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Influence of Teachers' Classroom Management Practices On Pupils' Academic Performance In Public Primary Schools in Matuga Sub - County, Kwale County, Kenya

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Abstract

Pupil's Performance/ achievement that is academic in nature is as a result of education – the level at which a pupil has attained their educational targets. The academic performance of pupils in Matuga Sub-County has been poor for decades now. This study sought to assess the influence of teachers' classroom management practices on pupils' academic performance in public primary schools in the Sub-County. The objectives of the study were; to establish the influence of teachers' classroom discipline management on pupils' academic performance. The study was carried out using a descriptive survey design. The target population included 98 head teachers and 691 teachers. The sample size included 10 percent of the head teachers' target population of 98 and 10 percent of the 691 target population of teachers. The researcher had a sample size of 79 subjects for the study (10 head teachers and 69 teachers). Data was collected using Questionnaires which were issued to the respondents. The questionnaire was research assisted. The researcher also used observation check list to investigate on existing practices on Teachers' classroom discipline management. Test-retest was done to 8 respondents (1 head teacher and 7 teachers) from Matuga Sub-County to check the suitability or the validity of the instrument. The data collected was analyzed using Statistical Package for Social Sciences (SPSS) version 21. The quantitative data obtained was analyzed using descriptive statistics which included percentages, frequency counts and inferences. The qualitative data obtained from the checklist was analyzed and discussed thematically. The results of data analysis were presented using frequency distribution tables and bar graphs. Study findings revealed a strong positive correlation between DM, TIM, IM and CTM, and dependent variable AP with p values as follows; ($r_s = .758$, $p = .000$), ($r_s = .532$, $p = .000$), ($r_s = .893$, $p = .000$) and ($r_s = .857$, $p = .000$) respectively which were statistically significant since the p-values are less than 0.01. The study revealed that, teachers' classroom management practices influencing pupils' academic performance include lack of; guidance and counselling techniques, enough skills to monitor pupils learning, follow up by headteachers on teachers, commitment to apply instructional management and proper time management by tutors. Recommendations include; Teachers to undertake in-service guidance and counseling programme, Teachers be inducted on better ways of monitoring Pupils learning and head teachers should follow up on teachers. There be organized regular capacity building seminars/workshops on teaching methodologies and the syllabi/curriculum designs be divided into the three terms of the year to ensure uniform coverage. The study also recommended areas for further study like; influence of Teachers Classroom Instructional Monitoring on Pupils' Academic Performance and need of similar study be carried in other Counties in coast region to ascertain if comparable findings would be acquired for further generalization of outcomes

Key words: Students, Education, Continuous Assessment Test, Discipline Management, Parents Teachers Association, Kenya National Examination Council, Schools, Kwale County, Kenya

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Introduction and Background to the Study

Performance/ achievement that is academic in nature is as a result of education – the level at which a pupil, institution or tutor has attained their educational targets (Annie et al, 1996). 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).

According to Government of Western Australia (2016) the 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 tutors as performing poorly academically. The poor academic performance 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). The inequality in relation to academic achievement in regards to pupils from non-Aboriginal and Aboriginals can be observed from their first year of admission all through the other years to the middle of their A levels (Magulod, 2019; Duchesne & McMaugh, 2018; Van Hees et al., 2015).

In the United States of America (USA), those who had undergone bullying were in all probability likely to have poor achievement than bystanders (Sallis, et al., 2015). 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).

Hoobler et al, (2014) contends that poor academic achievement in Wales (Great Britain) is attributed to an individual's place of birth, destitution, type of family and the people an individual accompanies, together with the community where they live.

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 weak, 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). 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 repetition in grade 10 and 11 is a symptom of the low standard (poor performance) of education at the primary school level. That, poor through

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put (transition) levels and poor achievement in A levels is premised on lack of a firm foundation emanating from O levels (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 O levels pupils are barely taught how to read within the first three grades. 61 percent of O level pupils barely learn elementary mathematics by the time they get to the fifth grade. In Tunisia, there is a return of the illiteracy index to the rise, between 2014 and 2018, indicating the decline of the government interest in the implementation of policies adopted in the fight against illiteracy and in connection with annual increase in the number of drop out in primary schools (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, the Kenya Certificate of Primary Education (KCPE) results from 2015 to 2018 show that the candidate numbers attaining the university cut off minimum of C+ and above has continuously registered a decrease nationwide especially in the two years that have past (2017 and 2018) (Ministry of education science and technology [MOEST], 2018). In 2015, 68 percent scored C and below, in 2016, 84 percent scored C and below, in 2017, 89 percent scored C and below and in 2018, 86 percent scored C and below (MOEST 2018). According to KNEC KEYA for grade three, in Numeracy, 95 percent could not convert the information provided in a sentence into basic mathematical operations (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 land areas, coastal regions, urban slums, North Eastern and Western regions) areas (MOEST 2018).

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). In this research study, the classroom management practices to be studied will include: Teachers' Classroom Discipline Management, Teachers' Classroom Instructional Monitoring, Teachers Classroom Instructional Management and Teachers Classroom Time Management.

Statement of the Problem

In Kenya, the Kenya Certificate of Primary Education (KCPE) results from 2015 to 2018 show that candidates have been performing poorly nationally. In 2015, only 31 percent scored C+ and above, in 2016, only 16 percent scored C+ and above, in 2017, only 11 percent scored C+ and above and in 2018, only 14 percent scored C+ and above (MOEST, 2018). According to County Director of Education (CDE, 2019) Kwale County has been performing poorly. From 2015 to 2019, performance has been relatively poor. In 2015, 31 percent of the KCPE candidates scored 250 and above, in 2016, 43 percent scored 250 and above, in 2017, 30 percent scored the average mark of 250, in 2018, 38 percent scored the 250 average mark and in 2019, 34 percent scored 250 and above (CDE Unpublished report, 2020).

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According to the Sub – County Director of Education (2019) from 2015 to 2019, KCPE results have been poor such that, in 2015 only 48 percent of learners scored above the average mark of 250 and above, in 2016, 36 percent of the candidates scored 250 and above mark. In 2017, 33 percent of primary 8 pupils scored 250 and above, in 2018, 42 percent of the learners scored 250 and above and in 2019, only 40 percent scored 250 and above. Most of those who go to secondary school due to the 100 percent transition policy and had performed poorly do not make it in KCSE (SDE unpublished report, 2019). It is in this light that the current study looks to investigate the influence of teachers' classroom management practices on pupils' academic performance in public primary schools in Matuga Sub-County, Kwale County.

Objective of the Study

- i. To establish the influence of teachers' classroom discipline management on pupils' academic performance in public primary schools in Matuga Sub County

Review of Related Literature

To establish the influence of teachers' classroom discipline management on pupils' academic performance in public primary schools in Matuga Sub County

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; the second aspect, management of people relates to what tutors believe in regards to learners as people and what the tutors 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.

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 learning 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 tutors, especially because the learning institutions are hoped to offer a conducive surrounding and that the tutors are responsible for the academic accomplishment of pupils” (p. 55). Though it is a fact that a number of tutors 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).

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Dicke et al. (2015) defines classroom management as a very essential set of skills that tutors need to possess and one that is hence very challenging to achieve. Every learning institution requires a tutor vast 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 tutor 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.

Discipline is the exercise of instructing other to take heed of the regulations by utilizing punishment to align undesired behaviors. Within a class, a tutor 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 (Jennifer 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 (Irvin L. King, 2020). Challenging child conduct is influencing the learning institutions throughout the nation and deterring tutor'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: According to Nicholas 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 O levels institutions within the sub County of Muhoroni. They ascertain that academic achievement goes up with increased degree of discipline. They further found that, it was essential to emphasise on basic discipline of the pupils' for enhanced academic prosperity.

A study by George et al. (2017) focusing on the productivity of managing classrooms in the academic achievement of learners within A level institution in the local government of Uyo within Nigeria, found productive utilization of canning as a form of punishment results in some order within the classroom environment making it positively influence the academic achievement of learners.

A study by Njeru (2017) on how the practices of managing classrooms influence the learners' academic accomplishments within public 'A' level institutions in the County of Thika in Kenya 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.

Sunday- Piaro (2018) in a study about, academic achievement of learners and management of classrooms in O level institutions within the state of Rivers, found that a good percentage of teachers utilize consequences, procedures and rules in class management. Therefore, the results established a considerable and a strong constructive relation between the discipline in classroom and learner's academic achievement.

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Lilian (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 tutors 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 tutors and learners. Therefore, discipline creates a disciplined academic environment leading to academic success.

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; In a study by George et al. (2017) on productive management of classes and learners achievement in O level institutions within area of Uyo in the state of Ibom, Nigeria, found that learners may have clear interest in academic undertakings if tutors exhibited interest in academic endeavors and inspired them through pedagogical monitoring. Thus, monitoring significantly influences students' academic achievement. Further their study revealed that authority deputation provides learners with the feeling that they have a role to play in ensuring a safe and orderly classroom.

Njeru (2017) in a survey on the sway of practices of managing classroom on student's academic accomplishments in O level institutions within the County of Tharaka Nithi, found that designating a prefect assisted in guiding undesired behaviors in relation to absence of tutors increases chance of a safe learning environment and therefore, notes revision increased among students which resulted in improved academic performance and thus, this ensured that syllabus of learning was timely completed and thus students were ready to be examined thus, improve achievement. The study further indicated that supportive feedback by teacher and/or head teacher by inspiring pupils acted in an important capacity making sure that students are inspired thus enhancing performance.

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 out 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.

Mamoon et al. (2016) in a study on how effective and valuable feedback is on enhancing the instruction of students making teaching professional within institutions of higher learning. The study found that, providing feedback is an integral skill for tutors 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.

Yvonne and Karen (2015) in a study on how the feedback of teachers influence the perception of children within the learner – teacher relationship, found out that how feedback will

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be viewed by children will result in the perceptions that the tutor like or dislike them. These views may at times affect the learner – tutor relationship and eventually influence academic results.

Rosario et al. (2015) in their study on how following up on homework by teacher's influences learner's practices. The study which was conducted on a randomized group found that in the event the influence of pre-test was guided, the variation within the forms of English as a Foreign Language(EFL) tutors 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 tutors dedicate to evaluating, outlining and clarifying homework with learners is valuable and that, homework follow-ups give tutors the opportunity to reflect upon their instructional monitoring and its effects on the standards in the process of learning.

Loice (2018) in an investigation on effects of tutor pedagogical Competencies on the academic achievement of learners in public O level institutions found out that, teachers frequent use of evaluation methods (C.A.Ts, revision exercises, group assignments and monthly exams) could raise students understanding and mastery of content hence academic performance improved.

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 considerably positively altered the learners accomplishments. That is to say, monitoring pupil learning, giving feedback and adjusting instruction to meet needs of the learners improves academic results. Instructional management is the procedure of strengthening entire resources of education to attain targets of learning. It is the execution of management operations on components of learning that include; learners, tutors, goals, materials, methodologies, tools and evaluation /assessment (Rahayu, 2015).

There are several studies on instructional management as follows;George et al. (2017) in their study on the productivity of managing classrooms in relation to learners academic achievement in A level institutions in the area of Uyo in the state of Ibom, Nigeria, established when tutors 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. Njeru (2017) in survey on the practices of managing classroom with regards to academic performance in public A level institutions within the County of Tharaka Nithi in Kenya, revealed that approaches of pedagogy aren't effective and barely influence the student's performance.Gunawan (2017) in a research study titled, the implementation of instructional administration focused lessons and its influence on the learning performance of pupils in Indonesia revealed that, there is elevation of learner performance by implementing the management of instructions that is focused on lessons. That, lecturer's style (methodology) has significant impact on student performance.

Loice (2018) in an investigation on how competent the instructions of teachers are on learners' academic accomplishments within public learning institutions in the county of Elgeyo Marakwet within the ward of Chepkorio, found out that, there has been a shift from tutor-

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centered teaching approach to more learner-centered teaching methods. Further, 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. The study also found out that, frequent usage of numerous instructional media raised learners' academic achievement. That meant, increase in teachers combining: variation and improvising of educational media resources could improve performance of institutions significantly.

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) who carried an investigation on 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. Zafarullah et al. (2016) who were investigating how tutors were managing time and how it related to the achievement of learners. It was a comparative enquiry in Pakistan between private schools and government school. It found that public primary school teachers had no better system of preparing for lessons and had no setting (surrounding) to master from experienced learners. They further found that tutors management of time was directly harmonious with the outcomes of learners. Hafiz et al. (2016) in their study on how time has an explosive relation with the performance of teachers revealed that there existed considerable connection relating techniques of managing time among tutors with the performance in class which meant that, tutors with good techniques of managing time displayed high performance while those with poor time management skills displayed low class performance. 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, that those who managed their work according to the time their performance is better.

Theoretical Framework

Social Learning Theory by Albert Bandura

This theory was initiated by Albert Bandura on the premise 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 maintained that demonstrated behavior from people would be copied by others (Bandura, 1993). This postulation has key inferences for classroom instructional management as the teacher was required to use learner centered approaches and T/L materials 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 an individual's ability 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

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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). Thus the theory was significant in classroom setup as it addressed teachers' classroom discipline and classroom instructional management. Pupils tend to avoid behavior that the teacher discouraged through set rules and punishments as the teacher tries to manage classroom discipline. The pupils would also understand the teachers' desire to create a friendly classroom environment through instructional monitoring, in which learners would understand the tutors as they monitor pupils' progress, giving supportive feedback and setting of targets.

Bandura (1997) has stated that individual decisions are informed by self-efficacy due to what an individual learns and experiences from other people which is the foundation which helps reveal their behavior. Human agency is founded on the beliefs of efficacy. "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, 2001, p. 10). Bandura (1997) provides threefold correlative condition as a way of pinpointing how to justify the conduct of an individual and distinction, together with the surrounding, how they engage to make an individual as both a product and developer in the surrounding (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 belief of efficacy is that an individual develops in relation to how they act and their skills currently and in times to come. The practices of managing classrooms are therefore premised on this theory because it focuses on the learning of peoples on one another and in the shaping of the child's behavior through the influences of the teacher as a change agent. 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 role-play, 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 supposition assists in elucidating events like why tutors explain their process of thinking during their skill demonstration which are effective and the reason self-regulating students attain higher compared to those who don't.

In as much as the Social Learning Theory has exhibited how the pupil can learn from the effects of others, it has contributed to advancements of perspectives of Dreikurs and Skinner who are behaviorists. They 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.

Even though it can elucidate some complicated behavior, Social Learning Theory has failed to satisfactorily explain how an individual ends up with a number of behaviors like feelings and thoughts. That we possess so much cognitive control in how we behave that, we can select what to copy and what not to. The theory is committed the surrounding as the principal influencer of an individual's behavior, regulating the description of behavior entirely in relation

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to either nurture or nature and seeking to do this , underestimates the complicated nature of the behavior of humans. It is likely that an individual's behavior is as a result of an engagement between nurture and nature.

Social Learning Theory does not ultimately elucidate all behaviors i.e. the absence of role models in the life of a person for them to emulate their behavior (McLead, 2016).

Ramifications regarding education as related to this theory are: learners are most likely to learn a lot by basically observing others, through the description of the effects of their behavior they can properly enhance suitable behavior and reduce unsuitable ones which the model offers an option for a teacher to shape new conduct, that parents and educators need to exhibit suitable behavior and be care so that the learner doesn't imitate unsuitable behavior, that learners need to believe that they are able to achieve tasks given in the schools, that tutors need to assist set pragmatic beliefs for the learners academic performance and individual guiding methods productive techniques for enhancing behavior.

Research design

The study was carried out using a descriptive survey design. The target population included 98 head teachers and 691 teachers. The sample size included 10 percent of the head teachers' target population of 98 and 10 percent of the 691 target population of teachers. The researcher had a sample size of 79 subjects for the study (10 head teachers and 69 teachers). Data was collected using Questionnaires which were issued to the respondents. The questionnaire was research assisted. The researcher also used observation check list to investigate on existing practices on Teachers' classroom discipline management. Test-retest was done to 8 respondents (1 head teacher and 7 teachers) from Matuga Sub-County to check the suitability or the validity of the instrument. The data collected was analyzed using Statistical Package for Social Sciences (SPSS) version 21. The quantitative data obtained was analyzed using descriptive statistics which included percentages, frequency counts and inferences. The qualitative data obtained from the checklist was analyzed and discussed thematically. The results of data analysis were presented using frequency distribution tables

Presentation of Results and Discussion of Findings

Teachers' Classroom Discipline Management

The researcher sought responses on the influence of Teachers' Classroom Discipline Management on learner's academic accomplishment within public learning institutions. The respondents were asked to identify the 10 items that are indicators of teachers' classroom 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.

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Table 1: Teachers' classroom discipline management

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

Source: Research data (2021)

Table 1 portrays opinion on whether there was existence of Teachers rewarding pupils for good behavior in the classroom, results showed that majority agreed that the continuous teacher's rewards to pupils for good behavior in the classroom would positively impact on Academic performance with expected value and variation of 1.625 which is a low score and 0.7868 which is small hence the values are close to the median of the data set respectively.

Table 1 also presents opinion on whether Teachers allowed pupils to get out of their seat without permission. Results showed majority strongly disagreed that Teachers allowed pupils to get out of their seat without permission for good behavior in the classroom would positively impact on Academic performance with expected value and variation of 4.4375 which is a high

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score and 0.79433 which is small hence the values are close to the median of the data set respectively.

Table 1 portrays opinion on whether Teachers strictness when it comes to learner compliance in my/their classroom would impact Pupils Academic Performance. Results showed that majority strongly agreed that Teachers strictness when it comes to learner compliance in their classroom would positively impact Pupils Academic Performance with expected value and variation of 2.00 which is a medium score and 1.069 which is small hence the values are close to the mean of the data set respectively.

Table 1 shows opinion on whether teachers insisting that pupils in my/their classes adhere to the set rules always would impact Pupils Academic Performance. Results showed that majority strongly agreed that teachers insisting that pupils in my/their classes adhere to set rules always would positively impact Pupils Academic Performance with expected value and variation of 1.56 which is a low score and 0.500 which is small hence the values are close to the mean of the data set respectively.

Table 1 is a presentation of opinion on whether teachers guiding and counseling learners who have disruptive/truant behavior in my/their classroom would impact Pupils Academic Performance. Results showed majority strongly agreed that teacher's guide and counsel learners who have disruptive/truant behavior in the classroom would impact Pupils Academic Performance with expected value and variation of 1.4844 which is a low score and 0.50371 which is small hence the values are close to the mean of the data set respectively.

Table 1 portrays opinion on whether teachers close check on off task behavior during class would impact Pupils Academic Performance. From the table 1, results showed majority strongly agreed that teachers close check on off task behavior during class would impact Pupils Academic Performance with expected value and variation of 1.7500 which is a low score and 0.56344 which is small hence the values are close to the mean of the data set respectively.

Table 1 shows opinion on whether teachers will demand their pupils to comply with their classroom rules if a learner's behavior is defiant would impact Pupils Academic Performance.

Table 1 portrays opinion on whether teachers use various modes of punishment to discourage learners' disruptive behavior. From the table 1, results showed that majority strongly agreed with expected value and variation of 1.5625 which is a high score and 0.5000 which is small hence the values are close to the median of the data set respectively.

Basing on results findings in Table 1 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. 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 of 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.

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Summary

The objective of the study was to establish the influence of teachers' classroom discipline management on pupils' academic performance in public primary schools in Matuga Sub County. The study indicated that classroom discipline practices existed with 50% strongly agreeing and 43.8% agreeing that continuous teachers' rewards to pupils for good behavior in the classroom would positively impact on academic performance of pupils. Only a small number disagreed 6.3%. The study further looked at teachers' strictness. Results show 56.3% and 31.3% strongly agreeing, and agreeing respectively.

A small number of teachers 6.3% strongly disagreed and disagreed respectively. This showed that majority strongly agreed that teachers' strictness when it comes to learner compliance in their classroom would positively impact pupils' academic performance. This finding are in line with Sunday-Piaro (2018) whose results showed presence of considerably positive association linking the use of classroom reward system and students' academic performance. The research also examined following of rules, guidance and counseling the results on whether Teachers strictness when it comes to learner compliance in their classroom would impact Pupils Academic Performance showed a 56.3%, 31.3%, 6.3% and 6.3% agreeing, strongly agreeing, disagreeing and strongly disagreeing respectively.

On whether teachers insisting that pupils in their classroom follow the rules at all times would impact Pupils Academic Performance, results showed a 56.3%, and 43.8% agreeing and strongly agreeing, respectively. On whether teachers guiding and counseling learners who have disruptive/truant behavior in their classroom would impact Pupils' Academic Performance, results showed a 51.6%, and 48.4% agreeing and strongly agreeing, respectively and on whether teachers use various modes of punishment to discourage learners' disruptive behavior, results showed 56.3%, and 43.8% agreeing, and strongly agreeing respectively. These outcomes revealed that classroom management practices influenced positively the pupils' academic performance.

Conclusion

The outcome of the frequency tables from the participant's correlation analysis and evaluation of the data that was qualitative was received from the outcome of the teacher's 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.

Recommendations

Recommendations include; Teachers to undertake in-service guidance and counseling programme, Teachers be inducted on better ways of monitoring Pupils learning and head teachers should follow up on teachers. There be organized regular capacity building seminars/workshops on teaching methodologies and the syllabi/curriculum designs be divided into the three terms of the year to ensure uniform coverage

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Suggestions for Further Research

The study recommended areas for further study like; influence of Teachers Classroom Instructional Monitoring on Pupils' Academic Performance and need of similar study be carried in other Counties in coast region to ascertain if comparable findings would be acquired for further generalization of outcomes

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