

**THE CONSEQUENCES OF CLASSROOM MANAGEMENT TOWARDS THE  
ACADEMIC PERFORMANCE OF PUPILS IN KANDARA DIVISION,  
MURANG'A SOUTH DISTRICT, KENYA**

**BY**

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**AUGUST 2010**

## DECLARATION

I, Karani N. Beatrice , declare that this work is originally mine and has been out of my efforts. Where other people's works, views and ideas have been used, due acknowledgement has been given.

Signature  .....

**Karani N. Beatrice**

Date.. 18<sup>TH</sup> AUGUST 2010 .....

## APPROVAL

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

Signature .....



**Ssekajugo Derrick**

Date .....

18/08/2012

## DEDICATION

This work is affectionately dedicated to my dear husband Geoffrey Muchonge and to my sons; Brayan Njoroge and Lewis Karani.

## **ACKNOWLEDGEMENT**

I'm greatly indebted to all those who have labored to offer their time and energy towards the accomplishment of this whole research. Due acknowledgement goes to my supervisor Mr. Ssekajugo Derrick for the time devoted and the assistance given to me this research study. On the same note, I would like to thank my fellow classmates who in one way or the other have been of great support both materially and socially.

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## ABSTRACT

*This study was about the consequences of classroom management towards academic performance of pupils in Kandara division, Murang'a South district, Kenya. The purpose of the study was to investigate the effect of classroom management towards academic performance of pupils in Kandara division, Murang'a South district. 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. It was recommended that Head teachers and district education officers should Endeavour to motivate teachers so that they can prepare materials for better standards of schools*

# 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 Kandara division, Murang'a South district. The area is composed of six parishes. It is located in the northern side of Kenya

Despite the government policy to enroll all the school going age children, most schools in Kandara division, Murang'a South 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 Kandara division, Murang'a South district 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 behaviour 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 Kandara division, Murang'a South district, the role of different stake holder like teachers, head teachers, local leader, parents and the head of the education department on promoting classroom management for the academic performance of pupils in Kandara division, Murang'a South 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 Kandara division, Murang'a South district
- To identify some of the factors that lead to poor classroom management in the various schools of Kandara division, Murang'a South district.
- To suggest possible remedies towards the identified problems.

#### **1.4 Significance of the Study**

The research was intended to benefit various categories of people at both local and national levels after realizing that effective classroom management contributes much towards the academic performance of pupils in schools.

The teacher with the district education officers will realize that for effective classroom management to occur in schools, pupils must be provided with structured building for effective classroom control of teachers.

The same way, parents will realize that for the proper and effective management to take place there was need for them to give a hand by providing the necessary guidance to the pupils so that discipline is instilled in them.

#### **1.5 Scope of the Study**

In this research, five schools were sampled to represent all the schools in Kandara division, Murang'a South district. It involved the enrollment data from both lower and upper primary classes especially on their attendance and performance in classes in various subjects conducted by different teachers.

#### **1.6. Assumptions**

It was assumed that teachers had qualifications to handle all categories of pupils in classroom, they motivated pupils during the teaching learning process, they did not use corporal punishment towards pupils, pupils studied in the structured buildings and parents provided all the necessary guidance towards children, but the classroom management was still hard. So the researcher wanted to realize the cause of this problem

## **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.

## 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

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction

Different factors have been put down by different scholars about the classroom management in schools for example,

Medley (1972) page 6, stressed that teacher's traditions influence their behaviours and limit them from performing certain duties that can enable good classroom participation of children in school. This is supported by Kratz (1986) in his survey where he pointed out that some teachers tend to avoid certain things in the class in fear of their tradition making them introvert which limits learners from identifying the teachers' characters.

The researcher agreed with this since teachers' low expression leads to poor friendship with learners and creates a dull mind among pupils in the classroom.

Charter and Waples (1929) as quoted by Medley (1972) urged that teachers are imposed to certain practices which are global. The researcher accepts the above statement because most teachers deviate from what is professionally required of them hence influencing immorality among pupils.



About the subject, Gump et al (1967) pointed out that teachers with full of content enhance effective classroom control as compared to those of low content.

This was supported by Jackson (1968) who urged that classroom teaching requires accurate preparations of materials which can stimulate learners' attention.

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**

### **METHODOLOGY**

#### **3.1 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.

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

The research was carried out in Kandara division, Murang'a South district within Kenya to investigate on the effect of classroom management towards the pupils.

#### **3.3 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 Murang'a South. 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.

#### **3.4 Instruments / Tools Used**

The researcher used questionnaires to investigate the effect of classroom management on the academic performance of pupils in Kandara division, Murang'a South district.

### **3.5 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.

### **3.6 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.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND INTERPRETATION

#### 4.0 Introduction

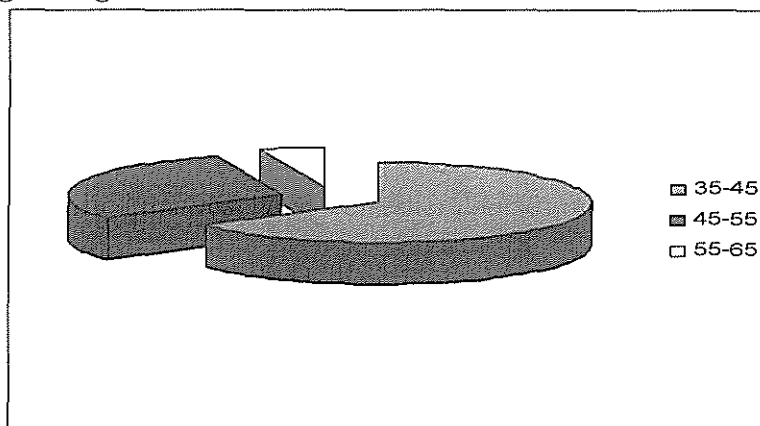
Data was analyzed basing on the information collected from different respondents who gave different views.

As reflected from the questionnaire, the district heads of education department, visited schools thrice in a term and they occasionally held meetings with the parents for effective educational standards of the pupils.

However, it was identified that teachers - refresher courses on how to handle pupils were not being conducted and teachers received their monthly salary between 30<sup>th</sup>-10 of the next month.

#### 4.1 Profile of respondents

**Chart 1: The Age Range Head teachers In the Selected Schools**



**Source: primary data 2010**

Figure 1 above, shows that (65%) of the respondents were between the age range f 35-45, then 45-55 were in the range of (30%) while between 55-65 were (05%) respectively the teachers qualification

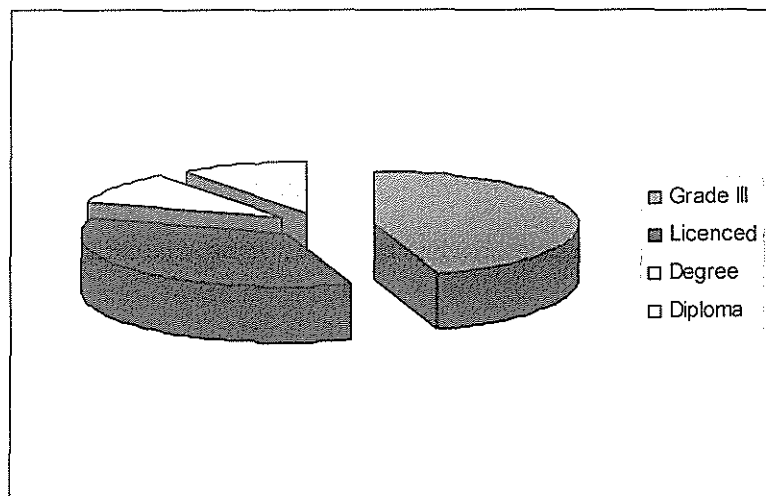
**Table 1: Age Range Of Teachers Handling Upper Classes**

<b>Age range</b>	<b>Respondents</b>	<b>Percentage</b>
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 2010**

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.

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



**Source: primary data 2010**

Figure 2 above, indicates that 45% of the respondents were grade iii teachers, 35% were licenced teachers while degree and diploma holders were 20% respectively.

**Table 3: Age Range of Pupils in Upper Classes**

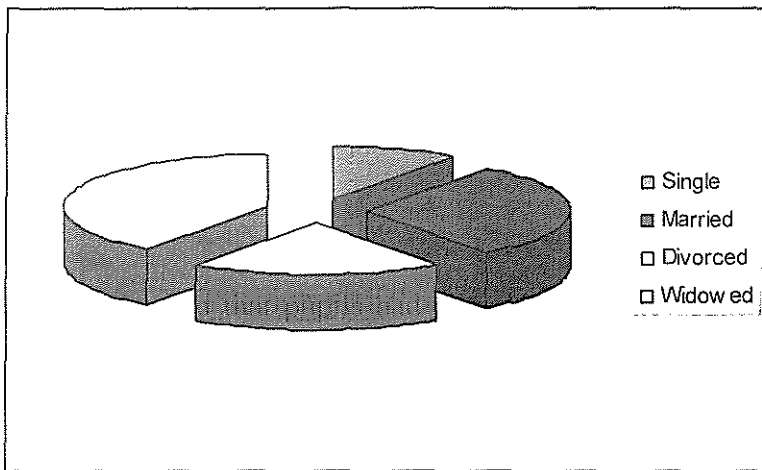
Age range	Respondents	Percentage (%)
7-8	-	-
8-9	-	-
9-10	05	25
10-12	03	15
12-24	02	10
14-17	09	45
17-19	01	05
19-20	-	-
<b>Total</b>	<b>20</b>	<b>100</b>

**Source: primary data 2010**

Table 2 above , indicates that 25% (05) Of the respondents were between the age range of 9-10 years, 15% (03) were between 10-12 years, 10% (02) were between 12-14 years 45%(09)were between 14-17 while 05% (01) respondent were between the age range of 17-19 years.

It was identified that pupils had class leaders who appointed themselves in those posts and most of the girls participated in class during teaching and learning as compared to boys.

**Chart 2: Parents Marital Status.**

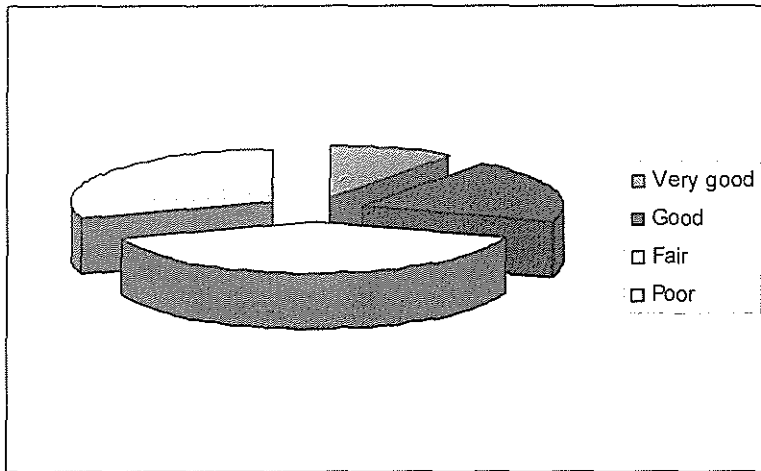


**Source: primary data 2010**

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



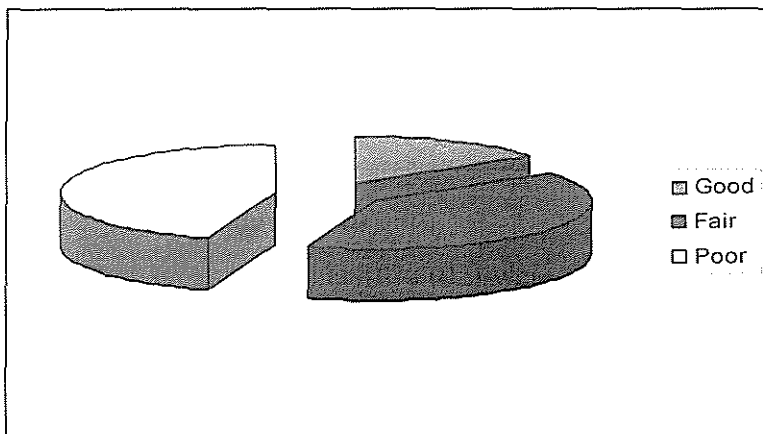
**Chart 3: Teachers resourcefulness in making instructional materials**



**Source: primary data 2010**

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

**Chart 4: Teachers' attitude towards scheming and Planning**



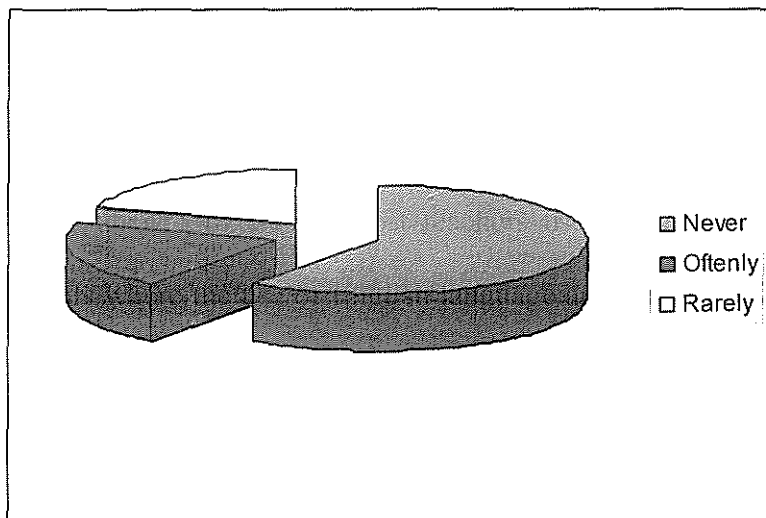
**Source: primary data 2010**

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.

**Chart 5: The Effectiveness of Teachers in the Use Learning Aids**



**Source: primary data 2010**

Figure 6 above, shows that 60% (12) of the respondents never used learning aids while those who both often and rarely used learning aids during the teaching process were 20% (04) respectively.

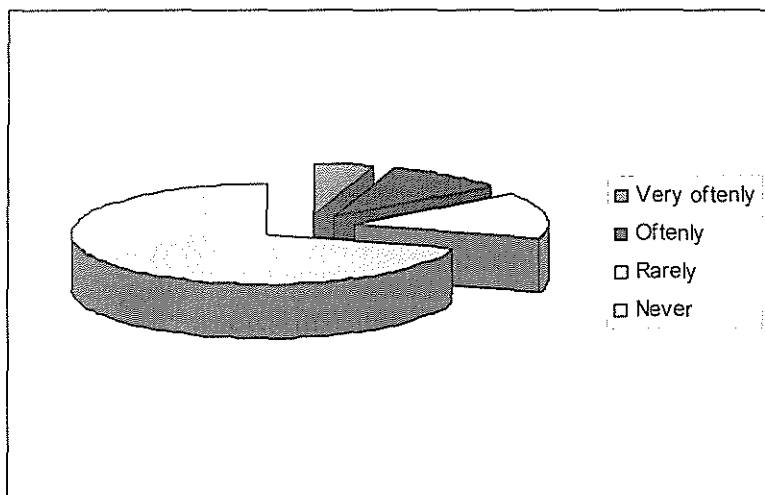
**Table 4: Alternative teachers resorted to whenever pupils made mistakes.**

Suggested Alternatives	Respondents	Percentage
Ignored	04	20
Guide And Counsel	12	60
Slap And Kick	02	10
Abuse	02	10
<b>Total</b>	<b>20</b>	<b>100</b>

Source: primary data 2010

Table 3 above shows that the 20% respondents (04), ignored pupils, 60% (12) guided and counseled pupils while those who abused, slapped and kicked pupils were 10% respectively.

**Chart 6: Teachers who carried out Child Study**



Source: primary data 2010

Figure 7 above shows that out of all the respondents, 5% (01) carried out child study very often, 10%(02) carried child study, 15% (03) rarely carried out child study while 70% (14) never carried out study at all. It was also revealed by most teachers especially those in government aided schools that children were not provided with any meal to pupils at all.

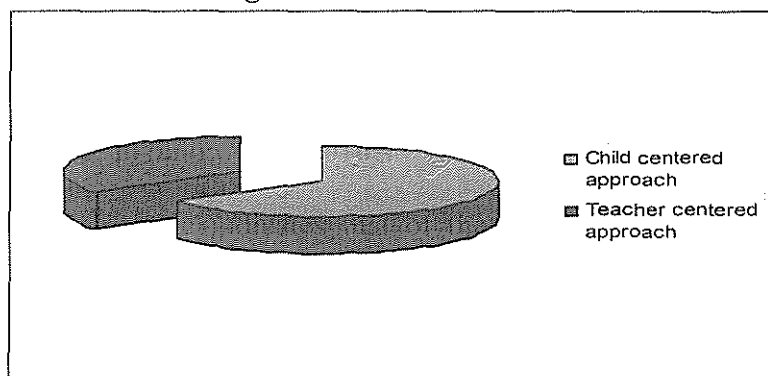
**Table 5: Areas where teachers used to find some learning materials,used while teaching.**

Source	Respondents	Percentage
Prepared by the Teacher	05	25
Prepared by the Pupils	03	15
Provided By district Leaders	12	60
Provided By The Head teacher	-	-
<b>Total</b>	<b>20</b>	<b>100</b>

**Source: primary data 2010**

Table 4 above indicates that of the 100% (20) respondents, 25% (05) teachers prepared teaching learning material, 15% (03) used pupils to materials while 60% (12) received materials from the district headquarters.

**Chart 7 Teaching methods teachers used when handling pupils in upper classes.**



**Source: primary data 2010**

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.

## CHAPTER FIVE

### DISCUSSION, CONCLUSION AND RECOMMENDATIONS

#### 5.1 Discussions

Out of 20 respondents, 65% (13) were between the age range of 30-45 years (see fig 1) this was in line with the findings of Swami Vivekananda (1893) who urged that for the effective learning to take place, teachers should have enough love for their pupils. This implies that most teachers did not provide the required love towards pupils since they were still in their early ages ( see figure 1)

About the teacher's qualification, 45% of the respondents were grade III graduates. This was similar to the findings of (Klauer 1985) page 7 who asserted that teaching is directed towards learning since teachers handled pupils who were fresh from home and learnt new skills and attitudes.

For the case of teachers' resourcefulness in making instrumental materials 40% (08) were fair at making instructional material. This was in line with the findings of Kolb (1984), who suggested that in order for the children to learn well, the teacher has to apply a variety of instructional material which will meet individual needs and interests.

About scheming and planning; 45% (09) of the respondents had poor attitudes towards scheming and lesson planning. This was in line to findings of Gump ( 1967) et al who

pointed out that teachers with full of content enhance effective classroom control as compared to those of low content. It was supported by 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.

About the teaching methods used most, 35% (13) preferred child centered approach. This was in line with the findings of Herbert's (1985, pg 8) who pointed out that children are active by nature, they play and do so many things so giving them chance to participate in the lesson development would enable them learn better.

## **5.2 Conclusion**

With regard to the analyzed data in chapter four, it is observed that teachers in Garisa Central, district received their monthly salaries very late on the date between 30<sup>th</sup> -10<sup>th</sup> of the next month which is contrary to what the government policy stipulates. This indicates that teachers starved and left their classes in search for other avenues which facilitated their survival. This demoralized teachers from providing parental love towards pupils in both upper and lower primary classes.

For the proper handling of lower primary classes, qualified, experienced and mature teachers should be given responsibility to teach those classes so that parental guidance is given to the pupils.

In the same way, parents never participated in the learning of children since they had concepts that learning is facilitated by the teachers in class. It was observed that teachers never used to prepare learning materials therefore the rate at which they utilized environment were low.

### **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.



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**APPENDICES**

**APPENDIX 1**

**QUESTIONNAIRE FOR THE DISTRICT EDUCATION OFFICER**

Dear Respondent,

This questionnaire is to help the researcher, a student of Kampala international university pursuing a Bachelor of Education to conduct her study on the effect of classroom management towards the academic performance of children in both lower and upper classes in Kandara division, Murang'a South 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 salaries

- 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

.....

.....

.....

.....

.....

.....

**Thank You**

## APPENDIX II

### A QUESTIONNAIRE FOR THE HEADTEACHERS

Dear Respondent,

This questionnaire is to help the researcher, a student of Kampala international university pursuing a Bachelor of Education to conduct her study on the effect of classroom management towards the academic performance of children in both lower and upper classes in Kandara division, Murang'a South 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

#### 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 III

### A QUESTIONNAIRE 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 Kandara division, Murang'a South 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 counseling

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 pupil 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 peoples?

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 VII

### 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**