

**TEACHERS' CLASSROOM MANAGEMENT STRATEGIES IN
IMPLEMENTATION OF FORMAL CURRICULUM IN PUBLIC
PRIMARY SCHOOLS IN ITHANGA ZONE, MURANG'A COUNTY,
KENYA**

BY

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DECLARATION

This research project is my original work and has not been presented for a degree in any other University.

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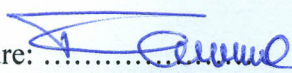
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DEDICATION

This project is dedicated to Almighty God; to my beloved wife Penina; and to my lovely children; Catherine, Alfa and Victor.

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ABSTRACT

The main aim of a school is to implement the stipulated formal curriculum in a formally planned and organized manner. In all schools, effective classroom management is a crucial element in effective teaching and learning. If a teacher can not obtain students' cooperation and involve them in instruction activities, it is unlikely that learners will acquire the intended objectives. Hence, the main purpose of this study is to identify teachers' management strategies in the implementation of formal curriculum in Ithanga Education Zone, Murang'a County. The study was guided by the following objectives: To identify strategies used by teachers in planning and organizing classroom instructions, to identify strategies used by teachers in creating conducive learning climate, to identify strategies teachers use in organizing learning environment and materials and also to seek teachers suggestions on enhancing classroom management in Ithanga education zone. The study used descriptive survey design and targeted 12 primary schools and 180 teachers in the zone. A sample of six primary schools and 36 teachers were selected using purposive sampling technique. Information was gathered using teachers' questionnaires and observation schedule. Quantitative data was analyzed using descriptive statistics such as, frequencies and percentages. Data was displayed graphically by use of tables and pie charts. Qualitative data was first categorized into patterns and then summarized. This study is of great significance to teachers by providing information on effective classroom management strategies. It will also benefit the Ministry of Education in developing appropriate policies in classroom management that will lead to effective implementation of curriculum. The studies found out that majority of teachers are aware of their duty as classroom managers. Teachers were also aware of various classroom management strategies that can be used in different classroom variables. However, most of these strategies were rarely used while others were neglected. The study also found out that teachers faced constrains during classroom management these challenges included lack of appropriate knowledge and skills in classroom management strategies, heavy workload, lack of time and lack of professional support from education administrators. The researcher recommends that the Ministry of Education should review teacher training curriculum to ensure teachers are well equipped in classroom management strategies. The ministry should also employ more teachers so as to reduce teachers work load and teacher-pupil ratio. This will create more time for instruction planning and class control.

CHAPTER ONE

INTRODUCTION

This chapter covered the background to the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study, limitations of the study, assumptions of the study, theoretical frame work, conceptual framework and operational definition of terms.

1.1 Background of the study

Education is an investment whose returns are highly valued through-out the world. It enhances the development of appropriate skills, attitudes and values. Education is aimed at developing integrity and expertise for individual and national development (Ministry of Education, Science and Technology, 2003). In view of this, the government of Kenya has been in the fore front in enhancing access, participation, quality and internal efficiency of primary education in the country. To facilitate curriculum implementation, provision of grants, capacity building, provision of basic learning and teaching materials has been made. This is done to ensure that the curriculum is effectively implemented. In line with this effort, Elimu Yetu Coalition (2004) suggested the most important area that also needs emphasis is classroom management strategies. Classroom management is more so important in areas such as planning and organizing instructional delivery, creation of positive classroom climate, organizing classroom environment, It is these issues that have led to the development of strategies designed to maximize the potential of classroom management.

The teacher being the key person in imparting of knowledge, skills and attitude (Teachers Service Commission Code of Conduct and Ethics, 2003) he/she is faced by various hurdles that can impact on teacher's overall state of curriculum implementation. Few teachers are able to cross these hurdles through application of effective classroom management strategies, while others find themselves less equipped to cope with these challenges. The result of this situation is poor curriculum implementation.

Despite the government effort in the provision of in-service and pre-service training, teachers continue to face various classroom management challenges (Gatheru, 2008). These challenges have been compounded by the introduction of Free Primary Education (FPE) by National Rainbow Coalition (NARC) government in 2003. An assessment on FPE report of March 2005 by UNESCO identified over-enrolment of students who are over-age and with diverse backgrounds, lack of adequate classrooms to accommodate the large workload for teachers and students discipline as some of the problems that have affected classroom management.

However, the crucial problem that currently demands the attention and commitment of most scholars is the question as to which strategies can ensure curriculum implementation in a classroom having diverse learners; and how order can be established and maintained in an overcrowded classroom made up of diverse groups of students of varying social economic characteristics and who show high levels of classroom disruptions. In addition, modern society has changed so much. The safety social nets that existed in traditional society and ensured stable environment for children to grow up in have all but gone. With the current social-technological

changes and educational demands the classroom teacher must be equipped with effective classroom management strategies if curriculum implementation is to be successful. Various strategies have emerged as a way of overcoming these critical problems. By 1987, various studies on classroom management strategies had been carried out. Most of these studies have featured behavioral principles (Ben, 2006). Most notable of these findings is the use of assertive discipline which emphasizes on the creation of classroom rules and procedures.

These rules are supported by a system of reward and punishment for adhering or breaking the rules. Other studies such as Shindler (2011) and Doyle (2006) have taken on an ecological dimension aimed at identifying effective strategies to manage the classroom environment such as planning group activities, coordinating individual students and arranging sitting plans.

Teachers, over the years, have used intervening strategies which are based on high classroom control. These strategies include co-operative discipline and positive classroom discipline with dignity (Brophy, 2006). Brophy adds that the use of strategies based on guiding models have also been in use. These strategies include: effective communication, group management and encouraging class discipline. Over the years, the use of reinforcement as a classroom management strategy has been applied. This strategy is mostly limited to shaping behavior such as staying patiently on their seats and being silent in class.

Classroom management has not been well established and identified as an independent sub-field of educational studies in teacher training curriculum (Ebrahims 2001). This has led to teachers having varied management strategies, most of them

depend on the belief a teacher holds on what works best while others depend on educational psychology and theories from scholars. For example, choice theory developed by William Glasser as stated by Emmer and Slough (2001) has stressed that learners are able to choose the type of behavior they want, good or bad, and recommended that teachers should use management strategies that lead learners in making value judgment about their behavior. In modern classrooms, rewards are given for good choice and punishment is given for choosing a bad behavior. Abraham Maslow's theory of hierarchy of needs as cited by Gardener and Ralph (2008), believes that teachers have the opportunity to create a learning environment that is kind and respectful in order to meet the nurturing needs of the students. Teachers who believe in this theory will tend to use strategies that will promote affection, self-confidence and self actualization leading to learners being more motivated since the more basic internal needs have been met.

Despite the wide knowledge available on classroom management strategies all is not well in our primary schools. The use of effective classroom management strategies has been low, a fact attributed to teacher related qualities and external factors (Kummar, 2012). Teachers' level of professionalism has a big impact on the use of management strategies as the teachers are well equipped with the very best classroom management strategies leading to a high level of classroom control. Unfortunately, many teachers are under-qualified in classroom management strategies. This is compounded by lack of teacher in-service support program. Ebrahims, (2001) study on classroom management has also revealed that there is inadequate content and poor coverage of classroom management course in teacher training colleges.

As (UNESCO, 2005) noted the high enrolment in primary schools calls for teachers to have adequate knowledge in classroom management strategies more so in maintaining class discipline and managing of few available resources.

Classroom management is one of the most important yet underrated aspects of teacher preparation. The best of lessons, the greatest of curriculum goals and the most intense of instructions can all be rendered completely useless without effective classroom management strategies. In Ithanga zone, Muranga County similar to Gatheru (2008) findings the introduction of free primary education led to pupils joining schools that were ill equipped. There were inadequate physical facilities, scarce curriculum support materials, learners' diversity and few teachers to handle the high enrolment. This had great effect on classroom management. This study therefore seeks to identify the classroom management strategies used by primary school teachers in implementation of formal curriculum in Ithanga zone, Muranga County.

1.2 Statement of the problem

The most important activity that takes place in the classroom is curriculum implementation. Good implementation depends on the diligence of the teacher and the discipline of the learners (MOEST, 2003).

Research has shown that curriculum implementation done in well managed classrooms becomes effective. Use of good management strategies facilitates positive attitude and motivation, improve team- work, and help to develop higher order thinking skills that are significant in curriculum implementation (Shindler 2011, Doyle 2006, and Kerry 2009). Unfortunately as Maina (2010) study in Ithanga zone

found out there was unnecessary noise and disturbance in the classrooms. In addition, students create mischief and do not pay attention to teachers and teachers rarely perceive their classroom management strategies as contributing to poor curriculum implementation. In addition Ithanga zonal report 2012 indicates low performance in national exam. This study therefore was carried out to identify the nature of classroom management strategies used in such areas as instructional management, creation of positive classroom climate and organizing learning environment.

1.3 Purpose of the study

The purpose of the study was to identify classroom management strategies used by primary school teachers in the implementation of formal curriculum in Ithanga zone Murang'a County. It also aimed at proposing ways of enhancing classroom management strategies.

1.4 Objectives of the study

The following were the objectives of this study:

- i) To find out the demographic information of primary school teachers in Ithanga educational zone, Murang'a County.
- ii) To identify strategies used by teachers in planning, developing and organizing Instructions in Ithanga educational zone, Murang'a County.
- iii) To find out strategies teachers use in creating a conducive learning climate in Ithanga education zone, Murang'a County.
- iv) To identify strategies teachers use in organizing learning environment and resources.

- v) To seek teachers suggestions in enhancing classroom management in Ithanga education zone, Murang'a County.

1.5 Research questions

The study was guided by the following research questions.

- i) What is the background of teachers in Ithanga education zone?
- ii) Which strategies do teachers use in planning, developing and organizing instructions?
- iii) How do teachers create a conducive learning environment?
- iv) Which strategies do teachers use in organizing learning environment and materials?
- v) In which ways can classroom management be enhanced?

1.6 Significance of the study

The study would provide teachers with information about the effect and shortcomings of various classroom management strategies hence provide a base for making decisions pertaining to the best strategies to use in their classroom management.

The findings of this research would help the Ministry of Education through the Directorate of Quality Assurance and Standards to develop appropriate policies in classroom management that will lead to effective implementation of the curriculum

The findings will provide teacher training institutions with feedback on the extent of their trainee performance regarding classroom management. This will provide them with a base to make relevant innovations to their curriculum.

This study, will hopefully, be a point of reference for scholars interested in carrying out studies on classroom management strategies.

1.7 Delimitations of the study

The study was delimited to only one zone-Ithanga Educational Zone. It also involves teachers in primary schools only. Though there are other factors that may affect implementation of the curriculum, this study confined itself to classroom management strategies in aspects such as instructional management, classroom environment management and other issues that have an effect on management strategies such as influencing factors, constraints and suggestions on how to address these constraints.

1.8 Limitations of the study

Due to financial constraints since the researcher has other financial obligation the study limited itself to only one zone-Ithanga Education Zone.

Secondly, the study limited itself to a small sample of 36 teachers due to time limit. This may not be adequate representation of teachers in the zone. To generalize the result to a larger group the study should involve more participants.

Thirdly for the sake of management the study confined itself to curriculum implementation though a study on the entire primary school curriculum would have shown a better view of the problem.

1.9 Assumptions of the study

This study was conducted based on the following assumption:

- i. That the respondents were available and willing to provide the information requested for in the questionnaires, and on time.
- ii. That the respondents gave honest and accurate information

1.10 Theoretical framework

This study was based on Henry Fayol (1841-1925) Management theory. Fayol's theory is based on personal observation and experience of what worked well in an organization. His application for an "administration scene" sought a set of principles that all organizations must apply in order to function well.

Fayol came up with five functions or elements of management these are: Planning, Organizing, commanding, coordinating and Controlling. Fayol has regarded planning as the most important management function. Planning involves setting goals and developing a rational for instructions, defining objectives, constructing a method of evaluation and creating units of study (Gunter, 2005). He adds that creation of organization structure and commanding function is necessary to execute plans. Co-ordination is necessary to make sure that everyone is working in harmony with others. Controlling checks whether everything is proceeding according to the plan.

The classroom as an organization is one of the building blocks of school improvement and learners' achievement. According to Fayol theory the teacher as a manager must not just work but should have specific roles in order to manage curriculum implementation and learners. The strategies teachers use in classrooms should consider Fayol five principles. This will enable effective management of various classroom variables.

1.11 Conceptual framework

The independent variables in this study refer to those classroom management components that a teacher must consider in ensuring effective classroom management. These components include classroom instructions, classroom climate and organizing learning environment and learning materials.

Effective teaching and learning requires a well managed classroom to enhance pupils' participation, interest and understanding of the intended curriculum. Management strategies can be categorized into 4 main areas. These are: - instruction management strategies, creation of positive classroom climate, organizing learning environment and managing learning materials.

Effective instruction delivery is the pillar of any successful class as such the instruction should be well planned and organized through adequate scheming and planning the curriculum content while adhering to the stipulated time frame of specific content.

Instruction implementation can not successful take place in a chaotic classroom. The teacher should ensure that there is positive classroom climate that provide a positive psychological framework for all activities that take place in the classroom through maintaining order and discipline while facilitating democracy for all learners.

All activities should be governed by rules and procedures. Adhering to rules and procedures regulates all forms of individual conduct that are likely to disrupt activities, cause injury or damage classroom facilities.

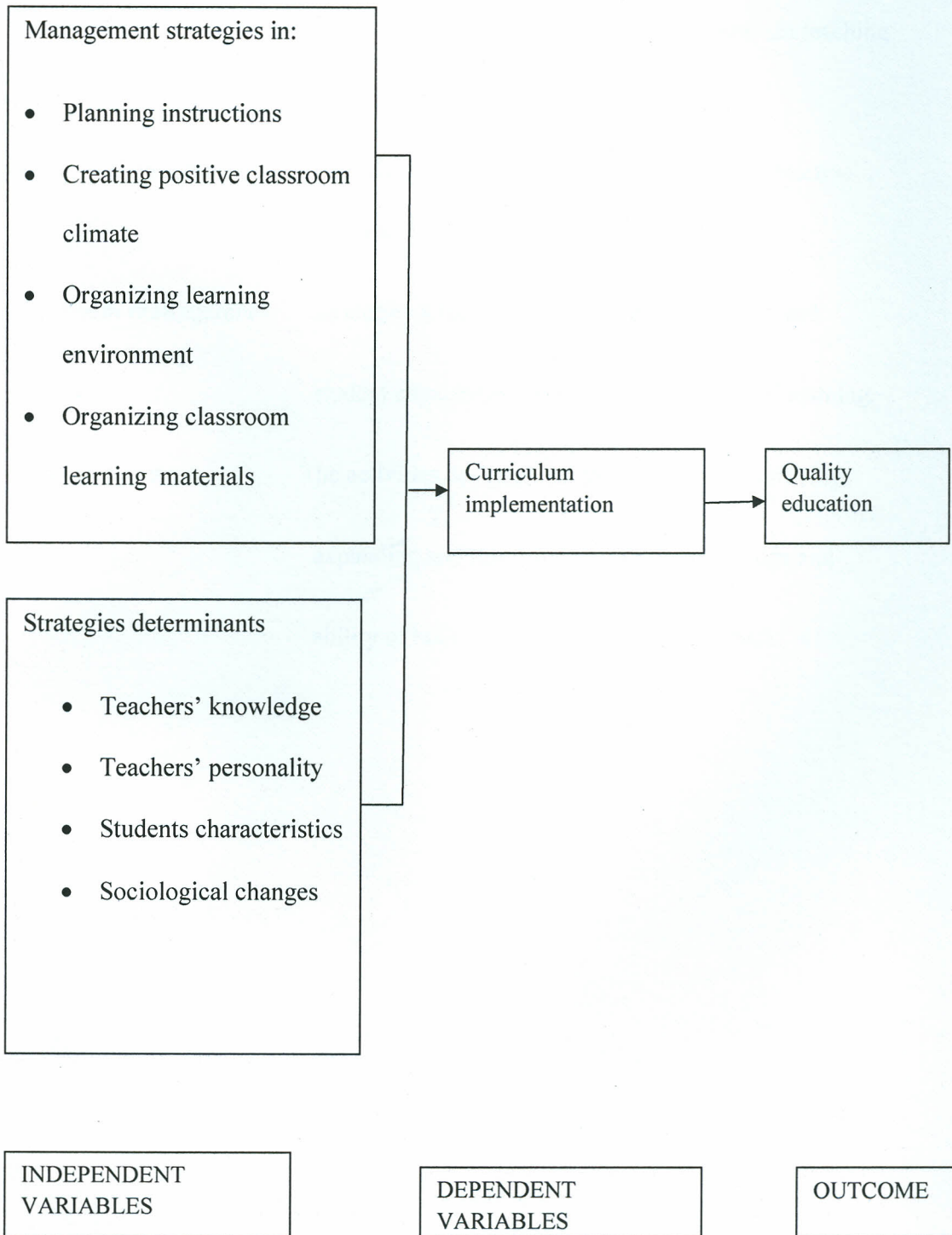
Organizing learning environment strategies: A conducive learning environment promotes learning by ensuring there is order and less disruption, learning resources are easily retrievable and movements within the classroom are well coordinated through appropriate sitting arrangement.

The strategies used in the management of the above variable are greatly influenced by various aspects such as teachers knowledge acquired in training, teachers orientation, students characteristic and sociological changes within the immediate society.

In an attempt to effectively apply the best form of management strategies the teacher face challenges, these challenges ranges from high population particularly in Kenya's primary schools to inadequate classroom facilities and infrastructure.

All the above aspects are interlinked and contribute to the kind of classroom management a teacher use. The kind of classroom management strategies used by the teacher has a significant relation with formal curriculum implementation which will result to quality education.

Figure: 1.1 Conceptual Framework



OPERATIONAL DEFINITION OF KEY TERMS

- Strategies:** This refers to the skills, techniques, or ways that are employed to effectively manage the classroom teaching and learning.
- Formal Curriculum:** The planned program that include content, objective and learning experience
- Classroom management:** Strategies a teacher utilizes to promote order and student engagement to facilitate teaching and learning.
- In-service course:** The activities designed for the purpose of improving, expanding and renewing the skills, knowledge and ability of both trained and untrained teachers

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section presents a review of selected literature aimed at providing a basis for this study. The literature review in this section was based on the following themes: - Organizing, developing, and planning instruction, Creating a conducive learning environment and Organizing learning environment and instructional materials.

Classroom management has been viewed as the process of establishing and maintaining the internal environment of the classroom for the attainment of educational goals. Clifford (2008) adds that classroom management strategies consist of all the provisions and procedures necessary to maintain an environment in which instructions and learning can effectively occur. The traditional view was that classroom management strategies are ways of controlling students' behavior. In this view according to Routledge (2006), the teachers' role is to establish and maintain order in the classroom. From this view discipline and classroom management are considered synonymous. Modern viewpoint has viewed the two to be different due to their significance. According to the modern definition classroom management is wider spread as it involves managing instruction, classroom climate and classroom infrastructure and resources, while discipline only deals with students' behavior. In short classroom management strategies are ways teachers organize what goes on in the classroom during curriculum implementation. It contributes directly to the

efficiency of teaching and learning as the most effective activities can be made almost useless if the teachers do not organize them efficiently.

Although there is no agreed upon definition Evertson and Weinstein (2006) represents a current and widely accepted view, by noting that classroom management has two distinct purpose. It is not only seeks to establish and sustain an orderly environment so students can engage in meaningful academic learning but also aims to enhance students' social and moral growth.

2.2 Planning, developing and organizing instructions

One of the most important part of classroom management takes place long before the teacher begins any lesson. Planning, developing and organizing instructions is a major part of any teachers' job. Use of effective strategies in planning instructions makes informal curriculum implementation to be easy. Unfortunately as noted by Usman (2007) many teachers do not have the time to truly create effective and unique plans for their classes. Fallon and Richardson (2006) identified five components of instruction planning, development and organization. These areas are: Lesson preparation and mechanics, students' engagement, clarity of learning targets, relevancy of the curriculum and planning time.

2.2.1 Lesson preparation and mechanic

According to Gettenger and Kohler (2006) teachers who use effective lesson preparation strategies had fewer incidents of misbehavior while poor curriculum implementation was as a result of poor teachers' planning and execution of lessons. Doll and Ronald (2004) suggests that teachers should create personalized lesson plans

as this will help in visualizing and organizing instruction. As a lesson preparation strategy Pianta (2006) notes that teachers should plan units using overall plan of study. The plans should include objectives, activities, time estimates, required materials and assessments. Teachers should also plan for the unexpected since interruption and unexpected events can occur for example falling ill and having unexpected school assemblies.

In managing lesson mechanics Gettinger and Kohler (2006) identified three classroom management strategies. These strategies include:

Overlapping – This is being able to attend two or more activities at the same time.

Managing movement-This involve creating effective transition and procedures.

Building momentum- This refers to the ability to keep the lesson flowing without stops and starts.

Kounin (2006) adds that effective lesson mechanic leads to more on task activity and less misbehavior leading to effective curriculum implementation.

2.2.2 Engaging students in instruction

Engaging learners during instruction increase the degree to which the students care about the topic or activity, connect with it and feel accountable (Shindler 2011). Shindler study identified four strategies a teacher can use to improve pupils engagement. This include: Anticipatory activities, matching strategies to content, giving instruction that meets all students' needs and the use of inductive anticipatory. Anticipatory activities involve anticipatory sets of activities that set the stage for the

new concept. Matching strategies to content involves having different instructional format for different curriculum content (Gettinger and Kohler 2006). Giving direction that meets all the students need involves ensuring that all students understands the conceptual content and what the students are supposed to do and the steps involved. Use of inductive inquiry based learning involves use of hand on approach and discovery based learning.

2.2.3 Clarity of instruction target

According to Gettinger and Kohler (2006) when instruction objective is clear there is learners' satisfaction, achievement and improved pupils' participation in the lesson. Clarity of instruction is based on good objectives. Good objectives are learning targets that are clearly and specifically stated, are as concrete as possible and identify observable behavior of a learning outcome.

2.2.4 Making curriculum relevant

The teacher should identify and use strategies that makes curriculum relevant to the pupils. Shindler et al. (2003) found out that most students drop out of school as a result of feeling that the curriculum has no interest or value to them. Various strategies have been identified to help teachers make curriculum relevant. Shindler (2011) suggests use of culturally relevant material; getting to know student interests and making learning apply to practical application in the future. In addition to Shindlers strategies Ryan and Deci (2006) adds that teachers should let pupils write their own goals, letting students choose books and topics that relate to their interest and finally relating curriculum instruction to the current events.

2.2.5 Time management during instruction

During instruction time management facilitates adequate coverage of curriculum content. Using learners' time efficiently and keeping students engaged in learning during curriculum implementation are key processes that operate in a class (Jones and Jone, 2006). Jones and Jone add that even in well managed classrooms non instructional activities that are not part of curriculum implementation can consume up to 50% of available instructional time. Clifford (2008) found out that teachers make little effort to determine the amount of instruction time appropriate to their student current level of proficiency. He adds that although often time has been allocated for various topics of study, teachers must concern themselves with making sure that students remain engaged and on task. Clifford (2008) identified at least four strategies used by teachers to manage time in the classroom. These strategies include establishing routine which includes taking attendance, making announcement, distributing materials and collecting students work at specific time helps teacher not to waste time or cause disruptions. Secondly making clear assignment reduces misunderstanding that makes the teacher repeat explanations of assignment already done. To reduce this Clifford proposes that teachers should write assignments on the board or passing assignment sheet to each student. Finally Clifford sees engagement in arguments with learner's also waste time. Teachers should avoid emotional reactions to avoid disruption and misbehavior during their lessons. Cliford's findings are supported by Tranter (2006) who found that teachers should have a set of 'emergency work' incase a teacher is absent for a day and also ensure that discipline

cases are written down and solved at a convenient time and not during instruction implementation.

2.3 Creating a conducive classroom climate

Classroom climate refers to the prevailing mood, attitude or tone in the classroom. Ensuring there is order in the classroom is one of the biggest challenge teachers face in the classroom not only by student teachers but also by practicing teachers and the administration (Gardener and Ralph, 2008). In support of Gardener and Ralph, Doyle (2000) adds that class misbehavior threatens to disrupt the safety of the class or violet norms of appropriate classroom behavior held by the teacher. The study identified three components that determine the nature of classroom climate. These are: Classroom discipline, Motivation and Communication.

2.3.1 Classroom discipline

Classroom discipline is the control of the class to achieve desirable behavior (Ouya and Mwelese, 2009) In managing discipline Clifford (2008) identifies use of punishment as the most common correction strategy used by teachers in classroom management. In use of punishment as a strategy for instilling discipline educationists have identified 3 strategies teachers tend to apply. Walker (2004) states that teachers' can use cost punishment strategies which refer to the removal of a previously earned rein forcer. He adds that this strategy is mostly effective for students who do not finish assignments due to lack of effort or disrupting others instead of concentrating on their work. Secondly is the use of aversive which according to Carol (2006) are generally regarded as a last resort in dealing with severe behavior problems. Aversive

punishment strategies range from harsh stimuli that cause obvious physical pain or discomfort, such as hitting or spanking to milder aversive, such as scolding or reprimanding that are likely to cause emotional discomfort. The deliberate use of punishment presumes that enough pain administered to learners will result in the student behavior change. According to Jensen (2005) punishment hinders curriculum implementation, introducing more pain into a class environment inevitably creates a ripple effect that will manifest itself in such behaviors as rebellion, displaced aggression as well as increased level of fear and anxiety. Shindler and Johns (2009) found a similar view in his study, he found out that incorporating negative strategies in classroom management assuming they will produce positive results produces a momentary relief and leads to students becoming immune very quickly. Moreover negative strategies are toxic and destructive their influence erode the motivation and emotional climate in the class building a barrier to instruction implementation

Current studies have propagated the use of more democratic discipline management strategies. Shindler (2011) identified these strategies as including sharing control and responsibility of the classroom with the learners in areas such as creating classroom rules and selection of sitting arrangement. Teachers should also implement logical consequences. Students should know what to expect, utilizing predictable consequences can encourage a student to take responsibility for his/her behavior.

Jensen (2005) has a different view on the use of reward and recognition in managing discipline. He sees use of a reward to promote discipline can in reality be a demotivator. He argues that rewards are merely to set children to comply or motivate them to get more rewards.

Caroline (2009) adds that the use of positive reinforcement strategies through the use of contingent stimulus as having a great effect on ensuring classroom discipline. She identified provision of teacher attention to students' needs, and praise to increase students' positive academic and social behavior. Though use praise has been well documented, teachers tend to display higher rates of verbal reprimand than approval. This can lead to higher rate of misbehavior (Little, 2009). In support of Carolyn, Shindler and Johns (2009) identifies negative reinforcement as another strategy that can be used to strengthen a positive behavior. This strategy involves removal of a contingent, usually what is removed must be one that student find unpleasant, thus making its avoidance the desired outcome. This promotes classroom involvement and completion of class work on time.

2.3.2 Motivation

The idea of classroom motivation involves use of strategies that aim at providing incentive for students to do something or do it with greater intensity. It is not always something that is added to the situation it can be something that comes from within (Ryan and Deci 2006). Shindler (2011) has categorized motivation strategies into 3 categories these are:-Extrinsic motivation, intrinsic and extrinsic and intrinsic motivation strategies. Extrinsic motivation strategies include grades and reward, incentive, personal praise, punishments, sharing threats and public recognition. Extrinsic motivation strategies according to Shindler, can provide immediate motivation but can be addictive and reduce student internal locus of control. Shindler (2011) also identified strategies that can improve internal motivation, through the use of strategies such as self improvement, increased responsibility, problem-solving and

inquiring based learning and creation of basic needs satisfying environment. Use of internal motivation creates more long-lasting sense of satisfaction, they also increase responsible behavior during and after interaction time they also set the stage for communal bonds among primary school learners and hence promoting classroom climate. Strategies such as positive reinforcement, competition and teacher relationship, instructional design and avoiding penalties can both promote intrinsic and extrinsic motivation.

2.3.3 Communication

Classroom communication is one of the most important component in a classroom yet the most difficult to carry out. Teachers should always strive to find a positive way to respond to a situation. Carol (2006) adds that a positive attitude is the change agent that will create positive classroom climate that produce happy and successful students who are ready for the curriculum. Herbert (2002) adds that every thing that is said and how it is said is significant and that 'small things' like comments, questions, responses and tones often makes a big difference in students attitude, not merely towards their teacher, but also towards what their teacher teaches. Shindler (2010) noted that some teachers are negative, hostile, antagonistic and threatening leading to combative, hostile, depressed and non-motivated classroom climate. Shindler adds that in such classrooms pupils tend to withdraw, while others choose to engage the teacher in a power straggle. Pianta (2006) study revealed that curriculum implementation is better in a class where there is mutual respect between the teacher and the pupils, the teacher is caring and the students have a sense of loyalty and respect to other students. In his study Reeve (2006) identified five strategies that are

effective in improving communication. These strategies are: showing unconditional positive regard for pupils, giving pupils a chance for self expression, avoiding using excessive personal praise as this may lead to praise addicts, making effort to take an interest in students as individuals and organizing class meetings frequently.

2.4 Organizing learning environment and resources

Formal curriculum implementation requires provision of additional and appropriate physical facilities, equipment, teaching and learning materials. In this realization Kenya government provide free learning resources since 2003. Instructional materials and infrastructure when available and well managed make learning easier especially when abstract concept are being learned. Lewin (2008) says that expansion of education opportunities require the purchase of furniture, equipment, learning materials and the provision of supporting infrastructure. Though these facilities may be availed, the management strategies used is what is of paramount important since in resent times facility durability and versatility are questionable and that high enrolment has overstretched physical facilities and learning resources a fact attributed to free primary education (Mugunyi 2010)

2.4.1 Classroom setting

Placement of furniture makes a big difference in students learning and therefore should be carefully considered (Jensen, 2005). The placement of furniture in the class depends mostly on the size of the class. If the class is large enough the teacher can create many empty spaces to avoid making the class feel congested.

According to Kerry (2009) the strategies a teacher use in organizing classroom setting influences what students do in the classroom. For example pupils sitting in a semi circle tend to ask more questions than pupils sitting in rows. Grouped sitting foster peer interaction while sitting in rows promotes students focus on individual task. Jensen (2005) adds that desks placed in circles make everyone in the classroom feel as though they are at the same level. Carol, (2006) further suggests that furniture arrangement, types of desks and chairs and room dividers could affect the interaction and the visibility of students' behavior. The strategy a teacher chooses will depend on the activity pupils are involved in at the time. Springer (2007) notes that whatever strategy a teacher chooses there should be space for movement for the teacher and the pupils.

2.4.2 Classroom learning materials

Use of instruction material encourages learners to utilize more than one sense hence increasing their attention and retention capacity. A text book for example remains as a student companion long after the teacher has finished teaching (Ndichu 2008).

Materials and how they are organized are important aspects of designing a place where students learning can take place. In identifying strategies used in managing materials Kerry (2010) suggests that the teacher should make students understand that materials in the rooms are tools not toys. Secondly the teacher should avail adequate space by effectively arranging the room and thirdly teachers should allow pupils to have access to instruction materials instead of locking them up. Swanson (2007) adds that the pupils should be allowed to choose own materials where possible as this motivates the learners.

2.5 Summary

The review of the related literature supported this study by providing information on classroom management strategies which is of paramount importance in ensuring effective implementation of formal curriculum. It also highlights some of the issues in the implementation of classroom management strategies and the ones that should be used in order to give a sound implementation of curriculum. Various studies have shown that, classrooms are in the grip of a serious problem that is wreaking havoc on teaching and learning. This problem is classroom management. It is a major obstacle to the success of learners and teachers. However from the various studies carried out on classroom management strategies internationally and in Kenya very little seems to be known on the actual kind of strategies and their effectiveness on teaching and learning. In addition despite the concern of education practitioners and the public, few researchers have focused explicitly on classroom management in the implementation of formal curriculum.

On the basis of these findings the researcher found it necessary to carry out a study on classroom management strategies in the implementation of curriculum. From the findings of the study the researcher was able to identify the type of classroom management strategies used by primary teachers in Ithanga education zone Murang'a County as they develop and implement this important curriculum.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the research design, location of the study, target population, sampling techniques and sampling size, research instruments, piloting, validity and reliability of the instruments, data collection and analysis, logistical and ethical considerations.

3.2 Research design

In this study a descriptive survey design was adapted to assess classroom management strategies used by primary school teachers. This is because as Orodho,(2005) says, surveys collect data about variables or subjects as they are found in a social system or society through interviewing, observation and administering questionnaires to a sample of individuals. According to Negi (2007), this design gives an accurate account of particular phenomena, since it is concerned with describing, recording, analyzing, and reporting conditions as they exist.

The study aimed at assessing the status of classroom management strategies in the context of curriculum implementation thus, the descriptive survey design was viewed as the most suited. Through this design, the researcher gathered information on teachers' use of classroom management strategies such as planning and implementing classroom instructions, creating positive classroom climate, organizing classroom environment, and maintaining a disciplined class.

3.3 Location of the study

The study local was Ithanga education zone in Murang'a County. According to (Negi, 2007), the ideal setting for any study should be easily accessible to the researcher, and should be that which permits instant rapport with the respondents. The researcher is familiar with the geographical position of the zone which helped in gaining acceptance. Its accessibility made it cost effective.

The researcher chose the zone because performance has been very low in National examinations. Other reasons included cultural and economic diversity of the learners due to different communities found in the zone as compared to other zones. To the best of the researcher's knowledge no similar study had been conducted in the local.

3.4 Target population

A target population is generally a large connection of individuals or objects who possesses similar characteristics that are the main focus of a scientific query. The study considered only fully established primary schools in Ithanga education zone with classes running from standard 1-8. These are thought to be appropriate to provide a wide variety of teachers and classrooms in view of classroom management strategies, knowledge and experience. Ithanga education zone has 12 public schools. There are 180 primary school teachers and 5,540 pupils. All the 180 teachers are involved directly in the implementation of formal curriculum and hence were considered as the target population.

3.5 Sampling techniques and sample size

The researcher used stratified sampling technique to sample six schools. The already existing three sub-zones represented three strata. Since there were six schools in each subzone two school were sampled using simple random sampling technique. The researcher allocated numbers to present each school in the stratum. The numbers were written on a paper, folded and then randomly selected through rotary method. Simple random sampling technique was also used to sample 36 teachers from the sampled schools. This represented 20% of the targeted population of 180 teachers. According to Negi, (2007), 10% to 20% is adequate sample for a small population. The researcher allocated numbers from the first teacher to the last teacher in each of the sample school. The numbers were written on a paper, folded, and then randomly selected through lottery method. Six teachers were selected from each school. The researcher used simple random techniques since according to (Orodho 2009 and Kisilu 2009) it provides equal opportunity of selection for each element of the population. It also facilitates representation of not only overall population but key sub groups of the population were included.

3.6 Research instruments

The researcher used questionnaires and observation schedules in the study.

3.6.1 Questionnaire for teachers

Questionnaire is widely used in education to obtain information about current conditions and practices and to make enquiries quickly and in precise form. (Orodho 2005) emphasize that questionnaires has no bias and has the ability to collect

large amount of information in a short time, it also enhances honest responses. This instrument was used to gather information from teachers as they were the main respondents. The items were open ended and close ended. According to Mugenda and Mugenda (2003) close ended questions are easier to analyze since they are in their usable forms while open ended questions permits greater depth of response. The questionnaire for the teachers comprised of five sections. Section A collected respondents' demographic information each of the other sections collected information as per the objectives of the study

3.6.2 Observation schedule

The researcher used observation schedule to check the credibility of the responses from the teachers' questionnaire. The observation schedule consisted of items on management strategies used by teachers in primary schools. The observation findings were analyzed together with similar items found in the questionnaire.

3.7 Piloting

Before data collection was done a pilot study was conducted. According to Mugenda and Mugenda (2003) pilot study is the pre-testing of the research instruments in the field to randomly selected subjects to determine the validity and reliability of the research instrument. A pilot study was carried out in two randomly selected schools in the neighboring kakuzi zone. These schools were not included in the actual study.

3.8 Validity and reliability

This section presents the validity and reliability of the instruments used in the study.

3.8.1 Validity

The instruments used to collect data must be valid and precise. If they are not, the information collected is likely to be biased or factually flawed (Negi, 2007). According to Orodho (2005), Validity refers to the extent to which an instrument measures what it is supposed to measure. The instrument were evaluated for their content validity. Content validity refers to the appropriateness of the items on the instruments in covering the breadth of the content being assessed and appropriateness for those using the instruments. Representative questions from each section were reviewed against the literature to ensure there is content validity by the researcher. Pre-testing of research instrument was carried out since it assisted in identifying items that could be misunderstood thus increasing the degree of face validity. Supervisors' guidance regarding the instruments validity was also sort.

3.8.2 Reliability

According to Orodho (2005) reliability of a research instrument is its consistency to produce same results. The researcher used test-retest method whereby the questionnaire was filled by the respondent and then the items were scored manually. Spear man rank order colleration (r) was employed to compute the correlation coefficient. This will aim to establish the extent to which there was consistency in eliciting the same response every time the instrument is used. The same questionnaire was administered twice in an interval of three days. A coefficient of 0.821 was

realized implying a high degree of the data reliability and thus suitability of the research instrument. According to Orodho (2008), a correlation co-efficient of about 0.8 should be considered high enough to judge the reliability of the instrument.

3.9 Data collection procedure

Before commencement of data collection the necessary authorization and research permit were sought from the ministry of higher education science and technology. This permit and letter of introduction were presented to the District Education office (DEO) for authorization to carry on with the study in the locale. The researcher then visited the relevant schools for introduction purpose and book for appointment. The data collection method involved administering of questionnaires and carrying out classroom observations.

3.10 Data analysis

Data coding was done as per objectives of the study. The data was then summarized and statistics derived. It was then subjected to descriptive analysis with both qualitative and quantitative treatment. Qualitative data was arranged as per emerging themes relating to the objective and statements made while quantitative data analysis used tables, percentages and frequencies. The findings were presented in frequency tables, pie charts, graphs, percentages and in narrative forms.

3.11 Logistical and ethical considerations

This research study was designed to meet the necessary requirement of education research in Kenya. It also took into consideration the fundamental rights of the individual respondents as enshrined in the bill of right in Kenya's constitution. As

such the researcher observed the highest possible degree of confidentiality of the data collected from the respondents both at the stage of data collection and data analysis. All the necessary research protocols were strictly adhered to. The collected and used data was properly and professionally handled at all levels of the study.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION

4.1 Introduction

This section presents the findings and analysis of data collected in the study. The purpose of the study was to find out classroom management strategies in implementation of formal curriculum in public primary schools in Ithanga zone, Murang'a County with a view of enhancing classroom management strategies during curriculum implementation. The study was guided by the following objectives: To find out classroom management strategies used by teachers in: Planning, developing and organizing instructions. Identify strategies used in creating a conducive classroom climate, identify strategies used by teachers in organizing learning environment and materials and propose strategies that can be employed to improve classroom management. The data is reported in two sections; respondents' demographic information and data presentation and analysis.

4.2 Respondents' demographic information

The study sampled 36 teachers in primary schools in Ithanga zone to take part in the study. These teachers were those directly involved in curriculum implementation in lower, mid and upper classes. Useful information was obtained from 30 teachers; this constituted a response rate of 83.3% which the researcher deemed adequate and sufficient for data analysis.

4.2.1 Gender of the respondents

The findings on gender of the respondents were shown in Table 4.1

Table 4.1 Respondents' Gender

Gender	Frequency	Percentage (%)
Male	16	53.3
Female	14	46.7
Total	30	100

As indicated in Table 4.1 the gender of the sample was dominated by male teachers. Male teacher present 53.3% while 46.7% presented female teachers. A study by Kimuntu (2012) in the same geographical area found similar results with 55% being male teachers. However Davidson et al (2005) study in England had different findings with majority being female teachers. This difference in findings is as a result of Ithanga Education zone being a hardship area making it less conducive for female teachers.

4.2.2 Age of the respondents

The respondents were asked to indicate their age and the results are shown in Table 4.2.

Table 4.2 Respondents' age

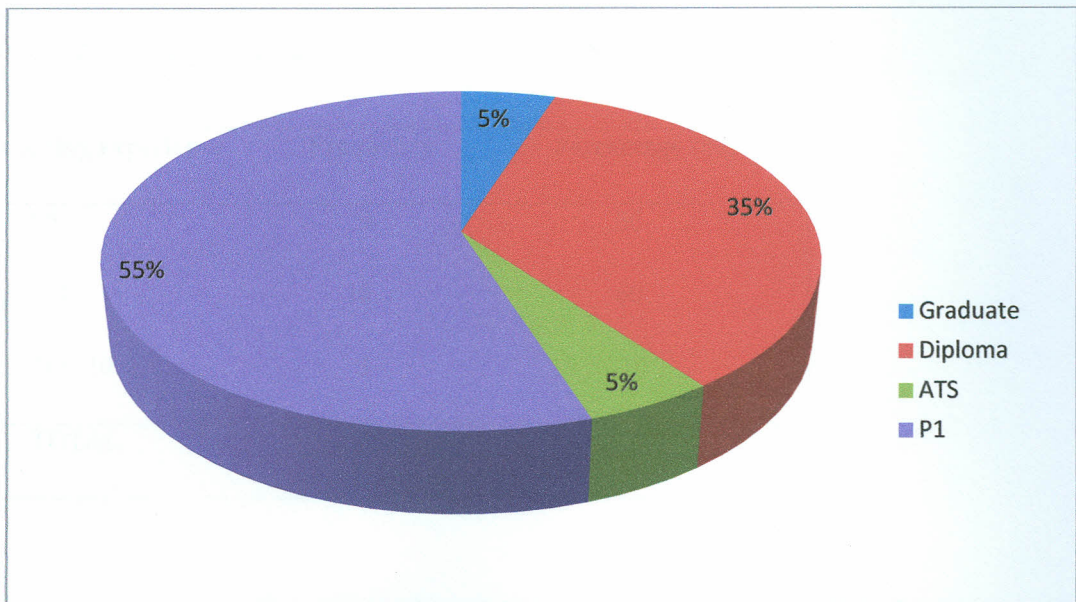
Age	Frequency	Percentage (%)
Blow 25	2	6.7
26-35	6	20
36-45	15	50
Above 45	7	23.3
Total	30	100

As can be observed from Table 4.2 only 6.7 % were below 25 years. Those between 26-35 were 20%. The analysis also shows that 50% were between ages 36-45. The respondents who were 45 years were 23.3%. This shows that majority of the teachers were in their mid age, this finding is similar to Bennes and Michaelena (2005) who found out that age profile of teachers has become younger in many countries a result of rapid expansion of primary schools and higher rate of attrition. This means that there are few teachers who can serve as mentors and provide professional support and leadership.

4.2.3 Teachers' professional qualifications

Training and improvement of teacher quality has been a major focus of education reform in many countries as pointed out by Matoka, Tendre and Scribner (2007). Ministry of Education Science and Technology (2003) Sessional paper No. 1 of (2005) and Kenya Education Support program (KESSP, 2005) The Kenya Government emphasizes on quality teacher education. Findings on Teachers' qualification were recorded in Figure 4.1

Figure 4.1 Teachers' qualifications



Primary education teachers training in Kenya is a P1 certificate course whose basic entry qualification is O level, this explains why majority 55% had a P1 certificate. Those who had degree were 5% and Diploma were 35% this was as a result of University opening up admission to experienced P1 teachers. Those with Approved Teacher Status (ATS) were 5%. This finding implies that teachers in public primary schools are qualified. Kimuntu (2012) came up with a similar conclusion that majority of teachers in public primary schools in Kenya are qualified to handle classroom issues.

4.2.4 Teaching experience

Teacher experience is significant as far as classroom management is concerned. In fact experience and knowledge are positively related to effective classroom management. Teachers' experience is as shown in Table 4.3 Teachers were asked to indicate their working experience. The results are as in Table 4.3.

Table 4.3 Teachers' experience

Teaching experience	Frequency	Percentage (%)
0-5	9	30
6-10	18	60
Over 10	3	10
TOTAL	30	100

The table shows that 60% of the respondents had a working experience of 6-10years. 30% had a working experience of 0-5years and 10% had a working experience of over 10 years. Kimuntu (2012) study had a different finding with majority of teachers being those above 10 years in teaching experience. This difference is as a result of Ithanga zone being a hardship area with many teachers seeking transfers to more conducive areas. However, majority of the teachers had a working experience of 5 years indicating that most of the respondents had adequate experience in classroom management issues. This indicates that most of the respondents had worked in teaching for a long time and thus they provided reliable and accurate information on classroom management strategies.

4.3 Planning, developing and organizing instruction

The first objective of this study was to find out classroom management strategies used by primary schools teachers in the implementation of curriculum. Teachers were asked whether they carry out the mentioned classroom activities. The results were recorded in table 4.4

Table 4.4 Classroom management awareness

Management issues	Strongly agree		Agree		Disagree	
	f	%	f	%	f	%
Instruction management	9	31.1	18	62.2	3	6.7
Keeping classroom order	13	42	13	42	4	16
Maintaining class discipline	15	5	9	30	6	20
Time management	11	38	29	62	-	-

Analysis in Table 4.4 shows that 62.2% of the respondents agreed to carry out instruction management 31.1% strongly agreed while 6.7 % disagreed in carrying out instruction management. In ensuring there is order in the classroom 42% of teachers felt that it is their duty. A similar percentage agreed to ensuring there is order in the class. Those who strongly agreed to ensuring discipline were 50% while 30% agreed to carry out classroom discipline. Only 20% disagreed as their duty to ensure pupils are disciplined. Analysis also showed that 38% strongly felt that time management was their responsibility with 62% agreeing to carry out time management while none of the respondents disagreed as their duty to carry out time management. The

respondents indicated that classroom management was their duty as 90% either strongly agreeing or partially agreed and only 10% disagreeing to being their sole duty of carrying out management of various classroom activities. This findings were collaborated by Davidson et.al (2005) who argued that the teachers management requirement were maintaining order and discipline in the class, implementing new methods and implementing instruction as stipulated by County or the states curriculum. This finding reveals that teachers are aware of what classroom management entails.

The study sought to find out how often teachers plan for instruction implementation. The findings were recorded in table 4.5

Table 4.5 Rating of instruction planning strategies

Strategies	Always		Sometimes		Never	
	f	%	f	%	f	%
Preparing schemes of work	24	80	6	20	-	-
Making lesson plans	6	20	21	71	3	10
Preparing lesson notes	6	20	18	60	6	20
Making lesson notes	3	10	21	70	6	20

It is apparent from table 4.5 that majority of the teachers 80% prepared schemes of work in the beginning of each term. While only 20% of teachers agreed to preparing schemes of work sometimes, while none agreed to not preparing schemes of work. This was affirmed by observation carried out by the researcher. Keen observation

revealed that the percentage that didn't prepare always were those having administration duties. Twenty percent of teachers prepared lesson plans always. Majority of teachers (70%) didn't prepare lesson plans at all. Observation revealed that teachers who didn't prepare lesson plans used text books during instruction implementation. Regarding lesson notes 20% agreed to always preparing lesson notes, 60% prepared notes sometimes. In addition only 10% always prepared learning resources, 70% sometimes prepared resources and 20% never prepared resources. Observation carried out revealed this is true since few subjects had proof of learning aids displayed on the walls. These findings are against Peter and Guater (2005) findings that teachers Plan in order to modify curriculum to fit the unique characteristics of their students and resources. Planning also help teacher locate instructional time, select appropriate activities and resources, they add that failure to plan leads to poor curriculum implementation.

The study also sought to establish how teachers manage time during curriculum implementation. The respondents were asked when actual teaching starts. The findings were recorded in table 4.6.

Table 4.6 Time assessment at the beginning of term

Teaching starts	Frequency	Percentage
Week 1	9	29.4
Week 2	18	58.8
Week 3	3	10

Table 4.6 shows that only 29.4% of teachers start actual teaching in week one. Majority of teachers (58.8%) start actual teaching in weak 2 while only 10% start teaching in third week. Among the teachers who were asked to mention activities they are involved in before teaching starts 40% of teachers indicated that the first days were spent on preparing schemes of work while 60% indicated that the first week was spent on allocation of subjects and cleaning of school compound. These findings are echoed by Clifford (2008) study which found out that teachers make little effort to determine the amount of time appropriate for instruction implementation.

The researcher also wanted to find out teachers punctuality in attending to lessons. A 4 point likert scale to measure their level of agreement was used (SA Strongly Agree, A agree, Disagree, Strongly Disagree). The responses are as shown in Table 4.7

Table 4.7 Teachers' punctuality

Punctuality	S A		A		D		SD	
	f	%	f	%	f	%	f	%
In class attendance	1	2.99	6	17.6	17	50	10	29.4

A significant majority disagreed (50%) with the statement. This means that majority of teachers are not punctual in attending to their lessons. Only 17.6 agreed and 2.9% strongly agreed to the statement that teachers are punctual. This finding are similar to Njoki (2012) study which revealed that 50% of teachers take almost 10 minutes before they start teaching in every lesson. Studies have shown that effective time management increases contact hours which is crucial in curriculum implementation.

The teachers were further asked to mention strategies they use in covering the lost time. The findings are presented in table 4.8

Table 4.8 Managing lost instruction time

Strategy	frequency	Percentage
Create time after lessons	8	21.1
Give tuition	8	21.1
Use pupils free time	10	26.3
Do nothing	12	31.6

Table 4.8 shows that 31.6% do nothing to cover the lost time. This implies that the lessons are accelerated or pupils do not cover the syllabus in the given year thus affecting curriculum implementation. Some teachers agreed to cover the lost time through strategies such as using pupils' free time after the normal lessons (26.3%), giving tuition (21.1%) and creating time after lessons (21.1%). These are necessary strategies to ensure teachers-pupil contact time is covered so as to implement curriculum sufficiently. In a similar view Jones and Jones and Jone (2006) adds that teachers should create and use learners' time efficiently and keep students engaged in learning during curriculum implementation.

This study also sought to find out strategies teachers use to manage time during their lessons development. The findings are as in Table 4.9

Table 4.9 Managing teaching/learning procedure

Lesson activities	0 min		5 min		10 min		15 min		25 min	
	F	%	F	%	F	%	F	%	F	%
Roll call	20	66.7	10	33.3	-	-	-	-	-	-
Introduction	18	60	12	40	-	-	-	-	-	-
Explanation	-	-	10	33.3	15	50	5	16.7	-	-
Learners activities	12	40	15	50	3	10	-	-	-	-
Evaluation	20	66.7	10	33.3	-	-	-	-	-	-
Conclusion	25	83.3	5	17.7	-	-	-	-	-	-

Table 4.9 shows that majority of teachers (50%) spend more time in explanation of curriculum content, this account for 60% of the lesson time of t 35 minutes. 15% spend an average of 5 minutes on learners activities this findings are in line to Clifford (2008) findings that although time is allocated for various topics of the study, teachers are less concerned with making sure that students remain engaged in classroom activities. Evaluation is a system of quality control which determines each step in teaching learning process whether the process is effective or not and what changes need to be made to ensure its effective before it is too late. The findings reveal that 33.3% of teachers allocate less than 5min on Evaluation of the lesson or not consider this important step. This finding implies that evaluation of lessons is not highly regarded by teachers. Conclusion is the worst hit with only 17.7% of teachers affirming to allocating at least 5 minutes for lesson conclusion.

4.4 Creating a conducive classroom climate

The researcher also sought to identify strategies used by teachers in creating a conducive learning environment.

Discipline management strategies

The researcher sought to find out the management strategies teachers use in ensuring class discipline during curriculum implementation. The teachers were asked to describe their class discipline from being excellent to below average. Their response was recorded in Table 4.10.

Table 4.10 Level of class discipline

Class discipline	Excellent		Very good		Good		Fair		Below average	
	f	%	f	%	f	%	f	%	f	%
	2	6.7	2	6.7	10	33.3	10	33.3	6	20

The result shows that 33.3% view their pupils as being disciplined while a significant number of teachers (53.3%) feel that discipline in primary schools is below expectation. A further 13.4% of teachers feel that their class discipline is above average. Indiscipline cases are not unique to Kenya but it is a global issue (John, 2013). John's study also found out that in United Arab Emirates teaching methods and classroom management strategies have been blamed for the rise in indiscipline cases. This implies that teachers need to improve on their discipline management strategies.

Table 4.11 Discipline cases faced by teachers.

	Frequency	Percentage
Noise making	6	20
Oral abuse	4	13.3
Fighting	2	6.6
Failure to complete work	18	60
Total	30	100

As can be seen from Table 4.11 60% of the teachers felt that failure to complete class work was the highest indiscipline case faced. A further 20% were of the opinion that noise making was the highest indiscipline case. While oral abuse was indicated by a 13.3%. Fighting in class was not seen as the most rampant indiscipline problem in public primary schools. A study by John (2013) in Lamu town found different findings which included disrespect to teachers, unruly behavior, Drug abuse and absenteeism. John's findings can be as result of different settings the studies were carried out. These findings imply that there are indiscipline cases in our schools more so on failure to complete class work which affects the quality of curriculum implementation.

Further the respondents were given a list of items regarding use of various discipline management strategies. These findings were recorded in Table 4.12.

Table 4.12 Teachers' perception on discipline management strategies

Perception	Used		Rarely used		Never used	
	f	%	f	%	f	%
Guidance & Counseling	5	16.7	25	83.3	5	16.7
Rewarding	10	33.3	15	50	5	16.7
Reprimanding	18	60	10	33.3	2	6.7
Caning	2	6.7	18	60	10	33.3
Ignoring	10	33.3	9	30	11	36.7
Send pupil out	8	26.7	10	33.3	12	40
Send for parent	2	6.7	20	66.6	8	26.7
Give manual work	20	66.6	6	20	4	13.3

Table 4.12 shows that teachers depend on the use of teacher centered discipline management strategies such as reprimanding (60%) and giving manual work (20%). Though caning didn't feature much in the questionnaire response (only 6.7%) observation made showed that it was being used with a lot of secrecy. This according to the researcher may be as a result of corporal punishment being illegal in Kenya's schools. These teachers based discipline management strategies used by teachers accounts for an average of 32 % as compared to only 18.7% of teachers who affirms to using student based strategies such as guidance and counseling, giving rewards for good discipline and involving parents. This use of punishment based strategies is similar to Clifford (2008) findings that punishment is the most common correction strategy used by teachers in classroom management during curriculum

implementation. According to Jensen (2005) use of punishment promotes indiscipline rather than eliminating it.

This implies that child friendly schools program has not been effective in public primary schools.

Further, teachers were asked to indicate whether there were written rules in their classrooms and the results were as shown in Figure 4.2.

Figure 4.2 Presence of written rules in classrooms

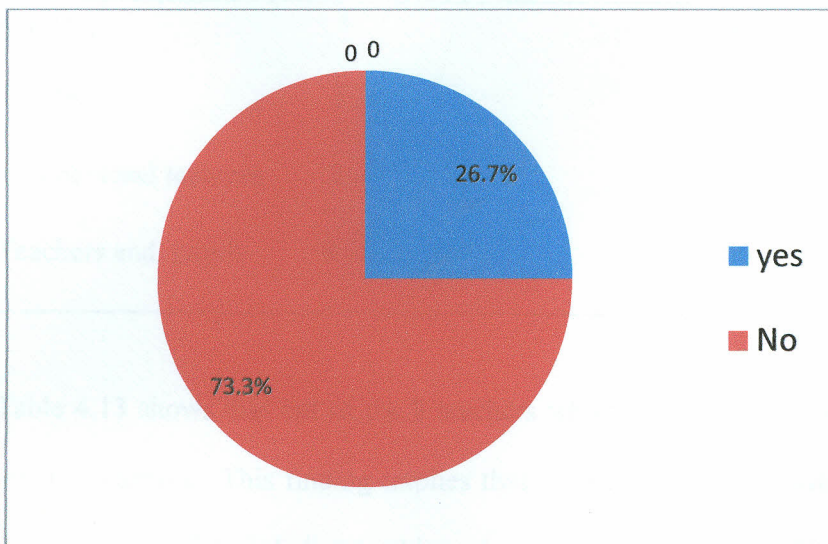


Figure 4.2 shows that majority of the respondents (73.3%) indicated that they do not have written rules. Lack of classroom rules is against Yasser (2010) assertion that teachers should have rules in written form, either posted or provided to students to include in a note book as an effective strategy in managing discipline. In addition, 26.7% indicated to having classroom rules pasted in their classrooms. Observation

carried out by the researcher revealed the same result. This implies that pupils are not aware of classroom rule or consequence of breaking the rules.

The 25% who indicated to having classroom rules were further asked to indicate those who are involved in making these rules. Their response was as indicated in Table 4.13.

Table 4.13 Pupils involvement in making classroom rules

Rules made by	Frequency	Percentage
Pupils	1	12.5
Teachers	5	62.5
Teachers and learners	2	25
Teachers and pupils	8	100

Table 4.13 shows that out of the 8 teachers who had classroom rules 62.5% did not involve learners. This finding implies that the pupils may not own the rule and see them as some form of dictatorship. According to Kerry (2009) this may lead to permissive classroom which doesn't adhere to rules though they may be present. However 37.5% indicated that they involve learners in making classroom rules and consequences of breaking them. This findings are in agreement to Brophy (2006) who asserts that use of democratic strategies allow consideration of learners interests leading to learners becoming more interested in learning.

Motivation management strategies

The researcher also sought to find out how teachers motivate their pupils during curriculum implementation. The findings were recorded in Table 4.14

Table 4.14 Class motivation strategies

Strategy	Frequency	Percentage
Giving responsibility	4	5.7
Giving rewards	10	14.3
Personal praise	30	42.8
Creating conducive environment	6	8.6
Creating competition	20	28.6
Total	70	100

43.55 personal praise was preferred by majority of the teachers (42.8%) using personal praise to motivate learners during curriculum implementation. Creating competition among pupils was used by 28.6% of teachers. Use of rewards was preferred by 14.3%. Though according to Shindler, (2011) extrinsic motivation strategies such as rewards and praise can provide immediate motivation it can be addictive and it reduces learners internal locus of control it is being used by 14.4% of the teachers. This finding implies that Strategies aimed at increasing internal motivation were rarely used with creation of conducive environment being used by 8.6% of the teachers and giving responsibility preferred by only 5.7% of the teachers. Shindler (2011) points out that internal motivation creates more long lasting sense of

satisfaction, increase responsible behavior and promote effective curriculum implementation.

Teacher's personality and character

The respondents were asked if their personality has influenced the kind of strategies they use in classroom management. The findings were recorded in table 4.20

Table 4.15 Personality influence on classroom management

Personality influence	frequency	Percentage
Yes	18	60
NO	12	40
Total	30	100

The table shows that 60% of the respondents were of the view that teachers' personality has an influence on classroom management strategies. This implies that teachers' personality affects decision making. Only 40% of the respondents were of the opinion that teachers' personality does not affect classroom management. This finding is supported by Brophy (2006) who says that teachers' personality often lead them to favor certain communication and management strategies which when carried to extreme can result in an overly narrow repertoire of management strategies. Brophy adds that teachers' personality has potential to limit learning opportunity for those students who could learn better from other management strategies. His study also

found out that classroom climate takes on the characteristic of the teacher's personality and disposition.

Parental involvement

The researcher sought to find out parental involvement in creation of conducive learning climate.

The findings were recorded in Figure 4.3

Figure 4.3 Parental involvement in classroom management

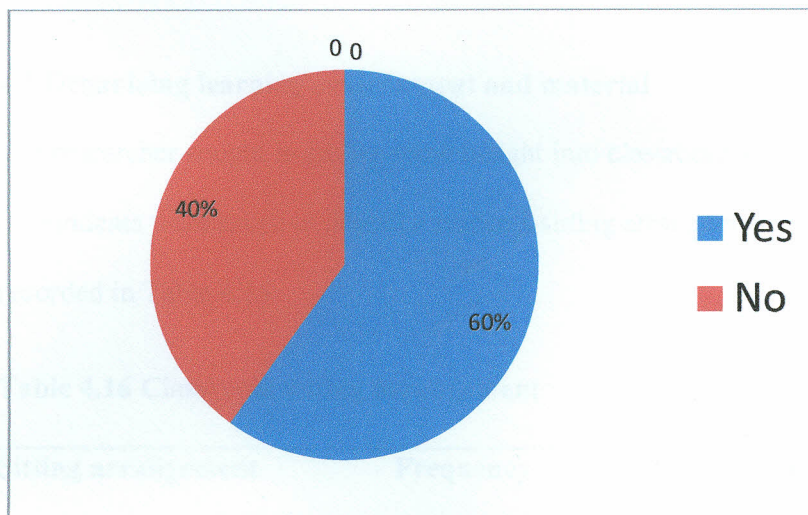


Figure 4.3 shows that majority of the teachers (60%) felt that parents have had an influence in creating of classroom climate

Further to rating the respondents were also requested to indicate in which way parents affected their classroom management strategies. The following were some of the responses given: Parents failing to discipline their children; Parents allowing absenteeism; lack of cooperation with teachers and failure to follow up pupils' school activities. A significant percentage (40%) also indicated that parents have positively

assisted teachers by following up pupils discipline and failure to complete assignments. These findings are similar to Kerry (2009) findings which revealed that some parents are a bit intimidating, gruff and others none existing but some are important since they bring some positive to the classroom which is important in their children learning.

Respondents were further asked to identify other factors that have influenced choice of classroom management strategies. Their response were recorded in Table

4.5 Organizing learning environment and material

The researcher sought to gather some insight into classroom sitting arrangement. The respondents were asked to describe students sitting arrangement and the findings were recorded in Table 4.15.

Table 4.16 Classroom sitting arrangement

Sitting arrangement	Frequency	Percentage
Students sit in rows	15	50
Students sit in semi circles	5	16.7
Students sit in groups	6	20
Students sit in groups	4	13.3
Total	30	100

The data show that 50 % of the teachers arrange their class in rows. This implies that some of the students are far behind the class and may not be able to hear what the

teacher is saying. 20% agreed that their students sit in groups; 13.3% sit as they wish this was observed by the researcher mostly in schools that combine some classes due to teachers' shortage. A further 16.7% sit in a semi circle. As Kerry (2009) argues physical organization of classroom contribute a lot in facilitating curriculum implementation as there must be compatibility between the program and classroom environment. Through observation the study found out that classroom environment is un-conducive by majority of the classroom lacking facilities such as windows, doors and cemented floors. A study by Carolyne (2012) also found out that most of public primary schools in rural areas had no doors or windows. This made pupils feel insecure especially if they are to leave their books and teaching aids in class. This has led to teachers not displaying teaching aids to avoid distraction.

Further the respondents were asked whether there were subjects' corner to display learning resources. The findings were recorded in table 4.16

Table 4.17 Presence of subject corners

Subject corner	Frequency	Percentage
Yes	6	20%
No	24	80%
Total	30	100

While majority of the respondents value the use of teaching/learning aids a significant percentage (80%) didn't have subject corners. Observation revealed that the display

were not organized nor well managed as the learning aids were mixed up and old for the lesson in hand. Only 20% of the teachers agreed to have subject corners. These findings are against Kerry (2009) view that like classroom sitting arrangement materials and how they are organized are important aspects in designing a place where pupils can learn. Further materials display on walls of the classroom can help inspire, motivate and create a classroom community. Kerry's findings are echoed by Jensen (2005) who adds that students perform better when there is presence of optical view.

4.6 Suggestions on enhancing classroom management strategies

This research also aimed at seeking suggestions on how teachers can solve challenges facing classroom management. The following responses were obtained.

Table 4.18 Suggestions on enhancing classroom management

Suggestion	Frequency	Percentage
Regular training	20	50
Involving other stake- holders	7	16
Being democratic	9	25
Managing time appropriately	4	9

It can be noted from Table 4.25 that 16% of the respondents felt that teachers should involve other stake holders such as parents, church and administrators in solving classroom issues. A further 25% suggested that teachers should use more democratic

based strategies in solving discipline issues. Majority of respondents (50%) recommended that teachers should seek more knowledge on management strategies. In addition study by Kerry (2009) proposed the use of information technology and use of conflict resolution techniques as an alternative to punishment.

The suggestions on measures that can be taken to improve classroom management by the government were investigated and the responses recorded in Table 4.26 as responded by the teachers.

Table 4.19 Suggestions for government assistance

Suggestion	Frequency	Percentage
Update in servicing of teacher	20	50
Employ qualified teachers	10	25
Provision of resources	4	10
Improve teachers' pay for motivation	6	15
Total	40	100

Table 4.26 shows that in-servicing teachers in classroom management strategies was ranked the highest with 50% of the teachers viewing it as a possible solution to classroom management challenges in public primary schools. This shows that training is a key factor in solving classroom management challenges. As highlighted by Kenya handbook for teachers (2008) the government established the Kenya Education Staff Institute (KESI) to develop and disseminate Knowledge, skills, and attitude to education managers through training. Employing more teachers who are

qualified in classroom management issues to ease teachers work load was preferred by 25% of the teachers. Provision of adequate teaching and learning resources was also seen as an effective solution to classroom management challenges. A further 15% recommended that the government should improve teachers pay so as to motivate them. In support of these findings Curam (2005) suggested that Governments should facilitate teachers' workshops on classroom management, facilitate use of ICT and develop extension support program.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The purpose of this study was to identify classroom management strategies used by public primary schools teachers during formal curriculum implementation. In this chapter, Summary of classroom instruction management, management of classroom climate, organizing classroom environment and materials and suggestions on improvement of classroom management strategies is done.

5.2 Summary of the findings

5.2.1 Planning, developing and organizing instructions

Despite teachers being aware of what classroom management entails the level of quality and diversity of Classroom management strategies was found to be low.

The study revealed that managing instruction through adequate planning was not often carried out with 70% affirming preparing lesson plans rarely. The absence of written lesson preparation was observed to be a common occurrence in many primary schools though a good percentage judging from flow of the lesson was evident that teachers knew what they intended to do. Learners' engagement through hand on approach was rarely practiced going by the minimal use of materials noted. Classroom timetable was not keenly followed with observation showing that a teacher wastes 3-4 minutes in between lesson and almost five days when schools open at the beginning of the term before serious teaching begins. . The research analysis revealed

that time management strategies used included creation of time after lessons, giving tuition and using learners free time. The study also revealed that majority of the teachers' didn't apply any strategies to cover the lost time, this affected curriculum coverage. During lesson development the analysis showed that steps that required more time for example pupils activities was actually awarded less than 5 minutes, while evaluation was also awarded 5 minutes with lesson conclusion awarded no time implying that lesson conclusion was rarely done.

5.2.2 Creating a conducive learning environment

Regarding discipline management strategies during curriculum implementation the findings revealed that teachers used diverse strategies depending on several influencing factors. These factors involved teacher knowledge and skills obtained in teacher training colleges, teachers' personality and individual school discipline policies. The strategies used in managing discipline involved giving manual work, reprimanding, sending pupils out of class, guidance and counseling. The researcher noted that majority of strategies used were teacher based and none democratic. Only a small percentage (25%) of teachers had classroom rules displayed on the walls. Of this only 10% involved pupil in creation of classroom rules while the rest were made by teachers for pupils to follow. Communication was noted to be one way-teacher giving directions and commands and rarely involved the pupils.

5.2.3 Organizing learning environment and materials

The out come on classroom environment showed that majority of the teachers arranged their pupils in rows. The sitting arrangement was greatly affected by lack of

desks which made learners sit more than 4 pupils per desk though the classrooms were of recommended size. Though this was observed to allow ease in teacher and pupils' movement the pupils sited at the back of the class didn't participate much in answering or asking questions. There were no variations of classroom setting strategies which is required in relation to subject being taught. Majority of the classrooms were not cemented making them dusty though sweeping and watering was done to reduce dust. Some of the classrooms lacked doors and windows making display of wall charts an uphill task as they had to be removed in the evenings and always dusted. Most of the materials displayed on the walls were teacher made implying that learners were rarely involved. The learning aids were not arranged according to subjects as only 20% of the respondents had subject corners.

5.2.4 Suggestions on improving classroom management strategies

It was suggested by 25% of the teachers that teachers should be democratic in handling learners. This includes allowing students to air their views and also being involved in classroom decision making on matters concerning their learning.

It was also suggested that the ministry should up-date in-servicing of teachers by facilitating seminars and workshops on classroom management strategies.

The teachers also suggested that the government should employ more teachers to ease workload so as to have adequate time for planning and implementing the curriculum.

Provision of resources was also suggested by 10% of the respondents. In addition teachers' motivation through improved pay packages was also suggested by 15% of the teachers.

The findings also showed that the schools administration and teachers should involve other stakeholders such as parents, religious organization, and local administration in classroom management.

Majority of the respondents (50%) were of the view that teachers should be given regular in-service program to update them with the current management strategies.

The respondents also suggested that the ministry should update primary teacher curriculum to effectively meet teachers demand in improving knowledge on classroom management issues.

5.3 Conclusion of the study

Classroom management is an important aspect in the implementation of curriculum. Use of effective classroom management strategies will enhance the efficiency of teaching–learning process. This study was carried out to identify classroom management strategies yielded mixed results. The study showed that teachers adapted some of management strategies that could contribute positively to curriculum implementation. These positive strategies included preparing schemes of work and involving parents in solving discipline issues. A good percentage also showed that there was also use of ineffective classroom management strategies mostly in aspects such as instruction planning, time management and creation of positive classroom environment. Provision of further training on classroom management strategies, curriculum innovation for teacher training colleges and provision of resources and infrastructure were suggested as ways in which classroom management can be improved.

5.4 Recommendation of the study

Based on the findings of the study the researcher recommends that:

i) The Ministry of education science and technology (MOEST) should ensure that teacher training policies on classroom management are established, maintained and reviewed at specific intervals. The ministry should also employ more teachers to ease workload so as to avail adequate time to plan and prepare lesson plans. The Ministry should also consult with the teachers before introducing new educational policies and in-service programs instead of imposing them on teachers for teachers to implement even when they don't have the ability and facilities to do so.

ii) The school administration and QUASO should ensure democratic and pupil based classroom management strategies are used by teachers through frequent supervision. The administration and Parents Teacher Association (PTA) committee should employ qualified private teachers' to ease teachers' workload. The school management should improve school infrastructure and avail teaching-learning resources.

iii) Teachers should seek private learning through in-service programs offered by universities and colleges. Teachers should also be democratic in solving classroom discipline issues by using learner based management strategies.

5.5 Suggestions for further research

Based on the research findings the researcher recommends that:

- i) A study be carried out to assess the effects of school management strategies on school performance.
- ii) A similar study be carried out in other geographical locations.
- iii) A study on effectiveness of teaching methodology in public primary schools be conducted.

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APPENDIX I

QUESTIONNAIRE FOR TEACHERS

The purpose of this questionnaire is to collect data for research project. All information you provide will be treated confidential. Please tick the appropriate box or write your response in the space provided.

SECTION A. Bio data

1. Gender: Male [] Female []
2. Age bracket 20-25 [] 26-3 [] 31-35 [] 36-40 [] above 41
3. Qualification P1 [] Diploma [] Degree [] Post graduate []
4. Teaching Experience Years

SECTION B. Classroom management strategies

Planning, developing and organizing instruction

5. I carry out the following classroom activities

	Strongly agree	Agree	Disagree
Instructional management			
Keeping classroom order			
Maintaining classroom discipline			
Time management			

6. In your instruction planning how often do you carry out the following activities?

	Always	Sometimes	Never
Preparing schemes of work			
Making lesson plans			
Preparing lesson notes			
Making learning resources			

7. When does actual teaching start at the beginning of term? (Underline)

Week 1 [] Week 2 [] Week 3 []

8. If teaching doesn't start in the first few days of the term mention activities that the teachers are involved in those few days.....

9.

	Strongly agree	Agree	Strongly disagree	Disagree
Teachers are punctual in attending to their lessons when the bell rings.				

10. Which strategies do you use to cover the lost time?

.....

11. In a lesson how many minutes do you spend in the following classroom activities?

Activity	0 min	5min	10min	15min	25min	Tot
Roll cal						
Introduction						
Explanation on lesson content						
Learners Activities						
Evaluation						
Conclusion						

Managing classroom climate

12. How can you describe your class discipline?

Excellent [] Very good [] Good [] Fair [] Average

13. Which discipline cases do you most find yourself solving in your class?

(i) Noise making [] (ii) Oral abuse []

(iii) Fighting [] (iv) Failure to complete class work []

14. As a teacher I use the following classroom management strategies during teaching.

15. Are there written classroom rules in your class?

Yes [] No []

16. Who is involved in making classroom rules?

(i) Learners []

(ii) The class teacher []

(iii) Learners and class teacher []

17. During your lessons how do you motivate your learners?

(i) Giving learners responsibilities []

(ii) Giving rewards []

(iii) Personal praise []

iv) Creating a conducive environment []

(v) Creating competition among learners []

Organizing learning environment and resources

18. How can you describe your classroom set up?

i) Students sit in rows []

ii) Students sit in a semi circle []

iii) Students sit in groups []

iv) Students sit as they wish []

19. Do you have subject corners to display learning resources?

Yes [] No []

Suggestions on Improving on classroom management

20. In your own view suggest ways in which teachers can solve classroom management challenges

.....

21. Suggest ways that the government can assist teachers in improving their classroom management.

.....
.....

APPENDIX II

CLASSROOM OBSERVATION INSTRUMENT

1. Did the teacher carry out the following classroom management activities?

Plan instruction Ensure orderly class.... Learners well disciplined.....

2. Were the following preparation made before teaching?

Schemes of workLesson planning.....Lesson notes..... Learning resources

3. The following curriculum implementation activities were considered

i) Coverage of curriculum content

ii) Instruction methodology.....

iii) Learners diversity.....

4. From pupils books teaching starts in week....at the beginning of the term

5. Did the teacher observe punctuality

6. Was the time appropriately distributed?

In roll call

In Introduction

In explanation

In learners' activities

In evaluation

7. The following discipline cases were observed

.....

8. Which were the strategies used to handle disruptive behavior.....

9. Are there written rules in the class?

10. In motivating learners:

Did the teacher give learners responsibility in the class?

Were personal praise used in the class?

Was the classroom climate motivating?

11. Are learning resources well displayed according to subjects?

12. Is seating arrangement conducive for learning and free movement?

