

**TEACHERS' CHARACTERISTICS INFLUENCING MANAGEMENT OF PRE-
PRIMARY SCHOOL PUPILS' DISRUPTIVE BEHAVIOUR IN EMBAKASI
NAIROBI CITY COUNTY, KENYA**

ESTHER WANJALA

E55/31321/2015

**A RESEARCH THESIS SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENT FOR THE AWARD OF THE DEGREE OF MASTER
OF EDUCATION (EARLY CHILDHOOD EDUCATION) IN THE SCHOOL
OF EDUCATION, KENYATTA UNIVERSITY**

NOVEMBER 2024

DECLARATION

I unreservedly declare that this thesis is my own original work and has not been initially presented in any other University/Institution for consideration or certification. Work from outside sources has been duly acknowledged by referencing specific authors. I also declare that the work confirms to the guidelines for presentation and style set out in the relevant thesis documentation.

Signature **Date**

Esther Wanjala

E55/31321/2015

Department of Early Childhood and Special Needs Education

Supervisors Declaration

This proposal has been submitted for appraisal with our approval as university supervisors.

Signature **Date**

Dr. Maureen Mweru

Department of Early Childhood and Special Needs Education

Kenyatta University

Signature **Date**

Dr. Yattani Buna

Department of Early Childhood and Special Needs Education

Kenyatta University

DEDICATION

I thank my dear parents for the unwavering support during the study period. I dedicate this thesis to them.

ACKNOWLEDGEMENT

Firstly, I am thankful to God for granting me sound health. My gratitude also goes to all whose contributions made the completion of this thesis possible. I am particularly indebted to my supervisors Dr. Maureen Mweru and Dr. Yattani Buna of the Early Childhood and Special Needs Education Department of Kenyatta University. I appreciate their knowledge and guidance while writing this thesis. My gratitude also goes to the teaching staff in the Department of Early Childhood and Special Needs Education for their support.

I am also thankful to the teachers and learners of the schools in Embakasi, Nairobi County, who took part in this study and for the help they provided while collecting data. Mr. Onesmus Wafula deserves gratitude for the editing of this work and last but not least, I appreciate my parents who encouraged me throughout the study period.

TABLE OF CONTENTS

DECLARATION	I
DEDICATION	II
ACKNOWLEDGEMENT	III
TABLE OF CONTENTS	IV
LIST OF FIGURES	VI
LIST OF TABLES	VII
ABBREVIATIONS AND ACRONYMS	VIII
ABSTRACT	IX
CHAPTER ONE	IX
INTRODUCTION	1
1.1 Introduction	1
1.2 Background of the Study	1
1.3 Statement of the Problem	4
1.4 Purpose of the Study.....	6
1.5 Objectives of the Study	6
1.6 Research Questions	6
1.7 Significance of the Study	7
1.8 Limitation and Delimitations of the Study	7
1.9 Assumptions	8
1.10 Theoretical and Conceptual Framework	8
1.11 Operational Definition of Terms	11
CHAPTER TWO	14
REVIEW OF RELATED LITERATURE	14
2.1 Introduction	14
2.2 Disruptive Behaviour Displayed in Schools	14
2.3 Influence of Teachers’ Educational Level on Management of Disruptive Behaviour	18
2.4 Influence of Teachers’ Age on Management of Disruptive Behaviour	20
2.5 Influence of Teachers’ Gender on Management of Disruptive Behaviour	23
2.6 Influence of Teachers Experience on Management of Disruptive Behaviour	27
2.7 Teachers Management of Disruptive Behaviour	31
2.8 Summary of Reviewed Literature	38
CHAPTER THREE	40

RESEARCH DESIGN AND METHODOLOGY.....	40
3.1 Introduction	40
3.2 Research Design	40
3.3 Variables of the Study	40
3.4 Location of the Study	41
3.5 Target Population	42
3.6 Sampling Technique and Sample Size	42
3.7 Research Instruments	43
3.9 Data Collection Techniques	47
3.10 Data Analysis	48
3.11 Logistical and Ethical Considerations	48
CHAPTER FOUR	50
DATA ANALYSIS, PRESENTATION, AND DISCUSSION.....	50
4.1 Introduction	50
4.2 Response Rate	50
4.3 Demographic Characteristics of Sampled Respondents.....	51
4.4 Descriptive Analysis.....	54
4.5 Analysis of the Observation Checklist	72
4.6 Regression Analysis	76
CHAPTER FIVE	80
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS.....	80
5.1 Introduction	80
5.2 Summary of the Study Findings	80
5.3 Conclusions of the Study Findings.....	82
5.4 Recommendations	83
5.5 Suggestions for Further Research.....	84
REFERENCES	85
APPENDICES.....	93
APPENDIX I: TEACHERS QUESTIONNAIRE.....	93
APPENDIX II: OBSERVATION CHECKLIST	103

LIST OF FIGURES

Figure 1.1: Conceptual Framework **Error! Bookmark not defined.**

LIST OF TABLES

Table 3.1: Sample Size	43
Table 3.2: Reliability Results	47
Table 4.1: Response Rate	50
Table 4.2: Demographic Characteristics of Sampled Respondents.....	52
Table 4.3: Descriptive Statistics of Teachers' Educational Level.....	55
Table 4.4: Descriptive Statistics of Teachers' Gender o	59
Table 4.5: Descriptive Statistics of Teachers' Age	62
Table 4.6: Descriptive Statistics of Teachers' Experience	65
Table 4.7: Descriptive Statistics of Teacher's Management of Disruptive Behaviour	69
Table 4.8: Demographic Characteristics of Class Teachers from Observed Schools	74
Table 4.9: Observation Results.....	75
Table 4.10: Model Summary	77
Table 4.11: ANOVA	77
Table 4.12: Regression Coefficients.....	78

ABBREVIATIONS AND ACRONYMS

KU:	Kenyatta University
NACOSTI:	National Commission for Science Technology and Innovation
SPSS:	Statistical Package for Social Sciences
EFL:	English as a Foreign Language
CMS:	Classroom Management Strategies
LDB:	Learners Disruptive Behaviour
DBD:	Disruptive Behaviour Disorders

ABSTRACT

The study's purpose was to investigate teachers' characteristics that impact their management of disruptive behaviour among preschool pupils in Embakasi South, Nairobi City County. Disruptive behaviours are uncontrolled patterns of hostile defiant behaviours towards any type of authority, and they include defiance of teacher requests, hitting, kicking, fighting, bullying, name-calling, and interruption of class to draw attention. The study's objectives were to determine the impact of instructors' educational levels on the management of disruptive behaviour by pupils in preschool in Embakasi educational establishments.; to investigate how teachers' gender influence their management of preschool pupils disruptive behaviour in Embakasi ; to assess the influence of teachers age on the management of preschool pupils disruptive behaviour in Embakasi and to determine the influence of teachers experience on management of preschool pupils disruptive behaviour in Embakasi. The theory guiding the study is the theory of planned behaviour by Icek Ajzen. Through simple random sampling, the researcher selected 25 schools out of the 245 schools in the target population. The two instruments that were employed for data collection in the study were questionnaires for teachers and observation schedules to monitor how teachers manage children's' disruptive behaviour in the classroom. A pilot study was conducted in 3 schools which were not included in the final study. The researcher evaluated the piloted instruments for consistency of responses to make a judgement on their reliability. The reliability of the questionnaire was established using Internal Consistency. Permission from Kenyatta University and The National Commission for Science Technology and Innovation was sought. Data were entered into the Statistical Package for Social Sciences (v22), and descriptive statistics was utilized for data summarization. The results were presented using descriptive statistics such as mean, median, standard deviation and variance. Inferential statistics that is regression analysis was used to analyse quantitative data. The findings were that teacher characteristics have an impact on classroom management. Teachers with many years of experience were found to be more competent in handling disruptive behaviour than novice teachers. Teachers with high educational qualifications were found to adapt easily to recommended methods of discipline than non-qualified teachers. Age had less effect on classroom management, but older teachers were better than younger teachers in handling disruptive behaviours. Gender had less effect on classroom management. The study recommends that school administrations should organise seminars or workshops to train teachers on how to handle children with disruptive behaviours in the classrooms. In addition, County government should organize post training workshops and seminars to train teachers on classroom management. In conclusion schools should employ qualified teachers who adapt easily to recommended methods of classroom management.

CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 Introduction

In this chapter, the key components described include: the context of the investigation, the problem description, the study's goal, study objectives and the research questions. Other aspects discussed are significance, limitations and delimitations, operational definition of terms, and the conceptual and theoretical frameworks.

1.2 Background to the Study

Student's disruptive behaviours have negative impact on teacher's cognitive, psychological, physical and social well-being (Okeke et al.,2023). Disruptive behaviour in the classroom can cause teacher and student stress and disrupt effective learning. Studies have reported that such disruptive tendencies causing distraction from academic tasks were rampant and teachers may have difficulties in applying appropriate strategies (Ningsih et al; 2023) but experiences borne out of educational training and experiences by teachers could empower teachers to effectively handle children's disruptive behaviour (Simpson, 2017).

In Scotland, a study by Scottish Government (2023) showed that teaching and support staff believed that low and high level of disruptive behaviour negatively impacted on their ability to complete curriculum. Disruptive behaviour has impacted the quality of teaching. Limited time available as a result of behaviour management was felt to have affected teachers' ability to teach lessons in depth.

In the context of early childhood, preschool teachers role have been greatly undervalued despite offering critical services of laying the foundation for children.

Research studies in the recent years have drawn attention towards addressing the challenges the early years teachers face as they are considered important educational leaders because they act as main educators who motivate children to succeed in the classroom (Heikkinen et.al; 2023). The task of these teachers may become more difficult with the addition of behavioural problems among kindergarten children (Agbaria, 2021).

Studies have revealed some challenging behaviours that preschool teachers encounter in classroom as; crying to express an opinion, speaking by interrupting others, remaining passive, not asking for permission, to speak, hesitating to participate in plays, speaking too loudly, shouting out, pushing each other, harming others, not waiting for their turn and not following instructions (Aksoy, 2020).

Anuradha and Pushkala (2020) in their study observed that disruptive behaviour occurs when students do not cooperate and prevent themselves and others in the classroom from completing the given work by the teacher. In the teaching profession learner's disruptive behaviour is one of the biggest challenges that teachers face (Schwab et al., 2019). Studies have shown that classroom management is one sure remedy to provide guiding vision, effective instruction and communication and as well as conducive learning environment (Ozen & Yildirim 2020).

In Philippines a study by Suico (2021) found that there is a significant relationship between teacher characteristics and classroom management. Teachers' demographic characteristics are responsible enough to troubleshoot behavioural problems and strategize classroom management (Francisco, 2020). Teaching strategies and discipline for dealing with challenging behaviours should be enhanced by supporting

knowledge, skills and experiences of early childhood teachers in classroom management (Aksoy, 2020).

Teacher classroom characteristics such as lesson plan writing, use of good teaching methodology, prompt student assessment evaluation, appropriate classroom discipline and effective learning resources is significant in achieving student academic performance (Olowo & Oluwatoy 2019). Teachers are expected not only to provide high quality instruction using evidence-based curriculum, but they are required to manage students behaviour in the classroom using a range of technique that vary significantly in their effectiveness of reducing challenging behaviour and improving other important outcomes (Clark et al., 2023).

In South Africa Nunan (2018) states that challenging behaviours in primary schools is an ongoing problem that is a cause of concern. Problem behaviour remains a constant challenge for teachers because they impact teaching and learning within the classroom, for effective teaching and learning to occur teachers need to manage challenging behaviour in their classroom (Lizzanne et al., 2023).

A study by Buyutaskapu et al; (2018) in Turkey on pre-school teachers classroom management competency, the results showed that majority of the teachers need support in terms of classroom management. The study particularly emphasized development of interpersonal problem solving skills and classroom management competencies. Even though teachers cannot choose their classes, but they do their can control the classroom climate with their students (Yazdi et al., 2019). This highlights the importance of teacher competencies and educational qualifications as critical factors in effective classroom management.

Several studies on disruptive behaviours of children have been done in Africa. The focus has been the types of disruptive behaviours exhibited by children, teachers perception and as well as how to deal with these behaviours (Kinanda 2024; Okafor 2022 and Ekechukuet al., 2016).

In Kenya, studies by Ouma (2017), Ochieng (2023) and Okoba (2019) among other studies have reported the presence of disruptive behaviours by pupils in schools. These studies revealed high presence of behavioural and ADHD symptoms among primary school going children. Early detection was one of the recommendations suggested by the studies. In order for this early detection and as well as appropriate management of the disruptive behaviours to take place, there was need to provide current account of how teacher related characteristics such as age, training and experiences influences their management of these disruptive behaviours.

1.3 Statement of the Problem

In today's globally competitive world characterized by numerous challenges it is imperative for educators to minimize disruptions that impede the teaching and learning processes within the classrooms. Studies have shown that disruptive behaviours were rampant in classrooms and that these behaviours have been observed to cause disruptions to meaningful classroom interactions and time which often leads to poor learning outcomes for the learners. Similarly, these disruptive behaviour disturbs classroom order, hinder flow of education and instruction and affect in-class communication negatively.

In order to control and minimize these behaviours teachers have control over the classroom atmosphere they construct with their students. Research studies have

suggest teachers knowledge on effective classroom management skills of creating supportive and stimulating learning environment to manage the disruptive behaviours.

Studies have shown that well managed classrooms lead to development of good behaviours while poorly managed classrooms affect instructional practice of teachers and learning outcome. Classrooms with frequent disruptive behaviour have reduced meaningful engagement time in the classroom.

Globally educators have trouble managing disruptive behaviour throughout their educational career. Preventing the development of classroom problems and examining behavioural techniques to find the most effective strategy can be a challenge to many teachers.

Disruptive behaviour by children in the classroom affects teaching competency and quality of learning as teachers waste a lot of time dealing with disruptive behaviour. Problems that come because of disruptive behaviour are expected to be solved by teachers. However, many teachers may not have the skills to handle these kinds of situations, and the result may be burnout or leaving the teaching profession. Studies done in Kenya have revealed the existence of disruptive behaviour among children. However, what has not been researched on is what pertinent characteristics teachers needed to have in order to manage these disruptive behaviours. Hence, the present study sought to establish the teacher characteristics that influence their management of learners' disruptive behaviour in the classrooms.

1.4 Purpose of the Study

The purpose of this research was to determine how teachers' characteristics affect the management of preschool pupil's disruptive behaviour in Embakasi zone, Nairobi County.

1.5 Objectives of the Study

The following were the objectives of the study;

- i. To establish the influence of teachers' educational level on the management of preschool pupil's disruptive behaviour in Embakasi.
- ii. To determine teachers' gender influence on management of preschool pupil's disruptive behaviour in Embakasi.
- iii. To find out how teachers' age influences their management of preschool pupils' disruptive behaviour in Embakasi.
- iv. To establish how teachers' experience impacts their management of preschool pupils' disruptive behaviour in Embakasi.

1.6 Research Questions

- i. How does teachers' educational level influence their management of preschool pupils' disruptive behaviour in Embakasi?
- ii. How does teachers' gender influence their management of preschool pupils' disruptive behaviour in Embakasi?
- iii. How does teachers' age influence their management of –preschool pupils' disruptive behaviour in Embakasi?

- iv. How does teacher's experience influence how they manage preschool pupil's disruptive behaviour in Embakasi?

1.7 Significance of the Study

Instructors may gain from outcomes of the research, as the study findings may enable them to understand how their characteristics influence their management of disruptive behaviour in schools. More so, the findings may benefit the Ministry of Education as they will enable them to understand factors influencing teachers' response to pupils' disruptive behaviour. Researchers may benefit from the results of the investigation as they carry out further research on teachers' characteristics influencing their management of disruptive behaviour by pupils in preschools. County government may benefit from the findings as they will enable them to organize trainings on classroom management of disruptive behaviour. Finally, parents may benefit from the findings as they will know how to identify and manage disruptive behaviour.

1.8 Limitation and Delimitations of the Study

The limitations and delimitations are presented in the following section.

1.8.1 Limitations

There was reluctance among some respondents to provide some information. To address this obstacle, the researcher provided an introduction letter in which she informed the participants that any details they provided would be kept private and utilized exclusively for educational objectives.

1.8.2 Delimitations

The study focused only on teachers' characteristics and how they influence the use of classroom management strategies to control preschool pupils' disruptive behaviour.

Although there could be many other factors which influence teacher's classroom management strategies, this study only focused on teachers' educational level, gender, age and experience.

1.9 Assumptions

The key assumption driving this study is that teachers' characteristics influence the classroom management strategies used to control the disruptive behaviour of pupils. It is also assumed that the respondents were honest in the responses they gave.

1.10 Theoretical and Conceptual Framework

The theoretical and conceptual frameworks are described in the following section.

1.10.1 Theoretical Framework

Icek Ajzen's (1985) theory of planned behaviour served as the foundation for the research. This is a theory that associates one's beliefs and behaviour. According to the theory, a person's behavioural intents and behaviour are shaped by their attitude toward behaviour, perceived social conventions, and perceived behaviour control.

The theory of planned behaviour largely explains the aim of an individual to carry out a certain behaviour. Accordingly, there are intentions which act to demonstrate the motivational factors influencing behaviour. Intentions thus act as the indications of the extent of willingness that people will show or the degree of effort that they will place towards performing a given behaviour. The expression of behavioural intention only takes place if a person makes the decision to either perform or not perform it. Though it is possible that some behaviours can be in tandem with the set requirements, their performance may rely on at least to some extent on non-motivational factors such as money, skills, cooperation, and even skills. Together, all these factors serve as

people's control over behaviour. This takes place to the degree that a person has the required opportunities and resources and intention to carry out the behaviour or there is a chance that he/she can succeed in this endeavour.

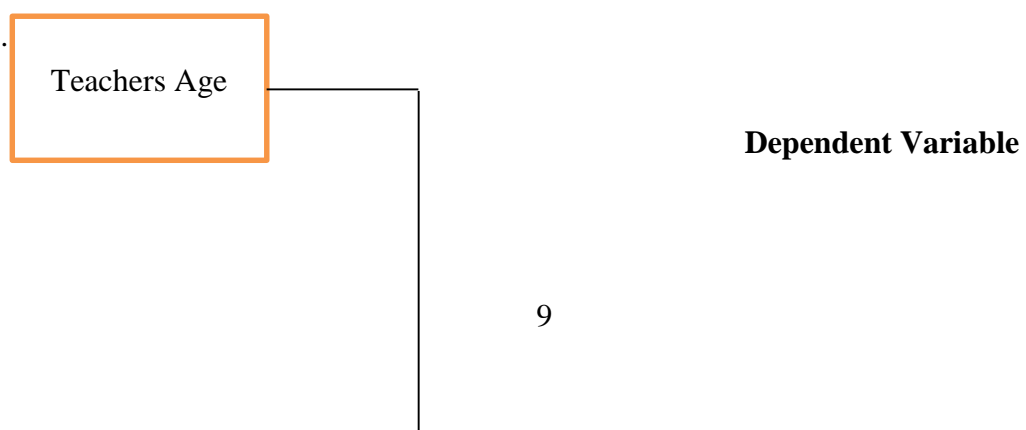
Three conceptually distinct factors of intention are assumed in the paradigm of planned behaviour. Attitude towards behaviour, perceived norm, as well as perceived behaviour control. As a rule of the thumb, the more positive a person's attitude as well as subjective norm toward behaviour are, and the stronger their perceived behaviour control is, the more likely they are to execute the behaviour in question (University of Massachusetts, 1991).

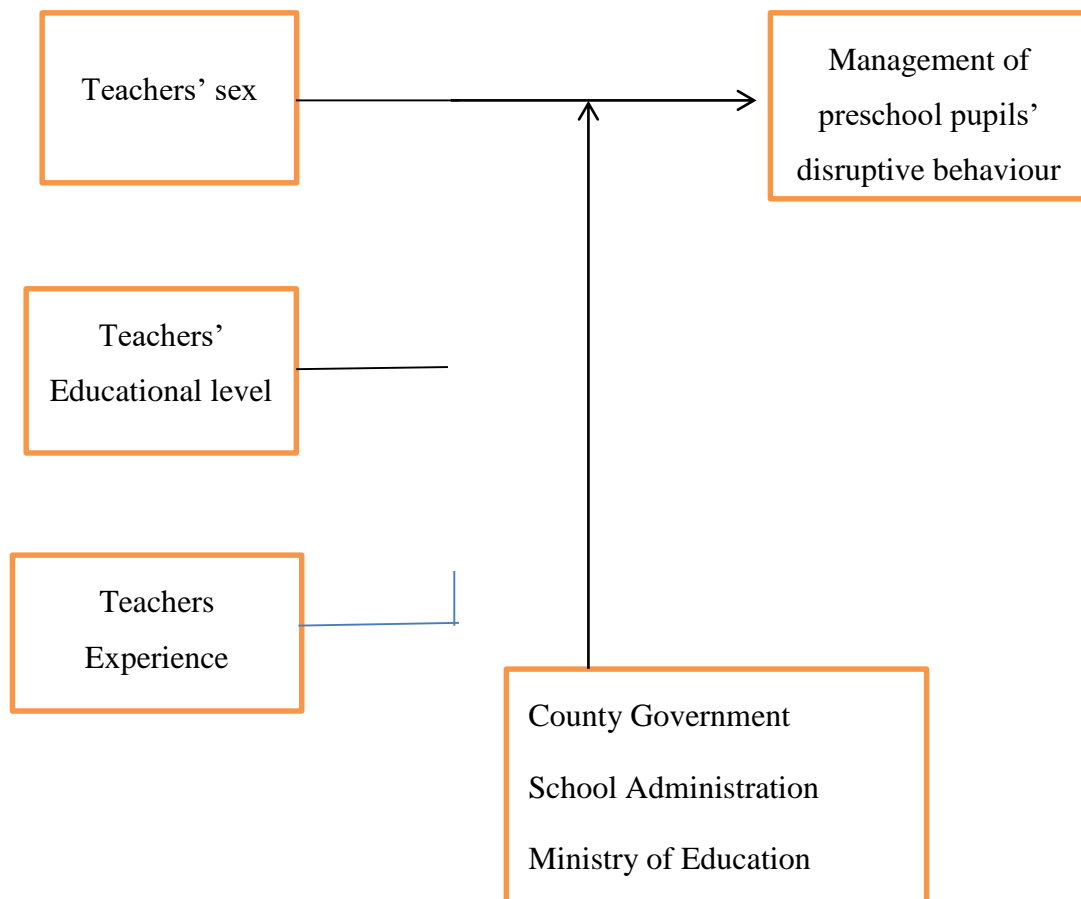
Effective classroom management depends on the teacher possessing the necessary skills and characteristics to address disruptions. Teacher's ability to manage disruptive behavior in the classroom could be influenced by various factors, including their educational background, training, age, and gender. These factors may arouse the teacher's motivations and approach to handling the disruptive behaviors in classroom.

1.10.2 Conceptual Framework

Figure 1.1 Conceptual Framework showing the teacher characteristics influencing management of pre-primary school pupils' disruptive behaviour. (Researcher 2024)

Independent Variables





Intervening Variables

The independent variables are teacher characteristics which include the instructor's age, gender, educational level and as well as the years of practice. The dependent factors include the management of preschool children's disruptive behaviour. The intervening variables are school Administration, County government, and Ministry of education, the outcome is regulated behaviour and improved learning performance and enhanced self-esteem.

1.11 Operational Definition of Terms

Attitude toward the behaviour: Refers to feeling or disposition with regard to an individual causing him or her to act or conduct themselves in certain ways.

Disruptive Behaviour: This refers to inappropriate, defiant or hostile acts or conduct of children such as moving around in the classroom, going out or talking without permission or talking out of turn.

Lower grade pupils: This refers to children in Pre- Primary 1 to grade 3 levels in primary schools. For the purpose of this study it encompasses pupils in pre-primary 1 and 2.

Management: Technique's teachers use to handle classroom behaviour.

Perceived Behaviour Control: Refers to the easiness difficulty, or complexity with which behaviour is carried out, and it is thought to represent actual experience and anticipated impediments.

Physical Aggression: Behaviour directed towards others that were likely to cause harm such as kicking and hitting. In this study it refers to such behaviours exhibited by children referred to as disruptive behaviour.

Preschool: Refers to an institution offering education to children before they begin primary education. In the current study it encompasses PP1 and PP2.

Subjective Norm: Refers to perceived social pressure from others within the community requiring individuals behave in a certain manner.

Teacher characteristics: These are teacher qualities such as age, gender, educational level and experience that could influence children's disruptive behaviour in school.

Temper Tantrums: An uncontrolled outburst of anger and frustration by young children due to unmet needs or desires which may constitute disruptive behaviours.

Teaching Strategy: This refers to methods, techniques and procedures employed by teachers in meeting all the learning needs of pupils and promotion of safe, conducive learning environment.

Pre-Primary: Refers to institutions serving children 3-5 years before they join primary school such as nursery, kindergarten, pre-primary one and pre-primary two.

Teachers Sex: This refers to the biological or physiological characteristics that categorizes human beings into being male or female based on reproductive functions.

Teachers Experience: Refers to events or occurrences one has encountered through observation or participation for a period of time resulting to gaining knowledge and skills in a particular field. For this study experiences teachers may have gained in management of disruptive behaviours.

Teachers Age: Length of time an individual has lived to the present time. For this study the age distribution of pre-primary school teachers in sampled school at the time when the study was being conducted.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The significance of this chapter is to highlight the literature on disruptive behaviour by children, and literature on how teachers' characteristics such as academic qualifications, age, gender and years of experience influence their classroom management of disruptive behaviour. The chapter also covered the summary of the reviewed literature.

2.2 Disruptive Behaviour Displayed in Schools

Disruptive behaviour of learners is the student behaviour that has the capacity to obstruct successful instruction and learning in the classrooms, whether purposefully or accidentally (Ekechukwu et al., 2016). The rate and the extent of these disruptive behaviours has been on the rise and this has caught the attention of the educators worldwide (Simpson 2017). Disruptive behaviours are merely inappropriate behaviour; actions that impair the learning of children and also break social norms (Gaete & Gaete, 2021; Degard & Solberge, 2024).

Gallegos et al., (2019) in Spain investigated on interaction effects of disruptive behaviour and motivation profiles with teacher competence and school satisfaction in secondary school physical education and found that students with high disruptive behaviour profile were mostly characterized as being boys with low levels of innate motivation and high levels of a motivation and unruly misbehaviour which are disrupting classroom environment, disobeying the rules, irresponsibility and having low engagement with learning. Differing students with low disruptive behaviours

profile were usually girls possessing the highest level of innate motivation and the lowest in all unruly behaviour.

Kocyigit et al.,(2020) study in Turkey investigated classroom management at preschool level on an overview of preservice teachers' perceptions and found that inappropriate behaviour in preschool were pushing friends, spitting ,hitting, throwing toys, swearing using bad language, towards peers, not participating in activities, and constant crying and yelling. The most commonly cited bad behaviour by teachers was talking out of turn, hindering other pupils, looking/using mobile phones/tablets when they should not (Scottish Government, 2023),which the current study sought to investigate in the Kenyan context.

Okeke et al., (2023) conducted a qualitative study in Nigeria on impact of learners Disruptive Behaviour on teachers well-being and found that the most common behaviours reported by teachers were disrespect to the teachers and classmates, constantly talking and moving around during teaching lessons and not doing homework using mobile phones, sleeping in class, making jokes, student refusing to accept instruction and to follow rules. A study by Soni (2023) in South Africa also found that students' indiscipline ranged from making noise in class, lack of cooperation and physically assault on other students and teachers often resulting in serious injury. However, it was not clear how teacher actions might have influenced such related behaviours which the present study purposed to undertake.

Kausar et al.,(2023) in Pakistan investigated on students' undesirable behaviour and found that teachers often talked about unauthorized classroom discussions, moving around without permission, constantly complained about their friends, acted like a

television program, rude and disrespectful, interfered with other students' studies, exchanging course materials and playing games on mobile phones gadget.

Simpson (2022) conducted a case study in Jamaica, on the perceived impact of disruptive behaviour among grade 9 and 11 students on their academic performance at a corporate high school and the results revealed that school staff observed many causes of classroom disruptions, such as the influence of parents and home environment, peer influence, socio economic factors, difficult personal situations, illiteracy, learning disabilities (ADHD), supervision and teaching problem, teachers attitude to teaching and classroom adjustment. Similarly, In Indonesia, Atmojo (2020) in a study on Junior High School students' disruptive behaviour and their expectations on English as a Foreign Language (EFL) class and found that the forms of student's doing homework exercises given by teacher and ignoring teacher.

Frequent challenging behaviours faced by preschool teachers in classroom are telling their wishes by crying, speaking by interrupting others, remaining passive, not asking for permission, to speak, hesitating to participate in plays, speaking too loudly, shouting out, pushing each other, harming others, not waiting for their turn and not following instructions (Aksoy, 2020).

In Tanzania, Majani (2020) did a study on teachers experiences and strategies of managing disruptive behaviour in Tanzania secondary schools and concluded that student teachers experienced and dealt with different disruptive behaviours that ranged from classroom side conversations, bullying, aggressive offensive comments, abusive language towards teachers, fighting, personal attacks to teacher, making offensive comments to teacher, dominating and monopolizing discussion and non-compliance.

A study by Vongvilay et.al. (2021) in Indonesia, on the types and causes of students disruptive behaviour revealed behaviour such as aggression, goofing off happen most often in class. These behaviours were said to occur due to cravings for freedom, and power whereas other times out of frustrations from the perception that some subjects are difficult. In study in Malaysia by Hou et al., (2024) on effects of classroom disruptive behaviour management strategies revealed 'talking out of turn' as the main obstacle to teachers classroom management and teaching delivery. The study further suggested inclusion of free talk sessions for management of disruptive behaviour in an English lesson. Through the free talk sessions the students were said to participate, self-monitor, develop a sense of responsibility and self-management skills.

The Kenya Basic Education Regulation (2015) states that a learner may be considered undisciplined if involved in, bullying other learners, physical fights, truancy, cheating in examinations, failing to attend to classroom assignments, or tests and examinations, being defiant and insubordination to lawful instructions, engaging in substance abuse and drug trafficking. The regulation further outlines that mass discipline is considered when learners jointly participate in demonstrations, boycotting meals, or classes, destroying school property or invading other schools, homesteads, or shopping centres.

Mutua et al., (2023) carried out a study on the relationship on the relationship between classroom management practice and students disruptive behaviour in Kenya. The study observed that there is a correlation between the prefects classroom control practice in schools and students disruptive behaviours. The study findings were said to contribute to the teachers understanding of various disruptive behaviour and could also empower them to handle these behaviours. A study by Nyasani and Wawire

(2023) on rewarding positive behaviour and disruptive behaviours has revealed that those students who were highly and consistently rewarded for desirable behaviour were less involved in disruptive behaviours and vice versa.

The findings of the reviewed studies mostly dwelt on the disruptive behaviours that have been found in schools in other countries hence the current study sought to establish the teacher characteristics that influence the teacher management of disruptive behaviours among pre-primary school children.

2.3 Influence of Teachers' Educational Level on Management of Disruptive Behaviour

Educational level is the attainment of knowledge or skills. The literature reviewed will look at levels of certification which includes degree, certificate, diploma, masters, and how they influence classroom management of disruptive behaviour.

Tirmizi et al. (2022) conducted a study in Pakistan on Classroom Management Strategies. A comparative study of University Teachers and found that high qualified teachers have better classroom management strategies compared to others. In California Hayes et al., (2022) conducted a study on the effects of teacher characteristics on disciplinary office referrals and found that there exist Limited evidence on certain teacher certifications affecting the likelihood and frequency of disciplinary referrals. Eranil & Sevgin (2023) conducted a study in Turkey on investigation of teachers classroom management and classroom measurement and evaluation competencies, revealed that teachers achievements and skills play a crucial role in their perception of both classroom management and as well as their classroom measurement and evaluation. In light of the above studies, which highlighted the impact of teacher certification and teachers' competencies in classroom management

and evaluation, the current study aims to explore how teachers' qualifications and other characteristics may influence their approach to managing disruptive behavior in the classroom.

Gallegos et al, (2019) in their study in Spain on interaction effects of disruptive behaviour and motivation profiles with teacher competence and school Satisfaction in secondary school physical education. The study established that students with naughty behaviour are those who claimed to get uninterested the most in school while those with better behaviours in physical education class professed greater competence in their teachers.

Similarly, another study in Pakistan by Ashraf et al., (2024) on Teacher's perspectives on students' disruptive behaviour revealed that classrooms were overcrowded, and early childhood education teachers are older poorly qualified individuals who have received no in-service training and lacked appropriate teaching learning materials.

In Palestine, Raba (2016) conducted research on the challenges of classroom leadership and management faced by recently hired instructors has convincingly shown in his research that there is no link between educational achievements and classroom competence of teachers. The above study has convincingly shown in his research there is no link between educational achievements and classroom competence of teachers.

Ekechukwu et al., (2016) in Nigeria conducted an ex-post facto research study on the influence of teacher factors which include educational qualification, gender, marital status and experience on disruptive behaviours among senior secondary schools in Nigeria. The study had a population of 11,874 (1,387 male and 10,487 female teachers) in 314 senior secondary schools in Imo state Nigeria. The results indicated

that a teacher's background in education can differentiate him or her from those lacking such knowledge, thus the study revealed that unqualified teachers find it more challenging to deal with disruptive behaviour compared to qualified teachers. Ekechuku et al., thus make a point when they argue unqualified teachers find it more challenging to deal with disruptive behaviour compared to qualified teachers. Still in Nigeria Chikweru and Allagoa (2017) conducted a cross-sectional investigation in River state, Nigeria, on demographic factors such as sex, age qualifications, as well as years of practice as drivers of teacher efficacy in classroom management. The study concluded that education qualification has an impact on classroom management. Also in Nigeria Nwiyi (2017) study found that classroom management is an important function of effective teachers as it contributes to the attainment of educational objectives of primary school education, therefore teachers are expected to be qualified and adequate in the primary schools to be able to successfully contribute to the accomplishment of the goals of primary education.

Waweru (2016) did a descriptive research study on the influence of teacher qualification of certificate and diploma on teaching performance in Karatina Kenya. As per the findings of this study, the teachers possessing high academic and professional qualifications willingly adapted to recommended methods of maintaining discipline in which learners' rights and interests were considered.

In conclusion most studies in this section reported that educational qualifications have an impact on teacher's classroom behaviour management. Teachers with high educational qualifications seem to adapt easily to managing disruptive behaviour than teachers with low qualification. Raba (2016) in Palestine found that there is no link

between educational achievements and classroom competence of teachers while Ekechuku et al.,(2016); Waweru (2016) posed a completely opposing idea.

Furthermore, most of the literature reviewed seems to focus on secondary schools, indicating that teachers' educational qualifications influence classroom management of disruptive behaviours. However, limited research explores the relationship between teachers' educational levels and classroom management of disruptive behaviour in lower grades and these are the gaps that this research aimed to address.

2.4 Influence of Teachers' Age on Management of Disruptive Behaviour

The literature reviewed for this section will look at whether the age of teacher's influence classroom management of disruptive behaviours in the lower grades. In Pakistan, Ashraf et al., (2024) conducted a study on Teacher's perspectives on students' disruptive behaviour and found that classrooms were overcrowded and early childhood education instructors are older poorly skilled individuals who have received no in-service training and lacked proper teaching learning materials.

Andrin,et al (2021) conducted research to examine classroom management practices among grade school teachers in a public school district in Philippines. The study found that age significantly affects the teacher participation in their classroom management practices. In contrast to the above study Duan et al., (2024) in a study in China on correlates of teacher's classroom management self-efficacy established that age was not significantly related to class management self-efficacy.

In Turkey, Akbulut (2014) conducted a descriptive investigation on classroom management abilities of teachers in secondary institutions. According to the research, experienced instructors (above 41 years) having pedagogical instruction throughout

their bachelor's degree and over ten years of practical expertise are highly competent in classroom management. Generally the study revealed significant relations between teachers' classroom management skills and their age and experiences.

A study by Shilpa et al., (2018) in India on students view regarding their preference choice of age and gender of teachers in classroom instruction found that most students did not find age and gender as a barrier to teaching in classroom. The study also observed that experience has a positive influence on teaching. Ye (2012) investigated the impact of teacher traits, attitudes, student relationships, and in-service training on student performance. This researcher established that the age of the teacher trainees may be important, 25 to 30-year-old age groups were found to be confident in managing behaviour. However, both younger and older trainees may need more support.

In a study conducted by Gorghiu et al (2020) on exploring age and gender differences on the use of mobile technology in teaching and learning, the study reported that older teachers lack skills needed for use in mobile teaching. Similarly a related study by Vázquez-Cano et al., (2023) on whether teachers age, gender and years of teaching experience have influence on promoting strategies for digital technology use and data protection among their students found that older teachers tended to apply and enforce digital data protection and sustainability practices less frequently among their students.

Vieluf and Klieme (2012) study conducted in 23 countries in the Southern and Northern hemispheres on teachers' beliefs and attitudes on teaching practices established that despite teachers attempting to retain their profession outlook they often faced challenges of sustaining the energy required for the highly demanding

teaching profession and notwithstanding the shift in behaviour of younger generations whose behaviour may differ significantly from those they encountered when they started their career. The above literature suggests that teacher's age can influence their effectiveness both positively and negatively. Teachers in the middle of their careers are often equipped with the necessary skills and experience to drive positive change, whereas older teachers, despite their willingness to foster improvement, may struggle with maintaining the energy required to achieve their goals.

Whereas studies by Chikweru and Allagoa (2017) and Shilpa et al (2018) shows age has significant positive effect on classroom management other studies such as Njuguna (2012) in early childhood settings in Nyandarua west, Kenya; rather emphasized the impact of instructor qualities on classroom management than age. Thus, the literature reviewed seems to show professional outlook is retained by several teachers as they get older. Both old and young trainees need more support in managing behaviour. However, the existing literature is not clear as to which age group of teachers can handle disruptive behaviour more effectively implying there is a gap in age influence in classroom management of disruptive behaviour. Accordingly, this depicts a substantial research gap that the present study will address.

2.5 Influence of Teachers' Gender on Management of Disruptive Behaviour

Gender is the role of a male or a female in a society. The literature reviewed has looked at how gender influences the teacher's management of disruptive behaviour in classrooms. A research conducted in China by Duan et al., (2024) on correlates of teacher's classroom management self-efficacy found that gender was not significantly related to class management self-efficacy. Sladana (2022) in a study in Bosnia Herzegovina on personal characteristics of teachers and their relation to classroom

management styles on the other hand found that there is a connection between classroom management and personal characteristics such as gender.

Another study by Okafor (2022) on strategies adopted by teachers in the management of classroom undesirable behaviours among students concluded that there is no significant difference in the mean ratings of male and female teachers in the use of reinforcement, counselling, corporal punishment, social isolation, and constructive confrontation in the management of classroom undesirable behaviours.

A study conducted by Antecol et al., (2014) in six regions of USA on the impact of instructors gender on academic achievement in elementary institutions established that there are different strategies in dealing with disruptive behaviour employed by both female and male teachers. The study further noted that female teacher's normally perceived disruptive behaviour to be strongly severe as compared to male teachers. Classrooms might have a strong dominance of male as compared to female teachers and this may result in male teachers managing disruptive behaviour effectively than female teachers. Whereas the above study appears to suggest that male teachers manage disruptive behaviour more effectively than female teachers, the current study sought to establish teachers' gender influence on the management of learner's disruptive behaviour in classroom.

Oktan and Kivanc (2015) did a study on the impact of teacher's gender differences on classroom management at the European University of Lefke and found that gender is not substantially connected to classroom management strategies of the teacher. Bullough (2015) claims that there are some variations in classroom management between male and female instructors; however, similarities between the two are more. Alter et al., (2013) did a study in five public school districts in Southeastern United

States on the impact of kindergarten to 12th grade teachers' demographics such as gender, experience, race, and grade level on the perception of learners challenging behaviour. The study found that female teachers identified verbal disruption and off-task as being more prevalent and problematic more than what the male teachers could report.

A study by Ahmed et al (2018) in South Africa on gender differences amongst teacher's classroom management revealed that teachers' gender affects their classroom management and that female teachers exhibited better classroom management skills than the male teachers. Similarly, Khan, & Majoka (2011) also looked at how gender affected the classroom management techniques used by secondary school instructors in Pakistan expressed a contrary findings that male teachers had higher academic as well as professional qualifications compared to female instructors and used better classroom management techniques. A study done by Otu et al, (2023) in Nigeria found that gender significantly influence teaching effectiveness in terms of knowledge of the subject matter and as well as effective classroom communication.

In Kenya, Odanga et al., (2015) conducted a mixed method research project on gender and self-efficacy of 1790 instructors in 143 government high schools in Kisumu County. revealed that male instructors make more attempts to complete tasks at the institution, exert more efforts, stay on task longer, as well as bounce back more rapidly from missed deadlines. The research also revealed that degrees of efficiency, inventiveness, as well as persistence among instructors are determined by their self-efficacy. Additionally, it was discovered that instructors who had high levels of self-efficacy were better at structuring and arranging their activities, more creative and

receptive to novel approaches, more tenacious, as well as resilient. Thus, it might be predicted that male instructors, who were reported to have higher self-efficacies versus female instructors in the present study, would organize their job more effectively, put more effort, and have greater resilience.

In a descriptive investigation undertaken in Kajiado North District, Kenya, Wanjiku (2013) examined the impact of instructor qualities such as age, sex, and years of practice on the classroom environment in early childhood settings. According to the findings, neither female nor male instructors are superior to one another; instead, each brings their own set of skills to the table for the betterment of the learners. A related study conducted by Ganji et al., (2022) in Iran revealed that men and women were quite different in classroom management behaviours whereas their age, teaching experience and academic qualifications did not significantly affect their classroom management behaviours. Study by Okafor (2022) on strategies adopted by teachers in the management of classroom undesirable behaviours among students concluded that there is no significant difference in the mean ratings of male and female teachers in the use of reinforcement, counselling, corporal punishment, social isolation, and constructive confrontation in the management of classroom undesirable behaviours.

Most of the literature reviewed has shown that strategies have shown that there is no significant difference in the mean ratings of male and female in the management undesirable behaviours in the classroom. Other studies have also revealed that male instructors make more attempts to complete tasks they undertake by putting in more efforts to accomplish work at hand. On the contrary other studies have shown that female teachers exhibited better classroom management skills than the male teachers. Many studies attest to variations in classroom management between male and female

instructors but main point of concern for this study is whether teachers gender influence the classroom management of disruptive behaviour.

2.6 Influence of Teachers Experience on Management of Disruptive Behaviour

Experience is knowledge or skill gained in a particular activity after doing it for a long time. The literature reviewed looked at how experience in teaching can influence classroom management of disruptive behaviour.

Andrin et al (2021) conducted research to examine classroom management practices among grade school teachers in a public school district in the Philippines. The findings indicated that number of years in teaching significantly affect teacher participation in their classroom management practices. In China Duan et al., (2024) did a study on correlates of teacher's classroom management self-efficacy and established that more experienced teachers have high level of classroom management self-efficacy or a higher level of confidence about their classroom management ability

In elementary schools in New York, O'Connor' et al.,(2004) found out that compared to new instructors, the experienced instructors exhibited significantly greater scores of flexibilities, as well as communication in the classroom. Similarly the researchers have convincingly stated in their research that experienced instructors exhibited significantly great scores of flexibilities as well as communication in the classroom. Classroom management of learner's conducts is an art that teachers acquire and with time, therefore, teaching experience is gained after a lengthy period (Kizlik, 2014). O'Connor'et al.,(2004) have convincingly said in their research that experienced instructors exhibited significantly great scores of flexibilities as well as communication in the classroom.

Goldhaber and Brewer (2015) conducted research to examine the impact of instructor degree level on academic performance in USA. In the study 85% of the respondents indicated that new teachers to the profession have limited experience and greater difficulties and challenges in handling disruptive behaviour and class discipline. The teachers indicated that lack of experience and low training resulted in new teachers remaining susceptible to far-reaching effects of the disruptive behaviour. Cakmak (2019) carried out a study in Turkey on the relationship between teaching experience levels and classroom management found experienced teachers were more flexible in their classroom management and allowed learners to be more involved and participate in active interaction and also allowed room for improving their classroom settings. Unal and Unal (2012) in Turkey similarly executed correlational research on the effect of years of practice on classroom management style on qualified elementary school instructors with the age demographics of 22-49 years and discovered that seasoned instructors are more probable than newly appointed teachers to prioritize to be in control in the classroom when engaging with pupils as well as making decisions. Ayebo and Assuah (2017) in a study on teachers classroom management and control observed that knowledge on classroom management and use of best strategies is very crucial in order to create quality learning atmosphere.

Earlier studies have also reported that seasoned experienced instructors in comparison to novice instructors showed better rates of classroom communication as well as flexibility in terms of classroom management. Based on research the most notable challenges faced by educators at the beginning of their careers relate to the lack of adequate behaviour management training to effectively manage such disruptive behaviours (Shook 2012; Tartwijk et al.,(2009). Researchers have also examined classroom management challenges experienced by teachers and revealed that some

teachers have poor classroom management skills and also poor teacher –student relationships coupled with shortage of instructional resources. Whereas the above literature points to the fact that instructional resources could contribute to disruption of teachers’ classroom management the current study sought to focus on whether teachers’ experiences influence learners’ disruptive behaviour in classroom.

In Kenya, Mahulo (2012) examined how instructor training affected students' achievement in mixed-gender high schools in Gem District. According to the research, classroom management strategies used by instructors with over 15 years of practice tend to be more students centred. This outcome is expected given the significant degrees of stress and annoyance that new instructors experience due to poor classroom management. The study also revealed that instructors encounter disillusionment as well as shock once confronted with the complexities of the learning environment. While new instructors commence their careers by concentrating on the quality of lesson planning, they soon develop an excessive concern for managing the students. As a result, new instructors are more interventionist and employ student-centred management techniques less frequently compared to seasoned educators.

New teachers face difficulties in the management of disruptive behaviour due to lack of experience and training in behaviour management. As Goldhaber and Brewer (2015) have shown in their research in USA on the impact of instructor degree level on academic performance. The study indicated that new teachers to the profession have limited experience and greater difficulties and challenges in handling disruptive behaviour and class discipline, with 85% of the respondents agreeing with this statement. The teachers indicated that lack of experience and low training resulted in new teachers remaining susceptible to far-reaching effects of the disruptive behaviour.

Most reviewed studies agree that new teacher's face difficulties in the management of disruptive behaviour due to lack of experience and training in behaviour management whereas experienced teachers perform better in classroom management.

2.7 Teachers Management of Disruptive Behaviour

Kocyigit et al., (2020) conducted a study in Turkey on preservice teachers' perceptions on classroom management at preschool level and found that most frequent interventions by preservice teachers to manage classroom behaviour are sending students to penalty corner to wait there, talking one on one, getting him or her to apologise, talking about misbehaviours. Warnings, loud talking's, rewards and punishments were found ineffective.

Qualitative research carried out in Turkey on managing disruptive behaviour in the classroom determined that most frequently used strategy for classroom management is setting rules with participation of students at the beginning of the term, Preventive (Setting rules and establishing good relationships, directive /instructive communication) and behaviour control strategies(indirect and direct intervention, punishment, talking to the student after class, referring them to professionals or punishment) to manage undesirable student behaviour in the classroom (Ozdere & Karacabey, 2020)

In Australia, McDonald (2023) did a study on teaching behaviour on how classroom can unlock better learning and concluded that by developing a behaviour curriculum schools have the potential to unlock more learning in every Australian classroom. Behaviour is a curriculum, and teachers must teach students how to behave. A behaviour curriculum must clearly set out the desired behaviour to students. The value that all students will experience in the schools and the rules and routines to be

followed must be fully explained as this are the building blocks to the culture of the school. The explicit nature of the teaching of the behaviour must be described as well as consequences of unacceptable behaviour.

A study by Rafi et al., (2020) in Pakistan investigated on the implication of use of positive reinforcement strategy in dealing with learner's disruptive behaviour in classroom. The study sought to map out the role of operant conditioning with focus on praise, constructive feedback, different classroom strategies and as well as role of the teachers in management of disruptive behaviour. The reinforcement behaviours were identified as the highest at 41%, followed by giving constructive feedback to overcome disruptive behaviour at 33% and the classroom management strategies at 25%. In summary the operant conditioning principle has been found to have huge classroom implication in improving the desired behaviour in the classroom. Whilst the above study sought to establish whether operant conditioning is a relevant strategy in reinforcing expected behaviour, the current study strived to find out the teacher characteristics influencing the management the management of disruptive behaviour in the classroom.

Orr et al (2023) conducted a systematic review of teacher implemented existing classroom interventions of disruptive behaviour in the countries such as USA, Australia, Finland, Ireland, Netherlands, Spain, Taiwan, and UK. The study sought to identify the effectiveness of the identified interventions in different countries. During the review it was observed that most studies used 'in class' observations, teacher reports from questionnaires and as well as students interviews. The results revealed the effectiveness of the reviewed interventions with most of the studies suggesting some form of training for teachers to implement the interventions for disruptive

behaviour. The results of the studies reviewed overwhelmingly showed that the interventions had positive effect of reducing the disruptive behaviour.

Ng (2019) conducted a study in British Columbia, Canada using interview gathered from experienced elementary school teachers for a three year period. The study covered the teachers' philosophy and perception, strategies and management of the disruptive classroom behaviour. The findings revealed that teachers considered behaviour to be disruptive when it was least expected, when they did not understand its underlying purpose and when it required the teacher to make unplanned changes due to the impact of the behaviour on students learning and as well as its impact on the ability of the teacher to teach. The study also found class size influenced teachers' perception and management of disruptive student behaviour. In essence, the study suggested that students' disruptive behaviour can be understood through creation of supportive positive behaviour among the students and with their teachers.

Zuhura et al., (2022) in a study in Pakistan examined the strategies used by teachers to reduce students' disruptive behaviour in classroom. The study results showed that teachers used strategies such as either being proactive, reactive, recognition and reward strategies. The study recommended that the teacher training institutions should introduce modern behaviour management strategies in the curriculum for teachers so that they are adequately prepared cases of disruptive behaviour in their classrooms in the future. Some teachers resort to punishments and fines in cases where there are serious consequences while others do not recommend the use of counter measures such as corporal punishments. On the other hand a study by Caldarella et al (2020) in USA, investigated the effects of teacher reprimands such as; 'stop doing that' on students' disruptive behaviour and found that such teacher reprimands did not help

reduce future classrooms disruption or increase future engagements of students at risk for emotional and behavioural disorder.

Another study by Retuerto (2019) carried out a systematic review on disruptive behaviour programmes that involved primary schools in Spain, USA, Finland, UK, Italy, Netherlands, Chile, Austria, Australia, Bolivia, Canada, Colombia, Ecuador, Germany, Mexico, Peru and a few others. Findings showed that there is still some long way to go in laying the foundation for the interventional strategies for primary school students.

Okafor (2022) in Nigeria did a quantitative descriptive survey research on strategies adopted by teachers in the management of classroom undesirable behaviours among junior secondary students in Anambra state. The study showed that the teachers of both gender used reinforcement, counselling, social isolation and constructive confrontation in the management of classroom undesirable behaviour to a high extent among junior public secondary students while male and female teachers use corporal punishment to a very high extent. The study suggested the need for training for teachers on management of disruptive behaviours.

Karagianni et al., (2023) in Greece, did a study on the teachers key role in the challenges associated with effective classroom management mainly that of collaboration and interaction. The study further revealed that successful classroom management is dependent on the teachers' professional readiness, communication skills, planning and organizing the education process in line with students' diverse educational needs and interests. The study further revealed that provision of high quality educational work in a well-structured engaging and reflective learning environment and cultivating meaningful relationships of reciprocity contributes decisively to academic learning and socio emotional development.

In Uganda, Farouq & Ahmed (2021) conducted a study on classroom organization, management, discipline and instructional methods practices and learners' academic achievement in public secondary schools in Rubaga division, Kampala and found that, Classroom discipline management has a significant effect on learners' academic achievement. Whereas, the above study focused on classroom organization, student discipline and instructional methods as the predictors of academic achievement, the current study sought to establish the impact of teachers' characteristics such as educational level, gender, age and experiences in management of disruptive behaviour in classrooms.

Stueber (2019) carried out a study on the impact of evidence based and positive behaviour interventions to enhance classroom behaviour management in schools. The findings revealed that evidence based interventions contributed to effective classrooms. The study also showed positive respective relations between teachers and learners, as well as support from the school administration coupled with adequate training were found to result to reduced burnout and stress levels. Study by Sinclair (2024) in USA, Dominican University, found that teacher characteristics such as patience, flexibility, cultivation of good rapport and consistent adherence to routines and the use of appropriate teaching strategies addressed classroom challenges. Similarly study by Ahmed et al. (2024) revealed that teacher's lack of adequate skills, preparedness, effectiveness and ability to motivate learners leads to poor classroom management and consequently poor academic performance.

Degard & Solberg (2024) conducted a study in Norway on teacher reactive strategies towards disruptive behavior in lower and upper secondary school classrooms and found that teachers use a variety of personal strategies at different levels. The study revealed that most teachers used collective oriented strategies in addressing

disruptive behavior. Teachers use a variety of strategies such as ranging from subtle cues and reorientation to punitive strategies. In Sweden, Thonberg et al., (2020) conducted an explanatory mix methods research on teacher student relationship quality and student engagement. The students reported how teachers treated them, built relationship with them and used teaching methods which impacted their learning environment, their sense of safety and engagement at school in a positive way.

Wangdi et al., (2022) in Asia, did a study on how to reduce student disruptive behavior and found that student disruptive behavior can be reduced to certain level by implementing seating arrangement as an intervention strategy in the classroom, Teachers and students can behave in a classroom in a way that causes disruptive behavior in classroom that affects the teachers' instruction, student learning and classroom environment. Other studies done in Jamaica and Greece have also revealed that disruptive behaviours had impact on learners' performance and that teachers use different methods to deal with disruptive behaviour through specialized training to equip them with techniques to succeed in effective classroom management (Simpson 2022; Vairamidou &Stravakou 2020).

In Australia, Egberg et al., (2020) conducted a mixed method investigation on teacher views on effective classroom management and found that responses from teachers not nominated by students show a much greater reliance on imposing and maintaining control with 20 % of their comments referring to the need to regulate and enforce rules through use of consequences such as detention and timeout. Those nominated over 20 % by students referred instead to building, caring relationships as a key element in effective classroom management.

Hettinger & Schiefele (2024) conducted a longitudinal study on relations between teachers' self-efficacy and secondary school student motivation in the federal states of Berlin and Brandenburg, through matching characteristics of perceived teaching practice. Findings revealed that teachers' self-efficacy for classroom management and for emotional support relate longitudinally to aligned student and teacher reported classroom discipline and social relatedness and students' perception in turn relate to their self-efficacy and enjoyment. In Jamaica, Brown et al. (2019) study on an empirical assessment of soft and hard classroom management strategies employed by teachers in secondary schools in Kingston and St Andrew found that although both type of strategies are used, teachers are aware of what constitutes effective classroom setting, hence they opt to use strategies that work best for their situation.

In South Africa, Mamaile & Omodan (2023) conducted a study on exploring challenges hindering teachers' implementation of classroom management strategies in high school and found several pivotal challenges and solutions regarding the implementation of classroom management strategies in high school. Key challenges include difficulties teachers face in managing large classes which result in disruptive behaviour, lack of parental involvement, setting clear expectation and positive classroom environment as fundamental strategies for implementing active teaching and learning. The classroom management strategies highlighted in the above literature could by extension help the teachers to address the disruptive behaviour through fostering favourable classroom environment, setting clear expectations and active engagement of children.

A study conducted by Beazidou et al., (2012) conducted a study in Greece on classroom behaviour management practices in kindergarten classrooms found that

teachers mostly used classroom management practices such as recognizing the appropriate behaviour through rules, praise and rewards, prosocial discussion, verbal reprimands, developing routines, reinforcing expectations and aggressive strategies. Similarly study by Marais and Meier (2010) in South Africa found that teachers used strategies like parental involvement, developmentally appropriate guidance and curriculum material, classroom rules, and involving stakeholders such as policymakers, school principals and teachers in managing disruptive behaviour.

A study in South Africa by Onias (2022) on primary school teachers' perception on punishment revealed that most teachers were against corporal punishments which are in contrast with the law. Similar view was shared by Eseza (2020) in Uganda who observed that some teachers used disciplinary approaches which do not comply with human based approaches. Studies have also established that corporal punishment contributed to violent disruptive behaviours leading to an increase in challenges relating to classroom management (Maina & Sindabi 2016). Simatwa (2012) in Kenya, looked at potential ways of managing the discipline of learners in secondary institutions in Bungoma County and established that schools were using both legal and illegal disciplinary methods in managing learners' discipline which included, expulsion, suspension, corporal punishment, verbal reprimand, slapping, pinching, spanking, detention, kneeling, rewarding good conduct, manual labour, written warning and guidance and counselling.

In Kenya, Onyango and Raburu (2016) conducted research on alternate corrective strategies for dealing with discipline issues in Bondo sub-county high schools. The study found that the schools were involved in actions such as detaining students, expelling student, taking the student to the principal, having to send the student out of

class, discussing with the student during a class, involving a school counsellor, granting reinforcement, assigning extra homework, assigning physical activities around the institution, forcing a student to remain in class throughout the recess, denying a student a pleasurable exercise, using roles, instructors acting as positive examples, and using an outside source of personnel and counselling.

In the above reviewed literature one can observe that teachers used varied measures to achieve classroom management and curbing indiscipline and disruptive behaviours. Studies have also pointed out that ban on corporal punishment as resulted into increased cases of disruptive behaviours. This increase in disruptive behaviours calls for teachers to look for new approaches of addressing such behaviours. Similarly most of these reviewed studies on teacher's management of disruptive behaviour have focused on primary and secondary schools in however there is little information on how preschool teachers manage disruptive behaviours. The early years being critical period when children's growth and learning foundation is laid for strengthening teacher management of disruptive behaviour.

2.8 Summary of Reviewed Literature

The reviewed literature revealed that the disruptive behaviours displayed in schools were rather similar. The literature reviewed on teachers' age and classroom management was contrasting and it is not clear if age influences classroom management of disruptive behaviour. Due to the conflicting findings, it is needful to have more research, and one of the aims of the current study was to fill this gap.

Most studies that were reviewed reported that educational qualifications have an impact on teacher's classroom behaviour management. Teachers with high educational qualifications seem to adapt easily to managing disruptive behaviour than

teachers with lower qualifications. In addition, most reviewed studies agree that novice teacher's face difficulties in the management of disruptive behaviour due to lack of experience and training in behaviour management whereas experienced teachers performed better in classroom management. However, data on the same from teachers teaching in the lower grades in Kenya is not available. This therefore was a gap that this study intended to fill.

The reviewed literature also revealed that female teachers found disruptive behaviour to be more difficult to manage than male teachers, but some studies revealed that there is no substantial variation between male and female gender in managing disruptive behaviour in the classroom. The contrasting findings on gender differences in handling disruptive behaviour are an indicator that additional study is required in this field. This is therefore one of the gaps the current study sought to fill.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The chapter presents the methodology and the design used in this section. It provides details on the research design, research site, population of the study, sampling methods, sample size, pilot study, validity, reliability, methods of data collection, and methods for data assessment.

3.2 Research Design

Descriptive research design was used in this study. The major purpose of descriptive design is to provide information on characteristic of population or phenomenon (Mugenda and Mugenda 2003). The researcher was able to determine how instructor qualities affected how preschool pupils' disruptive behaviour was handled in the classroom owing to the descriptive design.

3.3 Variables of the Study

This section describes the independent and dependent variables of the study.

3.3.1 Independent Variables

The independent variables in the research were the teachers' characteristics which included:

- i. Teachers' Age: The teachers' ages were classified into six groups that is below 25, from 26 to 30, from 31 to 35, from 36 to 40, from 41 to 45, and over 45.
- ii. Teachers' Gender: This was indicated as either male or female,

- iii. Teacher's experience was classified as either less than 2 years, 2 to 5 years, 6 to 10 years, 11 to 15 years or above 16 years.
- iv. Teachers' Educational Level: The teacher's educational level was determined by asking the teachers to indicate if they had a certificate, diploma, bachelor's degree, master's degree, or doctorate.

3.3.2 Dependent Variable

The dependent variable in the study was management of Pre-primary disruptive behaviours. This was measured with the observation checklist by checking how the teachers used various techniques such as, classroom routine, timeout, use of rules, use of guidance and counselling, use of corporal punishment, use of verbal reprimands, engaging students through interactive lessons, use of suspensions and use of reinforcements such as rewards.

The study also categorized how the teachers managed the disruptive behaviour as; very often, often, rarely, or never. Management of disruptive behaviour was noted as 'very often' if a teacher displayed it more than three times in a lesson. It was classified as 'often' if it was displayed two times in a lesson. If the teacher displayed the behaviour only once it was classified as 'rarely.' If the teacher did not display the behaviour, it was classified as 'never'.

3.4 Research Location

Embakasi, in Nairobi County was the study site. Embakasi constituency has a population of 163,858. It is one of eight constituencies in the former Nairobi province and consists of the eastern and south-eastern suburbs of Nairobi. It has a total of 303 schools, that is, 245 primary schools and 58 secondary schools. This area was selected

as the study site because previous research studies done among the pre-schools in Nairobi County have established the rampant disruptive behaviours disruptive behaviours in the area (Ouma, 2017 and Kisendi, 2022). This was why researcher therefore, found it important to focus her study towards teacher characteristics influence their management of preschool pupil's disruptive behaviours.

3.5 Target Population

The study targeted 245 schools in Embakasi zone, Nairobi County including pre-primary and primary school children aged between five to eight years old and their teachers.

3.6 Sampling Techniques and Sample Size

The sample size as well as the sampling techniques employed in this research is described in this section.

3.6.1 Sampling Techniques

The study sampled preschools using simple random sampling so that every school in the target population would have an equal chance of inclusion. Mugenda and Mugenda (2003) recommended that a 10% sample found representative of the population. Out of the 245 schools, 25 schools were chosen through simple random sampling.. Preschool names were handwritten on cards, folded, and afterwards placed into a container. They were mixed and the researcher picked one paper at a time without replacement until the number of samples required was found. In each of the selected schools the sampling technique applied was simple random sampling resulting in the selection of three preschool classes which were included in the study. Purposive sampling was used to select classroom instructors who were included in the study.

3.6.2 Sample Size

Out of the 245 primary schools in the constituency, the researcher picked a sample of twenty-five schools. Three primary school teachers in each of the 25 schools were given questionnaires to fill.

Table 3.1: Sample Size

	Target Population	Sample
Schools	245	25
Teachers	410	75
Total	655	100

3.7 Research Instruments

Questionnaires as well as checklists for observation were employed as research tools for data gathering.

3.7.1 Questionnaires for Preschool Teachers

The study utilized questionnaires for data collection from teachers. These questionnaires contained open-ended questions to get more depth and lengthier response. Due to the participants' requirement for anonymity, which allows them to react without worrying about being identified, precise and correct data is collected in this case when using questionnaire forms (Mugenda & Mugenda, 2003). The participants were informed that the instruments applied were for research purpose only and the responses were kept confidential.

3.7.2 Observation Checklist

An observation checklist was used to gather information concerning how teachers manage disruptive behaviours in preschools in sampled area. This gave the researcher

first-hand and detailed information on how teachers manage disruptive behaviours in the classroom. The observation checklist had two parts, that is, Section A obtained demographic data of the teachers who were observed while Section B was used to obtain data on how the teachers managed unruly behaviours in their classrooms. The techniques used to contain the distracting behaviour that were included in the study are presented below:

- i. Classroom routine – This was measured by noting if the teacher modelled positive behaviour through repetition
- ii. Time out- This was noted by observing if the teacher removed a child with disruptive behaviour from his or her desk to another section or isolating the child completely to another supervised location
- iii. Rules -The researcher measured this by noting if lists of rules were pinned on any surface in the classroom or if the teacher loudly communicated to the pupils of any rules in the school.
- iv. Guidance and Counselling-The researcher measured this by observing if the schools had guidance and counselling programs for children with disruptive behaviour.
- v. Corporal Punishment- The researcher measured this by noting if the teacher hit the children or used a cane to beat children with disruptive behaviour.
- vi. Verbal Reprimand - This was measured by noting if the teacher warned the children as a means of rectifying inappropriate behaviour.
- vii. Engaging children in class through interactive lessons -This was measured by noting if the teacher used activities to capture children's attention to curb disruptive behaviour.

- viii. Reinforcement/Rewards -The researcher measured this by noting if the teacher encouraged/praised and gave privileges to children with good behaviour.
- ix. Classroom physical organization -This was measured by noting the classroom arrangement.
- x. Parental involvement -This was measured by noting if the teacher talked to parents about the child's problematic behaviour.
- xi. Giving extra homework-This was measured by noting if the teacher gave children with disruptive behaviour extra work to do at home.
- xii. Making the pupil stay in during break time-This was measured by noting if the teacher told children with disruptive behaviour not to go out and play during break time.
- xiii. Denying the pupil an enjoyable activity-This was noted by measuring if teachers removed the child from an interesting activity because of misconduct.

Action taken by a teacher to manage disruptive behaviour was categorized as either very often, often, rarely, or never. Management of disruptive behaviour was noted as 'very often' if a teacher displayed it more than three times in a lesson. It was classified as 'often' if it was displayed two times in a lesson. If the teacher displayed the behaviour only once it was classified as 'rarely' and if a behaviour was never displayed, it was classified as 'never'.

3.8 Piloting

To evaluate research instruments, a pilot sample of 10 respondents obtained from the pre-schools in Embakasi, was employed. This is because Kothari (2005)

observed that a 10% of the population can be suitable for pilot study. Piloting was used to examine how relevant data to be obtained and the kind of language within the questionnaire together with the way it is applied and how clear are the questions. The pilot study results were also used to validate and ensure the dependability of the research equipment by pre-testing them, Observation checked to ensure clarity. All the respondents taking part in the pilot study were not included in the final study.

3.8.1 Validity of the Research Instrument

Construct validity refers to the extent to which your test measure accurately and assesses what it's supposed to. The piloted questionnaire was scrutinized for unclear and ambiguous phrases; this was corrected to ensure its validity. In this study Researcher consulted experts in the field such as lecturers from the department of early child hood and special needs Kenyatta University in assessing the validity of the research instruments. This ensured that the questionnaire administered in the final study could elicit the information required.

3.8.2 Reliability of the Research Instrument

The researcher evaluated the piloted instruments for consistency of responses to make a judgment on their reliability. To establish the questionnaire reliability, internal consistency method was adopted. In this case, Cronbach Alpha coefficient was adopted (Cronbach, 1951). Mugenda and Mugenda (2003) are of the view that a Cronbach Alpha value higher than 0.7 shows a questionnaire is reliable. Table 3.2 shows that the questionnaire was reliable as the Cronbach Alpha values are above 0.7.

Table 3.2: Reliability Results

Variable	Number of Items	Cronbach Coefficient	Decision
Teacher's Age	4	0.736	Reliable
Teacher's Gender	4	0.784	Reliable
Teacher's Experience	8	0.814	Reliable
Teacher's Educational Level	8	0.769	Reliable
Management of Disruptive Behaviour	7	0.829	Reliable

3.9 Data Collection Techniques

The researcher applied for permission to conduct the study from NACOSTI using an introductory letter she received from Kenyatta University Graduate School. Approval was further sought from the Embakasi Sub-county education office and headteachers to conduct research in preschools within the area. The researcher introduced herself to the headteachers and teachers.

The researcher paid two visits to the classrooms where observations were carried out. During the first visit, she was introduced to the pupils as a visitor to the school. No observations were done during the first visit. The first visit was intended to be a familiarization visit to enable the researcher to get an idea of the classroom layout and also enable the teachers and pupils to get to know the researcher. The observations, therefore, were done during the second visit for about 30 minutes per visit. The observations were carried out and then questionnaires were filled in by the teachers after the lessons.

3.10 Data Analysis

The data gathered from the field for analysis first underwent some editing, was checked for extensiveness, coded, classified and then the raw data submitted into the Statistical Package for the Social Sciences (SPSS v22) for subsequent analysis. The data was tabulated, described, and summarized using descriptive analysis, which made use of frequencies, averages, as well as percentages (the primary measures of tendencies). A regression model helped establish effect of the teachers' characteristics on management of disruptive behaviour. The multiple regression models took the following format:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

Where Y – dependent variable (Management of Disruptive Behaviour)

X₁ – Teachers' Educational level

X₂ – Teachers' Gender

X₃ – Teachers' Age

X₄ – Teachers' Experience

ε – Is the error term

β – Parameters to be estimated

3.11 Logistical and Ethical Considerations

The research permit was obtained from the NACOSTI and permission from Embakasi Sub-county Education Office to research within preschools in Embakasi division. Additionally, head teachers were asked for permission to administer questionnaires and observe the children and teachers in classrooms. The researcher explained that the purpose of the investigation was for academic purposes and assured the respondents

that the findings would be held in confidence. The researcher assured the respondents that the questionnaire shall not bear the names of any respondent to ensure anonymity and confidentiality. Participation by any respondent would be of their own free will and no participant be forced. Any participant who indicated their discomfort in the research exercise was excused from participating in the research.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, AND DISCUSSION

4.1 Introduction

The section is to illustrate the collected data, results, and discussions of the findings on teachers' characteristics influencing their management of disruptive behaviour by pupils in preschools in Embakasi Zone, Nairobi County. The specific objectives which the study intended to achieve were; to establish the influence of teachers' educational level on the management of preschool pupils disruptive behaviour in Embakasi , to determine the influence of teachers' gender on the management of preschool pupils disruptive behaviour in Embakasi preschool classrooms , to determine the effect of teachers' age on the management of preschool pupils disruptive behaviour in Embakasi and to establish the influence of teachers' experience on management of preschool pupils disruptive behaviour in Embakasi. Analysis, presentation and discussions were principally guided by the above research objectives.

4.2 Response Rate

Response rate refers to the given percentage of the research participants as per the intention of the research procedures applied. Rodeo (2009) asserts that a return rate of more than 70% is credible for the generalization of the study findings. Table 4.1 provides a summary of the response rate in the current investigation.

Table 4.1: Response Rate

Target Population	Sample (<i>n</i>)	Return rate (%)
--------------------------	--------------------------	------------------------

Observations	245	25	25 (100)
Teachers	410	75	56 (80)

According to table 4.1, the data indicate a total of 75 questionnaires were issued and 25 observations made. However, out of the 75 issued questionnaires, 56 were well responded to without blanks which gave a response rate of 80 percent. Given the argument by Rodeo (2009) that a return rate of more than 70% is satisfactory, the response rate of 80% was therefore deemed satisfactory.

4.3 Demographic Characteristics of Sampled Respondents

As a component of the overall goal of the study, the researcher attempted to assess the demographic traits among teachers in a bid to determine how teacher characteristics influence the management of preschool pupils' disruptive behaviour in Embakasi, Nairobi County.

The data analysis in this section is according to the sequence of the research questions as contained in the questionnaire. Hence, for each question, the responses obtained were analysed and followed by a brief discussion of the results of each question. For this research, the demographic characteristics assessed comprised of gender, age, teachers training, education level, and teaching experience. Based on the data collected, the following statistics were obtained as summarized as shown in Table 4.2 and discussed thereafter.

Table 4.2: Demographic Characteristics of Sampled Respondents

Category		Frequency (f)	Percent (%)
Gender	Male	2	3.6
	Female	54	96.4
	Total	56	100.0
Age	Below 25	2	3.6
	26 – 30	21	37.5
	31 – 40	17	30.4
	41 – 45	12	21.4
	Above 50	4	7.1
	Total		100.0
Trained Teacher	Yes	52	92.9
	No	4	7.1
	Total	56	100.0
Education Level	Certificate	16	28.6
	Diploma	39	69.6
	Degree	1	1.8
	Total	56	100.0
Government Employee	Yes	11	19.6
	No	45	80.4
	Total	56	100.0
Teaching Experience	3 - 5 Years	39	69.6
	11 - 15 Years	11	19.6
	Above 16 Years	6	10.7
	Total	56s	100.0

Source: Field data, 2020

The data revealed that the majority 54 (96.4%) of teachers interviewed were female compared to 2 (3.6%) of their male counterparts. The significance of this is it demonstrates that most teachers teaching preschool were female.

According to the data findings it was observed that slightly below half 21 (37.5%) of the sampled respondents were aged between 26 - 30years old, some 17 (30.4%) were aged between 31 - 35 years old while a few 12 (21.4%) said that they were aged between 41 - 45years old. It was further observed that only 4 (7.4%) teachers were aged above 50 years of age and 2 (3.6%) below 25 years of age. This shows that majority of the teachers (71%) are in an active age bracket (25-40 years).

The data also shows that 52 (92.9%) of the sampled teachers were trained teachers. Only 4 (7.1%) were not trained teachers but cited that they were student teachers under teaching practice programme. The study findings further revealed that a majority 39 (69.6%) were diploma holders while some 16 (28.6%) were Certificate holders and only 1 (1.8%) of the sampled teachers was a degree holder. The findings reveal that over 92% (52teachers)were trained and have the requisite skills for teaching.

It was further noted that a majority 45 (80.4%) of the sampled teachers were government employees and the remaining 11 (19.6%) were not employed by the government but were employed by the school board of governors while others were student teacher under teaching practice programme.

On assessing the teachers' teaching experience, it was observed that a majority 39 (69.6%) had teaching experience of between 3 - 5 years while 11 (19.6%) had a teaching experience of approximately 11 to 15 years and only 6 (10.7%) had teaching experience of above 16 years. This shows that majority of the teachers 50(89.2%) had teaching experience of less than 15years implying that they still have more years to gain experience.

4.4 Descriptive Analysis

In identifying the teachers' characteristics influencing their management of disruptive behaviour by pupils in preschools in Embakasi Zone, Nairobi County, Kenya, the variables of the study were investigated and analysed. A Likert scale questionnaire was adapted to rate statements on each of the study variables.

4.4.1 Descriptive Statistics of Teachers' Educational Level

The first objective sought to establish how teachers educational level influence their management of disruptive behaviour by pupils in Embakasi pre-school classes

Table 4.3: Descriptive Statistics of Teachers' Educational Level

	SD		D		N		A		SA	
	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>f</i>	<i>%</i>
Educational training helps me in managing disruptive behaviour among learners	2	3.6	2	3.6	2	3.6	14	25	36	64.3
High education qualification has a positive impact on classroom management	6	10.7	8	14.3	1	1.8	31	55.4	10	17.9
Teachers with a high academic and professional qualification are likely to adapt to recommended methods of maintaining discipline among learner	6	10.7	4	7.1	9	16.1	20	35.7	17	30.4
I believe my educational behaviour is professional	2	3.6	0	0	2	3.6	19	33.9	33	58.9
Professional behaviour is important in managing disruptive behaviour among learners	6	10.7	1	1.8	2	3.6	20	35.7	27	48.2
Teachers are expected to be qualified to successfully contribute to the accomplishment of the goals of primary education	6	10.7	3	5.4	1	1.8	21	37.5	25	44.6

	SD		D		N		A		SA	
	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>f</i>	<i>%</i>
Teachers with expected educational training are likely to effectively manage disruptive behaviour among learners	3	5.4	1	1.8	1	1.8	28	50	23	41.1
Teachers with higher self-efficacy plan their class management better leading to more resiliency	2	3.6	0	0	5	8.9	12	21.4	37	66.1

Key: SD: Strongly Disagree, D: Disagree, N: Neutral, A: Agree, SA: Strongly Agree, *f*: frequency, *%*: Percent

Source: Field data, 2020

The results of this study revealed that the majority of the teachers 36 (64.3%) strongly agreed with the statement '*educational training helps me in managing disruptive behaviour*'. 14 (25%) agreed and 2 (3.6%) strongly disagreed while 2 (3.6 %) were neutral. These findings are similar to Eranil & Sevgin (2023) did a study on Investigation of Teachers Classroom Management and Classroom Measurement and Evaluation competencies and revealed that the achievements and skills of a teacher play an important role in the perception of both classroom management and classroom measurement and evaluation competencies of teachers.

The study also revealed majority concurred 31(55.4%) that educational qualification has a high positive impact on classroom management and whereas 10 (17.9) strongly agreed that education qualification has a high positive impact on classroom management. On the other hand 6 (10.7 %) strongly disagreed, 8 (14.3 %) disagreed and 1(1.8 %) were neutral. In the present study, it was found that educational background contributed favourably to effective classroom management. These findings are similar to those of Chikweru & Allagoa (2017) who found that education qualification has an impact on classroom management.

The study findings regarding the statement '*teachers with a high academic and professional qualification are likely to adopt to recommended methods of maintaining discipline among learners*' revealed that; 17 (30.4%) strongly agreed, 20 (35.7 %) agreed, 6 (10.7 %) strongly disagreed, 4 (7.1%) disagreed and 9 (16.1%) were undecided. In this study it was observed teachers with expected trainings effectively managed disruptive behaviour. These finding is similar to Eranil & Sevgin (2023) did a study on Investigation of Teachers Classroom Management and Classroom Measurement and Evaluation competencies and revealed that the achievements and

skills of a teacher play an important role in the perception of both classroom management and classroom measurement and evaluation competencies of teachers.

.The study revealed that majority strongly agreed 33(58.9 %) to the statement '*I believe my educational behaviour is professional*', 19 (33.9 %) agreed, 2 (3.6) strongly disagreed, 0 (0) disagreed while 2 (3.6%) were neutral.

Majority of the study participants strongly agreed 27 (48.2%) that professional behaviour is important in managing disruptive behaviour among learners. 20 (35.7 %) agreed, 6 (10.7 %) strongly disagreed, 1 (1.8%) disagreed and 2 (3.6 %) were neutral on the aspect of professional behaviour.

A significant percentage of study participants strongly agreed 25 (44.6%) that teachers are expected to be qualified to successfully contribute to the accomplishments of the goals of primary education. 21 (37.5 %) agreed, 6 (10.7 %) strongly disagreed, 3(5, 4%) disagreed while 1 (1.8 %) were neutral. In the current study it was established that qualifications played a role in the accomplishment of the goals of primary education. These results are similar to Ekechukwu, Amaeze and Eze (2016) who conducted an ex-post facto research study on the influence of teacher factors which include educational qualification, gender, marital status and experience on disruptive behaviours among senior secondary schools in Nigeria. The study had a population of 11,874 (1,387 male and 10,487 female teachers) in 314 senior secondary schools in Imo state Nigeria. The results indicated that a teacher's background in education can differentiate him/her from those lacking such knowledge. Therefore, unqualified teachers find it more challenging to deal with disruptive behaviour compared to qualified teachers.

Concerning teacher trainings and its role in effectively managing disruptive behaviours among learners, 23 (41, 1%) strongly agreed that teachers with expected trainings are likely to effectively manage disruptive behaviours among learners. 28 (50) agreed 3 (5.4%) strongly disagreed 1 (1.8 %) disagreed while 1(1.8%) were neutral. These findings are similar to those of Ekechukwu et al., (2016) who found that the knowledge a teacher gains from college or university training can differentiate his abilities from untrained teachers. Therefore, non-qualified teachers find it more challenging to deal with disruptive behaviour compared to qualified teachers.

The study also showed that majority agreed 37(66.1 %) teachers with high self-efficacy had a better classroom management plan leading to more resiliencies. 12 (21.4 %) agreed 2(3.6%) strongly disagreed, 0(0) disagreed while 5 (8.9 %) were neutral.

4.4.2 Descriptive Statistics of Teachers' Gender

The second goal of the study was to establish how gender of teachers affected how students' disruptive behaviour was handled in Embakasi pre-primary school classes.

Table 4.4: Descriptive Statistics of Teachers' Gender

	SD		D		N		A		SA	
	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>
Teacher gender differences does not affect classroom management approach in our school	2	3.6	5	8.9	8	14.3	17	30.4	24	42.9

Females are more competent than males in managing classrooms	12	21.4	11	19.6	3	5.4	9	16.1	21	37.5
Female teachers are more effective in managing disruptive behaviour among learners	15	26.8	13	23.2	2	3.6	18	32.1	8	14.3
Male teachers are more effective in managing disruptive behaviour among learners	11	19.6	11	19.6	11	19.6	14	25	9	16.1

Key: SD: Strongly Disagree, D: Disagree, N: Neutral, A: Agree, SA: Strongly Agree, *f*: frequency, %: Percent

Source: Field data, 2020

According to the results, most 24 (42.9%) of the sampled participants strongly agreed that ‘teacher gender differences does not affect classroom management approach in our school’. Some 17 (30.4%) agreed to the statement. A few 8 (14.3%) of the sampled respondents were “Neutral” to the statement while 5 (8.9%) and 2 (3.6%) disagreed and strongly disagreed respectively. These findings are similar to Sladana (2022) who conducted a study on personal characteristics of teachers and their relation to classroom management styles and found that there is a connection between classroom management and personal characteristics such as gender.

In the current study it was established that many teachers agreed that gender does not play a role in classroom management. These findings are similar to those of Oktan and Kivanc (2015) who discovered that the instructor's classroom management techniques are not significantly influenced by gender. The current finding is also similar to correlational research conducted in China by (Duan et al., 2024) on correlates of teacher’s classroom management self-efficacy who found that gender was not significantly related to class management self-efficacy.

Majority of participants 21 (37.5%) strongly agreed that female instructors are more capable than male instructors in managing the classroom environment. 12 (21.4%) strongly disagreed with the statement and another 11 (19.6%) disagreed. A few 9 (16.1%) agreed with the statement while only 3 (5.4%) were neutral regarding the female's competence against that of their male counterpart in managing classrooms.

The study findings regarding the statement '*Female teachers are more effective in managing disruptive behaviour among learners*' revealed that majority 15 (32.1%) agreed with the statement. A good number 15 (26.8%) strongly disagreed with the statement while another 13 (23.2%) of the sampled participants rejected the assertion. Only 8 (14.3%) strongly agreed with the statement and 2 (3.6%) were neutral. These findings are similar to Chikweru and Allagoa (2017) who found that females are more competent than males in managing classrooms.

The study sought to determine if male teachers are more effective in managing disruptive behaviour among learners. According to the responses obtained it was noted that a majority 24 (42.9%) of the sampled respondents strongly agreed to the statement, some 17 (30.4%) agreed while another 8 (14.3%) were neutral and only 5 (8.9%) and 2 (3.6%) disagreed and strongly disagreed respectively to the statement. The findings agree with an investigation by Khan and Majoka (2011) that looked at how gender affected the classroom management techniques used by secondary school instructors concluded that male teachers had higher academic as well as professional qualifications compared to female instructors and used better classroom management techniques. These findings are contrasting those of Chikweru and Allagoa (2017) who found that females are more competent than males in managing classrooms.

4.4.3 Descriptive Statistics of Teachers' Age

The third objective was to identify how teachers' age impacted on the management of preschool pupils' disruptive behaviour in Embakasi.

Table 4.5: Descriptive Statistics of Teachers' Age

Statement	SD		D		N		A		SA	
	F	%	F	%	F	%	f	%	F	%
My age has given me more classroom management skills	0	0	5	8.9	4	7.1	30	53.6	17	30.4
Learners respect my age and therefore suppresses their disruptive behaviour in class	6	10.7	7	12.5	6	10.7	27	48.2	10	17.9
I believe the challenges I face I managing disruptive behaviour are as a result of my age	15	26.8	20	35.7	8	14.3	3	5.4	10	17.9
My age allows me to freely interact with learners hence making it easy to manage their classroom behaviour	3	5.4	8	14.3	4	7.1	22	39.3	19	33.9
Learners respect my age and therefore suppresses their disruptive behaviour in class	6	10.7	7	12.5	6	10.7	27	48.2	10	17.9

Key: SD: Strongly Disagree, D: Disagree, N: Neutral, A: Agree, SA: Strongly Agree, *f*: frequency, %: Percent

Source: Field data, 2020

Based on the findings of this study regarding the statement '*My age has given me more classroom management skills*'; it was observed that majority 30 (53.6%) of the sampled respondents agreed that age has given them more classroom management

skills. Some 17 (30.4%) strongly agreed to the statement. A few 5 (8.9%) of the participants did not agree with the issued statement while 1 (7.1%) were neutral. In the current study it was established that age played a role in classroom management similar to a study by Chikweru and Allagoa (2017) that found that teachers age influenced classroom management. These findings contrasted with (Duan et al., 2024) did a study on correlates of teacher's classroom management self-efficacy and established that age was not significantly related to class management self-efficacy. The findings also contrasted with Hicks (2012) who conducted research concerning self-efficacy and variables that have an effect on classroom management. According to the findings, there was no substantial link between the instructors' scores and the classroom management subscale and teachers' age, gender and certification type. Presence or absence of a teacher mentoring programme or number of classroom management courses taken by the teacher during the teacher preparatory programme also had no significant association.

Regarding influence of teachers' age on disruptive behaviour by learners, majority 28 (48.2%) strongly agreed with the statement '*Learners respect my age and therefore suppresses their disruptive behaviour in class*'. Some 10 (17.9%) agreed with the statement and another 7 (12.5%) disagreed while only 6 (10.7%) were neutral. These findings contrast with Ye (2012) who reported that the age of the teacher trainees may be important since the study found that 25 to 30-year-old age groups were confident in managing behaviour.

The study findings on the statement '*I believe the challenges I face managing disruptive behaviour are as a result of my age*' revealed that majority 20 (35.7%) disagreed with the statement. A good number 15 (26.8%) strongly disagreed with the

statement, another 8 (14.3%) of the sampled respondents were neutral while only 10 (17.9%) and 3 (5.4%) agreed and strongly agreed respectively. The results agree with findings from a study in Nigeria by Chikweru & Allagoa (2017) that also reported that teachers' age influenced classroom management.

The study also sought to determine if teachers' age allows them to freely interact with learners hence making it easy to manage their classroom behaviour. According to the responses obtained, it was noted that a majority 22 (39.3%) of the sampled respondents agreed to the statement, some 19 (33.9%) strongly concurred while another 8 (14.3%) disagreed and only 3 (5.4%) strongly disagreed with the statement. These findings are similar to Akbulut (2014) who found that older teachers with classroom management training and over ten years professional experience have good classroom management skills.

4.4.4 Descriptive Statistics of Teachers' Experience

The fourth objective was to establish how teachers' experience influences management of preschool pupils' disruptive behaviour in Embakasi.

Table 4.6: Descriptive Statistics of Teachers' Experience

Statement	SD		D		N		A		SA	
	<i>F</i>	%	<i>F</i>	%	<i>F</i>	%	<i>f</i>	%	<i>f</i>	%
My year of experience helps me effectively manage learner's behaviour in the classroom.	6	10.7	0	0	2	3.6	19	33.9	29	51.8
My experience in teaching early childhood education gives me confidence	0	0.0	0	0.0	0	0.0	35	62.5	21	37.5
More experienced teachers effectively deal with class management problems	0	0.0	0	0.0	7	12.5	30	53.6	19	33.9
New teachers to the profession have limited hands experience hence they have greater difficulties	1	1.8	7	12.5	11	19.6	27	48.2	10	17.9
Inexperienced teachers have challenges in handling disruptive behaviours in classrooms	4	7.1	6	10.7	5	8.9	17	30.4	24	42.9
I have acquired classroom behaviour management and planning with time	0	0	0	0	4	7.1	36	64.3	16	28.6

Statement	SD		D		N		A		SA	
	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
Lack of experience in classroom management can cause susceptible to far reaching effects of the disruptive behaviour	1	1.8	1	1.8	2	3.6	35	62.5	17	30.4
Experience gives teachers a more realistic expectation on how to effectively manage their classrooms	0	0	0	0	1	1.8	30	53.6	25	44.6

Key: SD: Strongly Disagree, D: Disagree, N: Neutral, A: Agree, SA: Strongly Agree, *f*: frequency, *%*: Percent

Source: Field data, 2020

As per the results of the research, it was observed that majority strongly concurred 29 (51.8) to the statement '*my years of experience help me effectively manage learner's disruptive behaviour in the classroom*'. 19 (33.9) agreed, 6 (10.7%) strongly disagreed and none (0) disagreed. These findings are similar to those of Zuzovsky (2016) who found that more experienced teachers effectively and easily deal with class management problems than inexperienced teachers. These findings are also similar to (Duan et al 2024) who did a study on correlates of teacher's classroom management self-efficacy and established that more experienced teachers have high level of classroom management self-efficacy. Experienced teachers have a higher level of confidence about their classroom management ability.

The study findings regarding the statement '*my experience in teaching early childhood education gives me confidence*' revealed that majority strongly agreed 21 (37.5%), 35 (62.5 %) agreed and none (0.0) strongly disagreed. The study also sought to determine if more experienced teachers effectively deal with class management problems. According to the response, majority agreed 30 (53.6 %), 19 (33.9 %) strongly agreed, 0(0.0) strongly disagreed, 0 (0.0 %) disagreed while 7(12.5%) were neutral. These findings are similar to of Zuzovsky (2016) who found that more experienced teachers effectively deal with class management problems.

Majority of the subjects 27 (48.2%) agreed new teachers to the profession have limited hands experience hence they have greater difficulties. 10 (17.9) strongly agreed and 1 (1.8 %) strongly disagreed, 7 (12.5) disagreed while 11 (19.6%) were neutral. The findings support previous research by Goldhaber and Brewer (2015) which reports that new teachers to the profession have limited experience and therefore they have greater difficulties in handling disruptive behaviour and class discipline. The study

indicated that lack of experience and low training resulted in new teachers remaining susceptible to far-reaching effects of the disruptive behaviour

From the findings, majority 24 (42.9%) strongly agreed that inexperienced teachers have challenges in handling disruptive behaviour in classroom. 17 (30.4 %) agreed, 4 (7.1 %) strongly disagreed, 6 (10.7 %) disagreed while 5(8.9 %) were neutral. These findings are similar to Goldhaber and Brewer (2015) who conducted research to examine the impact of instructor degree level on academic performance. The study indicated that new teachers to the profession have limited experience and greater difficulties and challenges in handling disruptive behaviour and class discipline, with 85% of the respondents agreeing with this statement. The teachers indicated that lack of experience and low training resulted in new teachers remaining susceptible to far-reaching effects of the disruptive behaviour

The statement '*I have acquired classroom behaviour management planning with time*' elicited a variety of responses. Majority 36 (64.3 %) agreed, 16 (28.6 %) strongly agreed, none (0) disagreed while 4 (7.1%) were neutral. These findings are similar to O'Connor' et al., 2004) who found out that classroom experienced instructors compared to new instructors, exhibited significantly greater degrees of flexibility as well as communication in the classroom.

The study findings also revealed that majority agreed 35 (62.5 %) lack of experience in classroom management can cause susceptible to far reaching effects of the disruptive behaviour 17 (30.4%) agreed 1 (1.8 %) strongly disagreed 1 (1.8) disagreed while 2 (3.6%) were neutral. These findings are similar to O'Connor' et al., 2004) who found out that classroom experienced instructors compared to new instructors,

exhibited significantly greater degrees of flexibility as well as communication in the classroom.

According to the findings of these study it was also observed that majority agreed 30 (53.6%) experience gives teachers a more realistic expectation on how to effectively manage their classrooms 25 (44.6) agreed 0 (0) strongly disagreed and disagreed while 1 (1.8 %) 0 were neutral. These findings are similar to O'Connor' et al., 2004) found that classroom experienced instructors compared to new instructors, exhibited significantly greater degrees of flexibility as well as communication in the classroom.

4.4.5 Descriptive Statistics of Teacher's Management of Disruptive Behaviour

The goal was to establish teachers' management of disruptive behaviour in pre-primary schools in Embakasi.

Table 4.7: Descriptive Statistics of Teacher's Management of Disruptive Behaviour

Statement	SD		D		N		A		SA	
	F	%	F	%	F	%	F	%	F	%
I always have a way of managing disruptive behaviour in my class	0	0	0	0	1	1.8	30	53.6	35	44.6
I always engage learners in my class in learning activities to catch their attention and hence curb disruptive behaviour	2	3.6	1	1.8	1	1.8	31	55.4	21	37.5
I always engage parents in managing learners with disruptive behaviour	0	0	2	3.6	10	17.9	28	50	16	28.6
I write admonitory notes on the class diary/register	4	7.1	7	12.5	10	17.9	22	39.3	13	23.2

Statement	SD		D		N		A		SA	
	F	%	F	%	F	%	F	%	F	%
to point out learner's bad behaviour										
I punish pupils who do not pay attention during classes	0	0	8	14.3	15	26.8	17	30.4	16	28.6
I use appropriate intervention to assist children with behaviour problems	3	5.4	1	1.8	0	0	29	51.8	23	41.1
I liaise with my colleague teachers in school in monitors learners with disruptive behaviour	0	0	1	1.8	25	44.6	0	0	30	3.6

Key: SD: Strongly Disagree, D: Disagree, N: Neutral, A: Agree, SA: Strongly Agree, *f*: frequency, %: Percent

Source: Field data, 2020

According to the findings of this study, it was observed that majority of the respondents strongly agreed 30 (53.6 %) to the statement *'I always have a way of managing disruptive behaviour'*. 35 (44.6 %) agreed, none (0) strongly disagreed, none (0) disagreed while 1(1.8 %) was neutral. The findings are similar to that of Stueber (2019) who revealed that evidence based interventions such as positive and respective relations between teachers and learners, as well as support from the school administration coupled with adequate training contributed to effective classrooms. Similarly, the findings also concur with Sinclair (2024) study which revealed that teacher characteristics such as patience, flexibility, cultivation of good rapport and consistent adherence to routines and the use of appropriate teaching strategies appropriately addressed classroom challenges.

The study findings regarding the statement *'I always engage learners in my class in learning activities to catch their attention and hence curb disruptive behaviour'* revealed that majority agreed 31 (55.4 %). 21 (37.5 %) strongly agreed, 2 (3.6 %) strongly disagreed, 1 (1.8 %) disagreed while 1 (1.8 %) was neutral.

Most 16 (28.6%) agreed to the statement *'I always engage parents in managing learners with disruptive behaviour'*. 28 (50) agreed, 0 (0) strongly disagreed, 2 (3.6%) disagreed while 10(17.9%) were neutral. The findings are similar to Marais and Meier (2010) found strategies used by teachers in managing disruptive behaviours are parental involvement, developmentally appropriate guidance and curriculum material, classroom rules, and involving stakeholders such as policymakers, school principals and teachers in managing disruptive behaviour. It was observed that majority 22 (39.3%) agreed to the statement *'I write admonitory notes on the class diary register to point out learner's bad behaviour'*. 13 (23.2 %) agreed, 4 (7.1 %) strongly disagreed, 7 (12.5%) disagreed while 10 (17.9%) were neutral. Most subjects 17 (30.4%) agreed to the statement *'I punish pupils who do not pay attention during classes'*. 16 (28.6%) agreed, 0 (0) strongly disagreed, 8 (14.3 %) disagreed while 15 (26.8%) were neutral. On teacher's use of appropriate interventions to assist children with behaviour problems, responses showed that most participants 29 (51.8 %) agreed, 23 (41.1%) strongly agreed, 3 (5.4 %) strongly disagreed, 1 (1.8%) disagreed and none (0) was neutral. These findings are similar to a study on managing a primary school class done by Feresin et al., (2013) who found that teacher's perception of a possible solution to improve poor or bad student conduct include driving away learners who disturb during classes, writing admonitory notes on the class register to point out learner's bad behaviour, the punishment of pupils who do not pay attention during classes, and suspension of learners who were already punished before.

The study statement regarding the findings ‘I punish pupils who do not pay attention during class.’ 0 none strongly disagreed, 8 (14.3%) disagreed, 15 (26.8%) were neutral and 17 (30.4%) agreed, 16(28.6%) strongly agreed. The current study findings are similar to Okafor (2022) did a quantitative descriptive survey research on strategies adopted by teachers in the management of classroom undesirable behaviours among junior secondary students in Anambra state and concluded that male and female teachers use reinforcement, counselling, social isolation, and constructive confrontation in the management of classroom undesirable behaviour to a high extent among junior public secondary students while male and female teachers use corporal punishment to a very high extent.

This study shows that majority 25 (44.6 %) of subjects were neutral to the statement *‘I liaise with my colleague teachers in school in managing learners with disruptive behaviour’*. 30 (3.6 %) strongly agreed, none (0) agreed, none (0) strongly disagreed and 1 (1.8 %) disagreed. The current study findings are similar to Evertson and Weinstein, (2006) steps to maintain a high quality of classroom management.

Most agreed to the statement 21 (59.8 %) *‘I use appropriate intervention to assist children with behaviour problems’*, 23 (41.1 %) strongly agreed, 3 (5.4 %) strongly disagreed, 1 (1.8 %) disagreed while 0 were neutral. The current findings of the study are similar to a Qualitative research carried out in Turkey on managing disruptive behaviour in the classroom determined that most frequently used strategy for classroom management is setting rules with participation of students at the beginning of the term, Preventive (Setting rules and establishing good relationships, directive /instructive communication) and behaviour control strategies(indirect and direct intervention, punishment, talking to the student after class, referring them to professionals or punishment) to manage undesirable student behaviour in the classroom.(Ozdere &Karacabey,2020)

4.5 Analysis of the Observation Checklist

A total of twenty-five (25) observations were made in twenty-five schools. This was to ascertain the various strategies used by teachers to manage disruptive behaviours

in preschools in Embakasi. The first section of the checklist had the demographics of the class teachers who were observed. Table 4.8 gives a summary of the demographic characteristics of the teachers.

Table 4.8: Demographic Characteristics of Class Teachers from Observed Schools

Demographic Factor	Category	Frequency (f)	Percent (%)
Gender	Male	0	0
	Female	25	100
	Total	25	100
Age	Below 35	17	68
	Above 35	8	32
	Total	25	100
Education Level	Certificate	8	32
	Diploma	17	68
	Total	25	100
Teaching Experience	Less than 5 Years	20	80
	More than 5 Years	5	20
	Total	25	100

The findings indicated that all the classroom teachers at the schools where an observation was made were of the female gender. The significance of this is most of the pre-school teachers tend to be female. These findings also showed that most of the teachers (68%) were aged below 35 years.

Results in Table 4.8 reveal that most of preschool teachers were less than 35 years. In addition, most of them had a Diploma. None of the class teachers included in the observations had a degree. The results also indicated that majority of these teachers (80%) had a work experience below 5 years. The researcher observed the teachers to establish the extent with which they used various techniques to manage disruptive behaviour in their classrooms. The practices observed were classroom routine, time out, rules, guidance and counselling, corporal punishment, verbal reprimand, engaging children in class through interactive lessons, suspension, reinforcement/rewards, classroom physical organization, parental involvement, giving extra homework, making the pupil stay in during break time and denying the

pupil of an enjoyable activity. A Likert scale was utilised, which had four points of measure. A presentation of these results is in Table 4.9.

Table 4.9: Observation Results

Item Observed	Very Often		Often		Rare		Never	
	<i>F</i>	%	<i>F</i>	%	<i>F</i>	%	<i>F</i>	%
Classroom routine	25	100	.	.	.	.	.	.
Time Out	.	.	.	.	.	.	25	100
Rules	15	60	10	40	.	.	.	.
Guidance and Counselling	.	.	.	.	.	.	25	100
Corporal Punishment	.	.	3	12	22	88	.	.
Verbal Reprimand	25	100	.	.	.	.	.	.
Engaging children in class through interactive lessons	15	60	10	40	.	.	.	.
Suspension	.	.	.	.	.	.	25	100
Reinforcement / Rewards	8	32	17	68	.	.	.	.
Classroom physical organization	25	100	.	.	.	.	.	.
Parental involvement	.	.	5	20	20	80	.	.
Giving Extra homework	.	.	.	.	4	16	21	84
Making the pupil stay in during break time	.	.	.	.	.	.	25	100
Denying the pupil of an enjoyable activity	.	.	.	.	.	.	25	100

The results in Table 4.9 indicate that classroom routine, verbal reprimand and classroom physical organization was noted among all the observed schools very often. It was also indicated that time out, guidance and counselling, suspension, making the pupil stay in during break time and denying the pupil of an enjoyable activity were never practiced in all the schools that were included in the study . These findings are similar to those of Marais and Meier (2010) who found strategies used by teachers in managing disruptive behaviours are parental involvement, developmentally appropriate guidance and curriculum material, classroom rules, and involving stakeholders such as policymakers, school principals and teachers in managing disruptive behaviour. These findings are also similar to (Kocyigit et al., 2020) who conducted a study on classroom management at preschool level: An overview of preservice teachers perceptions and found that most frequent interventions by preservice teachers to manage classroom behaviour are sending students to penalty

corner to wait there, talking one or one, getting him or her to apologise, talking about misbehaviours warnings, loud talking, rewards and punishments were found ineffective.

However, rules were very often observed among 15 of the schools observed and often observed among 10 schools. Corporal punishment was rarely practiced among 22 of the schools observed and often used among only 3 of the schools. The results further indicated that learners were very often engaged in class through interactive lessons among 15 schools and often engaged among 10 schools. Parental involvement was rare among 20 schools and often practiced in only 5 of the schools. Most schools (25) do not give extra assignment to learners while only 4 rarely do so. These findings are similar to (Beazidou et al., 2012) who established that classroom management practices that teachers used in their classrooms included recognizing the appropriate behaviour through rules, praise and rewards, prosocial discussion, verbal reprimands, developing routines, reinforcing expectations and aggressive strategies.

These findings contrast Simatwa (2012) who investigated the management of students' discipline at the secondary school level in Bungoma County Kenya and found that both lawful and unlawful disciplinary techniques were being used in the institutions in managing learners' discipline. These included expulsion, suspension, corporal punishment, verbal reprimand, slapping, pinching, spanking, detention, kneeling, rewarding good conduct, fining, manual labour, written warning and guidance and counselling.

4.6 Regression Analysis

To establish how teachers' characteristics influence their use of classroom management strategies to control disruptive behaviour in pre-primary schools in Embakasi zone, Nairobi County, a regression model was adopted. The regression

model presented the model summary results, ANOVA and regression coefficients.

Table 4.10 presents the research findings.

Table 4.10: Model Summary

R	R Square	Adjusted R Square	Std. Error of the Estimate
.479	0.229	0.169	0.40716
Predictors: (Constant), Teachers Experience, Teachers Age, Teachers Educational level, Teachers Gender			

Source: Field data, 2020

The results shown in the Table 4.10 show, teachers' characteristics relating to age, experience, level of education and gender account for up to 22.9% of the variation in management of learner's disruptive behaviour in Nairobi County (R Square = 0.229). The results imply that other factors other than the four characteristics account for the difference. Model fitness was also determined through ANOVA as shown in Table 4.11.

Table 4.11: ANOVA

	Sum of Squares	Df	Mean Square	F	Sig.
Regression	2.513	4	0.628	3.79	.009b
Residual	8.455	51	0.166		
Total	10.968	55			
Dependent Variable: Management of Disruptive Behaviour					
Predictors: (Constant), Teachers Experience, Teachers Age, Teachers Educational level, Teachers Gender					

The ANOVA results in Table 4.11 indicate that the regression model linking teachers' characteristics to management of disruptive behaviour was a significant (Sig < 0.05).

This implies that the model could be used to make significant deductions. The model regression coefficients are presented in Table 4.12.

Table 4.12: Regression Coefficients

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	T	Sig.
(Constant)	2.228	0.65		3.426	0.001
Teacher's Educational Level	0.242	0.072	0.172	3.361	0.000
Teacher's Age	0.012	0.09	0.019	0.132	0.895
Teacher's Gender	-0.041	0.062	-0.095	-0.661	0.511
Teacher's Experience	0.432	0.125	0.438	3.447	0.001

Dependent Variable: Management of Disruptive Behaviour

The results shown in the Table 4.12 demonstrate four teacher characteristics; management of learner's disruptive behaviour is significantly influenced by only teachers' experience and level of education. It was indicated that teachers experience influence management of learner's disruptive behaviour in a positive and significant manner ($\beta = 0.432$; P-value < 0.05). This suggests that the instructor with more experience manage the behaviour better. Comparable outcomes were observed in a study by O'Connor' et al., 2004) who found out that experienced instructors compared to new instructors, exhibited significantly greater degrees of flexibility as well as communication in the classroom. In addition, other studies have also expressed similar views; Yasar (2008) established that teachers influence over classroom procedure is determined by years of teaching experience whereas studies by Chikweru and Allagoa (2017) and Shilpa et al (2018) shows age has significant positive effect on classroom management.

It was also established that the influence of teacher's educational level on management of learner's disruptive behaviour was positive and significant ($\beta = 0.242$ P-value < 0.05). This suggests that an advancement in educational attainment of

teachers leads to a significant improvement in management of learner's disruptive behaviour. These results are in line with Ekechuku et al., (2016) who determined that in the Nigerian context, a teacher's background in education training can make a difference. Ekechuku et al., (2016) study reports that teachers who have not received such training and untrained teachers experience unruly behaviour than qualified teachers. The findings however disagree with that of Mahmoud (2013) who indicated that no connection exists between the level of academic qualifications and classroom competencies of teachers in Palestine.

The influence of both gender and age were not significant. Specifically, it was established that the influence of teacher's age on management of learner's disruptive behaviour was positive but not significant ($\beta = 0.012$; P-value > 0.05). It implies that even though older age is associated with better management of learner's disruptive behaviour, the impact is not significant. The findings are consistent with that of Njuguna (2012) who established that compared to other instructor qualities; age has a minimal impact on classroom management. Akbulut (2014) on the contrary indicated that age was a significant factor and that in Turkey, experienced instructors observed that they had excellent classroom management capabilities. On the other hand, the influence of teacher's gender on management of learner's disruptive behaviour was negative but not significant ($\beta = - 0.041$; P-value > 0.05). It implies that even though gender related factors affect management of learner's disruptive behaviour negatively, the impact is not significant. The findings agree with that of Oktan and Kivanc (2015) who found that the classroom management techniques used by instructors and gender are not strongly correlated. In addition, the findings agree with that of Yasar (2008) who indicated that that gender difference does not affect classroom management approach in primary schools.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Introduction

This study was conducted with the purpose of finding out if teacher characteristics influenced their classroom management of preschool pupil's disruptive behaviour in Embakasi, Nairobi County Kenya. The section's importance lies in illustrating the findings' overview, conclusions and recommendations that have been presented.

5.2 Summary of the Study Findings

The findings of the research are presented in the following section, in accordance with the aims of the study.

5.2.1 Influence of Teachers' Educational Level on Management of Disruptive Behaviour

Findings in the current study revealed that many teachers agreed that the educational level of a teacher can influence classroom management of pupil's disruptive behaviour. This is because teachers with high academic qualification adapted quickly to recommended methods of discipline and classroom management. The inferential analysis indicated that a significant factor in managing the disruptive behaviour of the student was the instructor's academic level.

5.2.2 Influence of Teachers' Gender on Management of Disruptive Behaviour

From the results, gender played a role in classroom management. Many teachers agreed that female educators are more proficient than male educators in classroom management of disruptive behaviour. However, the inferential analysis indicated that

the teacher's gender was not a significant determinant of managing the learner's disruptive behaviour.

5.2.3 Influence of Teachers' Age on Management of Disruptive Behaviour

Most teachers agreed their age influenced how they managed classroom behaviour. The inferential analysis however indicated that the instructor's age did not significantly affect their management of the learner's disruptive behaviour.

5.2.4 Influence of Teachers' Experience on Management of Disruptive Behaviour

The results demonstrated that many instructors agreed that experience had a favourable impact on classroom management. This is because most experienced teachers were more competent in managing disruptive behaviour and new teachers had challenges in classroom management. The inferential analysis indicated that the instructor's work experience was a substantial determinant of managing the learner's disruptive behaviour.

5.2.5 Teacher Management of Disruptive Behaviour

The findings revealed that teachers agreed they use various strategies to manage classroom behaviour such as engaging learners, involving parents, writing notes in the diary and corporal punishment.

During the observations carried out in the classroom, it was noted that verbal reprimands was one of the most commonly used behaviour control strategy by the teachers.

5.3 Conclusions of the Study Findings

By the evidence generated in this study, some conclusions and generalizations of the study findings were made. The findings suggested a considerable link between the instructor experience and classroom management of disruptive behaviour, this means if experienced teachers train novice teachers on classroom management of disruptive behaviour, the novice teachers' classroom management skills are likely to improve.

The data revealed that the classroom management strategies mostly used by the qualified teachers were verbal reprimand, positive reinforcement, classroom routines, rules and classroom engagement. This suggests that qualified teachers have good classroom management skills.

Concerning teachers' age, the study shows age has minimal effects on classroom management when compared to the other instructor characteristics, but older teachers were found to manage disruptive behaviour better than younger ones. This finding suggests that schools should retain older teachers to mentor the young teachers.

The study also found many female teachers who took part in the study agreed that female instructors are more competent compared to male instructors in classroom management of behaviour. However, it is important to note that there were very few preschool male teachers in the sample population and in the current study. Including more males as preschool teachers would probably help provide a clearer picture of the role gender plays in preschool teachers' management of pupils' disruptive behaviour.

According to the results, there is a considerable connection between instructor qualification and classroom management of disruptive behaviour. Qualified teachers are better in classroom management of disruptive behaviour than the less qualified

teachers, this finding highlights the importance of schools employing only qualified teachers.

5.4 Recommendations

The recommendations proposed as a result of the findings of this study are presented in the following section.

5.4.1 Recommendation for the Ministry of Education

The findings suggest that the Ministry of Education should organize workshops and seminars regularly to sensitize teachers ,parents and other stakeholders on ways of curbing disruptive behaviour in schools.

The Ministry of Education should encourage teachers to further their education because teachers seem to become better classroom managers as their level of education increases.

5.4.2 School Administration

School administrations should encourage senior teachers to mentor younger teachers so they can learn classroom management techniques from the seniors.

Preschool teachers' employers should employ teachers with high academic qualification as they adapt easily to recommended methods of classroom management than non-qualified teachers.

More male teachers should be employed so there is gender balance in classrooms, as male instructors were discovered to have a high self-efficacy than female instructors. Once employed, teachers should also be made to understand that they are in charge of classroom discipline irrespective of their gender.

Furthermore, teachers should be trained on how to identify and handle disruptive behaviour through professional development programs organized by school administrations.

5.5 Suggestions for Further Research

The recommendations listed below are made for undertaking additional study:

- i. A study should be carried out to establish the pre- service instructor's perceptions on classroom management.
- ii. A study should be undertaken on impact of parental involvement in managing disruptive behaviours of children in school
- iii. There is need to conduct investigation on the effects of guidance and counselling in managing disruptive behaviour in classroom.

REFERENCES

- Ahmed, N., & Plessis, P. D. (2024). The role of classroom management in enhancing learners' academic performance: Teachers' experiences. *SiLeT*, 5(1), 202-218. <https://doi.org/10.46627/silet.v5i1.364>
- Antecol, H., Eren, O. & Ozbeklik, S. (2014). The effect of teacher gender on student achievement in primary school. *Journal of Labor Economics*, 33(1), 63-89.
- Ajzen, I. (1985). From intentions to actions: A theory of planned behavior. In J. Kuhi & J. Beckmann (Eds.), *Action-control: From cognition to behavior* (pp. 11639). Heidelberg: Springer.
- Akbulut, F. S. T. (2014). *An Evaluation of classroom management skills of teachers at high schools in Adana Turkey*. Cukurova University, faculty of education curriculum and instruction 011330Adana, Turkey.
- Akiriati, E. (2020). *Human rights-based approach to disciplining: A study of students' disciplinary matters in selected schools in Mukono Municipality*. Unpublished thesis Makerere University, Uganda.
- Anuradha, V. & Pushkala, R. (2020). Disruptive Behaviour: Managing the challenges and issues. A case study. *International journal of psychosocial rehabilitation*, 24 (5) :1964-1966.
- Andrin, R.G., Tirol, O.G., Saguran, J., Retorta, M.A, Chua, Guerra, E., Goyonan., L.M. (2021). Classroom Management Practices Among Grade School Teachers in a Public School District. *European Journal of Humanities and Educational Advancements*
- Aksoy, P. (2020) Challenging behaviours faced by preschool teachers in their classrooms and the strategies and discipline approaches used against the behaviours
- Alter, P., Walker., & Landers, E. (2013). Teacher perceptions of students challenging behaviour and the impact of teacher's demographics. *Education & Treatment of children*, 36(4), 51-69. <http://doi.org/10.1353/etc.2013.0040>
- Ayebo, A., & Assuah, C. (2017). Exploring teachers' knowledge of classroom management and control. *Malaysian Journal of Learning and Instruction*, 14(1), 169–185. <https://doi.org/10.32890/mjli2017.14.1.7>
- Azeem Ashraf, M., Alam, J., & Gladushyna, O. (2024). Teachers' Perspectives on Disruptive Student Behaviors: The Interconnectedness of Environment and Early Childhood Education in Pakistan. *Sage Open*, 14(1). <https://doi.org/10.1177/21582440231221121>
- Beazidou, E., Botsoglou, K., & Andreou (2012). Classroom behaviour management practices in kindergarten: An observation study. DOI:10.12681/hjre.8794. <http://dx.doi.org/10.12681/hjre.8794>.

- Brown, M.A., Bourne, P.A., Peterkin, V.M.S. (2019) An Empirical Assessment of Soft and Hard Classroom Management Strategies Employed by Teachers in Secondary Schools in Kingston and St. Andrew, Jamaica. *Insights Anthropol* 3(1):159-178.
- Bullough, R. V., Jr. (2015). Differences? Similarities? Male teacher, female teacher: An instrumental case study of teaching in a Head Start classroom. *Teaching and Teacher Education*, 47, 13–21. <https://doi.org/10.1016/j.tate.2014.12.001>
- Buyuktaskapu Soydan, S., Alakoc Pirpir, D., Ozturk Samur, A., & Angin, D. E. (2018). Pre-school teachers' classroom management competency and the factors affecting their understanding of discipline. *Eurasian Journal of Educational Research*, 73, 149-172.
- Cakmak F; (2019).The relationship between teaching experience level and the classroom management orientations of English Language Teachers. *Balıkesir Üniversitesi Sosyal Bilimler Enstitüsü Dergisi* 22(41):77-88. DOI: 10.31795/baunsobed.581904
- Caldarella,P.,Larsen,R.A.,Williams'.,\$ Willis, H.(2020)' .Stop Doing That!' :Effects of teachers reprimands on students' disruptive behaviour and engagement. *Journal of Positive behaviour interventions* 23(2):109830072093510
- Chikweru, N., & Allagoa, I. (2017). Demographic variables as determinants of teacher effectiveness in classroom management in secondary schools in Rivers State, Nigeria. *International Journal of Innovative Development and Policy Studies*, 5(4), 65-70.
- Clark,K.N.,Blocker,M.S.,Oceanns.G.&long,A.C.J.(2023).Profile of teachers classroom management style. Difference in perceived school climate and professional characteristics. *Journal of school of psychology*. Vol 100, Oct 2023,101-239
- Cronbach,L. J. (1951). Coefficient alpha and the internal structure of tests. *psychometrika*, 16(3), 297-334.
- Egberg,H.,Mc Conney,A.,&Price ,A.(2020)Teachers views on effective classroom management ; A mixed methods investigation in western Australian high school.Educ Res Policy prac 20,107-124.
- Ekechukwu, R.& Amaeze, F. E. (2016). *Influence of Teachers' Factors on Disruptive Behaviour among Senior Secondary School Learners in Imo State, Nigeria*. Department of Educational Psychology, Guidance and Counselling. University of Port Harcourt.
- Evertson,C.M.,&Weinstein.(2006). *Handbook of classroom management: Research, practice, and contemporary issues*. Mahwah, NJ, US: Lawrence Erlbaum Associates Publishers.
- EraniI,K.A.&Sevgin.H,(2023).Investigation of Teachers Classroom Management and classroom measurement and evaluation competencies. *International journal of Eurasian Education and culture* 8(23):2319-2341.
- Duan,S.,Bissaker,K,&Xu,Z.(2024).Corelates of Teachers classroom management self-efficacy; A systematic review and metanalysis
- Degard,M.,&Solberg.S.(2024) Identifying Teachers reactive strategies towards Disruptive behaviours in classroom. <https://doi.org/10.1061/>.

- Farooq,M.,&Ahmed,R.(2021).Classroom management practices and learners' academic achievements in public secondary schools in Rubaga division Kampala Uganda. *International journal of leadership studies. Theory and practice*.4(3).163-178.doi:10.52848/ijls.892.827
- Ferensin,C.,Mocinic,S.,&Tartkovic,N.(2013).Should Parent Child Therapy include Teachers to treat depressed Preschoolers. When caregiver shows Affective Disorders?
- Francisco, April Rose S.(2020).Teachers Personal and Professional Demographic characteristics as predictors of student's academic performance in English: *International journal of management technology and social science(IJMTS)*.5(2),80-91
- Gallegos,G.A.,Lopez,M.G.,Extremera,A.B.,&Molina,M.M.(2019).Interaction effects of disruptive behaviour and motivation profiles with teacher competence and school satisfaction in secondary school physical education. *International journal of Environmental research and public health*. DOI :10.3390/Uerph17010114
- Ganji, M., & Musaie Sejzehie, F. (2022). The Effects of Age, Gender, Teaching Experience, Teaching Context, and Academic Degree on Iranian English Teachers' Classroom Management Behaviors. *Issues in Language Teaching*, 11(1), 223-253. doi: 10.22054/ilt.2022.65363.668
- Goldhaber, D. D & Brewer, J. D (2015). *Does Teacher certification matter? High school teacher certification status and student achievement*. *Educational Evaluation and Policy Analysis*,22(2),129-145.
- Gorghiu, G., & Santi, E. A. (2020). Exploring age, gender, and area of differences of teachers as regards mobile technology. *Proceedings of RoCHI 2020*, 1, 25. <https://doi.org/10.37789/rochi.2020.1.1.25>
- Hayes,M.S.,Liu,J.&Gershenson.S.(2022).Who refers whom? The effect of teacher characteristics on disciplinary office referrals
- Heikkinen, K. M., Ahtiainen, R., Fonsén, E., & Kallioniemi, A. (2024). Leadership as a profession in early childhood education and care. *Educational Research*, 66(3), 347–363. <https://doi.org/10.1080/00131881.2024.2371352>
- Hettinger,K.,Lazarides,R.&Schiefele,U.(2024)Longitudinal relations between teachers self efficacy and student motivation through matching characteristics of perceived teaching practice *Eur J Psychol Educ* **39**, 1299–1325 (2024). <https://doi.org/10.1007/s10212-023-00744-y>
- Hou, M., Ahmad, J. B., & Zhao, Y. (2024). The effects of classroom disruptive behavioral management strategies for middle school students talking out of turn. *Open Access Journal*, 13(3), 2226-6348. <https://doi.org/10.6007/IJARPED/v13-i3/22185>
- Karragiani,E.,Papadaki,A.Karabatzaki,Z.&Driga,A.M.(2023)did a study on the teacher's key role in the challenge of the effective classroom management. *Research society and development*,V.12,n.2,e20412240054,2023
- Kausar.F.N,Shamah .M.U.,&Ghazala,(2023).Student undesirable behaviour faced by Teachers in classroom management at Secondary level

- Kenya Basic Education Regulation. (2015). *Basic Education Regulations 2015*. Retrieved from http://kenyalaw.org/kl/fileadmin/pdfdownloads/Legal_Notices/39-Basic_Education_Regulations_2015.pdf
- Kizlik, B. (2014). Assertive discipline information. Education Information for New and Future Teachers. Retrieved from <http://www.adprima.com/assertive.htm>.
- Kothari C.R. (2003). *Research Methodology Methods and Techniques* (New Delhi: Wiley Eastern Ltd.
- Kocyigit,M.,Egmir,E.,&Erdem,C.(2023).Classroom Management at Preschool level: An overview from preservice teachers' perspectives.
- Khan, K., Khan, S. K.& Majoka, I. M. (2011). Gender difference in classroom management strategies at secondary level. *Interdisciplinary Journal of Contemporary Research in Business*. July 2011, Vol3, No3.
- Kisendi,J.M (2022).Influence of Delinquent behaviour on academic performance of learners in Kabete rehabilitation school ,Nairobi City County Kenya. Master of education (special needs education).School of Education. Kenyatta University Kenya.
- Mahulo, P. (2012). *Influence of Teacher Training on The Performance of Learners in Mixed Secondary Schools in Gem District, Kenya* (Doctoral dissertation, School of Business, University of Nairobi).
- Maina, S. W., & Sindabi, A. M. (2016). The impact of the ban of corporal punishment on students' discipline in secondary schools: A case study of Bahati Division of Nakuru District. *International Journal of Innovation and Applied Studies*, 14(3), 850–862.
- Majani,P.W.(2020).Student teacher experience and strategies of managing disruptive behaviours in Tanzanian secondary schools. Educational psychology and curriculum studies. Daresalam University college of educational Tanzania. *Africa journal of teacher's education ISSN 1916-7822.Ajournal of spread corporation vol 9 2020 page 152-174*.
- Mamaile,D. &Omodan ,B.I(2023).Exploring challenges hindering teacher implementation of classroom management strategies in Gauteng high schools South Africa.DOI:10.46303/repam2023.22
- Marais, P., & Meier, C. (2010). Disruptive behaviour in the foundation phase of schooling. *South African Journal of Education*, 30(1), 41-57. <https://doi.org/10.15700/saje.v30n1a436>
- Mugenda, O. M. & Mugenda, A., G. (2003). *Research Methods: Quantitative and Qualitative Approaches*. Nairobi: African Centre for Technology Studies
- McDonald.(2023).Teaching Behaviour. How classroom can unlock better learning.
- Mutua, M., Kiplangat, H. K., & Ngala, F. B. J. A. (2023). Relationship between classroom management practice and students' disruptive behaviour in mixed secondary schools in Kisauni Sub-county, Mombasa County, Kenya. *Journal of Education Management and Leadership*, 4(1), 239-252. <https://doi.org/10.51317/ecjempl.v4i1.436>
- Ng.,M.Y.M.(2019).Teachers experience with disruptive student behaviour. A Ground Theory

- Ningsih, B., Fauziati, E., Prastiwi, Y., & Rahmawati, L. E. (2023). Teacher's strategy in dealing with disruptive behavior from a student's perspective. *Journal of Pendidikan*, 15(4), 4481-4491.
- Njuguna, M. N. (2012). *Effects of teacher characteristics on classroom management in Nyandarua West District, Kenya* (Master's thesis). University of Nairobi.
- Nunan, J.S.R. (2018). Victims experience of learners challenging behaviours in primary schools in phoenix, South Africa. *South African journal of Education, SI-ST*.
- Nwiyi, G. U. (2017). Classroom Management and the Attainment of Education Objectives in Primary Schools in Nigeria. *International Journal of Scientific Research in Education*, 10(2), 127-136. Retrieved 26.11.2024 from <http://www.ij sre.com>
- Nyasani, E., & Wawire, C. (2023). Relationship between rewarding positive behaviour and disruptive behaviour in secondary schools in Nairobi County, Kenya. *International Journal of Research and Innovation in Social Science*, 7(9), 1624-1635.
- Ochieng, D. (2023). Understanding aggressive behaviors in Kenyan primary school children: A teacher's perspective. *International Journal of Educational Development*, 99, 102569. <https://doi.org/10.1016/j.ijedudev.2023.102569>
- O'Connor, E. A., Fish, M. C., & Yasik, A. E. (2004). The influence of teacher experience on the elementary classroom system: An observational study. *Journal of Classroom Interaction*, 39(1), 11-18.
- Odanga, S. J., Raburu, P. A., & Aloba, P. J. (2015). Influence of Gender on Teachers' Self-Efficacy in Secondary Schools of Kisumu County, Kenya. *Academic Journal of Interdisciplinary Studies*, 4(3), 189.
- Onyango. P. A, Aloba P. J. O & Raburu. P. (2016). Effectiveness of Exclusion in the management of Student Behaviour Problems in Public Secondary Schools in Kenya. *International Journal of Advanced and Multidisciplinary Social Science* 2016:2(2):33-39
- Okafor, G. O. (2022). Strategies adopted by teachers in the management of classroom undesirable behaviours among junior secondary school students in Anambra State. *Journal of Educational Research and Development*, 5(1), 25–42. <https://doi.org/xxxx>
- Okeke, C., Akobi, T., & Anandhi, B. (2023). The impact of teacher's disruptive behaviour on teachers' wellbeing: *International journal of research in business and social science* (2147-4478)12(8);504-511 12(80504-511
- Oktan, D., & Kivanc Caganaga, C. (2015). The impact of teacher's gender differences on classroom management. *International online journal of Education and Teaching (IOJET)*, 2(4). 239-247. <http://iojet.org/index.php/IOJET/article/view/106/117>
- Olowo, F.B. & Oluwatoyin, C.F. (2019). Teacher classroom management characteristics: Panacea to students' academic performance in Ekiti state secondary schools.
- Onias, M. (2022). *Primary school teachers' perception on the abolition of corporal punishment: A case study in Zimbabwe* (PhD thesis). University of South Africa.

- Orr, M., Illie, A., Jason, I. & Chambers, T. C. (2023). A Systematic review and Meta Analysis of Teacher implemented interventions for disruptive behaviour in the inclusive classroom.
- Otu, B. D., Ojini, R. A., Uchegbue, H. O., & Abang, K. B. (2023). Teachers' gender and effective classroom management and teaching methods as dimensions of teaching effectiveness for mathematics teachers in the Ikom Education Zone of Cross River State, Nigeria. *Global Journal of Educational Research*, 22, 25-36. <https://doi.org/10.4314/gjedr.v22i1.3>
- Ouma, D. (2017). *An Investigation into the provision of Guidance and Counselling Services by Preschool teachers in Nairobi County, Kenya*. (Master's in education Thesis, Kenyatta University).
- Ozdere, M. & Karacebey, F. M. (2020). Teacher's opinions regarding the effective strategies for managing disruptive behaviours in classrooms : A qualitative study
- Ozen, H. & Yildirim. (2020). Teacher perspectives on classroom management. *International journal of contemporary educational research* 7(1). DOI10.33200/ijcer.645818.
- Raba A. A. M. (2016). *The challenge of classroom leadership and management facing newly appointed teachers*. Curriculum and Instruction, TEFL department, faculty of educational sciences and teacher training, An-Najah, National University, Nablus, Palestine.
- Rafi, A., Ansar, A., & Sam, M. A. (2020) The Implication of Positive Reinforcement strategy in dealing with Disruptive Behaviour in classroom. *Journal of Rawalpindi Medical College*.
- Retuerto, D. M., Iahidalga, M. R. I., & Lasantegui, I. I. (2020). Disruptive behaviour programs on primary school students. A systematic Review. *European Journal in Health Psychology and Education*.
- Schwab, S., Eckstein, B. & Reusser, K. (2019). Predictors of non-compliant behaviour of secondary school children. Identifying influence of sex, learning problems, behaviour problems, social behaviour, peer relations and student teacher relations. *Journal in special education needs*. 19(3) 220-231.
- Scottish Government (2023). *Behaviour in Scottish school's research report*. ISBN
- Shah, S. R., & Udgaonkar, U. S. (2018). Influence of gender and age of teachers on teaching: Students' perspectives. *International Journal of Current Microbiology and Applied Sciences*, 7(1). <https://doi.org/10.20546/ijcmas.2018.701.001>
- Simatwa, E. M. W. (2012). Management of student discipline in Secondary Schools in Kenya, a case study of Bungoma County. Department of Educational Management and Foundations, Maseno University.
- Simpson, R. (2022). A case study of the perceived impact of disruptive behaviour among grade 9 and 11 students on their academic performance at a Corporate high school.
- Simpson, R. (2017). A Case Study of the Perceived Impact of Disruptive Behavior among Grades 9 and 11 Students on their Academic Performance at a Corporate High School. *Journal of Education*, 5(1), 28-42. <https://doi.org/10.53819/81018102t5051>

- Sinclair, H. (2024). *Effective classroom management practices and the training needs for beginning educators* (Master's thesis, Dominican University). Education | Master's Theses. <https://doi.org/10.33015/dominican.edu/2024.EDU.08>
- Sladana, M., & Miljenovic, M. (2022). Personal characteristics of teachers and their relation to classroom management styles. *NORDSCI International Conference Proceedings: 5th Anniversary Edition (Sofia, Bulgaria, October 17-19, 2022), Book 1, Volume 5*. Retrieved from <https://eric.ed.gov/?id=ED625663>
- Stueber, A. A. (2019). Research-based Effective Classroom Management Techniques: A Review of the Literature [Master's thesis, Bethel University]. Spark Repository. <https://spark.bethel.edu/etd/614>
- Suico, C. (2021). Teachers' Attributes and Self-Efficacy as Predictors of Classroom Management. *International Journal of Asian Education*, 2(2), 195–212. <https://doi.org/10.46966/ijae.v2i2.176>
- Tartwijk, J. V., P. J., B. D., Veldman, L., & Wubbels, T. (2009). *Teachers practical knowledge about classroom management in multicultural classrooms. Journal of Teaching and Teachers Education*. 25(3) :453-460. <https://doi.org/10.1016/j.tate.2008.09.005>
- Thornberg, R., Forsberg, C., Hammar Chiriac, E., & Bjereld, Y. (2020). Teacher–Student Relationship Quality and Student Engagement: A Sequential Explanatory Mixed-Methods Study. *Research Papers in Education*, 37(6), 840–859. <https://doi.org/10.1080/02671522.2020.1864772>
- Tirmizi, S. R. H., Ayesha, B., Manzoor, S. H., Ahmed, S. Ch, A., & Ap. (2022). Classroom management strategies: A comparative study of university teachers. *Webology*, 19(1), 7886-7894.
- Ünal, Z., & Ünal, A. (2011). The Impact of Years of Teaching Experience on the Classroom Management Approaches of Elementary School Teachers. *International Journal of Instruction*, 5(2) 1308-1470.
- University of machedussetes (1991). Theory of planned behaviour. *Organizational Behaviour and Human Decision Processes* 50 (2): 179-211.
- Vairamidou, A. & Stravakou, P. (2020). Teachers Perspectives on Classroom Management in Primary Education and Human Development. 9(1). DOI ;10.15640/Jehol.V9n/a/3
- Vázquez-Cano, E., Sáez-López, J. M., Grimaldo-Santamaría, R. O., & Quicios-García, M. P. (2023). Influence of age, gender, and years of experience on teachers in promoting strategies for digital sustainability and data protection. *Journal of New Approaches in Education Research*, 12(2), Article 7. <https://doi.org/10.7821/naer.2023.7.1467>
- Vieluf, S., & Klieme, E. (2011). Cross-nationally comparative results on teachers' qualification, beliefs, and practices. *Expertise in mathematics instruction: An international perspective*, 295-325.
- Vongvilay, S., Fauziati, E., & Ratih, R. (2021). Types and causes of students' disruptive behaviors in English class: A case study at Dondaeng Secondary School, Laos. *Jurnal Penelitan Humaniora*, 22(2), 72-83. <https://doi.org/10.23917/humaniora.v22i2.13457>

- Wangdi, T., & Namgyel, T. (2022). Classroom strategies to reduce student disruptive behaviour: An action research. *MEXTESOL Journal*, 46(1), 2022.
- Wanjiku, T. R. (2013). *Effects of Teacher Characteristics on The Classroom Climate of Preschools in Ongata Rongai Zone, Kajiado North District, Kenya* (Doctoral dissertation, Department of Educational Communication and Technology, University of Nairobi).
- Waweru H.W.(2016). Influence of teaching qualification on teacher performance in public primary schools Mukurweini SubCounty,Kenya.Doctoral Dissertation School of education and social sciences,University of Karatina.
- Yasar, S. (2008) Classroom Management approaches of primary school teachers. Thesis in Social Sciences, Graduate School of Social Sciences, Middle East Technical University.
- Yazdi, Z.A., Ghanizadeh, A.& Mousavi.V.(2019). Classroom Management: How does it mould student's perceptions of classroom activities and goal orientations. *Anatolian journal of education*. v4 n2 p39
- Ye, R. (2012). *The effects of teacher characteristics, beliefs, relations with learners, and in-service education on student science achievement* (Doctoral dissertation, Texas Tech University).
- Zuhura,U.E.B.,Parveen,Q.,&Yousaf (2022)Strategies used by the teachers to reduce students' disruptive behaviour in classroom. *Global Educational studies review(ii)*,555 56.
- Zuzovsky, R. (2016). *Teachers' qualifications and their impact on student achievement: Findings from TIMSS 2003 data for Israel*. IERI Monograph Series. Issues and Methodologies in Large-Sca.

APPENDICES

Appendix I: Teachers Questionnaire

Please fill this questionnaire on the topic: *“Teachers’ Characteristics influencing their Management of Pre-primary School Pupils’ Disruptive Behaviour in Embakasi Nairobi County, Kenya.”* Kindly note that all the information provided will be used for academic purposes only and do not write your name on the questionnaires. *Please fill in your responses to the following questions.*

Section A: Demographic Information

1. What is your gender?

Male

Female

2. What is your age

Below 25

26 – 30

31 – 35

36 – 40

41 – 45

Above 45

3. Are you a trained early childhood teacher?

Yes

No

If no, what is your experience and training? _____

4. What is your highest education level?

Certificate

Diploma

Degree

Masters

PhD

Other (specify) _____

5. Are you employed by the government?

Yes

No

6. What is your experience in teaching early childhood education?

Less than 2 years

3 – 5 years

6 – 10 years

11 – 15 years

Above 16 years

Section B: Teachers' Educational Level

7. Below are statements on the influence of teacher education level and management of pupils' disruptive behaviour in school. Kindly indicate the extent to which you agree with the following statements.

Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Educational training helps me in managing disruptive behaviour among learners					
High education qualification has a positive impact on classroom management					
Teachers with a high academic and professional qualification are likely to adapt to recommended methods of maintaining discipline among learner					
I believe my educational behaviour is professional					
Professional behaviour is important in managing disruptive behaviour among learners					
Teachers are expected to be qualified to successfully contribute to the accomplishment of the goals of primary education					
Teachers with expected educational training are likely to effectively manage					

disruptive behaviour among learners					
Teachers with higher self-efficacy plan their class management better leading to more resiliency					

Section C: Teachers' Age

8. Below are statements on teachers' age and management of pupil's disruptive behaviour. Kindly indicate the extent to which you agree with the following statements.

Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
My age has given me more classroom management skills					
Learners respect my age and therefore suppresses their disruptive behaviour in class					
I believe the challenges I face I managing disruptive behaviour are as a result of my age					
My age allows me to freely interact with learners hence making it easy to manage their classroom behaviour					

Section D: Teachers' Gender

9. Below are statements on the influence of teachers' gender and management of pupil's disruptive behaviour. Kindly indicate the extent to which you agree with the following statements.

Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Teacher gender differences do not affect the classroom management approach in our school					
Females are more competent than males in managing classrooms					
Female teachers are more effective in managing disruptive behaviour among learners					
Male teachers are more effective in managing disruptive behaviour among learners					

Section E: Teachers' Experience

10. Below are statements on the influence of teachers' experience and management of pupil's disruptive behaviour. Kindly indicate the extent to which you agree with the following statements.

Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
My year of experience helps me effectively manage learner's behaviour in the classroom.					
My experience in teaching early childhood education gives me confidence					
More experienced teachers effectively deal with class management problems					
New teachers to the profession have limited hands experience hence they have greater difficulties					
Inexperienced teachers have challenges in handling disruptive behaviours in classrooms					
I have acquired classroom behaviour management and planning with time					
Lack of experience in classroom management can cause susceptible to far-reaching effects of the disruptive behaviour					

Experience gives teachers a more realistic expectation on how to effectively manage their classrooms					
--	--	--	--	--	--

Section F: Teacher Management of Disruptive Behaviour

11. Below are statements on the teacher management of pupil's disruptive behaviour. Kindly indicate the extent to which you agree with the following statements.

Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I always have a way of managing disruptive behaviour in my class					
I always engage learners in my class in learning activities to catch their attention and hence curb disruptive behaviour					
I always engage parents in managing learners with disruptive behaviour					
I write admonitory notes on the class diary/register to point out learners' bad behaviour					
I punish pupils who do not pay attention during classes					
I use appropriate intervention to assist children with behaviour problems					

I liaise with my colleague teachers in the school in monitors learners with disruptive behaviour					
--	--	--	--	--	--

Appendix II: Observation Checklist

SECTION A

- a) Gender of teacher being observed _____
- b) Age of teacher being observed _____
- c) Years of experience of teacher being observed _____
- d) educational qualification of teacher being observed _____

SECTION B

Management of Disruptive Behaviour Checklist

Item observed	Very often	Often	Rarely	Never	Observation
Classroom routine					
Time out					
Rules					
Guidance and Counselling					
Corporal Punishment					
Verbal Reprimand					
Engaging children in class through interactive lessons					
Suspension					
Reinforcement/rewards					
Classroom physical organization					
Parental Involvement					

Giving extra homework					
Making the pupil stay in during break time					
Denying the pupil of an enjoyable activity					

KEY

Very Often – when the behaviour is observed more than three times

Often-when the behaviour is observed three times

Rarely-when the behaviour is observed only once

Never-when the behaviour was never observed

APPENDIX III :BUDGET

Items	Description of Activities	Duration	Amount Requested
Travel	Travelling to research site	I month	2000
Materials and supplies			5000
Printing	Printing of Data collection material		5000
Other Personnel			30000
Total Cost			45000

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

The Grant of Research Licenses is Guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2013

CONDITIONS

1. The License is valid for the proposed research, location and specified period
2. The License any rights thereunder are non-transferable
3. The Licensee shall inform the relevant County Governor and County Commissioner before commencement of the research
4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government
5. The License does not give authority to transfer research materials
6. NACOSTI may monitor and evaluate the licensed research project
7. The Licensee shall submit one hard copy and upload a soft copy of their final report (thesis) within one of completion
8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice

National Commission for Science, Technology and Innovation
off Waiyaki Way, Upper Kabete,
P. O. Box 30623, 00100 Nairobi, KENYA
Land line: 020 4007000, 020 2241349, 020 3310571, 020 8001077
Mobile: 0713 788 787 / 0735 404 245
E-mail: dg@nacosti.go.ke / registry@nacosti.go.ke
Website: www.nacosti.go.ke



REPUBLIC OF KENYA



NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY & INNOVATION

Ref No: 617942

Date of Issue: 11/September/2019

RESEARCH LICENSE



This is to Certify that Ms. Esther Wanjala of Kenyatta University, has been licensed to conduct research in Nairobi on the topic: **TEACHER CHARACTERISTICS INFLUENCING THEIR MANAGEMENT OF DISRUPTIVE BEHAVIOR IN LOWER PRIMARY SCHOOLS** for the period ending : 11/September/2020.

License No: NACOSTI/P/19/1326

617942

Applicant Identification Number

Director General
NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY &
INNOVATION

Verification QR Code



NOTE: This is a computer generated License. To verify the authenticity of this document,
Scan the QR Code using QR scanner application.

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

The Grant of Research Licenses is Guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014

CONDITIONS

1. The License is valid for the proposed research, location and specified period
2. The License any rights thereunder are non-transferable
3. The Licensee shall inform the relevant County Governor and County Commissioner before commencement of the research
4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies
5. The License does not give authority to transfer research materials
6. NACOSTI may monitor and evaluate the licensed research project
7. The Licensee shall submit one hard copy and upload a soft copy of their final report (thesis) within one of completion of the research
8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice

National Commission for Science, Technology and Innovation
off Waiyaki Way, Upper Kabete,
P. O. Box 30623, 00100 Nairobi, KENYA
Land line: 020 4007000, 020 2241349, 020 3310571, 020 8001077
Mobile: 0713 788 787 / 0735 404 245
E-mail: dg@nacosti.go.ke / registry@nacosti.go.ke
Website: www.nacosti.go.ke

MAP OF EMBAKASI

