 14 randomly selected pre-schools); 28 teachers (by virtue of their being teachers of the 14 randomly selected pre-schools); and two (2) DICECE officers (by virtue of their being education officials in the purposively selected district). Purposive sampling was used also to select schools for pre-testing data collection instruments to assess the clarity and validity of those tools.

Simple random sampling is the unrestricted, simplest form of probability sampling in which each population element has an equal chance of being selected into the sample. In the present study, the researcher used simple random sampling procedure to select 14 pre-schools. Specifically the researcher put the names of all the public schools with pre-schools in Kuresoi

District in a hat, shook the hat and then randomly picked up 14 names. These then became the pre-schools sampled for the study.

### **3.4 Research Instruments**

Data collection methods involve operationalizing the research design into instruments of data collection with a view to collecting data in order to meet the research objectives (Chandran, 2004). The study used classroom observation checklists, interview schedules and questionnaires as its principal data collection instruments.

#### **3. 4.1 Questionnaire**

A questionnaire is a research instrument that gathers data over a large sample (Kombo and Tromp, 2006). It can reach a large number of subjects who are able to read and write independently. A questionnaire enhances anonymity of respondents and uniformity of questions, thus, allowing comparability. The use of closed-ended questionnaires is easier to analyse and administer. It is also economical in terms of time and money (Mugenda and Mugenda 1999). This study used a structured questionnaire administered to all the respondents. The questionnaire had both structured and unstructured questions that sought to extract both qualitative and quantitative information from the respondents. Items in the instrument were developed from the literature review piloted and refined over several versions of the questionnaire. The majority of the questions measuring the independent variables were close-ended in nature and required ranking or rating responses. The questionnaire contained items meant to elicit information on the management strategies employed in the pre-school classrooms.

### **3.4.2 Interview Schedules**

Interview as a research method has the benefit of allowing the researcher to follow-up on interesting responses that were not expected (Jackson, 1990). Interviews are flexible and excellent for unearthing personal and sensitive information and in turn lead to higher yields of responses expected (Mugenda and Mugenda 1999). The researcher conducted semi-structured interviews with a random sample of the respondents. The process involved the researcher asking each respondent the same question in the same way (Wengraf, 2001). The oral interview questions were designed to solicit personal information with regard to feelings and attitudes towards the challenges of classroom management. These were leading questions designed as open-ended so that they allow for the respondents to express themselves completely. However, the researcher was free to add any prodding questions depending on the responsiveness of the respondent. The interview also provided in-depth data, allowed probing and clarification while at the same time guarding against confusion.

### **3.4.3 Observation Checklist**

The researcher used an observation checklist to investigate the influence of planning and utilization of instructional approaches, materials and resources, time and classroom space on pre-school children's performance in language activities.

### **3.5 Validity of Research Instruments**

Validity is establishing whether the instrument content is measuring what it is supposed to measure (Mugenda, 1999; Orodho, 2006). The researcher ensured the instruments were valid by requesting her supervisors to provide their expert opinion about the tools. Their feedback was used to improve the instruments.

### **3.6 Reliability of Research Instruments**

Reliability is the measure of the degree to which a research instrument yields consistent results or data after repeated trials. The researcher conducted a pilot-test of the instruments before using them in the study. This was done with three schools and three teachers not selected in the study sample but with similar characteristics to those selected in the study sample. Feedback from the pilot study was used to revise the research instruments.

### **3.7 Data Collection Procedures**

Prior to collecting data, the researcher sought permission from the Kuresoi DEO's office to allow her to carry out the research. A formal introductory letter was issued. A copy of this letter was submitted to each head-teacher of the 14 participating schools. Primary data for this study was collected through interviews and questionnaires with key informants.

A semi-structured questionnaire was administered to preschool head teachers, teachers and DICECE officials in Kuresoi District. Items in the instrument were developed from the literature review piloted and refined over several versions of the questionnaire. The majority of the questions measuring the independent variables were close-ended in nature and required ranking or rating responses. The questionnaire contained items meant to elicit information on the management strategies employed. Specifically, these questionnaires sought information on teaching approaches and classroom management styles adopted by preschool teachers and their influence on student performance in language skills. This questionnaire was given to the teachers before commencement of data collection and was collected during the observation stage.

Furthermore, the researcher observed language lessons in the schools to identify preschool teachers' classroom management activities and styles. The researcher kept notes on what was observed in the classroom interactions and used these as basis for interviews that were

conducted with the teachers and their head teachers. Oral interviews solicited information on management experiences. The researcher interviewed a cross-section of head teachers. The oral interview questions were designed to solicit personal information with regard to feelings and attitudes towards the challenges of classroom management. These were leading questions designed as open ended so that they allow for the respondents to express themselves completely. However, the researcher was free to add any prodding questions depending on the responsiveness of the respondent. The presentation and analysis of data in this chapter is presented using study objectives as sub-headings.

### **3.8 Data Analysis Procedures**

Data analysis is the process of bringing orderly structure and meaning to the mass of information collected. It involves examining what has been collected and making deductions and inferences (Kombo and Tromp: 2006, Mugenda and Mugenda: 1999). This study employed descriptive statistics to analyse the data obtained. According to Gay (1992), descriptive survey is commonly represented by use of frequency charts, polygons, graphs, pie charts, mean calculations or percentages and tabulating them appropriately. Thus, descriptive statistics involves the collection, organization and analysis of all data relating to some population or sample under study.

The data collected from the field was coded and presented in graphic and tabular form. The coding process involved corroborating findings from questionnaires with that from the interviews and classroom observations. The analysis of the findings was done immediately after the presentation of data followed by the discussion of those findings. Frequencies and percentages as well as graphic and tabular presentation were used to display data and findings.

The researcher then discussed the findings in view of data collected from multiple data collection sources.

## CHAPTER FOUR

### DATA PRESENTATION AND ANALYSIS

#### 4.0 Introduction

The purpose of this study was to evaluate the influence of teacher classroom management in enhancing the performance of pre-schoolers in language activities. This chapter focuses on data presentation and analysis of findings.

#### 4.1 Questionnaire return rate

The questionnaire was administered on the two DICECE officials, 28 preschool teachers and 14 preschool head teachers in the sample schools. The questionnaire return rate is presented in table 4.1 below.

*Table 4.1: Questionnaire Return Rate*

Respondent	No. of Questionnaires Issued	No. Received	% Return Rate
DICECE Officers	2	2	100
Head Teachers	14	12	85.7
Teachers	28	24	73.4

Table 4.1 shows the number of questionnaires issued to respondents and the number received back by the researcher. All the DICECE officers returned their duly filled questionnaires while 12 of the head teachers (85.7%) and 24 out of the 28 teachers (73.4%) returned their duly filled questionnaires. Hence the response rate was good enough to constitute conclusive data.

## 4.2 Respondents Personal Data

The study sought to gather personal details regarding the respondents to provide a background on the respondents in terms of their qualifications and experience in teaching preschool. The findings are presented in table 4.2 below.

**Table 4.2 Personal Data on Respondents**

	Academic Qualification			Professional Qualification			Years of Service		
	Primary	Secondary	College	Cert.	Dip.	Deg.	□ 5yrs	□10 yrs	≤ 10 yrs
<b>DICECE Officers</b>	0	0	2	0	1	1	0	0	2
<b>Head Teachers</b>	0	0	12	6	4	2	0	0	12
<b>Teachers</b>	0	12	12	12	8	4	8	11	5
<b>Total</b>	0	12	26	18	13	8	8	11	19

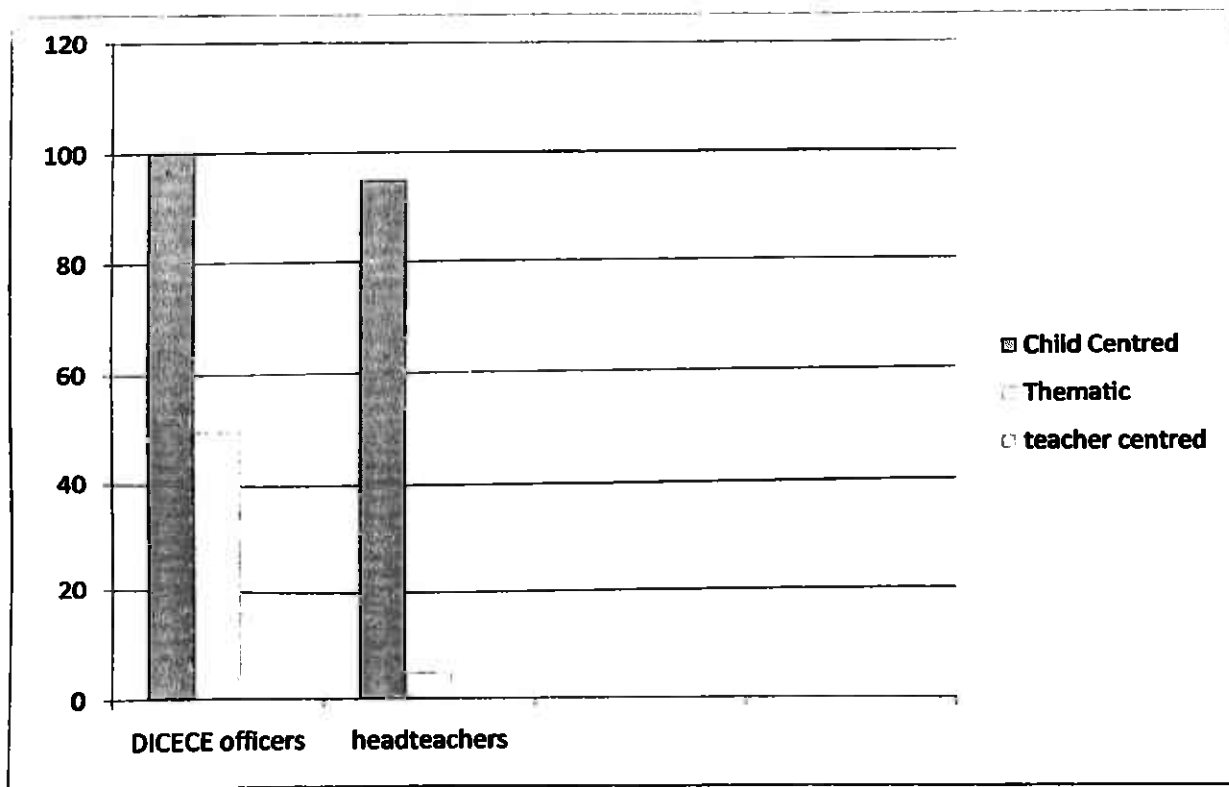
Table 4.2 above shows that the DICECE officers both had college education. One of them had acquired a diploma in early childhood while the other had a degree in early childhood education. Both officers had worked for more than 10 years. The head teacher respondents had all acquired college level education. Six of these had P1 certificates in education, 4 had acquired diploma in education while 2 had university degrees. All the head teachers in the sample had been teachers for more than 10 years. The preschool teacher respondents had 12 with secondary level education while 12 had college level education. Twelve of these had acquired certificates in early childhood education; 8 had diplomas in early childhood education while 4 had acquired degrees in early childhood education. Eight of the teachers had served below 5 years; 11 had



served between 5 and 10 years; while 5 teachers had served over 10 years. The academic and professional information presented above does indicate and confirm that all teachers are fairly well educated and have had professional preparation in teaching pre-school.

#### 4.3 The Relationship between Instructional Approaches Employed and Performance in Language Activities

The study examined the use of various teaching approaches in teaching language at preschools in Kuresoi District. The teaching approaches were essential components of class management since they clearly indicated the teacher's blending of both content and methodology and how these were used in classroom environment. The responses in this regard are presented in Figure 4.1 below.



**Figure 4.1: Teaching Approaches used by Preschool Teachers**

Figure 4.1 above presents data on the teaching approaches used by preschool teachers in Kuresoi District. These were sought from the DICECE officers and the head teachers. By virtue of their supervisory role, the officers and the head teachers were in a better position to present data in this regard based on their supervision notes and observation. All the DICECE officers indicated that the preschool teachers under their charge used child-centred method while 50% indicated that the teachers used thematic approach to teaching the children in preschool. The head teachers on the other hand indicated (by 95%) that teachers under them used child centred approaches to teaching while 5% indicated that the teachers used a thematic approach to teaching pre-schoolers.

#### **4.4 Utilization of Teaching and Learning Resources and the Performance in Language**

##### **Activities among Pre-School Children**

The second objective of this study sought to evaluate the teaching and learning resource utilization in the preschools and to find out if these had any influence on the children's performance in language learning. The study first sought to identify the commonly used teaching and learning resources that were available in preschools in Kuresoi District. To establish this, the study sought responses from both the teachers and the head teachers. The findings are presented in Table 4.3 below.

**Table 4.3: Learning Resources Available in Preschools**

<b>Learning resources</b>	<b>Frequency</b>	<b>Percentage</b>
Charts	24	100
Pictures	24	100
Flashcards	20	83
Text books	5	21
Crayons	8	33
Plasticine	10	42
Blocks	15	62.5
Models	22	92

The data presented in Table 4.3 shows the responses of the teacher respondents on the types of teaching and learning resources available in preschools in Kuresoi District. All the teachers (100%) indicated that they used pictures and charts while teaching. Twenty two teachers (92%) indicated that they used models; 20 teachers (83%) indicated that they used flashcards; 15 teachers (62.5%) indicated that they used blocks; 10 teachers (42%) indicated that they used plasticine; 8 (33%) used crayons and 5 (21%) indicated that they used text books. The teachers indicated in the interviews that models, charts and pictures were easy to collect and/or assemble hence their easy availability as learning resources. On the other hand, plasticine, crayons and text books were not easily accessible by the school or children's parents since they cost quite some money to purchase hence their limited use in the preschools.

The study then sought to establish the frequency of use of these teaching and learning resources. The findings in this regard are presented in Table 4.4 below:

**Table 4.4: Frequency of Use of Learning Resources**

	Everyday		Frequently		Often		Rarely	
	Freq	%	Freq	%	Freq	%	Freq	%
Charts	24	100	0	0	0	0	0	0
Pictures	0	0	24	100	0	0	0	0
Flashcards	5	20.8	15	62.5	4	16.6	0	0
Text books	2	8.3	2	8.3	0	0	20	83.3
Crayons	4	16.6	9	37.5	7	29.1	4	16.6
Plasticine	0	0	0	0	18	75	6	25
Blocks	12	50	11	45.8	1	4.1	0	0
Models	1	4.1	15	62.5	8	33.3	0	0

Table 4.4 presents details of the frequency of use of learning resources to teach language in preschools in Kuresoi District. According to the data, charts and blocks account for the most frequently used learning aids with charts accounting for 100% use while blocks account for 50% use on a daily basis. Pictures are frequently used and account for 100% use as indicated by respondents. Flashcards and models are also frequently used by the teachers to teach language with each scoring 62.5% from the respondents. The least used learning resource is text books. The respondents indicated the reason for this to be unavailability of text books for preschool. The finance given for purchase of text books does not include the preschool children. Moreover, parents are either unable to purchase these books or have not taken preschool learning seriously. Of all the respondents, 88.3% indicated that they rarely used text books.

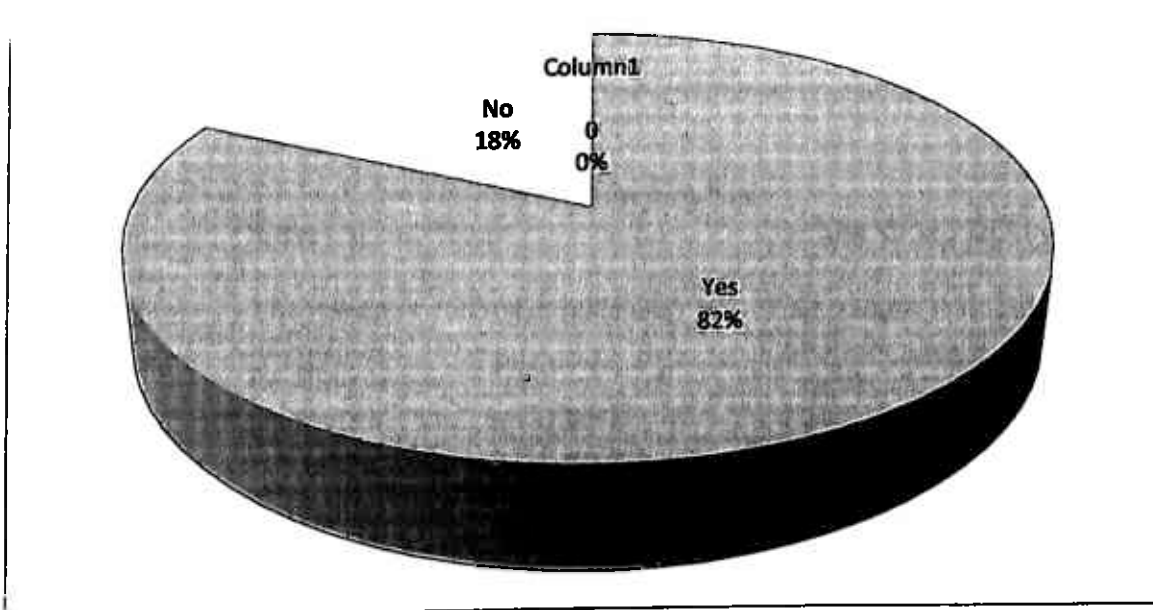
Subsequently, respondents were asked to explain why they used the various learning resources for teaching. The findings in this regard, are found in Table 4.5 below:

**Table 4.5: Reasons for Use of Learning Aids**

<b>Reason</b>	<b>Frequency</b>	<b>Percentage</b>
To ensure that children understood well	17	100
They make learning real	3	20
They make learning enjoyable, easy and interesting	17	100
They reinforce concepts learnt	17	100
They help to sustain children's interest in reading	17	100
Help the child to develop eye-hand coordination	10	60
Reason and think logically	3	20
Speak fluently and clearly	7	40
Develop vocabulary	10	60

According to the data in Table 4.5 above, 100% of the respondents indicated that they used learning materials because the use of these materials ensured that pupils understood the lesson; it made learning more enjoyable, easy and interesting; it reinforced concepts; helped sustain children's interest in learning. Twenty percent indicated that learning materials made learning more real; 60% indicated that learning materials helped the child develop eye-hand coordination; 40% thought learning materials helped the pupils to speak fluently and clearly; while 20% indicated that learning materials helped the pupils to think and reason logically.

The study then sought to determine whether or not these learning resources were enough in the preschools. This was asked from the head teachers whose responsibility is to provide material resources for learning. The findings are presented in Figure 4.3 below.



***Figure 4.2: Adequacy of Learning Resources***

The evidence given by the data in figure 4.2 is that learning resources in preschool were not enough. When asked if there was significant difference in learning when they used learning materials, all the respondents (100%) indicated that there was marked difference when they used learning materials to teach reading.

The questionnaire then sought to establish the effectiveness of each learning materials when used in the classroom to teach reading. The findings are presented I Table 4.6 below:

**Table 4.6: Effectiveness of Individual Learning Materials**

<b>Learning materials</b>	<b>Effect When Used</b>	<b>Effect When Not Used</b>
Charts	The lesson is understandable and interesting Reading is easy Learners see and remember better	The lesson is boring and understanding low Learners forget easily Lesson is more teacher centred
Pictures	While manipulating the sounds they recognize and understand faster They develop reasoning and logical thinking	Recognition is low Poor letter/number formation
Flashcards	While manipulating the sounds they recognize and understand faster Recall sounds easily	Learners not able to form words
Crayons	They are able to look at and interpret objects, pictures, symbols and signs Can construct sounds They develop concentration	May not develop fluency
Text books	Children develop interest in books Children are able to read using picture books They learn to take care of books They develop eye-hand coordination	Not able to write  Not able to read early
Crayons	The lesson is interesting  Look and say becomes effective	The learners cannot explore, exploit and realize their reading abilities No recognition of things

Table 4.6 above presents data relating to the effectiveness of individual learning materials. With regard to charts, the respondents indicated that when used, the lessons are understandable and interesting. Reading is easy and the Learners see and remember better. However, when these learning materials are not used, the lessons are boring and understanding low. Moreover, Learners forget easily since the lesson is more teacher –centred.

With regard to the use of pictures, the respondents indicated that these learning materials are useful because while manipulating the sounds, the pupils recognize and understand faster and they also develop reasoning and logical thinking. According to the data, the use of pictures made the lesson interesting and enhanced look-and-say to become more effective. When the respondents did not use pictures, the learners could not explore, exploit and realize their reading abilities and it was difficult to recognize things.

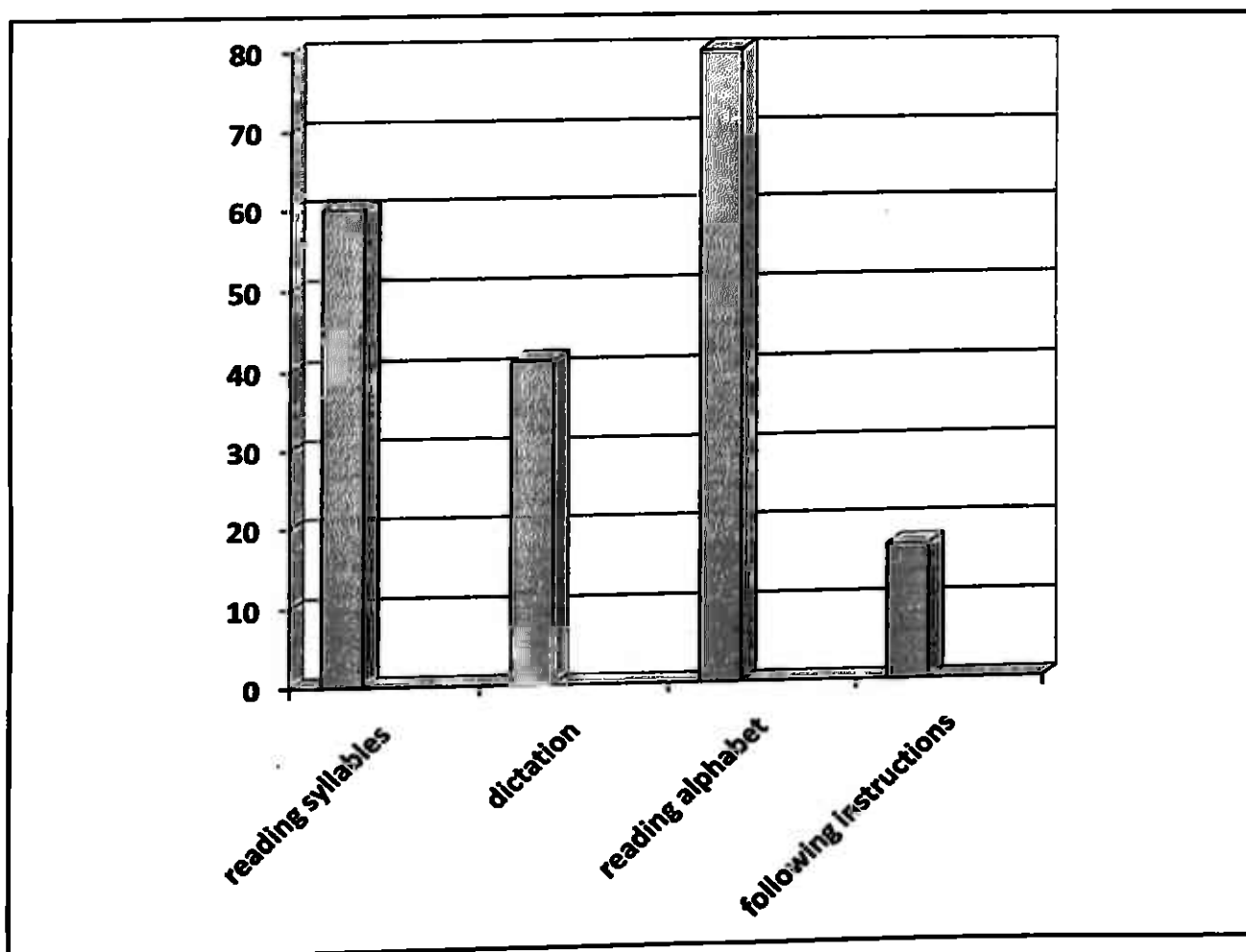
With regard to the use of flash cards, the respondents indicated that, while manipulating the sounds, the pupils recognize and understand faster and are able to recall sounds easily. However, respondents did not indicate what happened when they did not use this learning aid.

Respondents also indicated that they used crayons to colour objects to teach language in class. In this regard, they showed that real objects, when used to teach reading, provided the learner with an opportunity to look at and interpret objects, pictures, symbols and signs. Hence, the pupils can articulate sounds. Furthermore, the respondents indicated that the use of real objects helped to develop concentration. However, when the teachers did not use real objects, they indicated that Learners were not able to form words and may, over time, not develop fluency

The respondents also mentioned books as learning materials in the teaching of reading in preschool. Ninety per cent of these felt that when children develop interest in books, they are able to read using picture books; they learn to take care of books; and they develop eye-hand coordination. This group felt that when books were not used, then the learners have difficulty writing. Interestingly, one respondent felt that since pre-schoolers do not have the capacity to read, then books were not important. The respondent felt that the pupil could still do well even without books.



The study then sought to establish what aspects of language learning were better performed when these learning aids were used. The findings are presented in the Figure 4.3 below.



**Figure 4.3: Aspects of Reading Better Done with Learning Aids**

Figure 4.3 above shows the findings with regard to aspects of language learning that are better done as a result of using learning resources. According to the data in the chart above, 80% of the respondents indicated that reading the alphabet was well done when using learning aids; 60% felt that reading syllables was well done; 41% felt that dictation of mono syllabic words was done better. Seventeen percent of the respondents indicated that the children were able to

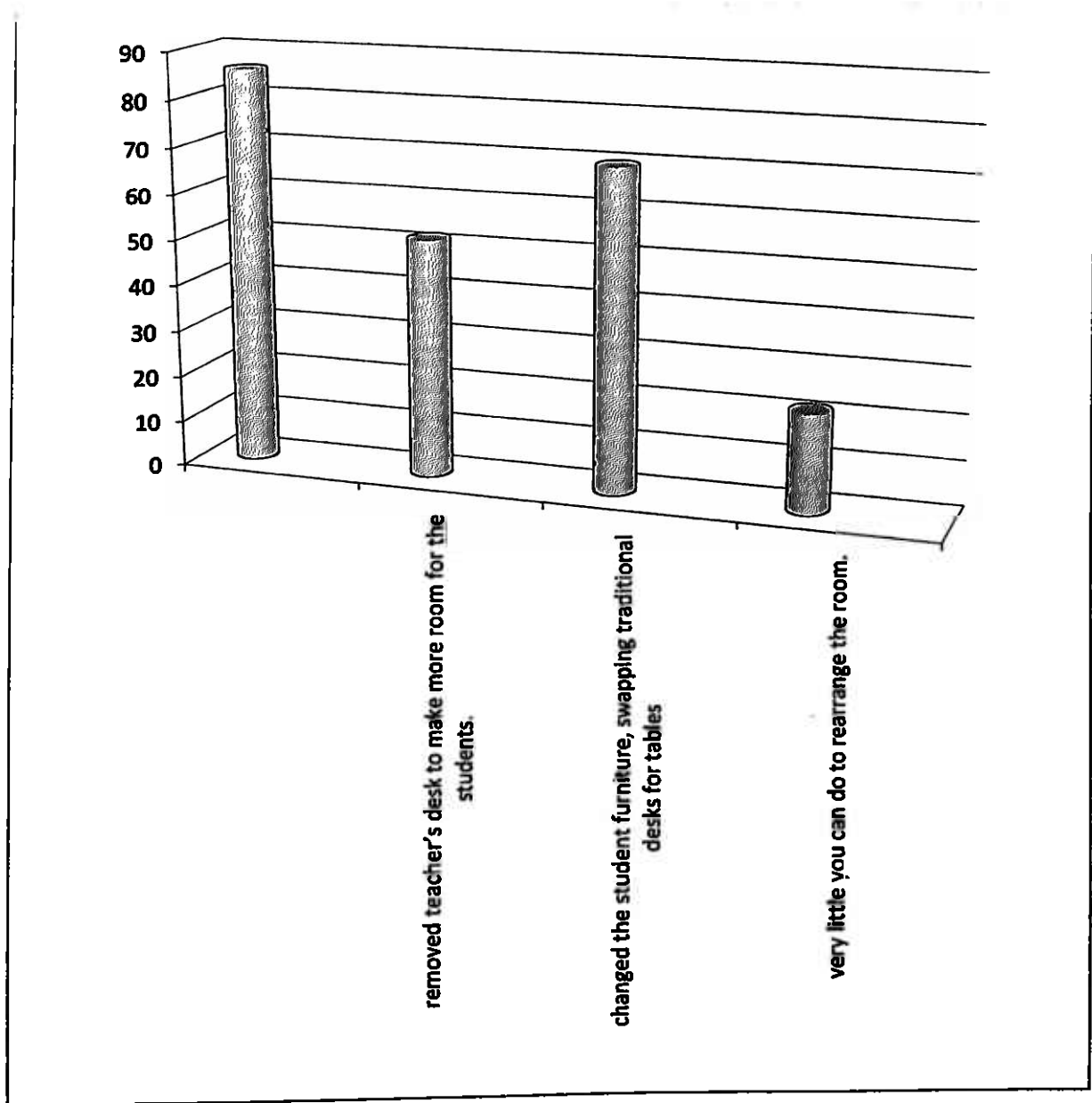
follow instructions in English or Kiswahili hence developed the ability to comprehend instruction.

#### **4.5 Utilization of Classroom Space in Classroom Management and Performance in Language Activities**

This study also aimed at identifying how teachers managed classroom space in their language lessons. When teachers talked about their classrooms, they used terms such as “squeezed,” to describe the amount of space. Only one teacher felt the size of the room was adequate, although the configuration of the room was problematic for her. For the others, “small” was the term most commonly used to describe instructional space in their current or previous classroom.

To get a little more space, teachers allowed the learners to sit and work on the steps leading up to classroom. Leaving the door open also made the room look bigger. Sometimes the teachers taught in an open space classroom. The open space classroom provided more room to group and the teacher could have more children working on an activity. The larger space provided more opportunities for learning centres and more places to put children.

When asked how they used classroom space to effect teaching, the teacher respondents gave variety of methods as indicated in Figure 4.4 below.



**Figure 4.4: Methods Teachers Used to Manage Classroom Space**

Figure 4.4 above shows the methods teachers used to manage the space in their classrooms to effect language teaching and learning. According to the data, 86% of the respondents indicated that they moved to the open space outside the classroom to avail space

particularly for group work. This was because the outside did open up a lot more space. Seventy per cent of the respondents indicated that they changed student desks for tables or just got them to stand or sit on the floor in order to create space for the children to learn. Fifty two percent of the respondents indicated that they did without the teacher's desk in order to provide more space in the crowded classrooms. Interestingly, 4.5% indicated that there was little they could do to create space in the classrooms.

According to data from the interviews, classroom space became a problem when class size increased. Respondents indicated that being crowded limited mobility. To get around the space problem, teachers considered the use of space in their instructional plans. In addition to their comments about the amount of space available for moving about the classroom, teachers also discussed the amount and use of wall space in their rooms. For some, the walls are an important feature, one they use to their advantage in instruction. Teachers managed to display charts and posters in any available location. It was part of their overall instructional philosophy to display objects that get children excited about the subject they're studying. Teachers indicated that everything they put on the classroom walls was "a learning experience" for the children and it showed them that they cared about their work space.

Teachers indicated that lack of space affected the way teachers planned and organized instruction. Two of the teachers talked about the difficulties they experienced when they had to share classrooms. Three teachers described how their plans for group work were affected by the lack of space. Five had something to say about the affect of classroom conditions on learners and teachers. The loss of group work activities affected their opinion of themselves as teachers because they were not challenging their learners or giving them interesting things to work on especially during reading lesson.

## **CONCLUSION**

The research instruments for data collection issued to the respondents were fully returned and showed that:

- i. Teachers were Academically and professionally trained to handle pre-schoolers.
- ii. Head Teachers indicated that 95% of the teachers used child-centered approaches while 5% used thematic approaches thus increase in their language activity performance.
- iii. Teaching approaches, use of learning materials and resources enhanced better reading performance in Languages.

Therefore, the data gathered through use of the above instruments, as shown above, authenticates that use of better classroom management practises improves pre-school children's language performance.

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.0 Introduction**

This study sought to establish the effect of teacher class management on preschool language performance. In chapter four, the data collected was presented and analysed. In this chapter, the discussion of the findings in chapter four is summarised and conclusions and recommendations made based on these findings. The discussion of findings is based on the study questions the study set out to answer.

#### **5.1 Summary of Findings**

The summary of findings for this study is done on the basis of the study questions. The purpose is to establish whether or not the findings were able to answer the study questions.

##### **5.1.1 What is the Relationship between instructional approaches employed and performance in language activities among pre-school children in Kuresoi District?**

The study examined the use of various teaching approaches in teaching language at preschool in Kuresoi District. The teaching approaches were essential components of class management since they clearly indicated the teacher's blending of both content and methodology and how these were used in classroom environment. The study established that the preschool teachers used child-centred and thematic approaches to teaching children in preschool. This clearly corroborates Brown's (2005) assertions that the teacher plays a critical role in classroom management especially when they use child-centred approaches which focus mainly on all aspects of development of a learner and recognize the uniqueness of each learner. Child-centred

approaches allow the learner to be actively engaged in the learning through play materials, exploration, experimentation, observation, discovery of information on their own challenges and being allowed to express their feelings and emotions freely this is according to Piaget in 1958. The teachers in this study achieved this by adopting child friendly approaches to teaching language.

Moreover, effective classroom management also depends on the teaching quality, which teachers could achieve through using teaching management strategies. Effective classroom management occurs when teachers choose stimulating tasks that sustain interest. When pedagogy is boring, learners cannot get positive or compliant. Therefore, teachers need to choose tasks which genuinely need build learners interest and motivation in the subject they are learning. When teachers ignore learners' needs, they cannot expect them to comply or attend to learning activities. Further, teachers must make tasks realistic, meaningful, manageable, and achievable. Asking learners to approach tasks beyond their reach results in student objection and dissatisfaction, whereas easy tasks leave no option to learners *but talking to pass the time* (Shawer, Gilmore & Banks-Joseph, 2009).

#### **5.1.2: What is the Relationship between Utilization of Teaching and Learning Resources and Performance in Language Activities of Pre-school Children in Kuresoi District?**

The second objective of this study sought to evaluate the teaching and learning resource utilization in the preschools and to find out if these had an impact of the children's performance in language learning. The study identified commonly used teaching and learning resources that were available in preschools in Kuresoi District. The study established that teachers used various learning resources including pictures, charts, models and flashcards the most. Teachers indicated in the interviews that models, charts and pictures were easy to collect and/or assemble hence

their easy availability as learning resources. On the other hand, plasticine, crayons and text books were not easily accessible by the school or children's parents since they cost quite some money to purchase hence their limited use in the preschools. Moreover, the study established that charts, pictures and blocks were the most frequently used learning aids. Furthermore, the study found that the text books are not used because of unavailability of text books for preschool. The finance given for purchase of text books does not include the preschool children. Moreover, parents were either unable to purchase these books or had not taken preschool learning seriously.

Furthermore, the study found that teachers in preschool used learning materials because the use of these aids ensured that pupils understood the lesson; it made learning more enjoyable, easy and interesting; it reinforced concepts; helped sustain children's interest in learning; learning aids made learning more real; helped the child develop eye-hand coordination; and helped the pupils to speak fluently and clearly. According to Doyle (1986), the quality of classroom management depends on the use of stimulus materials and adequate preparations of professional documents by the instructor. Ouke (1979), the classroom management is the provision and procedure that is necessary to establish and maintain an environment which the instructions and learning does occur. The more the instructional learning resources in a learning environment, the more the response from the learners; since using resources will enhance understanding hence improving performance.

Learning resources in preschool were not enough. However, there was significant difference in learning when they were used for instruction. With regard to the effectiveness of each learning aid when used in the classroom, the study found that charts made the lessons understandable and interesting; pictures were useful because, while manipulating the sounds, the pupils recognize and understand faster and they also develop reasoning and logical thinking.



Moreover, the use of pictures made the lesson interesting and enhanced look -and -say to become more effective. Reading became easy and the learners saw and remembered better. With regard to the use of flash cards, the study found that while manipulating the sounds, the pupils recognized and understood faster and were able to recall sounds easily. Furthermore, the study found that the use of real objects helped to develop concentration. With regard to aspects of language learning that are better done as a result of using learning resources, the study found that reading the alphabet and reading syllables was well done when using learning aids.

### **5.1.3: What is the Relationship between Utilization of Space in Classroom Management and Performance in Language Activities of Pre-school Children in Kuresoi District?**

This study also aimed at identifying how teachers managed classroom space in their language lessons. When teachers talked about their classrooms, they used terms such as “squeezed,” or “adequate” to describe the amount of space. For others, “small” was the term most commonly used to describe instructional space in their current or previous classroom. To get a little more space, teachers allowed the learners to sit and work on the steps leading up to classroom. Leaving the door open also made the room look bigger. Sometimes the teachers taught in an open space classroom. The open space classroom provided more room to group and the teacher could have more children working on an activity. The larger space provided more opportunities for learning centres and more places to put children. The study found that teachers moved to the open space outside the classroom to avail space particularly for group work. This was because the outside did open up a lot more space. Sometimes, teachers changed student desks for tables or just got them to stand or sit on the floor in order to create space for the children to learn. Alternatively, they did without the teacher’s desk in order to provide more space in the crowded classrooms.

Classroom space became a problem when class size increased. As a result, crowded classrooms limited mobility. To get around the space problem, teachers considered the use of space in their instructional plans. In addition to their comments about the amount of space available for moving about the classroom, teachers also discussed the amount and use of wall space in their rooms. For some, the walls are an important feature, one they use to their advantage in instruction. Teachers managed to display charts and posters in any available location. It was part of their overall instructional philosophy to display objects that get children excited about the subject they're studying. The study established that everything teachers put on the classroom walls was "a learning experience" for the children and it showed them that they cared about their work space. In addition, lack of space affected the way teachers planned and organized instruction. Shaver, (2006) suggests that classroom pedagogical activities and classroom organizing strategies guide teachers to use and develop behavioural classroom protocols, including arriving in and exiting classroom, seating learners, turning in homework, and going to the restroom. Daily routine procedures, such as keeping supplies organized and handling paperwork, show the difference between well- and less-managed classrooms. In well-managed classrooms, teachers introduce 'transition' procedures that set out classroom protocols to learners on day one.

## **5.2 Conclusions**

Following the discussion of the findings done above, several conclusions can be drawn from the study.

1. Classroom management is essential for teaching language skills to pre-schoolers. The organisation of learning resources facilitates the faster and more interesting learning of language skills at preschool. The organization and arrangement and planning the

activities, organizing how these activities will be carried out, the resources required and the general arrangement of the activity areas in the classroom and monitoring of pupil's progress, facilitates learning.

2. The management of space and its effective use by teachers facilitates language learning. Based on the findings of this study, teachers have been creative in providing and managing space for the benefit of the pupils. Adequate space allows the teacher to use a multiplicity of teaching/learning activities to enhance language learning.
3. There is a clear relationship between classroom management and performance in language learning. The study indicated that proper planning of the classroom, including the learning space and learning resources has increased learner performance and interest in language learning.

### **5.3 Recommendations**

Following the conclusions made above, the following recommendations can be made:

1. Teachers need to enhance their classroom management skills to make them more responsive to learner-needs in preschool settings.
2. The use of learning resources should be enhanced to provide aspects that capture the interest of the learner in acquiring language skills.

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**APPENDIX I: QUESTIONNAIRES**

**(Tick where Appropriate)**

**Dicece Officers**

Dear Respondent,

I am a student from the University of Nairobi conducting a research on influence of classroom management on preschool children’s performance in language activity in Kuresoi District, Nakuru County. You are kindly requested to answer the following questions as truthfully as possible, all information will be treated with complete confidentiality. Please tick where appropriate.

1a) How is staff establishment in Kuresoi District pre-schools.

(Staffed, understaffed, overstaffed).

b) Comment on gender establishment

(Equal or unequal)

2) How do pre school teachers in Kuresoi District manage their classrooms?

[By utilizing time, utilizing space, utilizing instructional resources, non of the above.]

3) What are some of the approaches used in classroom management in pre schools in Kuresoi District?

[Child centered, thematic, non of the above]

4) Are all teachers in public pre schools trained? (Yes or No?)

If yes, how does classroom management influence performance in language activity?

.....

5) How do you motivate pre school teachers in Kuresoi District?

[By promoting, by giving rewards]

**HUMAN RESOURCES**

**(Tick where Appropriate)**

1) How many pre schools are in Kuresoi district? What is the population?

.....

2) What is the majority age group of learners?

(0-5yrs, 6-10yrs, 11-15yrs, Above 15yrs)

3) What is the academic qualification of teachers?

(Primary, Secondary, College, P1, Other)

If other please state it here.....

4) What is professional qualification?

(Certificates, Diploma, Degree, Other)

5) How many streams do most schools have?

.....

6) What is the maximum number of children in a class?

.....

7) How many pre-school teachers are there in the district?

.....

8) Is the above number of teachers adequate?

.....

9) How do parents Assist teachers?

10) How do you Assess teachers? Do you regularly visit their schools?

11) How do you motivate these Teachers?



**PHYSICAL RESOURCES**

**(Tick where Appropriate)**

1) What is the standard measurement of a pre school classroom ?

.....

2) What are the types of buildings used in most pre-schools?

(Temporary, Semi-Permanent, Permanent)

3) What are the general conditions?

(Good Condition, Need Repair, Minor Repair)

4) What's the recommended number of toilets per school?.....

5) What are the main sources of water in most schools?

(Piped, Tank, Well, River)

## **APPENDIX II: QUESTIONNAIRE**

**(Tick where Appropriate)**

### **Head teacher's Questionnaires**

**Dear Respondent,**

I am a student from the University of Nairobi conducting a research on influence of classroom management on preschool children's performance in language activity in Kuresoi District, Nakuru County. You are kindly requested to answer the following questions as truthfully as possible, all information will be treated with complete confidentiality. Please tick where appropriate.

1) What is the teacher pupil ratio in your pre schools?

[1:50, 1:40, 1:30, 1:20]

2) How do you rate teachers' attitude towards classroom management and performance in language activity?

[Excellent, Good, Fair, Poor]

3) Do your pre school teachers prepare professional documents?

[Yes, No]

4) If yes in question 3 above, how often?

[Regularly, Irregularly]

5) How do you asses' language activity in your pre schools?

[By providing written work, Reading, oral Non of the above.]

6) Do pre school teachers in your school have enough instructional materials and learning resources?

[Yes OR No]

**If yes, how is the performance in language activity?**

**[Average, Below Average, Above Average]**

**7) Do you consider the physical resources adequate?**

**[yes, No]**

**8) What is your major source of funds for the maintenance of the pre-school?**

**9) How often do you carry out internal Assessment?**

.....

**APPENDIX III: QUESTIONNAIRE**

**(Tick where Appropriate)**

**Teachers Questionnaire**

Dear Respondent,

I am a student from the University of Nairobi conducting a research on influence of classroom management on preschool children’s performance in language activity in Kuresoi District, Nakuru County. You are kindly requested to answer the following questions as truthfully as possible, all information will be treated with complete confidentiality. Please tick where appropriate.

1) How many pupils are in your class? Indicate their age.....

[45] , [40], [30], [25]

2) How do you manage your time from one activity to another?

.....

3) What is the medium of instruction in your classroom?

[English] [Vernacular] [Kiswahili]

4) Which instructional approaches do you employ?

[Child Centered] [Thematic] [Teacher centered]

5) How often do you use charts, pictures, flash cards to reinforce teaching?

.....

6) How do you utilize your classroom space? How do you Assess your learners ??]How much time do spend in one activity?

## APPENDIX IV: INTERVIEWS QUESTIONS

(Tick where Appropriate)

### Head teacher's interviews

These interview questions are intended to collect the information on influence of classroom management on pre school children performance in language activity in Kuresoi District, Nakuru County.

1) Do you provide enough teaching and learning resources to the Pre School?

FREQUENCY	YES	NO
Sometimes		
Not At All		

2) What kind of learning resources do you have?

	YES	NO
Text Books		
Crayons		
Plastics		
Blocks		
Models		

## APPENDIX V: INTERVIEWS QUESTIONS

**(Tick where Appropriate)**

### **Teacher's interviews**

These interview questions are intended to collect the information on influence of classroom management on pre school children's' performance in language activity inS Kuresoi District, Nakuru County.

1) Do you prepare your professional documents? How often?

.....

2) What is the mode of instruction and communication in your class?

.....

3) How do you manage your classroom space and time?

.....

4) Do you have enough instructional materials and resources?

.....

5) How do you asses your pupils' performance in language activity?

.....

6) What classroom approaches do you employ?

**APPENDIX VI: PUPILS OBSERVATION CHECKLIST**

**(Tick where Appropriate)**

Name of the school.....

<b>ORAL SKILLS / READING AND WRITING SKILLS</b>	<b>YES</b>	<b>NO</b>	<b>COMMENT</b>
<p>Following verbal Instructions</p> <p>Interpreting questions properly</p> <p>Making requests correctly</p> <p>Asking questions correctly</p> <p>Story telling</p> <p>Event telling</p> <p>Giving Information</p> <p><b>Reading Skills</b></p> <p>Sorting, matching and grouping</p> <p>Recognizing colour and shapes</p> <p>Interpreting pictures with details</p> <p>Recognizing letters and syllables</p> <p>Reading letters and short words</p> <p><b>Writing Skills</b></p> <p>Drawing</p> <p>Writing letters</p> <p>Writing short words</p>			

### APPENDIX VII: OBSERVATIONAL CHECKLIST

It is used to collect data on teachers through interviews and observation of classroom management.

	School	Activity	Duration
1	Chebotoi	Find out the Language of instruction.	1 hour
2	Chepnyalilo	Observe Class organization, language activity Area.	1 hour
3	Kiptagich	Observe the use of instructional materials and resources.	1 hour
4	Wamgong	Identify how instructional materials are used.	1 hour
5	Konoin	Class management.	½ hour
6	Arorwet	Classroom approaches.	1 hour
7	Irongo	Medium of instructions and time management.	1 hour
8	Sukutek A	Find out the Language of instruction.	1 hour
9	Sukutek B	Observe Class organization, language activity Area .	1 hour
10	Ainamoi	Observe the use of instructional materials and resources.	1 hour
11	Seger	Identify how instructional materials are used.	1 hour
12	Kapugunot	Class management.	½ hour
13	Tuyobei	Classroom approaches.	1 hour
14	Keringet Estate	Medium of instructions and time management.	1 hour