

Effect of teacher's characteristics on child friendly school initiative in public pre-schools in Mombasa County, Kenya

Josphine Logedi*, Mary Jebii Chemagosi and Sellah Lusweti

Pwani University, Kenya

**Corresponding author*

Abstract: This study investigated effect of teachers' characteristic on child friendly school initiative in public pre-schools in Mombasa County, Kenya. The study was premised on descriptive research design. A sample of 145 that included 29 head teachers and 116 teachers were drawn from a stratified target population of 97 public pre-primary schools using purposive and simple random sampling technique. Questionnaire and observation guides were the instruments adapted to collect data. The responses were analyzed both quantitatively and qualitatively. The findings concluded that there is a statistical difference between schools with effective teacher characteristics and child friendly school initiatives. The study also concluded that teachers' age and gender do not influence child friendly initiative. The study recommend that the Ministry of education and County government should motivate the pre-school teachers to improve by improving their performances with provision of work environment, increased remunerations and other privileges as compared to their professional in other levels of learning

Key words: Teacher characteristics, Public pre-schools, Early Childhood Education

I. INTRODUCTION

According to the United Nations Convention on the Rights of Children all school going children have the right to basic and quality education (American Institute for Research, 2009). The Child Friendly Schools (CFS) consists of five major concepts that are; inclusiveness, effective parental, learners and community involvement in school programmes, appropriate and adequate teaching and learning resources, gender mainstreaming and availability of safe, protective, nutrition and health care. The aforementioned five elements are envisaged as key to learner's quality education. Teachers are entrusted with the role of moulding young children for intended future success in life. Etkina (2015) posit that teacher's characteristics is crucial to the learner's acquisition of skills, knowledge, attitudes and desired behavior for active societal and economic development. However, the five dimensions cannot be attained without teacher's participation that is considered as the engine-drive for any successful educational transformation and learner's achievement.

Teacher characteristics could promote or deter learner's academic outcomes. These characteristics include teachers; motivation, job satisfaction, job commitment, use of teaching/learning materials, workload, experience, age,

gender, frequency of class attendance and preparation. These are likely to results in learner's motivation, commitment, positive attitudes towards learning environment and high academic performance. For instance, if teachers are prone to frequent absenteeism, learners are obviously unattended resulting in poor educational performance. This enhances detrimental education attainment by the learners (Ubogu, 2004).

II. REVIEW OF LITERATURE

The issue of teacher characteristics that influence child friendly school initiative has received more attention from researchers though with diverse inconclusive findings (Ewetan & Ewetan, 2015). Some studies opine that teacher characteristics such as; level of educational and professional qualifications, developments courses, equitable staffing, teacher motivation and attitude, level of job satisfaction and teacher experience have an influence on child friendly schools and overall learners performance (Akpo, 2012; Daso, 2013; Ewetan, 2010; Ewetan & Ewetan, 2015; Akinsolu, 2010; Odiri, 2011). On contrary, other studies (Yara & Surumo, 2012; Ayodele & Ige, 2012; Ewetan & Ewetan, 2015) argue that teacher characteristics that encompass teacher experience, teacher qualifications or academic attainment, teacher-learner ratio, and teacher professional courses had no significant relationship on learner's child friendly school initiative and overall learners' academic outcomes.

A study conducted by Okoye (1998) in Nigeria note that an environment that is child friendly schools is dependent on the quality and adequacy of teacher execution of any curriculum implementation. A key determinant to examination outcome is teacher quality. Trained and qualified teachers are core to social development and of great concern to education policy formulation and execution (UNDP, 2003).

According to UNESCO (1991) there is continual inadequate of both qualified and suitably trained teachers in most African nations. For instance, in Kenya, there is understaffing in most public schools not because of unavailability of trained and qualified teachers but because of governments inability to employ teachers which in itself has a negative influence on learners education performance. Osman (1989) note that the poor performance of national primary examination

performance in North Eastern Countries is due to unequal distribution of teachers and inability to strengthen in-service courses for teacher development.

A study by Agbo-Egwu, Adadu, Nwokolo-Ojo and Enaboifo(2017) revealed that teachers teaching experience of more than 10 years' experience significantly influenced students' academic performance unlike those with less than 10 years working experience. The aforementioned study differed with the current study because the main focus was teachers experience on teaching of Secondary Schools students in Benue State, Nigeria on Science, Technology, and Engineering and Mathematics courses. However, the present study was conducted on public pre-school learners', child friendly schools initiative in Kenya. Karsh *et al.*, (2005) established that young teachers do not display high commitment unlike older teachers who are dedicated and find it difficult to exit the profession due to such factors as financial engagement. Thus, expectations are high on older teachers to produce high learner's performance because of their dedication to their profession.

According to the UNICEF (2009) Child Friendly Schools Programming Global Evaluation Report most teachers in CFS's do not adhere to child-centered methodological techniques as expected. It was identified by head teachers, students and teachers that inadequate and inappropriate teacher training and development is a factor that limit implementation of viable child-centered pedagogical approaches. Whereas Akinsolu (2010) note that availability and adequacy of trained and qualified teachers determines students' academic performance, Raudenbush, Eamsukkwat, Di-Ibor, Kamali and Taoklam (1993) argue that effective internal school supervision by either the head teacher or any other assigned teacher has a positive significant influence on students' performance unlike the in-service courses. Akinsolu (2010) argue that teachers who have undergone in-service courses are more effective classroom teachers as opposed to those who have not undergone courses. These therefore imply that efficient teacher mentoring and coaching approaches are superior to teacher efficiency than formal in-service courses.

Teacher's job satisfaction, motivation and positive attitudes are jointly related to learner's outcomes. The aforementioned may result to teacher's job commitment and learner's performance. For example, teacher turnover may not constitute a good learning environment because of frequent transfer causing understaffing which may lead to learner's poor academic performance. The high teacher turnover may results to school administration concentrate to replacement, incur more finances and time wasting for staff replacement (Schneider, 2002). Wirth & Perkins (2013) indicate that teacher's attitude contributed significantly to student attention in classrooms whereas Adesoji and Olatunbosun (2008) illustrates that student attitude was related to teachers positive attitude and determination. Similarly, work overload do not provide a child friendly schools initiative to sufficiently enable teachers to prepare and execute effective teaching and

learning. This eventually constitute a negative impact on learner's academic attainment.

Teachers classroom management is a factor that provide a child friendly schools initiative. According to Wong and Wong (1998) class management include organization of; teaching and learning materials, space, time and teachers in order to come up with effective content instruction and learners outcomes. Besides, classroom management encompasses dealing with classroom routines, handling of learners discipline and limiting classroom interference (Evertson, & Anderson, 1980; Emmer, Evertson, Emmer, Sanford, & Clements, 1980; Anderson, Evertson, & Brophy, 1979). The process of ensuring the relationship between classroom management and learners' outcomes include; ensuring learners cooperate and concentrate on all learning undertaking, generate a positive classroom environment and establish a constructive and working environment for learning.

Anderson (2000) in Mexico conducted a study on factors enhancing student's attainment in language and mathematics. The study established a positive and statistically significant influence for both language and mathematics with teachers who make use of interactive methodology in contrast to traditional methodology in which the learning process is teacher centered instead of learner centered approach. This deters learners participation in learning process and therefore not providing a child friendly schools initiative environment for academic success.

Chistopher (2011) note that teachers use of teaching/learning materials are essential to students learning because they enable teaching more motivating, effective, meaningful, real, concentrative and simplified to the learners. Scarcity of learning materials is an impediment of child friendly schools (Chistopher, 2011). Therefore, the inadequacy and unavailability of instructional materials make learning more cumbersome, unrealistic, ineffective and unattainable.

A well designed pre-school learner's environment improves playing and learning. According to Ostrosky and Meadan (2010) school learning environment should facilitate efficient implementation of the curriculum objectives. When teachers are involved in play activities, it arouses children creativity; cultivate desired behavior, initiatives, critical thinking, decision making and a focus on what goes on around the world. Frost (2010) adds that learning environment requires teacher's active participation in children play activities is critical. Learning resources such as; play materials, playgrounds and time are key ingredients to pre-school learner's active participation during teaching and learning besides the physical and mental growth.

The effectiveness of a teacher is determined on learner's performance at the examinations. This is centered on observable characteristics of teacher's gender, age, educational qualifications and experience. However, Slater, Davies and Burgess (2009) did not establish any statistically

significant relationship between these teacher characteristics and students examination performance. This explains why teacher commitment and effective classroom planning and execution of the various subject content is key to child friendly schools and students' academic performance.

Wamulla (2013) conducted a study on causes of poor academic performance in Westland Sub County, Kenya. The study revealed that teacher low salary made them to seek for other greener pastures such business. These resulted in poor time management and incomplete syllabus content. A further study by Reche, Bundi, Riungu and Mbugua (2012) on causes of low performance at the Kenya certificate of primary education in Maara Sub County, Kenya revealed that teachers; absenteeism, lack of motivation, high turnover and workload are contributing factors in most schools. Therefore, teacher's dissatisfaction is contributing factors to poor child friendly schools for their academic performance.

III. STATEMENT OF THE PROBLEM

The pre-primary education provided in Kenya is on a downward trend. This is revealed by most local studies that establish detrimental learning performance as a result of inadequate teaching and learning resources, inadequate learner's health and safety protection and understaffing. Most of the reviewed studies in Kenya and more so Mombasa County have concentrated on child friendly schools and students or pupils academic performance in the national examinations but none has conducted a study on teachers characteristics on pre-primary learners child friendly schools initiative. In Mombasa County, Child Friendly School Initiative is quite unsuitable although there are no studies to investigate on teacher characteristics as a contributing determinant. The present study tried to fill this relation gap.

IV. METHODOLOGY

The study was adapted the descriptive research design. The study was conducted in pre-primary schools in Mombasa County, Kenya. The target population of the study was 97 public-pre-schools head teachers and 388 teachers from which a sample size of 29 head teachers and 116 teachers based on Mugenda and Mugenda postulation that a sample of 10%-30% is ideal as a representative of the entire population. The study used stratified and simple random sampling techniques to get the desired sample. Head teacher's and teacher's questionnaire and the observation guides were the instruments adapted to collect data. The content and face validity were checked and Content Validity Index (CVI) was 0.75 and therefore deemed appropriate for adaption. Reliability was enhanced through internal consistency technique whose reliability co-efficient was above 0.7. Quantitative data was analysed using descriptive statistics by use of frequencies, percentages, means and standard deviation and data presented in tables. The qualitative data was analysed in narrative and verbatim forms.

V. RESEARCH FINDINGS AND DISCUSSION

Teachers and head teachers were asked to provide their responses based on a 4-point Likert scale as 4= (SA) Strongly Agree, 3=(A) Agree, 2= (D) Disagree and 1= (SD) Strongly Disagree. A score of strongly agree and agree were merged into agree while a score of strongly disagree and disagree were considered disagree. A mean of ≥ 2.5 indicated a child friendly school initiative (CFSI) whereas a mean of ≤ 2.6 indicated not a child friendly school initiative. This is tabulated in Table 1.1.

Table 1.1: Head teachers (29) and teachers (116) responses on child friendly schools and pre-schools learners' education

Indicators	Responses	SA	A	D	SD	Mean	Std. dev.	Remarks
Teachers age influence learners Child Friendly Schools initiative	Head teachers	2(6.9)	6(20.7)	13(44.8)	8(27.6)	2.1	.8836	Not CFSI
	Teachers	16 (13.8)	24 (20.7)	39 (33.6)	37 (31.9)	2.2	1.0295	Not CFSI
Teachers years of experience influence learners Child Friendly Schools initiative	Head teachers	17 (58.6)	8 (27.6)	3 (10.3)	1(3.4)	3.4	.8245	CFSI
	Teachers	42 (36.2)	50 (43.1)	13 (11.2)	11 (9.5)	3.1	.9259	CFSI
Teachers gender influence learners Child Friendly Schools initiative	Head teachers	7 (24.1)	5 (17.2)	8 (27.6)	9 (31.0)	2.3	1.1734	Not CFSI
	Teachers	35 (30.2)	37 (31.9)	31 (26.7)	13 (11.2)	2.8	.9949	CFSI
Teachers methodology influence learners Child Friendly Schools initiative	Head teachers	21 (72.4)	8 (27.6)	0 (0.0)	0 (0.0)	3.7	.4549	CFSI
	Teachers	47 (40.5)	69 (59.5)	0 (0.0)	0 (0.0)	3.4	.4931	CFSI
Teachers in-service courses influence learners Child Friendly Schools	Head teachers	13 (44.8)	13 (44.8)	2 (6.9)	1 (3.4)	3.3	.7608	CFSI
	Teachers	45 (38.8)	53 (45.7)	18 (15.5)	0 (0.0)	3.2	.7023	CFSI
Teachers qualifications influence learners Child Friendly Schools	Head teacher	13 (44.8)	7 (24.1)	5 (17.2)	4 (13.8)	3.0	1.1020	CFSI
	Teachers	27 (23.3)	41 (35.3)	29 (25.0)	19 (16.4)	2.7	1.0139	CFSI
Teachers motivation and attitudes influence learners Child Friendly Schools initiative	Head teacher	9 (31.0)	7 (24.1)	6 (20.7)	7 (24.1)	2.6	1.1776	CFSI
	Teachers	30 (25.9)	34 (29.3)	29 (25.0)	23 (19.8)	2.6	1.0776	CFSI
Teachers evaluations procedures	Head teacher	11 (37.9)	14 (48.3)	4 (13.8)	0 (0.0)	3.2	.6895	CFSI

influence learners Child Friendly Schools initiative	Teachers	37 (31.9)	39 (33.6)	25 (21.5)	15 (13.0)	2.8	1.0181	CFSI
Teachers regular classroom attendance influence learners Child Friendly Schools initiative	Head teachers	21(72.4)	6 (20.7)	2 (6.9)	0 (0.0)	3.7	.6139	CFSI
	Teachers	43 (37.1)	51 (44.0)	22 (18.9)	0 (0.0)	3.0	1.0673	CFSI
Teachers classroom management influence learners Child Friendly Schools initiative	Head teachers	17 (58.7)	8 (27.6)	4 (13.7)	0 (0.0)	3.4	.7361	CFSI
	Teachers	59 (50.9)	37 (31.9)	15 (12.9)	5 (4.3)	3.3	.8548	CFSI
Teachers involvement in play activities influence Child Friendly Schools initiative	Head teachers	20 (69.0)	9 (31.0)	0 (0.0)	0 (0.0)	3.7	.6139	CFSI
	Teachers	54 (46.6)	62 (53.4)	0 (0.0)	0 (0.0)	3.4	.7361	CFSI
Teachers use of teaching and learning aids influence learners Child Friendly Schools initiative	Head teachers	12 (41.4)	13 (44.9)	4 (13.7)	0 (0.0)	3.3	.7019	CFSI
	Teachers	49 (42.2)	57 (49.1)	10 (8.6)	0 (0.0)	3.3	.6317	CFSI

The findings from Table 1.1 shows that teachers age does not influence child friendly schools initiative as reflected by head teachers mean of 2.1 (Std. =.8836) and teachers mean of 2.2 (Std. 1.0298) respectively. The study observed that most pre-schools had a mixture of young and old teachers who implemented the pre-school curriculum. Karsh *et al.*, (2005) established that young teachers do not display high commitment unlike older teachers who are dedicated and find it difficult to exit the profession due to such factors as financial engagement.

Head teachers and teachers response shows that teachers years of experience influence child friendly schools initiative as reflected by head teachers mean of 3.4 (Std. = .8245) and teachers mean of 3.1= Std .9259 respectively. Years of experience indicate teachers experience in handling different learner's abilities and talents. The findings negates studies by Yara and Surumo(2012),Ayodele and Ige(2012), Ewetan and Ewetan(2015) who argue that teacher characteristics that encompass teacher experience, teacher qualifications or academic attainment, teacher-learner ratio, and teacher professional courses had no significant relationship on learner's child friendly school initiative and overall learners' academic outcomes.

On teachers gender, head teachers indicated that gender does not influence child friendly school initiative as shown by a mean of 2.3 (std. dev. = 1.1734). However, teachers had a contrary opinion that gender influence CFSI as shown by a mean of 2.8 and std. dev. = .9949. The study observed that most pre-school teachers are of female gender. This implies that teachers' gender does not influence child friendly school initiative.

All the respondents agreed that teacher's methodological approaches influence child friendly school initiative. This was indicated by head teachers mean= 3.7 and std. dev. =.4549 and teachers mean 3.4 and std. dev. = .4931. A check point observation showed learners active participation in lessons conducted by teachers with use of teaching/learning aids, tonal variation and varied questioning techniques. When learners enjoy the learning process, it shows a child-centred lesson that is child friendly school initiative. The study concurwith Chistopher(2011) that scarcity of learning materials is an impediment of child friendly schools.

Table 1.1 shows that teachers in-service courses is a precursor to child friendly school initiative. This can be deduced by head teachers response mean of 3.3 (std. dev. = .7608 and teachers response mean 3.2 (std. dev. = .7023. In-service courses are meant to refresh and update teacher's methodological approaches and content in order to eliminate absoluteness and make learning a child friendly school initiative. According to Akinsolu (2010) teachers who have undergone in-service courses are more effective classroom teachers as opposed to those who have not undergone courses. However, the findings contrast the findings of Raudenbush, Eamsukkawat, Di-Ibor, Kamali and Taoklam (1993) who argue that effective internal school supervision by either the head teacher or any other assigned teacher has a positive significant influence on students' performance unlike the in-service courses.

The study established that teachers qualifications influence child friendly school initiative as reflected by head teachers mean 3.0 (std. dev. = 1.1020) and teachers mean 2.7 (std. dev. = .10139. It was observed that most pre-school teachers were certificate and diploma holders while others were still undergoing training. Teacher training equips them with mastery of content, designing of professional records, teaching and evaluation techniques. Akinsolu (2010) note that availability and adequacy of trained and qualified teachers determines students' academic performance.

The study revealed that teachers motivation and attitudes influence learners child friendly schools initiative as shown by head teachers response mean 2.6 (std. dev. = 1.1776) and teachers response mean 2.6 (std. dev. = .10776). Teachers who are well motivated with positive attitude towards work are committed, hardworking and always prioritize learner's education performance. Whereas Wirth and Perkins (2013) indicate that teacher's motivation and attitude contribute significantly to student attention in classroom learning, Adesoji and Olatunbosun (2008) note that student attitude was significantly related to teacher's positive attitude and determination.

Further findings show that teacher's evaluations procedures influence learner's child friendly schools initiative. The study observed that some schools had put evaluation system in place while others did not. Performance of pre-schools requires

constant monitoring and evaluation of what has been covered for the benefit knowledge and skills acquisition. Indimuli *et al.*, (2009), explain assessment as the extent to which curriculum objectives are evaluated so as to; identify learners acquisition of skills, knowledge and attitudes, establish strength and weaknesses of teaching process, use of teaching and learning resources and motivate learners. As Okoye (1998) in Nigeria note, an environment that is child friendly schools is dependent on the quality and adequacy of teacher execution of any curriculum implementation and evaluation`.

The study also revealed that Teachers regular classroom attendance influence learners child friendly schools initiative as indicated by head teachers response mean 3.4 (std. dev. = .7361) and teachers mean 3.3 (std. dev. = .8548). It was observed that there was regular teachers daily class attendance to class teaching and learning. However, most teachers did not attend to learner’s curriculum implementation activities. Their major focus was on language and mathematics activities that are academic oriented other than the wholesome activity areas. The finding is congruent with a study by Reche, Bundi, Riungu and Mbugua (2012) on causes of low performance at the Kenya certificate of primary education in Maara Sub County, Kenya and revealed that teachers; absenteeism, high turnover and workload are major contributing factors in most schools.

The study revealed that teachers classroom management influence learners child friendly schools initiative. This was indicated by head teachers perception mean of 3.4 (std. dev. = .7361) and teachers 3.3 (std. dev. = .8548). The study observed that most pre-school lacked classrooms and therefore managing of learning and instructional procedure, arrangement and storage of furniture and storage facilities, organizing learner’s evaluation procedure, preparation of teaching materials, monitoring learner’s behavior and discipline were not effective. This implies that classroom management if pivotal to learners discipline and active participation during teaching and learning. Wong and Wong (1998) note that class management include organization of; teaching and learning materials, space, time and teachers in order to come up with effective content instruction and learners outcomes. Other studies (Evertson, & Anderson, 1980; Emmer, Evertson, Emmer, Sanford, & Clements, 1980; Anderson, Evertson, & Brophy, 1979) also concur that classroom management encompasses dealing with classroom routines, handling of learners discipline and limiting classroom interference.

It can be deduced from the findings that teachers involvement in play activities influence child friendly schools initiative. This was indicated by head teachers mean 3.7 (std. dev. = .6139) and teachers response mean 3.4 (std. dev. = .7361). However, an observation in most pre-schools revealed that majority of teachers did not participate in play activities. Learners were left playing in fields’ without teacher’s supervision and direction. Most schools lacked play fields and equipment to enable effective implementation of play

activities a child friendly schools initiative. Play activities are paramount to learners’ cognitive development, social interaction and physical development. The finding is in line with Ostrosky and Meadan (2010) school learning environment should facilitate efficient implementation of the curriculum objectives.

Findings established that teachers use of teaching and learning aids influence learners’ child friendly schools initiative. This was indicated by head teachers mean 3.3 (std. dev. = .7019) and teachers response mean 3.3 (std. dev. = .6317). It was observed that most teachers did not use appropriate and adequate instructional materials due to high learners’ enrollment, teacher’s workload and inadequate physical and storage facilities. This made facilitation of lessons and learners understanding cumbersome. The findings are in line with Chistopher (2011) who note that teachers use of teaching and learning materials are essential to students learning because they enable teaching more motivating, effective, meaningful, real, concentrative and simplified to the learners.

Table 1.2: Effective teacher characteristics and Child Friendly School Initiative

	Mean	Std. Deviation	Std. Error Mean
Effective	3.4887	.50005	.01331
Ineffective	1.6310	.48303	.02212

From Table 1.2, schools with effective teacher characteristics have a mean of 3.4887 child friendly schools initiative and those of ineffective teacher characteristics have a mean of 1.6310. However, to ascertain whether the variances of the two groups are the same, the study computed Hartley test for equal variance and the results tabulated in Table 1.3.

Table 1.3: Test for Equality of means- Teacher characteristics and child friendly schools

	Hartley test for equal variance		T-test for Equality of means					95% Confidence Interval of the Difference	
	F	Sig	T	dif.	Sig. (2-tailed)	Mean dif.	Std. Error dif.	Lower	Upper
Equal variance assumed	1.072	0.1823	70.749	141	.000	1.858	.026	3.4626	3.5148
Equal variance not assumed			71.972	476	.000	1.858	.026	1.5876	1.6745

From Table 1.3, the $F=1.072$ has a p value $=0.1823$ which is greater than 0.05, implying that variance of the two groups effective and ineffective teacher characteristics is similar. Similarly, t -test (70.749 and 71.972) with $p = 0.000$ (less than 0.05) indicating that the two means 3.4887 and 1.6310 are significantly different. Thus, schools with effective teacher characteristics (mean = 3.4887) have a greater influence on pre-school learners' school friendly schools initiative in comparison with ineffective teacher characteristics (mean = 1.6310). The study therefore concluded that there is a statistical difference between schools with effective teacher characteristics and child friendly school initiatives. Schools with effective teacher characteristics have a high child friendly school initiative unlike those with ineffective teacher characteristics. Therefore, the study rejected the null hypothesis H_{01} "there is no statistical difference between teacher characteristics and child friendly school" and alternative hypothesis "there is a statistical difference between schools with effective teacher characteristics and child friendly school initiatives adapted.

VI. RECOMMENDATIONS AND FURTHER STUDIES

The study may be significant to the Kenya Institute of Curriculum Development, Ministry of Education, Science and Technology, County governments to ensure provision of adequate physical facilities and instructional materials for pre-schools in order to realize the competency based curriculum. The study concluded that teacher characteristics influence a child friendly schools initiative. The study recommended further studies on child friendly schools initiative at other higher levels of learning to compare and contrast with the present study.

REFERENCE

- [1] Agbo-Egwu, A. O., Adadu, C., A, Nwokolo-Ojo, J. & Enaboifo, M. A. (2017) Teachers' teaching experience and students' academic performance in Science, Technology, Engineering and Mathematics (Stem) programs in secondary schools in Benue State, Nigeria. *World Educators Forum, Vol. 9 No. 1, July, 2017.*
- [2] Adesoji, F.A. & Olatunbosun, S.M. (2008) Student, Teacher and School Environment Factors As Determinants of Achievement in Senior Secondary School Chemistry in Oyo State, Nigeria. *The Journal Of International Social Research Volume 1/2 pp 13-34*
- [3] Akinsolu, A.O. (2010). Teachers and students' academic performance in Nigerian secondary Schools: Implications for planning. *Florida Journal of Educational Administration and Policy, 3(2), 86-103.*
- [4] Akpo, S.E. (2012). The impact of teacher-related variables on students' junior secondary Certificate mathematics results in Namibia, Ph.D Thesis, University of South Africa, School of Education.
- [5] American Institute for Research (2009). UNICEF'S Child-Friendly schools programming: *Global evaluation final report.* New York.
- [6] Anderson, J.B. (2000). Factors affecting learning of Mexican primary school children. *Estudios Economicos, 15(1):117-152.*
- [7] Anderson, L. M., Evertson, C. M., & Brophy, J. E. (1979). An experimental study of effective teaching in first-grade reading groups. *The Elementary School Journal, 79, 193-222.*
- [8] Ayodele, J.B., & Ige, M.A. (2012). Teachers' utilization as correlate of students' academic performance in senior secondary schools in Ondo State, Nigeria. *European Journal of Educational Studies, 4(2), 281-287.*
- [9] Christopher, J. (2011). *Inclusive education and child-friendly schools*, Miske: Witt and Associates.
- [10] Daso, P.O. (2013). Teacher variables and senior secondary students' achievement in Mathematics in Rivers State, Nigeria. *European Scientific Journal, 9 (10), 271- 289.*
- [11] Emmer, E. T., Evertson, C. M., & Anderson, L. M. (1980). Effectiveness classroom management at the beginning of the school year. *The Elementary School Journal, 80, 219-231.*
- [12] Evertson, C. M., Emmer, E. T., Sanford, J. P., & Clements, B. S. (1983). Improving classroom management: An experiment in elementary classrooms. *The Elementary School Journal, 84, 173-188.*
- [13] Ewetan, O. O. (2010). Influence of teachers' teaching experience and school facilities on the academic performance of senior secondary school students in Ado- Odo/Ota and Ifo Local Government Areas of Ogun State. M.ED Research Project, Lagos State University, Department of Educational Management.
- [14] Ewetan, O. E. and Ewetan, O. O. (2015). Teachers' Teaching Experience and Academic Performance in Mathematics and English Language in Public Secondary Schools in Ogun State. *International Journal of Humanities, Social Sciences and Education, 2(1), 123-134.*
- [15] Etkina, E. (2015). Pedagogical Content Knowledge and Preparation of High School Teachers. *Journal of Physics Education Research, 6 (6): 20-27.*
- [16] Frost, J. (2010). *A history of children's play and play environments: Toward a contemporary Child saving movement.* London: Routledge.
- [17] Indimuli, J., Mushira, N., Kuria, P., Ndung'u, R., & Waichanguru, S. (2009), *Teaching primary mathematics.* Jomo Kenyatta Foundation, Enterprise Road, Nairobi.
- [18] Odiri, O.E. (2011). The influence of teachers' attitude on students' learning of Mathematics in Nigerian secondary schools. *Journal of Research in Education, 2(1).*
- [19] Osman. (1989). *Poor performance in KCPE in North Eastern Province. A case study based on some schools in Wajir and Garissa Districts.* Nairobi. Kenyatta University.
- [20] Ostrosky, M., & Meadan, H. (2010). Helping children play and learn together. *National Association for the education of young children.*
- [21] Raudenbush, S., Rowen, B., & Cheong, Y., (1993). *Contextual effects on the self-perceived efficacy of high school teachers.* *Sociology of Education, 65, 150-167.*
- [22] Reche, N. G., Bundi, K. T., Riungu, N. J., Mbugua, K. Z. (2012). Factors contributing to poor performance in Kenya certificate of primary education in public primary schools in Kenya. *International Journal of Education and Research: Vol 2 No. 5.*
- [23] Schneider, M. (2002). *Do school facilities affect academic outcomes? National Clearing House for educational facilities.* Washington D.C. Retrieved from ERIC database (ED470979).
- [24] Slater, H., Davies, N. & Burgess, S. (2009). *Do teachers matter? Measuring the variation in teacher effectiveness in England.* (Centre for Market and Public Organisation (CMPO) Working Paper Series; number 09/212). Bristol: CMPO.
- [25] Ubogu, R. E. (2004). *The causes of absenteeism and dropout among secondary school students in Delta Central Senatorial District of Delta State.* Abraka. Delta State University.
- [26] UNESCO. (1991). *Strengthening educational research in developing countries: Stockholm University.* Paris: Institute of International Education.
- [27] United Nations Development Program. (2003). *Human development report: millennium development goals; A compact among nations to end poverty.* New York. Oxford University Press.
- [28] UNICEF (2009) (2009). Child Friendly Schools Programming Global Evaluation Report. Evaluation Office, Division of Communication, New York www.unicef.org.
- [29] Wammula, A. J. (2013). *factors influencing academic performance in Kenya certificate of secondary education*

examinations in private schools in Kenya: Nairobi. University of Nairobi.

- [30] Wirth, K.R. & Perkins, D. (2013) Learning to learn www.maca.edu/academics/geology/wirth/learning.doc
- [31] Wong, H. K., & Wong, R. T. (1998). *The first days of school*. Sunnyvale, CA: Harry K. Wong.
- [32] Yara, P.O., & Surumo, T.N. (2012). Performance indicators of secondary school mathematics in Nyimira south district of Kenya. *British Journal of Arts and Social Sciences*, 8(2), 230-240.