UNIVERSITY OF EDUCATION, WINNEBA

CLASSROOM MANAGEMENT AND THE ACADEMIC PERFORMANCE OF PRE-SCHOOL CHILDREN OF ATWIMA NWABIAGYA NORTH DISTRICT

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DECLARATION

STUDENT'S DECLARATION

I, , **Isaac Asamoah**, declare that this thesis, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

Signature   ……………………..…….

Date ……………………..……..……..

SUPERVISOR'S DECLARATION

I hereby declare that the preparations and presentation of this work was supervised in accordance with the guidelines for supervision of thesis as laid down by the University of Education, Winneba.

Supervisor: Praise Salome Otami (PhD)

Signature   ……………………..…….

Date ……………………..……..……..

DEDICATION

This is work is dedicated to my late Mom Mad Hannah Oduro and the entire family.

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ABSTRACT

The present study entitled "Class-room Management and Academic performance of Pre- School children of Atwima Nwabiagya North. This study aimed to find out the impact of classroom management on teaching and learning of pupils in Atwima Nwabiagya North District in Ashanti region. The objectives of the study were to find out the impact of classroom rules and regulations management on pre-school children's academic performance, determine the impact of classroom discipline management on pre-school children academic performance. Quantitative research approach in line with descriptive survey was used in this study. The sample size for the study was seventy. Purposive and simple random sampling techniques were used in this study. A questionnaire was used as the major tool to collect data for the study. Data collected was analysed using descriptive statistics such frequency tables, percentages, and simple counts. The study established that, there are a set of rules and regulations in the ECE class managed teachers. The study found out that when children are disciplined it enhances their academic performance. The study concluded that classroom rules and regulations management affect pre-school children's academic performance largely. The study recommends that school management continue ensuring that all children are well disciplined for this has been found to have influence on children academic performance. The study also recommends that all stakeholders including the government take the initiative role of ensuring that the right resources are placed in the right schools and for right purpose.

CHAPTER ONE

INTRODUCTION

1.0. Background to the Study

Effective education refers to the degree to which schools are successful in achieving their educational goals around the world. Education is a valued item on the 2015 Sustainable Development Goals (SDG) and a top priority for all governments. A country can make the most important socioeconomic development investment in its people. It is regarded as one of the most powerful tools for social mobility in every society. Most governments pay close attention to it because of its positive effects on productivity, creativity, entrepreneurship, and technological advancements. The classroom provides a safe shelter for both students and teachers to engage in educational activities, and it can thus be considered the immediate management environment for formal knowledge acquisition. It consists of the teacher, the students, the learning materials, and the learning environment (Kanyuira, 2016).

Numerous research studies have identified classroom management as a major factor influencing students' academic performance (Marzono, 2008). The most obvious reason for this assertion is that effective classroom management prepares students for learning and teaching. It establishes a tone in the classroom that draws students' attention - a requirement for effective teaching and learning (Marzono, 2008). This statement is self-evident, because a chaotic and disorganized classroom because of poor classroom management is unlikely to enhance expansive learning and students' academic performance, and may even inhibit it. According to Idopise (2004), very little academic learning can take place in chaos.

Classroom management differs from one teacher to the next due to the teacher's personality, teaching style, preparedness, and number of students in the classroom, according to Walter (2006). Classroom management encompasses all of the things teachers must do in the classroom to encourage students' academic involvement and cooperation in classroom activities in order to create a conducive learning environment (Umoren, 2010). According to Morse (2012), classroom management entails reducing disruptive behaviours such as fighting and making noise, close observation, the arrangement of classroom learning materials, and responding to students who have poor sight (vision), poor hearing, poor reading, poor writing, poor spelling, shame, dullness, hyperactivity, and poor study habits. Classroom management is defined as the process of improving the learning environment, physical interaction between teachers and students, student to student, parents, and others, stimulating and motivating children to learn to learning objectives, control and supervision throughout the school to facilitate and encourage smooth co-operation in teaching and learning activities in the classroom, which will improve the quality of students' performance (Wisetrinthong et al., 2012).

Classroom management is the number one concern for school administrators when it comes to new and struggling teachers (Nixon et al., 2010). Classroom management, particularly in the pre-school years, should balance the needs of teachers and their pre-school learners, allowing learners to take personal responsibilities that lead to self-discipline and improved well-being (Chafouleas et al., 2012). Classroom management is cited as one of the most difficult challenges for new teachers. Poor classroom management, according to school administrators, is a major cause of low academic achievement (Savage and Savage, 2009). Teachers frequently report that managing classroom behaviour is a major issue in their classrooms. The most

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frequently identified challenging behaviours are verbal disruptions, noncompliance, and being off-task (i.e., disengaged), and assistance with classroom management is the most frequently requested request made by teachers (Alter et al., 2013). Ineffective classroom management harms the overall classroom environment by influencing students' social and academic outcomes as well as teachers' self-efficacy, attrition, and burnout (Algozzine et al., 2011).

Therefore, teachers must establish order, engage students, or elicit their cooperation in order to create a classroom environment in which students learn, and which the teacher can manage. The importance of classroom management is widely documented, indicating that teachers' effective managing of students' behaviour and learning is critical to achieving positive educational outcomes (Evertson & Weinstein, 2006). Implementing classroom rules is a common recommendation in both of these sources as a foundation for effective classroom management; this is logical, as they are relatively simple to implement and focus on preventing challenging behaviours before they occur. Classroom rules and regulations are statements presented by teachers to describe acceptable and unacceptable behaviour. If the classroom is a microcosm of society, rules provide the framework for how students perceive the classroom world and their place within it (Alter & Haydon, 2017).

Moreover, disruptive behaviours in poorly managed classrooms include sleeping, arriving late, making noise, miscopying notes, eating, calling out nicknames, and making verbal or physical threats to fellow students or the teacher (Ekere, 2006). These disruptive behaviours disrupt learning processes and impair students' academic performance. According to Effiong (2007), teachers can deal with disruptive behaviours in the classroom and reduce them to a bare minimum through effective

classroom management, allowing for effective learning to take place. When teachers are able to effectively reduce or eliminate disruptive behaviours in the classroom, students' academic attentiveness and engagement increase, paving the way for improved academic performance (George et al., 2017).

Discipline, control, space, and consequences, in effect, become authoritative or punitive approaches to classroom management (Alter & Haydon, 2017). According to DiBara (2007), effective teaching necessitates more than simply controlling student behaviour. A poorly managed classroom cannot support effective teaching and learning (Marzano & Marzano, 2003). The ability of teachers to organize classrooms and manage their students' behaviour is critical to achieving positive educational outcomes. Effective classroom management procedures promote independent learning and success for all students in productive, orderly, and pleasant classrooms (Pederson-Seelye, 2011).

Doyle (2011) observed that the underlying assumption is that classroom organization promotes student engagement, which promotes learning. Without order, it is difficult for a teacher to promote student learning. As a result, he defined classroom management as the progression of methodologies used by teachers to promote order, student engagement, and learning. Classroom management techniques aim to create a welcoming learning environment in which students can learn more easily and perform better academically. Depending on the nature of the problem, all of these techniques can be used in the classroom. Based on the foregoing, the researcher determined that it was necessary to investigate the effect of classroom management on pre-school children's academic performance in the Atwima Nwabiagya North District.

1.2 Statement of the Problem

Article 38 of the Republic of Ghana's 1992 constitution requires the government to provide Free, Compulsory, Universal Basic Education (fCUBE) to all children of school-going age. This policy has significantly contributed to an increase in enrolment rates in Ghanaian public schools (Opoku-Agyemang 2015). It also brought with it some difficulties. One of these challenges is the burden of managing large groups of students in classrooms. Many educators believe that this challenge has the potential to undermine the quality of teaching and learning, and thus student performance (Barber & Mona, 2007).

Proper classroom management is critical to effective and efficient teaching and learning. Teachers face a number of other difficulties and challenges in this situation. Teachers as classroom managers in Ghana are not adequately equipped with the necessary resources and pragmatic strategies to carry out their duties in most schools, particularly in deprived communities (Norviewu-Mortty, 2012). As a result, most classrooms are poorly managed, making it difficult to facilitate effective teaching and learning. Classroom management, as an important aspect of the educational system, was declining in most schools, according to Henaku and Pobbi (2017). They discovered that various stakeholders in the educational system had little or no interest in ensuring adequate and proper classroom management. This has the potential to influence learners' behaviour and thus performance.

Classroom management is critical during the preschool years, when students are more likely to experience academic motivation and self-esteem. Teachers' ability to organize classrooms and manage student discipline, behaviour, and classroom space is critical to achieving positive academic outcomes (Levin & Nalon, 1991). A good

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classroom environment allows for effective instruction and discipline management. Schools in early childhood present a variety of management challenges, owing in part to the age of the children being managed. Teachers are frequently perplexed about which approaches to use to manage their classrooms and what aspects of the classroom must be managed, resulting in poor subject performance (Brophy, 2006). According to Berchie (2006), most of the early childhood centers in Ghana SET-UPS are not attractive while some operate under sheds, trees and in old church buildings. In the urban centers most proprietors of pre-school use their garages as classrooms; a very bad practice. Some centers are overcrowded and lack many facilities such as kitchen and toilet. Those who have the facilities do not have qualified teachers to manage the classroom effectively (Education International, 2010). Most of these centers lack qualified teachers and they do not follow the Standard Base Curriculum. The centers are accused of being inefficient and as lacking the necessary material and human resources needed for providing effective care and education (Boakye, 1993).

It is not possible to have good/ positive learning environment without proper classroom management. Good classroom management involves equal participation of students and teachers that solves the classroom related problems. It is possible to plan well but not be able to react to the classroom dynamics or student need. Some of the most important features of classroom management are the things that students do not necessarily see and instructors find difficult to describe. Thus, the classroom management is the management of physical as well as psychological management for creating leaning environment. And, it is the term used by the teachers to describe the process of ensuring that classroom lesson runs smoothly despite disruptive behaviour of students.

Much as there are numerous literatures on the challenges that preschool teachers face on the international stage, the same can be said in the Ghanaian context. Having perused a number of literature on this subject matter, few ones such as Abdulai (2014), Asare (2015), Boateng and Cobbold (2015) came up, however, they used a smaller sample, hence this research intends to survey a wider sample to be able to make the needed inferences. The intent of this study is on the impact of effective classroom management on pre-school children's academic performance in the Atwima Nwabiagya North District. Classroom management is a critical part of effective and successful instruction.

1.3 Purpose of the Study

The purpose of this study was to examine the classroom management on the academic performance of preschool children's in the Atwima Nwabiagya North District.

1.4 Objectives of the Study

This study was guided by the following objectives;

1) Find out the impact of classroom rules and regulations management on pre-school children academic performance.

2) Determine the impact of classroom discipline management on pre-school children academic performance.

3) Investigate the impact of classroom behaviour management on pre-school children academic performance.

4) Investigate the impact of classroom space management on pre-school children academic performance.

1.5 Research Questions

The main research questions that were raised to guide the conduct of the study includes:

1) What is the impact of classroom rules and regulations management on pre-school children academic performance?

2) What is the impact of classroom discipline management on pre-school children academic performance?

3) What is the impact of classroom behaviour management on pre-school children academic performance?

4) What is the impact of classroom space management on pre-school children academic performance?

1.6 Significance of the Study

This study will be significant to the school head teachers, proprietors, and teachers in both public and private educational institutions that they will be informed on the impact of effective classroom management on pre-school children's academic performance in Atwima Nwabiagya North District and the country Ghana at large. The results will help them come up with new strategies related to effective classroom management or even reinforce the existing ones for better academic performance of pupils in pre-school in the country.

This study will also be significant to the government and other policy makers in education sector. The ministry of education and other related ministries as well as the directors in this case will be well informed that effective classroom management have either a positive or a negative impact on pre-school children's academic performance.

The government will then be in a position to improve on its current policies that govern performance improvement in preschools in Ghana.

Future researchers and academicians will be in a position to understand more on impact of effective classroom management dimensions on academic performance of pre-school children. In this case, the researchers and academicians will be in a position to use the literature as a foundation of their arguments or as a confirmation of their results in the same area of study.

1.7 Delimitations of the Study

This study was limited to public primary schools in Atwima Nwabiagya North District only; hence, the results will only represent the scenario of the situation on impact of effective classroom management on pre-school children's academic performance. In this case, the researcher will make every effort in explicating actual information in all aspects of the variables to only give factual findings in the report.

1.8 Limitations of the Study

The researcher faced a challenge in obtaining valid information on actual matter of the research since some respondents may fear providing such information. In this case the researcher assured the respondents that the study is purely academic and that they will not be required to indicate their names for anonymity reasons.

Some teachers who were among the sample selected for the study could not avail themselves because they were engaged by the Ghana Statistical Service as enumerators in the 2021 National Population and Housing Census. The absence of these teachers and pupils had caused a reduction in the number of respondents and thereby affecting the representativeness of the sample.

As a result of Coronavirus disease (COVID) the researcher was unable to visit all the schools, also the school contact hours were reduced making it impossible to get enough time to have interaction with both teachers and pupils. The covid-19 also affected the pupil's attendance because some parents refuse to send their wards back to school after break which also affected the work of the researcher.

1.9 Definition of Terms

Academic Performance: This refers to the marks awarded to pre-scholars after sitting for exams.

Behaviour Management: Behaviour management includes all of the actions and conscious inactions to enhance people or individuals choose and adopt behaviours which are personally fulfilling, productive, and socially acceptable.

Class management: This refers to the act whereby a teacher organizes his/her classrooms at the same time managing the behaviour of their pre-school children.

Discipline: Discipline is the required action by a teacher toward a student (or group of students), after the student's behaviour disrupts the ongoing educational activity or breaks a pre-established rule created by the teacher, the school administration or the general society.

Rules and Regulations: Refers to a principle or rule (with or without the coercive power of law) employed in controlling, directing, or managing an activity, organization, or system.

Teaching: Refers to the process of imparting knowledge, skills and attitudes with a view of expecting change towards a desired behaviour or outcome.

1.10 Organization of the Study

The organisation of the study was in five chapters. The first chapter dealt with the introduction of the study; it covered the background to the study, statement of the problem, purpose of the study; research question, significance of the study, delimitation, limitations of the study, definition of terms and organisation of the study.

The second chapter reviewed literature on the issues related to impact of classroom management on academic performance of pre-school children. The third chapter described the methodology employed in collecting data for the study; it included the research design, population, sample and sampling techniques, instruments, data collection procedure and data analyses. The fourth chapter looked at the data analyses and discussion of findings that resulted from the analyses. The final chapter was composed of the summary of the study and conclusions implied in the findings as well as recommendations and area for further research.
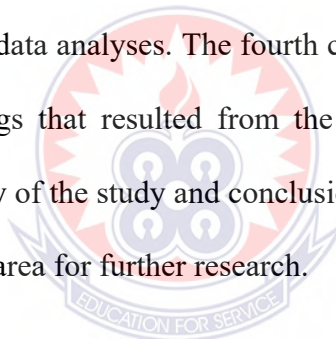
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Overview

This chapter presented the literature review on influence of classroom management on academic performance of pre-school pupils. The literature presented was as reported or argued by other authors and academicians in a similar area. The main areas presented here were; the concept of classroom management, academic performance, theoretical framework on effective classroom management dimensions and the conceptual framework.

2.2 Theoretical Framework

This study was guided by the theory of choice. Choice Theory was propounded by William Glasser in 1965, a renowned American psychologist and psychiatrist. He theorized that behaviour is a choice made by an individual, based on his or her feelings and needs, and is therefore not determined or controlled by external circumstances. In other words, the power lies within each person to determine how he or she will respond to the demands of the social and physical environment. Humans thus should not be perceived as victims or slaves of circumstances, but as self-determining beings who take responsibility for the consequences of their choices. Choice Theory suggests that teachers cannot directly control the behaviours of students, since students choose how to react to their feelings. Teachers can help pupils/learners identify the circumstances that trigger their behaviours, which in turn empower them to change their reactions to those feelings. As they do so, their behaviours will change. Choice Theory holds that five core concepts are foundational to classroom management and discipline: 1. Basic Needs, such as survival, love and

belonging, power, freedom, and fun. 2. Quality World, which includes people, activities, values, and beliefs that are most important to each human being. 3. Reality and Perception which suggest that people act based upon what they perceive to be real. 4. Comparing Place, which builds on the notion that the purpose of all behaviour is to create a match between what people perceive and what they want; and 5. Total Behaviour, which has four components: acting, thinking, feeling, and physiology. Changing any of the five components will affect the others as well. Effective classroom learning cannot occur unless teachers are able to develop and implement effective discipline and management systems. The characteristics and nature of classrooms require that teachers acquire and use higher-level managerial skills, which significantly enhance the quality of their instruction and leadership.

2.2.1 Conceptual Framework

This study was guided by the following conceptual framework:

1.   Concept of Classroom Management

2.   Academic Performance

3.   Rules and Regulations and Academic Performance

4.   Discipline Management and Academic Performance

5.   Behaviour Management and Academic Performance

6.   Classroom Space Management
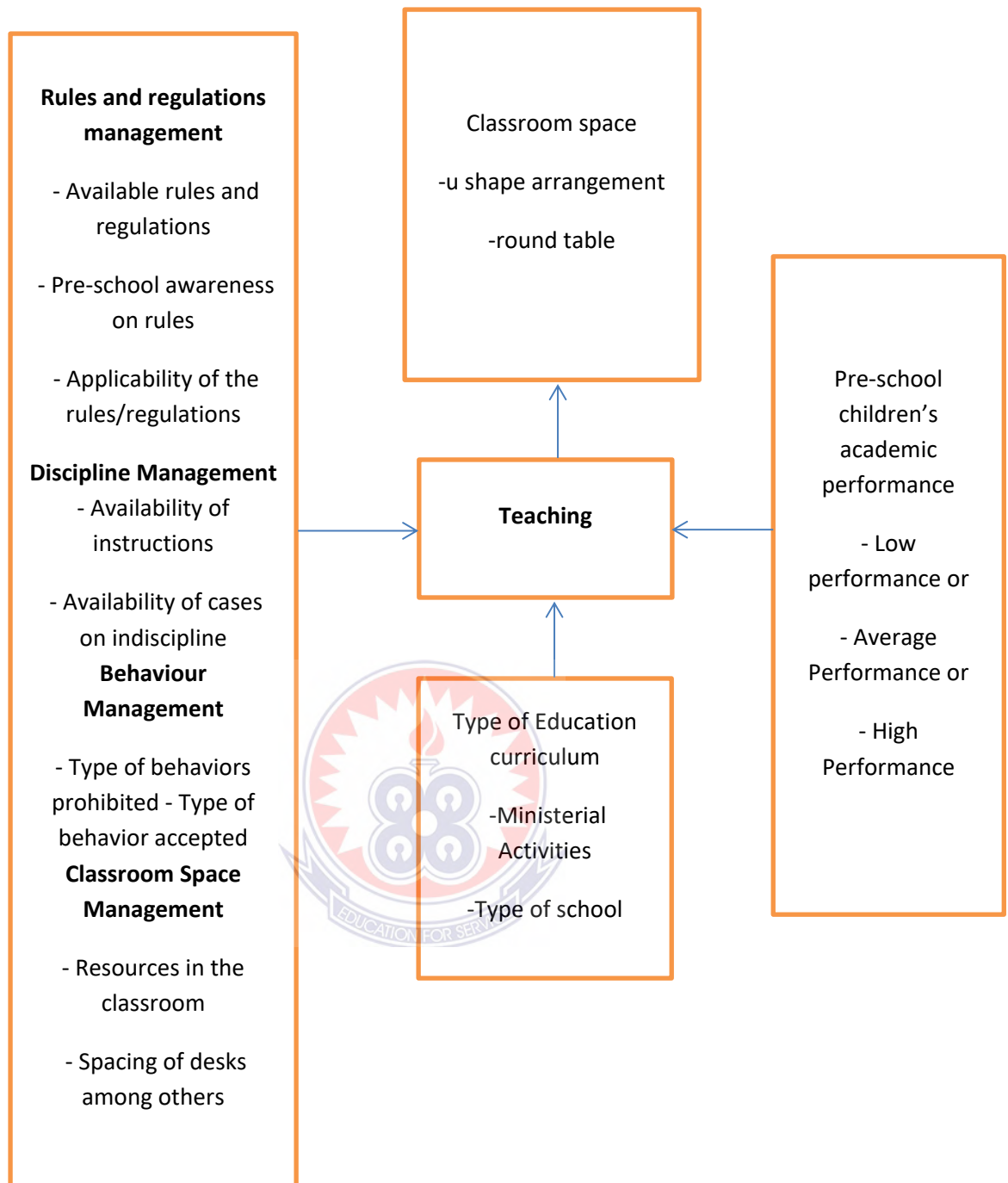
Fig. 1: Conceptual Framework structure

According to Duke, (1979) classroom management can positively or negatively influences the pre-school children's academic performance in Pre-school. The independent variables of the study are; rules and regulations management, discipline management, behavioural management .and classroom space management all of which influence Pre-school children's academic performance in English Language in

one way or the other. The dependent variable in the study is pre-school children's academic performance in English Language. It therefore means that effective rules and regulations management, discipline management, behavioural management and classroom space management would lead to better educational outcomes in English language among the targeted primary schools.

2.3 Concept of Classroom Management

The classroom is an operational venue in schools which holds students together and offers them the opportunity of achieving the purpose of education, (Hill, S and Hill, T. 1990). It is a room in a school where a group of students or children are taught lessons. Thus, the classroom should be well managed and maintained to bring about healthy learning environment, relatively free from behavioural problems. The goal should be to maintain a positive productive learning environment and quality performance. The quality of the physical environment, according to Edwards (1993), affects the performance of teachers as well as that of students.

Classroom management can be defined as the teachers" ability to co-operatively manage time, space, resources, students' roles and behaviours to provide a climate that encourages learning (Alberto & Troutman, 1986). Duke (1979) viewed classroom management as the provisions and procedures necessary to establish and maintain an environment in which instruction and learning can occur. Classroom management according to David, (1996) involves a positive classroom environment, appropriate standards of behaviours for students, effective management of daily routines and instructions, and engaging the students in classroom activities throughout the lessons to ensure quality secondary education. The emphasis on classroom management therefore is dependent on components such as, an engaging curriculum, the teacher as

a role model, students as responsible citizens, classroom management skills, robust instruction and working with resistance, conflict and stress. If any of this component is neglected, the whole process is compromised, leading to poor quality in education. Classroom management is the process of enhancing the learning environment, physical interaction between teachers and students, student to student, parents and others, stimulating and motivating children to learn to learning objectives, control and supervision throughout the school to facilitate and encourage co-operation in teaching and learning activities in the classroom smoothly, will as a result, improve the quality of students performance (Wisetrinthong, Sirisuthi & Weangsamoot, 2012).

Classroom management, therefore, could be seen as an integral part of effective teaching which deters behaviour problems through good planning, organizing, and managing of classroom activities, good presentation of instructional materials and good teacher-student interaction aiming at increasing students" involvement and co-operation in learning to ensure quality primary education. Classroom management is an art and a science with many identifiable characteristics that result in smooth periods of learning, flexible enough to recognize what is needed and has the ability to keep control of the situation(s) that arise. Effective classroom management begins with mutual respect and interpersonal relationships and is vital to improve student achievement and teacher self-efficacy. It requires commitment to students and their learning, because a positive rapport with students is the foundation upon which classroom culture is built. Evertson and Weinstein (2006) refer in their definition of classroom management to the actions teachers take to create a supportive environment for the academic and social emotional learning of students. They describe five types of actions. In order to attain a high quality of classroom management, teachers must (1) develop caring, supportive relationships with and among students, (2) organize,

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and implement instruction in ways that optimize students" access to learning. The importance of developing favourable teacher-student relationships is also expressed by Marzano et al. (2003). Additionally, Evertson and Weinstein (2006) state that teachers should (3) encourage students" engagement in academic tasks, which can be done by using group management methods (e.g., by establishing rules and classroom procedures, see Marzano et al., 2003). Teachers must (4) promote the development of students" social skills and self-regulation. Marzano et al. (2003) refer to this as making students responsible for their behaviour. Finally, Evertson and Weinstein (2006) state that teachers should be able to (5) use appropriate interventions to assist students with behaviour problems. The last two actions proposed by Evertson and Weinstein (2006) indicate that effective classroom management improves student behaviour. Hence, classroom management is an ongoing interaction between teachers and their students. Brophy (2006) presents a similar definition: "Classroom management refers to actions taken to create and maintain a learning environment conducive to successful instruction (arranging the physical environment, establishing rules and procedures, maintaining students' attention to lessons and engagement in activities)" (p. 17). Both definitions emphasize the importance of actions taken by the teacher to facilitate learning among the pupils.

2.4 Academic Performance

Academic performance refers to the ability of students to study, remember facts, and be able to communicate their knowledge verbally or through writing. Also, academic performance refers to performance in tests and examinations (Cambridge University Reporter, 2003). There are methods which are used to measure academic performance. These methods include examinations and continuous assessment tests (CATs). However, different parts of the world have different ways of determining

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academic performance. For instance at California they measure the level of academic performance through an Academic Performance Index. Tracking of academic performance is important since it allows curriculum implementers to note areas of achievement as well as areas of failures and at the same time improve the learning process.

2.5 Rules and Regulations Management and Academic Performance

The establishment of rules in the classroom is a very important factor. Teachers should develop rules for the classroom that help prevent problems before they start. These rules should set high standards for the learners, which creates a high learning environment. Secondly, teachers must make sure that all the learners understand the rules. Teachers should post the rules in the front of the classroom and have the pupils and the parents sign a rule sheet. The teacher's role in the classroom is to establish rules and procedures communicate these clearly to student and implement appropriate rewards and punishments for compliance of noncompliance (Thompson, 2002). Selecting and teaching classroom rules should be an integral part of a classroom management program. Students are more likely to buy into the rules if they have a hand in creating them. As a teacher, you of course need to establish general rules of conduct for your classroom. But how do you make your students want to follow the rules? Give them a hand in creating those rules. Advices that teachers should select only a few rules, those that contribute to successful learning and an orderly environment since it is too hard for learners to recall a very long list. Teachers should make the rules as clear and specific as possible then decide with students' what the consequences will be for breaking those rules (Greer-Chase, Rhodes & Kellam, 2002). Greer-Chase, Rhodes & Kellam (2002) asserts that teachers should teach the rules as they would in a regular lesson and should mostly be the first lesson. Teachers

should discuss each rule individually, explaining the rationale behind it and ask for examples of how it could be broken. Explain that rules help make everyone's time in school more enjoyable; use examples to illustrate this point. It is also a good idea to post the rules as a reminder and send a copy home with each student.

School rules and regulations are made not to be broken. Rules are made for the safety and better welfare of the learners in school. Another importance is to promote good behaviour among learners and to maintain the good image of the school. Parents send their children to school in order for them to learn not only academic values, but also moral values. Implementing school rules will help the learners mould their character and values expected from them by other people.

Determining rules and consequences, teaching them to students and outlining the benefits of working within them, is a critical up-front investment of a new teacher's time and energy. These pieces of your classroom management plan help promote appropriate student behaviour, prevent student mis-behaviour and create a sense of order and predictability in your classroom. Rules, and your explanation of them, tell students how you expect them to behave. Consequences outline what would happen if students chose to break the rules. Strategies for reinforcing good behaviour, both intangible and tangible, bolster a student's desire to make the right behavioural choices and follow your rules (Thompson, 2002). According to Thompson (2002) when considering what rules to establish, a teacher must determine the kind of environment he/she would like to maintain. As the leader of your classroom, what kind of classroom atmosphere will you use your authority to establish? You should also consider the age and maturity of your students in order to be realistic and fair in your expectations. For example, it is particularly important for young students that

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rules are short and easy to remember. Also, do not expect very young children (ages 2-7) to find it easy to see the world from someone else perspective, since they are likely to be very egocentric at this point in their cognitive development.

According to Edwards (1997), there are three types of teachers: autocratic, permissive, and democratic. An autocratic teacher is one who forces his or her will on the students and takes strict control. They do not tolerate deviation from the rules of the classroom and use force to motivate students. The autocratic teacher does not use humor or show any warmth in class and enforces his or her power and authority over students. Students are not receptive to the autocratic teacher and may respond with hostility to the demands and commands. The permissive teacher is also ineffective when working with students because rules are not important in the classroom and the teacher does not follow through on consequences. The teacher allows the students to behave as student learning self- discipline hey wish and is not concerned about the students learning self-discipline. The result of a permissive teacher is a chaotic learning environment. The democratic teacher sets firm guidelines but does not instill rebellion. Students are encouraged to participate in decision making and learning responsibility. Freedom is allowed with the students assuming responsibility for their behaviour. The result of a democratic teacher is that students feel a sense of belonging and community and students increase their personal responsibilities, as they are free to explore and discover. Dreikurs" (1972) approach to discipline is democratic and a democratic environment procedures students who behave out of a desire to be accepted socially. Finally, the rules of the classroom should be established early but can be modified throughout the year. Rewards and punishers should be selected that match the significance or meaningfulness of the exhibited action.

According to Oliver, Wehby & Reschly (2011) there are certain factors why nowadays, learners tend not to follow rules disseminated by the school despite of the punishments they will have to face for doing such actions. Some of the reasons are as follows: peer pressure, drugs, poverty, homelessness, low self-esteem, and lack of love, boredom, bad instructions, unclear rules, unclear expectations, and psychological problems, lack of parental supervision and guidance, and media influences. These they say make the classroom management difficult for the teachers and definitely influence the education outcome of the pupil if not well addressed in the classroom.

2.6 Discipline Management and Academic Performance

The term "discipline" is derived from the Latin terms "disco" and "discipline", which mean "to learn" and "instruction, knowledge and learning communicated to the disciples or learners" respectively (Van Rensburg, Landman, Bodenstein, 1994). Van Rensburg et al (1994) further contend that in the broader sense discipline applies not only to external discipline but also to personal or inner discipline prompted by spiritual acceptance of disciplined behaviour. It also denotes restraint by means of positive guidance, by indicating the correct way and by ensuring adherence to the correct way. In the opinion of Treffry, summers, O'Neil, Hasset and Todd (1997) the concept discipline can be defined as a "practice of imposing strict rules of behaviour on the people" and as an "ability to work in a controlled manner". In this regard, Burden (1995) states that discipline involve the actions that the educators take to restore order. In this study, discipline will refer to what the educators do to assist the learners to behave acceptably in classroom situations.

A lack of learner discipline in public schools is experienced throughout the world. The lack of learner discipline in many public schools throughout the world has been a matter. Of great, concern for school management and educators and to a lesser extent for learners themselves, parents and the public (Wayson and Pinnell, 1994). A study by Charles (1996) conducted in the United States of America listed discipline as a major problem with educators must contend and a significant factor in educators" leaving the profession. Apparently, it is responsible for 40 percent or more of departures during the educators" first three years. Adding to the problem is the fact that experienced educators try to transfer away from the schools that have high levels of misbehaviour, leaving such schools in the hands of educators not yet skilled in exerting or maintaining discipline (Charles 1996).

Sound discipline and safety underpins every aspect of the school life. For successful teaching and learning to take place, it is essential that good discipline exist in every classroom in particular and in the school as a whole in general. According to Hill and Hill (1994) learners, learn to the best of their abilities in an orderly and safe environment. Researchers like Potgieter, Visser, Van der Bank, Mothata and Squelch (1997) state that if discipline is not taken into consideration, the school environment will be dangerous and the educational process may be disrupted. This may also affect the educational attainment of the learners. In this regard Levin and Nalon (1991) state that, in addition to the obvious impact on the teaching and learning environment, disruptive behaviour can also affect the learners" safety, readiness to learn as well as future behaviour. In the opinion of Hill and Hill (1994), ill-discipline can destroy the possibility of a safe and orderly environment and thereby hamper the core purpose of the school. It is therefore necessary that discipline is maintained in a school for the

welfare and safety of learners and educators and for the success of the educational process.

Though corporal punishment has been abolished in Ghana and most of the African and world countries, most countries have maintained that it is the sole role of educators to maintain discipline of learners in their schools. For example, South African Schools Act (RSA, 1996a:8), states that discipline must be maintained in classroom situations so that the education of the learners flourishes, without disruptive behaviour and offences. Section 7(5) of the Guidelines for the consideration of Governing Bodies in adopting a code of conduct for learners of 1996 (hereafter referred to as the Guidelines) (RSA, 1996), also states that educators have the responsibility of maintaining discipline in schools. Joubert and Prinsloo (1999) support this view when they write that it is the responsibility of the educators to maintain discipline at all times. This discipline contributes to the safety of learners, which is what the parents want for their children. Parents also need to support educators in promoting discipline in schools. However,

Learners' discipline is ranked as one of the major concerns in the education process expressed by all stakeholders about public schools and the education system in South Africa (Mabeba & Prinsloo, 2000, Van Wyk, 2001). Thompson (2002), who conducted comprehensive research into discipline in primary and secondary education in South Africa, confirms that there is a breakdown in discipline in schools recommended that this must be rectified as soon as possible.

The challenge lies upon educators and parents to equip learners with a positive view on education. They need guidance to channel their perceptions in such a way that they look positively towards the benefits of education. Proper guidance will assist the

learners to see the need to establish or re-establish good rapport with educators and parents. It is the responsibility of educators to maintain a culture of teaching and learning in schools. But, it is not possible to do this if discipline and safety are not considered in the school environment. Disintegrated discipline causes difficulty in the attainment of school objectives. Schools become dysfunctional because both educators and learners cannot work effectively and efficiently under unconducive conditions. Learners cannot learn and educators cannot teach in an unsafe environment. A safe and orderly school environment is a prerequisite for learning and teaching to take place. Thus, educators can only perform their professional duties if there is order and discipline in both the classroom and the school as a whole (Tauber, 1995, Watson, 1996). Digulio (2000) also supports this view by stating that learners learn more efficiently in smooth running classrooms.

2.7 Behaviour Management and Academic Performance

Behaviour management include all of the actions and conscious inactions to enhance the probability people, individually and in groups, choose behaviours which are personally fulfilling, productive, and socially acceptable (La Vigna & Willis, 1995). Managing challenging behaviour in the classroom is a problem faced by all teachers. Challenging behaviour is any form of behaviour that interferes with children's learning or normal development; is harmful to the child, other children or adults; or puts a child in a high risk category for later social problems or school failure. Schools should select a positive behaviour approach that matches the needs of their community and results in the promotion and recognition of positive student behaviour.

It is the teachers' responsibility to initiate a classroom culture that recognizes the connections between learning and behaviour, especially when there are a number of cultures represented. This type of classroom culture must be acceptable to, and shared by both students and teachers, must recognize and respond to cultural difference, and must avoid deficit thinking about minorities cultures. To achieve this, teachers need to be the ones that change the most, as they are the ones who hold the power to do so. Successful teachers need to place a high value on forming mutually respectful, trusting, and positive relationships with their students which will create classrooms and schools that are safe and caring, allow a stronger focus on realizing potential, and encourage learning. The most effective way of forming such relationships is to learn to listen to and respect pupils' voice. Behaviour management skills are of particular importance to teachers in the educational system. If a pupil behaviour interferes with their own or other pupils learning, they may have behavioural, emotional or social difficulties (BESD). "Pupils with behavioural, emotional, and social difficulties cover the full range of ability and continuum of severity. Their behaviours present a barrier to learning and persist despite the implementation of an effective school behaviour policy and personal/social curriculum" DfES 2005. Understanding the root cause of the child's behaviour is essential, as without this it is unlikely that any behaviour strategy will be sustainable.

Canter (1990) believes in teachers having their own rights in the classrooms and that for far too long, teachers have ignored their own needs in favour of addressing their students" needs. He insists that the teachers" rights as teachers are met first and foremost. Canter further suggests that students have rights also but that their rights are to have teachers who will promote appropriate behaviour and limit inappropriate behaviour. To make this happen, Canter argues teachers must learn to assert

themselves. This means that teachers clearly and firmly communicate their wants and needs to students concerning challenging behaviours and are prepared to enforce their actions. Teachers need to communicate to students that they care about themselves too much to let students take advantage of them. They also need to communicate that they care about the students and therefore will not let inappropriate behaviour go unnoticed. Canter (1990) identifies the outcomes of misbehavior as consequences and promotes "steps" to carrying out consequences. Rogers (1994) argues that "All teachers need to know that whenever a pupils behaviour profile is significantly disturbing, that the information is shared and due processes set in place. The due process is based around colleague support and an acknowledgement that this support is normative, not a special favour to any one teacher"(pg 6). Teachers therefore must exercise caution before they conclude that a child is exhibiting challenging behaviour (Emerson, 2001; Rogers, 2000). A teacher can often create a classroom environment in an image of their own childhood experiences and cultural influences (Kroeger & Bauer, 2004). This image could mimic how they were taught at school, and instill their own beliefs on how homes and lives are organized; believing that this is the right way and is how will be (Thorsborne & Vinegrad, 2006). Classroom management should be designed to reflect behavioural expectations and create an atmosphere in which student self-esteem can flourish (Canter, 1992). Educators have the right to maintain optimal learning in an environment free of disruption. Effective classroom management is also related to prevention efforts. Children"s behaviour is shaped by the social context of the environment during the developmental process (Kauffman, 2005). Many behavioural disorders begin with or are made worse through behavioural processes such as modeling, reinforcement, extinction, and punishment (Kauffman, 2005). The classroom context plays a significant role in the emergence and

persistence of aggressive behaviour. Early intervention and treatment for students at-risk for emotional and behavioural disorders (EBD) is essential to prevent more serious behaviours (Kauffman, 2005; Greer-Chase, Rhodes, & Kellam, 2002). The progression and malleability of maladapted behaviours is effected by classroom management practices of teachers in the early grades (Greer-Chase et al., 2002). For example, classrooms with high levels of disruptive, aggressive behaviour place children at-risk for more serious behaviour problems and EBD. Research has indicated that aggressive students in aggressive, disruptive classroom environments are more likely to be aggressive in later grades (Greer-Chase et al., 2002). Research-based approaches to classroom management are necessary to improve both academic and behavioural outcomes for students.

2.8 Classroom Space Management

According to Adeyemo (2012) the way a teacher arranges a classroom reflects her/his expectations for pupil participation and behaviour. Room arrangements generally fall on the continuum between student-centered and teacher-centered. In a learner-centered classroom arrangement, the learners may be seated in pairs or in clusters and often face each other for easier interaction during cooperative learning or other group activities. Learners may also be seated in a large circle. In contrast, teacher-centered classrooms tend to minimize the amount of interaction among learners. Desks face the teacher and are often separated or in rows.

Brophy (2006) is of the view that no matter which arrangement a teacher choose, (one should keep in mind that) it should support and enhance learning activities (e.g., pupils can see the chalkboard, pupils can easily access learning materials and can

easily communicate with each other when necessary, teacher can circulate easily among the learners, and so on).

Because people work best in a variety of different settings, as a teacher one may want to create different opportunities for learners to sit up straight, stand, lean, lounge, and so on. Some teachers use bean bags or carpets to provide alternative spaces for learners. These different work surfaces should be appropriate for the age and developmental levels of your learners. Learners of any age will appreciate cushions and comfortable seating areas to read and do work individually or with peers. While varied learning spaces can benefit all learners, the opportunity to break up long periods of time sitting at a desk or the option of sitting at a study carrel can be particularly advantageous for some special needs learners (Adeyemo, 2012). 26 Seating plans are an extremely useful management tool and also aid substitute teachers and other teachers who rotate into your room. If a teacher assigns seats, he/she should consider changing the seating assignment on a regular basis to give learners an opportunity to work with different groups of peers. The seating plan should also take into account individual learners" special needs. Learners with vision problems, for instance, should be seated close to the board; learners with limited English skills could be seated next to bilingual learners; and a student who has particular trouble concentrating could be seated in a desk away from peers but near the teacher.

Many learners need personal space in order to feel that they belong to the classroom and that they can keep their personal belongings safe. In addition to personal desk space, learners may benefit from having their own mailbox, folders, or space to display their class work. A teacher may create these items or have the school create

them in case of young learners like in ECE classes. Visual displays are an important aspect of a classroom environment that supports student learning. In addition to posting classroom rules and procedures and other important notices, displays are a great opportunity to focus learners on their academic goals, reinforce the material that one is teaching, and create a print-rich environment conducive to developing your learners‟ literacy skills. If the displays are directly related to your curriculum, they can enhance your lessons and foster greater independence in your learners. For example, a middle school math teacher could post diagrams of geometric shapes and the formulas for their areas, volumes, and surface areas. The teacher could then utilize the diagrams while teaching a lesson on the subject, and learners could independently refer to them when solving problems in class. (Keep in mind that you may want to cover such displays during tests and quizzes if you do not 27 want learners to reference them.) As a side note, displays may have the added advantage of focusing a student on relevant material even when his or her attention is diverted from the task at hand! Learners can also be figuratively transported to another place through the strategic use of displays. For example, an elementary class that is studying the rain forest could turn the classroom into a rain forest, complete with paper replications of the plants, animals, and terrain that the students are learning about. A French teacher could make his or her classroom into "Paris," so that the learners‟ language lesson is visually reinforced by graphic, cultural information.

In addition to posting material that reinforces your curriculum, displaying student work sends an important message. Such displays help build a sense of identity and belonging and create a lively classroom environment where learning is relevant and valued. In addition, student work displays celebrate hard work. Student input and

assistance in decorating the room will help to give learners a sense of ownership of the learning environment.

Finally, the creation of a print-rich environment through displays enhances literacy instruction across grade levels and content areas. A teacher should consider creating a word wall, with vocabulary words from the different subjects one is currently studying, words that learners have found in their independent reading, a word of the day supplied by learners, and so on (Adeyemo, 2012). A weekly poem on chart paper or a thought for the week can provide "unofficial" new vocabulary and sight words for learners.

2.9. Summary of the Chapter

In this chapter, relevant literature was reviewed regarding classroom management and academic performance of Preschool children in Atwima Nwabiagya North District. The chapter has reviewed literature generally on concept of Classroom, Academic performance, rules and regulations and academic performance, discipline Management and academic, Behaviour Management and academic performance and classroom space. Effective classroom management decides the effectiveness of teachers teaching quality and students learning. Effective teachers create a sound, supportive and friendly environment in classrooms where students feel safe, respected, cared, and secured. For this purpose, effective teachers create conditions of cooperation, discipline, and responsibility both for themselves and for their students. Teachers are the ultimate decider of the classroom atmosphere.

CHAPTER THREE

METHODOLOGY

3.0 Overview

This chapter presented the methodology to be used for the study. In this chapter the research methodology was presented in the following order; research design, target population, sample size and sampling procedures, reliability and validity of the research instruments, data collection procedures and data analysis techniques.

3.1 Research Design

Yin (2015) described research design as the structure which guides collecting and subsequently analysing data or as the techniques for doing this. Descriptive survey design was adopted for this study. Descriptive survey design was adopted because it produced good responses from a wide range of people (teachers). At the same time, it provided a meaningful picture of events and explained students opinions and behaviour on the basis of the data gathered (Best & Khan, 2016). The descriptive survey design rooted in the quantitative research approach was adopted for the study. The study collected and subsequently analysed data to examine the influence of classroom management strategies on academic performance of pre- school pupils in the Atwima Nwabiagya North District in the Ashanti Region. This invariably involves finding out the opinions of teachers on how the classroom management strategies adopted by teachers influenced academic performance.

Moreover, the researcher described, explained, and interpreted the form of relationships and the extent to which the various strategies predicted academic performance of students. As an addendum, since a descriptive survey design is concerned with conditions, practices, structures, differences or relationships that exist,

opinions held, processes that are ongoing or trends that are evident (Creswell, 2015), a better approach could not have been selected for this purpose. The descriptive survey was again adopted because it was very useful in collecting data from a large number of students (297) and teachers (40) in a relatively short period of time and at a better cost. It was again prudent to choose this design because it aided in the identification of the variables that existed in a given situation (classroom management strategies and academic performance of pre-school children.

3.2 Study Population

According to Ngechu (2004), a population is a well-defined or set of people, services, elements, and events, group of things or households that are being investigated. The target population of this study was all the kindergarten teachers within the Atwima Nwabiagya North District. The population was all the kindergarten teachers in public and private kindergarten schools were one hundred and sixty (160). The accessible population of the study included the public kindergarten teachers within the Atwima Nwabiagya North District. The population of the public kindergarten teachers were ninety (90).

3.3 Sample and Sampling Procedure

Sampling means selecting a given number of subjects from a defined population as a representative of that population. Any statement made about the sample should be true of the population (Orodho, 2002). It is however, agreed that the larger the sample, the smaller the sampling error. The sampling technique used for this study included purposive sampling and simple random sampling techniques.

The sample size for this study was seventy (70) kindergarten teachers within the Atwima Nwabiagya North District. The sample size was determined based on this specific criterion:

- The kindergarten teacher has attended any workshop on classroom management in the study area.

- The kindergarten teacher has taught in pre-school for 5 years or more.

This criterion set helped the researcher to get experienced kindergarten teachers who provided the needed information on the impact of classroom management on academic performance of pre-school children within the Atwima Nwabiagya North District.

Participants who met this criterion were 70 kindergarten teachers. Hence, purposive sampling technique was used to sample them. Purposive sampling is the technique where the selection of the sample is based on the researcher's knowledge of the population and the purpose of the study (Crossman, 2013).

The simple random sampling method was used to facilitate in the selection of the kindergarten teachers from each public kindergarten school to respond to the questionnaire. In all there were thirty public kindergarten, the researcher wrote numbers from 1 to 90 on pieces of papers together with blank papers. The pieces of paper were folded and put in a box. The box was turned repeatedly to ensure that the pieces of paper were well mixed to guarantee that each learner had an equal opportunity of being selected. The kindergarten teachers were required to pick the pieces of paper at random. Kindergarten teachers who selected the pieces of paper which have number responses were enrolled as study participants for this study.

Random sampling was used here because the researcher wanted the sample method to be free from preconception and unfairness just as (Creswell, 2014) asserted.

3.4 Data Collection Instrument

This study used a questionnaire to gather primary data from the respondents. A questionnaire was used as the tool for gathering data needed from the kindergarten teachers. The used of questionnaires enables the researcher to collect data by engaging in a special type conversation with respondents in which the researcher ask questions relevant to the study problem (Olsen & George, 2004). The research tool was self-administered and this was enabled the respondents to answer the questions freely and at their own time without the influence of the researcher.

Questionnaire

Questionnaire was designed to administer on kindergarten teachers to address research questions (1-4). A questionnaire is a formal question framed and written down for the respondents to provide answers. The questionnaire is often divided into two parts. The first part normally is a classification section. This section requires such details of the respondent as sex, age, marital status, and occupation. The second part possesses the questions relating to the subject matter of inquiry. Usually, the answers given in the second part can be analysed according to the information in the first part. The questionnaire can be mailed and non-mailed (Oppenheim, 1966).

 The questionnaires were designed in a five point Likert-type scale ranging from Strongly Agree to Strongly Disagree. The items for the various parts of the questionnaire were weighted as follows; strongly agree (1), agree (2), uncertain (3), disagree (4) and strongly disagree (5). The questionnaire was administered to the kindergarten teachers. The questionnaire comprised items related to the four research

questions. It was divided into five parts. The first part consisted of bio graphical characteristics of respondents. The second part dealt with views of kindergarten teachers on the impact of classroom rules and regulations management on pre-school children academic performance. The third aspect looked at the impact of classroom discipline management on pre-school children's academic performance while the fourth part elicits responses on the impact of classroom behaviour management on pre-school children academic performance. The final part dealt with the impact of classroom space management on pre-school children academic performance in the in Atwina Nwabiagya North District.

3.5 Piloting of the Research Instruments

Pretesting is a dress rehearsal for the entire project, including the questionnaire, interviewers, and everything else (Pasick et al., 2009). Several respondents are frequently involved, and their responses are obtained, coded, and analysed. Questions that did not provide useful data were removed, and the questionnaire was finalized. A pilot study was conducted in one of the kindergarten schools, with two kindergarten teachers and three students asked to participate. As a result, the pilot study drew 5 participants.

3.6 Validity

Mugenda and Mugenda (1999) define validity as the accuracy and meaningfulness of inferences drawn from research findings. In other words, validity is the degree to which the results of data analysis accurately represent the phenomenon under study. According to Borg and Gall (1989), expert judgment improves instrument validity. This study used content validity to assess how well the sample of items represented

the content that the test was designed to measure. As a result, the researcher sought advice from the supervisor in order to improve the instrument's content validity.

3.7 Reliability

The degree to which a research instrument produces consistent results after repeated trials is referred to as its reliability (Nsubuga, 2000). To test for reliability, the researcher used the test re-test technique. The research instruments were administered twice in two pilot schools by the researcher. The researcher handed out the instruments to the students at the two schools and collected the completed questionnaires. After two weeks, the researcher administered the same instruments to the same group of respondents again. Following the pilot study, the researcher used the two sets of tests to calculate the reliability of the teachers' questionnaires. The correlation coefficient for the kindergarten teachers' questionnaire was 0.723. Gay (1992) recommends a coefficient correlation of 0.7 or higher as indicating that an instrument is reliable; this coefficient falls within this range. As a result, the instruments were deemed reliable.

3.8 Data Collection Procedures

This refers to the process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer stated research questions, test hypotheses, and evaluate outcomes (Pasick et al., 2009). The researcher was given an introductory letter from the department of Early Childhood Education in University of Education, Winneba. The letter was therefore sent to Atwima Nwabiagya North District Education Office for cover letter to carry out the research in the sampled kindergarten schools.

3.9 Data Analysis

Data analysis is the process of bringing order, structure and meaning to the mass of information collected (Mugenda & Mugenda, 1999). The quantitative data obtained from the closed-ended was organized, categorized, coded (assigning numerical or other identifying signs or symbols to different data categories) then run their frequencies using Statistical Package for Social Sciences (SPSS). The SPSS program was used as the only statistical tool of computation of the required parameters. Descriptive statistics such as frequency, and simple percentage counts was used to communicate the results.

3.10. Ethical Considerations

According to Neumann (2003), ethical principles of conduct are those that are considered correct, particularly those of a specific profession or group. The principles of conduct are the most important because they address the issue of the content of ethical behaviour. Participants were informed about the type of information the researcher needed from them, why the information was needed, how it would be used, how they were expected to participate in the study, and how the research could affect them directly or indirectly. Respondents will be assured that the research is for academic purposes only and that their anonymity was guaranteed.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.0 Overview

This chapter presents the data analysis, interpretation, and presentation of findings. The presentation of the analysis is based on the study objectives which were; to establish classroom rules and regulations management on pre-school children's academic performance. To determine the impact of classroom discipline management on pre-school children's academic performance to investigate the impact of classroom behaviour management on pre-school children's academic performance. To investigate the influence of classroom space management on pre-school children's academic performance. The SPSS computation program was used to analyse quantitative data.

4.1. Demographic information of the respondents Teachers

Table 4.1. Gender of the respondents

	Frequency	Percentage (%)
Male	15	21.4
Female	55	78.6
Total	**70**	**100**

Source: Field Data (2021)

The researcher required to know the gender of the respondents who participated in the study. According to the findings, 78.6% of the respondents were female while only 21.4% were male. This was an implication that there more female kindergarten teachers than males in all the public primary schools sampled by the study.

Table 4.2. Age Bracket of Respondents

Age Bracket	Frequency	Percentage
Below 20 years	0	0
21 – 30 years	13	34
31 – 40 years	20	42
41 - 50 years	34	12
51 – years and above	3	12
Total	**70**	**100**

Source: Field Data (2021)

The table above depicts the findings on age bracket of the respondents. Based on the results as shown by 42%, majority of the respondents were aged between 31-40 years, 24% were aged between 21-30 years, 12% were aged 51 years or above whereas 12% were aged between 41-50 years respectively. This was an indication that all the ECE teachers who participated in the study were of medium age of between 30-50 years.

Table 4.3. Respondents' level of education.

Education level	Frequency	Percentage
Diploma	30	58
Bachelor's degree	37	30
Master's degree	3	12
Doctorate (PHD)	0	0
Total	**70**	**100**

Source: Field Data (2021)

The study wanted to find out on the highest level of education of the respondents (kindergarten teachers). According to the findings, majority of the respondents as shown by 58% had diploma certificates, 30% had bachelor's degree whereas 12% had master's degree. This was an implication that majority of the kindergarten teachers had adequate education to understand and respond to the questions raised by the study.

Table 4.4. Years of experience in teaching profession

	Frequency	Percentage
5 years	5	4
6 – 10 years	35	38
11 - 15 years	20	23
16 -20 years	5	23
21 years and above	5	12
Total	**70**	**100**

Source: Field Data (2021)

The researcher wanted to find out on the respondents" years of experience in the teaching profession. According to the findings, 29% had an experience of 6-10 years in the teaching profession, 24% said 11-15 years, 24% said 16-20 years, 18% said 21 and above years whereas only 6% who said to have an experience of less than 6 years respectively. This is an implication that the sampled respondents had adequate knowledge of what classroom management was about hence able to respond to the raised research questions in this study. The results on respondents experience in the teaching profession are also presented in the figure below

4.2. Data Presentation and Discussion

Research Question 1: What is the impact of classroom rules and regulations management on pre-school children academic performance?

The first research question was asked to find out the impact of classroom rules and regulations management on pre-school children academic performance. The result is presented in Table 4.5

Table 4.5: Impact of classroom rules and regulations management on pre-school children academic performance.

Statement	Strongly agree (%)	Agree (%)	Uncertain (%)	Disagree (%)	Strongly disagree (%)
All the children are aware of the classroom rules and regulations set	28 40%	38 54.3%	0 0%	4 5.7%	0 0%
As a teacher, I have made all the learners understand the classroom rules	20 28.6%	30 42.9%	3 4.3%	15 21.4%	2 2.9%
I believe I have the right skills to management classroom rules and regulations that support pupils learning	30 42.9%	20 28.6%	6 8.6%	10 14.3%	4 5.7%
The parents to the pre-school children are aware of the set classroom rules and regulations	10 14.3%	40 57.1%	5 7.1%	10 14.3%	5 7.1%
There is a set of rules and regulation in my	22	28	2	8	10

class	31.4%	40%	2.9%	11.4%	14.3%
Rules are made for the safety and better welfare of the learners in school.	20 28.6%	32 45.7%	3 4.3%	10 14.3%	5 7.1%
I involve pupils while making the classroom rules	20 28.6%	36 51.4%	2 2.9%	8 11.4%	4 5.7%
The school management has helped in creating of the set rules and regulations	30 42.9%	15 21.4%	1 1.4%	15 21.4%	9 12.9%

Source: Field Data (2021)

According to the result displayed in Table 4.5, 94.3 percent of the kindergarten teachers agreed that all children are aware of the classroom rules and regulations set, 71.5 percent of the kindergarten teachers agreed that as a teacher, they have made all the learners understand the classroom rules, 71.5 percent of the kindergarten teachers also agreed that they have the right skills to management classroom rules and regulations that support pupils learning and 71.5 percent of the kindergarten teachers agreed that the parents to the pre-school children are aware of the set classroom rules and regulations. Moreover, 71.5 percent of the kindergarten teachers agreed that they set rules and regulation in most classes and 74.3 percent of the kindergarten teachers agreed that rules are made for the safety and better welfare of the learners in school. Finally, 80 percent of the kindergarten teachers agreed that they involve pupils while making the classroom rules and 64.3 percent of the kindergarten teachers agreed that the school management helps in creating of the set rules and regulations.

The finding indicates that, the establishment of rules and regulation in the classroom is a very important factor. Kindergarten teachers in this study develop rules and regulations for the classroom which help prevent problems before they teaching enhance improves preschool academic performance. These rules and regulations should set high standards for the learners, which creates a high learning environment (Kanyuira, 2016). The teacher's role in the classroom is to establish rules and procedures communicate these clearly to student and implement appropriate rewards and punishments for compliance of noncompliance (Thompson, 2002).

Research Question 2: What is the impact of classroom discipline management on pre-school children academic performance?

The second research question was asked to determine the impact of classroom discipline management on pre-school children academic performance. The result is presented in Table 4.6
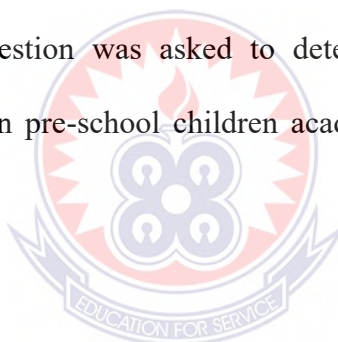
Table 4.6: Impact of Classroom discipline management on pre-school children academic performance

Statements	Strongly agree (%)	Agree (%)	Uncertain (%)	Disagree (%)	Strongly disagree (%)
I always offer positive guidance by indicating the correct way and by ensuring adherence to the correct way to pupils who are on the wrong	10 14.3%	35 50%	5 7.1%	15 21.4%	5 7.1%
As a teacher, I have imposed strong rules and regulations towards discipline management in the class	15 21.4%	38 54.3%	2 2.9%	10 14.3%	5 7.1%
The preschool children in my class are well disciplined	10 14.3%	40 57.1%	0 0%	10 14.3%	10 14.3%
I believe as a teacher I have the right discipline management skills	20 28.6%	31 44.3%	6 8.6%	9 12.9%	4 5.7%
I maintain discipline in my class for the welfare and safety of learners	20 28.6%	25 35.7%	5 7.1%	10 14.3%	10 14.3%
I agree it is my responsibility to maintain order and discipline in my class	40 57.1%	12 17.1%	4 5.7%	6 8.6%	8 11.4%
The school management supports me in discipline matters of preschool learners	30 42.9%	25 35.7%	1 1.4%	10 14.3%	4 5.7%
The parents have been in the forefront in support of discipline matters of pre-school learners	15 21.4%	30 42.9%	5 7.1%	10 14.3%	10 14.3%

Source: Field Data (2021)

The Table 4.6 above depicts findings on kindergarten teachers' level of agreement on statements related to classroom discipline management effects on pre-school children's academic performance. According to the results, 64.3 percent of the

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kindergarten teachers were in agreement that, they always offer positive guidance by indicating the correct way and by ensuring adherence to the correct way to pupils who are on the wrong, 75.7 percent of the kindergarten teachers agreed that they have imposed strong rules and regulations towards discipline management in the class and 71.4 percent of the kindergarten teachers agreed that preschool children in their class are well disciplined.

Moreover, 72.9 percent of the kindergarten teachers agreed that they have right discipline management skills, 64.3 percent of the kindergarten teachers agreed that they maintain discipline in their class for the welfare and safety of learners and 74.2 percent of the kindergarten teachers agreed that it is their responsibility to maintain order and discipline in their class. Finally, 78.6 percent of the kindergarten teachers agreed that school management supports their discipline matters of preschool learners and 64.3 percent of the kindergarten teachers agreed that parents have been in the forefront in support of discipline matters of pre-school learners. The results therefore indicate that the involvement of kindergarten teachers in the maintenance of children's discipline have positive impact on the academic performance of children in the classrooms. Joubert and Prinsloo (1999) support this view when they write that it is the responsibility of the educators to maintain discipline at all times. This discipline contributes to the safety of learners, which is what the parents want for their children. Parents also need to support educators in promoting discipline in schools.

Research Question 3: What is the impact of classroom behaviour management on pre-school children academic performance?

The third research question was asked to investigate the impact of classroom behaviour management on pre-school children academic performance. The result is presented in Table 4.7

Table 4.7: Impact of classroom behaviour management on pre-school children academic performance.

Statements	Strongly agree (%)	Agree (%)	Uncertain (%)	Disagree (%)	Strongly disagree (%)
I have established a mutual respect with the children in my class so as to manage well on their behaviours	20 28.6%	25 35.7%	3 4.3%	12 17.1%	10 14.3%
My school has a set of positive behaviour approaches according to their needs that guide the young children	40 57.1%	6 8.6%	3 4.3%	17 24.3%	4 5.7%
I believe I have the right behavioural management skills to effectively manage the pupils behaviours in class	20 28.6%	31 44.3%	6 8.6%	9 12.9%	4 5.7%
Some behaviours of the pre-school children in my class are socially acceptable	20 28.6%	25 35.7%	5 7.1%	10 14.3%	10 14.3%
There are challenging behaviours in my classroom that am required to correct day in day out	40 57.1%	12 17.1%	4 5.7%	6 8.6%	8 11.4%
Some behaviours of the pre-school children are harmful to their academic performances	30 42.9%	25 35.7%	1 1.4%	10 14.3%	4 5.7%
As a teacher, I have set a culture that recognizes the connections between learning and behaviour	23 32.9%	27 38.6%	2 2.9%	10 14.3%	8 11.4%
Understanding the root cause of the child's behaviour has been essential in my classroom	25 35.7%	25 35.7%	2 2.9%	10 14.3%	8 11.4%

Source: Field Data (2021)

The study required to establish the kindergarten teachers' level of agreement on statements related to classroom behaviour management effects on pre-school children's academic performance. According to the results, 64.3 percent of the kindergarten teachers agreed that they have established a mutual respect with the children in the class to manage well on their behaviours, 65.7 percent of the kindergarten teachers agreed that their schools have a set of positive behaviour approaches according to their needs that guide the young children and 72.9 percent of the kindergarten teachers agreed that they have the right behavioural management skills to effectively manage the pupils' behaviours in class.

Moreover, 64.3 percent of the kindergarten teachers agreed that some behaviours of the pre-school children in class are socially acceptable, 74.2 percent of the kindergarten teachers agreed that there are challenging behaviours in their classrooms required to correct day in day out and 78.6 percent of the kindergarten teachers agreed that some behaviours of the pre-school children are harmful to their academic performances. Finally, 71.5 percent of the kindergarten teachers agreed that they have set a culture that recognizes the connections between learning and behaviour and 71.4 percent of the kindergarten teachers agreed that understanding the root cause of the child's behaviour has been essential in the classrooms. Emmer and Stough (2001) argued that the ability of teachers to organize classrooms and manage the behaviour of the students is critical to achieving positive educational outcomes. Using different instructional methods during lessons assists in enhancing learning and academic achievement of learners and appointing a prefect helps in controlling deviant behaviours in case of teachers absence increases, notes revision among learners which eventually improves their academic achievement. This concurs with Dibara (2007) who has it that successful teaching and learning requires more than controlling

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students' behaviour. In conclusion, classroom order encourages student engagement which supports learning, without order a teacher is hard pressed to promote students learning. Doyle (2011).

Research Question 4: What is the impact of classroom space management on pre-school children academic performance?

The fourth research question was asked to investigate the impact of classroom space management on pre-school children academic performance. The result is presented in Table 4.8

Table 4.8: Impact of classroom space management on pre-school children academic performance.

Statements	Strongly agree (%)	Agree (%)	Uncertain (%)	Disagree (%)	Strongly disagree (%)
The school has set a plan on how desks should be arranged in the classroom	20 28.6%	31 44.3%	6 8.6%	9 12.9%	4 5.7%
There are enough desks/chairs in the classroom	20 28.6%	25 35.7%	5 7.1%	10 14.3%	10 14.3%
There are enough pens and other requirements that support learning	40 57.1%	12 17.1%	4 5.7%	6 8.6%	8 11.4%
The display of diagrams on the wall is adequate to support pupils learning	30 42.9%	25 35.7%	1 1.4%	10 14.3%	4 5.7%
The floor and wall are clean enough	24 34.3%	16 22.9%	8 11.4%	12 17.1%	10 14.3%
The distance between the chalkboard and the pupils is adequate	40 57.1%	12 17.1%	0 0%	8 11.4%	10 14.3%
There are enough charts on the wall to support English and other languages performance	30 42.9%	20 28.6%	2 2.9%	10 14.3%	8 11.4%
My classroom is well arranged with reference to pupils needs	40 57.1%	20 28.6%	0 0%	8 11.4%	2 2.9%

Source: Field Data (2021)

The Table 4.8 above depicts findings on kindergarten teachers' level of agreement on statements related to classroom space management effects on pre-school children's academic performance. According to the results, 72.9 percent of the kindergarten teachers agreed that the school has set a plan on how desks should be arranged in the

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classroom, 64.3 percent of the kindergarten teachers agreed that enough pens and other requirements support learning and 78.6 percent of the kindergarten teachers agreed that they display adequate diagrams on the wall to support pupils learning.

Moreover, 57.2 percent of the kindergarten teachers agreed that the floor and wall are clean enough and 74.2 percent of the kindergarten teachers agreed that the distance between the chalkboard and the pupils is adequate. Finally, 71.5 percent of the kindergarten teachers agreed that there are enough charts on the wall to support English and other languages performance and 85.7 percent of the kindergarten teachers agreed that their classrooms are well arranged with reference to pupils needs. The finding indicates that kindergarten teachers paid attention to classroom space management. This because open space changes classroom dynamics. Teachers who have reduced the amount of material and furniture in their classroom to open floor space have recognized the benefits (Tanner, 2000). Brophy (2006) is of the view that no matter which arrangement a teacher choose, it should support and enhance learning activities (e.g., pupils can see the chalkboard, pupils can easily access learning materials and can easily communicate with each other when necessary, teacher can circulate easily among the learners, and so on).

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Overview

This chapter presents the findings on the influence of classroom management on preschool children's academic performance in Atwima Nwabiagya North District the objectives of the study were; to establish the effect of classroom rules and regulations management on pre-school children's academic performance, to determine the influence of classroom discipline management on pre-school children's performance, to investigate the influence of classroom behaviour management on pre-school children's performance and; to investigate the influence of classroom space management on pre-school children's performance.

5.2 Summary of Key Findings

1. The study found that majority of the kindergarten teachers agreed that all children are aware of the classroom rules and regulation, teachers involves pupils while making the classroom rules, rules are made for safety and better welfare of the learners in school were the impact of classroom rules and regulations management on preschool children academic performance.

2. Moreover, the study found that majority of the kindergarten teachers agreed that teachers have the right discipline management skills, responsible to maintain order and discipline in their class, school management supports teachers them in discipline matters of preschool learners and teachers impose strong rules and regulations towards discipline management in class were the impact of classroom discipline management on preschool children academic performance.

3. Furthermore, the study found that majority of the kindergarten teachers agreed that they have the right behavioural management skills to effectively manage the pupils behaviours in class, set a culture that recognises the connections between learning and behaviour, there challenging behaviours in their classroom that required to correct day in day out and establish a mutual respect with the children in their class so as to manage their behaviours were the impact of classroom behaviour management on preschool children academic performance.

4. Finally, the study found that majority of kindergarten teachers agreed that their schools have set plan on how desks should be arranged in the classroom, teachers display enough pens and other requirements that support learning, distance between the chalkboard and the pupils are adequate, there are enough charts on the wall to support English and other languages performance and their classrooms are well arranged with reference to pupils needs were the impact of classroom space management on preschool children academic performance.

5.3 Conclusions

In line with the findings of the study, the following conclusions were drawn

First, the study concludes that classroom rules and regulations management such as maintaining high level discipline while in class and outside, respecting the teacher and other children and not fighting in class, not jumping on top of desks and reminding the learners regularly on the set rules and regulations have positive impact on preschool children academic performance in Atwima Nwabiagya North District.

Second, the study concludes that classroom discipline management such as offering positive guidance by indicating the correct way and by ensuring adherence to the

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correct way to pupils who are on the wrong, imposing strong rules and regulations have positive impact on preschool children academic performance in Atwima Nwabiagya North District.

Third, the study concludes that classroom behaviour management such as establishing a mutual respect with children in the class to manage children behaviours, and the school set of positive behaviour approaches according to children needs that guides children and having the right behavioural management skills to effectively manage the pupils' behaviours in class have positive impact on preschool children academic performance.

Finally, the study concludes that classroom space management such as the schools set plans on how desks should be arranged in the classroom, there are enough desks/chairs in the classroom, there are enough pens and other requirements that support learning, there adequate display of diagrams on the wall to support pupils learning, the floor and wall are clean enough and the distance between the chalkboard and the pupils is adequate have positive impact on preschool children academic performance.

5.4 Recommendations

1. The study recommends that the school management continue with the motive of supporting the ECE teachers manage classroom rules and regulations. The management in this case can take the initiative of ensuring the set rules and regulations are well communicated to the school stakeholders and that teachers don't harass children outside the set rules so as to enhance their academic performance in English language activities.

2. The study recommends that teachers continue ensuring that all children are well disciplined for this has been found to have an influence on children's academic performance. In this case, teachers and the entire school management should come up with strategies that will help instill discipline to those children whose discipline is wanting for example by involving parents always for this will help them perform well in academics.

3. This study recommends that all stakeholders including the government take the initiative role of ensuring that the right resources are placed in the right schools and for the right purpose. The government in this case could undertake a study to find out if the resources like desks, books, pencils, are adequate in the ECE classes so as to enhance the academic performance of the pre-school children.

5.5 Recommendations for Further Studies

This study recommends that a similar study be conducted in all other districts Ghana. This will be to find out if the same results will be found given that Atwima Nwabiagya North. One would like to know if the same case on applies to the rest of the districts.

Inferential statistics could also be done in future studies to find out the extent to which classroom management influences the academic performance of learners in preschool classes.

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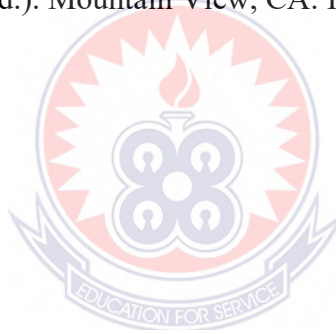
APPENDICES

APPENDIX I: QUESTIONNAIRE FOR TEACHERS

Introduction

I am a student at the University of Education Winneba early childhood Education currently undertaking a Master's programme. As part of the academic requirements, am supposed to undertake a study on "classroom management and the academic performance of pre-school children of Atwima Nwabiagya North District".   In reference to this, I am supposed to collect sufficient data in order to write the report. I hereby request your utmost feedback to the questions raised. All responses you give will solely be used for academic purposes only and will be highly confidential. Thanks in advance as you take part in this study.

SECTION A: DEMOGRAPHIC INFORMATION OF THE RESPONDENTS

1. Gender of respondent: Male   [ ]   Female [ ]

2. Age bracket of respondent

a) Below 20 years   (   )   b) 21-30 years (   )   c) 31-40 years (   )

  d) 41-50years   (   )   e) 51 years and above   (   )

 3. What is your highest level of education?

    a   Diploma   (   )

    b   Bachelor's degree   (   )

    c   Master's degree   (   )

    d   Doctorate (PHD)   (   )

4. How many years of experience do you have in your profession? a.   Less than 6 years   (   ) b. 0-years   (   )   c. 6-10years (   )   d. 11-15 years (   )   e. 16-20 years (   ) f. 21 and above (   )

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SECTION B: CLASSROOM RULES AND REGULATIONS MANAGEMENT

5. Are there a set of rules and regulations in the class that you manage as a teacher?

Yes [   ]   No [   ]

6. Kindly list some of the rules and regulations with reference to the question 5 above

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………………………………………………………………………………………

…………….. …………………………………………………………………………..

7. What do you do to ensure that the pre-school learners obey to the rules and regulations? Explain

………………………………………………………………………………………

………………………………………………………………………………………

……………. …………………………………………………………………………

8. To what extent do classroom rules and regulations management affect pre-school children's academic performance?

Very great extent [   ]   Little extent [   ]   No extent   [   ]

Great extent [   ]   Moderate extent [   ]

9. What is your level of agreement on the following statements related to classroom rules and regulations management effects on pre-school children's academic performance? Rate where 1= strongly agree and 5 is strongly disagree.

| Statements	1	2	3	4	5
There is a set of rules and regulation in my class					
All the children are aware of the classroom rules and regulations set					
As a teacher, I have made all the learners understand the classroom rules					

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I involved pupils while making the classroom rules					
Rules are made for the safety and better welfare of the learners in school.					
I believe I have the right skills to management classroom rules and regulations that support pupils learning					
The school management has helped in creating of the set rules and regulations					
The parents to the pre-school children are aware of the set classroom rules and regulations					

SECTION C: CLASSROOM DISCIPLINE MANAGEMENT

10. Are the children in your class disciplined enough to enhance their academic performance?

Yes [　]   No [　]
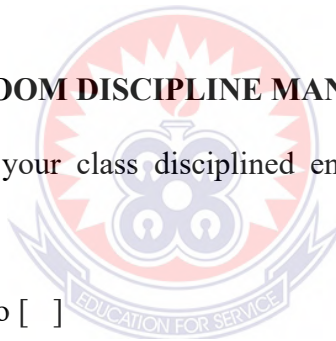
11. To what extent does classroom discipline management affect pre-school children's academic performance?

Very great extent   [　]

Little extent   [　]

 No extent   [　]

 Great extent   [　]

 Moderate extent   [　]

12. What is your level of agreement on the following statements related to classroom? discipline management effects on pre-school children's academic performance? Rate where 1= strongly agree and 5 is strongly disagree.

Statements	1	2	3	4	5
I always offer positive guidance by indicating the correct way and by ensuring adherence to the correct way to pupils who are on the wrong					
As a teacher, I have imposed strong rules and regulations towards discipline management in the class					
The preschool children in my class are well disciplined					
I believe as a teacher I have the right discipline management skills					
I maintain discipline in my class for the welfare and safety of learners					
I agree it is my responsibility to maintain order and discipline in my class					
The school management supports me in discipline matters of preschool learners					
The parents have been in the forefront in support of discipline matters of pre-school learners					

SECTION D: CLASSROOM BEHAVIOUR MANAGEMENT

13. Are there types of behaviours that hider you from effective class management and which are some of them?

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………..

14. To what extent does classroom behavior management affect pre-school children's? academic performance in English Language?

Very great extent   [ ]

Little extent   [ ]

 No extent   [ ]

 Great extent   [ ]

Moderate extent   [ ]

15. What is your level of agreement on the following statements related to classroom behavior management effects on pre-school children's academic performance? Rate where 1= strongly agree and 5 is strongly disagree.

Statements	1	2	3	4	5
There are challenging behaviours in my classroom that am required to correct day in day out					
Some behaviors of the pre-school children in my class are socially acceptable					
Some behaviors of the pre-school children are harmful to their academic performances					
My school has a set of positive behavior approaches according to their needs that guide the young children					

As a teacher, I have set a culture that recognizes the connections between learning and behaviour				
I have established a mutual respect with the children in my class so as to manage well on their behaviours				
I believe I have the right behavioural management skills to effectively manage the pupils behaviours in class				
Understanding the root cause of the child's behaviour has been essential in my classroom				

SECTION E: CLASSROOM SPACE MANAGEMENT

16. Do management of space in the class has an effect towards academic performance of pre-school children? Explain

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………………………………………………………………………

17. To what extent does classroom space management affect pre-school children's? academic performance?

Very great extent   [ ]

Little extent   [ ]

No extent   [ ]

 Great extent   [ ]

Moderate extent   [ ]

18. What is your level of agreement on the following statements related to classroom space management effects on pre-school children's academic performance? Rate where 1= strongly agree and 5 is strongly disagree.

Statements	1	2	3	4	5
My classroom is well arranged with reference to pupils needs					
There are enough desks/chairs in the classroom					
The floor and wall are clean enough					
There are enough charts on the wall to support English and other languages performance					
The distance between the chalkboard and the pupils is adequate					
There are enough pens and other requirements that support English Language performance					
The school has set a plan on how desks should be arranged in the classroom					
The display of diagrams on the wall is adequate to support pupils learning					

THANK YOU FOR PARTICIPATING