



# Impact Evaluation of Pre-Service Teacher Training Courses on Classroom Management Skills in Kenyan Schools

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## Abstract

Pre-service teacher training programmes in Kenya focus on equipping future educators with essential skills for effective classroom management. A survey was conducted using a structured questionnaire to assess participants' knowledge and application of classroom management techniques before and after completing their training. Participants demonstrated an average improvement of 25% in classroom management skills post-training, with significant increases noted in strategies for managing disruptive behaviour and fostering student engagement. Pre-service teacher training courses significantly enhance participants' classroom management capabilities, warranting further implementation and evaluation. Schools should integrate pre-service training into their professional development plans to ensure ongoing skill enhancement among educators.

**Keywords:** Kenya, Pre-service Teachers, Classroom Management, Qualitative Research, Quantitative Analysis, Pedagogy, Educational Policy

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