INFLUENCE OF CLASSROOM MANAGEMENT ON PRE-SCHOOL CHILDREN'S ACADEMIC PERFORMANCE IN ENGLISH LANGUAGE ACTIVITIES IN PUBLIC PRIMARY SCHOOLS IN STAREHE SUB-COUNTY, NAIROBI COUNTY

BY

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DECLARATION

Student Declaration

This project is my original work and has not been submitted for a degree or any other award in any other university.

……………………… Date:

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Esther N. Kanyuira

Supervisor Declaration

This project has been presented for examination with my approval as the university supervisor.

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LIST OF ABBREVIATIONS AND ACRONYMS

BESD: Behavioural, Emotional or Social Difficulties

EBD: Emotional and Behavioural Disorders

ECE: Early Childhood Education

KCPE: Kenya Certificate of Primary Education

SDGs: Sustainable Development Goals

SPSS: Statistical Package for Social Sciences

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CHAPTER ONE

BACKGROUND OF THE STUDY

1.1 Background of the Study

Worldwide, effective education refers to the degree to which schools are successful in accomplishing their educational objectives. Education is a valued item on the Sustainable Development Goals (SDG) of 2015 and a key priority of every government. It is the most important investment a country can make in its people for socio-economic development. It is seen as one of the greatest tools of social mobility in every society. Its positive effects of increasing productivity, creativity, entrepreneur ship and technological advancements are the reason why most governments pay critical attention to it. The classroom is a shelter for both the learners and teachers to engage in educative activities, thus it can be said to be the immediate management environment for formal knowledge acquisition. It is made up of the teacher, the learners, the learning equipment and the learning environment.

Loomiz (1980) defined management as "a method where a group of people at the highest level of organization plan, organize, communicate, coordinate, control and direct the actions and activities of the people who work for the organization towards the achievement of organizational objectives". It can also be seen as the process of designing and maintaining any setting in which people work in groups for the purpose of accomplishing predetermined goals. The idea of "any setting" equally indicates that management is applicable to all establishments which do not exonerate educational setting. The findings of numerous studies have shown that teachers play a key role in

shaping education (Hattie, 2009). Effective management of the classroom is the most significant strategies to a successful teachers" delivery of instruction (Ben, 2006).

Oliver and Reschly (2007) noted that classroom management is a factor that influences academic performance. Classroom management refers to preventing disruptive behaviour so as to improve academic performance. Wong and Rosemary (2001) defined classroom management as "all the things that a teacher does to organize students, space, time and materials so that instruction in content and student learning can take place" (p. 84). Furthermore, as Wong and Rosemary (2001) note, all the practices and procedures that a teacher applies to have a good classroom environment in which instruction and learning can take place is related to classroom management. Martin and Sass (2010) considered classroom management an umbrella term for teachers' actions to manage class, students' behaviour and their learning. These actions encompasses works like establishing order, dealing with misbehaviour, offering appropriate instruction, and taking care of students' emotional and cognitive needs (Emmer & Stough, 2001).

Classroom management is a cardinal feature of the total education process. It contains all the steps through which interaction between the educator and the education take place. Classroom management is the process of ensuring that classroom lessons run smoothly despite of disruptive behaviour by students. It includes planning and preparation of teaching and learning materials, organization of the materials, decoration of the classroom, creation of expectation and establishment and enforcement of rules and routines in the classroom (Tan, Parsons, Hinson and Sardo-Brown, 2003).

The way teachers conduct the classroom matters has a deep influence upon their own teaching and learning of the students, because classroom is a place where the closest

interaction between the students and the teachers takes place (Muhammad and Ismail, 2001). Effective classroom management decides the effectiveness of teachers teaching quality and students learning. Effective teachers create a sound, supportive and friendly environment in classrooms where students feel safe, respected, cared and secured. For this purpose effective teachers create conditions of cooperation, discipline and responsibility both for themselves and for their students (Riaz, 2009). Teachers are the ultimate decider of the classroom atmosphere. Their role is crucial in influencing the behaviours of students. Teachers who plan practically are able to overcome many classroom problems such as disruptions, deviant behaviour or misbehaviours of students. In this regard the nature of teacher plays a vital role, for example, different teachers have different ways of instinctively managing the classroom environment and patterns of setting up classroom that best fits their purpose (Aly, 2007). Managing a classroom is the ultimate responsibility of a teacher. The way a teacher manages the classroom will change the thinking of the students towards learning.

Effective classroom management is an essential ingredient that promotes and enhances good teaching-learning environment which eventually lead to quality secondary education. The teachers and other members of staff must co-operate to manage the classroom, students, non-human resources and the environment. Effective classroom management revolves around the teachers' attitudes, skills, desires, setting of expectations and positive actions. To improve classroom behaviour and student social skills, teachers must conceptualize the process of teaching and understand classroom management principles for making professional decision on class management. A well-managed classroom should strike a balance between consistent disciplines and praise (Venkat Lakshmi, 2010).

According to Ostrosky, Jung, Hemmeter and Thomas (2008) in the development of a positive classroom environment a teacher plays a highly important role. Teachers can create such conditions inside the classrooms where students feel safe and learn how to work together effectively as individuals. Here, the role of the teachers is to maximize learning and minimize disruptions by fostering among students attitudes of trust, tolerance, acceptance and cooperation. In this regard Canter and Canter (2001) argue that there are two goals of classroom management, first, to create and maintain a highly supportive learning environment and second, to promote a safe classroom community so that students' interest, motivation and involvement in the learning process is maintained. And third, is to students are allowed to establish relationships openly and to set targets for themselves. This situation will enable to discuss their needs with teachers without and also feel comfortable to intellectual risks. For this purpose teachers can establish rules and routines. Additionally, Edwards (2004) has found that rules and routines provide students with structure to work in organization and interact with each other fairly. The class rules and routines must be mentioned both verbally and in written form. Examples should be shared wherever necessary by the teachers through modeling during teaching and learning.

The basic purpose of classroom management is socialization of students. It depends on the environment prevailing in the school. Positive environment directs students' behaviour in a positive manner. Teachers should direct students' behaviour in a desirable way. Whenever there is any disturbance in the classroom, teachers may take help from experts and develop better strategies to cope with particular students with inappropriate behaviours. For successful teaching and learning teachers need to plan effectively. Successful classroom teaching plan supports teachers in successful

classroom management. For this purpose, Ingersoll and Smith (2003) suggest six strategies such as reflecting on student development needs, creating a supportive physical environment, creating a cooperative learning environment, teaching and maintaining rules and procedures, managing classroom activities effectively, promoting sense of cooperation among students, using appropriate classroom management style. In most African countries, preschool education syllabus and curriculum has been formalized and entails activities to be done in pre-school. These activities enhance learning. However many African countries are linguistically diverse thus a country has to make a choice out of a range of possibilities. Spenser (1973) states that a choice of a first national language in Africa often falls upon a 'European language' that historically has the largest associations with the country. The association has been colonial and has led to categorization of African countries into two major linguistic blocks, those that were colonized by France (speak francophone) and those that were colonized by Britain (speak Anglophone).

Teaching in most of the African schools is complex and cannot be reduced to discrete tasks that can be mastered one at a time. Teachers must "win their pupils hearts while getting inside their students' heads" (Wolk, 2003, p. 14). As Haberman (1995) suggested, this winning of the hearts occurs through very personal interactions, one pupil at a time. This perspective is supported by research suggesting that teachers well manage their classroom affairs and develop such effective relationships experience fewer classroom behaviour, instructional and discipline problems and often help children achieve in their academic performance (Decker, Dona, & Christenson, 2007; Marzano, Marzano, & Pickering, 2003).

In developing countries like Kenya, teachers in lower level (pre-school children in Early Childhood Education) schools face overwhelming demands and challenges in their classrooms. They are expected to know content and pedagogy, develop engaging lessons that meet the needs of diverse learners, and use a variety of instructional strategies that will boost student achievement while they simultaneously develop positive relationships with many children each day who are experiencing the personal, social, and cognitive challenges and opportunities of early childhood.

A study on influence of classroom management cannot be underestimated because effective teaching and learning cannot take place in poorly managed classrooms. Effective classroom management is generally based on the principle of establishing a positive classroom environment encompassing effective teacher-pupil relationships (Jones & Jones, 2012; Wubbels, Brekelmans, Van Tartwijk, & Admiraal, 1999). In a conductive learning environment, pupils know what to do, what is expected of them, and how to succeed (Sanford, Emmer, & Clements, 1983). Besides, literature shows that students have more academic achievements in a well-managed classroom environment (Griffith, 2002; Wong & Watkins, 1998). Though limited, research indicates that teachers' actions in their classrooms have twice as much impact on student achievement as assessment policies, community involvement, or staff collegiality; and a large part of teachers' actions involves the management of the classroom (Marzano & Marzano, 2003).

1.2 Statement of the Problem

Classroom management is critically important in the lower level school years when pupils are more likely to experience declines in academic motivation and self-esteem. The ability of teachers to organize classrooms and manage the discipline, behaviour of

their students and classroom space is critical to achieving positive educational outcomes. A good classroom environment makes good instruction and discipline management possible. Schools in early childhood present various challenges among them management challenges partly because the children being managed are of tender age. Teachers are often defeated of which approaches to use to manage their classrooms and what aspects of classroom need to be managed a scenario which leads to poor performance of subjects, greatly affected being the English language. Over a period of time the performance of English language subject performance has been wanting in Kenya. This is because majority of its pupils attain slightly below average grades that are equivalent to mean grade of C- and C respectively. The grade distribution seems to thicken towards the weak grades of performance later during the KCPE exams. This can partly be attributed by poor classroom management among other factors. There is no study from Kenya that has been established by the researcher on influence of classroom management on academic performance of English language among pre-school children. The intent of this study was to establish the influence of classroom management on pre-school children's academic performance in English Language in Starehe Sub-County, Nairobi County.

1.3 Purpose of the study

The purpose of this study was to establish the influence of classroom management on pre-school children's academic performance in English Language in Starehe Sub-County, Nairobi County.

1.4 Objectives of the study

This study was guided by the following research objectives:

i. To establish the effect of classroom rules and regulations management on pre-school children's performance in English Language activities

ii. To determine the influence of classroom discipline management on pre-school children's performance in English Language in activities

iii. To investigate the influence of classroom behaviour management on pre-school children's performance in English Language activities

iv. To investigate the influence of classroom space management on pre-school children's performance in English Language activities

1.5 Research Questions

This study was guided by the following research questions:

i. What is the effect of classroom rules and regulations management on pre-school children's performance in English Language activities?

ii. What is the influence of classroom discipline management on pre-school children's performance in English Language activities?

iii. What is the influence of classroom behaviour management on pre-school children's performance in English Language activities?

iv. What is the influence of classroom space management on pre-school children's performance in English Language activities?

1.6 Significance of the study

This study will be significant to the school managers in that they will be informed on the influence of classroom management on pre-school children's academic performance in

English Language in Starehe Sub-County, Nairobi County. The results will help them come up with new strategies related to classroom management or even reinforce the existing ones for better academic performance of pupils in pre-school in the sub county.

This study will also be significant to the government and other policy makers in education sector. The ministry of education and other related ministries as well as the directors in this case will be well informed that classroom management have either a positive or negative influence on pre-school children's academic performance in English Language. The government will then be in a position to improve on its current policies that govern performance improvement in primary schools in Kenya.

Future researchers and academicians will be in a position to understand more on influence of classroom management dimensions on academic performance of pre-school children. In this case, the researchers and academicians will be in a position to use the literature as a foundation of their arguments or as a confirmation of their results in the same area of study.

1.7 Scope of the study

The scope of this study was all the public primary schools in Starehe sub-County, Nairobi County. The target population was all the ECDE teachers and pupils in the schools. These are the ones who were required to give their views on influence of classroom management on pre-school children's academic performance in English Language

1.8 Limitations and delimitations of the study

This study was limited to public primary schools in Starehe, Nairobi County only; hence the results only represented the scenario of the situation on influence of

classroom management on pre-school children's academic performance in English Language. In this case the researcher will make every effort in explicating actual information in all aspects of the variables to only give factual findings in the report.

The researcher also faced a challenge in obtaining valid information on actual matter of the research since some respondents may fear providing such information. In this case the researcher assured the respondents that the study was purely academic and that they will not be required to indicate their names for anonymity reasons.

Reaching the respondents in their respective places of work was also a challenge especially creating time with the management to supply the respondents with the research tools. In this case, the researcher obtained and used permit letters in accessing the schools and planning on the actual time to meet the respondents for their views on the interest of this study.

1.9 Basic Assumptions

This study was based on the assumptions that;

1. That the target population will not change at the time of the study

2. That the target population will be knowledgeable of the influence of classroom management on pre-school children's performance in English Language activities

3. That the respondents will give valid information concerning the purpose of this study.

1.10 Definition of Terms

Academic Performance: This refers to the marks awarded to pre-scholars after sitting for exams.

Behaviour Management: Behaviour management includes all of the actions and conscious inactions to enhance people or individuals choose and adopt behaviours which are personally fulfilling, productive, and socially acceptable.

Class management: This refers to the act whereby a teacher organizes his/her classrooms at the same time managing the behaviour of their pre-school children.

Discipline: Discipline is the required action by a teacher toward a student (or group of students), after the student's behaviour disrupts the ongoing educational activity or breaks a pre-established rule created by the teacher, the school administration or the general society.

Rules and Regulations: Refers to a principle or rule (with or without the coercive power of law) employed in controlling, directing, or managing an activity, organization, or system.

Teaching: Refers to the process of imparting knowledge, skills and attitudes with a view of expecting change towards a desired behaviour or outcome.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presented the literature review on influence of classroom management on academic performance of pupils. The literature presented was as reported or argued by other authors and academicians in a similar area. The main areas presented here were; the concept of classroom management, academic performance, empirical review on classroom management dimensions and the conceptual framework.

2.1 Concept of Classroom Management

The classroom is an operational venue in schools which holds students together and offers them the opportunity of achieving the purpose of education, (Hill, S and Hill, T. 1990). It is a room in a school where a group of students or children are taught lessons. Thus, the classroom should be well managed and maintained to bring about healthy learning environment, relatively free from behavioural problems. The goal should be to maintain a positive productive learning environment and quality performance. The quality of the physical environment, according to Edwards (1993), affects the performance of teachers as well as that of students.

Classroom management can be defined as the teachers' ability to co-operatively manage time, space, resources, students' roles and behaviours to provide a climate that encourages learning (Alberto & Troutman, 1986). Duke (1979) viewed classroom management as the provisions and procedures necessary to establish and maintain an environment in which instruction and learning can occur. Classroom management according to David, (1996) involves a positive classroom environment, appropriate

standards of behaviours for students, effective management of daily routines and instructions, and engaging the students in classroom activities throughout the lessons to ensure quality secondary education. The emphasis on classroom management therefore is dependent on components such as, an engaging curriculum, the teacher as a role model, students as responsible citizens, classroom management skills, robust instruction and working with resistance, conflict and stress. If any of this component is neglected, the whole process is compromised, leading to poor quality in education. Classroom management is the process of enhancing the learning environment, physical interaction between teachers and students, student to student, parents and others, stimulating and motivating children to learn to learning objectives, control and supervision throughout the school to facilitate and encourage co-operation in teaching and learning activities in the classroom smoothly, will as a result, improve the quality of students performance (Wisetrinthong, Sirisuthi & Weangsamoot, 2012).

Classroom management, therefore, could be seen as an integral part of effective teaching which deters behaviuor problems through good planning, organizing and managing of classroom activities, good presentation of instructional materials and good teacher-student interaction aiming at increasing students' involvement and co-operation in learning to ensure quality primary education.

Classroom management is an art and a science with many identifiable characteristics that result in smooth periods of learning, flexible enough to recognize what is needed and has the ability to keep control of the situation(s) that arise. Effective classroom management begins with mutual respect and interpersonal relationships and is vital to improve student achievement and teacher self-efficacy. It requires commitment to

students and their learning, because a positive rapport with students is the foundation upon which classroom culture is built.

Evertson and Weinstein (2006) refer in their definition of classroom management to the actions teachers take to create a supportive environment for the academic and social emotional learning of students. They describe five types of actions. In order to attain a high quality of classroom management, teachers must (1) develop caring, supportive relationships with and among students and (2) organize and implement instruction in ways that optimize students' access to learning. The importance of developing favourable teacher-student relationships is also expressed by Marzano et al. (2003). Additionally, Evertson and Weinstein (2006) state that teachers should (3) encourage students' engagement in academic tasks, which can be done by using group management methods (e.g., by establishing rules and classroom procedures, see Marzano et al., 2003). Teachers must (4) promote the development of students' social skills and self-regulation. Marzano et al. (2003) refer to this as making students responsible for their behaviour. Finally, Evertson and Weinstein (2006) state that teachers should be able to (5) use appropriate interventions to assist students with behaviour problems. The last two actions proposed by Evertson and Weinstein (2006) indicate that effective classroom management improves student behaviour. Hence, classroom management is an ongoing interaction between teachers and their students. Brophy (2006) presents a similar definition: "Classroom management refers to actions taken to create and maintain a learning environment conducive to successful instruction (arranging the physical environment, establishing rules and procedures, maintaining students' attention to lessons and engagement in activities)" (p. 17). Both definitions

emphasize the importance of actions taken by the teacher to facilitate learning among the pupils.

2.2 Academic Performance

Academic performance refers to the ability of students to study, remember facts and be able to communicate their knowledge verbally or through writing. Also academic performance refers to performance in tests and examinations (Cambridge University Reporter, 2003). There are methods which are used to measure academic performance. These methods include: examinations and continuous assessment tests (CATs). However, different parts of the world have different ways of determining academic performance. For instance at California they measure the level of academic performance through an Academic Performance Index. Tracking of academic performance is important since it allows for curriculum implementers to note areas of achievement as well as areas of failures and at the same time improve the learning process.

2.3 Rules and Regulations Management and Academic Performance

The establishment of rules in the classroom is a very important factor. Teachers should develop rules for the classroom that help prevent problems before they start. These rules should set high standards for the learners which creates a high learning environment. Secondly, teachers must make sure that all the learners understand the rules. Teachers should post the rules in the front of the classroom and have the pupils and the parents sign a rule sheet. The teacher's role in the classroom is to establish rules and procedures communicate these clearly to student and implement appropriate rewards and punishments for compliance of noncompliance (Thompson, 2002).

Selecting and teaching classroom rules should be an integral part of a classroom management program. Students are more likely to buy into the rules if they have a hand in creating them. As a teacher, you of course need to establish general rules of conduct for your classroom. But how do you make your students want to follow the rules? Give them a hand in creating those rules. Advices that teachers should select only a few rules, those that contribute to successful learning and an orderly environment since it's too hard for learners to recall a very long list. Teachers should make the rules as clear and specific as possible then decide with students' what the consequences will be for breaking those rules (Greer-Chase, Rhodes & Kellam, 2002).

Greer-Chase, Rhodes & Kellam (2002) asserts that teachers should teach the rules as they would in a regular lesson and should mostly be the first lesson. Teachers should discuss each rule individually, explaining the rationale behind it and ask for examples of how it could be broken. Explain that rules help make everyone's time in school more enjoyable; use examples to illustrate this point. It's also a good idea to post the rules as a reminder and send a copy home with each student.

School rules and regulations are made not to be broken. Rules are made for the safety and better welfare of the learners in school. Another importance is to promote good behaviour among learners and to maintain the good image of the school. Parents send their children to school in order for them to learn not only academic values, but also moral values. Implementing school rules will help the learners mold their character and values expected from them by other people.

Determining rules and consequences, teaching them to students and outlining the benefits of working within them, is a critical up-front investment of a new teacher's

time and energy. These pieces of your classroom management plan help promote appropriate student behaviour, prevent student misbehavior and create a sense of order and predictability in your classroom. Rules, and your explanation of them, tell students how you expect them to behave. Consequences outline what would happen if students chose to break the rules. Strategies for reinforcing good behaviour, both intangible and tangible, bolster a student's desire to make the right behavioural choices and follow your rules (Thompson, 2002).

According to Thompson (2002) when considering what rules to establish, a teacher must determine the kind of environment he/she would like to maintain. As the leader of your classroom, what kind of classroom atmosphere will you use your authority to establish? You should also consider the age and maturity of your students in order to be realistic and fair in your expectations. For example, it is particularly important for young students that rules are short and easy to remember. Also, do not expect very young children (ages 2-7) to find it easy to see the world from someone else's perspective, since they are likely to be very egocentric at this point in their cognitive development.

According to Edwards (1997) there are three types of teachers: autocratic, permissive, and democratic. An autocratic teacher is one who forces his or her will on the students and takes strict control. They do not tolerate deviation from the rules of the classroom and use force to motivate students. The autocratic teacher does not use humor or show any warmth in class and enforces his or her power and authority over students. Students are not receptive to the autocratic teacher and may respond with hostility to the demands and commands. The permissive teacher is also ineffective when working with students because rules are not important in the classroom and the teacher does not follow through

on consequences. The teacher allows the students to behave as student learning self-discipline hey wish and is not concerned about the students learning self-discipline. The result of a permissive teacher is a chaotic learning environment. The democratic teacher sets firm guidelines but does not instill rebellion. Students are encouraged to participate in decision making and learning responsibility. Freedom is allowed with the students assuming responsibility for their behaviour. The result of a democratic teacher is that students feel a sense of belonging and community and students increase their personal responsibilities as they are free to explore and discover. Dreikurs' (1972) approach to discipline is democratic and a democratic environment procedures students who behave out of a desire to be accepted socially. Finally, the rules of the classroom should be established early but can be modified throughout the year. Rewards and punishers should be selected that match the significance or meaningfulness of the exhibited action.

According to Oliver, Wehby & Reschly (2011) there are certain factors why nowadays, learners tend not to follow rules disseminated by the school despite of the punishments they will have to face for doing such actions. Some of the reasons are as follows: peer pressure, drugs, poverty, homelessness, low self esteem, lack of love, boredom, bad instructions, unclear rules, unclear expectations, psychological problems, lack of parental supervision and guidance, and media influences. These they say make the classroom management difficult for the teachers and definitely influence the education outcome of the pupil if not well addressed in the classroom.

2.4 Discipline Management and Academic Performance

The term "discipline" is derived from the Latin terms "disco" and "discipline", which mean "to learn" and "instruction, knowledge and learning communicated to the disciples

or learners" respectively (Van Rensburg, Landman, Bodenstein, 1994). Van Rensburg et al (1994) further contend that in the broader sense discipline applies not only to external discipline but also to personal or inner discipline prompted by spiritual acceptance of disciplined behaviour. It also denotes restraint by means of positive guidance, by indicating the correct way and by ensuring adherence to the correct way. In the opinion of Treffry, Summers, O'Neil, Hasset and Todd (1997) the concept discipline can be defined as a "practice of imposing strict rules of behaviour on the people" and also as an "ability to work in a controlled manner". In this regard, Burden (1995) states that discipline involve the actions that the educators take to restore order. In this study discipline will refer to what the educators do to assist the learners to behave acceptably in classroom situations.

A lack of learner discipline in public schools is experienced throughout the world. The lack of learner discipline in many public schools throughout the world has been a matter. Of great concern for school management and educators and to a lesser extent for learners themselves, parents and the general public (Wayson and Pinnell, 1994). A study by Charles (1996) conducted in the United States of America listed discipline as a major problem with which educators must contend and a significant factor in educators' leaving the profession. Apparently it is responsible for 40 percent or more of departures during the educators' first three years. Adding to the problem is the fact that experienced educators try to transfer away from the schools that have high levels of misbehavior, leaving such schools in the hands of educators not yet skilled in exerting or maintaining discipline (Charles 1996).

Sound discipline and safety underpins every aspect of the school life. For successful teaching and learning to take place it is essential that good discipline exist in every

classroom in particular and in the school as a whole in general. According to Hill and Hill (1994) learners learn to the best of their abilities in an orderly and safe environment. Researchers like Potgieter, Visser, Van der Bank, Mothata and Squelch (1997) state that if discipline is not taken into consideration, the school environment will be dangerous and the educational process may be disrupted. This may also affect the educational attainment of the learners. In this regard Levin and Nalon (1991) state that, in addition to the obvious impact on the teaching and learning environment, disruptive behaviour can also affect the learners' safety, readiness to learn as well as future behaviour. In the opinion of Hill and Hill (1994) ill-discipline can destroy the possibility of a safe and orderly environment and thereby hamper the core purpose of the school. It is therefore necessary that discipline is maintained in a school for the welfare and safety of learners and educators and for the success of the educational process.

Though corporal punishment has been abolished in Kenya and most of the African and world countries, most countries have maintained that it's the sole role of educators to maintain discipline of learners in their schools. For example, South African Schools Act (RSA, 1996a:8), states that discipline must be maintained in classroom situations so that the education of the learners flourishes, without disruptive behaviour and offences. Section 7(5) of the Guidelines for the consideration of Governing Bodies in adopting a code of conduct for learners of 1996 (hereafter referred to as the Guidelines) (RSA, 1996), also states that educators have the responsibility of maintaining discipline in schools. Joubert and Prinsloo (1999) support this view when they write that it is the responsibility of the educators to maintain discipline at all times. This discipline contributes to the safety of learners, which is what the parents want for their children. Parents also need to support educators in promoting discipline in schools. However,

learners' discipline is ranked as one of the major concerns in the education process expressed by all stakeholders about public schools and the education system in South Africa (Mabeba & Prinsloo, 2000, Van Wyk, 2001). Thompson (2002), who conducted comprehensive research into discipline in primary and secondary education in South Africa, confirms that there is a breakdown in discipline in schools recommended that this must be rectified as soon as possible.

The challenge lies upon educators and parents to equip learners with a positive view on education. They need guidance to channel their perceptions in such a way that they look positively towards the benefits of education. Proper guidance will assist the learners to see the need to establish or re-establish good rapport with educators and parents. It is the responsibility of educators to maintain a culture of teaching and learning in schools. But, it is not possible to do this if discipline and safety are not considered in the school environment. Disintegrated discipline causes difficulty in the attainment of school objectives. Schools become dysfunctional because both educators and learners cannot work effectively and efficiently under unconducive conditions. Learners cannot learn and educators cannot teach in an unsafe environment. A safe and orderly school environment is a prerequisite for learning and teaching to take place. Thus educators can only perform their professional duties if there is order and discipline in both the classroom and the school as a whole (Tauber, 1995, Watson, 1996). Digulio (2000) also supports this view by stating that learners learn more efficiently in smooth running classrooms.

2.5 Behaviour Management and Academic Performance

Behaviour management include all of the actions and conscious inactions to enhance the probability people, individually and in groups, choose behaviours which are personally fulfilling, productive, and socially acceptable (La Vigna & Willis, 1995). Managing challenging behaviour in the classroom is a problem faced by all teachers. Challenging behaviour is any form of behaviour that interferes with children's learning or normal development; is harmful to the child, other children or adults; or puts a child in a high risk category for later social problems or school failure. Schools should select a positive behaviour approach that matches the needs of their community and results in the promotion and recognition of positive student behaviour.

It is the teachers' responsibility to initiate a classroom culture that recognizes the connections between learning and behaviour, especially when there are a number of cultures represented. This type of classroom culture must be acceptable to, and shared by both students and teachers, must recognize and respond to cultural difference, and must avoid deficit thinking about minoritized cultures. To achieve this, teachers need to be the ones that change the most as they are the ones who hold the power to do so.

Successful teachers need to place a high value on forming mutually respectful, trusting and positive relationships with their students which will create classrooms and schools that are safe and caring and allow a stronger focus on realizing potential and encourage learning. The most effective way of forming such relationships is to learn to listen to and respect pupils voice. Behaviour management skills are of particular importance to teachers in the educational system If a pupil's behaviour interferes with their own or other pupil's learning they may have behavioural, emotional or social difficulties (BESD). "Pupils with behavioural, emotional and social difficulties cover the full range of ability and continuum of severity. Their behaviours present a barrier to learning and

persist despite the implementation of an effective school behaviour policy and personal/social curriculum" DfES 2005. Understanding the root cause of the child's behaviour is essential, as without this it is unlikely that any behaviour strategy will be sustainable.

Canter (1990) believes in teachers having their own rights in the classrooms and that for far too long, teachers have ignored their own needs in favour of addressing their students' needs. He insists that the teachers' rights as teachers are met first and foremost. Canter further suggests that students have rights also but that their rights are to have teachers who will promote appropriate behaviour and limit inappropriate behaviour. To make this happen, Canter argues teachers must learn to assert themselves. This means that teachers clearly and firmly communicate their wants and needs to students concerning challenging behaviours and are prepared to enforce their actions.

Teachers need to communicate to students that they care about themselves too much to let students take advantage of them. They also need to communicate that they care about the students and therefore will not let inappropriate behaviour go unnoticed. Canter (1990) identifies the outcomes of misbehavior as consequences and promotes "steps" to carrying out consequences.

Rogers (1994) argues that "All teachers need to know that whenever a pupils behaviour profile is significantly disturbing, that the information is shared and due processes set in place. The due process is based around colleague support and an acknowledgement that this support is normative, not a special favour to any one teacher"(pg 6). Teachers therefore must exercise caution before they conclude that a child is exhibiting challenging behaviour (Emerson, 2001; Rogers, 2000). A teacher can often create a

classroom environment in an image of their own childhood experiences and cultural influences (Kroeger & Bauer, 2004). This image could mimic how they were taught at school, and instill their own beliefs on how homes and lives are organized; believing that this is the right way and is how will be (Thorsborne & Vinegrad, 2006). Classroom management should be designed to reflect behavioural expectations and create an atmosphere in which student self-esteem can flourish (Canter, 1992). Educators have the right to maintain optimal learning in an environment free of disruption.

Effective classroom management is also related to prevention efforts. Children's behaviour is shaped by the social context of the environment during the developmental process (Kauffman, 2005). Many behavioural disorders begin with or are made worse through behavioural processes such as modeling, reinforcement, extinction, and punishment (Kauffman, 2005). The classroom context plays a significant role in the emergence and persistence of aggressive behaviour. Early intervention and treatment for students at-risk for emotional and behavioural disorders (EBD) is essential to prevent more serious behaviours (Kauffman, 2005; Greer-Chase, Rhodes, & Kellam, 2002). The progression and malleability of maladapted behaviours is effected by classroom management practices of teachers in the early grades (Greer-Chase et al., 2002). For example, classrooms with high levels of disruptive, aggressive behaviour place children at-risk for more serious behaviour problems and EBD. Research has indicated that aggressive students in aggressive, disruptive classroom environments are more likely to be aggressive in later grades (Greer-Chase et al., 2002). Research-based approaches to classroom management are necessary to improve both academic and behavioural outcomes for students.

2.6 Classroom Space Management

According to Adeyemo (2012) the way a teacher arranges a classroom reflects her/his expectations for pupil participation and behaviour. Room arrangements generally fall on the continuum between student-centered and teacher-centered. In a learner-centered classroom arrangement, the learners may be seated in pairs or in clusters and often face each other for easier interaction during cooperative learning or other group activities. Learners may also be seated in a large circle. In contrast, teacher-centered classrooms tend to minimize the amount of interaction among learners. Desks face the teacher and are often separated or in rows.

Brophy (2006) is of the view that no matter which arrangement a teacher choose, (one should keep in mind that) it should support and enhance learning activities (e.g., pupils can see the chalkboard, pupils can easily access learning materials and can easily communicate with each other when necessary, teacher can circulate easily among the learners, and so on).

Because people work best in a variety of different settings, as a teacher one may want to create different opportunities for learners to sit up straight, stand, lean, lounge, and so on. Some teachers use bean bags or carpets to provide alternative spaces for learners. These different work surfaces should be appropriate for the age and developmental levels of your learners. Learners of any age will appreciate cushions and comfortable seating areas to read and do work individually or with peers. While varied learning spaces can benefit all learners, the opportunity to break up long periods of time sitting at a desk or the option of sitting at a study carrel can be particularly advantageous for some special needs learners (Adeyemo, 2012).

Seating plans are an extremely useful management tool and also aid substitute teachers and other teachers who rotate into your room. If a teacher assigns seats, he/she should consider changing the seating assignment on a regular basis to give learners an opportunity to work with different groups of peers. The seating plan should also take into account individual learners' special needs. Learners with vision problems, for instance, should be seated close to the board; learners with limited English skills could be seated next to bilingual learners; and a student who has particular trouble concentrating could be seated in a desk away from peers but near the teacher.

Many learners need personal space in order to feel that they belong to the classroom and that they can keep their personal belongings safe. In addition to personal desk space, learners may benefit from having their own mailbox, folders, or space to display their class work. A teacher may create these items or have the school create them in case of young learners like in ECE classes.

Visual displays are an important aspect of a classroom environment that supports student learning. In addition to posting classroom rules and procedures and other important notices, displays are a great opportunity to focus learners on their academic goals, reinforce the material that one is teaching, and create a print-rich environment conducive to developing your learners' literacy skills. If the displays are directly related to your curriculum, they can enhance your lessons and foster greater independence in your learners. For example, a middle school math teacher could post diagrams of geometric shapes and the formulas for their areas, volumes, and surface areas. The teacher could then utilize the diagrams while teaching a lesson on the subject, and learners could independently refer to them when solving problems in class. (Keep in mind that you may want to cover such displays during tests and quizzes if you do not

want learners to reference them.) As a side note, displays may have the added advantage of focusing a student on relevant material even when his or her attention is diverted from the task at hand!

Learners can also be figuratively transported to another place through the strategic use of displays. For example, an elementary class that is studying the rain forest could turn the classroom into a rain forest, complete with paper replications of the plants, animals, and terrain that the students are learning about. A French teacher could make his or her classroom into "Paris," so that the learners' language lesson is visually reinforced by graphic, cultural information.

In addition to posting material that reinforces your curriculum, displaying student work sends an important message. Such displays help build a sense of identity and belonging and create a lively classroom environment where learning is relevant and valued. In addition, student work displays celebrate hard work. Student input and assistance in decorating the room will help to give learners a sense of ownership of the learning environment.

Finally, the creation of a print-rich environment through displays enhances literacy instruction across grade levels and content areas. A teacher should consider creating a word wall, with vocabulary words from the different subjects one is currently studying, words that learners have found in their independent reading, a word of the day supplied by learners, and so on (Adeyemo, 2012). A weekly poem on chart paper or a thought for the week can provide "unofficial" new vocabulary and sight words for learners.

2.7 Theoretical Review

This study will be guided by the theory of choice. Choice Theory was developed by William Glasser, a renowned American psychologist and psychiatrist. He theorized that behaviour is a choice made by an individual, based on his or her feelings and needs, and is therefore not determined or controlled by external circumstances. In other words, the power lies within each person to determine how he or she will respond to the demands of the social and physical environment. Humans thus should not be perceived as victims or slaves of circumstances, but as self-determining beings who take responsibility for the consequences of their choices. Choice Theory suggests that teachers cannot directly control the behaviours of students, since students choose how to react to their feelings. Teachers can help pupils/learners identify the circumstances that trigger their behaviours, which in turn empower them to change their reactions to those feelings. As they do so, their behaviours will change. Choice Theory holds that five core concepts are foundational to classroom management and discipline: 1. Basic Needs, such as survival, love and belonging, power, freedom, and fun. 2. Quality World, which includes people, activities, values, and beliefs that are most important to each human being. 3. Reality and Perception, which suggest that people act based upon what they perceive to be real. 4. Comparing Place, which builds on the notion that the purpose of all behaviour is to create a match between what people perceive and what they want; and 5. Total Behaviour, which has four components: acting, thinking, feeling, and physiology. Changing any of the five components will affect the others as well. Effective classroom learning cannot occur unless teachers are able to develop and implement effective discipline and management systems. The characteristics and nature of classrooms require that teachers acquire and use higher-level managerial skills, which significantly enhance the quality of their instruction and leadership. Teachers must

create opportunities for students to make informed choices about areas and issues that pertain to their academic and social development.

2.8 Conceptual Framework

Rules and regulations management
-   Available rules and regulations
-   Pre-school awareness on rules
-   Applicability of the rules/regulations

Discipline Management
-   Availability of instructions
-   Availability of cases on indiscipline

Behaviour Management

-   Type of behaviors prohibited
-   Type of behavior accepted

Classroom Space Management

-   Resources in the classroom
-   Spacing of desks among others

Teaching

Pre-school children's academic performance in English Language

- Low performance or

- Average Performance or

- High Performance

-Type of Education curriculum
-Ministerial Activities
-Type of school

Independent Variables   Intervening Variables   Dependent Variable

Figure 2.1: Conceptual Framework
Source: (Author, 2016)

According to the conceptual framework above, classroom management positively or negatively influences the pre-school children's academic performance in English Language. The independent variables of the study are; rules and regulations management, discipline management, behavioural management and classroom space management all of which influence Pre-school children's academic performance in English Language in one way or the other. The dependent variable in the study is pre-school children's academic performance in English Language. It therefore means that effective rules and regulations management, discipline management, behavioural management and classroom space management would lead to better educational outcomes in English language among the targeted primary schools.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presented the methodology used for the study. In this chapter the research methodology was presented in the following order, research design, target population, sample size and sampling procedures, reliability and validity of the research instruments, data collection procedures and data analysis techniques.

3.2 Research Design

This study used mixed method research design approach. According to Pasick, Burke, Barker, Galen, Bird, Otero-Sabogal (2009) mixed methods begins with the assumption that investigators, in understanding the social and health world, gather evidence based on the nature of the question and theoretical orientation. Social inquiry is targeted toward various sources and many levels that influence a given problem (for example; policies, organizations, family, individual). Quantitative (mainly deductive) methods are ideal for measuring pervasiveness of "known" phenomena and central patterns of association, including inferences of causality. Qualitative (mainly inductive) methods allow for identification of previously unknown processes, explanations of why and how phenomena occur, and the range of their effects (Pasick et al., 2009). Mixed methods research, then, is more than simply collecting qualitative data from interviews, or collecting multiple forms of qualitative evidence (for example; observations and interviews) or multiple types of quantitative evidence (for example; surveys and diagnostic tests). It involves the intentional collection of both quantitative and qualitative data and the combination of the strengths of each to answer research

questions. Mixed methods research is a research design with philosophical assumptions as well as methods of inquiry. As a methodology, it involves philosophical assumptions that guide the direction of the collection and analysis and the mixture of qualitative and quantitative approaches in many phases of the research process. As a method, it focuses on collecting, analyzing, and mixing both quantitative and qualitative data in a single study or series of studies. Its central premise is that the use of quantitative and qualitative approaches, in combination, provides a better understanding of research problems than either approach alone (Creswell & Plano Clark, 2007).

3.3 Target Population

According to Ngechu (2004) a population is a well defined or set of people, services, elements, events, group of things or households that are being investigated. The target population of this study was all the 22 primary schools within Nairobi Starehe sub-county. The population was all the teachers and pupils in all the target primary schools. For the case of this study all the 66 (3 teachers from each school) ECE teachers and 220 (10 from each school) ECE learners were targeted as shown in the table below;

Table 3.1: Target Population

Category	Target population	% Percentage
ECE Teachers	66	23
ECE learners	220	77
Total	286	100

3.4 Sampling Procedures and Sample Size

A sample is a subject of a particular population (Mugenda & Mugenda, 2003). Sampling refers to the process used in statistical analysis in which a predetermined number of observations are taken from a larger population (Mugenda & Mugenda, 2003). The methodology used to sample from a larger population will largely depend on the type of analysis being performed, and may include simple random sampling, systematic sampling and observational sampling among other sampling techniques like purposeful sampling. The sample will be a representation of the general population (Mugenda & Mugenda, 2003). The sample must be large enough to represent the salient characteristics of the target population (Mugenda & Mugenda, 1999). This study used stratified random sampling technique to select 30% of the entire population of teachers and learners. The sample size was 86 as distributed in the table below;

Table 3.2: Sample Size

Category	Target population	Sample size (30%)
ECE Teachers	66	20
ECE learners	220	66
Total	286	86

3.5 Data Collection Instruments

This study used a questionnaire and a checklist to gather primary data from the respondents. An achievement test will also be used for the ECE learners to ascertain their performance in English Language. A questionnaire was used as the tool for gathering data needed from the teachers. The use of questionnaires enables the

researcher to collect data by engaging in a special type conversation with respondents in which the researcher ask questions relevant to the study problem (Olsen & George, 2004). It therefore means that the researcher collected both quantitative and qualitative data with both closed and open-ended questions. Open-ended questions enabled the respondents to answer freely and elicit unprompted opinions. This enabled the researcher to obtain a variety of responses and opinions of the study problem. In addition, open-ended questions allowed the respondents to include more information about their attitudes and understandings of role of schools in talent management. The research tools were self-administered and this enabled the respondents to answer the questions freely and at their own time without the influence of the researcher.

3.6 Piloting of the Instruments

Pretesting is a dress rehearsal of the full project, including the questionnaire, the interviewers, and all other aspects (Pasick et al., 2009). Often a few respondents are involved where their responses are obtained, coded, and analyzed. Questions that are not providing useful data will be discarded, and the final revisions of the questionnaire are made. A pilot study was conducted in one of the schools where 3 teachers and 10 pupils were requested to participate in the pilot study. A total of 14 respondents therefore took part in the pilot study. The school and respondents who participated in the pilot study were excluded from participating in the main data collection phase. These were supplied with the questionnaires twice in a difference of one week between where their responses will be obtained, coded, and analyzed.

3.6.1 Validity

Mugenda and Mugenda (1999) define validity as the accuracy and meaningfulness of inferences, which are based on the research results. In other words, validity is the degree to which results obtained from the analysis of the data actually represents the phenomena under study. According to Borg and Gall (1989) validity of an instrument is improved through expert judgment. This study used content validity because it measures the degree to which the sample of the items represents the content that the test is designed to measure. As such, the researcher sought advice from the supervisor and other lecturers from the department in order to help improve content validity of the instrument.

3.6.2 Reliability

Borg and Gall (1989) define reliability of a research instrument as its level of internal consistency or stability over time. A reliable instrument therefore is one that constantly produces the expected results when used more than once to collect data from two samples randomly drawn from the same population. A pilot study was conducted in one of the schools where one school head and 3 teachers and 10 pupils were requested to participate in the pilot study. A total of 14 respondents therefore took part in the pilot study. The choice of the respondents was based on the fact that they share the same characteristics with the target respondents. Those who take part were not required to participate again in the actual study. This was done to ensure that the actual participants were not engaged in the pilot study, which would otherwise compromise the outcome of the study findings. A re-test was conducted after two weeks which lead to computation of Pearson Correlation Co-efficient (r) between the scores of the two halves of the test

(x and y) according to (Mugenda & Mugenda, 1999). The study obtained the value of 0.79 for the r correlation coefficient which was adequate.

3.7 Data Collection Procedures

This refers to the process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer stated research questions, test hypotheses, and evaluate outcomes (Pasick et al., 2009). The researcher sought permission from the National Council of Science, Technology and Innovation (NACOSTI) to conduct research. The researcher also sought a letter from University of Nairobi which will accompany the questionnaires.

3.8 Data Analysis

Data analysis is the process of bringing order, structure and meaning to the mass of information collected (Mugenda & Mugenda, 1999). The data was both quantitative and qualitative in nature. The quantitative data obtained from the closed-ended was organized, categorized, coded (assigning numerical or other identifying signs or symbols to different data categories) then run their frequencies using Statistical Package for Social Sciences (SPSS Version, 20.0). The SPSS program Version 20.0 was used as the only statistical tool of computation of the required parameters. Descriptive statistics were used to communicate the results whereas frequencies, percentages, graphs and charts in order to obtain measures of central tendency such as mean, standard deviation will later be used to report the data. Any qualitative raw data was analysed by use of content analysis.

3.9 Ethical Considerations

According to Neumann (2003) 'ethical' means principles of conduct that are considered correct especially those of a given profession or group. The principles of conduct are the most important as they address the issue of the content of ethical behaviour. Participants were made aware of the type of information the researcher require from them, why the information was sought, for what purpose it would be used, how they were expected to participate in the study, and of how the research directly or indirectly affected them. In this case, respondents were assured that the research is for academic purposes only and that their anonymity would be guaranteed.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND PRESENTATION

4.1 Introduction

This chapter presents the data analysis, interpretation and presentation of findings. The presentation of the analysis is based on the study objectives which were; to establish the effect of classroom rules and regulations management on pre-school children's performance in English Language activities, to determine the influence of classroom discipline management on pre-school children's performance in English Language in activities, to investigate the influence of classroom behaviour management on pre-school children's performance in English Language activities and; to investigate the influence of classroom space management on pre-school children's performance in English Language activities. The SPSS computation program was used to analyze quantitative data.

4.2 Response Rate

	ECE Teachers	Response Rate	ECE Learners	Response Rate
Responded	17	85	50	76
Not responded	3	15	16	24
Total	20	100	66	100

A total of 20 ECE teachers and 66 ECE learners were targeted by the study. The teachers were issued with a questionnaire to fill and return while the learners were requested to participate in a short achievement test to understand well on their academic performance. Out of the total sample size, 17 teachers filled and returned their questionnaires while 3 were never returned giving a response rate of 85% for ECE teachers as shown in the table above. A total number of 50 ECE learners also

participated in the study yielding a response rate of 76%. Mugenda and Mugenda 2010 assert that a response rate of 75% is adequate and if above that is sufficient enough for an academic research.

4.3 Demographic Information of the Respondents (Teachers)

Table 4.3: Gender of the Respondents

	Frequency	**Percentage (%)**
Male	3	18
Female	14	82
Total	17	100

The researcher required to know the gender of the respondents who participated in the study. According to the findings, 82% of the respondents were female while only 18% were male. This was an implication that there more female ECE teachers than males in all the public primary schools sampled by the study. The results on gender are also as shown in the figure below;
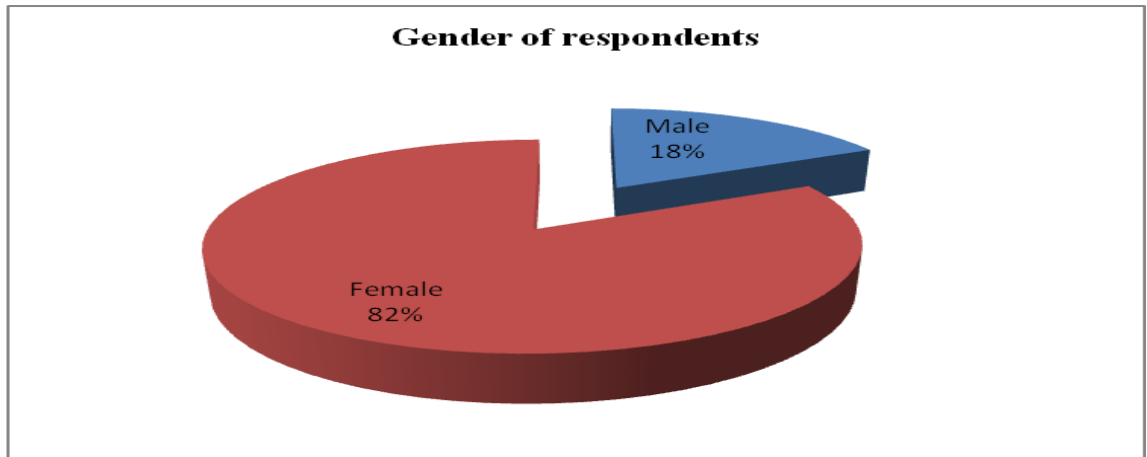
Figure 4.2: Gender of Respondnets

Table 4.4: Age Bracket of Respondents

Age Bracket	Frequency	Percentage (%)
Below 20 years	0	0
21-30years	5	29
31-40years	6	35
41-50years	3	18
51 years and above	3	18
Total	**17**	**100**

The table above depicts the findings on age bracket of the respondents. Based on the results as shown by 35%, majority of the respondents were aged between 31-40 years, 29% were aged between 21-30 years, 18% were aged 51 years or above whereas 18% were aged between 41-50 years respectively. This was an indication that all the ECE teachers who participated in the study were of medium age of between 30-50 years. The results on age bracket of respondents are also as shown in the figure below;
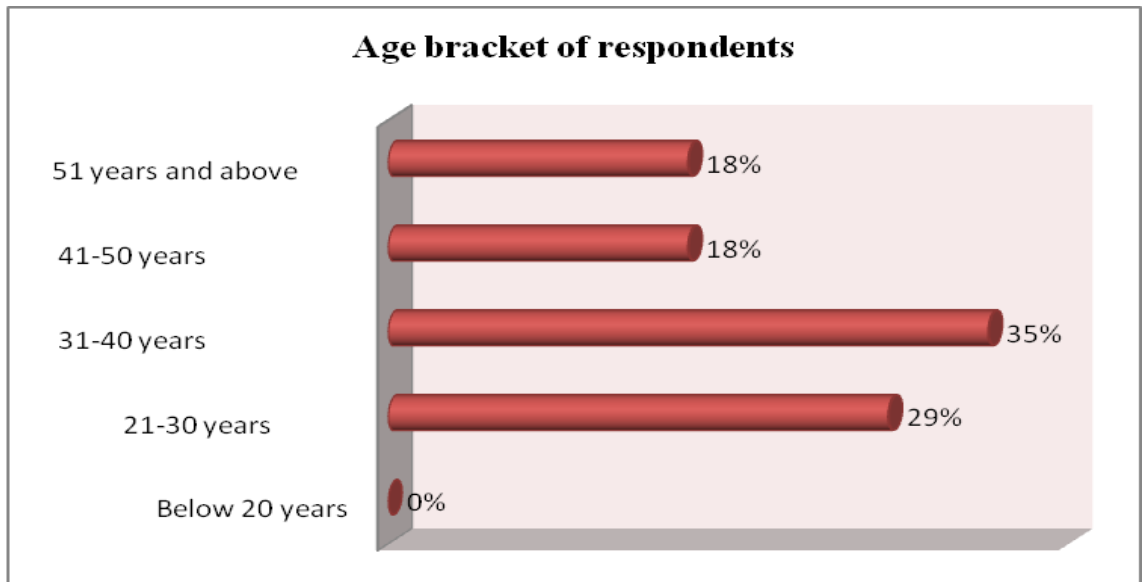
Figure 4.3: Age Bracket of Respondents

Table 4.5: Respondents' highest level of education

Education level	Frequency	Percentage (%)
Diploma	9	53
Bachelor's degree	5	29
Master's degree	3	18
Doctorate (PHD)	0	0
Total	**17**	**100**

The study wanted to find out on the highest level of education of the respondents (ECE teachers). According to the findings, majority of the respondents as shown by 53% had diploma certificates, 29% had bachelors degree whereas 18% had masters degree. This was an implication that majority of the ECE teachers had adequate education to understand and respond to the questions raised by the study. The results on highest level of education is also as shown in the figure below;
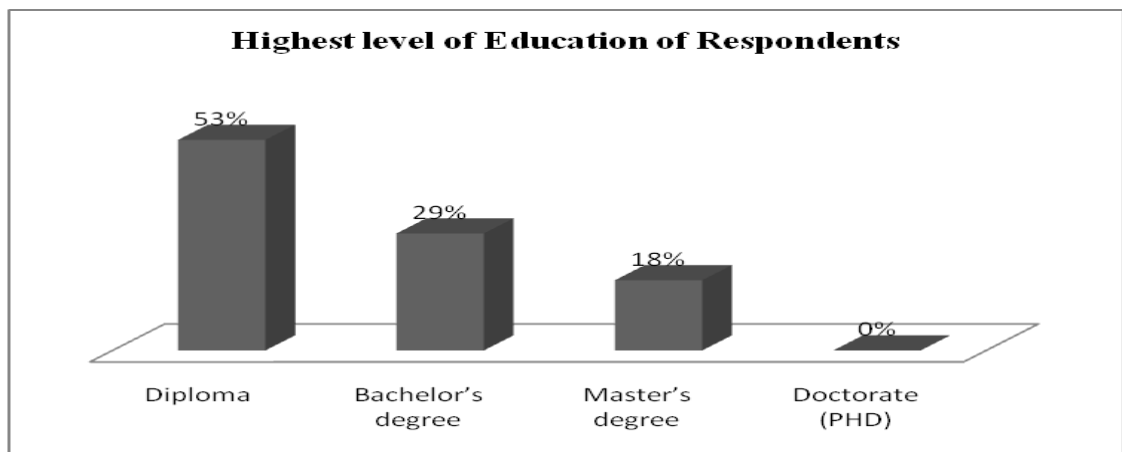
Figure 4.4: Respondents' Highest Level of Education

Table 4.6: Years of experience in the teaching profession

	Frequency	Percentage (%)
Less than 6 years	1	6
6-10 years	5	29
11-15 years	4	24
16-20 years	4	24
21 and above	3	18
Total	17	100

The researcher wanted to find out on the respondents' years of experience in the teaching profession. According to the findings, 29% had an experience of 6-10 years in the teaching profession, 24% said 11-15 years, 24% said 16-20 years, 18% said 21 and above years whereas only 6% who said to have an experience of less than 6 years respectively. This is an implication that the sampled respondents had adequate knowledge of what classroom management was about hence able to respond to the raised research questions in this study. The results on respondents experience in the teaching profession are also presented in the figure below;
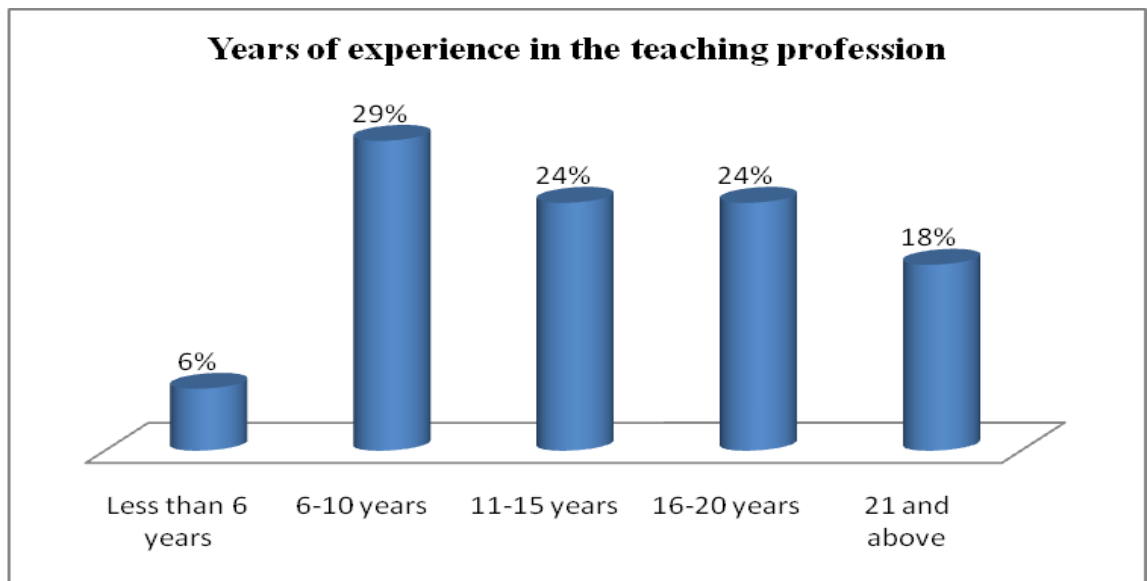
Figure 4.5: Experience in the teaching profession

4.4 Classroom Rules and Regulations Management

Table 4.7: Whether there are a set of rules and regulations in the class that the teacher manages

	Frequency	**Percentage (%)**
Yes	14	82
No	3	18
Total	17	100

The researcher wanted to know from the respondents whether there are a set of rules and regulations in the class that the teacher manages. According to the results displayed in the table above, 82% of the respondents indicated that there are a set of rules and regulations in the class that the ECE teachers managed. Only 18% of the respondents who said that there were no set of rules they managed in their classrooms.

4.4.1 Some Rules and Regulations the Respondent is Aware of

While asked to mention some of the rules they were aware of, most of the respondents indicated, keeping quiet, asking permission while requiring doing something besides class work, speaking the English language always, keeping oneself tidy always, keeping time always (punctuality), maintaining high level discipline while in class and outside, respecting the teacher and other children and not fighting in class. Some other additional rules and regulations that the respondents indicated were; not jumping on top of desks, talking using polite words, obeying the teacher and the prefect at all times, to complete the homework in time, ensuring that there are no chorus answers and raising or putting up a hand while asked a question.

4.4.2 What the respondent do to ensure that the pre-school learners obey to the rules and regulations

Respondents were requested to state what they do to ensure that the pre-school learners obey to the rules and regulations. On this question, most of the respondents said that; they give incentive to the good or those who obey (rewards), punish the wrong doers, follow up and discipline, emphasize on doing good always, interacting freely with the pre-school children, contacting parents of those who break the set rules and regulations, offering guidance and counseling to all pre-school children, reminding the learners regularly on the set rules and regulations, motivating those who obey, becoming a role model as a teacher for them to learn through imitation and training them as early as they enroll or report.

Table 4.8: Extent to which classroom rules and regulations management affect pre-school children's academic performance in English Language activities

	Frequency	Percentage (%)
Very great extent	8	47
Great extent	3	18
Moderate extent	2	12
Little extent	2	12
No extent	2	12
Total	17	100

Respondents were to state the extent to which classroom rules and regulations management affects pre-school children's academic performance in English Language activities. On this question, 47% said that classroom rules and regulations management affect pre-school children's academic performance in English Language activities to a very great extent, 18% said to a great extent, 12% said to a moderate extent, 18% said to little extent whereas 12% said to no extent do classroom rules and regulations management affect pre-school children's academic performance in English Language activities.

Table 4.9: Respondents' level of agreement on statements related to classroom rules and regulations management effects on pre-school children's academic performance in English Language activities

Statements	Frequency (N)	Strongly agree (%)	Frequency(N)	Agree (%)	Frequency(N)	Moderately agree (%)	Frequency(N)	Disagree (%)	Frequency(N)	Strongly disagree (%)
All the children are aware of the classroom rules and regulations set	5	28	12	68	0	0	1	4	0	0
As a teacher, I have made all the learners understand the classroom rules	3	20	9	52	3	18	1	8	0	2
I believe I have the right skills to management classroom rules and regulations that support pupils learning	5	30	9	50	1	8	1	8	1	4
The parents to the pre-school children are aware of the set classroom rules and regulations	3	15	9	50	3	20	2	10	1	5
There is a set of rules and regulation in my class	4	26	8	48	3	18	1	8	0	0
Rules are made for the safety and better welfare of the learners in school.	6	34	7	42	1	8	2	12	1	4
I involve pupils while making the classroom rules	5	32	6	36	3	20	0	2	2	10
The school management has helped in creating of the set rules and regulations	5	30	6	36	3	18	1	4	2	12

The study wanted to find out the respondents' level of agreement on statements related to classroom rules and regulations management effects on pre-school children's academic performance in English Language activities. According to the findings, majority of the respondents were in agreement that; all the children were aware of the classroom rules and regulations set, teachers have made all the learners understand the classroom rules, as teachers they believe they have the right skills to management of classroom rules and regulations that support pupils learning, the parents to the pre-

school children are aware of the set classroom rules and regulations, there is a set of rules and regulation in most classes, rules are made for the safety and better welfare of the learners in school, the ECE teachers involve pupils while making the classroom rules and that the school management has helped in creating of the set rules and regulations as shown by 68%, 52%, 50%, 50%, 48%, 42%, 36% and 36% respectively. The reflection of the low percentages of 36% indicates low participation of the school management in setting the classroom rules and regulations and involvement of pupils in formulating of the rules and regulations.

4.5 Classroom Discipline Management

Table 4.10: Whether children are disciplined enough to enhance their academic performance in English language activities

Response	Frequency	Percentage (%)
Yes	11	65
No	6	35
Total	17	100

The study wanted to establish whether children were disciplined enough to enhance their academic performance in English language activities. On this question, 65% of the respondents agreed that children were disciplined enough to enhance their academic performance in English language activities whereas 35% said that children were not disciplined enough to enhance their academic performance in English language activities. This is an implication that in some public primary schools in Starehe sub-County, much have to be done to ensure that children were not disciplined enough to enhance their academic performance.

Table 4.11: Extent to which classroom discipline management affect pre-school children's academic performance in English Language

Extent	Frequency	Percentage (%)
Very great extent	6	35
Great extent	4	24
Moderate extent	3	18
Little extent	2	12
No extent	2	12
Total	17	100

The researcher wanted to find out extent to which classroom discipline management affect pre-school children's academic performance in English Language activities. According to the results displayed in the table above, 35% of the respondents said that classroom discipline management affect pre-school children's academic performance in English Language activities to a very great extent, 24% said great extent, 18% said moderate extent, 12% said little extent while the rest as shown by 12% said to no extent do classroom discipline management affect pre-school children's academic performance in English Language activities.

Table 4.12: Respondents' level of agreement on statements related to classroom discipline management effects on pre-school children's academic performance in English Language

Statements	Frequency (N)	Strongly agree (%)	Frequency(N)	Agree (%)	Frequency(N)	Moderately agree (%)	Frequency(N)	Disagree (%)	Frequency(N)	Strongly disagree (%)
I always offer positive guidance by indicating the correct way and by ensuring adherence to the correct way to pupils who are on the wrong	1	7	11	65	4	23	1	5	0	0
As a teacher, I have imposed strong rules and regulations towards discipline management in the class	3	15	10	58	4	22	1	5	0	0
The preschool children in my class are well disciplined	2	10	3	20	10	60	1	6	1	4
I believe as a teacher I have the right discipline management skills	9	54	5	28	2	10	1	8	0	0
I maintain discipline in my class for the welfare and safety of learners	2	14	4	26	6	38	2	12	2	10
I agree it is my responsibility to maintain order and discipline in my class	7	42	5	32	2	14	0	2	2	10
The school management supports me in discipline matters of pre-school learners	5	32	5	28	3	18	2	10	2	12
The parents have been in the forefront in support of discipline matters of pre-school learners	2	10	2	10	2	10	10	60	3	20

The table above depicts findings on respondents' level of agreement on statements related to classroom discipline management effects on pre-school children's academic performance in English Language. According to the results, majority of the respondents were in agreement that; ECE teachers always offer positive guidance by indicating the correct way and by ensuring adherence to the correct way to pupils who are on the wrong, As ECE teachers, they have imposed strong rules and regulations towards discipline management in the class as shown by 65% and 58% respectively. On the

same question, majority of the respondents strongly agreed that; they believe as an ECE teacher they have the right discipline management skills, agree it is ECE teacher's responsibility to maintain order and discipline in the class and that the school management supports CEC teachers in discipline matters of pre-school learners as shown by 54%, 42% and 32% respectively. Majority of the respondents moderately agreed that; the preschool children in their class are well disciplined and that ECE teachers maintain discipline in their class for the welfare and safety of learners as shown by 60% and 38% respectively. On the same statements, as shown by 60%, majority of the respondents disagreed that the parents have been in the forefront in support of discipline matters of pre-school learners. The results therefore indicate that there is low involvement of parents in the maintenance of children's discipline which could highly affect the academic performance of children in language activities.

4.6 Classroom Behaviour Management

Respondents were required to state whether there are types of behaviours that hider teachers from effective class management. On this question, most of the ECE teachers indicated some behaviors like; a pupil being violent; sometimes parents come to class to shout at teachers concerning their children, some children being mischievous, excessive talking with some pupils and noise making among others.

Table 4.13: Extent to which classroom behavior management affect pre-school children's academic performance in English Language activities

Extent	Frequency	Percentage (%)
Very great extent	3	18
Great extent	9	53
Moderate extent	3	18
Little extent	1	6
No extent	1	6
Total	17	100

The table above depicts findings on extent to which classroom behavior management affect pre-school children's academic performance in English Language activities. On this question, 53% said that classroom behavior management affect pre-school children's academic performance in English Language activities to a great extent, 18% said to a very great extent, 18% said to a moderate extent, 6% said little extent respectively.

Table 4.14: Respondents' level of agreement on statements related to classroom behavior management effects on pre-school children's academic performance in English Language

Statements	Frequency (N)	Strongly agree (%)	Frequency(N)	Agree (%)	Frequency(N)	Moderately agree (%)	Frequency(N)	Disagree (%)	Frequency(N)	Strongly disagree (%)
I have established a mutual respect with the children in my class so as to manage well on their behaviours	2	9	14	85	1	4	0	2	0	0
My school has a set of positive behavior approaches according to their needs that guide the young children	0	1	13	76	4	23	0	0	0	
I believe I have the right behavioural management skills to effectively manage the pupils behaviours in class	0		0		0		0		0	0
Some behaviors of the pre-school children in my class are socially acceptable	1	7	13	74	2	11	1	6	0	2
There are challenging behaviours in my classroom that am required to correct day in day out	4	21	12	69	1	8	0	1	0	1
Some behaviors of the pre-school children are harmful to their academic performances	1	6	12	68	4	22	1	4	0	0
As a teacher, I have set a culture that recognizes the connections between learning and behaviour	2	13	11	66	3	19	0	1	0	1
Understanding the root cause of the child's behaviour has been essential in my classroom	2	11	11	65	4	24	0	0	0	0

The study required to establish the Respondents' level of agreement on statements related to classroom behavior management effects on pre-school children's academic performance in English Language activities. According to the results, majority of the respondents were in agreement that; ECE teachers have established a mutual respect

with the children in the class so as to manage well on their behaviours, the schools has a set of positive behavior approaches according to their needs that guide the young children, ECE teachers believe they have the right behavioural management skills to effectively manage the pupils' behaviours in class, some behaviors of the pre-school children in class are socially acceptable, there are challenging behaviours in the classrooms that ECE teachers are required to correct day in day out, some behaviors of the pre-school children are harmful to their academic performances, As teachers, they have set a culture that recognizes the connections between learning and behavior and that understanding the root cause of the child's behaviour has been essential in the classrooms as shown by 85%, 76%, 74%, 69%, 68%, 66%, 65% and 65% respectively.

4.7 Classroom Space Management

Table 4.15: Extent to which classroom space management affect pre-school children's academic performance in English Language

	Frequency	Percentage (%)
Very great extent	2	12
Great extent	8	47
Moderate extent	5	29
Little extent	1	6
No extent	1	6
Total	17	100

The researcher wanted to establish the extent to which classroom space management affect pre-school children's academic performance in English Language activities. According to the results, 47% agreed to a great extent that classroom space management affect pre-school children's academic performance in English Language activities, 29% said to a moderate extent, 12% said to a very great extent while 6% said to a little extent respectively.

Table 4.16: Respondents' level of agreement on statements related to classroom space management effects on pre-school children's academic performance in English Language activities

Statements	Frequency (N)	Strongly agree (%)	Frequency(N)	Agree (%)	Frequency(N)	Moderately agree (%)	Frequency(N)	Disagree (%)	Frequency(N)	Strongly disagree (%)
The school has set a plan on how desks should be arranged in the classroom	2	9	14	85	1	4	0	2	0	0
There are enough desks/chairs in the classroom	0	0	13	77	3	19	1	4	0	0
There are enough pens and other requirements that support English Language performance	4	25	13	75	0	0	0	0	0	0
The display of diagrams on the wall is adequate to support pupils learning	1	7	13	74	2	11	1	6	0	2
The floor and wall are clean enough	3	16	12	68	3	15	0	1	0	0
The distance between the chalkboard and the pupils is adequate	3	15	11	66	3	19	0	0	0	0
There are enough charts on the wall to support English and other languages performance	5	28	10	59	2	11	0	1	0	1
My classroom is well arranged with reference to pupils needs	3	15	10	58	4	22	1	5	0	0

The table above depicts findings on respondents' level of agreement on statements related to classroom space management effects on pre-school children's academic performance in English Language activities. According to the results, majority of the respondents were in agreement that; the school has set a plan on how desks should be arranged in the classroom, there are enough desks/chairs in the classroom, there are enough pens and other requirements that support English Language performance, the display of diagrams on the wall is adequate to support pupils learning, the floor and wall

are clean enough, the distance between the chalkboard and the pupils is adequate, there are enough charts on the wall to support English and other languages performance and that most of the classrooms are well arranged with reference to pupils needs as shown by 85%, 77%, 75%, 74%, 68%, 66%, 59% and 58% respectively.

Most of the pre-school children performed well in the simple achievement test that had been prepared by the researcher meaning that their academic performance was pleasing to the study except for a few. In summary, all the independent variables (rules and regulations management, discipline management, behavior management and classroom space management were found to affect the academic performance of the pre-school to a great extent.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the findings on the influence of classroom management on pre-school children's academic performance in English Language in Starehe Sub-County, Nairobi County. the objectives of the study were; to establish the effect of classroom rules and regulations management on pre-school children's performance in English Language activities, to determine the influence of classroom discipline management on pre-school children's performance in English Language in activities, to investigate the influence of classroom behaviour management on pre-school children's performance in English Language activities and; to investigate the influence of classroom space management on pre-school children's performance in English Language activities.

5.2 Summary of Findings

5.2.1 Classroom Rules and Regulations Management

The study established that 82% of the respondents indicated that there are a set of rules and regulations in the class that the ECE teachers managed. Most of the respondents indicated, keeping quiet, asking permission while requiring doing something besides class work, speaking the English language always, keeping oneself tidy always, keeping time always (punctuality), maintaining high level discipline while in class and outside, respecting the teacher and other children and not fighting in class. Some other additional rules and regulations that the respondents indicated were; not jumping on top of desks, talking using polite words, obeying the teacher and the prefect at all times, to complete

the homework in time, ensuring that there are no chorus answers and raising or putting up a hand while asked a question as some of the rules and regulations ECE teachers had set in class.

Most of the respondents said that; they give incentive to the good or those who obey (rewards), punish the wrong doers, follow up and discipline, emphasize on doing good always, interacting freely with the pre-school children, contacting parents of those who break the set rules and regulations, offering guidance and counseling to all pre-school children, reminding the learners regularly on the set rules and regulations, motivating those who obey, becoming a role model as a teacher for them to learn through imitation and training them as early as they enroll or report as a means of ensuring that pre-school children adhere to the set rules and regulations for enhanced academic performance in English language activities.

The study established that Forty seven (47%) of the respondents said that classroom rules and regulations management affect pre-school children's academic performance in English Language activities to a very great extent. According to the findings, majority of the respondents were in agreement that; all the children were aware of the classroom rules and regulations set, teachers have made all the learners understand the classroom rules, as teachers they believe they have the right skills to management of classroom rules and regulations that support pupils learning, the parents to the pre-school children are aware of the set classroom rules and regulations, there is a set of rules and regulation in most classes, rules are made for the safety and better welfare of the learners in school, the ECE teachers involve pupils while making the classroom rules and that the school management has helped in creating of the set rules and regulations as shown by 68%, 52%, 50%, 50%, 48%, 42%, 36% and 36% respectively.

5.2.2 Classroom Discipline Management

The study found out that sixty five percent (65%) of the respondents agreed that children were disciplined enough to enhance their academic performance in English language activities whereas 35% said that children were not disciplined enough to enhance their academic performance in English language activities. thirty five percent (35%) of the respondents said that classroom discipline management affect pre-school children's academic performance in English Language activities to a very great extent and that; ECE teachers always offer positive guidance by indicating the correct way and by ensuring adherence to the correct way to pupils who are on the wrong, as ECE teachers, they have imposed strong rules and regulations towards discipline management in the class as shown by 65% and 58% respectively.

The study established that respondents strongly agreed that; they believe as an ECE teacher they have the right discipline management skills, agree it is ECE teacher's responsibility to maintain order and discipline in the class and that the school management supports CEC teachers in discipline matters of pre-school learners as shown by 54%, 42% and 32% respectively. Respondents moderately agreed that; the preschool children in their class are well disciplined and that ECE teachers maintain discipline in their class for the welfare and safety of learners as shown by 60% and 38% respectively. On the same statements, as shown by 60%, majority of the respondents disagreed that the parents have been in the forefront in support of discipline matters of pre-school learners. The results therefore indicate that there is low involvement of parents in the maintenance of children's discipline which could highly affect the academic performance of children in language activities.

5.2.3 Classroom Behaviour Management

It was found out from the study that most of the ECE teachers indicated some behaviors like; a pupil being violent; sometimes parents come to class to shout at teachers concerning their children, some children being mischievous, excessive talking with some pupils and noise making among others. Fifty three (53%) of the ECE teachers said that classroom behavior management affect pre-school children's academic performance in English Language activities to a great extent, 18% said to a very great extent, 18% said to a moderate extent, 6% said little extent respectively.

The study found out that majority of the respondents were in agreement that; ECE teachers have established a mutual respect with the children in the class so as to manage well on their behaviours, the schools has a set of positive behavior approaches according to their needs that guide the young children, ECE teachers believe they have the right behavioural management skills to effectively manage the pupils' behaviours in class, some behaviors of the pre-school children in class are socially acceptable, there are challenging behaviours in the classrooms that ECE teachers are required to correct day in day out, some behaviors of the pre-school children are harmful to their academic performances, As teachers, they have set a culture that recognizes the connections between learning and behavior and that understanding the root cause of the child's behaviour has been essential in the classrooms as shown by 85%, 76%, 74%, 69%, 68%, 66%, 65% and 65% respectively.

5.2.4 Classroom Space Management

It was established from the study that 47% of the respondents agreed that classroom space management affect pre-school children's academic performance in English

Language activities to a great extent. It was found that majority of the respondents were in agreement that; the school has set a plan on how desks should be arranged in the classroom, there are enough desks/chairs in the classroom, there are enough pens and other requirements that support English Language performance, the display of diagrams on the wall is adequate to support pupils learning, the floor and wall are clean enough, the distance between the chalkboard and the pupils is adequate, there are enough charts on the wall to support English and other languages performance and that most of the classrooms are well arranged with reference to pupils needs as shown by 85%, 77%, 75%, 74%, 68%, 66%, 59% and 58% respectively.

5.3 Conclusions

5.3.1 Classroom Rules and Regulations Management

The study concluded that in most of the public primary schools in Starehe sub county, there are a set of rules and regulations in the class that the ECE teachers managed; like, keeping quiet, asking permission while requiring doing something besides class work, speaking the English language always, keeping oneself tidy always, keeping time always (punctuality), maintaining high level discipline while in class and outside, respecting the teacher and other children and not fighting in class, not jumping on top of desks, talking using polite words, obeying the teacher and the prefect at all times, to complete the homework in time, ensuring that there are no chorus answers and raising or putting up a hand while asked a question as some of the rules and regulations ECE teachers had set in class.

It was concluded from the study that teachers give incentive to the good or those who obey (rewards), punish the wrong doers, follow up and discipline, emphasize on doing

good always, interacting freely with the pre-school children, contacting parents of those who break the set rules and regulations, offering guidance and counseling to all pre-school children, reminding the learners regularly on the set rules and regulations, motivating those who obey, becoming a role model as a teacher for them to learn through imitation and training them as early as they enroll or report as a means of ensuring that pre-school children adhere to the set rules and regulations for enhanced academic performance in English language activities.

The study concludes that classroom rules and regulations management affect pre-school children's academic performance in English Language activities to a very great extent. All the children were aware of the classroom rules and regulations set, teachers have made all the learners understand the classroom rules, as teachers they believe they have the right skills to management of classroom rules and regulations that support pupils learning, the parents to the pre-school children are aware of the set classroom rules and regulations, there is a set of rules and regulation in most classes, rules are made for the safety and better welfare of the learners in school, the ECE teachers involve pupils while making the classroom rules and that the school management has helped in creating of the set rules and regulations.

5.3.2 Classroom Discipline Management

The study concludes that a good number of pre-school children were disciplined enough to enhance their academic performance in English language activities and that classroom discipline management affect pre-school children's academic performance in English Language activities to a very great extent. The study concluded that; ECE teachers always offer positive guidance by indicating the correct way and by ensuring adherence

to the correct way to pupils who are on the wrong, as ECE teachers, they have imposed strong rules and regulations towards discipline management in the class to enhance the academic performance of the pre-school children.

The study concluded that Respondents strongly agreed that; ECE teacher have the right discipline management skills, ECE teacher's has a responsibility to maintain order and discipline in the class and that the school management supports ECE teachers in discipline matters of pre-school learners, the preschool children in their class are well disciplined and that ECE teachers maintain discipline in their class for the welfare and safety of learners, parents have not been in the forefront in support of discipline matters of pre-school learners.

5.3.3 Classroom Behaviour Management

The study concluded that there are types of behaviours that hider teachers from effective class management like; a pupil being violent; sometimes parents come to class to shout at teachers concerning their children, some children being mischievous, excessive talking with some pupils and noise making among others. The study concludes that classroom behavior management affect pre-school children's academic performance in English Language activities to a great extent. The study concluded that; ECE teachers have established a mutual respect with the children in the class so as to manage well on their behaviours, the schools has a set of positive behavior approaches according to their needs that guide the young children, ECE teachers believe they have the right behavioural management skills to effectively manage the pupils' behaviours in class, some behaviors of the pre-school children in class are socially acceptable, there are challenging behaviours in the classrooms that ECE teachers are required to correct day

in day out, some behaviors of the pre-school children are harmful to their academic performances, as teachers, they have set a culture that recognizes the connections between learning and behavior and that understanding the root cause of the child's behaviour has been essential in the classrooms.

5.3.4 Classroom Space Management

This study concludes that classroom space management affect pre-school children's academic performance in English Language activities to a great extent. The study concludes that; the schools has set a plan on how desks should be arranged in the classroom, there are enough desks/chairs in the classroom, there are enough pens and other requirements that support English Language performance, the display of diagrams on the wall is adequate to support pupils learning, the floor and wall are clean enough, the distance between the chalkboard and the pupils is adequate, there are enough charts on the wall to support English and other languages performance and that most of the classrooms are well arranged with reference to pupils needs.

5.4 Recommendations

1. The study recommends that the school management continue with the motive of supporting the ECE teachers manage classroom rules and regulations. The management in this case can take the initiative of ensuring the set rules and regulations are well communicated to the school stakeholders and that teachers don't harass children outside the set rules so as to enhance their academic performance in English language activities.

2. The study recommends that teachers continue ensuring that all children are well disciplined for this has been found to have an influence on children's academic

performance in English language activities. In this case, teachers and the entire school management should come up with strategies that will help instill discipline to those children whose discipline is wanting for example by involving parents always for this will help them perform well in academics.

3. This study recommends that all stakeholders including the government take the initiative role of ensuring that the right resources are placed in the right schools and for the right purpose. The government in this case could undertake a study to find out if the resources like desks, books, pencils, are adequate enough in the ECE classes so as to enhance the academic performance of the pre-school children.

5.5 Recommendations for Further Studies

This study recommends that a similar study be conducted in all other counties in Kenya. This will be to find out if the same results will be found given that Starehe sub county is in a city. One would like to know if the same case on applies to the rest of the counties. Inferential statistics could also be done in future studies to find out the extent to which classroom management influences the academic performance of learners in preschool classes.

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Introduction

I am a student at the university of Nairobi, early childhood and development department currently undertaking a Masters programme. As part of the academic requirements, am supposed to undertake a study on *"Influence of classroom management on pre-school children's academic performance in English Language in Starehe Sub-County, Nairobi County".* In reference to this, I am supposed to collect sufficient data in order to write the report. I hereby request your utmost feedback to the questions raised. All responses you give will solely be used for academic purposes only and will be highly confidential. Thanks in advance as you take part in this study.

SECTION A: DEMOGRAPHIC INFORMATION OF THE RESPONDENTS

1.   Gender of respondent: Male   [ ]   Female [ ]

2.   Age bracket of respondent

      a) Below 20 years   (   )
      b) 21-30years   (   )
      c) 31-40years   (   )
      d) 41-50years   (   )
      e) 51 years and above   (   )

3.   What is your highest level of education?

      a   Diploma   (   )

      b   Bachelor's degree   (   )

      c   Master's degree   (   )

      d   Doctorate (PHD)   (   )

4. How many years of experience do you have in your profession?

    a. Less than 6 years   ( )

    b. 0-years   ( )

    c. 6-10years   ( )

    d. 11-15years   ( )

    e. 16-20years   ( )

    f. 21 and above   ( )

SECTION B: CLASSROOM RULES AND REGULATIONS MANAGEMENT

5. Are there a set of rules and regulations in the class that you manage as a teacher?

Yes [ ]   No [ ]

6. Kindly list some of the rules and regulations with reference to the question 5 above

……………………………………………………………………………………………

……………………………………………………………………………………………

……………..

7. What do you do to ensure that the pre-school learners obey to the rules and regulations? Explain

……………………………………………………………………………………………

……………………………………………………………………………………………

……………….

8. To what extent do classroom rules and regulations management affect pre-school children's academic performance in English Language?

    Very great extent   [ ]
    Little extent   [ ]
    No extent   [ ]
    Great extent   [ ]

Moderate extent   [ ]

9. What is your level of agreement on the following statements related to classroom rules and regulations management effects on pre-school children's academic performance in English Language? Rate where 1= strongly agree and 5 is strongly disagree.

Statements	1	2	3	4	5
There is a set of rules and regulation in my class					
All the children are aware of the classroom rules and regulations set					
As a teacher, I have made all the learners understand the classroom rules					
I involved pupils while making the classroom rules					
Rules are made for the safety and better welfare of the learners in school.					
I believe I have the right skills to management classroom rules and regulations that support pupils learning					
The school management has helped in creating of the set rules and regulations					
The parents to the pre-school children are aware of the set classroom rules and regulations					

SECTION C: CLASSROOM DISCIPLINE MANAGEMENT

10. Are the children in your class disciplined enough to enhance their academic performance in English language?

Yes [ ]   No [ ]

11. To what extent does classroom discipline management affect pre-school children's academic performance in English Language?

Very great extent   [ ]
Little extent   [ ]
No extent   [ ]
Great extent   [ ]
Moderate extent   [ ]

12. What is your level of agreement on the following statements related to classroom discipline management effects on pre-school children's academic performance in English Language? Rate where 1= strongly agree and 5 is strongly disagree.

Statements	1	2	3	4	5
I always offer positive guidance by indicating the correct way and by ensuring adherence to the correct way to pupils who are on the wrong					
As a teacher, I have imposed strong rules and regulations towards discipline management in the class					
The preschool children in my class are well disciplined					
I believe as a teacher I have the right discipline management skills					
I maintain discipline in my class for the welfare and safety of learners					
I agree it is my responsibility to maintain order and discipline in my class					
The school management supports me in discipline matters of pre-school learners					
The parents have been in the forefront in support of discipline matters of pre-school learners					

SECTION D: CLASSROOM BEHAVIOUR MANAGEMENT

13. Are there types of behaviours that hider you from effective class management and which are some of them?

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………

14. To what extent does classroom behavior management affect pre-school children's academic performance in English Language?

Very great extent   [ ]
Little extent   [ ]
No extent   [ ]
Great extent   [ ]
Moderate extent   [ ]

15. What is your level of agreement on the following statements related to classroom behavior management effects on pre-school children's academic performance in English Language? Rate where 1= strongly agree and 5 is strongly disagree.

Statements	1	2	3	4	5
There are challenging behaviours in my classroom that am required to correct day in day out					
Some behaviors of the pre-school children in my class are socially acceptable					
Some behaviors of the pre-school children are harmful to their academic performances					
My school has a set of positive behavior approaches according to their needs that guide the young children					
As a teacher, I have set a culture that recognizes the connections between learning and behaviour					
I have established a mutual respect with the children in my class so as to manage well on their behaviours					
I believe I have the right behavioural management skills to effectively manage the pupils behaviours in class					
Understanding the root cause of the child's behaviour has been essential in my classroom					

SECTION E: CLASSROOM SPACE MANAGEMENT

16. Do management of space in the class has an effect towards academic performance of pre-school children in English language? Explain

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………

17. To what extent does classroom space management affect pre-school children's academic performance in English Language?

Very great extent   [ ]
Little extent   [ ]
No extent   [ ]
Great extent   [ ]
Moderate extent   [ ]

18. What is your level of agreement on the following statements related to classroom space management effects on pre-school children's academic performance in English Language? Rate where 1= strongly agree and 5 is strongly disagree.

Statements	1	2	3	4	5
My classroom is well arranged with reference to pupils needs					
There are enough desks/chairs in the classroom					
The floor and wall are clean enough					
There are enough charts on the wall to support English and other languages performance					
The distance between the chalkboard and the pupils is adequate					
There are enough pens and other requirements that support English Language performance					
The school has set a plan on how desks should be arranged in the classroom					
The display of diagrams on the wall is adequate to support pupils learning					

THANK YOU FOR PARTICIPATING

ACTIVITIES FOR PRE-SCHOOL CHILDREN

i) **Fill in the missing sounds**

a_ c_e _g

ii) **Read the sounds**
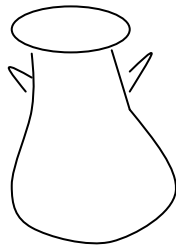
a_____

b_____

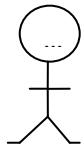c_____

iii) **Fill in the gaps**
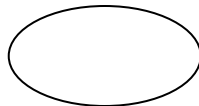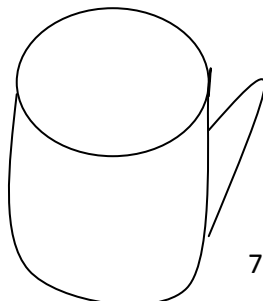
b_ y
c_ t
b_ g
c_ p

iv) **Match the words to the pictures**

man

pot

cup

egg

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APPENDIX III: TIME SCHEDULE

SCHEDULE OF ACTIVITIES FOR PROPOSED STUDY	
ACTIVITIES	**DATE**
1. Proposal writing and submission	Jan- April
2 Correction on the proposal	April
3. Data collection and analysis	May-June
4. Report preparation / writing	July - August
5 Submission of report to University of Nairobi	August

APPENDIX IV: BUDGET

ACTIVITY	COST (KSHS)
Transport and Materials	25,000
Internet and Research Materials	20,000
Printing and photocopy	12,500
Field Work (Research)	20,000
Total	77,500