

**FACTORS AFFECTING CLASSROOM MANAGEMENT PRACTICES IN PUBLIC
PRIMARY SCHOOLS IN EMBAKASI DISTRICT, NAIROBI COUNTY, KENYA**

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ABSTRACT

The purpose of this study was to investigate the factors affecting classroom management practices. Specifically to establish the effect of teacher – pupil ratio on classroom management practices, to assess the effect of the adequacy of Teaching and learning resources on classroom management practices, to assess effect of the frequency of supervision of professional records on classroom management practices and to assess challenges faced by teachers while managing their classes in public primary schools in Embakasi district. This study was guided by assertive discipline theory. The study targeted all the 20 public primary schools in the district. Through simple random sampling technique, eight headteachers were selected and through stratified random sampling to get 128 teachers as the respondents. Two questionnaire tools were used to collect the required information. The return rate was 100 percent for headteachers and 73 percent for teachers. Data was analyzed using descriptive statistics which were generated using the Statistical Package for Social Sciences (SPSS) version 17.0. It was established that too many pupils in a class and increased enrolment exert pressure on the teaching and learning facilities within the district and could lead to poor quality of education. Teaching and learning resources influence teacher's classroom management. Class room management becomes difficult as discipline in the classrooms deteriorates. Lack of support from parents, pupils' mobility and transfers, use of colloquial languages, and hunger among pupils were common challenges that teachers faced in the process of classroom management. It was recommended that MoE establishes clear guidelines on the frequency of supervision of schemes of work, lesson plans, records of work, and class registers. It was also recommended that MoE ensures adequate supply of teaching and learning facilities within the district. Another recommendation was that the PTA and school management committees ensure adequate supply of physical resources and introduce school feeding programmes. The mentioned items and facilities were found to be greatly affecting the class management practices. Further research was recommended on the efficiency of the FPE on the provision of physical facilities and teaching and learning resources, and on the effect of school feeding programmes on classroom management practices.