

**CLASSROOM MANAGEMENT AND ACADEMIC PERFORMANCE  
OF PUPILS IN TARBAJ DIVISION, TARBAJ DISTRICT KENYA**

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**A RESEARCH REPORT PRESENTED TO THE INSTITUTE OF OPEN AND  
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EDUCATION IN ARTS (PRIMARY)**

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**DECLARATION**

I **Adan Gedi Abdille** , declare that this work is originally mine and has been out of my efforts..

Signature:  .....

**Adan Gedi Abdille**

Date..... 19-4-2009 .....

## APPROVAL

This work has been under my supervision as a University supervisor and submitted with my approval.

Signature .....  .....

**Ssekajugo Derrick**

Date ..... 19/04/09 .....

## **ACKNOWLEDGEMENT**

Due acknowledgement goes to my supervisor Mr. Ssekajugo Derrick for the time devoted during this research study.

Utmost appreciation goes to my family and relatives. Some of these needs special mention my wife Habiba Mohamed and daughters Farhiya and Shamsa Adan, my sons Omar Adan, Hirab Adan and Mohamed Adan. May the precious Allah reward you for the patience during my absence while pursuing this course in Uganda.

## DEDICATION

The study paper is dedicated to my beloved wives Habiba and Adey to all my children who gave me support and stood by me throughout the course .

## DEFINITIONS OF TERMS

Anti social behavior	Characters that are opposed to or against in the Society.
Constraints	Something that restricts or limits the smooth running of the exercise.
Policy	A plan of action, statement of ideas proposed or Adopted by a government or political party.
Pre-requisite	Something you can not live without

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## **ABSTRACT**

This study was entirely about the effects of classroom management towards academic performance of pupils in Tarbaj division. The purpose of the study was to investigate the effect of classroom management towards academic performance of pupils in Tarbaj division. All relevant sources to this particular study were used in the review of related literature.

The research employed a descriptive survey and questionnaires were in this case employed in the collection of data from the respondents after which such data was analyzed and presented in percentages and frequency distribution tables.

The findings of the study indicated that the way of conduct of teachers, availability of learning aids and the motivation which teachers do get affected the academic performance of learners

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Background of the Study**

This study was entirely about the effects of classroom management towards academic performance of pupils in Tarbaj division, Tarbaj district Kenya. Despite the government policy to enroll all the school going age children, most schools in Tarbaj division Tarbaj district are still sparsely populated regardless of the heavy population in the area.

Therefore, it became a pre-requisite for the researcher to investigate on whether teachers were not properly treating children to the required level, especially by providing some parental love, head teachers were not motivating teachers towards handling children especially in lower and upper primary classes, children were studying under trees, teachers were not using teaching learning materials, or whether teachers are not qualified to handle children.

With the above mentioned factors in mind, the researcher investigated into the effects of classroom management towards the academic performance among pupils of Tarbaj division, Tarbaj district Kenya in both lower and upper primary classes since it is during these stages where a child retains and implements certain behaviours. Because of this some suggestions and recommendations were made in order to improve the situation in the area.

## **1.1 Statement of the Problem**

Despite the high population in the area, most schools still had a small number of pupils in classes with some anti social behavior while other children still loiter in town with out any job.

So the researcher intended to investigate on the type of punishment given to pupils in the classroom, teachers daily attendance at school, teachers qualification and their relationship with the pupils during the classroom teaching process, parents involvement in the children's learning, the type of structures used and the number of pupils in each and every class, the methods used and the teachers' characters in classroom.

## **1.2 Purpose of the Study**

The purpose of the study was to find out the effect of the classroom management towards the academic performance of pupils in Tarbaj division within Tarbaj district.

## **1.3 Objectives**

The objectives of this baseline study were:

- To identify some of the effects of classroom Management towards the academic performance of pupils in Tarbaj division Tarbaj district, Kenya.
- To identify some of the factors that lead to poor classroom management in the various schools of Tarbaj Division.
- To suggest possible remedies towards the identified problems.

## 1.7 Limitations and Delimitations

The smooth conducting of this study was limited by:

- Time constraints; the time allocated for carryout this survey was expected not be enough considering the research proposal package.
- Financial problems; it was thought that, the resources to enables the rise of the funds to run the scheduled work with in the set time will be inadequate thus causing financial constraints during this process.

However, despite the above limitations, below were some of the delimitations that enabled the researcher to access the required information for smooth conducting of the exercise.

The researcher collected data from the near by schools which enabled her to limit the problem of walking long distance hence reducing the high costs

The researcher used part of the salary earned to print the entire questionnaires proposal and the report. This solved the above problems when distributing the questionnaires to the respondents.

Swami Vivekananda, (1893) stressed that for effective learning to take place; teachers should have enough love for their pupils. The researcher agrees with this since providing children with love will enable them communicate with ease and reveal their minds on their likes and dislikes.

As stated by Plato (1964), lamented that education develops in the body and in soul of the pupils, all the beauty and all the perfection which he is capable of that is why it is the teacher's duty and role to prepare a conducive learning environment. The researcher agrees with this since most pupils have tried to imitate characters of the people they associate with and the environment they live.

Herbert's (1985) page 8, he pointed out that children are active by nature, they play and does so many things but these undifferentiated rich and practical experiences do not lead to education unless they are guided and properly directed.

The researcher believes the above since during class hours children fail to explain the relevance of such practices they make thus emphasizing that children's experiences should be given coherent, unity and organization by the parents so that teachers can manage effective classroom management.

Allen and Ryan (1969) pointed out that the best way of evolving children in the lesson is through microteaching since both the teacher and the pupils work together in a practices situation.

The researcher finds this appropriate since by involving pupils in the lesson will make them busy, share items, develop a sense of oneness and reduce unnecessary wastage of time hence effective classroom management.

Wright (1967) page 148, lamented that the maximum length for efficient observation and teaching should always be for 30 minutes in lower and 40 min in upper classes.

The researcher believes these findings since children get tired easily and by having them in class for more time, will make them hence making them dazzle and pay less attention to what is being taught.

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### **3.0 Design**

This research study employed a descriptive survey to determine the effects of class room management towards academic performance of learners in the area of study.

#### **3.1 Environment (Area of Study)**

The research was carried out in Tarbaj division, Tarbaj district to investigate on the effect of classroom management towards the pupils of Tarbaj division.

#### **3.2 The Respondents / Subjects**

During the process of conducting this study, a number of people who gave reliable information on various issues were consulted. The major ones were the District Education Officer of Tarbaj. The head teachers of the selected schools, the teacher from both lower and upper primary classes, parents of some pupils in the sampled schools, the local council leaders in the area around the sampled schools and pupils from both upper and lower classes within the sampled schools.

#### **3.3 Instruments / Tools Used**

The researcher used questionnaires to investigate the effect of classroom management on the academic performance of pupils in Tarbaj division Tarbaj district.

### **3.4 Data Collection Procedure**

The researcher asked permission from the District Education Officer and the head teachers of the sampled schools which represented all the schools in the town council since their staffing, structure and enrolment were not the same.

### **3.5 Statistical Treatment of Data**

After coding the questionnaires' data was analyzed to calculate percentages, frequency tables and cross tabulations. This technique was appropriate because of the data being qualitative and the participants' responses being from multiple choices. Most of the analysis was done manually.



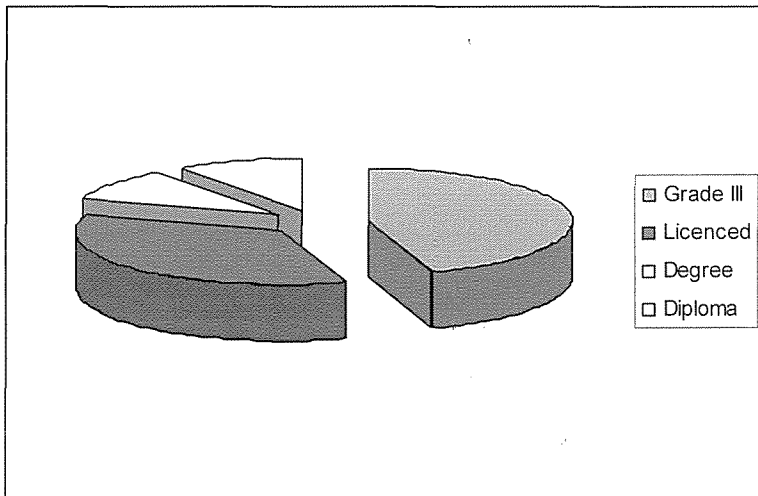
**Table 1: Age Range Of Teachers Handling Upper Classes**

Age range	Respondents	Percentage
22-24	06	30
24-26	09	45
26-28	03	15
28-30	-	-
30-32	-	-
32-37	01	5
37-40	-	-
40-50	1	5
50-60	-	-
60-65	-	-
<b>Total</b>	<b>20</b>	<b>100</b>

**Source: Primary Data 2009**

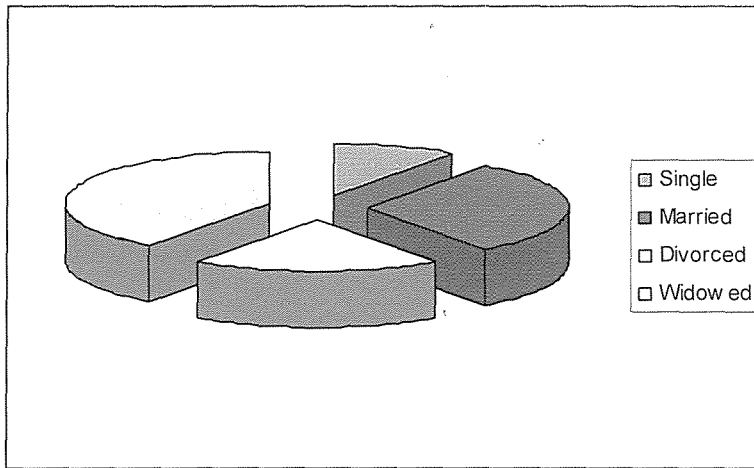
Table 1 shows that 30% were between the ages ranges of 22-24, 45% (09) were between 24-26, 15% (03) of the respondents were between 26-28 years. While 5% (01) were between 32-37 and 40-50 years.

**Figure 2: Teacher's Qualifications in the Selected Schools**



**Source: primary data 2009**

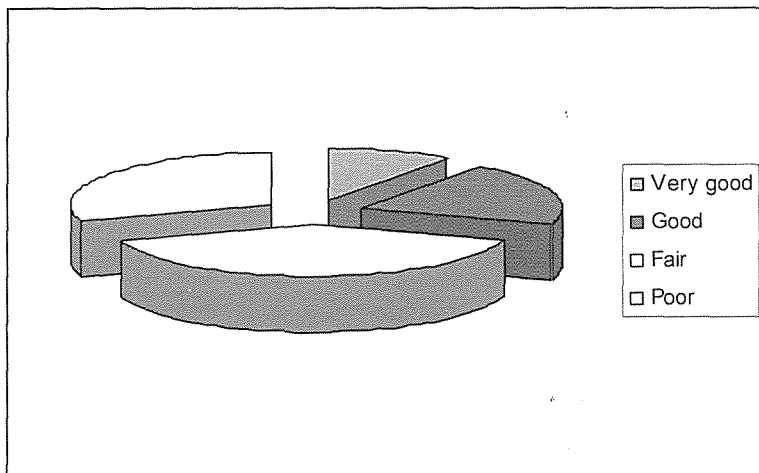
Figure 3 :Parents Marital Status.



Source: Primary data

Figure 3 indicates that 10% of the respondents were single, 30% were married 20% (04) were divorced while 40% (08) were widowed.

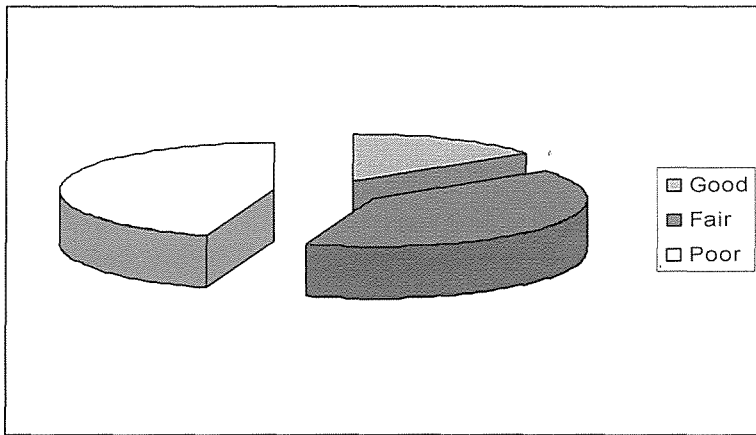
Figure 4: Teachers resourcefulness in making instructional materials



Source: Primary data 2009

Figure 4 above, shows that 10% (02) were very good at making instructional materials 20% (04) were good at making instrumental materials 40% (08) were fair, while 30% (06) were poor at making instructional material

**Figure 5:** Teachers' attitude towards scheming and Planning



**Source:** primary data 2009

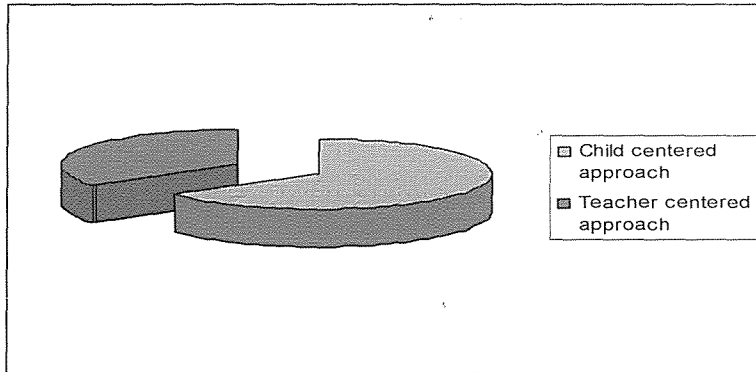
Figure 5 above, shows that 15% (03) of the 20 respondents had good attitudes towards scheming and planning, 40% (08) had fair attitudes while 45% (09) had poor attitudes scheming and planning.

About the teachers' sex, it was observed that majority of those who handled lower primary classes were male teachers. The few female teachers who were there were between the age ranges of 45-55 years, most of these teachers had no children at home.

It was also realized that most teachers used local languages except in some few private schools where the use of English language among both lower and upper primary classes was emphasized.

## The Teaching Methods

Figure 8; Teaching methods teachers used when handling pupils in upper classes.



Source: primary data

Figure 8 shows that of the 100% (20) respondents, 65% (13) preferred child centered approach, while 35% used teacher centered methods during the process of teaching upper primary pupils.

Jackson (1986) who urged that classroom teaching required accurate preparations of materials which can stimulate learners' attention.

As far as what teachers resorted to whichever pupils made mistakes, 60% guided and counseled pupils. This was in line with the findings of John Locke a British philosopher who suggested that children were like lumps of clay, which adults could mould into shapes they wanted. It was supported by Watson a psychologist in USA and Pavlov of Russia who came with similar theories about how people learn.

About the case of how teachers used learning aids during the teaching process, 60% (12) of the respondents never used learning aids. This was opposed to what was lamented by Plato (who said that education develops in the body and in the soul of the pupils, all the beauty and all the perfection which he is capable of that is why it is the teacher's duty and role to prepare conducive learning environment.

For the case teachers who carried out study, 70% of the respondents never carried out child study at all. This was opposed to the findings of Nsubuga Hannington (1978) who lamented in his pamphlet about methodology that if one is to educate a child as a whole, he/she should consider the various influences that are brought to bear upon him thus Nsubuga stressed the role of teachers in lower primary classes and upper classes.

### **5.3 Recommendation**

Basing on the identified data and conclusions, below were some of the recommendations

The head teachers and district education officer should Endeavour to motivate teachers so that they can prepare materials for better standards of schools

Salaries should always be paid in time so that teachers can concept on the classroom work other than other activities which can earn them a living.

The parents should participate towards the education of their pupils especially by providing leaning materials like books, pen and pencils which enable them write in the classroom.

## APPENDIX 1

### QUESTIONNAIRE FOR THE DISTRICT EDUCATION OFFICER

Dear Respondent,

This questionnaire is to help Adan Gedi Abdille a student of Kampala international university pursuing a Bachelor of Education to conduct his study on the effect of classroom management towards the academic performance of children in both lower and upper classes in Tarbaj division, Tarbaj district. The information which will be your participation in the academic exercise will always be remembered highly thanks.

Please place a tick in the appropriate space when answering the following questions

1. SEX;

A. Male

B. Female

2. AGE

30-40

40-50

60-70

70-80

3. PROFESSIONAL QUESTIONS

A) BED (Primary Education)

B) BED (Teacher Education)

C) BED (Secondary Education)

D) BA (Education)

E) Others specify.....

4. How Often Do You Visit Schools In A Term

- A) Once
- B) Twice
- C) Thrice
- D) None
- E) Others

Specify.....

....

5. Have you ever held any meeting with the parents at school on entire sub-county

- A) Yes
- B) No
- C) Sometimes

6. If you choose a and c above, identify the number of times in a term.

- A) Once
- B) Twice
- C) Thrice
- D) Forth
- E) None
- F) Others

Specify.....

7. How often do you invite teachers for refresher courses on how to handle pupils in each year?

- A) Once
- B) Twice
- C) Thrice
-



- D) Forth
- E) None
- F) Others

Specify.....

8. on which days of the month do teachers receive their slaries

- a) 28<sup>th</sup> -30<sup>th</sup>
- b) 15<sup>th</sup> - 20<sup>th</sup>
- c) 30<sup>th</sup> - 5<sup>th</sup>
- d) 5<sup>th</sup> 15<sup>th</sup>

9. As a District Education Officer, what problems do you encounter in running the schools in the District.....

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**THANK YOU**

**APPENDIX 11**  
**A QUESTIONNAIRE FOR THE HEADTEACHERS**

Dear Respondent,

This questionnaire is to help Adan Abdille, a student of Kampala international university pursuing a Bachelor of Education Arts Primary option to conduct his study on the effect of classroom management towards the academic performance of children in both lower and upper classes in Tarbaj division, Tarbaj district. Please place a tick in the appropriate space when answering the following questions

**General Information**

1. SEX;

a) Male

b) Female

2. AGE

A) 30-45

B) 45-55

C) 55-65

D) 65-70

E) Others

Specify.....

3. Which class of teacher do you have at your staff?

a) Graduate

B) Diploma

C) Grade III

D) Licensed

4. How is the teacher's resourcefulness in making instructional materials?

- a) Very Good
- B) Good
- C) Fair
- D) Poor

5. How is the teacher's resourcefulness in making instructional materials?

- a) Very Good
- B) Good
- C) Fair
- D) Poor

6. What is the teachers attitude towards scheming and planning?

- a) Very Good
- B) Good
- C) Fair
- D) Poor

**Thank You**

## APPENDIX 1II

### A QUESTIONNIARE FOR LOWER CLASS TEACHERS

Dear Respondent,

This questionnaire is to help the researcher a student of Kampala international university pursuing a Bachelor of Education to conduct his study on the effect of classroom management towards the academic performance of children in both lower and upper classes in Tarbaj division, Tarbaj district. The information which will be your participation in the academic exercise will always be remembered highly thanks.

Please place a tick in the appropriate space when answering the following questions

1. SEX;

a) Male

b) Female

2. AGE

A) 20-35

B) 35-45

C) 45-55

D) 55-65

3. How many children do you have at home?

A) One Child

B) Two Children

C) Three Children

D) None

C) Others

Specify.....

.....

4. Which language do you use when teaching
- A. Local Language
  - B. English Language
5. How often do you use learning aids during teaching
- a. often
  - b. rarely
  - c. not at all
6. Which alternative do you resort to whenever a pupil does a mistake?
- a. Ignore
  - b. Guide and counsel
  - c. Slaps and kicks
  - d. Abuse
7. Do you carry out child study on children?
- a. rarely
  - b. often
  - c. very often
  - d. not at all
8. Do you provide break tea to pupils at school?
- a) . outside the classroom
  - b) leave the school
  - c) inside the classroom
9. Where do you go after giving some task to the pupils?
- a) not interested
  - b) interested

- c). very interested
- d) Quite interested.

10. Are you getting the learning materials used while teaching?

- a) not interested
- b) interested
- c). very interested
- d) Quite interested.

11. Where do you get the learning material used while teaching?

- A) Prepared by the teacher
- b) Pupils themselves
- C) Provided by district headquarters
- D) Provide by the head teacher

## APPENDIX V1I

### AN INTERVIEW GUIDE FOR CHILDREN IN UPPER CLASSES

Dear pupils; Kindly respond to questions given and the information given will be handled secretly.

#### General Information

Background information (tick the correct response)

1. Sex;

a) Boy

b) Girl

2. Age;

A) 7-8

B) 8-9

C) 9-10

D) 10-12

E) 12-14

F) 14-17

G) 17-19

H) 19-20

3. Do you have class leaders like class monitors?

a) Yes

b) No

4. if yes, how are they chosen

a) By the teacher

b) by the pupils

5. in case of a mistake, how do teachers treat you

a) They can  b) send you out of class

c) They guide and counsel  d) they ignore

6. What attitudes do you have towards education?

- a) Good                       b) Very good   
c) Fair                               d) Poor

7. Which environment do you study from?

- a) Under the tree                       b) inside the classroom

8. How often do you receive meals before class hours?

- a) Daily                       b) Rarely                       c) none

9. who gives encouragement towards education

- a) The teacher                       b) The parents   
c) The peer at school

10. Which group of people participates much in the classroom?

- a) Girls                       b) Boys

**Thank You**