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The Influence of Teachers' Coordination of Classroom Management Practices on Learners Learning Activities in Pre-Schools in Marigat Sub - County, Baringo County, Kenya

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Abstract:

In education, a school serves as a learning centre where teachers are anticipated to be in command of their classrooms so as to improve pupils' effectual learning concerning classroom activities and presentation; however teacher's classroom organization of learners learning activities has recently been an issue of concern to many educational stakeholders regarding early childhood development and education. The purpose of the study was to determine the teachers coordinate learners learning activities in Marigat Sub County. The study adopted descriptive survey research design. The population of the study comprised 367 pre-school teachers from 196 pre-schools and 93 head teachers in Marigat Sub County while their sample size constituted 110 pre-school teachers and 27 head teachers which was 30% of the target population. The study sample was drawn from the entire population using simple random sampling technique for the teachers and purposive sampling for the head teachers. Data was collected using questionnaires for the quantitative descriptive data for the head teachers and interview guide for the qualitative data for the teachers. Instrument validity was ascertained with the help of the supervisors based on their expert opinion. The reliability of the questionnaire was done by piloting it and a reliable Cronbach coefficients Alpha of 0.73 was obtained. However, the instrument was slightly revised based on the pilot study results. The researcher personally administered the instruments to all the respondents. The quantitative data was analyzed by the use of Statistical Package for Social Science (SPSS) version 20.0 and the findings presented on frequency tables and percentages alongside the qualitative description of data from the interview guide. The major findings of the study indicated that good classroom organization by teachers corresponded with smooth learning activities among the preschool learners. The study further found out that there was laxity by the preschool teachers in delegation of his or her duties and responsibilities a classroom administrator thus affecting the pupils' performance. Though coordination, evaluation, supervision and monitoring of pupils learning activities, the study found preschool teachers should embrace good classroom organization practices while handling preschool learners so as on improve on their intellectual performance.

Keywords: Teachers, coordination, classroom, activities, pupils, pre-schools

1. Introduction

In education system, school serves as a learning center and school organization practices is the core value in actualizing the function of the school as a foundation. This is successfully achieved through creating school management style (UNESCO, 2009). Quality learning has a significant impact and uses the part of human development; hence preschool learners have a right to receive training of good quality which is associated with different intellectual and institutional factors.

Worther and Sander (1997) suggested that in most highly developed nations like United States of America (USA) and Britain, education is progressively more viewed as a most important means of solving children's learning. Kenya Education Management Institute KEMI (2011) defines management as the process of acquiring and utilizing resources in order to attain organizational goals. Despite the efforts to promote quality learning, preprimary school's organization continues to experience the problem of poor classroom organization which will results in poor performance. The problem of poor performance is deeply rooted in the type of classroom organization practices which will have to change if the targets in education factors are to be realized (Odhiambo, 2009).

Egbule (2005), states that the quality of classroom organization in preschools has been below the expected values due to poor infrastructure and shortage of human resources. He added that classroom organization includes; setting up lessons, using sufficient teaching and learning materials, organizing pupils, coordinating pupils activities, monitoring learners behaviors, ensuring effective learning procedure, providing coaching through communication, getting feedback

from learners, evaluating outcomes from the learners, maintaining discipline among learners, ensuring the problems of above average learners are being solved, being mindful of learners basic needs, provide basic information to learners, assisting learners with copying skills and generalize interest among learners as well as reinforcing their presentation through encouraging techniques.

Teachers' supervision is also important in classroom management. Oghuvbus (2001) stated that successful classroom supervision involves faithfulness to routine processes to be in command of and guide learners in their classrooms. He identifies common determinants of effective supervision as teachers and pupils working strictly according to; school time table, following school regulations, ensuring there is tidy and decent environment, and proper pupils' organization and discipline.

Coal (2004) stated that classroom teachers are also known as classroom managers because of their roles in organization pupils learning activities and instructional measures. Pupils' intellectual achievement is very important at every level that is from individual point of view, family and organization (like school), to the nation at large. For a school to achieve well both in educational and co-curricular activities, successful organization management is needed. (Coal, 2004) added that management at work in education organization is a self-motivated process where an individual is not only responsible for the group assignment but also energetically seeks the relationship and commitment of all group members in achieving group goals in a particular context.

The educational modules for early youth improvement and instruction (ECDE) in sub-Saharan African nations is regularly mysteriously gone or uncared for in light of the absence of significance, practical monetary help and sharpening to the genuine significance of early learning and reasonable consideration. The absence of arrangement for youthful kids is especially upsetting in African nations that contribute under 0.1% of their instruction spending plan to early adolescence and wellbeing mediations for youngsters. While worldwide improvement specialists have sensibly named learning as the proportion of training in Africa. Anyway, they underlined the direness of tyke survival endeavors and the congruity of solid youngster improvement has been generally surrendered.

Early intellectual and socio-passionate advancement of kids specifically impacts their school result and ventures forward (Gorman and Pollitt, 1996; Liddell and Rae, 2001). Consequently, numerous early youth projects and studies center around the development of preparing for obligatory early adolescence and pre-school training (UNESCO, 2010). This is on the grounds that administrations introduced preceding the long stretches of necessary preparing are insufficient or conveyed deficiently for youngsters.

As indicated by OREALC-UNESCO (2007), early youth training for the most part centers around "the year or two preceding essential instruction," forgetting the instruction and care of kids under five years. The usage of various intercessions is vital when mulling over early youth training (Marshall and Watt, 1999). Early youth training is a basic territory for parental figures, teachers, and wellbeing laborers to bring into line endeavors and in this manner advance all-encompassing consideration and improvement. Tragically, early youth care and training (ECCE) is accounted for to be "over and over again divided and ungraceful with the school association" (Woodhead and Moss, 2007). Early Childhood Care and Education isn't yet an open division in numerous African nations (UNESCO, 2010). Thousand years towns venture (MVP) has put resources into pre-schools in the structure of learning focuses (foundation and learning materials), preparing for educators, and pre-school bolstering programs. In spite of the fact that the Project has started ventures for pre-essential stages, progressing pre-school mediations have not expansively incorporated the 0-5 age gathering. Current speculations should be supplemented with network and family unit level instruction for moms and sharpening for network individuals, just as useful understanding and working out on early youth care so as to address the need of youthful kids even before they start trying out pre-schools and elementary schools.

Educator preparing must be supplemented by instructor motivating force so as to expand educator adequacy, which is basic to understudies' learning. Better working environment increment educator impetuses, especially when instructors work in substandard territories. Glewwe et al. demonstrate that giving learning materials builds instructors' essence in the classroom and makes educators utilize the learning materials all the more frequently in class (Glewwe et al. as referred to in Brewer and McEwan, 2010, p. 245). Different elements influencing working environment incorporate better and normal compensations and improved school organization rehearses. Better pay rates are probably going to decrease the open-door cost of joining the showing calling, increment educators' confidence, and lessen non-attendance. Notwithstanding the issue of educator deficiencies, MVP destinations additionally battle with instructor nonattendances. One approach to effectively direct unlucky deficiencies and propel instructors to be in school has been to give administrations and convenience to educators, specifically provincial and remote territories, just as advancing better supervision of schools and instructors with the assistance of the legislature. This is a region of proceeded with test, in any case, and will require more consideration and new techniques in the coming years.

It is likewise appeared in MVP that primary language instruction in early preparing advances understudies information (Abadzi, 2011). There exist, in any case, different points of interest and inconveniences of first language training. Difficulties for executing this rules on account of Kenya incorporate factors, for example, educators not prepared to prepare in first language, no instructing materials to prepare in primary language, a few instructors oppose this approach since they see it as one that will sustain innate disunity and others opposing in light of the fact that they think of it as retrogressive and difficult to try when instructors from other ethnic networks are required to educate in a new dialect of preparing. Strangely, inquire about likewise demonstrates that the utilization of a value-based portrayal over correspondence had more grounded impact than the normal of preparing (Bunyi, 1997; Robinah, 2003). For early evaluation students, customary practice with letters exhibited one by one, proceeding with presentation of less complex letter blends, phonological. Learning as the proportion of training in Africa mindfulness, composing new blends of letters,

broad perusing practice, and sorted out remedial however reassuring criticism to students has been demonstrated to improve understudies learning (Abadzi, 2011). This learning routine ought to be joined with simple to-peruse and drawing in and pertinent course readings to continued affect learning.

Classroom association systems, for example, influencing youngsters to sit in gatherings of circles, in light of their perusing levels is substantially more viable than all kids sitting together (Banerji and Wadhwa, 2012). Other classroom the board methods, for example, Para-instructors or contract educators helping customary government instructors have been viable in improving understudies learning (Banerji and Wadhwa, 2012). Directed coursework to improve understudies learning through summer/occasion camps has turned out to be more powerful than similar instructors encouraging youngsters throughout a school term (Banerji, 2011); this might be clarified by the length of summer/occasion camps (half a month) and the focused-on objective of improving students learning exercises.

Throughout the years, training analysts have examined numerous elements considered to influence students learning, at the core of this line of examination is the center trusts that educators make an alternate. These are persistent discussions about how much the dimension instructor viability writing, (Brophy,1986; Porter and Brophy,1988) can be trusted to recognize the attributes of viable educators and extra discussions too about how such discoveries should outline the progressive improvement of educator assessment course of action, Ellett, 1990.Scriven,1990; Perteson, Kromrey&Smith,1990). Shalock and Shalock (1993), Berk (1998), contends that there is significant contention over the rationale behind the degree to which students' fulfillment information be utilized as a beginning stage for assessment. These discussions asides, few endeavors have been made to specifically quantify the impact of individual instructor on the scholastic improvement of the bigger populace of students utilizing estimations accessible and customary government sanctioned testing programs.

2. Theoretical Review

The examination depends on Kounins (1970) hypothesis of classroom the executives which sees that the secret of classroom the board must incorporate the capacity to instruct the learning style of the gathering, rather than the individual and arranging of exercises and educating strategies. Kounin reasoned that the objective of classroom the executives is to make a situation which does animate students learning as well as persuade understudies to learn. Kounin's methodology is in accordance with both Glasser and Koha hypothesis of classroom the board as they likewise hypothesize that the way to fruitful classroom the board is in keeping the board issues from happening in any case by instituting great association and arranging.

Kounin's trusted that all together for an instructor to have a viable association among the executives and educating, there is need great exercise development that is the means by which exercises ought to be directed. This learning development is accomplished through "withitness" that is having the capacity to perform multiple tasks, covering, force, smoothness and gathering center. Withitness was Kounin's statement depict an instructor's capacity to comprehend what is happening at all the time in his/her classroom. Kounin said that it is essential for educator to recognize what is happening, however for the understudies to see that the instructor knows. Covering is the capacity for an instructor to in a word, perform various tasks that is having the capacity to present to new point while anticipating mischievous activities is basic for an educator. Energy is the stream of an exercise. An educator must have the capacity to "job with-punches" in recognizing that things may turn out badly or having the capacity to smoothly adjust and proceed ahead in spite of obliteration and disturbance.

Smoothness is additionally very identified with force. Having the capacity to keep on truck without getting a digression just as being occupied by insignificant inquiries or data is essential on occasion. An educator can be occupied and leave a point open and not return until late, which can be confounding to students something else that can destroy smoothness is the point at which an instructor does not have an arrangement or strategy, it very well may be viewed as though the teacher is hopping starting with one subject then onto the next.

Group focus, this is the ability of a teacher to engage the whole class using techniques such as building suspense or asking community questions. This can also look like asking random question or asking a pupil a question and then looking around at other pupils, to see if they are thinking or ready to respond.

The research study will adopt this theory because it gives the teacher, the in-depth ways on how teachers' management of classroom is very important. The teachers' classroom management and its effect on the learning process will adopt this theory because it explains clearly on how classroom is being managed thus it is explained further in the conceptual framework.

2.1. Coordination of Classroom Learners' Learning Activities

Weight (1995) gathered the three classroom the executives approaches under three primary sub-headings ;The talking models which comprise of high control approaches precedent conduct alteration, confident order; positive control and behaviorism and discipline, The associating models which are medium control approaches incorporates legitimate results, helpful order positive classroom discipline, on firm order, discipline with respect and sensible control and The sewing which can likewise be called low control approaches that incorporate; compatible correspondence, bunch the board, discipline as discretion, instructing with affection and rationale, lower discipline and from control to correspondence.

Wolfgan and Glickman (1986) additionally proposed a model to classroom communication and order. The model anxieties classroom the board techniques as pursues, interventionist, non-interventionist and interactionists which outline a continuum. The model additionally contends that interventionist instructor accepts toward the finish of the continuum

the understudies become familiar with the proper practices, when the fitting practices are fortified by the educators the educator produce disciplines and rewards consequently the instructor should practice high degree power over classroom exercises. Outrageous non-interventionists educator trusts that understudies have inward drive that requirements to discover its appearance in the word.

A center interactionist trusts that an educator demonstration as needs be to all the three models of order however one model is generally prevalent in accepts and activity. Rodgers and Freiberg (1994) recognized two methodologies on the locus of control in the classroom coordinator that is instructor and students' focal methodologies. In instructor focused classrooms understudies are latent and consistence is esteemed as opposed to activity (Freiberg1999) from viewpoint of behaviorism, educators can without much of a stretch achieve the end that students' mischievous activities are diminished by discipline and rewards. Numerous teachers' content than a central insufficiency in behaviorism lies in the absence of student's activity inside the learning procedure.

As indicated by Rogers and Freiberg (1994) the youngster focused classroom the board show began from condemning the point of view of behaviorism; an educator focused classroom discipline technique. The kid focused hypothesis puts the student at the focal point of the classroom the executive's models. This methodology is gotten from psychological hypothesis of realizing which expresses that a kid has the ability to lead his/her own picking up, considering and growing naturally (Larne 2003). Presently classrooms are more understudies focused since teachers as of late have been influenced by the guideline of psychological hypothesis and constructivists which accentuates the significance of intellectual hypothesis. A few specialists propose instructor to actualize more pupils- focused classroom the executives' strategies since it achieves their objectives (Brophy.1999, Dollanrd and Cristensen 1996, Evertsen and Neal 2006; Freiberg and Rogers 1994).

Brophy (1999) proposed that fundamental classroom the board standards, for example, changing what understudies are normal toward the start or cautiously arranging of exercises before the exercise; seem to apply over all the potential guidance approaches. Everton and Neal (2006) states that the reason for the classroom the board in understudies - focused classroom is for instructors to effectively draw in students in discovering that energizes self-direction and fabricate network. Educators ought to energize the understudies individual personality through the way that classrooms ought to be sorted out in a way that students feel they have a place and have a feeling of proprietorship for example understudies invest the greater part of the energy in classroom consistently so they should be set where they feel good for them to be in a domain that is benevolent for learning.(salvage 1999) recommend that by enabling students to take an interest in basic leadership about the measure of room ,the gathering of room and classroom improvement.

3. Methodology

This study adopted a mixed methodology and adopts a survey research design because it collects a data from a large population (Kothari 2004). The researcher surveyed Marigat Sub County with the help of the local administration and confirmed that there were 93 primary schools and 167 preschools in the constituency. The target population included all the 93 primary schools and their head teachers, 167 pre- schools and their preschool teachers.

The study used cluster sampling to select the schools in which simple random sampling to select the schools from each cluster. Simple random sampling is used in selecting the 110 preschool teachers and use purposive sampling to select the 27 head teachers that is the schools will be coded. The researcher used the information obtained from the study to obtain the number of schools who have done KCPE examination for longer time. The researcher visited few schools before the actual day of data collection so as to determine the number of teachers per school as well as the available head teachers during the time of data collection in selecting the number of teachers who can participate. The researcher requested the head teachers to avail the number teachers in the school. A total of 137 respondents will be selected which is 30% of the study population.

Respondent	Population	Sample size
Schools	93	27
head teachers	93	27
ECDE teachers	367	110
Total	460	137

*Table 1: Population and Sample Size
Source: Marigat Sub County Office 2015*

3.1. Statistical Analysis

The researcher perused the completed questionnaire out of which the researcher checked the completeness and consistency of the questionnaire. This for instance was done by tallying the responses from the respondents, computing percentages, describing and finally interpreting the data in line with the objectives.

Descriptive statistics was used because if there is massive data, it needs to be described in terms of general trends, tabulating and presenting the data in graphic formats. Frequency distribution was developed, tabulated and percentages calculated accordingly. The researcher then used tables in the presentation of data analysis.

4. Results

4.1. Influence of Teachers' Coordination of Classroom Management Practices on Learners Learning Activities in Pre-Schools in Marigat Sub - County

At first, the preschool teachers were asked to indicate how teachers' coordination of classroom management practices in their schools enhanced learners learning activities. Through statements made on a Likert scale of five (strongly agree-5 to strongly disagree-1), their responses are illustrated in Table 2.

Coordination of Classroom Management Practices	A		U		D		mean	SD
	f	%	f	%	f	%		
Ensures classroom learning priorities are consistent with school's instructional goals.	60	54.5	21	19.1	29	26.4	1.72	0.858
Assigns a specific person to coordinate learning in the classroom (example co-teacher).	51	46.4	16	14.5	43	39.1	1.93	0.926
Makes curricular decisions based on results and instructional goals of the pupils	43	39.1	28	25.5	39	35.5	1.96	0.867

Table 2: Teachers' Views on Coordination of Classroom Management Practices on Learners Learning Activities

From the first objective which states that to find out ways in which teachers' coordination of teacher's classroom management practices on learners learning activities in their classrooms. From the table 2 it is clearly shown that sixty (60%) of preschool teachers agreed while twenty-nine (26.4%) disagreed that preschool teachers ensure that classroom learning priorities are consistent with school's instructional goals. However, twenty-one (19.1%) preschool teachers were undecided and based on the mean response (MR) rate of 1.72, majority of the respondents agreed. This agrees with Brophy (1999) which suggest that basic classroom management principles such as changing what pupils are expected at the beginning or carefully planning of activities before the lesson; appear to apply across all the potentials instruction approaches. It also concurs with Scriven (1990) which states that the most important factor affecting pupils learning is the way classrooms are managed.

Fifty-one (46.4%) teachers agreed; sixteen (14.5%) teachers were undecided while forty-three (39.1%) teachers agreed that preschool teachers assign a specific person to coordinate learning in the classroom (example co-teacher). At MR= 1.93 majority of them generally agreed so it concurs with Gibbons et al (1997) note that teachers experience and pupil's achievement, was that pupils taught by more experienced teachers achieve at a high level because teachers have mastered the content and acquired classroom management skills to deal with classroom problems. Through this the preschool teacher assigns a more experienced teacher than him or her to coordinate learning in classroom thus this will improve the leaning process of the learners thus higher performance is expected.

On whether the preschool teacher makes curricular decisions based on results and instructional goals of the pupils, forty-three (39.1%) teachers agreed, thirty-nine (35.5%) disagreed while twenty-eight (25.5%) preschool teachers were undecided though at MR=1.96 majority of the teachers generally agreed. In coordination of learning and performance IPAR (2008), states that the bureaucracy of management of education has been found to be ineffective example in the field of education officers which are not adequately empowered to perform their duties. They are normally paid to go to the field and to what field officers are doing. Thus, these will affect the performance of the institution because they are not ready to work but rather waiting to be paid for work which they have not done.

Alongside with the interviewed from the preschool teachers regarding coordination of classroom management practices on learners learning activities, they reported that since pupils' achievement depends on how teachers coordinate learning activities in their classroom preschool teachers and pupils' targets may be unrealistic. Preschool teachers were relied upon to set realistic goals and management techniques to be observed by the teachers' targets. They also set targets on the completion of syllabuses, evaluation of pupils among others. It was observed from the respondents that this was established that preschool teachers use different techniques in coordinating their classrooms activities.

In a few well-established private preschools, their classroom management instructional goals were guided by the school mission, vision and objectives in their strategic plans which they said have pre-determined projected level of performance and strategies to achieve the academic targets. Asked whether the set proper classroom coordination assist learners in achieving the set goals, they said that they assist it much because the learners are well prepared according to the set goals.

When the head teachers were probed further with respect to defining classroom management with regard to coordination of learners learning activities in Marigat Sub County, they noted that in most schools, preschool teachers use different classroom management techniques but they have weak implementation system of the strategies planned. They added that there is also lack of strategic follow up or commitment to implementing the set academic targets among most preschool teachers. They added that planning of the classroom management strategies every term and communicating them to the school stakeholders is usually done in most schools as a routine exercise that is not effectively implemented to optimize on their outcomes. They also reported that most preschool teachers use different techniques while coordinating

learners learning activities in classrooms, thus by doing so, they assist in improving learners learning activities in classroom further more through using different methods teachers gain much experience while teaching.

4.2. Head Teachers Responses on the Teachers' Classroom Management Practices on Coordination of Learners Learning Activities

A majority of the head teachers said that teachers' coordination of learners learning activities in classroom situation helps in creating more time for preschool learners to study since they are within the classroom environment. This is because when the preschool learners are enrolled in a preschool with proper classroom activities by the preschool teacher, the only thing they have to worry about is their studies since the exterior environment that could be plagued by process to which preschool teacher use to teach the preschool learners. One head teacher said;

"learners will have more time to concentrate on their studies since there will be more time enjoying interacting with the teacher regarding the activities of that time, hence promotes the improvement of the learner's academic performance".

Another head teacher said,

"Learners activities at preschool enable the learners to concentrate on their activities of the day as they interact with tangible materials thus enhance good relationship with class work".

Another effect given by the head teachers was limitation of negative influence from other teachers and the community. This agrees with the findings gotten from the questionnaires that said that preschool teachers assign other teachers to offer assistance to the learners. One head teacher added that,

"When a teacher interacts with the learners with the presents of the appropriate materials will improve performance".

Improved teacher learner relationship and performance was seen and said to be the main issue raised as the effect of teachers' classroom management practices on learners learning activities by all the preschool teachers.

5. Conclusion

The findings revealed that preschool teachers formulated classroom management instructional mission and goals to enhance smooth learning activities by involving learners, teachers and parents. The classroom management practices were developed based on clear vision for learner learning activities, using data on responses on preschool teachers on how teacher's classroom management practices affect learners learning activities among preschool learners. The work of the preschool teachers was to manage their classroom in well and meaningful way.

6. Recommendation

Based on the research findings, the following are recommendations made for the preschool teachers in Marigat Sub county, the Ministry of Education, Teachers Service Commission (TSC) and educators, which if implemented may boost the teacher's classroom practices and consequently pupil's academic achievement in public preschools in Marigat Sub county.

From the findings of this study, preschool teachers need to pay more attention and personally do the following; involve all the school constituents when formulating their classroom management goals and effectively implement those goals, prioritize teachers' management of classroom programs through effective supervision, evaluation, coordination of learners learning activities and monitor pupils' progress.

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