TEACHERS' MANAGEMENT PRACTICES AND PUBLIC PRIMARY PUPILS' ACADEMIC PERFORMANCE IN MATUGA SUB - COUNTY, KWALE COUNTY, KENYA.

ABDHUL NDUNDI MWANGARE

A ResearchThesis Submitted in Partial Fulfillment of the Requirement for the Conferment of Masters of Education Degree in Leadership and Education Management of Kenya Methodist University.

OCTOBER 2022

DECLARATION AND RECOMMENDATION

DECLARATION

I declare that this research thesis is my original work and has not been presented in any other university.

Signature…….. Date …….

ABDHUL NDUNDI MWANGARE

EDU-3-7284-3/2015

RECOMMENDATION BY SUPERVISORS

This Research Thesis has been submitted for examination with our approval as University Supervisors;

Signature.....…… Date: …….

MR. BENJAMIN MWAWASI

Lecturer, School of Education and Social Sciences,

Kenya Methodist University.

Signature: …….. Date: ……..

DR. PAUL MWENDA

Lecturer, School of Business and Economics,

Kenya Methodist University.

COPYRIGHT

DEDICATION

This Research Thesis is dedicated to my daughters Mwanalima Abdhul and Ummulkulthum Abdhul, and mother Mwanalima Mwangare for their steadfastness during my study period at Kenya Methodist University.

ACKNOWLEDGEMENT

I thank the Almighty God for guiding me through the entire study period. Secondly, I am profoundly grateful to my supervisors; Mr. Benjamin Mwawasi and Dr. Paul Mwenda for their guidance and encouragement as I developed this research thesis. I am equally appreciative to the Kenya Methodist University, Mombasa campus Director and Mr. Eric Mathuva for ensuring that I successfully complete the research thesis in time. I will also not forget the support of my classmate Martin Deya in ensuring that my research thesis followed the Kenya Methodist University guidelines. God bless you all.

ABSTRACT

The KCPE academic performance has been poor in Matuga SubCounty; meanscores were as follows: 2015- 254.23, 2016-243.45, 2017- 239.09, 2018- 234.76 and 2019-239.84.This study sought to assess the teachers' management practices and public primary pupils' academic performance in the Sub-County. The objectives were; to establish teachers' discipline management practices and pupils' academic performance, to assess teachers' instructional monitoring practises and pupils' academic performance, to find out the teachers' instructional management practices and pupils' academic performance, to determine teachers' time management practices and pupils' academic performance. The limitations of the study included; Uncooperating participants, social Learning theory and Assertive Discipline Model were used which might have not addressed all the variables appropriately. 64 (81.01%) questionnaires were returned but it did not affect the research findngs. Observation checklists were 100% recovered.The study used a descriptive survey design. The target population included 98 head teachers and 691 teachers. The sample size included 10 % of the head teachers 98 and 10 % of the teachers making a sample size of 79 subjects for the study. The study was guided by Social Learning theory and Assertive Discipline Model. Questionnaires and observation check lists were used to collect data to investigate on existing practices of class management. Permission was sought from NACOSTI, Kwale County Commissioner and Headteachers of sampled schools. Validity was done by the supervisors who corrected and approved the questionnaire and Observation checklist. Reliability was done using test-retest method to 8 respondents within the sub county. The quantitative data was analyzed using Spearman's Rank correlation and Chi Square presented in percentages, frequency tables and inferences. The quantitative data from the checklist was analyzed and the data analysis was presented in tables. The study revealed that, teachers' management practices influencing pupils' academic performance include; inadequate punishment records and classroom rules, poor study group work management of learners and inadequate supportive feedback records, inadequate use of pedagogical materials and unavailability of lesson study lesson plan and inadequate use of records of work and poor syllabus coverage. Recommendations include; All classroom teachers including deputy head teachers as discipline teachers should ensure they maintain punishment records and set classroom rules to instil discipline in their classes. All teachers as well as class teachers and senior teachers should make sure they introduce pupils' study groups, keep group work records and offer supportive feedback and keep records for effective monitoring. Curriculum support officers and head teachers should insist on teachers frequently use appropriate teaching and learning aids, and practice lesson study as well as use lesson study lesson plan to enhance instructional delivery.County/Sub county Directors of education, County/Sub county Quality Assurance Officers, Curriculum Support Officers, head teachers and deputy head teachers should ensure teachers timely cover the syllabus and keep records of work as proof of managing time appropriately.Recommendations for further studies include:Teachers' Instructional Monitoring influencing Pupils' Academic Performance and similar research be carried out in other Public Primary Schools in various Counties in the Coastal region to ascertain whether comparable findings would be acquired for further generalization of the outcomes.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

ABBREVIATIONS AND ACRONYMS

APHRC – African Population and Health Research Center.

ASAL – Arid and Semi - Arid Land.

CAT – Continuous Assessment Test

CDE – County Director of Education.

EFA – Education for All.

EFL – English as a Foreign Language

KCPE – Kenya Certificate of Primary Education.

KEYA – Kenya Early Years Assessment.

KNEC – Kenya National Examination Council.

MOEST – Ministry of Education, Science and Technology

NAEP – National Assessment of Education Progress.

NAEYC – National Association for the Education of Young Children.

NESSP – National Education Sector Strategic Plan.

PTA – Parents Teachers Association

SDE – Sub – County Director of Education.

TECREA – Tunisian Education Coalition for the Rights to Education for All.

TIMSS – Trends in International Management of Student Assessment.

DM- Discipline Management

TIM- Teacher Instructional Monitoring

IM- Instructional Management

CTM- Classroom Time Management.

C.S.O - Curriculum Support Officer

T/L – Teaching/ Learning

TSC – Teachers Service Commission

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

When a teacher exercises total control of their teaching through a wide range of tactics and methods that promote constructive student behavior, this is known as classroom management (Spencer, 2018). When good classroom management is used, the classroom becomes the finest possible learning environment where students can concentrate on their task and perform it to the best of their abilities (Spencer, 2018). According to Nwakwoala (2018) classroom management is all the efforts the classroom teacher puts using the available resources and personnel in the classroom to achieve set educational objectives and goals. Emmer and Sabornie (2015) assert that the goals of putting classroom management techniques into practice are to improve pro-social conduct and raise students' academic accomplishment. Increasing classroom management techniques is essential for students to reach high levels of academic success (Gage et al. 2018).

The optimum setting for learners to improve their learning skills is an uncertain one, which is controlled by classroom management (Grover, 2017). The inefficiency of teachers in implementing management techniques has not gone undetected, particularly when you consider that it has furthered a detrimental effect on students' academic progress in both the classroom and on standardized tests (Owan et al. 2020). The classroom is essential to the learning and teaching process. It is an actual tool used to convey instructions from the instructor to the learners. Any educational system's success depends on how well it manages the classroom (Nwakwoala, 2018).

Classroom management practices include; first, Discipline management which according to Simonsen et al. (2015) entails use of classroom rules that are effective in reducing inappropriate behavior which should be used, together with a plan for managing behavior which encorporatesvaried kinds of rewards (like tangibles, priviledges and verbals praises e.t.c) and punishments (consequences for inappropriate actions) (Simonsen et al. 2015). Second, Instructional Monitoring, which according to States et al. (2017) active monitoring would consist teacher's frequently moving around the classroom, remaining alert (eye contact), engaging with learners by regularly collecting performance data, and chart and analyze the data and providing corrective feedback in a non-judgemental way to guide pupils towards improving engagement are associated with reduced frequency of learner conflicts and enhanced academic performance. Third, Instructional Management entails lesson planning, use of interactive methods and teaching and learning aids guiding learners and encourage mastery of each lesson, clear statements about purpose, clear delivery and demonstration/ display of the material to be learned enhances student mastery of concepts and skills (States et al. 2017). lastly, Time management. According to Baker et al. (2018) to improve academic outcomes, both the learner and the teacher participation and self attitude is needed within the concept of managing time which means the teacher should be time conscious in executing day to day teaching and learning activities.Learners may risk a meaningless and negative institutional experiances if a teacher isn't prepared with effective and responsive instructional and classroom management practices (Wangeri & Otanga, 2014). States et al. (2017) concluded that when implemented with integrity, classroom management is an essential factor in establishing a classroom environment that produces the best results for learners and teachers. The degree to which a learner has

reached their immediate or long-term educational goals is known as a student's academic achievement (Uwah, 2016). It refers to how pupils tackle their learning and the manner in which they accomplish or are coping with varied academic tasks given by tutors (Uwah, 2016). Low learner performance has been described as the inability to attain the average achievement in tests or assessment results as established by a predetermined cut off level (African Population and Health Research Center [APHRC], 2008). The poor academic performance in Australia is ascribed to elements within their culture and the society including coming from poor families, not showing interest in education by the learner and the parent and inadequacy of learning materials (Ahmad, & Ch, 2017). According to the Government of Western Australia (2016) survey on the health of children in Western Australia approximates that about half of aboriginal learners between 4 and 16 years of age are ranked by their educators as performing poorly academically.

In the United States of America (USA), according to Lauren (2019) Reading scores for fourth-graders in the 2019 NAEP results administered in public primary schools showed the score having dropped in reading which happened in seventeen towns in relation to the reading scores of those in grade four compared to their average scores in 2017 (Lauren, 2019). Since 2015, performance scores have mostly flat – lined or decreased (Lauren, 2019). In Wales (Great Britain) in a comparison of performance in the Foundation Phase Indicator Assessment between 2018 and 2019, for each subject in 2019, the proportion of students attaining at minimum the expected level fell (Statistics for Wales, 2019). The percentage of Welsh students who achieved at least the acceptable performance in 2019 compared to 2018 decreased by 2.2%, while the percentage of English students who did so

decreased by 1.1%. Prior to 2019, the percentage of students reaching level 5 or above in writing and reading (English or Welsh), mathematics, and science declined by 0.7% points and 0.1% points, respectively (Statistics for Wales, 2019)

According to Lindsay et al. (2017) learning levels in the Philippines remain low and challenges exist in regards to low rates of completion and pupils whose performances are week, basically being attributed to low standards of tutors. An evaluation that was done revealed that tutors encounter considerable challenges in implementing a significant amount of the curricula at present (Al – Samarai, 2016). Only 1 out of 5 students (19.4%) who took the reading literacy test in the Philippines scored at the minimum level, giving them an average rating of 340, much lower than the international average of 487 (level 2). On mathematics literacy, learners achieved an average of 353 points which was below the 489 point average while out of the 5 just 1 participant (19.7%) achieving profiency levels that were just minimal (level 2). On scientific literacy, Filipino learners attained an average of 357 points lower than the average 489 points. The stated findings demonstrated the necessity of raising the standard of primary education in the Philippines (Department of Education, 2018).

Getting kids into school and reducing teacher absenteeism have improved significantly in Haiti in past years, although student achievement is still subpar (Garcia et al. 2022). Many kids, especially in underprivileged areas, appear to learn nothing. Early grades at some schools were assessed, and it was discovered that fundamental skills are either acquired slowly or not at all, especially in schools located in underprivileged areas. For instance, Artibonite and Nippes departments found that the average third grader only could read 23 words per minute, which is much slower than the estimated speed of 35 to 60 words per

minute needed for comprehension of a basic text (Adelman, et al. 2015). Nedgine (2019) asserts that the system of education in Haiti has been on its knees, falling short and harming children in the process. According to Nedgine (2019) the outcome of the education in Haiti (performance) are ranked as the lowest in South and North America.

Between 2015 and 2017, in South Africa, the low standard (poor performance) of education at the primary school level were affecting secondary students in grade 10 and 11. That, poor through put (transition) levels and poor achievement in secondary level is premised on lack of a firm foundation emanating from primary level (Van der Berg et al., 2016). Ramaphele (2016) asserts that in South Africa, the outcomes of learning have not improved either – or to say that the situation of education has become worse now than previously was during apartheid. According to Mullis et al. (2017), 78 percent of primary level pupils are barely taught how to read within the first three grades. 61 percent of primary level pupils barely learn elementary mathematics by the time the get to the fifth grade. Between 2014 and 2018, the illiteracy index rose in Tunisia, indicating a loss in the government's interest in implementing policies aimed at combating illiteracy, as well as an annual increase in the number of students dropping out of primary school (TECREA, 2019). Moses et al. (2016) ascertains that, in East Africa, Uganda for example, primary 6 students were assessed and overall, about 8 percent scored 50 percent and above in Mathematics test, 39 percent scored 50 percent and above in English test. In addition, 15 percent scored 50 percent in English and 11 percent scored 50 percent in Lusoga test in primary 3 students. These results are unsatisfactory (poor). Most schools in up country stations have been performing poorly (Ministry of Education, 2017).

In Kenya, According to KNEC KEYA for grade three, in Numeracy, 95 percent could not convert the information provided in a sentence into basic mathematical operations (Ministry of Education, Science and Technology [MOEST], 2018). On literacy, about seventy one percent could not read and get the English meaning. They could not deduce understanding from short sentences (MOEST, 2018). This learning plight was mostly observed from pupils coming from low economic and social status and Arid and semi – arid areas (coastal regions, urban slums, North Eastern and Western regions) (MOEST 2018). Matuga Sub-County has recorded poor results in the KCPE from 2015 to 2019 as shown on able 1.1 below.

Table 1.1:

Matuga Sub-County KCPE mean scores from 2015 to 2019

YEAR	**MEANSCORES**
2015	254.23
2016	243.45
2017	237.09
2018	234.76
2019	239. 84

Source: Matuga SCDE 2020

The management of classes has been tackled across a number of studies while being considered significant variant that affects pupil/learner achievement (George et al., 2017).

There are several reasons why further research on classroom management is clearly needed. First of all, educators have recognized that they require additional resources to successfully run classes (Sciuchetti & Yssel, 2019). Second, it is said that poor classroom management contributes to teacher exhaustion and ultimate departure (Aloe et al. 2014). Last but not least, poor classroom management can have a bad overall impact on the whole school, particularly in terms of the students' sound academic accomplishment (Nwakwoala, 2018). In this research study, the teachers' management practices studied included: Teachers' Discipline Management, Teachers' Instructional Monitoring, Teachers Instructional Management and Teachers Time Management.

1.2 Statement of the Problem

Matuga Sub-County has recorded poor results in the KCPE from 2015 to 2019 as shown in table 1.1. It is not clear whether teacher management practices with regard to implementation of Discipline management, Instructional Monitoring, Instructional Management and Time Management could be the reason for the dismal performance in KCPE examinations in Public Primary Schools. Most researches on teachers' classroom management have focused on Public Secondary Schools like Momanyi (2021) researched in Nyamira County and Njangi, (2019) researched in Kirinyaga County. Furthermore, for those researches that focused in Public Primary Schools were conducted in other geographically different parts of the country but none has been carried out in the Coast Region and in Particular, Matuga Sub-County like Njeru, (2017) researched in Thika County and Simba et al. (2016) researched in Muhoroni County. This study therefore, sought to find out how teachers' discipline management, instructional monitoring,

Instructional Management and time management influenced public primary pupils' academic performance in Matuga Sub-County of Kwale County – Kenya.

1.3 Purpose of the study

This study's purpose was to establish the Teachers' practices of managing classroom and their effects on the academic accomplishment of pupils. The accomplishment of the learners in the public primary schools included the pupils' marks/grades in examinations and tests.

1.4 Objectives of the study

The study was based on the following objectives:

i. To establish the teachers' discipline management practices influencing public primary learners' academic performance in Matuga Sub County.
ii. To assess the teachers' instructional monitoring practices influencing public primary learners' academic accomplishment within Matuga Sub-County.
iii. To find out the teachers' instructional management practices influencing public primary pupils' academic accomplishment within Matuga Sub-County.
iv. To determine the teachers' time management practices influencing public primary pupils' academic accomplishment in Matuga Sub-County.

1.5 Research Questions

The study sought to answer the following research questions:

i. How do teachers' discipline management practices, influence public primary pupils' academic accomplishment in Matuga Sub County?

ii. To what extent have teachers' instructional monitoring practices influence on public primary pupils' academic accomplishment within Matuga Sub County?

iii. To what extent have the influence of teachers' instructional management practices on public primary pupils' academic performance in Matuga Sub County?

iv. How do teachers' classroom time management practices influence public primary learners' academic accomplishment within Matuga Sub County?

1.6 Significance of the Study

The findings of this inquiry will enable the Education Ministry, Teachers' Service Commission, and other education planners to develop policies that will ensure implementation of skills of managing classrooms in a bid to enhance the academic achievement of the pupils. This study will also enable the tutors, parents and other stakeholders to comprehend the disruptive behavior that hinders the pupils' academic achievement and also enable them to always develop a suitable learning surrounding for enhanced learner academic achievement. This study may also provide a base for the headteachers to adopt courses of action appropriately needed on managing classes for better learner performance.

1.7 Limitations of the Study

The current study faced various limitations.

Uncooperating participants: This was overcome by the researcher through development of trusting relations with the participants where an explanation was provided on the

significance of providing information that was accurate and that the information sought was for academic purposes only and the researcher would maintain confidentiality.

The research was guided by social Learning theory and Assertive Discipline Model which might have not addressed all the variables appropriately.

The data collection questionnaire method which was used had 64 (81.01%) returned filled questionnaires. Though respondents did not return the questionnaires 100% as expected, this did not affect the research findings. Observation checklists were 100% recovered.

1.8 Delimitation of the Study

Matuga Sub County in Kenya is where this study was undertaken within public primary institutions. The research as delimited to a descriptive research design and did not include other designs like correlational, causal – comperative and experimental research designs The study was also delimited to social Learning Theory and Assertive Discipline Model and did not include other theories like Choice theory, Learning theory, the token economy theory among others.

1.9 Scope of the Study

This study used ten public primary schools from the county of Kwale and specifically the sub county of Matuga. The study was guided by the identified objectives and other suitable variables were not addressed. Other levels of education namely; Pre-primary schools, Secondary schools and tertiary institutions were exempted from the study. Private primary and public primary special schools were also excluded. The outcome of this enquiry applied only to public primary schools in Matuga Sub-County, Kenya.

1.10 Assumptions of the Study

The supposition identified for this study was:

i. That having been in primary school an estimated same duration of time, the learners have experienced educational experiences that were comparable within the school and are of approximately the same level of cognitive development.

1.11 Definition of Key Terms

Pupils Academic Performance/ Accomplishment: Refers to learning outcomes of learners in primarySchools as reflected by their results in continuous assessment, Internal Examinations andnational examinations (KCPE and KEYA).

Classroom Management: Are theactivities of the turor in making sure the classroom is learner friendly and conducive for teaching and learning.

Classroom Discipline: refers to desired behavior of the pupil defined by rules set or behavior suiting the teachers expectations.

Instruction Managemnt: Refers to methodologies/resources used by the tutor in the class during the pedagogical process with the aim of achieving the desired goals.

Instructional Monitoring: includes techniques used by teachers in a bid to follow up on how learners work and progress and if they are attaining the objectives set during and after the lesson.

Supportive Feedback: refers to the corrective support through oral/written communication between the tutors and the pupils to uplift learners' self-belief and academic engagements within the classroom during or after the lesson/examinations.

Lesson study: It is a lesson conducted by a buddy on request in the same subject panel asthesubject teacher observes to improve in the subject area.

Team Teaching: Is an instructional method used by teachers volunteering to help one another teach a topic or concept of a colleague's subject without necessarily being in the same subject panel and without the presenter being observed to break the monotony.

Teacher / Educator /tutor– A person who teaches especially in a school.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter dealt with the Theoritical Review dealing with theory and model that guided the research, Theoretical Framework linking the theory and the model to the variables they relate with, Empirical Review showing related research studies to the current study, and a Conceptual Structure summary of the correlation among Dependent and independent factors.

2.1 Theoretical Review

This study was guided by Social Learning Theory by Albert Bandura (1997) and Assertive Discipline Model by Canter and Canter (1976).

Social Learning Theory by Albert Bandura

This theory was propounded by Bandura Albert that individuals learn suitable and unsuitable behavior from one another. It was thought by Bandura (1997) that pupils acquire their views and simulations from specific behavior exhibited by other pupils, teachers and parents. Bandura (1993) maintained that people observed demonstrated behavior from people who would be copied by others. This postulation has key inferences for classroom instructional management as the teacher was required to use learner centered approaches and teaching and learning aids so that learners can understand better as the learners would develop positive perceptions about the teacher's intentions of meeting their set educational goals.

According to Bandura (1997), individuals acquire a self-sufficient system of belief that enables them to develop control of themselves in the manner in which they think, act, inspire and feel all through life. Self-efficacy is characterized by Bandura as believing in a person's capabilities to manage and implement the direction of an action that is needed in the management of situations in the future (Bandura, 1997). The theory stresses on the significance of a child's views within the process of learning with focus on the notion that individuals mostly acquire attitudes, beliefs, strategies, skills, rules and knowledge by observing other individuals (Bandura, 1986, 1997).

Thus the theory was significant in classroom setup as it addressed teachers' classroom time management and classroom instructional management. Pupils tend to avoid behavior that the teacher discouraged through set rules and punishments as the teacher tries to manage class (Bandura, 1997). The pupils would also understand the teachers' desire to create a friendly classroom environment through instructional management, in which learners would understand the teachers as they follow - up pupils' progress, giving supportive feedback and setting of targets. Not unless an individual can exhibit desired outcome and pre-empt the ones whose actions are destructive, then they will not be sufficiently motivated to act or to exhibit them when faced with challenges (Bandura, 1997,)

The threefold correlative condition is the engagement between action, influence and thought (Bandura, 1997). An individual's behavior is determined by their experiences, thoughts and beliefs. The practices of managing classrooms are, therefore, premised on this theory because it focuses on the learning of people on one another and in the shaping of the child's behavior through the influences of educators as agents of change. This is

important as the teacher provides supportive feedback and set targets with the learners. The use of instructional management (methodologies) like teaching methods that include roleplay, games, observation, demonstration, imitation, inquiry and peer teaching, by the teacher supports Bandura's theory on modeling and imitation. That the capability of modeling prior to a character that is desirable will not just develop the confidence of learners together with their character, but also will establish to what level the students will be welcomed in the school, hence the academic performance is affected. The Social learning theory by Bandura (1997) revealed how interventionist management of classrooms can happen without punishment and reward by emphasizing on analytical outcome of classroom conduct. This guides the teacher in setting rules and the punishments prior to the display of the undesired behavior. This in turn helps the pupils in avoiding the undesired behavior.

This theory was applied to the current study since it acknowledges that imitations and experiences are the best indicators of students' behavior. Therefore, teachers' intention to appropriatiately manage classes by using appropriate instructional management strategies and managing time accordingly can affect pupils' academic performance in public primary schools. Pupils observe as teachers use interactive methods, teaching and learning aids, bring in other co-teachers to carry out lesson study, teachers timely covering syllabi, teachers use of personal time tables and teachers attending classes enhance their academic performance, reduce discipline referals, improve their class attendance and graduation rates and satisfy teachers due to improved puils' academic performance. This is why the researcher believed that this theory was appropriate for guiding the current study. However,

the theory did not emphasize on instructional monitoring and discipline management. Therefore, Assertive Discipline Model by Canter and Canter (1976) was used.

Assertive Discipline Model Canter, M & Canter, L

This discipline method of interventionist was promoted by Canter Lee back in 1976. This technique of assertive discipline was mostly for teachers to implement through a disciplined plan focused on eradicating the behavioral challenge. An assertive teacher according to Canter and Canter (1993) who is inflexible teacher in charge of a class has the pupil's best interests. They presuppose that pupils intend to have their conduct guided by the educators. The Canters' believed in the utilization of rewards (positive) and consequences (negative) to inspire learners to arrive at a desirable decision. This is important as it ensures the teacher controls class discipline by rewarding desired behavior and consequences for inappropriate behavior. When the teacher is carrying out instructions in class, the teacher can reward learners who go by the set targets as the teacher monitors instruction and offer consequences to undisciplined pupils to stimulate them abandon inappropriate behavior.

Canter (2006) recommended approaches to be utilized for enhancing academic accomplishment for all pupils by developing a conducive learning surrounding by creating and sustaining relations between teachers and pupils. He developed some attributes of managers regarding the expectations of the child, procedures and rules implementation and being positive while inspiring pupils beyond their own ability (Canter & Canter, 1976). It was thought by Canter and Canter (2001) that teachers needed to be proactive in relation to developing an operational learning surrounding needed to set aside an equal amount of planning and consideration as they allocate to teaching. This guides the teacher into using

learner centered approaches (instructional management) to develop positive teacher – pupil relationship to enhance learning. Through instructional monitoring, the teacher can motivate learners far past their individual abilities as they give supportive feedback and set realistic and attainable targets.

Discussed by Canter and Canter (1976) are many gains of implementing the plan of assertive management in the class setup. Reactive or/and assertive discipline is focused on developing teachers through a system of reward entailing a negative and positive consequence premised on the behavior of the child. The model asserted that teachers were to write names of the pupils on a book or journal (Canter & Canter, 1976). Crucial ideas forming the basis of a confident discipline include: educators insisting on decency and behavior that is responsible to their learners, teachers' firm control that is maintained correctly is humane and liberating and that, learners possess a key right within the classess which include; the right to have educators who assist them in minimizing unsuitable conduct which is destructive and the ability to opt for how to conduct themselves, fully aware of the ramifications that automatically follow their decisions. A good teacher should be capable of managing entire set of social skills on his/her own in the classroom surrounding (Canter, 1976). This model addresses the classroom discipline management and classroom instructional monitoring. On classroom discipline management is that, rules and punishments can be used as learners observe. On monitoring, maintaining eye contact, maintaining progress record/rubric, circulating in class and provision of supportive feedback and teachers' reaction to inappropriate behavior as instructions are on, ensures inappropriate behaviors are discouraged.

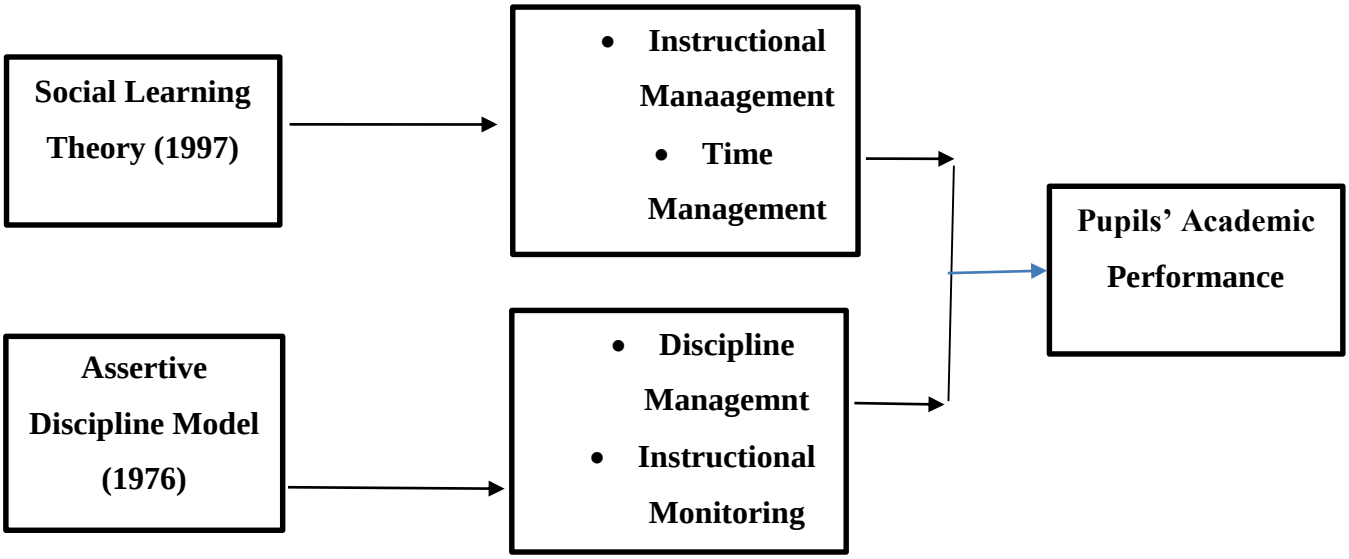
The implication of Assertive Discipline Model to this study is that pupils' assistance and guidance comes from teachers so as to develop an environment that is conducive for learning and create a good teacher – pupil relationship. In this study, teachers are deemed the classroom managers who should be competent and should make good use of rewards, punishments, monitor closely learrners progress and record both positive and negative behaviors and punishments given to enhance pupils' academic performance in schools. The Assertive Discipline Model suggests that, for the learning atmosphere to be conducive, interaction between the teacher and the pupils has to be enhanced. It is for this reason that the researcher strongly felt that this model was also appropriate to guide the current study.

The Social Learning Theory and the Assertive Discipline Model were adopted based on the fact that, they emphasized the teachers' intention to effectively manage their classes' so as to enhance the efficacy of teaching and finally academic performance of their pupils in public primary schools. It was for this reason that the researcher felt that these were the best theories for guiding the research thesis.

Theoretical framework

Figure 2.1:

Theoretical framework



Source: Researcher (2022)

2.2 Empirical Review

Classroom Management

The management of classroom is described as a many sided contrive and broader terminology that encompasses three basic aspects defining the efforts of the teacher to coordinate the classroom activities: the first aspect, instructional management, encompasses dimensions including tracking seating arrangement, organizing everyday activities and distributing materials (Cappella et al., 2016). The second aspect, management of people relates to what teachers believe in regards to learners as people and what the teachers embark on to strengthen the child-teacher relations. A big portion of literature stipulates that academic performance and effective behavior are affected by the standards

of child-teacher relations (Cappella et al., 2016). The third aspect, management of behavior, resembles though varies from discipline because it emphasizes on pre planned ways of deterring misbehavior instead than the reaction of the teacher. Certainly, this aspect encompasses development of guidelines, crafting a structure of reward and offering input opportunities for the child (Cappella et al., 2016).

An analysis spanning about fifty years in relation to research on management of classrooms has recognized classroom management as the most essential element, topping the aptitude of pupils, as influencing pupils learning and achievement (Wang et al., 2014). As opposed to general belief advanced by Radinger (2014), the management of classrooms is not an ability granted to every teacher. Delamont (2017) indicated that classroom management is not a very well comprehended issue for teachers, especially because the learning institutions are hoped to offer a conducive surrounding and that the teachers are responsible for the academic accomplishment of pupils. Though it is a fact that a number of teachers easily embrace classroom management, making it to be believed by other teachers as if to be having an in born talent. It is a skill to be able to manage classroom just like in other profession. To achieve proficiency, this particular skill needs practicing. The management of classrooms therefore needs a lot of dedication, inventiveness, willingness by teachers to adapt, develop reasoning and actions (Burden, 2016).

Management of classroom is a very essential set of expertise that teachers need to possess and one that is hence very challenging to achieve (Dickeet al,2015). Every learning institution requires a teacher versed in the comprehension in the manner in which approaches of classroom management influences the achievement of a child (Dicke et al.,2015). As highlighted by Radinger (2014), classroom management encompasses the

way in which a teacher works, the manner in the classroom works, the manner in which the pupils and the teacher work in relation to one another and the manner in which pedagogy happens.

Teachers' Discipline Management on Pupils' Academic Performance.

Discipline is the exercise of instructing other to take heed of the regulations by utilizing punishment to align undesired behaviors (Carnevale, 2019). Within a class, a teacher instates discipline to make sure that regular activities are continued, regulations and rules of the institution are implemented and learners are within a conducive learning surrounding (Carnevale, 2019). Ensuring discipline in the classes is the process of making sure standards are enforced in the classroom as well as building a system of collaboration which reduces disruption and optimizes learning (King, 2020). Challenging child conduct is influencing the learning institutions throughout the nation and deterring teacher's delivering instructions and pupils from gaining knowledge (Darling-Hammond, 2015). The only manner in which many pupils can focus and learn in schools today is by blocking out these disruptive behaviors (Darling-Hammond, 2015). Several research investigations have been undertaken in association with discipline and its impact on learner performance. Here are some of the research findings; Akosubo-Ogori, et al., (2020) studied how management of schools and academic achievement of learners is influenced by it within public Secondary Schools in Nigeria, found that teachers rewarding of students influence students' academic performance. The cited literature linked reward system and learner academic performance in Nigeria in public secondary schools, while the survey investigated on teachers use of reward (positive and negative reinforcement) in Matuga Sub County's public primary pupils' academic performance.

Simeon and Nnaa (2020) studied the Impact of Discipline on Sudents' academic Performance in Public Junior secondary Schools in Rivers State, Nigeria, and Sunday-Piaro (2018) studied academic achievement of learners and management of classrooms in primary institutions within the state of Rivers in Nigeria, determined that having clear regulations in place and enforcing them was enough, teachers utilizing consequences and procedures will have a great impact on the academic accomplishments of the students' and cautioning will also impact discipline and enhance high academic performance level. Therefore, both researches' results established a considerable and a strong constructive relation between the discipline in classroom and learner's academic achievement. These studies cited investigated on rules establishment, utilization of consequences in public primary schools and junior secondary schools in River state in Nigeria, but no related study has been conducted in Matuga Sub County, in Kenya. Therefore, this study was investigating on influence of class rules, utilization of consequences and class control of learners academic accomplishment within public institutions within Matuga Sub County.

Ezemba et al., (2021) studied teachers at public secondary schools from the state of Enugu, Nigeria found that, positive reinforcement has a significant relationship with students' academic performance as it promotes learning and teaching in the class. This cited literature link teachers' use of positive reinforcement to academic achievement of pupils within public academic institutions in Enugu State, Nigeria, yet it doesn't precisely connect the study to how well the students in Matuga Sub-County perform in school.

Mussa, (2015) in her survey on the role played by discipline practiced within the education institutions on learners academic achievement within Tanzania's region of Dar-es-Salaam, revealed that punishment played considerable part in influencing learner's academic

achievement by ensuring that learners and teachers adhere to the regulations and rules of the learning institution. Additionally, it showed that when rules and regulations are focused on eventually, they prescribe the culture of behavior anticipated of teachers and learners. Therefore, discipline creates a disciplined academic environment leading to academic success. The cited literature revealed that punishment and Classroom regulations affect students' academic performance in public schools in Tanzania's Dar es Salaam region, but this study was investigating punishment and classroom policies impacting the academic achievement of public primary students in Matuga Sub County.

According to Simba et al.,(2016), discipline has been found to somehow positively relate and count for the variation in academic achievement of learners in class 8 within public primary institutions within the sub County of Muhoroni, and a study by Njeru (2017) found that approaches of discipline in the class ensured pupils enhanced their dedication in the classroom hence enhancing their academic performance. Suspending, removing learners who disrupted lessons and ensuring defiant learners did not sit close to one another cancelled sources of lesson distraction, improved silence and learning, enhancing their participation and concentration during class sessions therefore, enhancing learners' academic accomplishment. They ascertain that academic achievement goes up with increased degree of discipline. The cited studies were investigating on the classroom discipline management influencing learners academic performance in other sub counties in Kenya but this study was carried out in Matuga Sub County to investigate the teachers discipline management practices influencing public primary pupils' academic performance. This study therefore, was to investigate teachers' discipline management practices influencing public primary pupils' academic performance in Matuga Sub-County.

Teachers' Instructional monitoring on Pupils' Academic Performance.

Classroom monitoring refers to activities followed by tutors in monitoring the learning of students with the aim of providing pedagogical choices and offering feedback on their development (Fulton, 2019).Assessment needs to be continuously done through observation and noting down of activities happening within the programme.It involves giving feedback about progress and the acquired information can be used in decision making for instruction improvement and Programme performance (Phil, 2011).There are several study investigations that were initiated related to the independent variable classroom monitoring and their outcome were as stated; McFadzien (2015) in an investigation on the reason why productive feedback is so essential in pedagogy conducted at the University of Canterbury, New Zealand found that, when learners receive personal feedback, they realize that their tutor needed to assist them and are mostly able to trust the guidance and utilize it to advance them in the direction of improving. Further findings indicate that effective feedback is important to teaching and learning. This study was investigating the relationship between productive feedback and students' performance at the University in New Zealand but the current study was based on investigating circulating in class, providing supportive feedback and progress monitoring and its impact on academic achievement of students in public primary schools in Matuga Sub County.

Mamoon-al-Bashir et al.,(2016) found that, providing feedback is an integral skill for teachers in higher learning institutions and has a considerable effect on the standards of learners' learning procedure by addressing a diverse range – the coherence, behavioral and inspirational dimensions of consideration. This entails constructive criticism that is supportively delivered to help students focus on coursework's weaker sections, teachers

can improve students' learning environment leading to improved academic performance. The above study was investigating how effective and valuable feedback is on instruction of students in higher institutions in the UK, this study was focusing on finding out if teachers supportive feedback had influence on public primary pupils' academic performance in Matuga Sub-County.

Skipper and Douglas (2015) found that how feedback will be viewed by children will result in the perceptions that the teacher like or dislike them. These views may at times affect the learner – teacher relationship and eventually influence academic results. The above cited literature was based on investigating on how feedback of teachers on children's perceptions on learners academic performance in Ukraine, this study was focused on finding out if teachers' circulating in class, supportive feedback and class control in public primary schools have influence on pupils academic performance in Matuga Sub-County.

Rosario et al. (2015) found that in the event the influence of pre-test was guided, the variation within the forms of English as a Foreign Language (EFL) teachers homework activities on learner's performance was considerable, that is to say, learners performance improved from homework follow-ups. The follow-ups give teachers an opportunity for feedback and as a result, learners see graded homework more worthwhile thus, improving performance. Further outcome revealed that the effort and time of teachers dedicate to evaluating, outlining and clarifying homework with learners is valuable and that, homework follow-ups give teachers the opportunity to reflect upon their instructional monitoring and its effects on the standards in the process of learning. The above study dealt with teachers following up on homework and its influence on learners academic

performance in Colombia, this study was investigating on teachers' progress monitoring in public primary schools influencing pupils academic performance in Matuga Sub-County. Fulton (2019) and Harper-Young (2020) found that monitoring pupils learning through; posing brief review questions, maintaining eye contact and proximity, posing questions frequently, circulating and involving learners, giving home assignments and providing supportive feedback has considerably positively altered the learners accomplishments. That is to say, monitoring pupil learning, giving feedback and adjusting instruction to meet needs of the learners have impact on students learning hence improved academic performance of learners. The above studies dealt with progress monitoring and its influence on learners academic performance in the US, this study investigated teachers circulating, supportive feedback and progress monitoring and its influence on public primary pupils' academic performance in Matuga Sub-County.

In a study by George et al.,(2017) found that instructional monitoring had influence on learners academic achievement in secondary schools and Olowo and Fashika (2019) found that instructional monitoring influenced students academic peroformnce in secondary schools. This means, prompt evaluation gives teachers the opportunity to dicover their students' weaknesses and render academic assistance when the need arise which influences students academic performance. This means consistent assessment of learners' progress improves students academic performance. They also found that, verbal instuctions (supportive feedback) by teachers has a significant influence on academc performance as the students will have an idea of what is expected of them hence exhibit less disruptive behavior and perform better academically. Thus, monitoring significantly influences students' academic achievement. The above studies dealt with teachers evaluation and

verbal instructions and its influence on learners academic performance in secondary schools in Nigeria, but this study focused on finding out if teachers progress monitoring and supportive feedback in public primary schools have influence on pupils academic performance in Matuga Sub-County.

Njeru (2017) found that supportive feedback by teachers inspiring pupils acted in an important capacity making sure that students are inspired thus enhancing performance. This suggests that teachers' concern for their students enhanced their academic performance. Positive connection and constructive evaluation (correct evaluation) among educators and pupils boosted learners' achievement in school, according to the study. The above study dealt with teachers supportive feedback and constructive evaluation and its influence on learners academic performance in Tharaka Nithi County - Kenya, but this study was carried to find out if teachers instructional monitoring practices in public primary schools have influence on pupils academic performance in Matuga Sub-County.

Teygong (2018) investigated the effects of teacher pedagogical Competencies on the academic achievement of learners in public primary institutions and found that, teachers frequent use of assessment methods to track progress of learners could raise students understanding and mastery of content hence improve academic performance. That schools that tested and conducted evaluation of their pupils oftenly posted positive results than those that rarely tested their pupils. The above studies dealt with effects of teachers' use of assessment methods on learners academic performance in Chepkorio ward, this study was focusing on investigating teachers progress monitoring practices in public primary schools and pupils academic performance in Matuga Sub-County.

Njangi (2019) studied the Influence of School Management Practices on Students' Performance in Kenya Certificate of Secondary education Examination found that instructional monitoring had great influence on student academic performance. That target setting had influence on students academic achievement. The above study dealt with influence of target setting on students' performance in secondary schools in Kirinyaga, this study was carried out to investigate on teachers setting class rules, supportive feedback and class control on public primary pupils' academic performance in Matuga Sub-County. This study therefore, was to investigate teachers' instructional monitoring influencing public primary pupils' academic performance in Matuga Sub-County.

Teachers' Instructional Management on Academic Performance of Pupils.

Instructional management is the procedure of strengthening entire resources of education to attain targets of learning (Rahayu, 2015). There are several studies on instructional management as follows; Gunawan (2017) studied the implementation of instructional administration of focused lessons and its influence on the learning performance of pupils in Indonesia found that, there is elevation of learner performance by implementing the management of instructions that is focused on lessons. This suggests that lesson study focused learning can improve kids' understanding of learning, as well as their motivation and achievement in school. As evidenced by student learning activities, its implementation can enhance the leaning standards performed by model teachers. That, lecturer's style (methodology) has significant impact on student performance. The cited literature investigated on implementation of lesson study influencing students' performance in Indonesia, but the current study was investigating teachers' application of lesson study, use

of interactive methods and use of teaching and learning aids and its influence on public primary pupils' academic performance in Matuga sub County in Kenya.

Franscisco and Celon (2020) studied Teachers' Instructional Methods and Their Impact on Students' Educational Achievement in Philipines, discovered that teachers' instructional practices have an impact on students' educational performance in science, maths and english, Filipino, and Aralig panlipuman to a varying extent. This indicates that for every unit, better instructional management methods could result in a certain improvement in the academic achievement of the students. This referenced study looked into how teachers taught and how that affected pupils' academic achievement in the Philippines, but the current study was finding out the influence of teachers' instructional management in public primary pupils' academic performance in Matuga Sub County, Kenya.

George, et al., (2017) studied the productivity of managing classrooms in relation to learners academic achievement in secondary institutions in Nigeria, established when teachers provide guidance on the manner in which activities in the class need to be undertaken, enough order is attained in the classroom for lesson to be effective, this has a positive influence on the learners academic achievement. The cited literature studied teachers' instructional management practices on learners' academic performance in secondary schools in Nigeria, but this study was investigating on use of interactive methods and their influence public primary pupils' academic performance in Matuga Sub County, Kenya.

Ezemba et. Al., (2021) studied Effects of Classroom Management Practices and Students' Academic Performance in Public Secondary Schools in Nigeria, found that teachers in public schools utilize insufficient foundation approaches to effectively encourage students

or provide quality education to help them enhance their academic performance. This means, use of teaching techniques and instructional methods influence students' academic performance. The cited study was investigating on teachers' use of teaching techniques on learners' academic performance in public secondary schools in Enugu State, Nigeria, but the current study was focused on investigating on teachers' use of interactive methods, matrials for learning and teaching and utilization of lesson study and their influence public primary pupils' academic performance in Matuga Sub County, Kenya.

Momanyi (2021) studied, Effect of Teaching Management Strategies on Academic Performance of Secondary Schools in Manga – Kenya, found that, student centred management strategy would lead to an improvement in academic performance. That the connection relating teaching approaches and performance in academics was positive. The study also found out that, frequent usage of various teaching aids raised learners' academic achievement. This means, using approaches that engage learners more and actively involves them has impact on the students' academic performance.

Teygong (2018) investigated how competent the instructions of teachers are on learners academic accomplishments within public learning institutions in Kenya, found that, student centred management strategy (learner-centered teaching methods) would lead to a unit increase in academic performance. That the connection relating teaching approaches and performance in academics was positive. The study also found out that, frequent usage of numerous instructional media raised learners' academic achievement. This means, using approaches that engage learners more and actively involves them has impact on the students' academic performance. This cited studies were investigating on te effects of teaching instructional management strategies on students academic performance in

secondary schools in Nyamira County and Chepkorio ward in Elgeyo-Marakwet respectively, but the current study was investigating on teachers' instructional management on public primary pupils' academic performance in Matuga Sub County.

Njeru (2017) investigated the practices of managing classroom with regards to academic performance in public public secondary institutions in Kenya, found that approaches of pedagogy aren't effective and barely influence the student's performance. This means, interactive and discussion instructional methods greatly improve learners academic achievement in the school. This cited studies were investigating on te effects of teaching instructional management strategies on students academic performance in secondary schools in Tharaka Nithi County in Kenya, but the current study was investigating on teachers' instructional management on public primary pupils' academic performance in Matuga Sub County. This study was exploring whether teachers' instructional management practices influence pupils' academic performance in public primary schools in Matuga Sub-County.

Teachers' Classroom Time Management on Pupils' AcademicPerformance

The meaning of managing time is expressed in terms of achievement and productivity. It is in regards to managing work schedules through improved organization, planning and implementation so as to attain the institutions objectives and aims (Zafarullah, 2020). Razali et al.,(2017) investigated how management of time by learners impacted their academic accomplishment in Malaysia found that all behaviors of managing time were considerably positively connected with academic performance of learners though the relationship was weak. This means that time planning and attitudes influence the academic performance of students in Malaysia. This related study focused on the impact of time

management by learners on their academic performance in Malaysia while the current study was investigating on teachers time management on public primary pupils' academic performance in Matuga Sub County in Kenya.

Zafarullah et al., (2016) investigated how teachers were managing time and how it related to the achievement of learners and Hafiz Khan et al., (2016) studied how time has an explosive relation with the performance of teachers both carried in Pakistan. It was a comparative enquiry in Pakistan between private schools and government school. The study found that teachers time management is directly proportionate with the performance of students. The studies revealed that there existed considerable connection relating techniques of managing time among teachers with the performance in class which meant that, educators with good techniques of managing time displayed high performance while those with poor time management skills displayed low class performance. They further found that teachers management of time was directly harmonious with the outcomes of learners. These cited studies dealt with teachers time management techniques on academic performance in private and public institutions in Pakistan, but this study was carried out to investigate on the influence of teachers time management practices on public primary pupils' academic performance in Matuga Sub County in Kenya.

Anjana (2016) studied the influence of managing time and its influence on the academic accomplishment of learners within schools in India established that there existed a constructive relationship connecting management of time and academic accomplishment of learners, that those who managed their work according to the time their performance is better. This study investigated on time management on learners academic performance in

public schools in India, but the current study was investigating teachers' management of time on public primary pupils' academic performance in Matuga Sub County in Kenya.

Inegbedion et. al (2020) studied Teachers' Time Utilisation found that teachers' time management and usage had an impact on students' enrollment in school credential programs.. This means that teachers time management improves learners academic performance hence motivates learners and gives them confidence to sit for examinations. While the cited study dealt with teachers' time management practices and their influence on learners, this study was focusing on teachers'planning (use of schmes/lesson plans), use of personal timetable and teachers' class attendance and their influence on public primary pupils' academic performance in Matuga Sub-County in Kenya. This study therefore, was to investigate teachers' time management practices influencing public primary pupils' academic performance in Matuga Sub-County.

2.3 Research Gap

Research studies that have been done most of them focused on teachers' classroom management in Public Secondary Schools like Njangi (2019) in Kirinyaga and Momanyi (2021) in Nyamira. Furthermore, for those researches that focused on Public Primary Schools were conducted in other geographically different parts of the country but none has been carried out in the Coast Region and in Particular, Matuga Sub-County like Njeru (2017) in Thika studied classroom management practices focusing on school administrators (headteachers' management practices) and included these variables; discipline management, instructional supervision, instructional methodology and supportive feedback while this study focused on classroom teachers (teachers' management practices) managing classroom snd included these variables; discipline

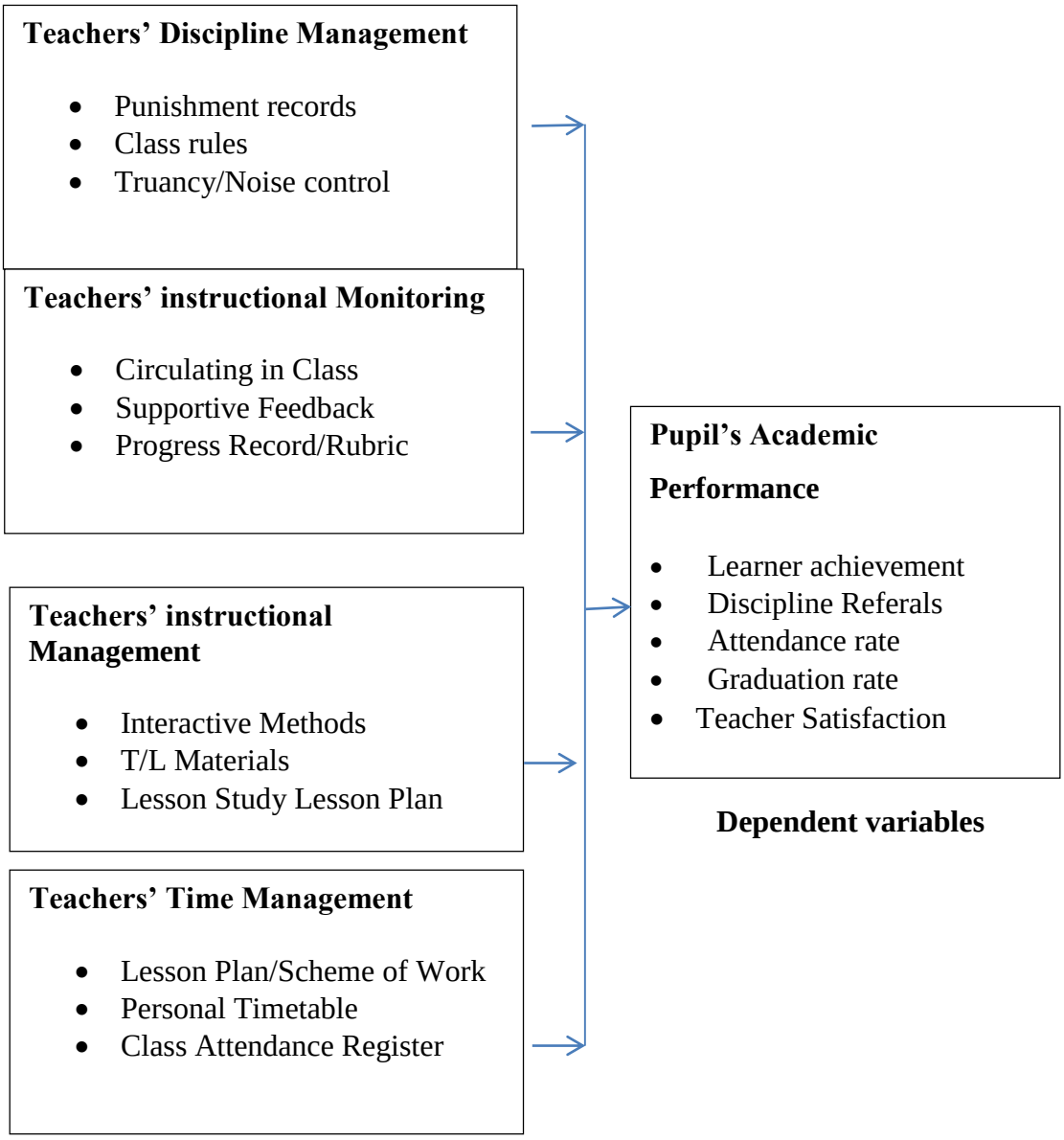
management, instructional monitoring, Instructional Management and time managementand Simba et al. (2017) in Muhoroni studied on impact of discipline while this study looked at classroom management including discipline as a variable among other variabls. This study therefore, sought to find out how teachers' discipline management, instructional monitoring, Instructional Management and time management influenced public primary pupils' academic performance in Matuga Sub-County of Kwale County – Kenya.

2.4 Conceptual Framework

A structural representation showing the relationship of the independent and dependent elements of the study is shown below.

Figure 2. 2:

Conceptual Framework



Source: Researcher(2022)

Figure 2.1 Conceptual framework on relationship between independent and dependent variables.

The conceptual framework reveals the association of the study elements. In the framework, the independent elements included the behavioral and instructional management strategies which were: teachers' discipline management, teachers' instructional monitoring, teachers'instructional management, and teachers' time management.

For example, a teacher can manage discipline by acting on misbehavior and keep discipline records, create classroom rules and presenting them to learners and control truancy/noise making which affect academic performance of pupils. Monitoring by circulating in class while teaching, providing supportive feedback and assessing pupils and keeping scores to follow up learners' progress is vital. This ensures pupils improve on their academic performance through self reflection. Instructional management is key as it enables teachers to use interactive teaching methods, use appropriate teaching and learning materials and carry out lesson study to address pupils' academic performance gaps. Time management is necessary as it ensures teachers timely prepare and use schemes of work/lesson plans, use personal timetables for timely entry to class and observe time at all times which results to timely syllabus coverage that affects pupils' academic performance. The researcher identified the classroom management strategies as the key factors that affect learner's acquisition of varied skills.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This section presents research design, Location, target population, study locale, size of sample and methodology of sampling, Data Collection Procedure, Data Collection Instruments, Test- Retest, Validity and Reliability and Data Analysis Procedure.

3.1 Research Design

A research design is a plan displaying how a problem under study was resolved. It is a guide to assist the researcher in gathering, evaluating and forming an opinion concerning the facts (Orodho, 2004). A researcher may adopt one of the three variants of research methods namely; causal, exploratory and descriptive survey, according to Marshall and Rossman (2010). The present researcher used descriptive survey method. Ritchie et al.,(2013) contends that a researcher is able to evaluate a large quantity of the target population using descriptive survey method and draw the necessary conclusions about the variables. The researcher was able to obtain the opinions and expertise of head teachers and teachers from the Sub County of Matuga, Kenya.

3.2 Location of the Study

The research was carried out in Matuga Sub-County, located in the Coast region's Kwale County of South Coast of Kenya. The area was selected as there existed low academic accomplishment in the KCPE examination within the public primary institutions spuning the previous five years and the researcher was well familiar to the Location.

3.3 Target population

The target population consisted of all public primary school teachers in Matuga Sub-County. All teachers in the Sub County are 789 teachers according to the Sub-County

Director of Education (2020), inclusive of 98 headteachers and 691 teachers. So, the more educators engage in the process of delivering knowledge to the students, the more likely learners are to succeed academically and grow into responsible and productive people in society (González, 2015). The teachers were the respondents as they play a major part in regards to pupils' academic accomplishment.

Exclusion Criteria

The primary students were left out because being in primary school they may not be able to understand all the teachers' management practices being carried out by teachers in their schools.

3.4 Sample Size and Sampling Procedure

As per Mugenda and Mugenda (2003) a sample size is a small part of the population targeted whereas, sampling is a technique in investigative study that can be utilized in acquiring a particular quantity of respondents from the population targeted as a representation of that population. Sampling is the process of settling at a small set of individuals or items from the population (Ogula, 2009).

Table 3. 1:

Population and sampling table

Target Population	Total Population	Percentage (%)	Sample size
Head teachers	98	10	**10**
Teachers	691	10	**69**

Lindlof and Taylor (2017) assert that for a descriptive research, a sample size of between 10-30% of the targeted population was adequate. A target population of 789 taechers which included 98 headtaechers and 691 teachers. 10% of 691 teachers was 69 teachers while 10% of 98 head teachers was 10 head teachers. A list of 69 teachers was acquired from the

head teachers in the 10 schools sampled. The technique of simple random sampling was utilized to pick 7 teachers from within the 10 schools. The researcher also used stratified sampling technique as the technique assisted in arriving at a number constituting both female and male teachers. The technique included all the sample variables by acquiring participants inclusive of the two genders (Salita, 2013). Simple random sampling was utilized to choose the 10 schools by writing the 98 school names on pieces of paper and the researcher picked a paper in turn until ten papers were picked. Therefore, the head teachers of the 10 schools picked were selected. The research interviewees were 79 respondents. 7 teachers and 1 head teacher were interviewed from each of the sampled schools.

3.5 Data Collection Procedure

A research permit was acquired from National Commission for Science, Technology and Innovation (NACOSTI). The research permit obtained was furnished to the Commisioner in charge of the county and Sub-County Director of Education for the researcher to be authorized to visit the Public Primary Institutions. The researcher then sought permission from head teachers of the sampled schools for collection of data. The researcher personally handed over the questionnaire to the participant and as well individually utilized the observation checklist to determine the status of classroom discipline management, classroom instructional monitoring, classroom instructional management and classroom time management in Public Primary Schools. The survey acquired the needed data within a period of twenty working days.

3.6 Data Collection Instruments

The tool for acquiring data from the teachers/head teachers was the questionnaire while an observation checklist was utilized on the head teachers.

Questionnaire for Teachers/ Head Teachers

The research data collection instrument to be used was the questionnaire. Yin (2017) maintains that a questionnaire provides the participants with free expression of opinions and views as well as in making suggestions. Questionnaires are suitable for research studies as they gather data that is directly unobservable as they frain concerning accomplishments, attitudes, motivation and feelings and experience of the subjects (Gall & Borg, 1996). There were five sections of the questionnaire. The first section detailed the demographic data, second section contained questions on influences of teachers' discipline management and pupils' academic performance, section C sought to determine the influence of teachers' instructional monitoring and pupils' academic performance, section D sought to find out the influence of teachers' instructional management and academic performance of pupils, section E sought to determine the influence of teachers' time management and pupils' academic performance and section F sought to examine the state of pupils' academic performance in relation to teachers' management practices. The questionnaires had both closed (structured) and open ended (unstructured) questions to allow more information to be retrieved from the subjects

Observation Checklist

The researcher also used observation checklist. Observation according to Oso and Onen (2009), enables the investigator to view precisely what individuals do and not what they are just saying to be doing. The researcher utilized the observation technique to acquire

available data of the indicators of classroom discipline management, classroom instructional monitoring, classroom instructional management and classroom time management to ascertain how the factors affect pupils' academic performance. This was done by researcher asking to see the indicators of the independent variables and asking question guided by checklist. The observation was carried during the questionnaires collection period.

Test - Retest

The implication of test – retest is that it gives prior caution on flaws in the instrument in an expected research study (Simon, 2011). The test – retest of the in struments was carried out in 1 school in Matuga Sub-County. According to Kombo and Tromp (2006) 10% to 20% in a descriptive research is sufficient. Thus, 10% of the sample size of 69 teachers is 7 and 10% of 10 head teachers is 1 head teacher who were selected randomly from the remaining schools not sampled in Matuga Sub-County. The test retest was done in one school. The test-retest results established that some questions were not clear, therefore the researcher made adjustments to the questions affected. The test - retest done within Matuga Sub County, was most appropriate because, the respondents exhibit similar characteristics which would guide the corrections of the questionnaire unlike conducting it in a different area with different conditions and characteristics the instrument may be invalid.

3.7 Validity and Reliabilty of Instruments

Validity

Validity is the level which outcomes acquired from the data evaluated is representative of the practical situation being investigated (Kumar, 2014). According to Creswell (2013) validity is the level at which the measure parameters adequately project the real meaning

of the respondents under study. To test the validity, the researcher presented the questionnaire and observation checklist to the supervisors for correction and approval.

Reliabilty

Reliability refers to the degree to which, when a particular measuring procedure is used repeatedly in the situation, similar results are acquired (Shuttle, 2015, Kline 2013). The researcher employed the test-retest approach to determine the instrument's dependability which entails the administration of the research instruments a second time to ascertain whether the questions are acceptable, answerable and clear. The affected areas were rectified before the actual data collection period.

3.8 Data Analysis Procedure

Data analysis according to Kumar (2014) is the procedure of creating sanity, structuring and comprehending large quantity of collected data. Data acquired from the field was cleaned through checking for consistencies, accuracy and suitability then coding was conducted followed by analysis done by a statistical package such as SPSS. McCormick and Salcedo (2017) argues that SPSS is capable of managing large volumes of data and provided its broad range of statistical processes intentionally designed for social sciences, it’s very effective, and for this study, it was adequate. A quantitative analysis comprises the evaluation of numbers concerning an occurrence by picking certain elements of the occurrence. Non Parametric measures of Spearman Rank Correlation and Person Chi-Square were applied on data and computation to establish if a relation indeed exists linking various dependant and independent elements. Acquired quantitative data from the observation checklist was analysed and outcome presented in tables.

3.9 Ethical Considerations

Written ethical approval was obtained from Kenya Methodist University Mombasa Campus. Authority to embark on this academic enquiry was sought from NACOSTI, the MOEST through the SDE in Matuga Sub – County, the County Commissioner as well as the principals and other teachers who took part in the investigation. The private information acquired was safely stored and safeguarded so as not to be revealed to anyone outside this study. In regards to confidentiality, the respondents were strictly instructed not to inscribe any information that can expose their identity as well as not sharing it with third parties. The nature and intent of this academic enquiry was laid down to the participants. Procedure was also explained concerning acquisition of data and their willing participation. The information gathered was erased once the research investigation was finished.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.0. Introduction

This chapter examined the influence of Teachers' Management Practices and Public Primary Pupils' Academic Performance in Matuga Sub County, Kwale County. It involved data analysis, presentation and discussion of the respondents' data collected in an effort of giving an answer to the research objectives and questions.

4.1. Response Rate

The response rate was 81.01% including 10 headteachers and 54 teachers to make a total of 64 respondents as indicated in table 4.1. The observation checklists were 10 according to the number of schools and the response rate stood at 100 %.

Table 4.1 :

Response rate.

Respondents Response	Expected Response	Actual Response	Response Percentage
Head Teachers	10	10	100
Teachers	69	54	78.3
Total	**79**	**64**	**81.01**

Mugenda and Mugenda (2003) asserts as it is ideal to have a 50% response rate in making generalizations for a study but a response above 70% is considered excellent. Therefore, the response rate was a well representation of the target population for the generalizing of

the findings on discipline management, Instructional monitoring, Instructional Management and Time management.

4.2 Demographic Information

Gender response

The study sought to collect data to determine the Gender distribution in regards to the Gender Parity implementation status at the sub county primary schools. Results showed a 50% and 50% Male and Female representation respectively from the population size of 64 respondents; therefore, the opinions reflected in the analysis as per gender strength in executing the management practices would be sufficient for generalization of the outcomes. The equal representation gave the researcher the impression that with different practices and their varying degree of applicability by female and male teachers, the outcomes of the research would yield the best results as far as Classroom management practices are concerned.

Table 4.2:

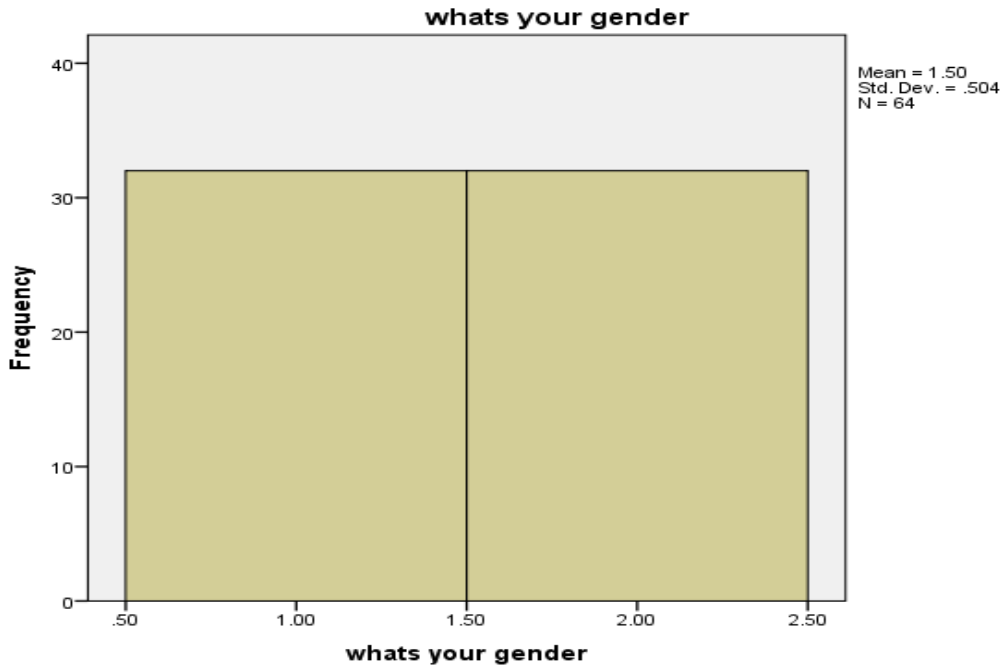
Gender response

Gender response

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	32	47.8	50.0	50.0
	Female	32	47.8	50.0	100.0
	Total	64	95.5	100.0	
Missing	System	3	4.5		
Total		67	100.0		

Figure 4.1 :

Gender response



From Table 4.2 and figure 4.1 above, it showed that there was a fair gender representation in terms of sampling, this was found necessary to determine the gender distribution the Sub-County employed in implementing and advancing 2/3 Gender Principle to advance Service Delivery with an expected value and variation of 1.500 and 0.50395 respectively. This was in line with findings by Natasha, (2016) who found out that female educators promoted the learners examination scores according to the level of income within areas where the learning institution was located; within areas with low income, girls considerably gained by being educated by teachers who are female while boys lost out when educated by teachers who are female. Although, in areas with an income that is high, teachers who are female are benefiting all students irrespective of gender. This fair representation of gender helped the researcher understand that how teacher behaviors can contribute to a more gender-neutral school learning environment.

Academic Qualifications Response

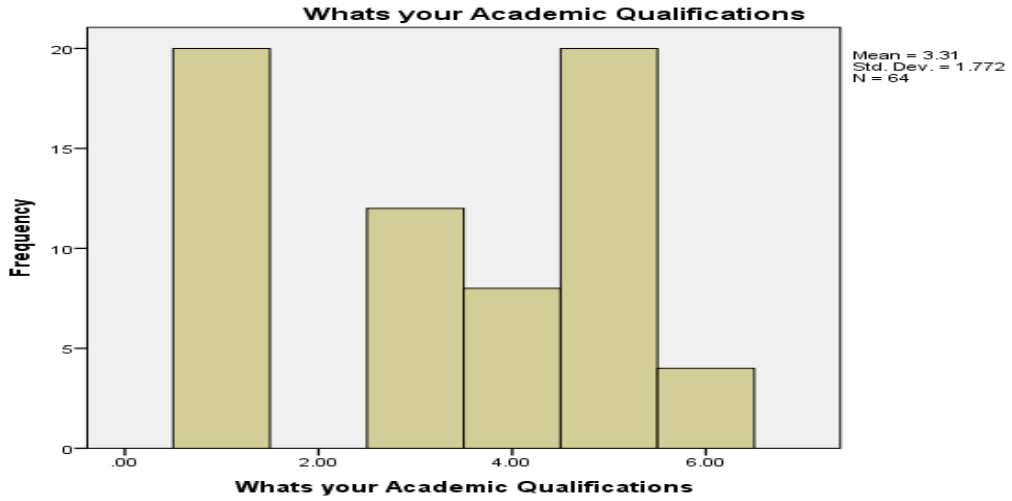
The study sought to collect data to ascerain the degree of Professional/Academic qualificationof the respondents to determine their capacity in making decisions with the right information availed to them in their qualification at teaching and adminstrative positions. The outcome acquired were then presented as revealed within Table 4.3.

Table 4.3 :
Academic Qualification

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	P1	20	29.9	31.3	31.3
	ECE Diploma	12	17.9	18.8	50.0
	Diploma in Education	8	11.9	12.5	62.5
	Bachelor Degree in Education	20	29.9	31.2	93.8
	Bachelor Degree in ECE	4	6.0	6.2	100.0
	Total	64	95.5	100.0	
Missing	System	3	4.5		
Total		67	100.0		

Figure 4.2 :

Academic Qualification



From *table* 4.3 and *figure* 4.2, results showed that teachers qualification was: P1 teachers 31.3% representation, B.ED Degree teachers had 31.2% representation, ECE Diploma

teachers had 18.8% representation, Diploma in Education teachers had 12.5% representation and Bachelor Degree in ECE teachers had 6.2% representation. This therefore, means that with the poor performance recorded in KCPE as in table 1.1, as much as teacher qualification enhances performance, there are other factors affecting pupils' academic performance like classroom management that would influence the learners' academic performance. This agrees with Musau et al. (2015) findings which divulged that a greater number of educators of SMT subjects had actually graduated, many of whom had achieved refresher or in-service training which culminated in the enhancement of the accomplishment of learners in SMT subjects. According to Aina et al. (2015) poor knowledge in the content related to pedagogy resulted in poor academic accomplishment by learners.

Duration of Service

The time duration within an organization results in the development of experience and comprehension. This investigation desired to reveal the duration of service educators with the objective of determining the differences in practices related to management of classrooms on the academic accomplishments of learners within public primary schools. The study sought to collect data to determine the years of experience worked. The results obtained were then presented as indicated in Table 4.4 and Figure 4.3

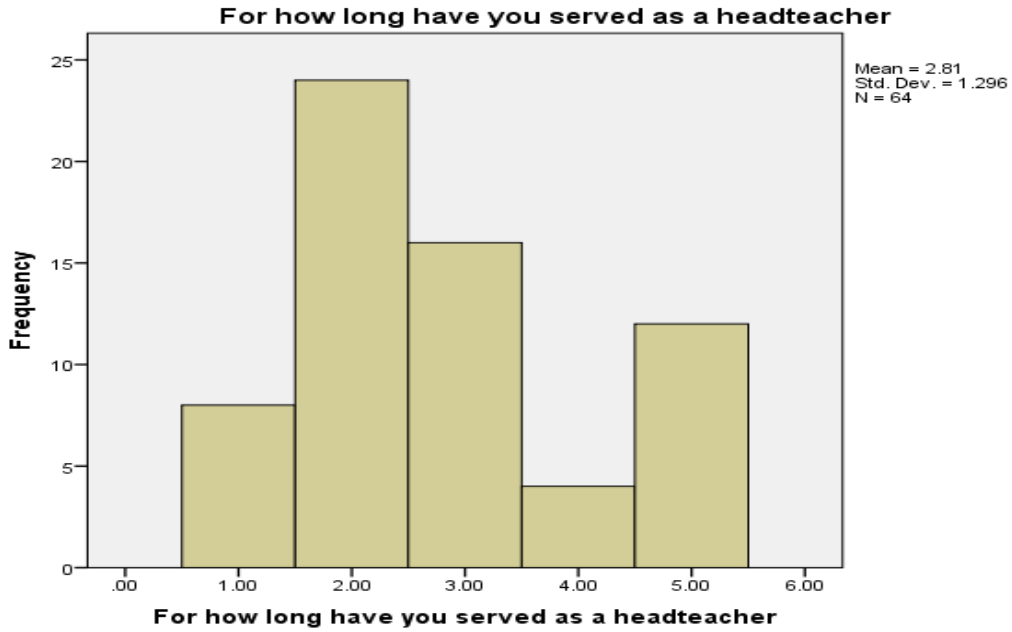
Table 4.4:

Teacher experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bellow 5 years	8	11.9	12.5	12.5
	5 - 10 Years	24	35.8	37.5	50.0
	11 - 15 Years	16	23.9	25.0	75.0
	16 - 20 Years	4	6.0	6.2	81.3
	Above 21 years	12	17.9	18.8	100.0
	Total	64	95.5	100.0	
Missing	System	3	4.5		
Total		67	100.0		

Figure 4.3:

Teacher experience



From table 4.4 results showed Teachers between Years 5-10 years stood at 37.5%, 11 - 15 years stood at 25%, above 21 Years stood at 18.8%, below 5 years stood at 12.5% and 16 -20 yearsstood at 6.2 % from the population size of 64 respondents; This study looked into the duration of service with the purpose of determining variances in teachers' management practices and pupils' academic performance in Public Primary Schools in Matuga Sub

County. In agreement was Temitope, (2015) whose findings revealed that majority of the teachers' duration of experience is weighed according to the standards and hence becoming essential in the accomplishment of learners academically. This implies that, teaching experience has impacted the promotion of improvement and tenacity in academic accomplishment, therefore, can be depended on to make accurate conclusions about the effects of teachers' management practices on pupils academic performance within public primary schools in Matuga Sub County.

Current Position

The study sought to collect data to determine the current position of teachers within schools. The outcome acquired were then presented as indicated in Table 4.5

Table 4.5:

Current Position

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Class Teacher	40	59.7	62.5	62.5
	Senior Teacher	4	6.0	6.3	68.8
	D/Headteacher	4	6.0	6.2	75.0
	Head teacher	16	23.9	25.0	100.0
	Total	64	95.5	100.0	
Missing	System	3	4.5		
Total		67	100.0		

From table 4.5 results showed that Class teachers had a represention of 62.5%, Headteachers had a represention of 25%, senior teachers had a represention of 6.3%, and Deputy Head teachers had a represention of 6.2 % from the respondent size of 64; This was found necessary to determine the level of commitment brought about by administrative position to advance academic performance among pupils with an expected value and variation of 1.000 which is a low score and 1.77 which is small hence the values are close

to the median of the data set respectively. With 62.5% being classroom teachers, the researcher was confident that the classsroom teachers carrying out the various management practices would aid the study conclusions in linking how discipline management, Instructional Monitoring, Instructional Management and Time Management to the pupils' performace in Matuga Sub County.

4.3 Descriptive Statistics

Teachers' Discipline Management

The researcher sought responses on the influence of Teachers' Discipline Management on learners academic accomplishment within public primary learning institutions. The respondents were asked to identify the 10 items that are indicators of teachers' discipline management as weighed using a 5 point Likert questionnaire. After coding of the acquired data, the evaluated results from teachers and headteachers were offered as furnished below.

Table 4.6 :

Teachers' discipline management

	N	Minimum	Maximum	Mean	Std. Deviation
1.Teachers reward pupils for good behavior in the classroom	64	1.00	4.00	1.6250	.78680
2.Teachers allow pupils to get out of their seat without permission.	64	2.00	5.00	4.4375	.79433
3.Teachers are strict in relation to learner adherence within my/their classroom	64	1.00	5.00	2.0000	1.06904
4.Teachers are insistant that pupils in my/their classes adhere to set rules every time.	64	1.00	2.00	1.5625	.50000
5.Teachers' guide and counsel learners who have disruptive/truant behavior.	64	1.00	2.00	1.4844	.50371
6.Teachers closely check on off task behavior during class.	64	1.00	3.00	1.7500	.56344
7.If a learner's conduct defies, I/teachers must require their compliance with my/their rules in class.	64	1.00	3.00	1.7500	.56344
8.Always, teachers will utilize teaching strategies that influence that learners interact with one another.	64	1.00	3.00	1.6094	.60729
9.Teachers involve parents of pupils who have chronic truancy.	64	1.00	2.00	1.4375	.50000
10.Teachers use various modes of punishment to discourage learners' disruptive behavior.	64	1.00	2.00	1.5625	.50000
Valid N (listwise)	64				

Table 4.6 shows opinion on question 1, results show that 56.8% strongly agree, 37.2% agree respectively holding the view, and 6% disagree. The average computation of means and standard variation for the results presented above show that the average mean was1.625 with expected standard deviation of 0.7868. This means that teacher rewarding learners would have impact on pupils academic performance.

Table 4.6 also presents opinion on question 2, results show that 51.2% strongly agree, 48.8% agree respectively holding the view. The average computation of means and standard variation for the results presented above show that the average mean was4.4375 with expected standard deviation of 0.79433. This means that, most teachers belief that managing class discipline wisely enhances teaching and learning for improved performance.

Table 4.6 shows opinion on question 3, results show that 50.2% strongly agree, 40.8% agree respectively holding the view, and 9% disagree. The average computation of means and standard variation for the results presented above show that the average mean was2.00 with expected standard deviation of 1.067.

Table 4.6 shows opinion on question 4, results show that 68.8% strongly agree, 31.2% agree respectively holding the view. The average computation of means and standard variation for the results presented above show that the average mean was1.56 with expected standard deviation of 0.500.

Table 4.6 presents opinion on question 5 results show that 40.2% strongly agree, 42.3% agree respectively holding the view, 14.4% disagree. The average computation of means and standard variation for the results presented above show that the average mean was1.4844 with expected standard deviation of 0.50371.

Table 4.6 portrays opinion on question 6, results shows that 67.3% strongly agree and 32.7% agree respectively holding the view. The average computation of means and standard variation for the results presented above show that the average mean was1.7500 with expected standard deviation of 0.56344.

Table 4.6 shows opinion on question 7 results show that 67.3% strongly agree and 32.7% agree respectively holding the view. The average computation of means and standard variation for the results presented above show that the average mean was1.7500 with expected standard deviation of 0.56344.

Table 4.6 presents the opinion on question 8, results show that 33.6% strongly agree, 44.9% agree respectively holding the view, 14.5% disagree and 6.5% undecided. The average computation of means and standard variation for the results presented above show that the average mean was1.6094 with expected standard deviation of 0.60729.

Table 4.6 shows opinions on question 9, results show that 60.2% strongly agree, 37.8% agree respectively holding the view, and 2% undecided. The average computation of means and standard variation for the results presented above show that the average mean was1.625 with expected standard deviation of 0.7868.

Based on results findings in Table 4.6 the research concluded that teachers try to manage classroom discipline of pupils as indicated by average mean of 1.9219 which is expressed as low mean. The results reveal that teachers' discipline management practices influence public primary pupils' academic performance in Matuga Sub County. This is in line with a study by Njeru (2017) who found that approaches of discipline in the class ensured pupils enhanced their dedication in the classroom hence enhancing their academic performance. In support of the findings is Sunday- Piaro (2018) in a study about, academic achievement of learners and management of classrooms in O level institutions who found that a good percentage of teachers utilize consequences, procedures and rules in class management and

the results established a considerable and a strong constructive relation between the discipline in classroom and learner's academic achievement.

Teachers' Instructional Monitoring.

The researcher sought views on the influences of Teachers' Instructional Monitoring on learners' Academic accomplishment within public primary learning institutions. The participants were required to identify the 10 items that are indicators of teachers' instructional monitoring as weighed on 5 point lekert questionnaire. After coding of acquired data was evaluated and results the educators and headteachers were revealed as exhibited below.

Table 4.7:

Response on Teachers' instructional Monitoring

	N	Minimum	Max	Mean	Std. Deviation
1.Teachers give pupils practice exercise/ assignments to monitor level of knowledge acquisition for remedial purpose.	64	1.00	4.00	1.7500	.75593
2.Teachers talking and allowing pupils to ask questions or give comments to monitor teaching pace and concept reception by learners	64	1.00	2.00	1.7500	.43644
3.Teachers strongly veer pupils back to the subject when they get distracted.	64	1.00	2.00	1.6875	.46718
4.Teachers always almost modify instructions/ re-teach while reacting to a persons learner needs.	64	1.00	3.00	1.6875	.58757
5.Teachers always in mot cases utilize cooperative learning to delve into matters within the classroom.	64	1.00	2.00	1.6875	.46718
6.Teachers use whole class discussion and group tasks to ensure whole class participation	64	1.00	2.00	1.6250	.48795
7.Teachers move in class as learners attempt given tasks to assist needy learners.	64	1.00	2.00	1.5625	.50000
8.Teachers give assignments/follow-up activities and give supportive feedback to the learners.	64	1.00	3.00	1.7500	.66667
9.Teachers assign pupils leadership roles to monitor groups when I am/teachers (are) not in class	64	1.00	2.00	1.6250	.48795
10.Teachers keep track of learner's performance and guide them appropriately in case of downward progress.	64	1.00	2.00	1.6250	.48795
Valid N (listwise)	64				

Table 4.7 portrays opinion on question 1, results show that 60.2% strongly agree, 30.8% agree respectively holding the view, and 9% disagree. The average computation of means

and standard variation for the results presented above show that the average mean was1.7500 with expected standard deviation of 0.75593.

Table 4.7 shows opinion on question 2, results show that 48.8% strongly agree, 43.3% agree respectively holding the view, and 7.9% disagree. The average computation of means and standard variation for the results presented above show that the average mean was1.7500 with expected standard deviation of 0.43644.

Table 4.7 presents opinion on question 3, results show that 50.8% strongly agree, 48.2% agree respectively holding the view, and 1% undecided. The average computation of means and standard variation for the results presented above show that the average mean was1.6875 with expected standard deviation of 0.46718.

Table 4.7 also portrays opinion onquestion 4, results show that 43.4% strongly agree and 46.6% agree respectively holding the view. The average computation of means and standard variation for the results presented above show that the average mean was1.6875 with expected standard deviation of 0.58757.

Table 4.7 shows opinion onquestion 5, results show that 68.2% strongly agree and 31.8% agree respectively holding the view. The average computation of means and standard variation for the results presented above show that the average mean was1.6875 with expected standard deviation of 0.46718.

Table 4.7 also displays opinion onquestion 6, results show that 52% strongly agree, 40.8% agree respectively holding the view, and 7.2% disagree. The average computation of means

and standard variation for the results presented above show that the average mean was1.6250 with expected standard deviation of 0.48795.

Table 4.7 portrays opinion onquestion 7, results show that 52.6% strongly agree and 47.4% agree respectively holding the view. The average computation of means and standard variation for the results presented above show that the average mean was1.6250 with expected standard deviation of 0.48795.

Table 4.7 shows opinion onquestion 8, results show that 43.8% strongly agree, 54.1% respectively holding the view, and 2.1% undecided. The average computation of means and standard variation for the results presented above show that the average mean was1.7500 with expected standard deviation of 0.66667.

The study sought to collect data onquestion 9, results reveal that 30.7% strongly agree, 40.8% agreed respectively holding the view, 9.3% strongly disagreed and 19.2% disagreed. The average computation of means and standard variation for the results presented above show that the average mean was1.6250 with expected standard deviation of 0.48795.

Table 4.7 presents opinion onquestion 10, results show that 15.6% strongly agree and 84.4% agree respectively holding the view. The average computation of means and standard variation for the results presented above show that the average mean was1.625 with expected standard deviation of 0.7868.

Based on results findings in Table 4.7 the research concluded that teachers' practice instructional monitoring in classes as indicated by average mean of 1.675 which is expressed as low mean. The results reveal that teachers' Instructional Monitoring influence

Public Primary Pupils' Academic Performance in Matuga Sub County. This is in line with Fulton (2019) in a study about How to guide and Monitor Student Learning reveals that monitoring pupils learning through; posing brief review questions, maintaining eye contact and proximity, posing questions frequently, circulating and involving learners, giving home assignments and providing supportive feedback has a significant positive impact on learner performance.

Teachers' Instructional Management

The researcher sought responses on the influence of Teachers' Instructional Management on learners academic accomplishments within public primary learning institutions. The respondents were asked to identify the 10 items that are indicators of teachers' instructional management as weighed by a 5 point questionnaire. After coding of the acquired data of the assessed the results from educators and headteachers were exhibited as presented below.

Table 4.8:

Response on Teachers' instructional management

	N	Min	Max	Mean	Std. Deviation
1.Teachers use individual varied teaching methods (learner-centered methods) effectively.	64	1.00	2.00	1.6875	.46718
2.Teachers dramatize teaching situation effectively.	64	1.00	4.00	2.3125	.77408
3.Teachers engage(s) pupils in active discussion concerning matters associated with their actual application in the world.	64	1.00	2.00	1.8125	.39340
4.Educators always almost utilize inquiry -based learning in the classroom.	64	1.00	3.00	2.0000	.35635
5.Teachers use appropriate teaching materials (T/L aids).	64	1.00	3.00	1.8125	.53080
6.Teachers are capable of tackling all types of pupils with varying capabilities and I am/are capable of improving the students learning abilities.	64	1.00	4.00	1.9375	.75330
7.Teachers check learners' work and guide them on their work to improve learning.	64	1.00	2.00	1.5000	.50395
8.Teachers organize for team teaching to break the monotony of the subject teacher(s) teaching throughout the academic	64	1.00	4.00	2.0000	.79682
9.Teachers ask a colleague to develop a lesson study plan and teach my/their topic that I am/ they are not comfortable teaching	64	1.00	4.00	2.1875	.73193
10.Teachers give room for movement activities to the learners during content delivery	64	1.00	4.00	2.0000	.87287
Valid N (list wise)	64				

Table 4.8 shows opinion on question 1, results show that 67.8% strongly agree and .33.2% agree respectively holding the view. The average computation of means and standard variation for the results presented above show that the average mean was1.6875 with expected standard deviation of 0.4671.

Table 4.8 presents teachers' response on question 2, results shows that 23.8% strongly agree, 44.3% agree respectively holding the view, 11.3% strongly disagree and 20.6% disagree. The average computation of means and standard variation for the results presented above show that the average mean was2.3125 with expected standard deviation of 0.77408.

Table 4.8 portrays teachers response on question 3, results show that 30.7% strongly agree, 48.1% agree respectively holding the view, and 21.2% disagree. The average computation of means and standard variation for the results presented above show that the average mean was1.8125 with expected standard deviation of 0.39340.

Table 4.8 shows teachers response on question 4, results show that 30.4% strongly agreed, 48.5% agreed respectively holding the view, 19.1% disagreed and 2% undecided. The average computation of means and standard variation for the results presented above show that the average mean was2.000 with expected standard deviation of 0.3563.

Table 4.8 describes the opinion on question 5, reveals that 68.8% strongly agree, 28.8% agree respectively holding the view, and 2.4% disagree. The average computation of means and standard variation for the results presented above show that the average mean was1.8125 with expected standard deviation of 0.5308.

Table 4.8 shows the opinion on question 6, results show that 30.6% strongly agree, 40.6% agree respectively holding the view, 20.2% strongly disagree and 6.3% disagree. The average computation of means and standard variation for the results presented above show that the average mean was1.9375 with expected standard deviation of 0.7533.

Table 4.8 describes the opinion on question 7, results show that 30.8% strongly agree, 60.7% agree respectively holding the view, and 3.4% undecided. The average computation of means and standard variation for the results presented above show that the average mean was1.5000with expected standard deviation of 0.50395.

Table 4.8 portrays the opinion on question 8, results shows that 48.4% strongly agree, 20.2% agree respectively holding the view, 8.1% strongly disagree, 20.2% disagree and 3.1% undecided. The average computation of means and standard variation for the results presented above show that the average mean was1.625 with expected standard deviation of 0.7868.

Table 4.8 presents the opinion of respondents on question 9,results shows that 30.6% strongly agree, 40.8% agree respectively holding the view, 19.2% disagree and 4.4% undecided. The average computation of means and standard variation for the results presented above show that the average mean was1.625 with expected standard deviation of 0.7868.

Based on results findings in Table 4.8 the research concluded that teachers' practice classroom instructional management in classes as expressed by the average mean of 1. which is revealed as low mean. This reveals that Instructional Managemnt Practices influence Public Primary Pupils' Academic Performace in Matuga Sub CountyIn agreement is teygong (2018) who found that teachers' application of various teaching approaches encouraged learners mastery and understanding of the content taught. That the connection relating teaching approaches and performance in academics was positive. In support is Gunawan (2017) who revealed that, there is elevation of learner performance by implementing the management of instructions that is focused on lessons.

Teachers' Time Management

The researcher sought responses on the influence of Teachers' Classroom Time Management on pupils academic accomplishment within public primary learning institutions. The respondents were asked to identify the 10 items that are indicators of teachers' classroom time management weighed on a 5 point likert questionnaire. After coding of the acquired data assessed, the results from educators and headteachers revealed as exhibited below.

Table 4.9 shows teachers response on question 1, results shows that 50.3% strongly agree, 46.5% agree respectively holding the view, and 3.2% disagree. The average computation of means and standard variation for the results presented above show that the average mean was1.6250 with expected standard deviation of 1.0000.

Table 4.9 portrays teachers response on question 2, results shows that 31.2% strongly agree and 68.8% agree respectively holding the view. The average computation of means and standard variation for the results presented above show that the average mean was1.5000 with expected standard deviation of 1.00791.

Table 4.9 shows teachers response on question 3, results show that 31.8% strongly agree, 40.4% agreerespectively holding the view, 19.5% disagree and 8.3% undecided. The average computation of means and standard variation for the results presented above show that the average mean was1.66875 with expected standard deviation of 0.59757.

Table 4.9 presents teachers response on question 4, results show that 23.6% strongly agree, 59.4% agree respectively holding the view, and 17% disagree. The average computation

Table 4.9:
Response on tecachers' time management

	N	Minimum	Maximum	Mean	Std. Deviation
1.Teachers nearly always intervene when pupils talk at inappropriate times during class.	64	1.00	5.00	1.6250	1.00000
2.Lateness in my/teachers' classroom is highly discouraged.	64	1.00	5.00	1.5000	1.00791
3.Leaving the class during the lesson is prohibited in my/teachers' lessons.	64	1.00	3.00	1.6875	.58757
4.Teachers nearly always use groups and assign group work in the classroom.	64	1.00	4.00	1.9375	.66368
5.Teachers establish a teaching daily routine in the classroom and stick to it.	64	1.00	2.00	1.5000	.50395
6.Teachers strongly limit learner chatter in the classroom.	64	1.00	2.00	1.5625	.50000
7.Teachers timely cover the syllabus as per the scheme of work stipulation.	64	1.00	4.00	1.7500	.75593
8.Teachers always plan work before executing duties and have a personal timetable.	64	1.00	5.00	1.9375	.97386
9.Teachers enter the class timely and leave the class after the stipulated time has elapsed.	64	1.00	2.00	1.6250	.48795
10.Teachers walk out of class during teaching time to attend to other duties.	64	2.00	5.00	4.0000	1.12687
Valid N (list wise)	64				

of means and standard variation for the results presented above show that the average mean was1.9375 with expected standard deviation of 0.66368.

Table 4.9 shows teachers response on question 5, results show that shows 68.8% strongly agree and 31.2% agree respectively holding the view. The average computation of means and standard variation for the results presented above show that the average mean was1.5000 with expected standard deviation of 0.50395.

Table 4.9 presents teachers response on question 6, results show 56.3% and 43.8% agreeing, and strongly agreeing respectively holding the view. The average computation of means and standard variation for the results presented above show that the average mean was1.5625 with expected standard deviation of 0.5000.

Table 4.9 shows teachers response on question 7, reveals that 42.8% strongly agree, 44.6% agree respectively holding the view and 6.3% disagree. The average computation of means and standard variation for the results presented above show that the average mean was1.7500with expected standard deviation of 0.7559.

Table 4.9 shows teachers response on question 8, results show 56.3% strongly agree, 37.4% agree respectively holding the view and 6.3 disagree. The average computation of means and standard variation for the results presented above show that the average mean was1.9375 with expected standard deviation of 0.97386.

Table 4.9 displays teachers response on question 9, results show that 60.3% strongly agree, 35.4% agree respectively holding the view and 6.3% disagree. The average computation of means and standard variation for the results presented above show that the average mean was1.9375 with expected standard deviation of 0.97386.

Table 4.9 shows teachers response on question 10, results portray that 20.7% Strongly agreeing, 31.2% agreeing and 48.1% disagreeing holding the view. The average computation of means and standard variation for the results presented above show that the average mean was4.000 with expected standard deviation of 0.12687.

Based on results findings in Table 4.9 the research concluded that teachers' practice time management in classes as indicated by the average mean of 1.9125 this is expressed as low mean. This revealed that teachers time management practices influence public primary

pupils' academic performance in Matuga Sub County. In agreement is Anjana (2016) in a study on the influence of managing time and its influence on the academic accomplishment of learners within schools established that there existed a constructive relationship connecting management of time and academic accomplishment of learners.

Pupils Academic Performance in relation to teacher's classroom Management Practices

The researcher sought responses on the dependent variablePupils Academic Performance as influenced by Teachers' Classroom Management practices in Public Primary Schools. The respondents were tasked with pinpointing the 10 elements that are pointers of Pupils Academic Performance within a 5 point likert questionnaire. After

coding of the acquired data, the assessed results from educators/headteachers were revealed

Table 4.10:

Responses on Pupils' Academic Performance

	N	Min	Max	Mean	Std. Deviation
1.Most of my/the pupils perform well in KCPE examinations	64	1.00	5.00	2.3125	.99003
2.Most of my/the pupils transit to Secondary schools having achieved above the cut-off mark	64	1.00	5.00	2.3750	1.22798
3.I/teachers am/are respected by pupils in and outside the classroom	64	1.00	3.00	1.8125	.53080
4.Teachers have good relationship with the pupils	64	1.00	2.00	1.6875	.46718
5.Pupils mostly attend my/teachers class sessions	64	1.00	4.00	1.6875	.77408
6.My school has high pupil's enrolment rate	64	1.00	4.00	2.0000	.94281
7.My pupils and the parents see the school as a place where pupils receive the knowledge they need for success in Secondary school.	64	1.00	4.00	1.8125	.95743
8.My school records high dropout rate/ transfer of pupils to other schools	64	1.00	5.00	3.5000	1.38013
9.There is high teacher retention rate in the school.	64	1.00	4.00	1.8125	.73193
10.Teachers are allowed to innovate and take instruction beyond the classroom.	64	1.00	4.00	1.8125	.73193
Valid N (listwise)	64				

as exhibited.

Table 4.10 shows teachers response on question 1, results shows that 12.3% strongly agree, 20.4% agree and 40.5% strongly disagreeing and 26.4% disagreeing respectively holding the view. The average computation of means and standard variation for the results presented above show that the average mean was2.3125 with expected standard deviation of 0.99003. This means that majority disagreed that pupils perform well in publicprimary institutions in Matuga Sub-county.

Table 4.10 presents teachers responses on question 2, results show that 12.9% strongly agree, 32.3% agree and 54.8% disagree. The average computation of means and standard variation for the results presented above show that the average mean was2.3750 with expected standard deviation of 1.22798. Thus majority disagreed that pupils transit to Secondary schools having achieved above the cut-off mark.

Table 4.10 also sought to collect data on question 3, results show that 53.6% strongly agree, 48.1% agree respectively holding the view, and 6.3% disagree. The average computation of means and standard variation for the results presented above show that the average mean was1.8125 with expected standard deviation of 0.53080. Majority agreed that pupils respect them in and out of the classroom.

The study sought to collect data on question 4, results show that 46.3% strongly agree, 53.7% agree respectively holding the view. The average computation of means and standard variation for the results presented above show that the average mean was1.6875with expected standard deviation of 0.46718.

The study also sought to collect data on question 5, results reveals that 68.8% strongly agree, 31.2% agree respectively holding the view. The average computation of means and standard variation for the results presented above show that the average mean was1.6875 with expected standard deviation of 0.77408.

The study sought to collect data on question 6, results show that 30.5% strongly agree, 30.2% agree, and 39.3% disagree. The average computation of means and standard variation for the results presented above show that the average mean was2.000 with

expected standard deviation of 0.94281. This means that majority disagreed that schools have high enrolment as a result of good performance.

The study sought to collect data on question 7, results confirm that 38.4% strongly agree, 53.3% agree respectively holding the view, and 8.3% disagree. The average computation of means and standard variation for the results presented above show that the average mean was1.8125 with expected standard deviation of 0.95743.

The study sought to collect data on question 8, results show that 42.4% strongly agree, 40.8% agree held the view, and 16.8% disagree. The average computation of means and standard variation for the results presented above show that the average mean was3.5000 with expected standard deviation of 1.3801. This means that due to poor performance, pupils are being transfered to schools perceived to be performing well.

The study sought to collect data on question 9, results reveals that 18.6% strongly agree, 38.6% agree, and 42.8% disagree holding the view. The average computation of means and standard variation for the results presented above show that the average mean was3.500 with expected standard deviation of 1.3801.

The study also sought to collect data on question 10, results reveals that 52.8% strongly agree, 38.4% agree respectively holding the view, and 8.8% disagree. The average computation of means and standard variation for the results presented above show that the average mean was1.8125 with expected standard deviation of 0.73193.

As per the results findings in Table 4.10 the research concluded that Pupils' academic performance has a relation with Teachers' management practices as indicated by the average mean of 2.0813 this is expressed as low mean. This is in line with States et al.

(2017) who concluded that, when implemented with integrity, classroom management is an essential factor in establishing a classroom environment that produces the best results for learners and teachers.

4.4 Inferential Statistics

4.4.1 Test of Normality

Table 4.11:

Tests of Normality[a]

	Kolmogorov-Smirnov[b]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Academic Performance	.387	20	.000	.626	20	.000

a. IM = 20.00, TOTALCDM = 21.00, TOTALTIM = 20.00, TOTALCTM = 21.00
b. Lilliefors Significance Correction

An evaluation of the data normality was necessary for purposes of conducting statistical examination because data that is normal is considered to be an underlying supposition in testing for parametric. Normality tests are used to determine whether the data generated through questionnaire administration are approximately normally distributed. SPSS runs two statistical tests of normality that is Kolmogorov-Smirnov for data sets greater than 80 elements and Shapiro-Wilk for data sets less than 80 elements. If the significance value is greater than the alpha value of 0.05 then we can conclude that data obtained is normally distributed and does not differ significantly from a normal distribution. Dependent variable data is normally distributed since significance value of both Kolmogorov-Smirnovand Shapiro-Wilk is greater than alpha value of 0.0

From table 4.26, As the Significance value under the Shapiro-Wilk column is 0.000 which is less than 0.05. We can conclude that Academic Performance for this particular subset of elements is not normally distributed. This guides the study to use Non Parametric tests also

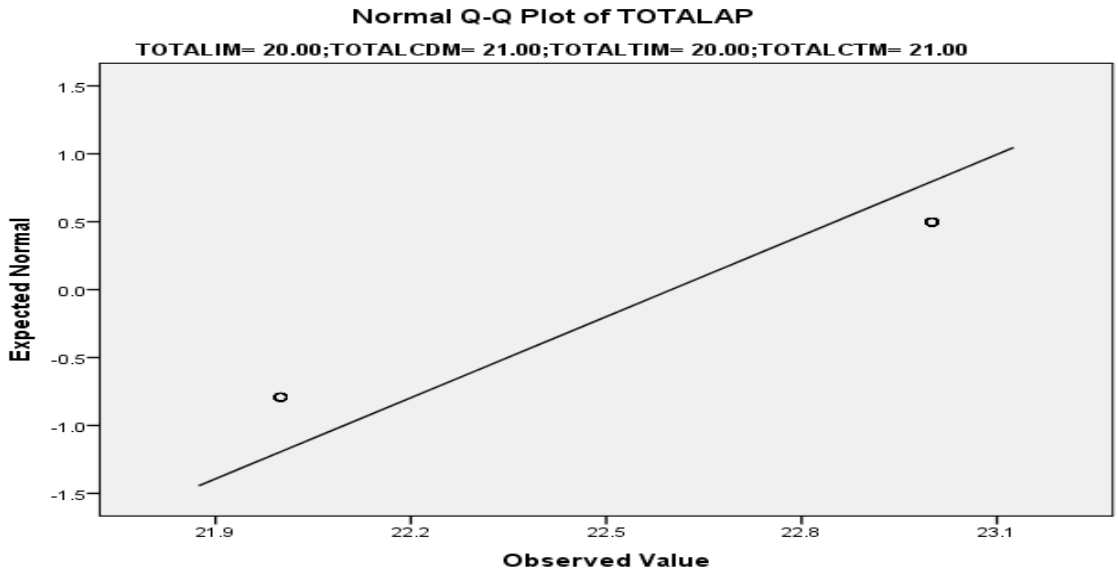
called the distribution free tests concerned with nominal or ordinal data which do not assume that the outcome is approximately normally distributed.

Normal Q-Q Plot

To graphically establish normality, a normal Q-Q plot was used. In cases where there is normal distribution of data, there would be close distribution of data point within a diagonal line. Where there is straying of data points, in a clear non-linear pattern, then there is no normal distribution of data.

Figure 4.4:

normal Q-Q plot



From the Normal Q-Q Plot, figure shown above, it may be judged that the data doesn't seem to be distributed normaly and does appear to have a non-linear pattern. As viewed within the plotted normal Q-Q, there isn't any normal distrution of data. This confirms again that descriptive statistics will be based on Mean and standard deviation while inferential statistics will be based on Non Parametric Tests of Spearman rank order correlation, and Person Chi square analysis.

Relationships between study variables

The data set did not meet the assumptions of normal distribution. Spearman rank correlation and Chi square test were run to test the research questions and they are discussed in detail the next subsection in that order. To determine the nature and degree of the link between the variables of interest, the results of spearman Rank correlatin are presented in Table 4.11 and chi square Tests in tables 4.12 to 4.20.

Spearman Rank Order Correlation Analysis

The correlation coefficient order rank by spearman is a measure of strength which is non parametric that provides guidance of relation pointing at a presence of two variables weighed on two ordinal scale. It is represented by r_s as its symbol or with ρ which is a letter in Greek. The examination is utilized for ordinal variables or to show that the failure of the assumption required in undertaking the Pearson's product-moment correlation.

Spearman's correlation was used to test if the there is a relation linking Dependent Variable (Academic Performance) and Independent Variables : Teachers' Disicpline management (DM), Teachers' Instructional Monitoring (TIM), Teachers'Instructional Management (IM), Teachers'Time Management (CTM).

Table 4.11

Spearman Rank Correlation analysis

		TOTAL CDM	TOTAL AP	TOTAL CTM	TOTAL IM	TOTAL TIM
TOTALCDM	Pearson Correlation	1	.758**	.797**	.772**	.893**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	64	64	64	64	64
TOTALAP	Pearson Correlation	.758**	1	.857**	.893**	.532**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	64	64	64	64	64
TOTALCTM	Pearson Correlation	.797**	.857**	1	.729**	.669**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	64	64	64	64	64
TOTALIM	Pearson Correlation	.772**	.893**	.729**	1	.493**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	64	64	64	64	64
TOTALTIM	Pearson Correlation	.893**	.532**	.669**	.493**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	64	64	64	64	64

**. Correlation is significant at the 0.01 level (2-tailed).

A Spearman's rank-order correlation was run to determine the relationship among the 64 teachers implementing the specified Teachers' Management Practices influencing pupils Academic Peformance in public primary schools in Matuga Sub County.

The results were presented in a matrix as shown in table 4.11 above. The table presents Spearman's correlation, its significance value and the sample size that the calculation was based on.

Table 4.11 displayed that there was a strong, positive correlation between Teachers' Discipline Management and Academic Performance, which was statistically significant (r_s = .758, *df* = .000). The results indicate that consistent Teachers' Disciplie Management practices results in increased Pupils' Academic Performance. Showing that, Teachers' Teachers' Discipline Management is a significant determinant of overall Pupils' Academic Performance.

Table 4.11 also revealed that there was a strong, positive correlation between Teachers' Instructional Monitoring and Academic Performance, which was statistically significant (r_s = .532, *df* = .000). The results means effective Teachers' Instructional Monitoring practices characterize high pupils' academic performance. An indication that is a significant determinant of academic performance of Pupils'.

Table 4.11 as well showed that there was a strong, positive correlation between Teachers' Instructional Management and Academic Performance, which was statistically significant (r_s = .893, *df* = .000). The results portray that frequent application of teachers' Instructional Management practices effectively results to improved pupils' academic performance in Matuga Sub County. This is to say, teachers' Instructional Management is a significant determinant of pupils' academic performance.

Table 4.11 revealed that there was a strong, positive correlation between Teachers Time Management and Academic Performance, which was statistically significant (r_s = .857, *df* = .000). The outcomes imply that effective Teachers' Time Management practices results to enhanced pupils' academic performance. Indicating that teachers' time administration is a considerable establishment of pupils' academic accomplishment within public primary learning institutions within Matuga Sub County. The outcome revealed that Teachers' Instructional administration was stongly related to the pupils' academic performance implying that adjustments in Teachers' Instructional Management influences pupils academic performance, followed by Teachers' Time Management practices, Teachers' Discipline Management practices and lastly, Teachers' Instructional Monitoring practice. The study reported the evidence to be very strong in believing that Teachers' Management Practices and Academic Performance values are correlated in the population.

Chi-Square Test of Association

The Chi-Square Test of Independence reveals if there is any link between variable categories, it is a non parametric test.

The chi-square test of independence establishes the existence of a relation linking categories of variables which utilizes a contingency table, the categories of a particular variable within a row and the classification of another variable appears within columns. Every variables needs atleast two classifications. Every cell represents the sum counts of incidences for a particular set of classification.

Determining whether there is a relationship/Association between Pupils' Academic Performance and Teachers' Time Management (CTM)

Table 4.14:
Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	187.643[a]	40	.000
Likelihood Ratio	146.210	40	.000
Linear-by-Linear Association	39.979	1	.000
N of Valid Cases	64		

a. 52 cells (96.3%) have expected count less than 5. The minimum expected count is .02.

Table 4.15:
Symmetric Measures

		Value	Approximate Significance
Nominal by Nominal	Phi	0.712	.000
	Cramer's V	.766	.000
N of Valid Cases		64	

By looking at table 4.14, the study was keen on the outcome of the row showing Pearson Chi-Square. This can be perceived that the value of Pearson Chi-Square, x^2(40, N = 64)

= 187.643 $p < .05$, P value seems to be within the same row within a significant asymptotic column (2-sided) (.000) the outcome is essential if the valueis either the same or less than the assigned level of alpha (normally 0.05).

In this instance the value of p is less than the ordinary value of alpha. The outcome is statistically considerable to the suggested data within the categorical variables Pupils' Academic Performance and Teachers' Time Management are associated with each other. In line with this finding is Inegbedion et. al (2020) studied Teachers' Time Utilisation found that teachers' time management and usage had an impact on students' enrollment in school credential programs.. This means that teachers time management improves learners academic performance hence motivates learners and gives them confidence to sit for examinations. In support is Hafiz Khan et al., (2016) who found that teachers time management is directly proportionate with the performance of students. The studies revealed that there existed considerable connection relating techniques of managing time among teachers with the performance in class which meant that, educators with good techniques of managing time displayed high performance while those with poor time management skills displayed low class performance. They further found that teachers management of time was directly harmonious with the outcomes of learners.In table 4.15 the most commonly used statistics is the Phi coefficient, which ranges from 0 to 1. Higher values of 0.712 indicate a stronger correlation between the two variables Pupils' Academic Performance and Teachers' Time Management (CTM).

Determining whether there is a Association/relationship between Pupils' Academic Performance and Teacher Instructional Monitoring (IM)

The initial table is a summary of the processed cases which reveal the number of cases that are valid as 64 used for analysis. Only cases with non missing values for both Pupils' Academic Performance and Teachers Instructional Monitoring were used in the case.

Table 4.16:

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	265.143[a]	35	.000
Likelihood Ratio	167.885	35	.000
Linear-by-Linear Association	50.241	1	.000
N of Valid Cases	64		

a. 0 cells (0%) have expected count less than 5. The minimum expected count is .06.

When reading table 4.16, we are keen on the outcome of the rowing showing the Pearson Chi-square this can be perceived that the value of Pearson Chi-Square, x^2(35, N = 64) = 265.143 p $<$ .05, the value of P seems to be similar in the row within the column containing asymptotic significance (2-sided) (.000) the outcome is considered to be similar of less than the assigned level of alpha which is usually 0.05. The p-value is lower than the normal alpha value in this circumstance. The result is statistically significant. The data suggests that the categorical variables Pupils' Academic Performance and Teachers' Instructional Monitoring are associated with each other. This is line with Njeru (2017) found that supportive feedback by teachers inspiring pupils acted in an important capacity making sure that students are inspired thus enhancing performance. This suggests that teachers'

concern for their students enhanced their academic performance. Positive connection and constructive evaluation (correct evaluation) among educators and pupils boosted learners' achievement in school, according to the study. In support is Olowo and Fashika (2019) found that instructional monitoring influenced students academic peroformnce in secondary schools. This means, prompt evaluation gives teachers the opportunity to dicover their students' weaknesses and render academic assistance when the need arise which influences students academic performance. This means consistent assessment of learners' progress improves students academic performance. They also found that, verbal instuctions (supportive feedback) by teachers has a significant influence on academc performance as the students will have an idea of what is expected of them hence exhibit less disruptive behavior and perform better academically.

Determining whether there is a relationship/Association between Teachers' Disicpline Management (CDM) and pupils' Academic Performance.

The summariy of the processed cases are in the first table, revealing the quantity of cases considered as valid as 64 were utilized in the evaluation. Only items without missing values depicting Teachers' Discipline Management (CDM) and Academic Performance were used in the case.

Table 4.17:
Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	127.429[a]	30	.000
Likelihood Ratio	119.891	30	.000
Linear-by-Linear Association	36.178	1	.000
N of Valid Cases	64		

a. 0 cells (0%) have expected count less than 5. The minimum expected count is .64.

Table 4.18:
Symmetric Measures

		Value	Approximate Significance
Nominal by Nominal	Phi	.411	.000
	Cramer's V	.631	.000
N of Valid Cases		64	

The research was interested in the Pearson Chi-Square row values when reading table 4.21. The result is significant if the Pearson Chi-Square value, x^2(30, N = 64) = 127.429 p< .05, P value, exists on the same row in the Asymptotic Significance (2-sided) column (.000). This value must be equal to or less than the predefined alpha level in order for the result to be considered significant (normally 0.05). In this case, the p-value is smaller than the standard alpha value; the result is statistically significant the data suggests that the categorical variables Classroom Disicpline Management (CDM) and Academic Performance are associated with each other. In table 4.18 the most commonly used statistics in the Phi coefficient, which ranges from 0 to 1. Higher values of 0.411 indicate a moderately weak correlation between the two variables Classroom Disicpline Management (CDM) and Academic Performance. In contrary is Simba et al.,(2016), found that there is a strong correlation between the variables in that approaches of discipline in the class ensured pupils enhanced their dedication in the classroom hence enhancing their

academic performance. They ascertain that academic achievement goes up with increased degree of discipline. In agreement is Akosubo-Ogori, et al., (2020) who found that teachers rewarding of students influence students' academic performance. That there is a correlation between Discipline Managemnt and Academic Performance of Learners.

Determining whether there is a relationship between Teachers' Instructional Management (CIM) and Pupils Academic Performance.

The first table is a summary of the processed cases which reveals the cases that are valid as 64 used for analysis.

Table 4.19:
Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	181.333[a]	42	.000
Likelihood Ratio	138.521	42	.000
Linear-by-Linear Association	50.192	1	.000
N of Valid Cases	64		

a. 0 cells (0%) have expected count less than 5. The minimum expected count is 64.

Table 4.20:
Symmetric Measures

		Value	Approximate Significance
Nominal by Nominal	Phi	.683	.000
	Cramer's V	.687	.000
N of Valid Cases		64	

We are interested in the Pearson Chi-Square row results when reading table 4.19. This row's Asymptotic Significance (2-sided) column (000) has the Pearson Chi-Square value, $x^2(42, N = 64) = 181.333, p < .05$, p-value. A result is considered important if this value is the same to or less than the set alpha level (normally 0.05). In this case, the p-value is smaller than the standard alpha value, the result is statistically significant the data suggests that the categorical variables Teachers' Instructional Management (CIM) and Academic Performance are associated with each other. For table 4.20 the most commonly used

statistics is the Phi coefficient, which ranges from 0 to 1. A value of 0.683 indicates a stronger correlation between the two variables Teachers' Instructional Management (CIM) and Academic Performance. In line with this is Franscisco and Celon (2020) who found that that teachers' instructional practices have an impact on students' educational performance in science, maths and english, Filipino and, to variable degrees, Aralig panlipuman. This indicates that for every unit, better instructional management methods could result in a certain improvement in the academic achievement of the students. In agreement is Momanyi (2021) who found that, student centred management strategy would lead to an improvement in academic performance. That the connection relating teaching approaches and performance in academics was positive. The study also found out that, frequent usage of various teaching aids raised learners' academic achievement. This means, using approaches that engage learners more and actively involves them has impact on the students' academic performance.

4.5 Observation Checklist

The researcher sought to personally investigate the indicators of Teachers' Discipline Management,Teachers' Instructional Monitoring, Teachers' Instructional Management, Teachers'Time Management and learners academic accomplishment within O level educational institutions. The analyzed outcomes were as follows:

Classroom Discipline Observation Analysis

Availability of Classroom rules and their satisfactory level

The study sought to collect data to determine on the availability of classroom rules and whether teachers were satisfied by the rules influencing Pupil Academic Performance.

Results showed a 81.2%, and 18.8% indicating Yes and No for availability while 68.8% and 31.2% indicating No and Yes for satisfactory respectively, majority 68.8% of the participants revealed that classroom rules were available but were unsatisfied with the classroom rules. The obtained outcome were then presented as indicated in Table 4.22 and Table 4.23

Table 4.22 :
Availability of class rules

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	52	77.6	81.2	81.3
	NO	12	17.9	18.8	100.0
	Total	64	95.5	100.0	
Missing	System	3	4.5		
Total		67	100.0		

Table 4.23:
satisfactory class rules

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	20	29.9	31.2	31.3
	NO	44	65.7	68.8	100.0
	Total	64	95.5	100.0	
Missing	System	3	4.5		
Total		67	100.0		

In Table 4.22, 81.2% headteachers agreed that Class rules are available. Meaning They believe this would instill discipline hence improve the learning environment. In table 4.23, 31.2 agree that the class rules are not to the satisfaction. This is because some did not meet the aspiration of the teacher and the school or some classes had no rules at all. This means that headteachers believe that classroom discipline management influences pupils' academic performance.

Availability of Punishment records and their satisfactory level

The study sought to collect data to determine on the availability of punishment records and whether teachers were satisfied by the punishment records hence influencing Pupil Academic Performance. Results showed a 81.3%, and 18.8% indicating Yes and No for availability while 68.8% and 31.3% indicating No and Yes for satisfactory respectively for satisfaction, majority 68.8% of the participants revealed that punishment records were available but were not satisfactory. The obtained outcomes were then presented as indicated in Table 4.24 and Table 4.25

Table 4.24

Availability of punishment records

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	52	77.6	81.3	81.3
	NO	12	17.9	18.7	100.0
	Total	64	95.5	100.0	
Missing	System	3	4.5		
Total		67	100.0		

Table 4.25:

Satisfactory punishment records

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	24	35.8	37.5	37.5
	NO	40	59.7	62.5	100.0
	Total	64	95.5	100.0	
Missing	System	3	4.5		
Total		67	100.0		

In table 4.24, 81.3% of the headteachers agreed that punishment records are available. This is an indication that there is discipline tracking of the misbehaving pupils by teachers in school. However, in table 4.25%, 62.5% of the headteachers were not satisfied because the teachers had no individual punishment records but relied on the headteacher's discipline book yet there are minimal referrals. This means that the teachers acknowledge discipline

management as a core component of having a conducive classroom for enhanced performance.

Availability of Guidance/Councelling records and their satisfactory level

The study sought to collect data to determine on the availability of Guidance/Councelling records and whether teachers were satisfied by this records hence influencing Pupil Academic Performance. Results showed a 87.5%, and 12.5% indicating Yes and No for availability while 68.7% and 31.3% indicating Yes and No for satisfactory respectively for satisfaction, majority 68.7% of the participants revealed that Guidance/Councelling records were available and were satisfisfactory. The obtained outcome were then presented as indicated in Table 4.26 and Table 4.27.

Table 4.26 :

Availability of Guidance records

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	56	83.6	87.5	87.5
	No	8	11.9	12.5	100.0
	Total	64	95.5	100.0	
Missing	System	3	4.5		
Total		67	100.0		

Table 4.27:

Satisfactory Guidance records

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	44	65.7	68.7	68.8
	No	20	29.9	31.3	100.0
	Total	64	95.5	100.0	
Missing	System	3	4.5		
Total		67	100.0		

In tabe 4.26, 87.5% responded that the guidance and counselling was being carried out to contain truant/ noisy pupils. In table 4.27, majority headteachers were satisfied that

guidance and counselling was conducted by teachers to contain truant/noisy pupils. This means that, teachers in Matuga Sub County can improve performance if classroom discipline practices are applied with integrity. That teachers agree that, discipline management is key to good performance.

Instructional Monitoring Observation Analysis

Availability of Subject Group Work Record and their satisfactory level

The study sought to collect data to determine on the availability of Subject Group Work Records and whether teachers were satisfied with those records influencing Pupil Academic Performance results showed a 43.8%, and 56.2% indicating Yes and No for availability while 87.5% and 12.5% indicating No and Yes for satisfactory respectively, majority 87.5% of the respondents indicated that subject group work records were not available and unsatisfactory. The obtained outcome were then presented as indicated in Table 4.28 and Table 4.29

Table 4.28 :
Availability of subject group work record

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	28	41.8	43.8	43.8
	No	36	53.7	56.2	100.0
	Total	64	95.5	100.0	
Missing	System	3	4.5		
Total		67	100.0		

Table 4.29:
Satisfactory subject group work records

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	8	11.9	12.5	12.5
	No	56	83.6	87.5	100.0
	Total	64	95.5	100.0	
Missing	System	3	4.5		
Total		67	100.0		

In table 4.28, 43.7% stated that there are subject group work records. An indication that, this is a rare practice with many teachers 56.3% having no group work reords. 87.5% of the headteachers were not satisfied. This means that, many believe that, if records are kept, learner's group work progress can be used to monitor the progress of the individual group members as well as the group as a whole. This reveals that teachers may have a weakness of tracking learners' progress in their working groups which could hamper pupils' academic performance.

Availability of Supportive Feedback Record and their satisfactory level

The study sought to collect data to determine on the availability of Supportive Feedback Record and whether teachers were satisfied with those records influencing Pupil Academic Performance results showed a 76.6%, and 23.4% indicating Yes and No for availability while 81.2% and 18.8% indicating No and Yes for satisfactory respectively, majority 81.3% of the respondents indicated that Supportive Feedback Records were available and unsatisfactory.The obtained outcome were then presented as indicated in Table 4.30and Table 4.31

Table 4.30:

Availability of Supportive feedback records

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	49	73.1	76.6	76.6
	No	15	22.4	23.4	100.0
	Total	64	95.5	100.0	
Missing	System	3	4.5		
Total		67	100.0		

Table 4.31:

Satisfactory supportive feedback records

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	12	17.9	18.8	18.8
	No	52	77.6	81.2	100.0
	Total	64	95.5	100.0	
Missing	System	3	4.5		
Total		67	100.0		

In table 4.30, 76.6% headteachers noted that, supportive feedback records are available. However, 81.2% stated that the records were not satisfactory as most of them were not updated records. This means that teachers do give supportive feedback but fail to record the sessions for reference and monitoring of the pupils. This means that teachers are aware that instructional monitoring is essential in ensuring learners progress well and improve performance.

Availability of Progress Records and their satisfactory level

The study sought to collect data to determine on the availability of Progress Records and whether teachers were satisfied with those records influencing Pupil Academic Performance results showed a 87.5%, and 12.5% indicating Yes and No for availability while 84.4% and 15.6% indicating Yes and No for satisfactory respectively, majority

84.4% of the respondents indicated that Progress Records were available and satisfactory.The obtained outcome were then presented as indicated in Table 4.32 and Table 4.33

Table 4.32:
Availability of progress records

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	56	83.6	87.5	87.5
	No	8	11.9	12.5	100.0
	Total	64	95.5	100.0	
Missing	System	3	4.5		
Total		67	100.0		

Table 4.33:
Satisfactory progress records

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	54	80.6	84.4	84.4
	No	10	14.9	15.6	100.0
	Total	64	95.5	100.0	
Missing	System	3	4.5		
Total		67	100.0		

In table 4.32, 87.5% of headteachers agree that progress records/rubric are available. With 84.4% stating their satisfaction of the records. This means that keeping of these records has been emphasised by the employer as well as the headteachers in schools. This reveals that, instructional monitoring influences pupils' academic performance.

Instructional Management Observation Analysis

Availability of Teaching and Learning Aids and their satisfactory level

The study sought to collect data to determine on the availability of Teaching and Learning Aids and whether teachers were satisfied with those aids influencing Pupil Academic Performance results showed a 87.5%, and 12.5% indicating Yes and No for availability

while 87.5% and 12.5% indicating No and Yes for satisfactory respectively, majority 87.5% of the respondents indicated that Teaching and Learning Aidswere available and unsatisfactory.The obtained outcome were then presented as indicated in Table 4.34 and Table 4.35

Table 4.34:
Availability of teaching/learning aids

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	56	83.6	87.5	87.5
	NO	8	11.9	12.5	100.0
	Total	64	95.5	100.0	
Missing	System	3	4.5		
Total		67	100.0		

Table 4.35:
Satisfactory teaching/learning aids

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	8	11.9	12.5	12.5
	NO	56	83.6	87.5	100.0
	Total	64	95.5	100.0	
Missing	System	3	4.5		
Total		67	100.0		

In table 4.35, 87.5% headteachers were not satisfied with the availability and use of teaching and learning aids in the schools. This is because, most teachers use T/L aids minimally. This reveals that teachers are aware that, teachers instructional management influences pupils' academic performance and failure to practice instructional management, learners' performance is negatively affected.

Availability of lesson study lesson plan and their satisfactory level

The study sought to collect data to determine on the availability of Lesson Plan and whether teachers were satisfied, results showed a 25%, and 75% indicating Yes and No for

availability while 85.9% and 14.9% indicating No and Yes for satisfactory respectively, majority 85.9% of the respondents indicated that lesson study lesson plan were unavailable and those available were unsatisfactory.The results obtained were then presented as indicated in Table 4.36 and Table 4.37

Table 4.36:

Availability of lesson study lesson plan

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	16	23.9	25.0	25.0
	NO	48	71.6	75.0	100.0
	Total	64	95.5	100.0	
Missing	System	3	4.5		
Total		67	100.0		

Table 4.37:

Satisfactory of lesson study lesson plan

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	9	13.4	14.1	14.1
	NO	55	82.1	85.9	100.0
	Total	64	95.5	100.0	
Missing	System	3	4.5		
Total		67	100.0		

In table 4.36, 75% headteachers observed that there are no lesson study lesson plans. Only a small representation 14.1% claimed availability. This implies that most teachers rarely keep lesson study lesson plans. This again revealed that, most teachers are of the believe that with proper instructional management practices, pupils' performance would be enhanced.

Availability of pupils' text book and their satisfactory level

The study sought to collect data to determine on the availability of pupils text bookand whether teachers were satisfied with the books, results showed a 84.4%, and 15.4% indicating Yes and No for availability while 79.7% and 20.3% indicating Yes and No for

satisfactory respectively, majority 79.7% of the respondents indicated that pupils text book were available and satisfactory.The obtained outcome were then presented as indicated in Table 4.38 and Table 4.39

Table 4.38:
Availability of pupils text book

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	54	80.6	84.4	84.4
	NO	10	14.9	15.6	100.0
	Total	64	95.5	100.0	
Missing	System	3	4.5		
Total		67	100.0		

Table 4.39:
Satisfactory pupils text book

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	51	76.1	79.7	79.7
	NO	13	19.4	20.3	100.0
	Total	64	95.5	100.0	
Missing	System	3	4.5		
Total		67	100.0		

In table 4.38, 84.4% and 79.7% headteachers noted availability and satisfaction of textbooks respectively. This means that, the government and the teachers believe that, with the provinsion of textbooks the learners will have been provided with a chance to access important inform for better performance. This reveals that, teachers as well as the employer believes that proper instructional management practices affects learners' academic performance positively.

4.5.4 Time Management Observation Analysis

Availability of Lesson plan and Schemes of work and their satisfactory level

The study sought to collect data to determine on the availability of Lesson plan and Schemes of work and whether teachers were satisfied with those plans and work, results showed a 89.1%, and 10.9% indicating Yes and No for availability while 68.8% and 31.2% indicating Yes and No for satisfactory respectively, majority 68.8% of the respondents indicated thatLesson plan and Schemes of work were available and satisfactory.The results obtained were then presented as indicated in Table 4.40 and Table 4.41

Table 4.40:
Availability of lesson plan and schemes of work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	57	85.1	89.1	89.1
	NO	7	10.4	10.9	100.0
	Total	64	95.5	100.0	
Missing	System	3	4.5		
Total		67	100.0		

Table 4.41:
Satisfactory lesson plan and schemes of work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	44	65.7	68.8	68.8
	No	20	29.9	31.2	100.0
	Total	64	95.5	100.0	
Missing	System	3	4.5		
Total		67	100.0		

In table 4.40, 89.1% headteachers agreed that leson plans and schemes of work are available and 68.8% being satisfied. This means that teachers prepare lesson plans and schemes of work. This reveals that teachers practice instructional management practices with the intention of better performance of the learners.

Availability of records of work and syllabus and their satisfactory level

The study sought to collect data to determine on the availability of records of work and syllabusand whether teachers were satisfied with those plans and work, results showed a 95.3%, and 4.7% indicating Yes and No for availability while 32.8% and 67.2% indicating Yes and No for satisfactory respectively, majority 67.2% of the particpants revealed thatrecords of work and syllabuswere available but unsatisfactory.The results obtained were then presented as indicated in Table 4.42 and Table 4.43

Table 4.42:
Availability of records of work and syllabus

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	61	91.0	95.3	95.3
	No	3	4.5	4.7	100.0
	Total	64	95.5	100.0	
Missing	System	3	4.5		
Total		67	100.0		

Table 4.43:
Satisfactory records of work and syllabus

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	21	31.3	32.8	32.8
	No	43	64.2	67.2	100.0
	Total	64	95.5	100.0	
Missing	System	3	4.5		
Total		67	100.0		

In table 4.42, 95.3% claimed that teachers prepare records of work and syllabi. However, 67.2% stated that they are not satisfied. This is because, most teachers did not have records of work at all and those available were not upto date. This implies that teachers are aware that with proper instrcutionl management practices, their objectives and those of the

learners would be achieve. Therefore, instructional management practice influenced pupils' academic performance positively.

Availability of personal time table and its satisfactory level

The study sought to collect data to determine on the availability of Personal Time table and whether teachers were satisfied with those Personal Time table, results showed a 93.8%, and 6.2% indicating Yes and No for availability while 90.6% and 9.4% indicating Yes and No for satisfactory respectively, majority 90.6% of the respondents indicated thatPersonal Time table were both available and satisfactory.The results obtained were then presented as indicated in Table 4.44 and Table 4.45

Table 4.44:
Availability of Personal Time table

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	60	89.6	93.8	93.8
	No	4	6.0	6.2	100.0
	Total	64	95.5	100.0	
Missing	System	3	4.5		
Total		67	100.0		

Table 4.45:
Satisfactory Personal Time table

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	58	86.6	90.6	90.6
	No	6	9.0	9.4	100.0
	Total	64	95.5	100.0	
Missing	System	3	4.5		
Total		67	100.0		

In table4.44, 93.8% headteachers stated availability of personal timetable. With 9.4% showing no satisfaction. This implies that, most teachers have personal time table to ensure timely class entry and exit, timely completion of tasks and timely coverage of the syllabi.

This means that, teachers practice time management for improved performance. This reveals that, time management practices influence pupils' academic performance.

Academic Performance Observational Analysis

Availability of KCPE exams analysis/ Results (2015 – 2019)and their satisfactory level

The study sought to collect data to determine on the availability KCPE exams analysis/ Results (2015 – 2019) and whether teachers were satisfied with those analysis, results showed a 95.5%, and 4.5% indicating Yes and No for availability while 25% and 75% indicating Yes and No for satisfactory respectively, majority 75% of the respondents indicated thatKCPE exams analysis/ Results (2015 – 2019)were available but unsatisfactorily. The results obtained were then presented as indicated in Table 4.46 and Table 4.47,

***Table* 4.46:**
Availability of KCPE exams analysis/Results(2015 – 2019)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	64	95.5	100.0	100.0
Missing	System	3	4.5		
Total		67	100.0		

Table 4.47:
Satisfactory KCPE exams analysis/Results(2015 – 2019)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	16	23.9	25.0	25.0
	No	48	71.6	75.0	100.0
	Total	64	95.5	100.0	
Missing	System	3	4.5		
Total		67	100.0		

In this table 4.46, 95.5% headteachers state that analysis of examinations are available. With 75% headteachers notsatisfied with the results. This means that performance in most

schools is really poor. This means that, there could be the poor classroom management practices have negatively affected the performance.

Availability of Enrollment establishment records (2015-2019) and their satisfactory level

The study sought to collect data to determine on the availability of Enrollment establishment records (2015-2019) and whether teachers were satisfied with those records, results showed a 92.2%, and 7.8% indicating Yes and No for availability while 56.3% and 43.7% indicating Yes and No for satisfactory respectively, majority 56.3% of the respondents indicated thatEnrollment establishment records (2015-2019) were available but moderatly satisfactory.The results obtained were then presented as indicated in Table 4.48 and Table 4.49.

Table 4.48:

Availabity of Enrollment establishment records(2015-2019)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	59	88.1	92.2	92.2
	No	5	7.5	7.8	100.0
	Total	64	95.5	100.0	
Missing	System	3	4.5		
Total		67	100.0		

Table 4.49:

Satisfactory Enrollment establishment records(2015-2019)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	36	53.7	56.3	56.3
	No	28	41.8	43.7	100.0
	Total	64	95.5	100.0	
Missing	System	3	4.5		
Total		67	100.0		

In table 92.2% headteachers noted that enrollment records are available. However, 43.7% stated that they were not satisfied. This means that almost half of the schools recorded low enrolment which may be attributed to the poor performance in most schools. Ths reveals that with better management practices that improves performance, enrolment would also increase.

Availability of Teachers transfer record fileand their satisfactory level

The study sought to collect data to determine on the availability of Teachers transfer record fileand whether teachers were satisfied with those records.

Table 4.50:
Availability of Teachers transfer record file

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	60	89.6	93.8	93.8
	No	4	6.0	6.3	100.0
	Total	64	95.5	100.0	
Missing	System	3	4.5		
Total		67	100.0		

Table 4.51:
Satisfactory Teachers transfer record file

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	40	59.7	62.5	62.5
	No	24	35.8	37.5	100.0
	Total	64	95.5	100.0	
Missing	System	3	4.5		
Total		67	100.0		

From tables 4.50 and 4.51,results showed a 93.8%, and 6.2% indicating Yes and No for availability while 62.5% and 37.5% indicating Yes and No respectively, majority 62.5% of the respondents indicated thatTeachers transfer record filewere available and satisfactory.The results obtained were then presented as indicated in Table 4.50 and Table

4. 51 above. This reveals that 37.5% headteachers noted that teachers were requisting transfers from their working stations. This implies that, teachers want to be associated with performing schools. With good management strategies in schools, teachers would be satisfied staying in the working stations as performance gains would be experienced.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0. Introduction

This section has the summary of the outcome and conclusions drawn on teachers' management practices that influence public primary pupils' academic accomplishment in Matuga Sub County. It also offers recommendations to curb hinderances on teachers' classroom management practices premised on the literature and the four independent variables that form the construct from which this investigation was developed

5.1. Summary

This study thesis focused on analyzing the teachers' classroom management practices that influence learners academic accomplishment within primary level institutions. The research thesis was conducted in Matuga Sub County. This study was driven by four specific objectives including: Establishing impact of classroom discipline management, assessing impact of classroom instructional monitoring, exploring impact of classroom instructional management and determining classroom time management on learners academic accomplishment within primary level institutions in Matuga Sub County.

Influence of Teachers' Discipline Management on Pupils' Academic Performance

The Teachers' Discipline Management in Public primary Schools had the following indicators; punishment records, class rules and truancy/noise control. The responses on whether teachers' rewards to pupils for good behavior in the classroom would positively impact on academic performance of pupils majority agreed. On following of rules, guidance and counseling and on whether Teachers strictness when it comes to learner compliance in their classroom, majority agreed and a small number disagreed. This is in

line with Sunday-Piaro (2018) whose results showed presence of considerably positive association linking the utilization of the system of reward and learners academic accomplishment.

On whether teachers guiding and counseling learners who have disruptive/truant behavior in their classroom, results showed majority agreeing and on whether teachers use various modes of punishment to discourage learners' disruptive behavior, results showed majority agreeing. These outcomes revealed that classroom discipline management practices influenced positively the pupils' academic performance. This is in line with Njeru (2017) and Omenka (2015) whose studies revealed that better management of discipline within the clasroom impacted positively on the students achievement.

The correlation outcome indicated that there was a positive association linking Classroom Discipline Management and Academic accomplishment. The outcome is in line with Sunday-Piaro (2018) whose study outcome revelaed the presence of considerable and strong relations linking the students discipline in the classroom with their academic accomplishment, that the learners academic accomplishments relied on their discipline in the classroom.

Influence of Teachers Instrusctional Monitoring on Pupils' Academic Performance

The second objective delved on the sway of tutors' instructional monitoring on academic performance of pupils. Teachers' instructional monitoring practices include; circulating in class, supportive feedback and tracking pupils' performance through progress records/rubric. The responses on whether teachers giving pupils practice exercise/assignments to monitor level of knowledge acquisition for remedial purpose would impact Pupils Academic Performance and on whether teachers talking and allowing

pupils to ask questions or give comments to monitor teaching pace and concept reception by learners, it showed majority agreed. In support is Komar et.al (2019) that supports the productive application of monitoring systems on the independent surveilance of groups there would be gains obtained by the learner academically. Onteachers almost always change instructions / re-teach in reaction to personalized learner needs, results showed majority agreeing. Onteachers move in class as learners attempt given tasks to assist needy learners, results showed majority agreeing.

On whether teachers giving assignments/follow-up activities and give supportive feedback to the learner, results showed a majority agreeing. Onteachers keeping track of learner's performance and guiding them appropriately in case of downward progress, results showed majority agreeing. The study results were in line with Njeru (2017) and Mamoon (2016) whose studies showed that providing feedback is an essential skill for educators and has a major sway on the quality processes in the learning of students.

The results revealed that there was a strong, positive correlation between teachers' Instructional Monitoring and Academic Performance.This is in line with the findings of Sunday-Piaro (2018), who found a considerable and robust link between good teaching and students' academic success, including attention to (monitoring of) student achievement.

Influence of Teachers' Instructional Management on Pupils' Academic Performance.

The third objective looked at finding out the influence of teachers' instructional management on pupils' academic performance looking into the following indicators; Interactive Methods, T/L Materials and Lesson Study Lesson Plan. The responses revealed that most respondents agreed that instructional management has impact on pupils' academic performance. On engagement of pupils in active discussion, use of inquiry based

learning, use of teaching and learning materials (text books and T/L aids), handling of pupils with different abilities, organizing for team teaching/lesson study and use of movement (demonstration) when teaching have impact on academic performance of learners, majority agreed. This is an indication that if teachers make good use of classroom instructional management techniques, pupils' academic performance will positively be affected. These findings are contrary to those of Njeru (2017) whose findings revealed that pedagogical methods were not productive and hence exhibited little influence on the students accomplishment.

The results showed the presence of a positively strong link relating to Class Instructional Management and Academic Performance. The results portray that frequent application of Classroom Instructional Management practices effectively results to improved pupils' academic performance in Matuga Sub County. This is in line with Han (2021) whose study showed that there is positive correlation between teaching strategies and students' engagement in learning.

Influence of Teachers' Classroom Time Management on Pupils' Academic Performance.

The fourth objective looked at determining the influence of classroom time management on learners academic accomplishment. The indicators include Lesson Plan/Scheme of Work, Personal Timetable and Class Attendance.

On unnecessary interventions, pupils lateness in class have impact on pupils' academic performance with majority agreeing. On teachers leaving classes when a lesson is in progress a number disaggreed.This indicated that the practice was not fully practiced. On establishing a teaching daily routine, timely covering of syllabus, planning work before

executing and timely entry to and exit from class have impact on academic performance of pupils, majority agreed. This means that, proper time management practices have significant relationship with learners academic accomplishment. This aligns with Rozali (2018) whose findings showed that, entire behaviours of managing time are considerably positively associated with learners academic performance even if the association is weak. The results revealed that there was a strong, positive correlation between Classroom Time Management and Academic Performance. The outcomes imply that effective Classroom Time Management practices results to enhanced pupils' academic performance within primary institutions in Matuga Sub County. The positive correlation between Teachers' Classroom Management Practices and Pupils' academic Performance is in line with Hafiz et.al (2016) whose study found out that, there is a significant relationship between teachers teachniques of managing time and their class accomplishment. It means, better techniques of managing time revealed elevated accomplishment.

5.2 Conclusion

The outcome of the frequency tables from the participants correlation analaysis and evaluation of the data that was qualitative was received from the outcome of the teachers classroom management practice in Matuga Sub – County that teachers manage discipline properly by maintaining discipline and keep punishment records, ensure pupils abide by classroom rules and guide and counsel pupils in classes but there is still inadequate punishment records and classroom rules. This enables the research to conclude that teachers' classroom discipline management practice has positive and significant effect on pupils' academic accomplishments within public primary learning institutions within Matuga Sub County.

The findings on teachers' classroom instructional monitoring practice, teachers circulate in class, provide supportive feedback to pupils and give assessments to learners to check progress but there is poor study group work management of learners and inadequate supportive feedback records. This permits the study to conclude that teachers' classroom instructional instructional monitoring practice has positive and signifiacant influence on the learners academic accomplishment within public primary learning institutions within Matuga Sub County.

The findings on teachers' classroom instructional management practice, it notes that teachers use interactive approaches to deliver content, use pedagogical material and practice peer pedagogy through lesson study but there is inadequate use of pedagogical materials and unavailability of lesson study lesson plan. Therefore, this allows the study to conclude that teachers' classroom instructional management practice had a considerably positive sway on pupils' academic accomplishment within public primary institutions within Matuga Sub County.

The findings on teachers' classroom time manangement practice, it points that, teachers use schemes of work and lesson plans, personal timetables and maintain punctuality to and from classes but there is inadequate use of records of work and poor syllabus coverage. This allows the study to conclude that teachers' classroom time management practice exhibited a considerably positive sway on learners academic accomplishment within public primary institutions in Matuga Sub County.

All-embracing, the key discussions and outcome of this investigation allows the researcher to make a conclusion that the Teachers' Classroom Mnagment Practices have positive influence on Pupils' academic accomplishment within public primary learning institutions

within Matuga Sub County. The core determinants of Pupils' academic performance are; classroom instructional management, classroom time management, classroom discipline management and classroom instructional monitoring.

5.3 Recommendation

The study had some restriction placed on it. First, the research study constrained only to a few control variables due to restricted research time period. The results could have been better if a broader range of control variables on classroom management practices were included. Secondly, the research concentrated on Matuga Sub County rather than Whole County. This could have restricted the generalization of results. The recommendations on the research findings were as follows:

i. All classroom teachers including deputy head teachers as discipline teachers should ensure they maintain punishment records, guide and counsel indiscipline pupils and set classroom rules like learners to get seated before teachers attend lessons, pupils to finish teachers' assignments and pupils to only go out during break intervals. Teachers should instil discipline in their classes and not leaving indiscipline issues to the headteachers and deputy headteachers.

ii. All teachers as well as class teachers and senior teachers should make sure they introduce pupils' study groups that have mixed abilities, keep group work records for close monitoring of individuals in the groups and offer supportive feedback that is non judgemental to motivate them improve academically and keep records of their progress academically for effective monitoring. Teachers should be vigilant in monitoring every step of learners' progress.

iii. Curriculum support officers and head teachers should insist on teachers frequently use appropriate teaching and learning aids to aid their content delivery, and practice lesson study by inviting other co-teachers to teach their classes as well as use lesson study lesson plan for future practice to enhance instructional delivery. Tutors should avoid using teacher centred approaches for active learning.

iv. County/Sub county Directors of education, County/Sub county Quality Assurance Officers, head teachers and their deputies, Curriculum Support Officers, should ensure teachers timely cover the syllabus, timely pepare schemes and lesson plans, timely attend their lessons and keep daily records of their class work as proof of managing time appropriately. Teachers should always be time conscious in matters of teaching and learning for improved performance.

5.4 Recommendation for further study

i. Influence of Teachers' Instructional Monitoring on Pupils' Academic Performance.

ii. A similar research to be carried out in other Public Primary Schools in various Counties in the Coastal region to ascertain whether comparable findings would be acquired for further generalization of the outcomes.

REFERENCES

Adelman, M., Baron, J.D., Blimpo, M. Evans, D.K., Simbou, A. & Yarrow, N. (2015). Why Do Students LearnSo Little? Seeking Answers Inside Haiti's Classrooms.

African Population, & Health Research Center. (2002). *Population and health dynamics in Nairobi's informal settlements: report of the Nairobi cross-sectional slums survey (NCSS) 2000*. African Population and Health Research Center.

Ahea, M., Ahea, M., Kabir, R., & Rahman, I. (2016). The Value and Effectiveness of Feedback in Improving Students' Learning and Professionalizing Teaching in Higher Education. *Journal of Education and Practice*, *7*(16), 38-41.https://eric.ed.gov/?id=EJ1105282

Ahmad, S., & Ch, H. (2017). Relationship of Classroom Management Strategies with Academic Performance of Students at College Level. *Bulletin of Education and Research*, *39*(2), 239-249. https://files.eric.ed.gov/fulltext/EJ1210265.pdf

Aina, J. K., Olanipekun, S. S., & Garuba, I. A. (2015). Teacher's Effectiveness and its Influence on Student's Learning. *Advances in Social Sciences Research Journal*, *2*(4), 88-95. DOI:10.14738/assrj.24.1082

Akosubo-Ogori, E., Nwankwo, J.U. & Nweke, E.O. (2020). Classroom Management and Students' Academic Performance in Public Secondary Schools in Rivers State.*International Journal of Educational Research and Management Technology,5* (3),63-101.http://www.casirmediapublishing.com

Aloe, A.M., Amo, L.C., & Shanahan, M.E. (2014). Classroom Management Self – Attitude an burnout: A multivariatemeta analysis. Educational Psychology. Review, 26 (1), 101 – 126.

Al-Samarai, S. (2016). *Assessing basic education service delivery in the Philippines.* Public education expenditure tracking and quantitative Service delivery study. Washington, DC: World Bank Group.

Anjana, R. (2016). A study of Impact of Time Management on Academic Performance of Students Studying in School. *Indian Journal of Research, 5*(6), 149-150. https://www.worldwidejournals.com/paripex/recent_issues_pdf/2016/June/June_2016_1466078027__50.pdf

Baker, J.A., clark, T.P., Maier, K.S. & Viger, S. (2018). The differential influence of instructional context on the Academic engagement of students with behavior problems. *Teaching and teacher education, 24*, 1876-1883.

Bandura, A. (1977). *Social Learning Theory*. Prentice Hall.

Bandura, A. (1993). Perceived self-efficacy in cognitive development and functioning. *Educational psychologist, 28*(2), 117-148. https://www.uky.edu/~eushe2/

Bandura/Bandura
1993EP.pdf

Bandura, A. (2000). Exercise of human agency through collective efficacy. *Current directions in psychological science, 9*(3), 75-78. https://doi.org/10.1111/1467-8721.00064

Best, J.W & Kahn, V.U. (2000). *Education Research in Education*. Ally and Bacon.

Borg, R.W & Gall, M.D (1996) *Educational Research, An Introduction*. Longman Publishers.

Brown, M. A., Bourne, P. A., & Peterkin, V. M. S. (2019). An Empirical Assessment of Soft and Hard Classroom Management Strategies Employed by Teachers in Secondary Schools in Kingston and St. Andrew, Jamaica. *Insights Anthropol, 3*(1), 159-178.DOI: 10.36959/763/499

Burden, P. (2016). *Classroom management: Creating a successful K-12 learning community*. John Wiley & Sons

Canter, L & Canter, M.. (1976) *Assertive Discipline.: A Take Charge Approach for Todays Educators. How's the discipline In Your classroom? 1st Edition*. Canter and Associates

Canter, L & Canter, M. (2001). *Assertive Discipline: Positive Behavior Management for Today's Classroom.* Canter and Associates.

Canter, L & Canter, M. (2006). *Assertive Discipline: Classroom Management for Academic Success.* Solution Tree

Canter, L., & Canter, M. (1992). *Assertive discipline: positive behavior management for today's schools*. Lee Canter ve Associates.

Canter, L & Marcia, S (1993). *Assertive Discipline: Succeeding with Difficult Students Workboo*k. Lee Canter ve Associates

Cappella, E., Aber, JL., & Kim, HK. (2016). Teaching beyond achievement tests: Perspectives from developmental and education science. In DH. Gitomer, & CA. Bell (Eds.), *Handbook of research on teaching* [In press] American Education Research Association.

Creswell, J. W., (2013). *Qualitative inquiry and research design: Choosing among five approaches*. Sage publications.

Darling-Hammond, L. (2015). *The flat world and education: How America's commitment to equity will determine our future*. Teachers College Press.

Delamont, S. (2017). *Interaction in the classroom: Contemporary sociology of the school*. Routledge.

Department of Education (2018). *National Report of The Philipines.* PISA Report.

Dicke, T., Elling, J., Schmeck, A., & Leutner, D. (2015). Reducing reality shock: The effects of classroom management skills training on beginning teachers. *Teaching and teacher education*, *48*, 1-12.https://doi.org/10.1016/j.tate.2015.01.013

Duchesne, S., & McMaugh, A. (2018). *Educational psychology for learning and teaching*. Cengage AU.

Egeberg, H.M., & McConney, A. (2017). *What do students believe about effective Classroom Management? A mixed methods Investigation in Western Australian High Schools.* The Australian Educational researchr.

Emmer, E. & Sabornie, J.E. (2015). H*andbook of classroom management. 2nd Edition.*

Routledge.

Emerson, B., Peteros, Juvelyn, T., Canabano, Domenic, T., Sanchez, Larry, B., Peconillo, Jr., Reylan, G., Capuno. (2021). Understanding the Effects of Time Management and Self-Efficacy on math Performance among High School Students Working Part-Time in Cebu, Philippines. *Information Technology In Industry, 9*(2), 1077-1085.

Ezemba, E.U., Stanley, U., Anyaeji, A.V & Aloysius, O.E. (2021). Effects of Classroom Management Practices and Students' Academic Performance in Public Secondary Schools in Enugu State. *International Journal of Research and Innovation in AppliedScience,6*(1),34-39.www.rsisinternational.org/journals/ijrias/ DigitalLibrary/Vol.6&Issue1/34-39.pdf

Francisco, C. D. C., & Celon, L. C. (2020). Teachers' Instructional Practices and Its Effects on Students' Academic Performance. *Online Submission, International Journal of Scientific Research in Multidisciplinary Studies*, *6*(7), 64-71. https://eric.ed.gov/?id=ED607985

Frankel, J & Wallen, N. (2000). *How to Design and Evaluate Research In Education (4th Ed.).* McGraw Hill Publishing Company.

Fulton, J. (2019). *How to Guide and Monitor Student Learning*. https://www.classcraft.com/blog/features/monitoring-student-learning/

Gage, N.A., Scott, T., Hirn, R. & MacSuge-Gage, A.S. (2018) The Relationship Between Teachers' Implementation of Classroom Management Practices and student Behavior of elementary School.*Behavioral Disorders, 43*(2), 302-315.

Garcia, L.A.I., scharpf, F., hoeffler, A., & hecker, T. (2022). *Preventing Violence by Teachers in Primary Schools: Study Protocol for a cluster Randomized Controlled Trial in Haiti*. STUDY PROTOCOL.

George, I. N., Sakirudeen, A. O., & Sunday, A. H. (2017). Effective classroom management and students' academic performance in secondary schools in Uyo local government area of Akwa Ibom state. *Research in Pedagogy, 7*(1), 43.https://files.eric.ed.gov/fulltext/EJ1149167.pdf

González, T. (2015). Socializing schools: Addressing racial disparities in discipline through restorative justice. *Thalia González, Socializing Schools: Addressing Racial Disparities in Discipline through Restorative Justice, in closing the school discipline gap: equitable remedies for excessive exclusion (Daniel J. Losen ed., 2014).*

Government of Western Australia, (2016). *Western Australian Child Health Survey.* Health and Wellbeing of Children in Western Australia.

Grover, F.L. (2017). Annual report of the society of Thoracic surgeons/American College of cardiology transcatheter Valve therapy registry .*Journal of college of cardiology, 69*(10), 1215 – 1230.

Gunawan, I. (2017). *The Application of Instructional Management Based on Lesson Study and its Impact with Student Learning Achievement. Indonesia*. Atlantis Press.

Hafiz, Khan, H. M. A., Farooqi, M. T. K., Khalil, A., & Faisal, I. (2016). Exploring Relationship of Time Management with Teachers' Performance. *Bulletin of Education and Research, 38*(2), 249-263. https://files.eric.ed.gov/fulltext/EJ1210299.pdf

Han, F. (2021). The relations between teaching strategies, students' engagement in learning, and teachers' self-concept. *Sustainability*, *13*(9), 5020. https://doi.org/10.3390/su13095020

Harper-Young, K. (2020). *The Impact of Progress Monitoring Structures on Student Achievement.* https://digitalcommons.nl.edu/diss/301

Hoobler, J. M., Lemmon, G., & Wayne, S. J. (2014). Women's managerial aspirations: An organizational development perspective. *Journal of Management, 40*(3), 703–730. https://doi.org/10.1177/0149206311426911

Inegbedion, H. E., Adeyemi, S. O., Akintimehin, O., & Eluyela, D. (2020). Teachers' time utilisation and students' enrolment in school certificate examination: implication for school leadership. *Heliyon, 6*(9), e04892.

Kline, P. (2013). *Handbook of Psychology testing (Revised Edition).* Psychology Press.

http://books.google.com

Komar, O. A., Komar, S., Kolomiiets, N. A., Roienko, L. M., & Diachuk, P. V. (2019). Implementation of a Monitoring System in the Educational Process in Primary School. *International Journal of Learning, Teaching and Educational Research*, *18*(11), 232-244.

Kombo, D.K & Tromp, D.L (2006). *Proposal and Thesis writing. An Introduction.* Paulines Publications Africa.

Kumar, R. (2014). *Research Methodology: A Step by Step Guide for Beginners*. Sage Publishers.

Lauren, C. (2019). *Across the Board, Scores Drop in Math and Reading for U.S Student*. U.S News and World Report.

Lindlof, T. R., & Taylor, B. C. (2017). *Qualitative communication research methods*. Sage publications.

Lindsay, R., &Tamar, M.A (2017). *Investigating into using data to Improve Learning. Philippines Case Study. Global Economy and Development*. Brookings.

Magulod, G. (2019). *Classroom Management Styles of Filipino Higher Education Faculty: Exploring the Relationship and Labels Attached by Students.* http://dx.doi.org/10.2139/ssrn.3351174

Mamoon-Al-Bashir,Kabir, R., & Rahman, I. (2016). The Value and Effectiveness of Feedback in Improving Students' Learning and Professionalizing Teaching in Higher Education. *Journal of Education and Practice, 7*(16), 38-41.https://files.eric.ed.gov/fulltext/EJ1105282.pdf

Marshall, C., & Rossman, G. B. (2014). *Designing qualitative research*. Sage Publications.

McCormick, K., & Salcedo, J. (2017). *SPSS statistics for data analysis and visualization*. John Wiley & Sons.

McFadzien, N. (2015). Why is effective feedback so critical in teaching and learning? *Journal of Initial Teacher Inquiry, 1,* 16-18. http://hdl.handle.net/10092/11439

McLead, S.A. (2016). *Bandura-Social Learning Theory. Simply Psychology*. https://www.simplypsy.org/bandura.html

Ministry of Education (2017). *Press Release of Examination Results 2017*. Kampala, Uganda: Ministry of Education and sports.

Ministry of Education Science and Technology (2018). *National Education Sector Strategic Plan for the period 2018 – 2022.*

Momanyi, C. (2021). *Effect of Teaching Management Strategies on Academic Performance of Secondary Schools in Nyamira County; A Focus of Manga Sub-County.*

Moses S, N. Njora, H. Gerald, M. Maurice, M. & Benta, A. (2016). *The Quality of Education in Uganda: A case study of Iganga and Mayuge Districts. Graphic Version.* APHRC.

Mugenda, A & Mugenda, O. (2003). *Research Methods. Quantitative and Qualitative Approaches*. African Centre of Technology Studies.

Mullis, I. V., Martin, M. O., Foy, P., & Drucker, K. T. (2012). *PIRLS 2011 International Results in Reading. International Association for the Evaluation of Educational Achievement. Herengracht 487, Amsterdam, 1017.* TIMMS& PIRLS

Musau, L. M., & Migosi, J. A. (2015). Teacher qualification and students academic performance in science mathematics and technology subjects in Kenya. *International Journal of Educational Administration and Policy Studies, 7(3), 83-89.* http://www.academicjournals.org/IJEAPS

Mussa, L. (2015). *The role of School discipline towards students' Academic Performance in Dar es Salaam Region, Tanzania* [Doctoral dissertation], The Open University of Tanzania. http://repository.out.ac.tz/1404/

Natasha, M.(2016). *The role of teacher gender on students' academic performance*.https://lup.lub.lu.se/luur/download?func=downloadFile&recordOId=8880641&fileOId=8880643

Nedgine, P.D (2019). *Haiti's Education System is broken By Design.*https://brightthemag.com/haitis-education-system-is-broken-by-design-children-poverty-equity-1b97982f8a

Njangi, P.M. (2019). *Influence of School Management Practices on Students' Performance in Kenya Certificate of Secondary education Examination in Kirinyaga County, Kenya* [unpublished masters Thesis] Kenyatta universityhttps://ir-library.ku.ac.ke/handle/123456789/21938

Njeru, P.G. (2017). *Influence of Classroom Management Practices on Students' Academic Achievement in Public Secondary Schools in Tharaka Nithi County;kenya* [Unpublished master's thesis] Kenyatta University. https://ir-library.ku.ac.ke/bitstream/handle/123456789/19370

Nwakwaola, H.N.I. (2018). *Shool Mapping, Plant and Classroom Management*. Havey Publication.

Ogula, P.A (2009). *A handbook on Educational Research. (2nd Ed). Port Victoria*. New Kemit Publishers.

Olowo, B.F. & Fashika, C.O. (2019). Teachers' Classroom management Charateristics: A Panacea to Students' Academic Performance in Ekite state Secondary Schools. *International Journal of Social Sciences, Humanities and Education 3*(3)1-15.https://www.researchgate.net/publication/351496852

Omenka, J. E., & Otor, E. E. (2015). Influence of classroom management on students' academic achievement in Science and Mathematics in Oju Local Government Area of Benue State. *Dalam Global Journal of Interdisciplinary Social Sciences*, *4*(4), 36-40. https://www.longdom.org

Orodho, A.J. (2004). *Techniques of Writing Proposal and Reports in Education and Science.* Kanezja Publishers

Orodho, A.J. (2005). *Elements of Education and Social Science Research Methods*. Kanezja Publishers.

Orodho, A.J. (2012). *Essentials of Educational and Social Science Research Methods, (2nd Ed.).* Masola Publishers.

Orodho, A.J. (2012). *Techniques of writing research proposals and reports*. Kanezja H P Enterprises.

Oso, W.Y & Onen, D. (2009). *A general guide to writing research proposal and Report*.JKF

Owan, V.J., Bassey, B.A., Mbon, U.F., Okon, A.F., Ene, O.E., Ekaette, s.O. & Ekpe, M.B (2020). Validation of an

Instrument and measurement of employee work – lif policies, psychology empowerment, and job commitment

Of staff in universities. Mediterrean Journal of Socail Sciences, 11 (2), 86 – 100.

Radinger, T. (2014). School Leader Appraisal—A Tool to Strengthen School Leaders' Pedagogical Leadership and Skills for Teacher Management?. *European Journal of Education*, *49*(3), 378-394.http://ezproxy.deakin.edu.au/login?url=http://...

Rahayu, K. (2015). Enhancing EFL college students listening comprehension by captioning. *ETERNAL (English Teaching Journal)*, *6*(1),58-63 DOI: https://doi.org/10.26877/eternal.v6i1.2295

Rajabieslami, N. (2016). Teachers' perceptions of the post-method feasibility. *Arab World English Journal (AWEJ)*, *7*(3), 238-250. DOI:https://dx.doi.org/10.24093/awej/vol7no3.17

Ramphele, M. (2016). *Education System Worse than under Apartheid.* Ramphele. Mail and Guardian.

Razali, S. N. A. M., Rusiman, M. S., Gan, W. S., & Arbin, N. (2018, April). The impact of time management on students' academic achievement. *In Journal of Physics Conference* 995, (1), 1-7. 10.1088/1742-6596/995/1/012042

Ritchie, J., Lewis, J., Nicholls, C. M & Ormston (2013). *Qualitative research practice: Guide for Social Sciences Students and researchers*. Sage

Rosário, P., Núñez, J. C., Vallejo, G., Cunha, J., Nunes, T., Suárez, N., & Moreira, T. (2015). The effects of teachers' homework follow-up practices on students' EFL performance: a randomized-group design. *Frontiers in psychology*, *6*, 1528. DOI: 10.3389/fpsyg.2015.01528

Salita, J.E. (2013). Revisiting the Quantitative-Qualitative debate: Implications for Mixed-methods research. *Quality & quantity*, *36*(1) 43-53. https://books.google.co.ke

Sallis, J. F., Owen, N., & Fisher, E. (2015). Ecological models of health behavior. *Health behavior: Theory, research, and practice*, *5*(43-64).https://psycnet.apa.org/record/2015-35837-003

Sciuchetti, M.b., & Yssel, N. (2019). The development of preservice teachers' self – efficacy for classroom and behavior

Manageent across multiple field experiences. Australian Journal of Teacher Education,44 (6), 18 – 34.

Simba, N. O., Agak, J. O., & Kabuka, E. K. (2016). Impact of Discipline on Academic Performance of Pupils in Public Primary Schools in Muhoroni Sub-County, Kenya. *Journal of Education and Practice*, *7*(6), 164-173. https://files.eric.ed.gov/fulltext/EJ1092484.pdf

Simeon, W.E. & Nnaa, L.F. (2020). Impact of Discipline on Students' Academic Performance in Public Junior Secondary Schools in Rivers State.*International Journal of Innovative Psychology & Social Development 8(*4),95-104.https://seahipaj.org/journals-ci/dec-2020/IJIPSD/full/IJIPSD-D-13-2020.pdf

Simonsen, B., Fairbanks, S., Briesch, A., Myers, D. & Sugai, G. (2015). Evidence – based practices in classroom

Management: Considerations for Research to practice. Eduaction & treatment of children, 31 (3), 351 – 380.

Singleton, R (1993). *Approaches to Social Research.* Oxford University Press.

Skipper, Y., & Douglas, K. (2015). The influence of teacher feedback on children's perceptions of student–teacher relationships. *British Journal of Educational Psychology, 85*(3), 276–288. https://doi.org/10.1111/bjep.12070

Spencer, B. (2018). The Impact of Effective Classroom Management.

States, J., Detrich, R. & Keyworth, R. (2017). Classroom Management Overview. Oakland, CA: Wing Institute.

Statistical for Wales (2019). Academic Achievement of Pupils Aged 4 to 14 in core subjects. Welsh Government.

Sunday-Piaro, M. (2018). Classroom management and students' academic performance in public secondary schools in rivers state. *International Journal of Scientific Research in Education, 11*(5), 940-963.

T.E.C.R.E.A (2019). *The Revealed Report on Education in Tunisia 2019. Tunisia The World Bank (2012). Education in Oman: The Drive for quality*. The World Bank. http://bit.ly/2t4efs1

Temitope, B, E., & Ogunsakin, F. C. (2015). Influence of peer group on academic performance of secondary school students in Ekiti State. *International Journal of Innovative Research and Development, 4*(1), 324-331.http://52.172.159.94/index.php/ijird/article/view/59780

Teygong, J.L (2018). *Influence of Teachers' Pedagogical Competencies on Pupils Academic Performance in Public Primary Schools in Chepkorio ward, Elgeyo-Marakwet County, Kenya*.[Unpublished master's thesis] Kisii University University. http://41.89.196.16:8080/xmlui/handle/123456789/647

The World Bank (2015). *Education Global Practice. Africa Region.* Global Partnership for Education.

The World Bank (2016). *Examination Reform in Kenya (English).* World Bank Group.

Van der Berg, S., Spaull, N., Wills, G., Gustafsson, M., & Kotzé, J. (2016). Identifying binding constraints in education. *Available at SSRN 2906945*.

Van Hees, V., Moyson, T., & Roeyers, H. (2015). Higher education experiences of students with autism spectrum disorder: Challenges, benefits and support needs. *Journal of autism and developmental disorders*, *45*(6), 1673-1688.https://resep.sun.ac.za/wp-content/uploads/2016/10/Van-Broekhuizen-et-al.pdf

Wang, Z., Pan, X., Miller, K. F., & Cortina, K. S. (2014). Automatic classification of activities in classroom discourse. *Computers & Education*, *78*, 115-123. http://dx.doi.org/10.1016/j.compedu.2014.05.010

Wang'eri, T., & Otanga, H. (2014). Sources of personal teacher efficacy and influence on teaching methods among teachers in primary schools in coast province, Kenya. Global journal of Interdisciplinary Socail Sciences 3(3), 190 – 195.

Zafarullah, S., Mumtaz, K., Murad, P. U., Abida, S., & Humera, S. (2016). Teachers' Time Management and the Performance of Students: A Comparison of Government and Private Schools of Hyderabad, Sindh, Pakistan. *Journal of Education.6* (6), 42-50. https://files.eric.ed.gov/fulltext/EJ1157611.pdf

APPENDICES

APPENDIX I: TEACHER/HEADTEACHER QUESTIONNAIRE

The aim of this instrument is to allow the researcher establish teachers' Classroom Management Practices influencing pupils' academic performance in public primary schools in Matuga sub county. Kindly give your honest responses.

Section A: Demographic Information

1. What is your gender?

Male ☐

Female ☐

2. What is your academic qualification?

P1 ☐

ECE certificate ☐

ECE diploma ☐

Diploma in education ☐

Bachelor degree in education ☐

Bachelor degree in ECE ☐

Masters ☐

Other (Specify) …….

3. For how long have you served as a head teacher/ teacher?

☐

Below 5 years

5 – 10 years ☐

11 – 15 years ☐

16 – 20 years ☐

Above 21 years ☐

4. What is your current position in your school?

Class teacher ☐

Head of subject ☐

Senior teacher ☐

Deputy Head teacher ☐

Head teacher ☐

Section B: Influence of Teachers' Classroom Discipline Management, on the academic performance of Pupils.

In this section the researcher intends to find out how Teachers' classroom discipline management influence the performance of pupils. Please **tick** in the correct box based on the extent of your agreeableness. Use the following scale:

S.A = (**Strongly Agree**) **A =** (**Agree**), **U** = (**Undecided**), **D** = (**Disagree**) or **S.D** = (**Strongly Disagree**).

Teachers' classroom discipline management, on the performance of pupils	**SA**	**A**	**U**	**D**	**SD**
I/teachers reward pupils for good behavior in the classroom.					

I/teachers allow pupils to get out of their seat without permission.					
I am/teachers are strict when it comes to learner compliance in my/their classroom.					
I/teachers insist that pupils in my/their classroom follow the rules at all times.					
I/teachers guide and counsel learners who have disruptive/truant behavior.					
I/teachers closely check on off task behavior during class.					
If a learner's behavior is defiant, I/teachers will demand that they comply with my/their classroom rules.					
I/teachers nearly always use a teaching approach that encourages interaction among learners.					
I/teachers involve parents of pupils who have chronic truancy.					
I/teachers use various modes of punishment to discourage learners' disruptive behavior.					

What are the other (not on the table) Teacher Classroom Discipline Management Practices that influence public primary school pupils' performance?

……

Section C: Influence of Teachers' Instructional Monitoring on pupils' Academic performance.

In this section the researcher intends to find out how teachers' Instructional Monitoring influences Public Primary school learners' performance. Please tick in the correct box based on the extent of your agreeableness. Use the following scale:

S.A = (**Strongly Agree**) **A =** (**Agree**), **U** = (**Undecided**), **D** = (**Disagree**) or **S.D** = (**Strongly Disagree**).

Influence of teachers' instructional monitoring on Academic performance of pupils	**SA**	**A**	**U**	**D**	**SD**
I/Teachers give pupils practice exercise/ assignments to monitor level of knowledge acquisition for remedial purpose.					
I/Teachers talking and allowing pupils to ask questions or give comments to monitor teaching pace and concept reception by learners.					
I/Teachers firmly redirect pupils back to the topic when they get off task.					
I/Teachers nearly always adjust instruction/ re-teach in response to individual learner needs.					
I/Teachers nearly always use collaborative learning to explore questions in the classroom.					
I/Teachers use whole class discussion and group tasks to ensure whole class participation.					

I/Teachers move in class as learners attempt given tasks to assist needy learners.					
I/teachers give assignments/follow-up activities and give supportive feedback to the learners.					
I/Teachers assign pupils leadership roles to monitor groups when I am/teachers (are) not in class.					
I/teachers keep track of learner's performance and guide them appropriately in case of downward progress.					

What are the other (not on the table) instructional monitoring practices that influences public primary school pupil's academic performance?

……

Section D: Influence of teacher's Instructional Management on Academic performance of Pupils

In this section the researcher intends to find out how influence of teacher's instructional management on performance of pupils in public primary schools. Please **tick** in the correct box based on the extent of your agreeableness. Use the following scale:

S.A = (**Strongly Agree**) **A =** (**Agree**), **U** = (**Undecided**), **D** = (**Disagree**) or **S.D** = (**Strongly Disagree**).

Influence of Teachers' Instructional Management on Pupils' Academic performance.	**SA**	**A**	**U**	**D**	**SD**

I/Teachers use individual varied teaching methods (learner-centered methods) effectively.					
I/Teachers dramatize teaching situation effectively.					
I/Teachers engage(s) pupils in active discussion about issues related to real world applications.					
I/Teachers nearly always use inquiry -based learning in the classroom.					
I/Teachers use appropriate teaching materials (T/L aids).					
I/Teachers are able to handle all types of pupils with different abilities and I am/are able to improve the learners' learning skills.					
I/teachers check learners' work and guide them on their work to improve learning.					
I/teachers organize for team teaching to break the monotony of the subject teacher(s) teaching throughout the academic year.					
I/teachers ask a colleague to develop a lesson study plan and teach my/their topic that I am/ they are not comfortable teaching.					
I/teachers give room for movement activities to the learners during content delivery.					

What are the other (not on the table) teacher's instructional management strategies that affect performance of pupils in public primary schools?

……

Section E: Teachers' Classroom Time Management on Academic performance of Pupils

In this section the researcher intends to find out how teachers' classroom time management influences performance of pupils in public primary schools. Please **tick** in the correct box based on the extent of your agreeableness. Use the following scale:

S.A = (**Strongly Agree**) **A =** (**Agree**), **U** = (**Undecided**), **D** = (**Disagree**) or **S.D** = (**Strongly Disagree**).

Teachers' Classroom Time Management on Pupils' Academic Performance.	**SA**	**A**	**U**	**D**	**SD**
I/Teachers nearly always intervene when pupils talk at inappropriate times during class.					
Lateness in my/teachers' classroom is highly discouraged.					
Leaving the class during the lesson is prohibited in my/teachers' lessons.					
I/Teachers nearly always use groups and assign group work in the classroom.					
I/teachers establish a teaching daily routine in the classroom and stick to it.					
I/Teachers strongly limit learner chatter in the classroom.					

I/teachers timely cover the syllabus as per the scheme of work stipulation.					
I/teachers always plan work before executing duties and have a personal timetable.					
I/teachers enter the class timely and leave the class after the stipulated time has elapsed.					
I/teachers walk out of class during teaching time to attend to other duties.					

What are the other (not on the table) classroom time management strategies that affect the performance of pupils in public primary schools?

……

Section F: Pupils Academic performance in relation to Teachers classroom management practices.

In this section the researcher intends to find out the state of pupils academic performance in public primary schools. Please **tick** in the correct box based on the extent of your agreeableness. Use the following scale:

S.A = (**Strongly Agree**) **A =** (**Agree**), **U** = (**Undecided**), **D** = (**Disagree**) or **S.D** = (**Strongly Disagree**).

Pupils' Academic Performance in relation to teachers' classroom management practices.	**SA**	**A**	**U**	**D**	**SD**
Most of my/the pupils perform well in KCPE examinations.					

Most of my/the pupils transit to Secondary schools having achieved above the cut-off mark.					
I/my teachers am/are respected by pupils in and outside the classroom.					
I/teachers have good relationship with the pupils.					
Pupils mostly attend my/teachers class sessions.					
My school has high pupil's enrolment rate.					
My pupils and the parents see the school as a place where pupils receive the knowledge they need for success in Secondary school.					
My school records high dropout rate/ transfer of pupils to other schools.					
There is high teacher retention rate in the school.					
Teachers are allowed to innovate and take instruction beyond the classroom.					

What are the other reasons that hinder the school from performing well that are not listed in the questionnaire?

……

APPENDIX II: OBSERVATION CHECKLIST

	AVAILABILITY		**SATISFACTORY**	
	YES	NO	YES	NO
CLASSROOM DISCIPLINE • Class rules (Do's and Don'ts) • Punishments record • Guidance/ counselling record				
INSTRUCTIONAL MONITORING • Subject group work record. • Supportive feedback record. • Progress records/ Rubric.				
INSTRUCTIONAL MANAGEMENT • Teaching/Learning aids • Lesson Study Lesson Plan • Pupils' Textbooks(Text-pupil ratio)				
TIME MANAGEMENT • Lesson Plan & Schemes of work. • Records of work & Syllabus. • Personal Timetable.				

ACADEMIC PERFORMANCE KCPE exams analysis/Results(2015 – 2019)		
Enrollment establishment records(2015-2019)		
Teachers transfer record file		

APPENDIX III: MATUGA SUB-COUNTY PUBLIC PRIMARY SCHOOLS.

1. Bowa Primary	2. Lwara Primary.	3. Mwaluvanga Pri.
4. Boyani West Primary	5. Matuga Primary.	6. Mwambara Pri.
7. Bahakanda Primary	8.Magombani Pri.	9. Mwamivi Pri.
10. Burani Primary	11.Magwasheni Pri.	12. Mwamgunga Pri.
13. Bilashaka Primary	14.Mangawani Pri.	15. Mwamtobo Pri.
16. Boyani Primary	17.Maponda Pri.	18. Mwanamkuu Pri.
19. Chai Primary	20.Makobe Pri.	21. Mwanzwani Pri.
22. Chongolo Primary	23.Madibwani Pri.	24. Mzinji Pri.
25. Chirimani Primary	26.Mbweka Pri.	27. Nimuyumba Pri.
28. Chanyiro Primary	29.Mkanda Pri.	30. Ningawa Pri.
31. Chitsanze Primary	32.Mkomba Pri.	33. Ng'ombeni Pri
34. Chidzumu Primary	35.Mkokoni Pri.	36. Noloni Pri.
37. Dima Primary	38.Mkongani Pri.	39. Nzora Pri.
40. Denyenye Primary	41.Mkundi Pri.	42. Pungu pri.
43. Deri Primary	44.Mkumbi Pri.	45. Sabrina Pri.
46, Gopha Primary	47.Mbegani Pri.	48. Simanya Pri.
49. Ganze Primary	50.Mbararani Pri.	51. Shimba Hills Pri.
52. Golini Primary	53.Mbuguni Pri.	54. Stephen Kanja Pri.
55. Jorori Primary	56.Miamba Pri.	57. Tiwi Pr
58. Kizibe Primary	59.Miatsani Pri.	60. Tiribe Pri.
61. Kajiweni Primary	62.Mirihini Pri.	63. Tserezani Pri.

64 Kipambani Primary	65.Mtsamviani Pri.	66. Vinuni Pri.
67. Kichaka Simba Pri.	68. Mtsangatamu Pri.	69. Voroni Pri.
70. Kidongo Primary	71. Mteza Central Pri.	72. Vuga Pri.
73. Kirudi Primary	74.Mlafyeni Pri.	75. Vyongwani Pri.
76. Kwale Primary	77.Mnyalatsoni Pri.	78. Waa Primary.
79. Kinarini Primary	80.Msulwa Pri.	81. Yeje pri.
82. Kiteje Primary	83.Muungano Pri.	84. Zibani Primary.
85. Kibarani Primary	86.Mwachema Pri.	87. Ziwani Primary.
86. Kombani Primary	89.Mwachome Pri.	90. Kibuyuni Primary
91. Kilindini Primary	92. Mwadinda Pri.	93. Kizimbani Primary
94. 66. Mwagodzo Pri.	95. Lunguma Primary	96. Mwele Pri.
97. Lukore Primary	98. Mwaligulu Pri.	

Source: Sub – County Director of Education 2020.

APPENDIX IV: INTRODUCTION LETTER

Kenya Methodist University

Mombasa Campus,

P.O Box 89983-80100,

Mombasa.

The Head Teacher,

Dear Sir/Madam,

RE: INTRODUCTION LETTER

I am **Abdhul N. Mwangare**, admission number **EDU-3-7284-3/2015**, a post graduate student at Kenya Methodist University in the School of Education pursuing a Master of Education Degree in Leadership and Education Management**.** I am carrying out a research on, '**Teachers' Classroom Management Practices influencing in Public Primary Pupils' Academic Performance in Matuga Sub-County, Kwale County, Kenya.**' Your school has been selected to take part in the study.

The attached questionnaires have been designed to help the researcher collect data for the purpose of the research only and the respondents should not write their names or that of the institution for confidentiality. Respondents are kindly asked to respond to all the items honestly. The comments made in the questionnaires will be treated with the confidentiality they deserve. Thank you in advance.

Yours Faithfully,

Abdhul N. Mwangare

APPENDIX V: NACOSTI PERMIT

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: **414542**

Date of Issue: **19/January/2021**

RESEARCH LICENSE

This is to Certify that Mr.. Abdhul Ndundi Mwangare of Kenya Methodist University, has been licensed to conduct research in Kwale on the topic: INFLUENCE OF TEACHERS' CLASSROOM MANAGEMENT PRACTICES ON PUPILS' ACADEMIC PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN MATUGA SUB-COUNTY, KWALE COUNTY for the period ending : 19/January/2022.

License No: **NACOSTI/P/21/8587**

414542

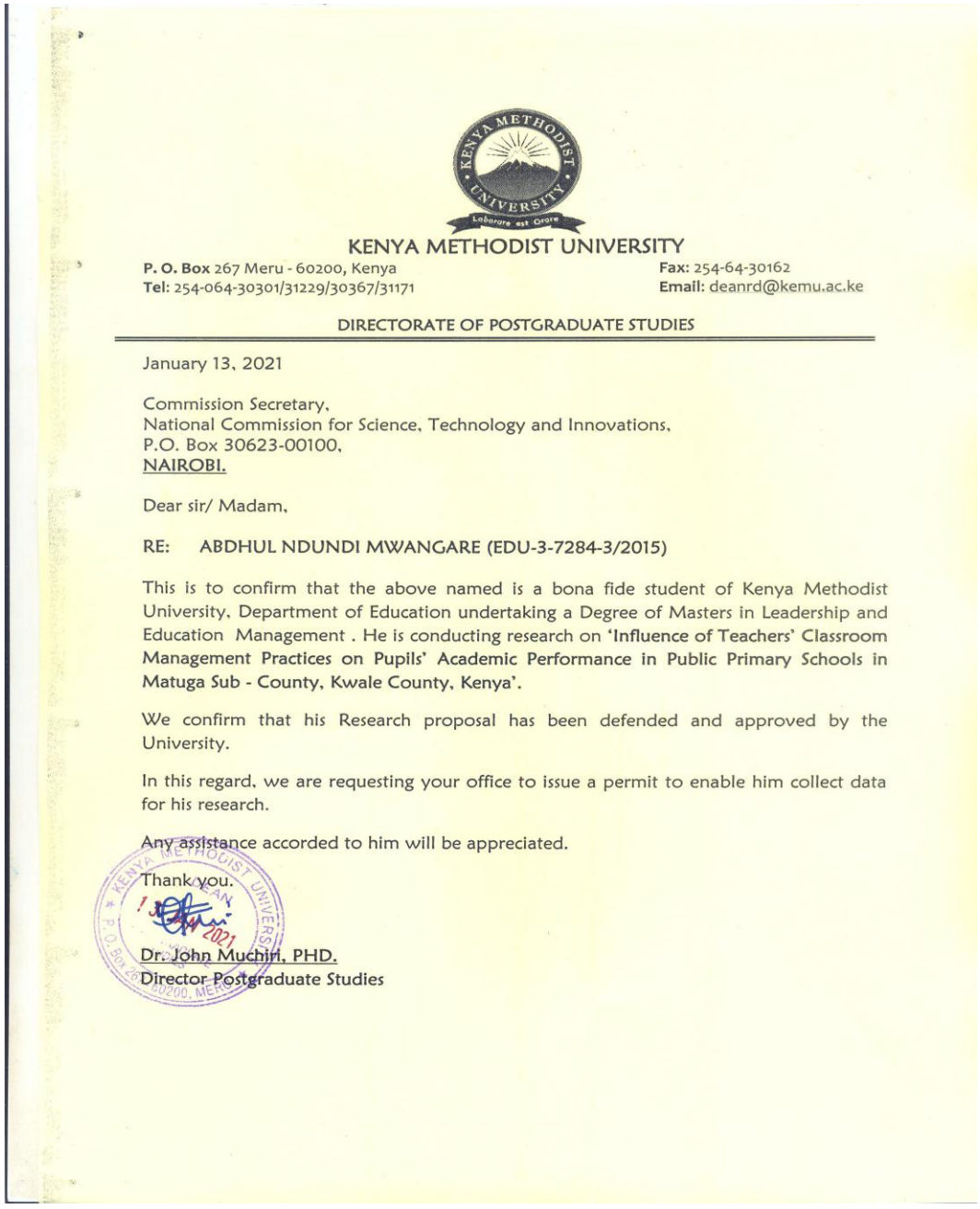
Applicant Identification Number

Director General
NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Verification QR Code

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

APPENDIX VI: APPROVAL LETTER



KENYA METHODIST UNIVERSITY

P. O. Box 267 Meru - 60200, Kenya
Tel: 254-064-30301/31229/30367/31171
Fax: 254-64-30162
Email: deanrd@kemu.ac.ke

DIRECTORATE OF POSTGRADUATE STUDIES

January 13, 2021

Commission Secretary,
National Commission for Science, Technology and Innovations,
P.O. Box 30623-00100,
NAIROBI.

Dear sir/ Madam,

RE: ABDHUL NDUNDI MWANGARE (EDU-3-7284-3/2015)

This is to confirm that the above named is a bona fide student of Kenya Methodist University, Department of Education undertaking a Degree of Masters in Leadership and Education Management . He is conducting research on **'Influence of Teachers' Classroom Management Practices on Pupils' Academic Performance in Public Primary Schools in Matuga Sub - County, Kwale County, Kenya'.**

We confirm that his Research proposal has been defended and approved by the University.

In this regard, we are requesting your office to issue a permit to enable him collect data for his research.

Any assistance accorded to him will be appreciated.

Thank you.

Dr. John Muchiri, PHD.
Director Postgraduate Studies

APPENDIX VII: PUBLICATION CERTIFICATE

Journal of Popular Education in Africa (JOPEA)

Certificate of Publication

This is to certify that

Abdhul Ndundi Mwangare (September 2021)

in recognition of the publication of the paper entitled

Mwangare, A. N; Mwawasi, B & Mwenda, P. (2021). Influence of Teachers' Classroom Management Practices On Pupils' Academic Performance In Public Primary Schools in Matuga Sub - County, Kwale County, Kenya. Journal of Popular Education in Africa. 5(9), 4 – 20.

Journal of Popular Education in Africa JOPEA

Dr. Linnet Hamasi PhD
Editor

Prof. Maurice N. Amutabi, PhD
Editor - in - Chief

APPENDIX VIII: CONFERENCE PARTICIPTION CERTIFICATE

MULTIMEDIA UNIVERSITY OF KENYA
&
AFRICAN INTERDISCIPLINARY STUDIES ASSOCIATION

Certificate of Participation

This is to certify that

Abdhul Ndundi Mwangare

Participated in the joint KESSA-AISA-Multimedia University of Kenya 12th Annual International Interdisciplinary Conference held on 24th to 27th November, 2021.

Prof. Maurice N. Amutabi, PhD
Convenor, Conference Org Committee

Prof. (Eng.) Abel N. Mayaka, PhD
Co-Convenor, Conference Org Committee