Teacher Characteristics Influencing Their Management of Pre-Primary School Pupils' Disruptive Behaviour in Embakasi Constituency Nairobi City County, Kenya

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Abstract
The study's purpose was to investigate teachers' characteristics that impact their management of disruptive behaviour among preschool pupils in Embakasi South, Nairobi City County. Disruptive behaviours are uncontrolled patterns of hostile defiant behaviours towards any type of authority, and they include defiance of teacher requests, hitting, kicking, fighting, bullying, name-calling, and interruption of class to draw attention. The study's objectives were to determine the impact of instructors' educational levels on the management of disruptive behaviour by pupils in preschool in Embakasi educational establishments.; to investigate how teachers' gender influence their management of preschool pupils disruptive behaviour in Embakasi ; to assess the influence of teachers age on the management of preschool pupils disruptive behaviour in Embakasi and to determine the influence of teachers experience on management of preschool pupils disruptive behaviour in Embakasi. The theory guiding the study is the theory of planned behaviour by Icek Ajzen. Through simple random sampling, the researcher selected 25 schools out of the 245 schools in the target population. The two instruments that were employed for data collection in the study were questionnaires for teachers and observation schedules to monitor how teachers manage children's' disruptive behaviour in the classroom. A pilot study was conducted in 3 schools which were not included in the final study. The researcher evaluated the piloted instruments for consistency of responses to make a judgement on their reliability. The reliability of the questionnaire was established using Internal Consistency. Permission from Kenyatta University and The National Commission for Science Technology and Innovation was sought. Data were entered into the Statistical Package for Social Sciences (v22), and descriptive statistics was utilized for data summarization. The results were presented using descriptive statistics such as mean, median, standard deviation and variance. Inferential statistics that is regression analysis was used to analyse quantitative data. The findings were that teacher characteristics have an impact on classroom management. Teachers with many years of experience were found to be more competent in handling disruptive behaviour than novice teachers. Teachers with high educational qualifications were found to adapt easily to recommended methods of discipline than non-qualified teachers. Age had less effect on classroom management, but older teachers were better than younger teachers in handling disruptive behaviours. Gender had less effect on classroom management. The study recommends that school administrations should organise seminars or workshops to train teachers on how to handle children with disruptive behaviours in the classrooms. In addition, County government should organize post training workshops and seminars to train teachers on classroom management. In conclusion schools should employ qualified teachers who adapt easily to recommended methods of classroom management
Keywords: Disruptive behaviour, Teacher characteristics, Preschool, Classroom management, Instructor

1. Introduction

Students' disruptive behaviours have negative impact on teachers cognitive, psychological, physical and social wellbeing, (Okeke, et al.,2023). Disruptive behaviour in the classroom can cause teacher and student stress and disrupt effective learning. They also conflict with educational procedures as the focus shifts from academic tasks at hand to the distraction provided by disruptive behaviour. Parsonsons (2012)

In Scotland, a study by Scottish Government (2023) established that teaching and support staff believed that low and high level of disruptive behaviour negatively impacted on their ability to complete curriculum. Disruptive behaviour has impacted the quality of teaching. Limited time available because of behaviour management was felt to have affected teachers' ability to teach lessons in depth.

In the context of early childhood preschool teachers are considered important and challenging educational leaders because they act as main educators who motivate children to succeed in the classroom. The task becomes

more difficult due to addition of behavioural problems in kindergarten children (Agbaria,2021.)

Difficult challenging behaviours preschool teachers encounter in classroom include   crying to express an opinion, speaking by interrupting others, remaining passive, not asking for permission, to speak, hesitating to participate in plays, speaking too loudly, shouting out, pushing each other, harming others, not waiting for their turn and not following instructions. Aksoy (2020).

Anuradha and Pushkala (2020) notes that disruptive behaviour occurs when students do not cooperate and prevent themselves and others in the classroom from completing the given work by the teacher. In the teaching profession learner's disruptive behaviour is one of the biggest challenges that teachers face (Schwab, Eckstein & Reusser,2019).

Classroom management is defined as improving the learning environment in a way that ensures positive development. It is the skill to rescue learners from learned helplessness and the capacity to develop a guiding vision. Classroom management means effective instruction and communication. (Ozen & Yildrim 2020).
Teaching strategies and discipline for dealing with challenging behaviours should be enhanced by supporting knowledge, skills and experiences of early childhood teachers in classroom management Aksoy (2020).

In South Africa Nunan (2018) states that challenging behaviours in primary schools is an ongoing problem that is a cause of concern. Problem behaviour remains a constant challenge for teachers because they impact teaching and learning within the classroom, for effective teaching and learning to occur teachers need to manage challenging behaviour in their classroom. (Jacob & Aloka 2023)

Teachers cannot not choose their classes, but they can control the classroom climate they create with their students and the type of teaching they use (Yazdi, Ghanizadeh & Mousavi ,2019).

(Ekechukwu, et al,2016) aptly show that Display of disruptive behaviours by learners has also been seen in schools in Nigeria and teachers have been found to have a role in the management of disruptive behaviour. In Kenya, studies by Karega (2013), Lusweti (2010) and Ouma (2017) have also reported the presence of disruptive behaviours by pupils in schools. Since these disruptive behaviours are likely to cause tension among teachers, it is important to examine how teachers manage them.

2.Disruptive Behaviour Displayed in Schools
Disruptive behaviour of learners is the student behaviour that has the capacity to obstruct successful instruction and learning in the classrooms, whether purposefully or accidentally (Ekechukwu, Amaeze, & Eze, 2016). Disruptive behaviour is merely inappropriate behaviour (Gordon & Brown (2004), cited by Marais & Meier, 2010).

(Kocyigit,.Egmir, &Erdem 2020) investigated classroom management at preschool level : An overview of preservice teachers' perceptions and found that inappropriate behaviour in preschool were pushing friends, spitting ,hitting, throwing toys, swearing using bad language, towards peers, not participating in activities, and constant crying and yelling. The most cited bad behaviour by teachers was talking out of turn, hindering other pupils, looking/using mobile phones/tablets when they should not. Scottish Government (2023).

(Okeke,Akobi & Botha 2023) conducted a Qualitative study on Impact of Learners Disruptive Behaviour on teachers' well-being and found that the most common behaviours reported by teachers were disrespect to the teachers and classmates, constantly talking and moving around during teaching lessons, and not doing homework .using mobile phones, sleeping in class. making jokes, student refusing to accept s instruction and follow rules.

In South Africa, Soni (2023) conducted a Research on A systematic review exploring impact of learner's indiscipline on learning and teachers' impetus and found that students indiscipline ranged from making noise in class, lack of cooperation and physically assault on other students and teachers often resulting in serious injury.

(Gallegos et al., 2019) investigated on Interaction Effects of Disruptive Behaviour and Motivation Profiles with Teacher Competence and School Satisfaction in Secondary School Physical Education and found that Students with high disruptive behaviour profile were mostly characterized as being boys with low levels of innate motivation and high levels of amotivation and unruly misbehaviour which are disrupting classroom

environment, disobeying the rules, irresponsibility and having low engagement with learning. Differing students with low disruptive behaviours profile were usually girls possessing the highest level of innate motivation and the lowest in all unruly behaviour.

2.1 Influence of Teachers Educational Level on Management of Disruptive Behaviour

Educational level is the attainment of knowledge or skills. The literature reviewed will look at levels of certification which includes degree, certificate, diploma, masters, and how they influence classroom management of disruptive behaviour.

Tirmizi et al. (2022) conducted a study on Classroom Management Strategies. A comparative study of University Teachers and found that high qualified teachers have better classroom management strategies compared to others.

Eranil & Sevgin (2023) did a study on Investigation of Teachers Classroom Management and Classroom Measurement and Evaluation competencies and revealed that the achievements and skills of a teacher play an important role in the perception of both classroom management and classroom measurement and evaluation competencies of teachers.

2.2 Summary of Reviewed Literature

The reviewed literature revealed that the disruptive behaviours displayed in schools were similar. The literature reviewed on teachers' age and classroom management was contrasting and it is not clear if age influences classroom management of disruptive behaviour. Due to the conflicting findings, it is needful to have more research, and one of the aims of the current study was to fill this gap.

Most studies that were reviewed reported that educational qualifications have an impact on teacher's classroom behaviour management. Teachers with high educational qualifications seem to adapt easily to managing disruptive behaviour than teachers with lower qualifications. In addition, most reviewed studies agree that novice teachers face difficulties in the management of disruptive behaviour due to lack of experience and training in behaviour management whereas experienced teachers performed better in classroom management. However, data on the same from teachers teaching in the lower grades in Kenya is not available. This therefore was a gap that this study intended to fill.

The reviewed literature also revealed that female teachers found disruptive behaviour to be more difficult to manage than male teachers, but some studies revealed that there is no substantial variation between male and female gender in managing disruptive behaviour in the classroom. The contrasting findings on gender differences in handling disruptive behaviour are an indicator that additional study is required in this field. This is therefore one of the gaps the current study sought to fill.

3.Methodology

Descriptive research design was used in this   study. The major purpose of descriptive design is to provide information on characteristic of population or phenomenon (Mugenda and Mugenda 2003) The researcher was able to determine how instructor qualities affected how preschool pupils' disruptive behaviour was handled in the classroom owing to the descriptive design.

3.1 Variables of the Study
This section describes the independent and dependent variables in the research study.

3.1.1 Independent Variable
The independent factors in the research were the teachers' characteristics which included:

   i.   Teachers' Age: The teachers' ages were classified into six groups that is below 25, from 26 to 30, from 31 to 35, from 36 to 40, from 41 to 45, and over 45.
  ii.   Teachers' Gender: This was indicated as either male or female,
 iii.   Teacher's experience was classified as either less than 2 years,2 to 5 years ,6 to 10 years,11 to 15 years or above 16 years.
  iv.   Teachers' Educational Level The teacher's educational level was determined by asking the teachers to indicate if they had a certificate, bachelor's degree, master's degree, or doctorate.

3.1.2 Dependent Variable

The dependent variable in the study was management of Pre-primary disruptive behaviours. This was measured with the observation checklist by checking how the teachers used various techniques such as, classroom routine, timeout, use of rules, use of guidance and counselling, use of corporal punishment, use of verbal reprimands, engaging students through interactive lessons, use of suspensions and use of reinforcements/ rewards,

v. How the teachers managed the disruptive behaviour was categorized as either very often, often, rarely, or never. Management of disruptive behaviour was noted as' very often' if a teacher displayed it more than three times in a lesson. It was classified as 'often' if it was displayed two times in a lesson. If the teacher displayed the behaviour only once it was classified as 'rarely.' If the teacher did not display the behaviour, it was classified as 'never'

3.2 Research Location

Embakasi, in Nairobi County was the study site. Embakasi constituency has a population of 163,858. It is one of eight constituencies in the former Nairobi province and consists of the eastern and south-eastern suburbs of Nairobi. It has a total of 303 schools, that is, 245 primary schools and 58 secondary schools. This area was selected as the study site because previous research by, (Ouma, 2017) established that pre-school children in Nairobi County displayed disruptive behaviour. In addition, research by Kisendi (2022) found that learners in Nairobi County displayed disruptive behaviours, therefore it is important to find out how teacher's characteristics influence their management of preschool pupil's disruptive behaviours.

3.3 Target Population

The study targeted 245 schools in Embakasi zone, Nairobi County including pre-primary and primary school children aged between five to eight years old and their teachers.

3.4 Sampling Technique

The study sampled preschools using simple random sampling so that every school in the target population would have an equal chance of inclusion. Out of the 245 schools, 25 schools were chosen through simple random sampling. Mugenda and Mugenda (2003) recommend sampling 10% of the population therefore the researcher included 10% of the schools in her study. Preschool names were handwritten on cards, folded, and afterwards placed into a container. They were mixed and the researcher picked one paper at a time without replacement until the number of samples required was found. In each of the selected schools the sampling technique applied was simple random sampling resulting in the selection of three preschool classes which were included in the study. The class instructors in the chosen classes were purposefully offered questionnaires to complete as part of the research.

3.5 Sample Size

Out of the 245 primary schools in the constituency, the researcher picked a sample of twenty-five schools. Three primary school teachers in each of the 25 schools were given questionnaires to fill.

3.5.1 Questionnaire

The study utilized questionnaires for data collection from teachers. These questionnaires contained open-ended questions to get more depth and lengthier response. Due to the participants' requirement for anonymity, which allows them to react without worrying about being identified, precise and correct data is collected in this case when using

questionnaire forms (Mugenda & Mugenda ,2003). The participants were informed that the instruments applied were for research purpose only and the responses were kept confidential.

3.5.2 Observation Checklist

An observation checklist was used to gather information concerning how teachers manage disruptive behaviours in preschools in Embakasi. This gave the researcher first-hand and detailed information on how teachers manage disruptive behaviours in the classroom. The observation checklist had two parts, that is, Section A obtained demographic data of the teachers who were observed while Section B was used to obtain data on how the

teachers managed unruly behaviours in their classrooms.

3.6 Data Analysis

For the analysis, the data gathered from the field first underwent some editing, was checked for extensiveness, coded, classified and then the raw data submitted into the Statistical Package for the Social Sciences (SPSS v22) for subsequent analysis. The data was tabulated, described, and summarized using descriptive analysis, which made use of frequencies, averages, as well as percentages (the primary measures of tendencies). A regression model helped establish effect of the teachers' characteristics on management of disruptive behaviour. The multiple regression models took the following format:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \mathcal{E}$$

Where Y – dependent variable (Management of Disruptive Behaviour)
X_1 – Teachers' Educational level
X_2 – Teachers' Gender
X_3 – Teachers' Age
X_4 – Teachers' Experience
$\mathcal{E}$ – Is the error term
β – Parameters to be estimated

4 Study Results

Table 1: Descriptive Statistics for Educational level of teachers

	SD		D		N		A		SA	
	F	%	F	%	F	%	F	%	f	%
Educational training helps me in managing disruptive behavior among learners	2	3.6	2	3.6	2	3.6	14	25	36	64.3
High education qualification has a positive impact on classroom management	6	10.7	8	14.3	1	1.8	31	55.4	10	17.9
Teachers with a high academic and professional qualification are likely to adapt to recommended methods of maintaining discipline among learner	6	10.7	4	7.1	9	16.1	20	35.7	17	30.4
I believe my educational behavior is professional	2	3.6	0	0	2	3.6	19	33.9	33	58.9
Professional behavior is important in managing disruptive behavior among learners	6	10.7	1	1.8	2	3.6	20	35.7	27	48.2
Teachers are expected to be qualified to successfully contribute to the accomplishment of the goals of primary education	6	10.7	3	5.4	1	1.8	21	37.5	25	44.6
Teachers with expected educational training are likely to effectively manage disruptive behavior among learners	3	5.4	1	1.8	1	1.8	28	50	23	41.1
Teachers with higher self-efficacy plan their class management better leading to more resiliency	2	3.6	0	0	5	8.9	12	21.4	37	66.1

The study findings regarding the statement '*teachers with a high academic and professional qualification are likely to adopt to recommended methods of maintaining discipline among learners*' revealed that; 17 (30.4%) strongly agreed, 20 (35.7 %) agreed, 6 (10.7 %) strongly disagreed, 4 (7.1%) disagreed and 9 (16.1%0 were undecided. In this study it was observed teachers with expected trainings effectively managed disruptive behaviour. The findings are similar to that of These findings are similar to those of (Chikweru & Allagoa 2017) who found that education qualification has an impact on classroom management.

Table 2; Descriptive statistics for gender

	SD		D		N		A		SA	
	F	*%*	*F*	*%*	*F*	*%*	*F*	*%*	*F*	*%*
Teacher gender differences does not affect classroom management approach in our school	2	3.6	5	8.9	8	14.3	17	30.4	24	42.9
Females are more competent than males in managing classrooms	12	21.4	11	19.6	3	5.4	9	16.1	21	37.5
Female teachers are more effective in managing disruptive behavior among learners	15	26.8	13	23.2	2	3.6	18	32.1	8	14.3
Male teachers are more effective in managing disruptive behavior among learners	11	19.6	11	19.6	11	19.6	14	25	9	16.1

In the current study it was established that many teachers agreed that gender does not play a role in classroom management. These findings are similar to those of (Octane & Ivan, 2015) who discovered that the instructor's classroom management techniques are not significantly influenced by gender.

Table 3: Descriptive statistics for age

	SD		D		N		A		SA	
Statement	*F*	*%*	*F*	*%*	*F*	*%*	*f*	*%*	*F*	*%*
My age has given me more classroom management skills	0	0	5	8.9	4	7.1	30	53.6	17	30.4
Learners respect my age and therefore suppresses their disruptive behavior in class	6	10.7	7	12.5	6	10.7	27	48.2	10	17.9
I believe the challenges I face I managing disruptive behavior are as a result of my age	15	26.8	20	35.7	8	14.3	3	5.4	10	17.9
My age allows me to freely interact with learners hence making it easy to manage their classroom behavior	3	5.4	8	14.3	4	7.1	22	39.3	19	33.9
Learners respect my age and therefore suppresses their disruptive behavior in class	6	10.7	7	12.5	6	10.7	27	48.2	10	17.9

Based on the findings of this study regarding the statement '*My age has given me more classroom management skills*' it was observed that majority 30 (53.6%) of the sampled respondents agreed that age has given them more classroom management skills. Some 17 (30.4%) strongly agreed to the statement. A few 5 (8.9%) of the participants did not agree with the issued statement while 1 (7.1%) were neutral. In the current study it was established that age played a role in classroom management similar to a study by(Chikwere & Allagoa, 2017) that found that teachers age influenced classroom management.

Table 4: Descriptive statistics of experience

Statement	SD F	%	D F	%	N F	%	A F	%	SA f	%
My years of experience helps me effectively manage learner's behavior in the classroom.	6	10.7	0	0	2	3.6	19	33.9	29	51.8
My experience in teaching early childhood education gives me confidence	0	0.0	0	0.0	0	0.0	35	62.5	21	37.5
More experienced teachers effectively deal with class management problems	0	0.0	0	0.0	7	12.5	30	53.6	19	33.9
New teachers to the profession have limited hands experience hence they have greater difficulties	1	1.8	7	125	11	19.6	27	48.2	10	17.9
Inexperienced teachers have challenges in handling disruptive behaviors in classrooms	4	7.1	6	10.7	5	8.9	17	30.4	24	42.9
I have acquired classroom behavior management and planning with time	0	0	0	0	4	7.1	36	64.3	16	28.6
Lack of experience in classroom management can cause susceptible to far reaching effects of the disruptive behavior	1	1.8	1	1.8	2	3.6	35	62.5	17	30.4
Experience gives teachers a more realistic expectation on how to effectively manage their classrooms	0	0	0	0	1	1.8	30	53.6	25	44.6

Key: SD: Strongly Disagree, D: Disagree, N: Neutral, A: Agree, SA: Strongly Agree, *f*: frequency, *%*: Percent
Source: Field data, 2020

The study findings also revealed that majority agreed 35 (62.5 %) lack of experience in classroom management can cause susceptible to far reaching effects of the disruptive behaviour 17 (30.4%) agreed 1 (1.8 %) strongly disagreed 1 (1.8) disagreed while 2 (3.6%) were neutral. These findings are similar to O'Connor', Fish and Yasik cited by (Ekechukwu, et al, 2016) who found out that classroom experienced instructors compared to new instructors, exhibited significantly greater degrees of flexibility as well as communication in the classroom.

Table 5: Descriptive statistics for teacher classroom management

Statement	SD F	%	D F	%	N F	%	A F	%	SA F	%
I always have a way of managing disruptive behavior in my class	0	0	0	0	1	1.8	30	53.6	35	44.6
I always engage learners in my class in learning activities to catch their attention and hence curb disruptive behavior	2	3.6	1	1.8	1	1.8	31	55.4	21	37.5
I always engage parents in managing learners with disruptive behavior	0	0	2	3.6	10	17.9	28	50	16	28.6
I write admonitory notes on the class diary/register to point out learner's bad behavior	4	7.1	7	12.5	10	17.9	22	39.3	13	23.2
I punish pupils who do not pay attention during classes	0	0	8	14.3	15	26.8	17	30.4	16	28.6
I use appropriate intervention to assist children with behavior problems	3	5.4	1	1.8	0	0	29	51.8	23	41.1
I liaise with my colleague teachers in school in monitors learners with disruptive behaviour	0	0	1	1.8	25	44.6	0	0	30	3.6

According to the findings of this study, it was observed that majority strongly agreed 30 (53.6 %) to the statement *'I always have a way of managing disruptive behaviour'.* 35 (44.6 %) agreed, none (0) strongly disagreed, none (0) disagreed while1 (1.8 %) were neutral.

Observation Analysis
Table 6: Descriptive Statistics of observations

	Very Often		Often		Rare		Never	
Item Observed	*F*	*%*	*F*	*%*	*F*	*%*	*F*	*%*
Classroom routine	25	100	.	.	.	.	.	.
Time Out	.	.	.	.	.	.	25	100
Rules	15	60	10	40	.	.	.	.
Guidance and Counselling	.	.	.	.	.	.	25	100
Corporal Punishment	.	.	3	12	22	88	.	.
Verbal Reprimand	25	100	.	.	.	.	.	.
Engaging children in class through interactive lessons	15	60	10	40			.	.
Suspension	.	.	.	.	.	.	25	100
Reinforcement / Rewards	8	32	17	68	.	.	.	.
Classroom physical organization	25	100	.	.	.	.	.	.
Parental involvement	.	.	5	20	20	80	.	.
Giving Extra homework	.	.	.	.	4	16	21	84
Making the pupil stay in during break time	.	.	.	.	.	.	25	100
Denying the pupil of an enjoyable activity	.	.	.	.	.	.	25	100

The results in Table 4.9 indicate that classroom routine, verbal reprimand and classroom physical organization was noted among all the observed schools very often. It was also indicated that time out, guidance and counselling, suspension, making the pupil stay in during break time and denying the pupil of an enjoyable activity were never practiced in all the schools that were included in the study. These findings are similar   to those of (Marais & Meier, 2010) who found strategies used by teachers in managing disruptive behaviours are parental involvement, developmentally appropriate guidance and curriculum material, classroom rules, and involving stakeholders such as policymakers, school principals and teachers in managing disruptive behaviour.

Regression Analysis

To establish how teachers' characteristics influence their use of classroom management strategies to control disruptive behaviour in pre-primary schools in Embakasi zone, Nairobi County, a regression model was adopted. The regression model presented the model summary results, ANOVA and regression coefficients. Table 4.10 presents the research findings.

Table 7: Model Summary Results

R	R Square	Adjusted R Square	Std. Error of the Estimate
.479	0.229	0.169	0.40716

Predictors: (Constant), Teachers Experience, Teachers Age, Teachers Educational level, Teachers Gender

Source: Field data, 2020

The results shown in the Table 4.10 show, teachers' characteristics relating to age, experience, level of education and gender account for up to 22.9% of the variation in management of learner's disruptive behaviour in Nairobi County (R Square = 0.229). The results imply that other factors other than the four characteristics account for the difference. Model fitness was also determined through ANOVA as shown.

Table 8:Anova

	Sum of Squares	Df	Mean Square	F	Sig.
Regression	2.513	4	0.628	3.79	.009b
Residual	8.455	51	0.166		
Total	10.968	55			

Dependent Variable: Management of Disruptive Behaviour

Predictors: (Constant), Teachers Experience, Teachers Age, Teachers Educational level, Teachers Gender

The ANOVA results in   indicate that the regression model linking teachers' characteristics to management of disruptive behaviour was a significant (Sig < 0.05). This implies that the model could be used to make significant deductions. The model regression coefficients are presented in

Table 10 : Regression Coefficient

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	T	Sig.
(Constant)	2.228	0.65		3.426	0.001
Teacher's Educational Level	0.242	0.072	0.172	3.361	0.000
Teacher's Age	0.012	0.09	0.019	0.132	0.895
Teacher's Gender	-0.041	0.062	-0.095	-0.661	0.511
Teacher's Experience	0.432	0.125	0.438	3.447	0.001

Dependent Variable: Management of Disruptive Behaviour

The results shown in the Table 4.12 demonstrate four teacher characteristics, management of learner's disruptive behaviour is significantly influenced by only teachers' experience and level of education. It was indicated that teachers experience influence management of learner's disruptive behaviour in a positive and significant manner (β = 0.432; P-value < 0.05). This suggests that the instructor with more experience manage the behaviour better. Comparable outcomes were observed in a study by O'Connor', Fish and Yasik cited by (Ekechukwu, et al, 2016) who found out that experienced instructors compared to new instructors, exhibited significantly greater degrees of flexibility as well as communication in the classroom. In addition, Yasar (2008) established that teachers influence over classroom procedure is determined by years of teaching experience.

It was also established that the influence of teacher's educational level on management of learner's disruptive behaviour was positive and significant (β = 0.242 P-value < 0.05). This suggests that an advancement in educational attainment of teachers leads to a significant improvement in management of learner's disruptive behaviour. These results are in line with (Ekechukwu et al, 2016) who determined that in the Nigerian context, a teacher's background in education training can make a difference. (Ekechukwu et al, 2016) study reports that teachers who have not received such training and untrained teachers experience unruly behaviour than qualified teachers. The findings however disagree with that of Mahmoud (2013) who indicated that no connection exists between the level of academic qualifications and classroom competencies of teachers in Palestine.

The influence of both gender and age were not significant. Specifically, it was established that the influence of teacher's age on management of learner's disruptive behaviour was positive but not significant (β = 0.012; P-value > 0.05). It implies that even though older age is associated with better management of learner's disruptive behaviour, the impact is not significant. The findings are consistent with that of Njuguna (2012) who established that compared to other instructor qualities, age has a minimal impact on classroom management. Akbulut (2014) on the contrary indicated that age was a significant factor and that in Turkey, experienced instructors observed that they had excellent classroom management capabilities. On the other hand, the influence of teacher's gender on management of learner's disruptive behaviour was negative but not significant (β = - 0.041; P-value > 0.05). It implies that even though gender related factors affect management of learner's disruptive behaviour negatively, the impact is not significant. The findings agree with that of (Oktan & Kivanc 2015) who found that the classroom management techniques used by instructors and gender are not strongly correlated. In addition, the findings agree with that of Yasar (2008) who indicated that that gender difference does not affect classroom management approach in primary school

4. Conclusion

By the evidence generated in this study, some conclusions and generalizations of the study findings were made. The findings suggested a considerable link between the instructor experience and classroom management of disruptive behaviour, this means if experienced teachers train novice teachers on classroom management of disruptive behaviour, the novice teachers' classroom management skills are likely to improve. The data revealed that the classroom management strategies mostly used by the qualified teachers were verbal reprimand, positive reinforcement, classroom routines, rules and classroom engagement. This suggests that qualified teachers have good classroom management skills.

Concerning teachers age, the study shows age has minimal effects on classroom management when compared to the other instructor characteristics, but older teachers were found to manage disruptive behaviour better than younger ones. This finding suggests that schools should retain older teachers to mentor the young teachers.

The study also found many female teachers who took part in the study agreed that female instructors are more competent compared to male instructors in classroom management of behaviour. However, it is important to note that there were very few preschool male teachers in the sample population and in the current study. Including more males as preschool teachers would probably help provide a clearer picture of the role gender plays in preschool teachers' management of pupils' disruptive behaviour.

According to the results, there is a considerable connection between instructor qualification and classroom management of disruptive behaviour. Qualified teachers are better in classroom management of disruptive behaviour than the less qualified teachers, this finding highlights the importance of schools employing only qualified teachers.

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