

**CLASSROOM MANAGEMENT AND PUPILS' ACADEMIC PERFORMANCE
IN SELECTED PRIMARY SCHOOLS
IN EMUHAYA DISTRICT
KENYA**

A Thesis

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In Partial Fulfillment of the Requirements for the Degree
Master of Education in Early Child Hood and
Primary Education

By:

Lyllian Esikuri
MEE/15519/111/DF

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DECLARATION A

"This Thesis is my original work and has not been presented for a degree or any other academic award in any university or institution of learning".



Name and Signature of Candidate

LYLIAN ESIKURI

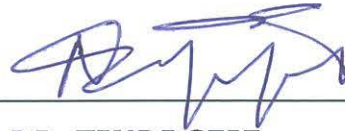
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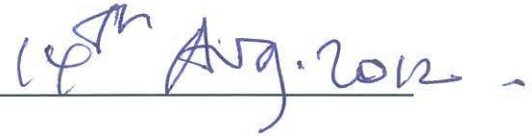
DECLARATION B

"I confirm that the work reported in this Thesis was carried out by the candidate under my/our supervision".



DR. TINDI SEJE

Supervisor



Date

DEDICATION

I dedicate this thesis to my children Dominic, Willy, Ruth and Caren, May Almighty God bless them all.

ACKNOWLEDGMENT

The researcher gives all the glory and honor back to God for His unfailing love, care, mercy and protection for granting her the opportunity to complete studies. As the struggle continues, He has been faithful to her and she appreciates Him for that. My gratitude goes to my supervisor Dr Tindi Seje and the entire management of College of Higher Degrees Research, Kampala International University towards the achievement of this thesis may God bless them abundantly.

I also extend my sincere thanks to the Head teachers and teachers in charge of selected ECD Centers in Emuhaya District. And all that had any input on the thesis writing and presentation may the Almighty God be with them.

ABSTRACT

The study established the relationship between classroom management and pupils' performance in selected primary schools in Emuhaya district. Four major objectives were pursued and they included; determining the profile of respondents in terms of age, gender, educational qualification and experience, determining the level of classroom management in selected primary schools in Emuhaya district, determine the level of pupils' performance in selected primary schools in Emuhaya district and determining the relationship between classroom management and pupils' performance in selected primary schools in Emuhaya district. The study employed descriptive survey design specifically the descriptive correlational design and ex-post facto approaches on a population of 97 subjects selected from primary schools of Emuhaya district. Self administered structured questionnaires were designed and administered to obtain the required information. Quantitative data was presented using frequencies and percentages, and Pearson's correlation coefficient. The study found a generally good level of classroom management good for the primary teachers which assumed responsibility in managing the classroom. There was a noticeable fair performance fair for the teachers submitting pupils' reports. Classroom management had no significant relationship with pupil performance ($r = -.023$, sig. $= 0.840$) and it predicted 39.8% of the variance in pupils' performance. The study recommended that to achieve the best performance in fair and poor subjects done in Emuhaya district, teachers and administrators should work hand in hand to see it that pupils performance improve from being fair to be the best, improve pupils' performance in selected primary schools of Emuhaya district, since it was found to be generally fair and poor in science and cater for individual difference in terms quick learners and slow learners, age, gender, background, and always to give test for assessment to learners after a given period more so in Science where it was found to be poorly done compared to other subjects like Mathematics, English and social studies.

TABLE OF CONTENTS

DECLARATION A	I
DECLARATION B	II
DEDICATION	III
ACKNOWLEDGMENT	IV
ABSTRACT	V
TABLE OF CONTENTS	Vi
LIST OF TABLES	IX
CHAPTER ONE	1
THE PROBLEM AND IT'S SCOPE	1
Background of the study	1
Statement of the problem	2
Purpose of the study	2
Objectives of the study	2
Research Questions	3
Null Hypotheses	3
Theoretical review	4
Scope	4
Content scope	4
Geographical scope	4
Significance of the study	4
CHAPTER TWO	6
REVIEW OF RELATED LITERATURE	6

Concepts, ideas, opinions from authors/ experts	6
Class management	6
Academic performance	7
Class management and Academic performance	8
Theoretical perspectives	9
Related studies	10
Class management and Academic performance	10
CHAPTER THREE	16
METHODOLOGY	16
Research Design	16
Research Population	16
Sample Size	16
Sampling Procedures	16
Research Instruments	17
Validity and Reliability of the Instruments	17
Data Gathering Procedures	17
Before the administration of the questionnaires	17
During the administration of the questionnaires	18
After the administration of the questionnaires	18
Data Analysis	18
Ethical Considerations	19
Limitations of the Study	19

CHAPTER FOUR	20
DATA PRESENTATION, ANALYSIS AND INTERPRETATION	20
Demographic characteristics of the respondents	20
Level of Class room Management in Primary Schools of Emuhaya District	22
Level of Pupils' Performance in Primary Schools of Emuhaya District	28
Relationship between Classroom Management and Pupil's Performance in Primary Schools of Emuhaya District.	29
CHAPTER FIVE	32
SUMMARY, CONCLUSION AND RECOMMENDATIONS	32
Findings	32
Conclusions	33
Recommendations	33
Areas for Further Research	34
REFERENCES	35
APPENDIX 1 A TRANSMITTAL LETTER	38
APPENDIX 1B TRANSMITTAL LETTER FOR THE RESPONDENTS	39
APPENDIX 11 CLEARANCE FROM ETHICS COMMITTEE	40
APPENDIX III INFORMED CONSENT	41
APPENDIX 1VA FACE SHEET: PROFILE OF THE RESPONDENTS	42
APPENDIX IV B QUESTIONNAIRE TO DETERMINE THE LEVEL OF CLASSROOM MANAGEMENT	43
RESEARCHER'S CURRICULUM VITAE	46

LIST OF TABLES

Table		Page
Table 1	Profile characteristics of the Respondents	21
Table 2	Level of classroom management	23
Table 3	Level of pupils' performance	28
Table 4	Pearson correlation between the Independent and Dependent Variable	30

CHAPTER ONE

THE PROBLEM AND IT'S SCOPE

Background of the study

Classroom management in primary schools is one of the determining factors of performance besides other factors; this is the issue of concern in all primary schools in Kenya especially in Emuhaya District (Brewster & Fager 2000). No education system can succeed without proper classroom management. In fact, the ability of a teacher to control the class determines the overall performance of the pupil's. This takes the form of involving his/her pupils in creating conducive atmosphere for learning. When all is done, it leads to vicious cycle of good performance.

The primary goal of effective classroom management is not the reduction of misbehavior or even the creation of an "orderly" environment although they are related issues, effective classroom management and the establishment of order is not synonymous. For example, teaching practices that lead to passive non engagement would not threaten an orderly environment, but would reduce opportunities for learning (Doyle, 1986). Student learning is the primary goal of effective classroom management.

David (1994) says "The better the teacher's control of the class, the better the opportunities for involving the children in the day to day management of the classroom and initiating and sustaining learning activities.

The teacher who is the key player in the classroom usually determines classroom performance through his or her conduct during teaching and learning. It is important for a teacher to be clear and interesting in the classroom presentation, otherwise there is a risk of the pupils' not listening and consequently, will not understand work (Covington, 2000).

Teachers thus play important role in the implementation of various teaching methods. The high performing pupils and the worse ones have always reportedly aroused the attention of parents, teachers, pupils and the public as a whole.

Teacher-pupil ratio-study has shown that most of the schools in Emuhaya district have high enrolment, but unfortunately, they have few teachers to man the different

activities carried out in the schools and consequently this affect classroom management (Brewster & Fager 2000). Because of high enrolment in the schools, teachers tend to have negative attitudes and they ignore some of the activities performed in the school. Owing to the poor performance of the pupils, parents tend to withdraw their children from schools and engage them in field cultivation.

The trend of performance change drastically in the early 1990's when Emuhaya district was heavily involved in multiparty politics, the classroom management was destroyed and the performance as well began to deteriorate with high number of dropouts at the end of every terminal examination (Cramer, 2000). Whereas the western region which includes Emuhaya district has suffered from over engagement in trade activities and displacement of people from villages, even the surrounding districts experienced the same or deal but they have fairly good classroom management and performance in primary schools. It's against the background that concerned people including the researcher decided to carry out a study on classroom management in relation to the performance in primary schools in Emuhaya district (Denham & Lieberman 1982).

Statement of the problem

The District Education Officer mentioned to the World Vision (2001) that most pupils have not been doing well in the exams in emuhaya district. Whereas there could be many factors leading to poor academic performance, the study therefore was bent to find out the relationship between classroom management and pupil's performance in primary schools of this particular region.

Purpose of the study

The purpose of this study was to establish whether there is a significant relationship between classroom management and pupils' performance in selected primary schools in Emuhaya District.

Objectives of the study

General: To determine the relationship between classroom management and pupils' performance in primary schools of Emuhaya District.

Specific objective

1. To determine the profile of respondents as:
Age
Gender
Educational qualifications and experience
2. To determine the level of classroom management in primary schools in Emuhaya District.
3. To determine the level of academic performance of pupils in primary schools in Emuhaya District.
4. To establish the relationship between the level of classroom management and level of academic performance of pupils in primary schools in Emuhaya District.

Research Questions

1. What is the profile of respondents in terms of:
Age?
Gender?
Educational qualifications and experience?
2. What is the level of classroom management in primary schools in Emuhaya District?
3. What is the level of academic performance of pupils in primary schools in Emuhaya District?
4. What is the relationship between the level of classroom management and level of academic performance of pupils in primary schools in Emuhaya District?

Null Hypotheses

There was no significant relationship between the level of classroom management and level of pupil's academic performance in primary schools in Emuhaya District.

Theoretical review

This study was based on learning reinforcement theory by Skinner, B.F (1969) will be proved or disproved in this study.

Scope

Content scope

The study intended examined the level of classroom management, level of pupil's performance and relationship between classroom management (Independent variable), pupils' performance (Dependent variable).

Geographical scope

The study was carried out in selected primary schools in Emuhaya District.

Significance of the study

The following disciplines would benefit from the findings of the study:-

It will help the **administrators** who have direct influence on the management of various schools within the district.

The study will **teachers** to manage the class effectively and efficiently hence better performance.

The study will act as a derivative for a qualitative research and it will be a consultative component for the scholars who wish to enhance their careers in the areas of pupils and young people

The study will be useful to other researchers in that it will help them to understand the existing and current issues related to classroom management on pupils performance.

OPERATIONAL DEFINITIONS OF KEY TERMS

Academic achievement or **(academic) performance** is the outcome of education — in terms of scores in exams

Classroom management is a term used by teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behavior by pupils.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Concepts, ideas, opinions from authors/ experts

Class management

Classroom management is a term used by teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behavior by pupils. The term also implies the prevention of disruptive behavior (Duke, 1979). It is possibly the most difficult aspect of teaching for many teachers; indeed experiencing problems in this area causes some to leave teaching altogether. In 1981 the US National Educational Association reported that 36% of teachers said they would probably not go into teaching if they had to decide again. A major reason was "negative student attitudes and discipline".

Covington (2000), Classroom management is closely linked to issues of motivation, discipline and respect. Methodologies remain a matter of passionate debate amongst teachers; approaches vary depending on the beliefs a teacher holds regarding educational psychology. A large part of traditional classroom management involves behavior modification, although many teachers see using behavioral approaches alone as overly simplistic. Many teachers establish rules and procedures at the beginning of the school year. According to Gootman (2008), rules give pupils concrete direction to ensure that our expectation becomes a reality.

(Ms Margaret Nsereko-march 2010) "stated that Classroom management are key factors in effective teaching and learning. When a teacher creates conducive learning environment and as careful classroom management, learner will feel that they matter a lot and fully benefit from the learning, teaching process. Understanding these two factors also helps the teacher to select the best child friendly methods for the right content.

Teachers need to increase a learning environment when learners are involved thus making them own the learning process. Besides a friendly, well organized learning environment is stimulating and makes a learning comfortable. Involve them in displaying their work with support feedback from the teachers. Remember, a well organized learning environment improves pupils behavior and participation.

Mr. John Maani and Ms. Christine Okurut-Ibore (2010) "Also they stated that Classroom management involves the organization of certain non academic tasks which are essential for effective teaching. It consists of classroom attendance, keeping records of class progress, controlling pupils/pupils conducts and activities, manipulating instruction materials, improvement of classroom working condition and elimination of any destruction which may rise. As a classroom teacher, therefore, you have to exercise efficient management over pupils, resources and activities that promote learning.

Academic performance

Academic achievement or (academic) performance is the outcome of education the extent to which a student, teacher or institution has achieved their educational goals. Academic achievement is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important procedural knowledge such as skills or declarative knowledge such as facts (Cramer,2002)

Keller (1969) Academic achievement can be defined as excellence in all academic disciplines, in class as well as extracurricular activities. It includes excellence in sporting, behaviour, confidence, communication skills, punctuality, assetiveness, Arts, Culture, and the like.

Academic achievement was defined according to how well a child accomplishes work in the school setting in reading and math. It was assessed by the child's teacher and represented by the child's cumulative grade for the year in the above mentioned subject areas (Kauchak & Eggen 2008)

Class management and Academic performance

They also try to be consistent in enforcing these rules and procedures. Many would also argue for positive consequences when rules are followed, and negative consequences when rules are broken. There are newer perspectives on classroom management that attempt to be holistic. One example is affirmation teaching, which attempts to guide pupils toward success by helping them see how their effort pays off in the classroom. It relies upon creating an environment where pupils are successful as a result of their own efforts (Eccles, etal 1993).

Classroom management as time management In their introductory text on teaching, Kauchak and Eggen (2008) explain classroom management in terms of time management. The goal of classroom management, to Kauchak and Eggen, is to not only maintain order but to optimize student learning. They divide class time into four overlapping categories, namely allocated time, instructional time, engaged time, and academic learning time.

According to Moskowitz & Hayman (1976), once a teacher loses control of their classroom, it becomes increasingly more difficult for them to regain that control. Also, research from Berliner (1988) and Brophy & Good (1986) shows that the time that teacher has to take to correct misbehavior caused by poor classroom management skills results in a lower rate of academic engagement in the classroom. From the student's perspective, effective classroom management involves clear communication of behavioral and academic expectations, as well as a cooperative learning environment.

Quality schools are defined by teacher effectiveness and student achievement under the auspices of building strong interpersonal skills. In this light, teacher and student relationships are essential to ensuring a positive school/classroom atmosphere. Classroom management discipline problems can be dealt with either on an individual basis (between teacher and student) or by group problem solving (class meetings). As mutual trust builds up between teacher and pupils, the latter are gradually released from teacher supervision by becoming individually responsible. This is how both

"educators and pupils become co-participants in the teaching-learning process, striving to make the most of themselves and their collective experience" (Froyen & Iverson, 1999, p. 256).

Theoretical perspectives

Skinner's theory, as well as other reinforcement techniques were later applied to classroom settings with the idea that using reinforcers could increase the frequency of productive behaviors and decrease the frequency of disruptive behaviors (Skinner, 1969). Contingency Contracting This contract between the student and teacher specifies what behaviors are appropriate and which are not by listing what types of rewards or punishments will be received. Token economy In a token economy, pupils are given some type of token for appropriate behaviors, and those tokens can later be exchanged for prizes or privileges. Incentive System Applying an incentive system should involve all pupils in the classroom. It would be designed to shape a misbehaving child's behavior. For example, this system could be set up to reward the whole class for total class compliance. Encouragement System The teacher could focus on one target behavior to work on with the erring student, at first ignoring his other misbehaviors. For instance, the teacher could give the offender a reward card. For every problem that student completes correctly, he would get a hole punched in his card. After so many holes, the student would be rewarded some kind of prize, like candy. Make it sugar-free, please (Skinner 1969)

Research has shown that using reinforcement to help manage classroom discipline has been successful, especially for managing behavior in children who have attention deficit disorder and other behavioral disorders. Creating an orderly and stable classroom environment has helped provide the essential foundation for improving classroom behaviors, study habits, and organizational skills (Keller, 1969). The key is to be consistent in applying the positive and negative consequences. When pupils are learning new behaviors such as positive social skills, a combination of the following strategies has demonstrated the most success:

Modeling - The story goes like this: Jim Carey was a rambunctious lad who had trouble keeping his mouth shut during class. His teacher decided to allow him two minutes at the beginning of each class to say what was on his mind, as long as he kept his speech school appropriate. This is an example of modeling. (It is said that Jim used this time to create and streamline his stand-up comedy routine (Keller, 1969).

Rehearsing appropriate behavior - Given an example of how a student should act, and then having that student practice that behavior. Role Playing - Allowing the misbehaving student to change roles, letting someone else play his part. Continuous Reinforcement - needed at the onset of misbehaviors, but must be thinned at some point to allow the desired behavior to grow. Prompting - this is a behavior analysis using signals toward the misbehavior to change the misbehavior. It is a stimulus that will most likely bring about a desired behavior.

Related studies

Class management and Academic performance

In any school setting, whether it be elementary, secondary, or higher education, a student's motivation for learning is generally regarded as one of the most critical determinants, if not the premier determinant, of the success and quality of any learning outcome (Mitchell, 1992). Examining the construct of intrinsic motivation in young elementary school children is significant and important, because academic intrinsic motivation in the early elementary years may have profound implications for initial and future school success (Gottfried, 1990). Pupils who are more intrinsically than extrinsically motivated fare better, and pupils who are not motivated to engage in learning are unlikely to succeed (Gottfried, 1990). Higher academic standards make it even more important to motivate even the disengaged and discouraged learners (Brewster & Fager, 2000).

The societal costs of less than optimal child development include compromised health and safety; higher long term costs for foster care, school programs, medical care, social assistance, reduced productivity, and law enforcement (National Center for

Environmental Health [NCEH], 1999). Optimal development of intrinsic motivation of younger pupils is important, because it may set patterns that influence later achievement. Motivational patterns in older children were already associated with motivational patterns as early as first grade (Gottfried, 1990). Thus, intrinsic motivation may be a key factor both in determining achievement behavior and maintaining a healthy self-regard (Goldberg, 1994).

Motivation Many young children begin school with a thirst for learning. They enthusiastically and curiously seek novel or challenging tasks (Goldberg, 1994). It can be concluded then that young children begin school intrinsically motivated. When studying motivation, it is useful to distinguish between two basic orientations: Intrinsic (or Mastery) versus Extrinsic (or Performance) orientation toward learning (Goldberg, 1994). Intrinsic motivational patterns have been associated with high-perceived ability and control, realistic task analysis and planning, and the belief that effort increases one's ability and control (Fincham & Cain, 1986). An extrinsic orientation toward learning is characterized by a concern with external reasons for working, such as the judgment of others regarding one's performance, grades, or some anticipated reward (Goldberg, 1994).

Entwisle and her colleagues have found that intrinsic motivation for young children tends to be very high (Entwisle, Alexander, Cadigan, & Pallas, 1986). Goldberg (1994) states that intrinsic motivation is attenuated by the use of extrinsic rewards and tends to change or decrease as the age of the child increases. Kassin and Lepper (1984) have demonstrated that if children are given external justification for engaging in an activity they enjoy, they will infer that they participated because of that extrinsic reason, and in the future, they will tend not to participate in the activity when a reward is not present. Harter (1981) states that children's intrinsic motivation for learning diminishes as they begin to adapt to the incentive structure of our elementary schools (e.g. grades, praise, criticism).

Achievement Upon examination of the motivation/achievement literature, there does not appear to be one specific or universal definition of academic achievement. For the purposes of this study, it will be defined as that which is accomplished by the actual execution of class work in the school setting. It is typically assessed by the use of teacher ratings, tests, and exams; however, it should be noted that IQ tests are usually not included in analyses relative to achievement research to ensure the uniqueness and significance of the other relationships being studied (Howse, 1999). Academic achievement and academic performance can be used interchangeably, as there is no real difference or distinction between the two concepts in the literature. Stipek (1984). But, the actual performance of many of these children fell significantly short of their expectations. Some of them, by any objective standard an adult would use, failed miserably. Many papers came back with more answers marked wrong than right. At the end of the year, these children were reading stories out of primary texts. Interviews of these relatively low achieving children at the end of the school year revealed a remarkable ignorance of their poor academic performance. (Howse, 1999).

Academic competence, as it relates to this study, is defined in terms of the pupils' expectancy and ability beliefs (Wigfield & Eccles, 2000). Research often shows that pupils' perceptions of academic competency decline as they advance in school (Eccles, Wigfield, & Schiefele, 1998). Schunk & Pajares (2002) attribute this decline to various factors, including greater competition, less teacher attention to individual student progress, and stresses associated with school transitions. For younger children, ability seems to be more related to concrete, observable, things they know and can do. Dweck (2002) goes on to state that in contrast, at about 7-8 years of age, children are developing an awareness of ability as a more internal, less observable quality (i.e., being smart can mean outperforming others). Children 7-8 years old also seem to become more accurate in their self-perceptions of academic competence, and this typically means perceptions that are less positive and less optimistic than younger children (Eccles, Wigfield, Harold, & Blumenfeld, 1993).

Cognitive Development and Motivation As previously mentioned in the discussion regarding motivation and achievement, it appears that young children begin their academic career with an intrinsic approach to learning and achievement. Goldberg (1994) states that this is due to multiple social/cognitive factors such as an egocentric conception of task difficulty or inability to utilize performance norms, an incomplete differentiation between the concepts of ability and effort, and an unrealistic success expectancy or wishful thinking that seem to change during the time period between the beginning of second grade and the end of third grade.

According to specialists in the field of education, school and classroom management aims at encouraging and establishing student self-control through a process of promoting positive student achievement and behavior. Thus academic achievement, teacher efficacy, and teacher and student behavior are directly linked with the concept of school and classroom management. Classroom management focuses on three major components: content management, conduct management, and covenant management. Each of these concepts is defined and presented with details in a list of observable elements in effective teaching practices (Froyen (1999). Research shows that a high incidence of classroom disciplinary problems has a significant impact on the effectiveness of teaching and learning. In this respect, it has been found that teachers facing such issues fail to plan and design appropriate instructional tasks. They also tend to neglect variety in lesson plans and rarely prompt pupils to discuss or evaluate the materials that they are learning. In addition, student comprehension or seat work is not monitored on a regular basis.

In contrast, strong and consistent management and organizational skills have been identified as leading to fewer classroom discipline problems. In this light, content management "does not refer to skills peculiar to teaching a particular subject but rather to those skills that cut across subjects and activities" (Froyen & Iverson, 1999, p. 128). Doyle stressed that the core of instructional management is gaining and maintaining student cooperation in learning activities (as cited in Froyen & Iverson, 1999, p. 128).

Related to content management, Kounin (as cited in Froyen & Iverson, 1999, p. 129) places a special emphasis on instructional management skills, sequencing and integrating additional instructional activities, and dealing with instruction-related discipline problems. Conduct management is centered on one's beliefs about the nature of people. By integrating knowledge about human diversity (and individuality, at the same time) into a particular instructional philosophy, teachers could manage their classrooms in a better, more effective way.

Researchers have pointed out the importance of assisting pupils in positive behaviors. In planning classroom management, teachers should consider using an assertive communication style and behavior. In addition, they should always know what they want their pupils to do and involve them in the respective learning activities, under the general conditions of clearly and explicitly stated schoolwide and classroom rules.

According to Iverson and Froyen (1999), conduct management is essential to the creation of a foundation for "an orderly, task-oriented approach to teaching and learning" (p. 217), thus leading to granting pupils greater independence and autonomy through socialization.

An effective conduct management plan should also refer to teacher control and administration of consequences. The following components of such a plan are focused on in this summary: acknowledging responsible behaviors, correcting irresponsible and inappropriate behavior, ignoring, proximity control, gentle verbal reprimands, delaying, preferential seating, time owed, time-out, notification of parents/guardians, written behavioral contract, setting limits outside the classroom, and reinforcement systems. All of these components are presented so they can be identified in examples of best teaching practices.

Covenant management stresses the classroom group as a social system. Teacher and student roles and expectations shape the classroom into an environment conducive to learning. In other words, the culture of any given school is unique to that school. However, it is directly influenced by the culture of the larger community whose

educational goals are to be met. A strong connection between school and community must be constantly revised and modified according to the requirements of societal dynamism. As schools become very diverse, teachers and pupils should become aware of how to use diversity to strengthen the school/classroom social group.

CHAPTER THREE

METHODOLOGY

Research Design

This study employed descriptive survey design specifically the descriptive correlational design and ex-post facto. The descriptive correlational was used to test the significant relationship between the study variables, tested hypothesis while ex-post facto used to retrieve data on academic performance which is measured by the scores attained by pupils(Thomas, 1986).

Research Population

The target population included a total of 100 respondents, 97 teachers of selected primary schools of Emuhaya district.

Sample Size

A sample was taken from each category. The Slovin's formula is used to determine the minimum sample size.

$$n = \frac{N}{1 + Na^2}$$

Sampling Procedures

The purposive sampling was utilized to select the respondents based on these criteria:

Respondents in any of the selected primary schools included in the study

From the list of qualified respondents chosen based on the inclusion criteria, the systematic random sampling was used to finally select the respondents with consideration to the computed minimum sample size.

Research Instruments

The research tools that were used in this study include the following: (1) face sheet to gather data on the profile's respondent (Age, Gender, Educational qualifications and experience); (2) researcher devised questionnaires to determine the levels of classroom management and pupil's performance. The response modes and scoring are as follows: for classroom management (1) strongly agree (2); agree (3); disagree (4); strongly disagree

Validity and Reliability of the Instruments

Content validity was ensured by subjecting the researcher devised questionnaires on classroom management (which estimated the validity on the basis of their experience).

The test-retest technique used to determine the reliability (accuracy) of the researcher devised instruments to 40 qualified respondents, 35 teachers, 2 administrative leaders and 3 pupils. These respondents were not included in the actual study. In this test- retest technique, the questionnaires was administered twice to the same subjects. The test was reliable and the traits being measured are stable, the results were consistent and essentially the same in both times (Brandler, 1979))

Data Gathering Procedures

Before the administration of the questionnaires

1. An introduction letter was obtained from the School of Post Graduate Studies and Research for the researcher to solicit approval to conduct the study from respective primary school authorities.
2. When approved, the researcher was to secure a list of the qualified respondents from the primary school authorities in charge and select through systematic random sampling from this list to arrive at the minimum sample size.
3. The respondents were explained about the study and were requested to sign the Informed Consent Form (Appendix 3).
4. Reproduce more than enough questionnaires for distribution.

5. Select research assistants who would assist in the data collection; brief and orient them in order to be consistent in administering the questionnaires.

During the administration of the questionnaires

1. The respondents were requested to answer completely and not to leave any part of the questionnaires unanswered.
2. The researcher and assistants emphasized getting back of the questionnaires within fourteen (14) days from the date of distribution.
3. On retrieval, all returned questionnaires and checked if all are answered.

After the administration of the questionnaires

The data gathered was collated, encoded into the computer and statistically treated using the Statistical Package for Social Sciences (SPSS).

Data Analysis

The frequency and percentage distribution was used to determine the respondent's profile.

The means and interpretations were applied for the levels of classroom management and pupil's performance.

The following mean was used to arrive at the mean of the individual indicators and interpretation:

A. For the level of class room management

Mean Range	Response Mode	Interpretation
1.00 – 1.60	Strongly disagree	Poor
1.66 – 2.40	Disagree	Fair
2.46 -3.20	Agree	Good
3.21 – 4.00	Strongly agree	Very good

To determine whether there is a significant relationship between class room management pupils's performances, Pearson linear correlation coefficient (PLCC) was used to compute the influence of the independent variable to dependent variable.

Ethical Considerations

To ensure confidentiality of the information provided by the respondents and to ascertain the practice of ethics in this study, the following activities were implemented by the researcher:

1. Seek permission to adopt the standardized questionnaire on classroom management and pupils' performance through a written communication to the author.
2. The respondents were coded instead of reflecting the names.
3. Solicit permission through a written request to the concerned officials of the selected primary schools.
4. Request the respondents to sign in the Informed Consent Form (Appendix 3)
5. Acknowledge the authors quoted in this study and the author of the standardized instrument through citations and referencing.
6. Present the findings in a generalized manner.

Limitations of the Study

In view of the following threats to validity, the researcher claimed an allowable 5% margin of error at 0.05 level of significance. Measures are also indicated in order to minimize if not to eradicate the threats to the validity of the findings of this study.

1. Attrition/Mortality: Not all questionnaires maybe returned neither completely answered nor even retrieved back due to circumstances on the part of the respondents such as travels, sickness, hospitalization and refusal/withdrawal to participate. In anticipation to this, the researcher reserved more respondents by exceeding the minimum sample size. The respondents reminded not to leave any item in the questionnaires unanswered and were closely followed up as to the date of retrieval.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

Demographic characteristics of the respondents

The first objective of this study set out to determine the profile of respondents in terms of Gender, Age, level of education qualification and years of experience. In each case, respondents were asked to provide their profile characteristics, using a closed ended questionnaire. Their responses were analysed using frequencies and percentage distributions as indicated in table 1 below;

Table1
Profile of respondents

$$n = \frac{N}{1 + Na^2}$$

profile	Frequency	Percent
Gender		
Male	58	59.8
female	39	40.2
Total	97	100.0
Age		
20-39	65	67.0
40-59	32	33.0
Total	97	100.0
Qualification		
licensed	20	20.6
certificate	40	41.2
diploma	20	20.6
degree	17	17.5
Total	97	100.0
Experience		
below 5yrs	9	9.3
5-10 yrs	20	20.6
11-15 yrs	30	30.9
16-20 yrs	21	21.6
21 and above	17	17.5
Total	97	100.0

Source: Primary data 2012

Table 1 results indicate that as far as gender is concerned, most respondents in the sample are male (60%). This implies that most respondents in the sampled schools are male.

As far as age, is concerned, most respondents in the sample are between 20-39 years (67%). This implies that most respondents in the sampled schools are in their middle adult age. This is so because, this age bracket is when respondents have finished their training courses and it is also the age when most people are active and so they join the field.

As regards the education level, most of the respondents are certificate holders (41.2%) and very few graduates (17.5%). This implies respondent's quality in terms of qualifications is low. This is so because, most teachers have only certificates since graduate teachers do not always want to teach in rural areas due to poor working conditions.

Concerning the teaching experience of the respondent, the results indicated that the study concentrated on experienced respondents who are between 11-15 years (30.9%). Teachers dominated the sample because they are far bigger in number as compared to other categories of respondents in the study. In addition teachers are also easy to find and collect data from them, when one visits their respective schools.

Level of Class room Management in Primary Schools of Emuhaya District

The independent variable in this study was classroom management and the second objective was to determine the level of classroom management in selected primary schools in Emuhaya district, which is divided into three parts these include, classroom time management, instructional materials, methods of teaching and Assessment, evaluation and feedback. To achieve this objective, twenty one qualitative questions were asked in the questionnaire on Time management, and each had four possible responses ranging from 1= strongly disagree, 2=disagree, 3= agree and 4=strongly agree. Teachers in each of the twenty one items were asked to rate the

level of classroom management in their classes by indicating the extent to which they agree or disagree with each item. Teachers' responses were summarized using means as indicated in table 2(a). For interpretation of responses, the following numerical values were used;

Mean range	Interpretation
1.00-1.60	Poor
1.66-2.40	Fair
2.46-3.20	Good
3.21-4.00	Very good

Table2a
The level of classroom Time Management in primary schools
in Emuhaya District
 (Items Analysis n=97)

Indicators of Time Management	Mean	Interpretation	Rank
Time management			
I know my prime work times	3.29	Very good	1
I am continually conscious that my most critical resource.	3.18	Good	2
I use my prime classroom hours to complete my lessons	3.11	Good	3
I clearly write down my classroom goals	3.11	Good	4
I use a formal system for organizing a classroom work plan	3.10	Good	5
I utilize effective techniques for saying "no" to excessive requests on my time	3.08	Good	6
I regularly schedule a quiet time into each workday	3.07	Good	7
My files are current	3.06	Good	8
My files are accessible	3.05	Good	9
I periodically use a time table	3.04	Good	10
I set my priorities according to their importance	3.04	Good	11

I give my undivided attention to one task at a time	3.03	Good	12
I control the telephone calls while am in classroom	3.02	Good	13
I make constructive use of meeting times, insuring that follow-up assignments are clear	3.01	Good	14
I know what habits i have that keeps me from using my time effectively	2.98	Good	15
I avoid meeting that are time wasters	2.95	Good	16
I keep interruptions on my work to a minimum	2.91	Good	17
I use effective techniques for completing my classroom tasks	2.91	Good	18
I make a fresh new "to do" list each class day	2.89	Good	19
I create due dates for tasks which don't have predetermined deadlines	2.89	Good	20
I place apriority code next to all items on my class "to do" I	2.72	Good	21
Average mean	3.02	Good	

Source: Primary data 2012

Answer Range	Response mode	Interpretation
1.00-1.60	Strongly disagree	Poor
1.66-2.40	Disagree	Fair
2.46-3.20	Agree	Good
3.21-4.00	Strongly agree	Very good

The means in Table 2(a) indicated that teachers rated the level of classroom time management, very good on only one item namely I know my prime work times (mean =3.29) and the rest indicated that classroom time management is good. Therefore, the average mean of classroom time management is (3.018) which indicates on average, the level of classroom time management in the primary schools of Emuhaya District is generally good. These results suggest that the way how time is managed, shows how serious teachers are.

Table2b
Level of management of Instructional materials
 (Items Analysis n=97)

Categories	Mean	Interpretation	Rank
Instructional materials			
I look for learning materials that help learners to understand academic discipline	3.26	Very good	1
I use learning materials that are related to my learning outcomes	3.25	Very good	2
I look for tools useful and supportive to learners with inabilities	3.21	Very good	3
I use learning materials which are easy for learners to practice	3.17	Good	4
I always look for resources to make the learners motivated	3.14	Good	5
I use teaching materials related to daily life activities	3.09	Good	6
I look for learning materials that help learners comprehend content more easily and effectively	3.06	Good	7
Pupils aware & knowledgeable about any equipment or materials they are expected to use in class	3.02	Good	8
I always organize my teaching materials well before the class	2.93	Good	9
Average mean	3.13	Good	

Source: Primary data 2012

Mean range	Interpretation
1.00-1.60	Poor
1.66-2.40	Fair
2.46-3.20	Good
3.21-4.00	Very good

The means in Table 2(b) indicated that teachers rated the level of management and instructional materials, very good on three items namely I look for learning materials that help learners to understand academic discipline (mean=3.26), I use learning materials that are related to my learning outcomes (mean=3.25) and I look for tools useful and supportive to learners with inabilities (mean=3.21)

And the rest of the items were good. On average therefore, the average mean of management and instructional materials is (3.126), which indicates that teachers while teaching, they also use the instructional materials.

Table2c

Level of Methods of teaching, Assessment, evaluation and feedback

Categories	Mean	Interpretation	Rank
Methods of teaching			
I make clear strategies for approaching work plan	3.24 ✓	Very good	1
I give clear and stable guidelines	3.23 ✓	Very good	2
I make clear feedback	3.18 ✓	Good	3
I move assertively & quickly to deal with misbehavior in class	3.17 ✓	Good	4
I specify the routines for participation	3.12 ✓	Good	5
I accept and collect all contributions from pupils	3.12 ✓	Good	6
I organize and improve student's contributions	3.10 ✓	Good	7
I put questions that elicit pupils' new ideas	3.08 ✓	Good	8
Pupils understand how I accept them to handle group work and assignments	3.08 ✓	Good	9
I have disciplinary strategies in place to reinforce good behavior or curb bad behavior in class	3.06 ✓	Good	10
I have guidelines on how transitions or interruptions will be handled while class is going on	2.97 ✓	Good	11
The sitting positions of pupils in my class are acceptable	2.95	Good	12
I have well articulated rule or principles on how you expect pupils to behave while in class	2.86 ✓	Good	13

Average mean	3.09	Good	
Assessment, evaluation and feedback			
I always confirm what pupils know & understand classrooms	3.22 _b	Very good	1
I select proposals that take into account what learners know and what they wish to know	3.18 _b	Good	2
I always clarify what pupils are expected to do	3.14	Good	3
I always confirm what pupils know & understand classrooms	3.14 _a	Good	4
I always progressively grant that the learners more responsibility and control	3.14 _a	Good	5
I always maintain learners' interest in studying	3.09 _c	Good	6
I always maintain learners' interest in studying	3.09 _c	Good	7
I always clarify what pupils are expected to do	3.06 _a	Good	8
I select proposals that take into account what learners know and what they wish to know	3.02 _d	Good	9
I always make explicit my own feelings and expectations from learners	2.93 _c	Good	10
I always progressively grant the learners more responsibility and control	2.88 _a	Good	11
I always make explicit my feelings & expectations from learner	2.80 _a	Good	12
Average mean	3.06	Good	
Overall Average mean	3.08	Good	

Source: Primary data 2012

Mean range	Interpretation
1.00-1.60	Poor
1.66-2.40	Fair
2.46-3.20	Good
3.21-4.00	Very good

The means in Table 2(c) indicated that teachers rated the level of methods of teaching, assessment, evaluation and feedback, very good on three items namely I make clear strategies for approaching work plan (mean= 3.24), I give clear and stable guidelines (mean =3.23) were on methods of teaching and I always confirm what pupils know & understand classrooms (mean=3.22) were on assessment, evaluation and feedback, and the rest of the items twenty two were good. Therefore, the overall average mean on methods of teaching, assessment, evaluation and feedback (mean=3.078) which indicates that the above are generally good in primary schools of Emuhaya District.

Level of Pupils' Performance in Primary Schools of Emuhaya District

The dependent variable in this study was pupil's performance and the third objective was to determine the level of pupil's performance in selected primary schools in Emuhaya district. To achieve this objective, four subjects were put into consideration and these included Social studies (S.S.T), Science, Mathematics and English. Response scales ranging from 1= poor, 2= fair, 3= good and 4= very good. In each question, teachers were asked to rate pupils' level of performance by indicating the extent to which they agree or disagree with each item. Their responses were summarized using means as indicated in table 3. To interpret their responses, the following numerical values were used;

Table3
Level of pupils' performance

Subjects	Mean	Interpretation	Rank
SST Performance	2.03	Fair	1
MATHS Performance	1.90	Fair	2
English Performance	1.67	Fair	3
Performance in Science	1.59	Poor	4
Average Mean	2.37	Fair	

Mean range	Interpretation
1.00-1.60	Poor
1.66-2.40	Fair
2.46-3.20	Good
3.21-4.00	Very good

Results in Table 3 reveal that the level of pupil's performance is generally fair in three subjects and these include S.S.T (Mean = 2.03), Mathematics (mean=1.90) and English (mean =1.59) and the average mean (overall mean=2.365). The findings indicate that Science performance is poor on submission of reports and fair on the rest. This fair performance is partly attributed to the good level of classroom management as displayed in Table 2 above. Hence teachers manage classrooms well, reports in time, always prepare lessons and schemes of work, this also partly explains why the level of performance is fair.

Relationship between Classroom Management and Pupil's Performance in Primary Schools of Emuhaya District.

The fourth objective was to establish whether there is a significant relationship between classroom management and pupils' performance in selected primary schools in Emuhaya district. The researcher tested a null hypothesis that there is no significant relationship between classroom management and pupils' performance in selected primary schools in Emuhaya district. To test this null hypothesis, the Pearson's Linear Correlation Coefficient (PLCC) and the results are indicated in table 4.

Table4**Relationship between classroom management and pupils' performance**

Variables correlated	R-value	Sig	Interpretation	Decision on Ho
Classroom management Vs performance in science	-.064	.575	Negative insignificant relationship	Accepted
Classroom management Vs performance in English	-.031	.788	Negative insignificant relationship	Accepted
Classroom management Vs performance in Maths	-.029	.803	Negative insignificant relationship	Accepted
Classroom management Vs performance in SST	.029	.804	No significant relationship	Accepted
Classroom management Vs Overall performance	-.023	.840	Negative insignificant relationship	Accepted

The results in Table 4 indicate a negative insignificant relationship between classroom management and pupil performance with the classroom management Vs Overall performance ($r = -.023$, $\text{sig.} = 0.840$). The findings also indicate that classroom management and pupils' performance are negatively correlated. This means that however much the classroom is managed well, pupils performance require more effort to improve. Basing on these results, the null hypothesis was accepted and the alternative was rejected. A conclusion was made that an improvement in classroom management does not improve pupils' performance at 0.05 level of significance.

These findings are in agreement with the findings of Schunk & Pajares (2002) attribute this decline to various factors, including greater competition, less teacher attention to individual student progress, and stresses associated with school transitions. For younger children, ability seems to be more related to concrete, observable, things

they know and can do. Dweck (2002) goes on to state that in contrast, at about 7-8 years of age, children are developing an awareness of ability as a more internal, less observable quality (i.e., being smart can mean outperforming others).

Relationship between Level of Classroom Management and the Level of Pupils' Academic Performance

Variables Correlated		r-value	Sig.	Interpretation	Decision on Ho
Level of classroom management Vs Level of Pupils' Academic Performance	3.08 2.37	1.204	0.000	Positive and significant correlation	Rejected

The r-values indicate a positive relationship between level of Classroom Management and level of pupils' academic performance in schools ($r\text{-value} > 0$), suggesting that the higher the level of classroom Management, the higher the level of pupils' academic Performance and vice versa. Considering all the sig.Values in table five indicate a significant correlation between the two variables ($\text{sig.values} < 1.204$). Basing on this analysis the null hypothesis is thus declared rejected and its alternate accepted, leading to a conclusion that Classroom Management significantly affects the level of pupils' academic performance in schools. This further implies that the more the classroom management practices improves the better will be the level of academic performance of the pupils in schools.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Findings

The purpose of this study was to establish whether there is a significant relationship between classroom management and pupils' performance in selected primary schools in Emuhaya District. The study had four specific objectives, which included; i) determining the profile of respondents in terms of age, gender, qualification and experience;; ii) to determine the level of classroom management; iii) to determine the level of pupils' performance; and iv) to determine the significant relationship between classroom management and pupils' performance in selected primary schools in Emuhaya district.

The findings indicated that most respondents (60%) were male and (40%) female, aged between 20-39 years (67%), qualification majority were certificate holders (41%) and teachers had the experience of 11-15years with (31%).

There was a good level of classroom management with a mean rating of 3.078. However, the level of classroom time management was found to be highest on I know my prime work times (mean =3.29) and I make clear strategies for approaching work plan (mean= 3.24), I give clear and stable guidelines (mean =3.23) were on methods of teaching and I always confirm what pupils know & understand classrooms (mean=3.22) were on assessment, evaluation and feedback.

The level of pupils' performance was also found to be generally fair with a mean rating of 2.365. However pupils' performance was fair in S.S.T (Mean = 2.03), Maths (mean=1.90) and English (mean =1.59).

The findings also indicated a negative insignificant relationship between classroom management and pupils' performance ($r=-.023$, sig. =0.840) this indicated that however much the classroom is managed well, pupils performance require more effort to improve.

Conclusions

From the findings of the study, the researcher concluded that most teachers in Emuhaya district were male, aged between 20-39 years, majority are certificate holders.

The level of classroom management is generally good, however best on I know my prime work time, I make clear strategies for approaching work plan and I give clear and stable guidelines.

The level of pupils' performance in selected primary schools of Emuhaya is generally fair. Classroom management and pupils' performance are negatively and insignificantly correlated and so an improvement on classroom management, does not improve on pupils' performance.

Recommendations

From the findings and the conclusions of the study, the researcher recommends there is need to uplift the competencies of teachers in Emuhaya district since most teachers were found to be certificate holders.

There is no need to improve on classroom management in Emuhaya district primary schools, since it was found to be generally good.

Administrator and teachers are required to work hand in hand to see it that pupils performance improve from being fair to be the best

There is need to improve pupils' performance in selected primary schools of Emuhaya district, since it was found to be generally fair and poor in science. In order to improve pupils' performance, administrators and teachers should cater for individual difference in terms quick learners and slow learners, age, gender, background, and always to give test for assessment to learners after a given period more so in Science where it was found to be poorly done compared to other subjects like mathematics, English and social studies.

Areas for Further Research

More studies can be conducted on the perceptions of learners towards classroom management efficiency, Extrinsic rewards and inner motivation, parental involvement and classroom management. Other factors affecting pupils' performance should also be investigated upon such as motivation, academic ability of learners and so on.

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APPENDIX 1 A

TRANSMITTAL LETTER



KAMPALA
INTERNATIONAL
UNIVERSITY

Uganda Road - Kinsanga
P.O. Box 10000, Kampala, Uganda
Tel: (+256) 41 500137 / +256 41 267634
Fax: (+256) 41 500974
E-mail: admin@kiu.ac.ug,
Website: www.kiu.ac.ug

OFFICE OF THE COORDINATOR OF EDUCATION SCHOOL OF POSTGRADUATE STUDIES AND RESEARCH (SPGSR)

August 23, 2011

Dear Sir/Madam,

RE: REQUEST FOR LYLIAN ESIKURI MEE/15519/11/DE
TO CONDUCT RESEARCH IN YOUR ORGANIZATION

The above mentioned is a bonafide student of Kampala International University pursuing a Masters of Early Childhood and Primary Education. she is currently conducting a field research of which the title is "Demographic Characteristics and Academic Achievement Status of Pre-Schoolers in Emuhaya District Kenya."

Your organization has been identified as a valuable source of information pertaining to her research project. The purpose of this letter is to request you to avail her with the pertinent information she may need.

Any information shared with her from your organization shall be treated with utmost confidentiality.

Any assistance rendered to her will be highly appreciated.

Yours truly,

Ms. Kyolaba Sarah
Coordinator Education, (SPGSR)

Advised by MS VNA Panel to
change the I.V to Classroom Mgt
Dr. [Signature]
Thurs. Syge
for chair - 9th Aug/2012
C H D R

APPENDIX 1B

TRANSMITTAL LETTER FOR THE RESPONDENTS

Dear Sir/ Madam,

Greetings!

I am a master student of Educational Administration and Management candidate of Kampala International University. Part of the requirements for the award of a dissertation. My study is entitled **Classroom Management and Pupils Performance in Primary Schools in Emuhaya District, Kenya** . Within this context, may I request you to participate in this study by answering the questionnaires. Kindly do not leave any option unanswered. Any data you will provide shall be for academic purposes only and no information of such kind shall be disclosed to others.

May I retrieve the questionnaire within two Weeks (14) days

Thank you very much in advance.

Yours faithfully,

Lilian Esikuri

APPENDIX 11

CLEARANCE FROM ETHICS COMMITTEE

Date_____

Candidate's Data

Name_____

Reg.# _____

Course _____

Title of Study _____

Ethical Review Checklist

The study reviewed considered the following:

- ___ Physical Safety of Human Subjects
- ___ Psychological Safety
- ___ Emotional Security
- ___ Privacy
- ___ Written Request for Author of Standardized Instrument
- ___ Coding of Questionnaires/Anonymity/Confidentiality
- ___ Permission to Conduct the Study
- ___ Informed Consent
- ___ Citations/Authors Recognized

Results of Ethical Review

- ___ Approved
- ___ Conditional (to provide the Ethics Committee with corrections)
- ___ Disapproved/ Resubmit Proposal

Ethics Committee (Name and Signature)

Chairperson _____

Members _____

APPENDIX III

INFORMED CONSENT

I am giving my consent to be part of the research study of Lylian Esikuri that will focus on Classroom Management and Pupils Performance in Primary schools.

I shall be assured of privacy and confidentiality and I will be given the option to refuse participation or withdraw my participation at any time.

I have been informed that the research is voluntary and that the results that will be given to me if I request for it.

Initials:

Date:

APPENDIX 1VA

FACE SHEET: PROFILE OF THE RESPONDENTS

Gender (Please Tick):

____(1) Male

____(2) Female

Age

20 – 39 ____

40 – 59 ____

60 and above ____

Qualification

(1) Licensed ____

(2) Certificate ____

(3) Diploma ____

(4) Degree ____

Experience

Below 5 years ____

5-10 year ____

10-15 ____

15-20 ____

20 and above ____

APPENDIX IV B

QUESTIONNAIRE TO DETERMINE THE LEVEL OF CLASSROOM MANAGEMENT

(For teachers)

Direction 1: Please write preferred option on the space provided before each item

Kindly use the rating guide **below**:-

Response Mode	Rating	Description	Legend
Strongly disagree	1	you agree with no doubt at all	SD
Disagree	2	you disagree with some doubt	D
Agree	3	you agree with some doubt	A
Strongly agree	4	you agree with no doubt at all	SA

Aspects on Time management

- ___1) I am continually conscious that my most critical resource.
- ___2) I know what habits I have that keep me from using my time effectively
- ___3) I clearly write down my classroom goals
- ___4) I use a formal system for organizing a classroom work plan
- ___5) I make a fresh new "to do" list each class day
- ___6) I place a priority code next to all items on my class "to do" list
- ___7) I set my priorities according to their importance
- ___8) I know my prime work times
- ___9) I use my prime classroom hours to complete my lessons
- ___10) I use effective techniques for completing my classroom tasks
- ___11) I give my undivided attention to one task at a time
- ___12) I create due dates for tasks which don't have predetermined deadlines
- ___13) I avoid meetings that are time wasters
- ___14) I make constructive use of meeting times, insuring that follow-up assignments are clear
- ___15) I utilize effective techniques for saying "no" to excessive requests on my time
- ___16) I keep interruptions on my work to a minimum
- ___17) I regularly schedule a quiet time into each workday
- ___18) I control the telephone calls while am in classroom

- ___19) My files are accessible
- ___20) My files are current
- ___21) I periodically use a time table

Aspect on Instructional materials

- ___22) I look for tools useful and supportive to learners with inabilities
- ___23) I always look for resources to make the learners motivated
- ___24) I look for learning materials that help learners comprehend content more easily and effectively
- ___25) I look for learning materials that help learners to understand academic discipline
- ___26) I use learning materials that are related to my learning outcomes
- ___27) I use learning materials which are easy for learners to practice
- ___28) I always organize my teaching materials well before the class
- ___29) I use teaching materials related to daily life activities
- ___30) Pupils aware & knowledgeable about any equipment or materials they are expected to use in class

Aspects on Methods of teaching, Assessment, Evaluation and Feedback

- ___31) I specify the routines for participation
- ___32) I give clear and stable guidelines
- ___33) I make clear strategies for approaching work plan
- ___34) I make clear feedback
- ___35) I accept and collect all contributions from pupils
- ___36) I organize and improve student's contributions
- ___37) I put questions that elicit pupils' new ideas
- ___38) I have well articulated rule or principles on how you expect pupils to behave while in class
- ___40) I have guidelines on how transitions or interruptions will be handled while class is going on
- ___41) Pupils understand how I accept them to handle group work and assignments
- ___42) The sitting positions of the pupils in my class are acceptable

- ___43) I have disciplinary strategies in place to reinforce good behavior or curb bad behavior in class
- ___44) I move assertively and quickly to deal with any misbehavior in class
- ___45) I always clarify what pupils are expected to do
- ___46) I always confirm what pupils know and understand classrooms
- ___47) I always make explicit my own feelings and expectations from learners
- ___48) I always progressively grant the learners more responsibility and control
- ___49) I always maintain learners' interest in studying
- ___50) I select proposals that take into account what learners know and what they wish to know
- ___51) I always clarify what pupils are expected to do
- ___52) I always confirm what pupils know and understand classrooms
- ___53) I always make explicit my own feelings and expectations from learners
- ___54) I always progressively grant that the learners more responsibility and control
- ___55) I always maintain learners' interest in studying
- ___56) I select proposals that take into account what learners know and what they wish to know

RESEARCHER'S CURRICULUM VITAE

A PERSONAL PROFILE

Name: Lyllian Esikuri
Date of Birth: 1st/Jan/1964
Status: Single
Profession: Teacher
Grade: Job G.K
Religion: Christian
B. Contact: +2547722217391

C. EDUCATIONAL BACKGROUND

YEAR	INSTITUTION	CERTIFICATE
2010-2012	Kampala International University	Candidature
2007-2010	Kampala International University	BED/ECPE
1987-1989	Mosorioti T.T.C.	P.1 Teachers
1980-1983	Maragolihigh Schhol	KCE
1973-1979	Ebuibayi Primary	CPE
2006-Jan-Dec	School Based G/C	GC
2007 April	Eregi T.T.C	Aids Intervention

WORKING EXPERIENCE

YEAR	INSTITUTION	POSITION
2001-DATE	EBULONGA PRIMARY	TEACHER
1996-2001	MWITUKHO PRIMARY	TEACHER
1989-1995	EBULONGA PRIMARY	TEACHER