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CLASSROOM MANAGEMENT AND PRESCHOOLERS' READING ACTIVITIES IN EARLY CHILDHOOD CENTRES

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Abstract

Classroom management plays a critical role in shaping preschoolers' engagement during reading activities. Promoting effective reading activities remains a major concern for caregivers not only in Nigeria but internationally. This study therefore examined classroom management and preschoolers' reading activities in Early Childhood Centres in Rivers East Senatorial District, Rivers State. Three specific objectives, three research questions, and three null hypotheses guided the study. The study adopted a correlational research design. A population of 21,981 preschoolers across 280 public Early Childhood Centres was considered, while a sample of 1,099 preschoolers from 14 centres, representing 5% of the population, was selected using multistage sampling techniques. Data were collected using a questionnaire and Checklist. Pearson Product Moment Correlation was used to answer the research questions and test the null hypotheses at 0.05 significance level. Findings revealed significant positive relationships between stating clear rules, use of discipline, sitting arrangement, and preschoolers' reading activities. The study concluded that effective classroom management enhances preschoolers' engagement and performance in reading activities. Based on this conclusion, it was recommended, among others, that caregivers should present clear rules, implement supportive discipline, and arrange classroom seating to promote active participation in reading activities.

Keywords: Classroom Management, Preschoolers, Reading Activities, Preschoolers' Reading Activities

Introduction

Early childhood education lays the foundation for every child's academic, social, and emotional development. At the heart of this foundational stage is the preschool classroom, where learning is not only about numbers and letters but also about structure, behaviour, and interaction. Classroom management, therefore, becomes a central tool in shaping how young children engage with activities especially reading, which is a key aspect of early literacy and cognitive growth. Wahyuni (2021) avowed that the way a preschool classroom is managed can either encourage or hinder a child's willingness to participate in reading tasks, explore books, and develop early reading skills. Reading activities at the preschool level go beyond simply identifying letters and sounds. They involve storytelling, picture interpretation, vocabulary development, and comprehension. For these activities to be effective, the environment must be calm, organised, and stimulating (Wiche & Oporum, (2022).

A classroom where distractions are minimised and routines are clearly established allows preschoolers to focus better, listen attentively, and engage more meaningfully. Agbevivi and Adogpa (2022) stated that this is where the connection between classroom management and reading activities becomes critical. Without effective classroom control, even the best reading materials and strategies may yield little or no results. In many early childhood centres, caregivers face the challenge of balancing classroom control with child-centered learning. Managing young children, who are naturally curious and full of energy, requires patience, creativity, and consistency. It also involves setting clear expectations, using positive reinforcement, and creating a learning environment that invites participation. When these elements are present, reading activities tend to flourish. Children listen better during story time, follow reading routines, take turns, and show a genuine interest in books. Moreover, the caregiver's role in managing both the physical and emotional climate of the classroom cannot be overemphasized. Arumobi and Ukwoma (2016) posits that a well-managed classroom is not one ruled by silence or strict rules but one where mutual respect and structure give children the freedom to explore and learn. This becomes particularly important during reading sessions, where children need to feel safe, comfortable, and supported to ask questions, share ideas, and develop reading skills.

Reading skills unarguably form the bedrock whenever knowledge is acquired for individual development. Most often than not, the possession of reading skills among children is central to the goals of teaching English to children. For this reason, reading holds a significant value in every person's education. It is the means of communication and a gateway to knowledge and literacy, making it the greatest weapon in the hands of anyone who wants to live a full literate life. Osei et al. (2016) expressed that reading ability in children has become a major concern for all educational stakeholders (caregivers, curriculum researchers and designers, and other educational service officers) and every nation at large. This is because reading ability among learners has a far-reaching influence and has accordingly, become an indispensable gateway to the acquisition of knowledge. Adequate reading skills can only be acquired in a classroom that allows for effective reading activities among preschoolers. This study, therefore, seeks to examine the relationship between classroom management practices and preschoolers' reading activities in early childhood centres. It explores how classroom control supports or interferes with reading

activities. In doing so, the study aims to shed light on how early childhood educators can create structured yet flexible classroom environments that promote a love for reading.

Statement of the Problem

Early childhood education serves as the foundation for lifelong learning and literacy development. In this crucial stage, reading activities are central to fostering language acquisition, cognitive growth, and academic readiness in preschoolers. However, the effectiveness of reading activities are often determined by the quality of classroom management. Despite widespread acknowledgment of the importance of both classroom management and structured literacy instruction, many early childhood centres continue to experience challenges related to behavioural disruptions, lack of engagement, and inconsistencies in instructional delivery, all of which undermine the success of reading programmes. Studies have shown that well-managed classrooms create an environment conducive to active learning, focus, and positive social interaction, which are essential for early reading development. Yet, in many preschool settings, caregivers struggle to implement consistent classroom management strategies that align with developmentally appropriate practices. This gap raises concerns about how classroom management directly or indirectly affects preschoolers' participation, motivation, and progress in reading activities.

To this end, there is a critical need to investigate the relationship between classroom management and preschoolers' reading activities. Understanding this connection will provide a foundation for developing effective child-centered management practices that enhance early literacy outcomes. This study seeks to fill that gap by examining classroom management and preschoolers' reading activities in early childhood centres in Rivers East Senatorial District, Rivers State.

Aim and Objectives of the Study

The aim of this study is to investigate the relationship between classroom management and preschoolers' reading activities in Early Childhood Centres in Rivers East Senatorial District, Rivers State. Specifically, the study sought to:

1. Examine the relationship between stating clear rules and preschoolers' reading activities in Early Childhood Centres in Rivers East Senatorial District, Rivers State.
2. Ascertain the relationship between use of discipline and preschoolers' reading activities in Early Childhood Centres in Rivers East Senatorial District, Rivers State.
3. Establish the relationship between sitting arrangement and preschoolers' reading activities in Early Childhood Centres in Rivers East Senatorial District, Rivers State

Research Questions

Based on the stated objectives, the following research questions were posed:

1. What is the relationship between stating clear rules and preschoolers' reading activities in Early Childhood Centres in Rivers East Senatorial District, Rivers State?
2. What is the relationship between use of discipline and preschoolers' reading activities in Early Childhood Centres in Rivers East Senatorial District, Rivers State?

3. What is the relationship between sitting arrangement and preschoolers' reading activities in Early Childhood Centres in Rivers East Senatorial District, Rivers State?

Research Hypotheses

The following null hypotheses were formulated to guide the study:

- Ho₁:** There is no significant relationship between stating clear rules and preschoolers' reading activities in Early Childhood Centres in Rivers East Senatorial District, Rivers State.
- Ho₂:** There is no significant relationship between use of discipline and preschoolers' reading activities in Early Childhood Centres in Rivers East Senatorial District, Rivers State.
- Ho₃:** There is no significant relationship between sitting arrangement and preschoolers' reading activities in Early Childhood Centres in Rivers East Senatorial District, Rivers State.

Theoretical Framework

School Climate Theory by Rudolf H. Moos (1963)

School climate theory was put forward by Rudolf H. Moos in (1963). Moos was a psychologist who was interested in understanding how the environment within schools can impact learners' academic performance, mental health, and overall well-being. The school climate theory underscores the importance of fostering a positive school climate to enhance educational outcomes and promote learners' social and emotional development. It explores the impact of the school environment on learners' outcome and overall school effectiveness. Moos posits that the quality and character of school life, encompassing the experiences, relationships, and norms within the school, significantly influence learners' academic achievement, behaviour, and well-being. School climate theory delves into the multifaceted nature of the school environment and its profound impact on learners. Key elements that define the climate of a school include safety, teaching and learning practices, interpersonal relationships, and the physical environment. A positive school climate is characterized by a safe, supportive, and inclusive atmosphere where students feel respected and valued, fostering a sense of belonging and motivation. According to Rudolf, the school climate comprises of the psychological, social, and physical aspects of the learning environment and plays a critical role in shaping learners' academic engagement, behavioural development, and emotional well-being.

The school climate theory is applicable to the study at hand as it highlights the classroom environment as a microcosm of the broader school climate which directly affect young learners' ability to engage meaningfully in reading activities. Preschoolers are highly sensitive to environmental cues, such as consistency in rules, caregivers' responsiveness, interpersonal relationships, and the physical organisation of learning spaces. When classroom management is effectively providing clear expectations, emotional support, and positive reinforcement, it creates a safe, structured, and nurturing environment conducive to reading activities. A positive classroom climate that is characterised by mutual respect, encouragement, and inclusive participation, helps preschoolers develop confidence, concentration, and intrinsic motivation necessary for engaging in early reading tasks. Conversely, poor classroom management can result in a chaotic or emotionally

unsafe environment, which may hinder attention, limit participation in reading activities, and lead to negative behavioural outcomes.

Review of Related Literature

Preschoolers' Reading Activities

Reading is an important activity because it can support children's language and communication skills. In addition, reading can also train a child's brain creative thinking ability. Although there may be some challenges in teaching children to read, parents still need to build children's interest so that they love reading. Teaching reading to early childhood is one of the challenges caregivers face in Early Childhood Education level. Azizifar (2018) stated that reading skills unarguably form the bedrock whenever knowledge is acquired for individual development. Most often than not, the possession of reading skills among children is central to the goals of teaching. For this reason, reading holds a significant value in every person's education. It is the means of communication and a gateway to knowledge and literacy, making it the greatest weapon in the hands of anyone who wants to live a full literate life (Agbevi & Adogba, 2022).

The value of reading is also seen in the fact that it provides humans with rich sources of life experience which will otherwise take a long time to acquire if we rely solely on physical contacts and interactions (Wahyuni, 2021). It is through reading that the goals of language and literacy programmes for learners are meant to increase their ability to communicate orally, therefore, parent, teachers and child care professionals are required to provide adequate amount of time, learning materials and variety of interesting activities coupled with games for children to develop reading skills for later education. Reading ability in children has become a major concern for all educational stakeholders (teachers, care givers, curriculum researchers and designers, and other educational service officers) and every nation at large (Jones et al., 2013). This is because reading ability among learners has a far-reaching influence and has accordingly, become an indispensable gateway to the acquisition of knowledge.

Reading plays important role in the life of every individual, young and old, and critically preschoolers who are just starting to learn about themselves and the world around them. Wiche, and Opurum (2022) mentioned that it is necessary therefore for children to have the right and structured reading activities such as holding books the right way, turning pages appropriately, relating picture scenes to life experience, making inferences on both what is read and pictures as well as left to right eye movement, to enhance readiness for formal reading and the acquisition of relevant reading skills for reading (Azizifar et al., 2015). Part of the cognitive process of reading involves decoding symbols to derive understanding and meaning from written texts. In view of this, readers who can activate prior knowledge determine the main ideas and significant details, efficiently decode words, make inferences, retell, synthesize, and visualize are seen to have developed a repertoire of reading skills (Dickson, 2022). Reading has a way of changing humans perspective about life in general, leads to learning, helps people to grow, and enables people to acquire different experiences in life. Reading can entertain and amuse the reader, but most of all it enriches the reader with knowledge and experiences narrated.

Classroom Management

The classroom is an experimental lab for preschoolers as they spend a significant part of their formative years in the classroom

learning. It is essential that the classroom should be able to inculcate positive behavioural traits among learners to enable them develop required skills and attitude. In a typical classroom learners gather in a designated room with desks or tables arranged in rows or groups facing the front of the room where the caregiver stands or sits (Sunday, 2012). The classroom is often equipped with whiteboard or chalkboard, projectors, audio systems and other educational tools to support teaching and learning. In a typical classroom, learners and caregivers engage in face-to-face interactions, discussions and other activities in order to enhance learning. A well-managed classroom plays a crucial role in promoting effective teaching and learning outcomes.

The classroom is the most important area in school and learning in the classroom requires a good level of concentration, listening, writing and reading (Adem & James, 2015). The classrooms should be evaluated to meet the challenging needs of educations and environmental requirements for health, safety and security. It should be made attractive and comfortable to facilitate learning (Matoy, 2021). This can only be achieved if the classroom is properly managed. Cambay and Paglinawan (2024) affirmed that classroom management refers to the array of skills and strategies teachers use to ensure that their classrooms are organised, safe, and conducive to learning. Good classroom management creates an environment where learners feel comfortable and can focus on academics (Adem & James, 2015). Classroom management entails the strategies, techniques, and practices that caregivers use to create and maintain an organized, productive, and supportive learning environment. It involves setting clear expectations, establishing routines, promoting positive behavior, and addressing disruptions effectively. Owan and Ekpe (2018) posits that one of biggest challenges that caregivers, especially during the early years of their career, face is classroom management. Typically, it is difficult to manage more than 30 learners with different personalities and attitude. Making these learners focused and engaged until the end of a lesson is a heavy task. Yet, there are caregivers who are able to do it well.

Stating Clear Rules and Preschoolers' Reading Activities

Rules are a set of guidelines and expectations that are established to maintain a positive and productive learning environment. Clear rules help create a respectful and inclusive atmosphere where all learners can thrive. They help define the behaviour that caregivers want children to demonstrate (Fekadu, 2019). They should be expressed in concrete, observable, and measurable terms. Guardian (2013) stated that establishing clear rules help caregivers maintain class routines which in turn encourage preschoolers' reading activities. Class rules and procedures that are clearly defined and posted help learners understand what is appropriate and what is not, as well as the consequences for rule violations. Clear classroom rules create a review that provides choices to learners and help teach them to manage themselves.

It is essential to establish simple and straightforward preschool clear rules to help learners concentrate during reading activities. Class rules work best when they accompany a well-designed environment, age-appropriate lessons and activities. Clear class rules are defined as the statements that caregivers present to describe acceptable and unacceptable behaviour to learners (Fekadu, 2019). The establishment of enforceable class rules that are taught to learners is regarded as a fundamental part of every

school system. Clear class rules guide schools to follow their path to reach their goals, establish standards, and provide safety for both caregivers and learners. Class rules also help to promote reading activities and accountability of caregivers (Guardian, 2013). Establishing clear and consistent class rules in preschool classrooms is fundamental for fostering a positive learning environment and promoting reading activities among children (Fekadu, 2019).

Use of Discipline and Preschoolers' Reading Activities

Discipline in early childhood education plays a crucial role in shaping children's attitudes toward learning, particularly in structured activities such as reading. According to Bear (2015), discipline in preschool should not be viewed merely as punitive measures but as a means of guiding children toward self-regulation, cooperation, and positive learning behaviour. Denham et al. (2014) posits that reading activities often require children to sit still, listen attentively, and follow instructions, which are behaviour nurtured through consistent and developmentally appropriate discipline strategies. Without effective discipline, reading sessions can be disrupted, limiting both comprehension and engagement.

Research shows that structured but flexible environments enable children to focus better during shared reading activities (Jones, 2018). A disciplined environment minimizes distractions, helping children attend to story details, connect images with text, and practice emergent reading skills. This structured order is especially important for preschoolers, who are still developing attention spans and require consistent reinforcement of classroom expectations to sustain engagement (Denham et al., 2014). Appropriate discipline fosters an environment where children can listen, comprehend, and participate actively in shared reading sessions

Sitting Arrangement and Preschoolers' Reading Activities

Seating arrangements in a classroom or any learning environment play a crucial role in promoting engagement and interaction during reading activities. Wannarka and Ruhl (20011) expressed that seating arrangement can vary depending on factors such as the teaching style, reading activities, classroom size, and the age of the learners. It is essential that seating arrangement aligns with the specific goals and activities planned for each lesson. It is also important to consider the classroom layout, accessibility and any specific needs of the leaners while arranging class seats. Ibiloje (2021) stated that seats and tables should be arranged properly to allow easy movements, group work, play and management of group behaviour. The arrangements should enable children to have a clear view of each other.

For a caregiver to organize the classroom, he/she should pay attention to the level of the learners. Young children are active, curious and cannot sit still for long periods this is because they are energetic and their bodies are growing fast. Therefore, the furniture provided should be designed in such a way that they support leaners healthy development, for children who are healthy perform better in school (Tobias et al., 2020). Class seats are to be arranged with adequate space that allow learners pass through to ensure smooth movement with less or no blockades or distractions during reading. Seat arrangement is a potent means to efficiently manipulate the physical characteristics of the classroom to ensure

high positive behaviour of both leaners and caregivers. Effective sitting arrangements for preschoolers' reading activities should be flexible, activity-based, and encourage interaction, using configurations like small groups, U-shapes, or circle time for read-aloud and discussions, or even movement-based seating for activities like scavenger hunts (Ibiloye, 2021).

Methodology

The research design that was adopted for this study is the correlational research design. 21,981 preschoolers found in 280 public Early Childhood Centres in Rivers East Senatorial District, Rivers State constitute the population of the study (River State Universal Basic Education Board, 2024). 1,099 preschoolers found in 14 public Early Childhood Centres in Rivers East Senatorial District, Rivers State representing 5% of the study population constitute the sample size for the study. This was done through the multi-stage sampling technique. To respectively sample 5% of the study population, the researcher obtained the list of the public preschool centres in Rivers East Senatorial District, Rivers State from the Rivers State Universal Education Board (RUBEB). Guided by the list, the researcher adopted the systematic random sampling technique by selecting every 10th school on the list. The list that guided the selection read thus; 10, 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140. In all, 14 preschool centres were selected. On arriving at the selected centers, the researcher adopted simple random through ballot-with-replacement approach to sample 78 preschoolers in the first seven preschool centres and 79 preschoolers in the second seven preschool centres. In all, a total of 1099 preschoolers were sampled for the study.

The instrument for data collection was the researcher-designed 15-items questionnaire and a 10-items checklist. The questionnaire was used to elicit information on the sub-variables of classroom management (stating clear rules, use of discipline and sitting arrangement) and was titled: Classroom Management Questionnaire (CMQ). While the checklist titled: Preschoolers' Reading Activities Checklist (PRAC) was used to elicit information on the reading activities of preschoolers. To administer the instrument, the researcher and research assistants visited the 14 centers. Meanwhile, the researcher trained the research assistants via WhatsApp call, to acquaint them with the objectives of study and how the instruments should be responded to. The caregivers were used to guide the preschoolers to fill the questionnaire, because preschoolers were not able to respond to the instruments accurately by themselves. After administration of both instruments, 1087 out 1099 copies were returned and used for analysis of the study. Pearson Product Moment Correlation Coefficient was used to answer the research questions and test the null hypotheses at 0.05 level of significance.

Analyses of Data and Results

Research Question 1: What is the relationship between stating clear rules and preschoolers' reading activities in Early Childhood Centres in Rivers East Senatorial District, Rivers State?

Ho₁: There is no significant relationship between stating clear rules and preschoolers' reading activities in Early Childhood Centres in Rivers East Senatorial District, Rivers State.

Table 1: Summary of Pearson's Product Moment Correlation on the relationship between stating clear rules and preschoolers' reading activities

Variables	Stating	Preschoolers'
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		Clear Rules	Reading Activities
Stating Clear Rules	Pearson Correlation	1	.741**
	Sig. (2-tailed)		.000
	N	1087	1087
Preschoolers' Reading Activities	Pearson Correlation	.741**	1
	Sig. (2-tailed)	.000	
	N	1087	1087
**Correlation is significant			

Table 1 shows the p-value of Pearson Product Moment Correlation between stating clear rules and preschoolers' reading activities in Early Childhood Centres in Rivers East Senatorial District, Rivers State as .000 which is less than 0.05 and the r value as .741 which indicates a high relationship between both variables. Therefore, the null hypothesis one is rejected. Thus, there is a significant positive relationship between stating clear rules and preschoolers' reading activities in Early Childhood Centres in Rivers East Senatorial District, Rivers State.

Research Question 2: What is the relationship between use of discipline and preschoolers' reading activities in Early Childhood Centres in Rivers East Senatorial District, Rivers State?

Ho₂: There is no significant relationship between use of discipline and preschoolers' reading activities in Early Childhood Centres in Rivers East Senatorial District, Rivers State.

Table 2: Summary of Pearson's Product Moment Correlation on the relationship between use of discipline and preschoolers' reading activities

Variables		Use of Discipline	Preschoolers' Reading Activities
Use of Discipline	Pearson Correlation	1	.802**
	Sig. (2-tailed)		.000
	N	1087	1087
Preschoolers' Reading Activities	Pearson Correlation	.802**	1
	Sig. (2-tailed)	.000	
	N	1087	1087
**Correlation is significant			

Table 2 shows the p-value of Pearson Product Moment Correlation between use of discipline and preschoolers' reading activities in Early Childhood Centres in Rivers East Senatorial District, Rivers State as .000 which is less than 0.05 and the r value as .802 which indicates a strong relationship between both variables. Therefore, the null hypothesis two is rejected. Thus, there is a significant

positive relationship between use of discipline and preschoolers' reading activities in Early Childhood Centres in Rivers East Senatorial District, Rivers State.

Research Question 3: What is the relationship between sitting arrangement and preschoolers' reading activities in Early Childhood Centres in Rivers East Senatorial District, Rivers State?

Ho₃: There is no significant relationship between sitting arrangement and preschoolers' reading activities in Early Childhood Centres in Rivers East Senatorial District,

Table 3: Summary of Pearson's Product Moment Correlation on the relationship between sitting arrangement and preschoolers' reading activities

Variables		Sitting Arrangement	Preschoolers' Reading Activities
Sitting Arrangement	Pearson Correlation	1	.694**
	Sig. (2-tailed)		.000
	N	1087	1087
Preschoolers' Reading Activities	Pearson Correlation	.694**	1
	Sig. (2-tailed)	.000	
	N	1087	1087
**Correlation is significant			

Table 3 shows the p-value of Pearson Product Moment Correlation between sitting arrangement and preschoolers' reading activities in Early Childhood Centres in Rivers East Senatorial District, Rivers State as .000 which is less than 0.05 and the r value as .694 which indicates a strong relationship between both variables. Therefore, the null hypothesis three is rejected. Thus, there is a significant positive relationship between sitting arrangement and preschoolers' reading activities in Early Childhood Centres in Rivers East Senatorial District, Rivers State.

Discussion of Findings

The findings of the study shall be discussed as follows:

Stating Clear Rules and Preschoolers' Reading Activities

The result of hypothesis one shows that there is a significant positive relationship between stating clear rules and preschoolers' reading activities in Early Childhood Centres in Rivers East Senatorial District, Rivers State. This infers that clear rules are fundamental for fostering a positive learning environment and promoting reading activities among children. The finding of this study is in line with Fekadu (2019) who affirmed that when caregivers establish clear, simple, and consistent rules, young learners are more likely to understand expectations and feel secure within the learning environment. This sense of order reduces distractions, minimizes disruptive behaviour, and creates an atmosphere conducive to focused reading activities. It aligns with the idea that well-structured classrooms provide children with the emotional stability and guidance needed to engage meaningfully in literacy tasks. Guardian (2013) mentioned that rules serve not only as disciplinary tools but also as supportive frameworks that

enhance children's motivation to participate in reading. Preschoolers often thrive in environments where boundaries are clearly defined, as this helps them develop self-regulation and responsibility.

Use of Discipline and Preschoolers' Reading Activities

The result of hypothesis two shows that there is a significant positive relationship between use of discipline and preschoolers' reading activities in Early Childhood Centres in Rivers East Senatorial District, Rivers State. This surmises that in early childhood settings, discipline works best as guidance rather than punishment. Clear expectations, routines, and predictable responses help children feel safe and know what to do during reading. The finding of this study is consistent with Bear (2015) who expressed that discipline supports self-regulation, the ability to wait for a turn, listen, handle books carefully, and follow simple directions during reading activity. Jones (2018) posits that a disciplined environment minimizes distractions, helping children attend to story details, connect images with text, and practice emergent reading skills. This structured order is especially important for preschoolers, who are still developing attention spans and require consistent reinforcement of classroom expectations to sustain engagement (Denham et al., 2014).

Sitting Arrangement and Preschoolers' Reading Activities

The result of hypothesis three shows that there is a significant positive relationship between sitting arrangement and preschoolers' reading activities in Early Childhood Centres in Rivers East Senatorial District, Rivers State. The finding of this study is consistent with Ibiloye (2021) who emphasized that sitting arrangement directly influences children's ability to see, hear, and participate effectively during reading sessions. When seats are arranged to minimize distractions and maximize visibility, children are more attentive, better engaged, and able to follow along with the teacher's instructions. This creates an enabling environment where reading activities can be more interactive and impactful. This finding also points to the need for teachers to deliberately plan and adjust sitting arrangements according to the nature of the reading activity (Wannarka and Ruhl (20011). Group seating may be most effective for story discussions and peer reading, while U-shaped or semi-circular patterns may enhance teacher-led sessions by keeping all children connected to the teacher's attention. Tobias et al. (2020) expressed that by aligning physical space with pedagogical goals, Early Childhood Centres can create classrooms that not only improve discipline and order but also promote a love for reading through inclusive and engaging setups.

Conclusion

This study investigated classroom management and preschoolers' reading activities in early childhood centres in Rivers East Senatorial District, Rivers State. The effectiveness of reading activities are often determined by the quality of classroom management. Active classroom management practices enhance early literacy among early learners. This therefore pose a pertinent concern on the caregivers as they are expected to ensure adequate classroom management. The study found out that there is a significant positive relationship between the variables of classroom management (stating clear rules, use of discipline and sitting arrangement) and preschoolers' reading activities in Early

Childhood Centres in Rivers East Senatorial District, Rivers State. Bearing in mind that preschoolers cannot read in a disorganised classroom, it is essential that caregivers pay suitable attention to classroom management as it promotes reading activities.

Recommendations

Based on the findings of the study, the following recommendations are made:

1. Caregivers should present rules in simple, concise language and reinforce them with visual aids such as charts, symbols, or pictures to ensure preschoolers easily understand and remember the guidelines.
2. Caregivers should adopt positive and supportive discipline strategies such as clear routines, gentle reminders, and consistent reinforcement to help preschoolers develop self-control and remain attentive during reading activities.
3. Caregivers should arrange classroom seating in interactive patterns such as circles, semi-circles, or small groups to enhance visibility, encourage participation, and promote cooperative learning during reading activities.

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