FXCG AND STUDENTS DISRUPTIVE BEHAVIOR IN MIXED SECONDARY SCHOOLS IN KISAUNI SUB –COUNTY, MOMBASA COUNTY, KENYA

MERCY MUTUA

A Thesis Submitted to the Institute of Postgraduate Studies of Kabarak University in Partial Fulfillment of the Requirement for the Award of Master in Education (Leadership and Management) Degree

KABARAK UNIVERSITY

NOVEMBER 2024

DECLARATION

l. I do hereby declare that:

i. This project is my own work and to the best of my knowledge, it has not been presented for the award of a degree in any university or college.

ii. The work has not incorporated material from other works or a paraphrase of such material without due and appropriate acknowledgement.

iii. The work has been subjected to processes of anti-plagiarism and has met Kabarak University 15% similarity index threshold.

2. I do understand that issues of academic integrity are paramount and therefore I may be suspended or expelled from the University or my degree may be recalled for academic dishonesty or any other related academic malpractices.

Signed: ..... Date: .....

Mutua Mercy

MED/M/0945/08/16

RECOMMENDATION

To the Institute of Postgraduate Studies:

The thesis entitled "**Relationship between Classroom Management Practices and students disruptive behavior in Mixed Secondary Schools in Kisauni Sub-County, Kenya"** written by **Mutua Mercy** is presented to the Institute of Postgraduate Studies of Kabarak University. We have reviewed the research thesis and recommend it be accepted in partial fulfillment of the requirement for the award of the degree of Master of Education in Education Management and Leadership.

Signature:..... Date:.....

Prof Henry K. Kiplangat

School of Education, Humanities & Social Sciences

Kabarak University

Signature:..... Date:.....

Prof. Frederick B.J. A. Ngala

School of Education, Humanities & Social Sciences

Kabarak University.

COPY RIGHT

ACKNOWLEDGEMENT

I thank God for giving me good health during my undertaking of this work. I received invaluable assistance and encouragement from various people whom I wish to acknowledge here. My sincere gratitude goes to my supervisors; Prof. Henry K. Kiplangat, PhD, MBS, OGW and Prof. Frederick B.J.A Ngala, PhD, MBS for their insightful guidance and assistance which enabled me to accomplish this study. I earnestly recognize and appreciate the material and moral support I received from my sister Elizabeth Mutua while in Mombasa. To my close friend, Phamela Ndiku, I thank you most sincerely for editing my work and I wish you God's blessings.

DEDICATION

This work is dedicated to my best friend Sundey Madegwa, for being the source of my inspiration. I also express gratitude for his unwavering love, tireless sacrificial efforts, moral and social support. May God bless you Sundey.

ABSTRACT

This study sought to assess and recommend ways of solving the problem of students' disruptive behaviour in the classroom in mixed secondary schools in Kisauni Sub-County, Mombasa County, Kenya. The objective of this study was to determine the relationship between classroom layout practices and student disruptive behaviour in the classroom within mixed secondary schools in Kisauni sub-County, Mombasa County, Kenya. The data was collected and analysed using a descriptive design. The study's target population included 24 mixed secondary schools, 96 class teachers, and 840 form four students in Kisauni Sub-County. The study sampled 8 schools and 24 class teachers using both the purposive and simple random sampling techniques. A simple random sampling technique was used to select the actual students/respondents to participate in the study. Descriptive statistics computed included means, frequencies, standard deviation and percentages. In order to test hypotheses, f-and t-statistics shall be computed to test significant statistical differences at a 95 per cent significance level. Data was presented in tables, diagrams and charts. There is a moderate correlation between practices on physical classroom layout and students disruptive behaviour ($r = .305$, $p\ .000 < .05$, $\beta = .305$, $p = .000 < 0.05$, $t = 4.914$). The study is significant in that it will help teachers understand different student disruptive behaviours in secondary school, which will give directions on how to curb such behaviours. The findings of this study shall be used by school administrators and the government.

Keywords: *Classroom Management Practices, Classroom Layout Practices, Disruptive Behaviour, Seating, Learning Environment*

TABLE OF CONTENTS

DECLARATION.....**i**

RECOMMENDATION.....**ii**

COPY RIGHT.....**iii**

ACKNOWLEDGEMENT.....**iv**

DEDICATION.....**v**

ABSTRACT.....**vii**

TABLE OF CONTENTS.....**viii**

LIST OF TABLES.....**xiii**

LIST OF FIGURES.....**xvi**

ABBREVIATIONS AND ACCRONYMS.....**xvii**

OPERATIONAL DEFINITION OF KEY TERMS.....**xviii**

CHAPTER ONE.....**1**

INTRODUCTION.....**1**

1.1 Introduction.....1

1. 2 Background of the Study.....1

1.2 Statement of the Problem.....5

1.3 Purpose of the Study.....6

1.4 Objectives of the Study.....7

1.5 Research Hypotheses.....7

1.6 Justification for the Study.....8

1.7 Significance of the Study.....9

1.8 Scope of the Study.....9

1.9 Limitations of the Study.....10

1.10 Assumption of the Study.....10

CHAPTER TWO.....12

LITERATURE REVIEW.....12

2.1 Introduction.....12

2.2 Theoretical Framework.....12

2.2.1 Operant Conditioning Theory.....12

2.2.2 Scientific Management Theory.....13

2.3 Empirical Literature Review.....15

2.3.1 Students' Disruptive Behavior.....15

2.3.2 Physical Classroom Layout and Students' Disruptive Behavior.....19

2.3.4 Classroom Control Practices by Prefect and Students' Disruptive Behavior.....22

2.3.5 Academic Engagement Practices and Students' Disruptive Behavior...25

2.3.6 Classroom Behavior Modification Techniques used by Teachers and Students' Disruptive Behavior.....29

2.3.7 Implementation of Classroom Rules and Students' Disruptive Behavior.....34

2.3.8 Implementation of Classroom Rules and Students' Disruptive Behavior.....34

2.4 Conceptual Framework.....40

CHAPTER THREE.....42

RESEARCH DESIGN AND METHODOLOGY.....42

3.1 Introduction.....42

3.2 Research Design.....42

3.3 Location of the Study.....43

3.4 Population of the Study.....43

3.5 Sampling Procedures and Sample Size.....43

3.5.1 Sampling Procedure.....43

3.5.2 Sample Size.....45

3.6 Instrumentation.....46

3.6.1 Validity of the Instrument.....47

3.6.2 Pilot Study.....47

3.6.3 Reliability of the Instrument.....47

3.7 Data Collection Procedures.....49

3.8 Data Analysis, and Presentation.....49

3.9 Ethical Considerations.....51

CHAPTER FOUR.....53

DATA ANALYSIS, PRESENTATION AND DISCUSSION.....53

4.1 Introduction.....53

4.2 Response Rate.....53

4.3 Respondents Characteristics.....54

4.3.1 Students Characteristics.....54

4.3.2 Teachers Characteristics.....55

4.4 Students' Disruptive Behaviors.....57

4.5 Physical Classroom Layout and Students' Disruptive Behavior.....63

4.5.1 Correlation Analysis.....68

4.5.2 Regression Analysis.....69

4.5.3 Model Summary.....69

4.5.4 ANOVA.....70

4.5.5 Coefficients.....71

4.6 Classroom Control Practices by Prefects and Students' Disruptive Behavior.....72

4.6.1 Correlation Analysis.....76

4.6.2 Regression Analysis.....77

4.6.3 Model Summary.....77

4.6.4 ANOVA.....78

4.6.5 Coefficients....79

4.7 Academic engagement practices and Students' Disruptive Behavior....80

4.7.1 Correlation Analysis....85

4.7.2 Regression Analysis....85

4.7.3 Model Summary....85

4.7.4 ANOVA for Academic Engagement Practices....86

4.7.5 Coefficients....87

4.8 Classroom Behavior Modification Techniques and Students' Disruptive Behavior....88

4.8.1 Correlation Analysis....92

4.8.2 Regression Analysis....93

4.8.3 Model Summary....93

4.8.4 ANOVA....94

4.8.5 Coefficients....94

4.9 Implementation of Classroom Rules and Students' Disruptive Behavior 95

4.9.1 Correlation Analysis....100

4.9.2 Regression Analysis....101

4.9.3 Model Summary....101

4.9.4 ANOVA for Implementation of Classroom Rules....102

4.9.5 Coefficients....103

CHAPTER FIVE....104

SUMMARY, CONCLUSION AND RECOMMENDATIONS....104

5.1 Introduction....104

5.2 Summary of the Findings....104

5.2.1 Relationship between Physical Classroom Layout and students' disruptive behavior....104

5.2.2 Relationship between Classroom Control Practices By Prefects and Students' Disruptive Behavior....105

5.2.3 Relationship between Academic Engagement Practices and Students' Disruptive Behavior.....105

5.2.4 Relationship between Classroom Behavior Modification Techniques and Students' Disruptive behavior.....106

5.2.5 Relationship between Implementation of Classroom Rules and Students' Disruptive Behavior.....106

5.3 Conclusions.....107

5.4 Recommendation.....109

5.4.1 Recommendation policy and practise.....109

5.4.2 Suggestions for Further Study.....111

REFERENCES.....112

APPENDICES.....128

Appendix I: Questionnaire For Students.....128

Appendix II: Teachers' Questionnaire.....133

Appendix III: Map of Kisauni Sub-County.....139

Appendix IV: NACOSTI Research License.....140

Appendix V: Evidence Conference Participation.....141

Appendix VI: List of Publication.....142

LIST OF TABLES

Table 1: Kisauni Sub-County Suspension of Students on SDB Statistics in Mixed Secondary Schools from 2020- 2022....4
Table 2: Sample Size....45
Table 3: Actual Proportions per School....46
Table 4: Table of Statistical Analyses of Variables....50
Table 5: Response Rate....53
Table 6: Students Characteristics....54
Table 7: Category of Schools....54
Table 8: Day versus Boarding Schools....55
Table 9: Gender of the Teachers....55
Table 10:Teachers Age Distribution....56
Table 11: Qualifications of the Teachers....56
Table 12: Students' Disruptive Behavior with Mean and Standard Deviation....58
Table 13: Students' Disruptive Behavior in Percentages on each item....60
Table 14: Mean and standard deviation between Physical Classroom Layout and students' disruptive behavior....64
Table 15: Physical Classroom Layout and their percentages on each item....66
Table 16: Correlation Analysis between Physical classroom layout and students' disruptive behaviour....69
Table 17: Model Summary: Regression analysis between Physical Classroom Layout and students' disruptive behaviour....70
Table 18:ANOVA: Physical Classroom Layout and Student Disruptive Behaviour....70
Table 19: Coefficients: Physical Classroom Layout Students' Disruptive Beyavior....71
Table 20: Classroom control practices by prefects with Mean and Standard

Deviation on each Item....72
Table 21: Classroom Control Practices by Prefects and their percentages on each item....74
Table 22: Correlation Analysis between Classroom Control Practices by Prefects and Students' Disruptive Behaviour....77
Table 23: Model Summary: Classroom Control Practices by Prefects and Students' Disruptive Behaviour....78

Table 24:ANOVA: Classroom Control Practices By Prefects and Students' Disruptive Behaviour....78
Table 25: Coefficients: Classroom Control Practices by Prefects and Students' Disruptive Behaviour....79
Table 26: Academic Engagement Practices for Students and Their Mean with Standard Deviation for Each Item....81
Table 27: Academic Engagement Practices for Students and Their Percentages on Each Item....82
Table 28: Correlation Analysis between Academic Engagement Practices and Students' Disruptive Behaviour....85
Table 29: Model Summary: Academic Engagement Practices and Students' Disruptive Behaviour....86
Table 30:ANOVA: Academic Engagement Practices and Students' Disruptive Behaviour....86
Table 31: Coefficients: Academic Engagement Practices and Students' Disruptive Behaviour....87
Table 32: Classroom Behavior Modification Techniques and mean with Standard Deviation on Each Item....88
Table 33: Classroom Behavior Modification Techniques and their Percentages on each item....90
Table 34: Correlation Analysis between Classroom Behaviour Modification Techniques and Students' Disruptive Behaviour....92
Table 35: Model Summary: Classroom Behavior Modification Techniques and Students' Disruptive Behavior....93
Table 36:ANOVA: Classroom Behavior Modification Techniques and Students'

disruptive Behaviour.....94
Table 37: Coefficients: Classroom Behavior Modification Techniques and Students' Disruptive Behaviour.....95
Table 38: Implementation of Classroom Rules with their mean and Standard Deviation.....96
Table 39: Implementation of Classroom Rules and their Percentages on each Item.....97
Table 40: Correlation Analysis between Implementation of Classroom Rules and Students' Disruptive Behaviour.....101
Table 41: Model Summary: Implementation of Classroom Rules on Students' Disruptive Behavior.....102
Table 42:ANOVA: Implementation of Classroom Rules and Students' Disruptive Behavior.....102
Table 43: Coefficients: Implementation of Classroom Rules and Students' Disruptive Behaviour.....103

LIST OF FIGURES

Figure 1: ConceptualFramework.....40

ABBREVIATIONS AND ACCRONYMS

A – H	are the letters that represents the eight mixed secondary School Sampled for the study in the Sub- County
AIDS	Acquired Immune Deficiency syndrome
ANOVA	Analysis of Variance
CDs	Compact Disks
CPI	Class Pass Intervention
FAO	Food and Agriculture Organization
HIV	Human Immunodeficiency Virus
MOE	Ministry of Education
NACADA	National Agency for the Campaign against Drug Abuse
NACOSTI	National Commission for Science, Technology and Innovation
PBA	Problem Behaviors Assessment
PBIS	Positive Behavioral Intervention and Support
PCPs	Primary Care Physicians
ROK	Republic of Kenya
SDB	Student Disruptive Behavior
SCDE	Sub- County Director of Education
SSC	Secondary School Certificate
SPSS	Statistical Package for Social Science
TSC	Teachers Service Commission
UNODC	United Nation Office on Drugs and Crime
WHA	World Health Assembly
WHO	World Health Organization
US	United State
USA	United State of America

OPERATIONAL DEFINITION OF KEY TERMS

Academic Engagement Practices: The different tasks that teachers involve students in as a way of preventing them from engaging in disruptive behaviors in Kisauni Sub-County, Kenya

Class Management Practices: Practices in Physical Layout of a Class, Practices in Classroom Control, Academic Engagement Practices, Rules Guiding Behavior and Behavior implementation Practices used by teachers.

Physical Layout of a Class: The design of a class and different sitting arrangements and the changes made on design and sitting arrangement in Kisauni Sub-County, Kenya.

Practices in Classroom Control by Prefects: Various means and ways in which class prefects control students in Kisauni Sub- County, Kenya.

Rules Guiding Behavior: The standing directives and policies provided by teachers to control classroom to interaction and response to various classroom stimuli in Kisauni Sub- County, Kenya

Student Disruptive Behavior: Student behavior in a classroom or other learning environment which interfers with the educational process. It shall be taken to mean sleeping, fighting, drug abuse, bullying and noise making in mixed secondary school Kisauni Sub- County, Kenya.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter comprises of the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, the significance of the study, the scope of the study finally it focuses on the limitations and assumptions of the study.

1. 2 Background of the Study

School-wide approaches to disruptive behavior involve implementing various programs by teaching staff to enforce positive behavior and provide sanctions towards unwanted behavior (Rafi et al., 2020). Slater and Main (2020) point out that classroom management was one of the most common problems facing teachers because disruptive students take up valuable learning time. Classroom management was considered a precondition for learning; effective teaching and learning cannot take place in poorly managed classrooms (Riden et al., 2021). Students' disruptive behavior is a major concern in many parts of the world (Babinski & Waschbusch, 2022). For decades, students and teachers had been troubled by disruptive behavior in their classrooms (Gregory et al., 2021). Kind of disruptive behavior seems to be similar in character over time (Martinez & Losen, 2020). Students who engage mostly in disruptive behavior tend to also use drugs like Cigarettes and alcohol (Monarque et al., 2023). Large- scale studies across many Countries in North America, Europe and Middle East have shown that boys and girls tend to be victims of bullying at similar rates (Eijigu & Teketel, 2021). United States of America (USA) has identified disruption as the most serious problem facing the nation's educational system. If students were bored, they were far more likely to look for

ways to alleviate this boredom by talking and fighting (Explore education statistics, 2022). Psychological bullying has been reported to be more common than physical bullying in Asia, South America and the Middle East (Hakim, 2021).

A 2021 study found that disruptive learners can lower the test scores and academic achievement of an entire classroom (Riden et al., 2021). Annual student survey in Norway (Hepburn & Beamish, 2021), where almost a third (1/3) of the students claimed to had been disturbed by disruptive behaviors. Secondary schools in Polland, prefects are student leaders who are elected and assigned specific duties and responsibilities by the school administration to maintain students' discipline as one of the intervention (Eymeri-Douzan & Tanguy 2021) all is in vain because they have not succeeded to deal with students' disruptive behavior. In many British schools, prefects have considerable power and effectively run the school outside and inside the classroom. The prefects still lag behind in British schools to assist teachers in maintaining acceptable behaviors standards, discipline and order among students (Berceanu, 2021). The classic concept of a bully taking a student's lunch money was the most common disruptive behavior described in South Africa. Brunner (2021) reported that teachers in South Africa were becoming increasingly distressed about disciplinary problems in class. In South Africa, 38.8(%) of students reported that bullying was associated with poor academic performance (Mthethwa, 2021).

The director of population and development in Botswana, remarked at the 45th session of the Commission on Population and Development that Botswana was deeply concerned about incidents of alcohol and substance abuse amongst the Country's youth and adolescents (Sebeelo, 2021). Kimanya secondary school in Masaka district tried to use the strategy of expelling students for smoking marijuana and sneaking from school in

Uganda (Scheier & Griffin, 2021).This made the situation to become worse where by many students were expelled without any change on their behavior. This implies that there is a problem of poor use of the strategy in solving of students' disruptive behavior in African schools.

Amemiya et al. (2020) highlight several types of intervention strategies that could be followed by teachers, based on the disruption they encounter. Prefects' responsibilities in Kenyan schools are not only giving directions on management of daily routine, presenting students' issues for action but also involves enforcing school rules and regulation. (Geurts et al., 2023). The classroom seating has not been given the potential to affect the level of classroom management and the rate of disruptive classroom behavior (Lintner & Salamounova, 2021). Positive behavior, interaction and learning environment in classrooms does not aim at preventing or decreasing disruptive behavior (Granero-Gallegos et al., 2020). School in Kenya have no proper managerial system and preventive measure taken by the teachers to ensure order (Slater & Main, 2020). In connection to this the relationship of classroom management practices and students' disruptive behavior has not been fully investigated.

The aim of classroom management practices e.g. CPI (Class Pass Intervention) used by teachers should therefore address disruptive behavior and improve character. Therefore creating a positive class environment is important in preventing students' bad behavior and supporting academic achievement where the recommended ratio of praise to reprimands is 4:1 (Caldarella et al., 2021). It is apparent that student disruptive behavior is therefore a problem that affects secondary schools students locally, nationally and internationally.

Okumbe (2018) did a study on management of students' behavior in secondary schools

in Nairobi County which observed that teachers used a wide range of methods managing student behavior in class. These included expulsion, suspension, rewards, pinching and self-commitment in writing to maintain good conduct which did not have a positive impact on disruptive behavior. At least all teachers experienced multiple disruptive behaviors ranging from dozing in class at 57.89%, lateness and handling assignment at 10.53% in Embu East Sub- County. Common causes of student disruptive behavior were peer influence (33.89%), drug abuse (32.04%), conflicting school rules (11.65%), poor management (11.65%) and media influence (10.68%). It was concluded that conditions of students' disruption in secondary classes are disheartening and in some of the schools they offer little support in managing disruptive behavior.

Data from Kisauni Sub-County indicated that student disruptive behavior was common in mixed secondary schools. A student may consider talking with other students sitting beside them as perfectly normal not aware of their effect on the other students or the class (Rogers, 2020). This had been detailed in Table 1 below.

Table 1

*Kisauni Sub-County Suspension of Students on SDB Statistics in Mixed Secondary S***chools from 2020- 2022**

Disruptive behavior	2020	2021	2022	SDB (%) for 3 years
Sleeping in class	85	100	130	29%
Drug abuse	80	90	120	27%
Fighting	60	75	100	22%
Noise making	20	40	45	10%
Bullying	35	50	62	13%

As it is seen in Table 1 the problem of SDB is great in Kisauni Sub- County mixed

secondary schools. The results shown in Table 1 reveal that out of five students' disruptive behavior identified, sleeping and drug abuse were the leading disruptive behaviors where many students had been suspended. Coast region being a hot environment has made many of learners instead of concentrating in class hours to always sleep in class especially in Kisauni Sub-County.

From the background to this study, it is evident that there is a problem of poor classroom management practices on students' disruptive behavior by teachers in the learning process. In western and Asian Countries they have advanced classroom management for disruptive behavior while in Africa the management of disruptive behavior is still behind. When classroom management practices addresses students' disruptive behavior well, teachers will enjoy teaching and learners will get the concept well leading to good performance. This study therefore established the relationship between classroom management practices namely; physical classroom layout, classroom control practices, Academic engagement practices, classroom behavior modification techniques, implementation of classroom rules and Students' disruptive behavior in mixed secondary schools in Kisauni Sub County, Kenya.

1.2 Statement of the Problem

Students' disruptive behavior in schools should be minimal to ensure learning/teaching takes place effectively as observed in many developed Countries (Babinski & Waschbusch, 2022). Management of behavior as it continues to be controlled globally, there is still a significant lag in its management in African Countries like Kenya. Effective use of engagement practices, modification behavior, rules improve learner performance and quality of education. Understanding how management practices influence student disruptive behavior is essential for addressing a serious problem of

disruptive behavior in teaching activities in Kisauni Sub County, Kenya. In Kisauni Sub County, Kenya the management of students' disruptive behavior in classroom has remained low despite ministry of education effort to provide policies but Kisauni Sub- County Director of Education (2022) reported that 3 mixed secondary schools from the Sub- County in 2022 experienced student disruptive behavior like sleeping in class which led to form four classes unable to perform well in the final examination.

In 2023 the disruptive behavior cases increased in that 5 out of 22 schools experienced bullying, sleeping, drug abuse and fighting among students in classes (Kisauni Sub-County Director of Education, 2022). According to Okumbe (2018) suspension was commonly used as a discipline method by teachers but the method has not reduced disruptive behavior in secondary schools. Mixed secondary schools in Kisauni Sub-County, students in mixed secondary schools are affected by some student disruptive behavior more than single girls or boys schools (Babinski Waschbusch, 2022). Shier (2022) found that mixed schools had internal problems that were related to fighting and substance abuse among students. Disruptive behavior is uncomfortable and may cause frustration, stress, lack of motivation and a slowdown in social development (Mauliya et al., 2020).

Disruptive behavior is particularly worrying considering the fact that some abusers had been suspended out of the classroom. The Ministry of Education had directed all schools to set up effective classroom management practices to deal with disruptive behavior which most of the schools were experiencing among the students (Kisauni Sub-County Director of Education, 2022). It was therefore imperative to investigate the relationship between classroom management practices and students' disruptive behavior in mixed secondary schools in Kisauni Sub-County, Kenya.

1.3 Purpose of the Study

The purpose of the study was to determine whether there was relationship between classroom management practices and students disruptive behavior in mixed secondary schools in Kisauni Sub- County, Kenya.

1.4 Objectives of the Study

The following were the objectives of this study:

i. To establish the relationship between physical classroom layout and students' disruptive behavior in mixed secondary schools in Kisauni Sub-County, Kenya.
ii. To establish the relationship between classroom control practices by prefects and students' disruptive behavior in mixed secondary schools in Kisauni Sub-County, Kenya.
iii. To establish the relationship between academic engagement practices and students' disruptive behavior in mixed secondary schools in Kisauni Sub-County, Kenya.
iv. To establish the relationship between classroom behavior modification techniques used by teachers and students' disruptive behavior in mixed secondary schools in Kisauni Sub-County, Kenya.
v. To establish the relationship between implementation of classroom rules and students' disruptive behavior in mixed secondary schools in Kisauni Sub-County, Kenya.

1.5 Research Hypotheses

$H0_1$: There is no statistically significant relationship between physical classroom layout and students' disruptive behavior in mixed secondary schools in Kisauni Sub-County, Kenya.

$H0_2$: There is no statistically significant relationship between classroom control practices by prefects and students' disruptive behavior in mixed secondary schools in Kisauni Sub-County, Kenya

$H0_3$: There is no statistically significant relationship between academic engagement practices and students' disruptive behavior in mixed secondary schools in Kisauni Sub-County, Kenya?

$H0_4$: There is no statistically significant relationship between classroom behavior modification techniques by teachers and students' disruptive behavior in mixed secondary schools in Kisauni Sub-County, Kenya

$H0_5$: There is no statistically significant relationship between implementation of classroom rules and students' disruptive behavior in mixed secondary schools in Kisauni Sub-County, Kenya.

1.6 Justification for the Study

The researcher was encountering students' disruptive behavior when teaching in class and this made it hard for the researcher to meet the objectives intended to be achieved in a lesson. These motivated the researcher to carry out research in Kisauni Sub-County because the researcher is a teacher in one of the schools in the Sub-County.

The research topic was build up after the researcher looked at the recommendations for follow up studies that were made in existing scientific articles. The research topic filled gaps making the topic more relevant because it impacted on research quality, academic success and career prospects. The data was analyzed to identify if it was relevant to the research topic. The research thesis created an academic claim of the central argument of

the paper so it was relevant.

Research findings would be beneficial to the targeted stakeholders because the information collected on the research topic could be taken to the Ministry of Education in Sub-County level so that information in soft and hard copy could be shared to all schools in Kisauni Sub-County to enable teachers in those schools to use the information in addressing the students' disruptive behavior using classroom management practices. The online information on this research topic would be used by schools in other Sub-Counties which encounter the same problem in order to address it accordingly.

1.7 Significance of the Study

The study sought to investigate the relationship between classroom management practices and students' disruptive behavior in mixed secondary schools in Kisauni Sub-County, Kenya. This is important because, the research will help the class teachers to understand different forms of classroom disruptive behavior in secondary schools. This study will give directions on how to deal with disruptive behavior among secondary school students. The findings of the study will be helpful to the teachers to be equipped with the required skills for dealing with students' disruptive behavior in classroom.

The findings of this study will also be added to data bank to facilitate further research. Policy makers in education will be able to formulate better policies on dealing with disruptive behavior. Academic performance is likely to improve in national exams. Lastly the research provides necessary information on how to improve classroom management practices. Curriculum designers will find the information important for future inclusion of content related to disruptive behavior. School discipline is also likely to improve.

1.8 Scope of the Study

The study sought to investigate the relationship between classroom management practices and students' disruptive behavior in mixed secondary schools in Kisauni Sub-County, Kenya. It only looked at students' disruptive behavior in mixed secondary schools. Such behaviors were limited to sleeping, bullying, fighting and noise making in class. Classroom management practices were confined within physical classroom layout, classroom control practices by prefects, academic engagement practices and classroom behavior modifications to be studied.

1.9 Limitations of the Study

The limitations of this study were:

Secrecy about issues related to disruptive behavior. Some student respondents refused to give accurate information fearing for suspension and being reprimanded by the head teachers. The researcher solved this limitation by assuring the respondents of confidentiality and anonymity in handling information. among their students fearing that such information would portray their schools negatively. The researcher mitigated this by collecting information from varied of respondents such as teachers and deputy head teachers in order to get a balanced view. The researcher assured the head teachers that the information would be purely for academic purpose. The respondents were also reluctant to respond to the questionnaires because there was no benefit to gain. The researcher addressed this limitation by assuring them that the information gathered from the study was aimed at benefitting future generations and not just the current one.

The finding will be applicable to other areas or counties which only experience the same disruptive behaviors that is sleeping, noise making, fighting drug abuse and bullying others in classroom. The researcher solved this limitation by putting the information

collected online so that any school that experience these disruptive behavior they will easily access the information online.

1.10 Assumption of the Study

The study anticipated that the respondents would be cooperative enough to give the required information of the study. It was assumed that classroom management practices had a relationship with students' disruptive behavior.

The study assumed that class teachers and students in mixed secondary schools in Kisauni Sub-County would voluntarily give correct and honest information for the purpose of the study. The assumption was based on the belief that the participating respondents would willingly and truthfully share their insights and experiences related to student disruptive behavior in classroom setting thereby contributing to validity and reliability of the research findings.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter focused on review of literature related to the influence of classroom management practices on students' disruptive behavior in mixed secondary schools in Kisauni Sub-County. The themes related to the literature reviewed included the following: student disruptive behavior in mixed secondary schools; classroom management practices; classroom control practices by prefects, practices on physical classroom layout, academic engagement practices, classroom behavior modifications practices and implementation of rules of classroom behavior.

2.2 Theoretical Framework

This research was supported by the operant conditioning theory and Classical/Scientific Management theory. The theory guides in the explanation of student disruptive behavior in class with classroom management practices used to handle disruptive behaviors.

2.2.1 Operant Conditioning Theory

Skinner is regarded as the father of operant conditioning but his work based on Thorndike's (1898) law of effect. According to this principle, behavior that is followed

by pleasant consequences is likely to be repeated and behavior followed by unpleasant consequences is less likely to be repeated. Skinner introduced a new term into the law of effect-Reinforcement behavior which is reinforced tends to be repeated. Behavior which is not reinforced tends to die out or be extinguished. Operant conditioning theory have been used in this study because it shows how disruptive behavior like fighting, drug abuse were being repeated by students in class over and over again. Domen et al. (2020) explained that behavior could be changed by applying reinforcements because whether positive or negative reinforcement act as motivators. Operant conditioning theory also shows how teachers can apply negative reinforcement to such disruptive behavior to weaken or eliminate disruptive behavior in class.

Operant conditioning provide a framework to support a study on the relationship between classroom management and student disruptive behavior in mixed secondary schools in Kisauni Sub County, Kenya. In line with the behaviorist theory of behavior modification, PBA utilizes Skinner's principle of reinforcement to teach expected social behaviors. Hepburn & Beamish (2021) maintained that positive behavior interventions based on reinforcement practices have shown success in reducing behavior problems.

Therefore the theory offers a practical foundation for understanding human behavioral characteristics and use of rewards and consequences to establish and change students' disruptive behavior. For this study, aspects of positive behavior management are investigated (Fitri & Ain, 2022). Therefore, a theoretical framework was selected that pertain to aspects of behavior modification. The behaviorist theory, specifically Skinners (1953) Operant Conditioning, provide the theoretical base for school discipline practices.

Identifying the antecedent stimulus and the consequences could make problematic behaviors somewhat predictable and able to manage. The operant conditioning

framework justifies the investigation of the problem influence of classroom management practices on student disruptive behavior because the theory offers a practical foundation for understanding human behavioral characteristics and use of rewards and consequences to establish and change student behavior.

2.2.2 Scientific Management Theory

Fredrick Taylor believed that the reason why most organizations fail is due to the fact that they lacked successful systematic management (Tintore et al., 2020). Scientific management theory provides a way for companies to most efficiently utilize their workers and for workers to complete their tasks in the "best" way possible with a minimum of wasted motions and movements. Steps in the order of Scientific Management theory are: develop a scientifically-based method for each part of an individual's work to replace the non-scientific rule-of-thumb method, select employees strategically, based on their individual skills and abilities then train them on the methods, monitor and supervise employees to ensure they follow exact methods they have been trained in to perform their jobs. Teachers are instructed that the mark of a good teacher is to be in control of the class (Bokulich, 2020). Taylor wrote that the best management was true science resting upon clearly defined laws, rules and principles as a foundation.

The two theories Operant conditioning theory and Scientific management theory have been used in this study because operant conditioning theory only shows how disruptive behavior are strengthened by students when reinforced and also how disruptive behaviors are eliminated or weakened if teachers apply negative reinforcement. Operant conditioning theory does not show classroom management practices used to address the disruptive behavior which are identified in class.

The Scientific management theory measures the application of five main classical

management functions in educational management process namely: planning, organizing, directing, staffing and controlling (Larose & Chateauvert, 2020). Teachers should identify the cause of classroom disruptive behaviors whether it was individual or collective (Kools et al., 2020). This opens up a way for class teachers to come up with plans and objectives to deal with disruption in classroom (Riden et al., 2021). Then the class teachers to organize and put in order of priority and preferences the resources which are available. They also provide leadership by delegating duties and responsibility to prefects and motivating them. Many class teachers have not applied this strategies to students' disruptive behavior making it more difficult to reduce disruption in schools. Therefore, class teachers to structure students' work lives by maintaining systems and rules. And these will enable teachers effectively to shape appropriate behavior and minimize disruptive behaviors (Slater & Main, 2020).

The objective of determining the relationship between classroom management practices and students' disruptive behavior is connected to scientific management theory. According to the steps in scientific management theory, class teachers to develop the methods which are classroom management practices e.g. physical classroom layout, academic engagement practices, classroom behavior modification techniques, implementation of classroom rules and train prefects on the practices needed to be used for them to assist class teaching in supervising the learners who disrupt others to ensure that they use classroom management practices given.

Scientific management provides a theoretical foundation for understanding how classroom management practices like rules, physical classroom layout and behavior modification techniques in Kisauni Sub County, Kenya. The theory helps in identifying the key factor that relate to disruptive behavior and can guide the development of

strategies that enhance learning process in a conducive environment.

2.3 Empirical Literature Review

2.3.1 Students' Disruptive Behavior

Disruptive behavior is uncomfortable and may cause frustration, stress, lack of motivation and a slowdown in social development (Mauliya et al., 2020). Each student's life experiences are different and this influences their behavior in one form or another. Interpersonal conflicts like inattentiveness and engaging in side conversations lead to disruptive behavior (Lintner & Salamounova, 2021).

Noise is consistently associated with lower reading performance (Wickens, 2020). Students mostly make noises in classroom especially during independent work and tests. A student might make noise because they find the work tedious, too easy or too difficult; this is because they are uncertain about what to do (WHO & WHA, 2023). Babinski and Waschbusch (2022) added two forms of disruptive behavior: student chatting and laughing amongst themselves and active cell phone use during class (Massonie et al., 2020). Most schools in Kenya report class teachers complaining to the school managers of Chronic noise making in classes which can result in reduction of motivation, inferior memory and reduced ability to extract auditory information and results in reduced attention (Prell, 2022). Teachers try to reduce noise making class but may provide inadequate reactions towards disruptive behavior (Granero-Gallegos et al., 2020).This gives room to most of students to misbehave in class like speaking with other students without permission, disturbing others and talking out of turn (Wickens, 2020). Speech noise containing specific effects on semantic processing is able to act as distracter (World Health Organization & World Health Assembly, 2023).

A noisy environment may have a negative impact on the ability of students to remain

academically engaged (Massonie et al., 2020)). Noise affects human's peace of mind and this poses a risk to understanding among students (Prell, 2022). Teachers may suffer from exhaustion if they are not successful in their efforts to manage their classrooms and facilitate a quiet environment and good possibilities for the students to learn (World Health Organization & World Health Assembly, 2023). In Kisauni Sub-County teachers experience repeated exposure to high level of noise which might cause stress on nervous and auditory system (Prell, 2022). Children need more favorable listening conditions for decoding and processing of oral information (Wickens, 2020). Therefore the aspect of making noise as a disruptive behavior has not been comprehensively addressed by aforementioned scholars.

Abuse of drugs occurs in varying ways; some drugs were taken orally, while others were smoked, injected or snorted. The basic goal of teachers in schools is to protect the children from drug dealers who are increasing in the school set up (Reitsma et al., 2021). Globally, research has shown that all forms of drug dependence and drug associated disorders are highest at the age group of 18- 29 years (Center for Behavioral Health Statistics and Quality, 2022). Peer pressure is the major risk factor leading students to drug abuse (Franzese et al., 2021). There is a significant relationship between the individual's substance using behavior and the involvement of their friends in substance abuse (Thompson et al., 2021). United Nation Office on Drug and Crime (2022) discussed the effect of syringe and needle exchange programs on the incidence of injection drug cessation. In 2002, 36% of Acquired Immune Deficiency Syndrome cases in United States occurred due to injection among drug users (Horgarth et al., 2019). Injecting drugs increases the effect by reaching the brain more quickly thus inducing a strong and rapid onset (United Nation Office on Drugs and Crime, 2022). Treatment admission rates for the use of heroin through injection had risen nearly 40% in the past

year alone (Monarque et al., 2023).

Educators need to take some action to stop the disruptive behavior, reactivate the student‘s participation In Kisauni Sub-County the commonly used substances such as alcohol, tobacco and Marijuana have been described as ―gateway drugs that youth pass through before engaging in other illicit substances and finally to serious drug dependence (Franzese et al., 2021) in the learning process and prevent other class members from being affected (Berry, 2020). Injected drugs were heroin but cocaine, amphetamines and methamphetamine also are abused by injection (Ivsin et al., 2022). Poor classroom management had made it easy for drug and alcohol availability within school system (Shuai et al., 2020).

Psychological bullying has been described as engagement in insults, gossip teasing, mocking and serious verbal abuse (Ruslan & Rezkiani, 2023). Milder physical bullying such as grabbing is common in America (Deoliverira, 2020). If a child actually begins to encourage or assist in the bullying, then he or she becomes much more likely to bully others in the future (Eijigu & Teketel 2021). In Kenya, Lambert et al. (2021) state that students' behavior problems result in loss of time and money paid by other students in a classroom. A cross- cultural study by National Center for Education Statistics (2019) found that more than 30% of bullied students reported feelings of sadness and more than 20% had thoughts of suicide. Riden et al. (2021) indicates that the disruptive behavior not only impacts academic instruction but can risk the safety of the learning environment for students. Class teachers in Kisauni Sub-County should use classroom strategies such as keeping a predictable schedule, providing choice, movement breaks, teaching children about their brains and utilizing logical consequences for behavior to deal with bullying in class (Hakim, 2021).

Sleep habits were influenced by physical, mental and environmental factors such as age, lifestyle, emotional tension and noise (Fonse & Genzel, 2020). A 2014 Report for the United State (US) National Library of Medicine and National Institute of Health reported that daytime sleepiness and irregular sleep schedules were common among students (Wallace, 2022). In Kenya, a teacher keeps students awake and engaged with physical movements and mentally stimulating activities in a well- lit classroom, when students regularly fall asleep in class. (Prichard, 2020). By 1999, many high schools in Kisauni Sub-County were starting lessons at 7.30 a.m. this showed that these early school schedules undermine teenagers' ability to learn, to drive safely and get along with others. Most schools nowadays start between 8.20- 9.00 and many students barely stay awake all day (Galan-Lopez et al., 2021). Teachers in Kisauni Sub-County need to challenge the students daily, engage their minds and keep them involved in their lessons to reduce sleeping (Kodso et al., 2022).

Fighting is one of the most serious and challenging of all student behavior. According to Frederique (2020) larger class size is a major cause of disruptive behavior. Students who misbehave as a motive for revenge may enjoy acting cruelly or even violently towards others (David-Ferdon, 2021). Internalizing behavior had found in some cases of youth violence although in some depression was associated with substance abuse (Wang, 2020). Gaete and Gaete (2021) states that students exhibit disruptive behavior to show their power. Students in classrooms where materials are organized and accessible had fewer disruptive behaviors than those in classrooms where materials are disorganized and in disarray (Slater & Main, 2020).

Fighting as a disruptive behavior occurs when classroom is not arranged properly. Shier (2022) narrates that students attention seeking was also a leading cause of disruptive

behavior. Children‘s behavior was shaped by the social context of the environment during the developmental process (Adams, 2020). Many researchers had not studied the relationship between classroom management practices and fighting as student disruptive behavior in class.

2.3.2 Physical Classroom Layout and Students' Disruptive Behavior

Reflective of the traditional belief, learning was considered most effective when teachers' delivery design effectively uses rows of desks to ensure individualized learning (Tobia et al., 2022). It can be deduced, therefore, that teacher should design good sitting arrangement that facilitates learning and not any form of misbehavior.

It was good to allow students to sit with members of a group because life skills were taught in small groups. This provides opportunity for free and thorough exchange of ideas and increased individual participation. Some learners were not enthusiastic about pair and group work. Shao et al. (2020) worked with a classroom teacher to rearrange the classroom physical environment by creating distinct individual versus group work spaces. Pairing and grouping students appropriately in classes had a wide variety of levels which has a positive impact on Student disruptive behavior.

Rogowsky et al. (2020) found that 60% of one's learning style was biological and developmental set of characteristics. Operating together reflects students' positive approach to teach (Tobia et al., 2022), further observes that Small group processes, being interactive are more appropriate to facilitate the examination of attitudes to drugs and drug use and create an environment conducive to attitude change by encouraging trust and reducing personal obstacles to change such as egocentricism and defensiveness. Wilburn et al. (2019) point out that classroom management was one of the most common problems facing teachers because disruptive students take up valuable learning time.

The classroom sitting has the potential to affect the level of classroom management and the rate of disruptive classroom behavior (Tobia et al., 2022). When teaching large classes it is important to move student around so that they are not always next to the same partner. When students sit with group members, they can start interacting with their classmates, build better friendship and also become more social. Educators are obliged to build positive relationship with all learners and help them in feeling a sense of belonging to other learners (Saro et al., 2022).

Teachers differ in the criteria they use to arrange seating groups. If a teacher was to work with groups of children and move between these groups, it makes sense that children should be seated together as a group and also apart from other groups. Social environment was a powerful influence on health and social outcomes (Prashanti & Ramnarayan, 2020). Tobia et al. (2022) postulates that there was an evident consistency between what the teacher is trying to do, what the pupils were to do, the kind of interaction that was intended and the configuration of the furniture. Research was lacking on the relationship between classroom management practices and students' disruptive behavior.

There are numerous types of seating arrangement available to choose from including rows and columns, groups and pairs. The physical arrangement and features of the classroom environment, such as seating arrangement and organization can influence students' behavior and attention to academic tasks (Rogers, 2020). The students who choose to sit with their friends appear to be happier because they can sit by their friends and carry out small conversation. Better academic interaction, class participation and decreased incidences of poor behavior (Aaas, 2021). This was an important consideration because work can be done amongst peers including reading prior to class (Adams &

Quinones, 2020). Physical arrangement of the classroom can contribute to appropriate behavior and overall academic achievement (Shao et al., 2020). Research was lacking on how sitting according to friendship relate to students' disruptive behavior in mixed secondary schools.

Classroom sitting arrangements are usually under a teacher's control and thus the teacher may choose from a variety of arrangements depending on the goals of the classroom activities. Experienced teachers seemed to have a better grasp on which strategies and techniques worked (Tobia et al., 2022).Traditional classroom set up rely on assigned seating where teachers create seating charts and rearrange sitting permanently basing on how students behave. Changing the seating arrangement has affected student behavior (Shao et al., ibid). Researchers have documented that the most effective schools are those with a well- ordered environment and high academic expectations (Zhang, 2019). It was therefore clear that when teachers assign seats, it facilitates discipline in the classroom. Research was lacking on how permanent sitting arrangement related to students' disruptive behavior in mixed secondary schools.

When students are given opportunity to choose their seats in class, they will likely sit near their friends allowing students to feel comfortable which influences them to be more talkative (Mutua et al., 2023). This could cause distraction in class, taking away the learning of others (Tobia et al., 2022). This interaction will enable the teacher to detect those students who are disruptors because they do not hide their behavior to each other (Wilburn et al., 2019). When students are given freedom to sit wherever they want in a classroom, they will always choose the location for themselves that is to the teacher's greatest possible disadvantage (Rogers, 2020). Barksdale et al. (2021) comments that if learners feel safe within a classroom environment their behavior tends to be more

positive.

Students who sit near the front and center of the classroom get better grades and like the instructor more than students who sit at the back of the classroom (Tobia et al., ibid). Those students who sit further from the teacher are not singled out for communication as often as those seated at the front of the class (Clinton & Wilson, 2019). Bolden et al. (2019) found that teachers spent 70% of their time in the center front of the classroom, 15% along the sides and the back and the remainder of the time in the aisles. It implies that sitting at the back was more preferred by student disruptors. Despite the significant role that teachers play in education, they continue to encounter challenges in fulfilling their functions. It is clear that these studies did not connect classroom management practices and students' disruptive behavior.

2.3.4 Classroom Control Practices by Prefect and Students' Disruptive Behavior

Prefects are appointed to help the staff with routine duties (Sacchi et al., 2022). Prefects arrange for proper supervision of the preparatory classes and deal wisely with minor cases of indiscipline (Kashyap, 2021).

Amemiya et al. (2020) allows prefects to punish students for the minor offences within the school and at all times assist the teaching staff in the general discipline of school. Herzig et al. (2021) assert that prefects play a key role in resolving conflicts among students for a peaceful learning environment. Class monitors help the teacher to create and maintain order in the classroom (Geurts et al., 2023). Effective classroom managers are more skilled at preventing disruption from occurring in the first place (Rocha et al., 2020). Few studies had delved into the influence of punishment roles played by prefects on students' disruptive behavior.

Prefects work with and for the school community to ensure smooth running of the school

(Mutua et al., 2023). They should be able to command respect of the fellow students, exercise authority in a responsible manner and should be proactive (Herzig et al., 2021). Learners should had a say in the school affairs including disciplinary matters of the school (Aryati et al., 2021). According to Ministry of Education (2022), a problem should receive direct attention and analysis including how a student perceives the payoff for his or her behavior. Prefects should therefore be able to assist teachers to execute punishment roles. In connection to the above discussion, a study on classroom management practices needs to be conducted in order to bridge a gap between students' disruptive behavior and selected classroom management practices in schools.

A prefect was one of the top leaders in a school. Republic of Kenya, (Irsheid & Teacher, 2018) observes that prefects represent other students in their prefecture and that they take responsibility of what happens in the classroom all the times. Strickland et al. (2019) observe that drug and substance abuse have high clientele among school- going age. This was a challenge to prefects since they could also be victims or have to manage fellow students who were already intoxicated. Kamau (2017) in the study of the role of prefects aver that they are very important in a school since they were the ones who interact more with students. Prefects must therefore be used to detect crimes in a class. Few studies have delved into the influence of reporting roles played by prefects on students' disruptive behavior.

Prefects help in ensuring that the physical facilities were well maintained and utilized by the students without waste and they act as role models to other students (Kashyap, 2021). Prefects achieve their objectives by setting goals and proposing what should be done in order to achieve the set goals. For students to have a successful year in classroom, they must understand and practice the behaviors a class teacher expects of them (Mutua et al.,

2023). This trend puts behavioral analysis and behavior modification into a broader social context (Lintner & Salamounova, 2021). Students could therefore be helped by prefects to know and reinforce what is appropriate as well as good cooperative behavior. This could be done by encouraging other students to perform duties without necessarily being pushed or supervised (Rocha et al., 2020). Muller-Kuhn et al. (2021) observe that prefects or student leaders help in making the voice of students and opinion be heard in school management and promote general welfare of the students at the school level. The particular aspect has not been explored by the fore mentioned scholars.

The role of prefects include supervising students as they carry out their duties, maintaining order and discipline and assisting the running of day-to-day activities of the school (Rocha et al., 2020). The teacher can assign the class monitors any duties to help the classroom run more smoothly, safely and efficiently. Good classroom environment should promote independent learning (Shao et al., 2020). Teachers were under a significant amount of pressure to ensure that they provide a conducive classroom setting to students' academic and emotional success (Worldbank Group Education Strategy, 2020).It was also found out that students who are able to participate in making decisions at school level are more committed to decision making and democracy in other contexts (Franklin & Harrington, 2019). Therefore, prefects play a very important role in classroom because of the functions they performed like giving directions to other students who they lead and setting the pace of activities for them (Irsheid & Teacher, 2018). Little research have been done to show the relationship between classroom disruptive behavior and students' disruptive behavior.

2.3.5 Academic Engagement Practices and Students' Disruptive Behavior

Teachers use academic engagement tasks (Avazmatova, 2020) while students invest in educationally purposeful activities which were fostered by staff and which encourage

students' deeper understanding of concepts (Gage et al., 2018).

Assignments are easily available in classroom settings to use as reinforcement (Allison, 2020). Teachers are expected to maintain the behaviors within the classroom, culturally understand and focus on the students' academic more than their behavior (Greener, 2020). Teachers assign work each and every day to be done in the class or as homework. It was put on the board; students copy it down and move on to the next item on the day's agenda. Students have to be involved very actively in activities to channel their negative energy into positive and productive behavior. Rodriquez & Welsh (2022) maintains that knowledge without discipline is useless.

An effective classroom management style consists of creating an environment and attitude towards the students that was task oriented, predictable and consistent (Sacchi et al., 2022). Teachers should encourage students to complete assignments and to engage in other learning activities. They should stick to rules set for completion of the assignment and let them be responsible for themselves. Students who are attending to academic tasks cannot at the same time be engaged in disruptive off- task behavior (Scherzinger & Wettstein, 2018). Ensure that there was a clear communication of assignment, monitor their progress and completion of assignments (Alqahtani, 2020).

With good time management, students know how much time they had, how long it will take to get assignments done and what they can accomplish in the time they had. This was a model in which learners actively construct their own knowledge which reduces the feeling of being rushed which in turn leads to less frustration and stress (Dumas, 2020). Some students may lose confidence and doubt themselves if an assignment takes much longer than you suggested. The reason for not completing assignment includes low student self-confidence and lack of interest in the topic (Ryu & Kims, 2020). So

classroom should had a set of rules that will help in governing the work habits of learners and their personality (Australian Government, 2023). Few studies had been done to show how engaging students in doing a lot of assignment influences students disruptive behavior.

Secondary school teachers often complain that their students show a disengagement attitude in class. Students do not prepare for lessons as they make only little use of assignment and they had a limited awareness of their own learning process (Lee, 2017). Studies have characterized high school students in particular as bored staring out classroom windows, counting the seconds for the bell to ring and pervasively disengaged from the learning process (Gage et al., 2018). Successful classroom managers help students identify what is expected of them and how to achieve these expectations (Fernanda et al., 2020). In order to clarify expectations during all stages of a lesson, teachers can use advance organizers to set up instruction, provide guidance and feedback to students during instruction and reflect with students after instruction (Kim et al., 2020). Little research had been done to show how engaging students in doing assignment relate to students' disruptive behavior in class.

When doing private studies students should utilize resources or otherwise request teacher assistance in any subject not understood by the student. Califonia Department of Education (2022) stated that coaching assists students as they identify factors that can influence their academic experience and examine the learning environment by exposing students to self- assessment, reflection and goal setting. As academic engagement increases, disruptive behavior decreases (Lopes & Oliveira, 2017). Private studies should be monitored by teachers because of the students' conceptions and their learning environment (Benne, 2021).). Teachers often encourage students to use this time to catch

up on missing assignment or study for tests (Granero- Gallegos et al., 2020).

When students let their minds drift off, they're losing valuable learning time (Allison, 2020). Sometimes, students also use study periods to converse, make phone calls, text message, play video games or socialize or pursue non-academic topic though they are forbidden (Bosch & D'Mello, 2021). Classroom management is the actions teachers take to create an environment that supports and facilitates both academic and social-emotional learning (Rusticus et al., 2020). Little research had been done to show how engaging students in private studies influences students' disruptive behavior.

The purpose of implementing classroom management strategies was to enhance prosocial behavior and increase student academic engagement (Schussler et al., 2021). It was important that you decide the purpose of taking notes (Ali, 2021). Gonzalez-Zamar et al. (2020) emphasized that students develop motivational mindset related to their study activities that is characterized by dedication, vigor and absorption. Students copy notes from teachers as well as from reading and written materials (Rusticus et al., 2020). This allows learners to make connection between ideas, units and engage in deep processing of course content (Berry, 2020). Note taking had been found to be as cognitively demanding as playing chess as both require the retrieval of knowledge, planning and the development of solutions (Lopes & Oliveira, 2017). Little research has been done to show how engaging students in copying notes influences students disruptive behavior.

Cooperative learning uses interactive learning techniques to maximize student involvement in the learning process (Outlook of Education policy, 2020). Students work through role playing, performing exercise and dialogue to deal with student disruptive behavior (Papi & Hiver, 2020). Group discussion helps students to develop a host of skills that are increasingly important in the professional world (Dusenbury et al., 2019).

Role play was noted as an effective way to enable children to explore peer pressure and bullying (Eijigu &Teketel, 2021). Some students may not do much in discussion while others may work hard. Students are encouraged to work together, which could be reinforcing for some students particularly adolescents (Liu & Flick, 2019).

Group contingencies are ideal components to classroom interventions because they reduce aggressive, noncompliant and inappropriate behaviors and increase on task behaviors (Hawkins et al., 2020). Group discussion establish a feeling of community by teaching students to work cooperatively and give them regular opportunities to learn structured cooperative activities. This was because some students may just hang around, gossiping or loafing around without doing the job resulting in less productivity from their end. These behaviors were considered disruptive because they were inappropriate in the setting in which they occur (Aaas, 2021).

Young people prefer to be actively involved in drama (Hiver et al., 2020) as one way of discussing issues. In this review, little literature deals with the influence of drama on misbehaving education (van Berkel & Bosman, 2023). A large number of texts also viewed interactive learning as an effective approach on disruptive behavior education (Slater & Main, 2020). Little research had been done to show how engaging students in class discussions influences students disruptive behavior in secondary schools.

2.3.6 Classroom Behavior Modification Techniques used by Teachers and Students' Disruptive Behavior

Behavioral implementation assumes that observable and measurable behaviors were good targets for change (Fallon et al., 2021). All behavior follows a set of consistent rules. Methods can be developed for defining, observing and measuring behaviors as well as designing effective interventions (Gregory et al., 2021). The purpose of the

techniques was changing the behavior. There are different methods used to accomplish it including rewards, punishment and removing undesirable situations (Dusenbury et al., 2019). Little research had been done to relate of behavior implementation practices and Students disruptive behavior.

Managing disruptive behavior include behaviorist principles of reward and sanctions towards specific kinds of behavior that all students and teachers were to follow (Granero-Gallegos et al., 2020). When students get good marks, demonstrating kind behavior and turning in homework assignments on time, teacher should appreciate their diligence in classroom and will encourage them to keep up the good work. Teachers can have an easier time dealing with misbehavior if they try to recognize the motivation (Avazmatova, 2020).

An effective behavior modification system within the classroom often includes rewards (Siregar & Ulya, 2022). Students were motivated to achieve and conform to appropriate behaviors when extrinsically rewarded. An extrinsic approach requires more tangible rewards such as pencils, erasers and books which improves children's feeling of being good at school (Rafi et al., 2020). The reward must be fair, consistent for all students and vary for each task (Lee, 2020). Rewards create a feeling of pride and achievement among students thus motivating them to be more productive (Gonzalez–Zamar et al., 2020). Behavioral approaches like reward that offer some intensive of change in the mental account are the right way to go (Howard et al., 2021).

An atmosphere of productive learning is fostered in a classroom where positive encouragement and a focus on desirable behavior trait was emphasized (Domen et al., 2020). When students were told that they are good at something or the teacher was proud of them, they are most likely to maintain that behavior. The level of teacher praise for

students' disruptors will increase by 10% which will have an impact on improving students' performance (Fitri& Ain, 2022). Teacher should raise confidence by giving lots of praise and giving feedback on task achievement. Sakan (2022) argued that systematic increases in teacher praise for appropriate behavior resulted in higher observed change on task behavior and decreased disruptive behaviors. If you always make positive verbal rewards, students will become the person you think they were. In an ideal world we would be able to implement actions to encourage students to be good so teachers wouldn't need to deal with bad behavior.

Creating a positive class environment is important in preventing students' bad behavior and supporting academic achievement where the recommended ratio of praise to reprimands is 4:1 (Heine, 2020). How a teacher responds to students could set the tone for a classroom (Peled et al., 2022). Praise was important for development of other attributes in human beings, such as self-esteem, school attitude and motivation towards academic (Caldarella et al., 2021). Little research had been done to find out the influence of using verbal rewards on students' disruptive behavior.

Siregar & Ulya (2022) indicated that the teachers' use of punishments and rewards represents the position power, a source of power which a teacher can adopt in the relations to pupils along with persona power. Punishment had positive effects on children in schools by maintaining order and reinforcing desirable behaviors (Warren et al., 2021). Punishments in the classroom allow teachers to shape and maintain preferred behaviors over extended period (Toropova et al., 2021). When students were afraid of the punishment it causes them better choices about their behavior (Jacobsen et al., 2019). In terms of section 221 of the Kenya schools Act, Act 29 of 2022, no person may administer corporal punishment to a learner at school. Elementary school students in

New Jersey, United states of America, were reportedly hit by indiscipline from 1985 to 1986 after corporal punishment was banned in 1867 (Mar, 2020) making it the best measure to deal with misbehaviors.

Corporal punishment was a controversial measure of maintaining class discipline (Welsh, 2022). Punishment was therefore a good way of deterring students from doing something bad. Teachers are supposed to bring about the positive peer interactions that underlie the effect of the program on student behavior (Karasova & Nehyba, 2023). However, little research had been done to show how negative reinforcement influence students' disruptive behavior.

Harsh physical punishment improves students' in-classroom behavior which was a possible reduction of risk. Many children who have been subjected to hitting, paddling or other harsh disciplinary practices develop fear making them to lower antisocial behavior. The students need to know that what they had done was unacceptable and there will be a consequence for their actions. As teachers, we had the legal obligation to provide our students with a safe and orderly class (Prashanti & Ramnarayan, 2020). Punishment makes some children to feel ashamed (Mar, 2020). However, little research had been done to show how punishment influences students' disruptive behavior.

Every student in school deserves the right to feel emotionally safe from embarrassment and humiliation by teachers. Larson et al. (2020) noted that no prescription or cure-all exists that will guarantee success in the classroom. Teachers should therefore ensure that their students have clean drinking water and food, safe classroom, enough and clean toilets for use (Granero-Gallegos et al., 2020). Many educators assume that students who experience challenges in provision of basic necessities will be motivated to behave appropriately and automatically adopt the behavioral expectations of school (Anderman,

2020).

We need to remove negative situations facing students so that they can do what was expected of them (Nickerson, 2021). This will improve classroom compliance and behavior and reduce disruption.

Behavioral contracting can be implemented as an alternative to suspension (Alwahbi & Hua, 2020). A behavioral contract was an explicit agreement between the participant and the criminal justice monitor that specifies proscribed behaviors. The contract was a positive-reinforcement intervention that includes a listing of the specific student behaviors that are to be increased and the inappropriate behaviors to be reduced (Grunke, 2019). It includes the reinforcers of the adults when those behavior happen. Behavior contracts often include ―who, what, when and how well components. The 'who' specifies who will perform the task and receive the agreed upon reward. The 'what' includes the task that the student must perform. The 'when' emphasizes what time the task or behavior will be completed. Finally 'how' well aspect of the contract highlights to what degree, how frequently or to what extent the behavior must be performed (Couch, 2019).

Contingency contracting provides explicit expectation structure and organization for everyone involved (Alwahbi & Hua, 2021). Teachers should make positive statements contingent on a satisfactory behavior (Vallade, 2021). Behavioral contracting can employ both rewards and sanctions. Use of rewards and punishments, stemming especially from the psychological research works had been used by many school educators, although in varying degrees, in managing students' behavior (Alwahbi & Hua, 2021). The strategy to bolster the effectiveness of the behavior contract include student input regarding the conditions of the contract (Alwahbi & Hua, 2021). A home

component for behavior contracts aids in forming collaborative partnership between home and school (Grunke. 2019). Little research had been done to show how contingency contracting relate to students' disruptive behavior.

Premack principle can be used in classroom setting by teachers for classroom management. David Premack in the 1950s and 1960s was interested in studying the internal motivation for particular behaviors. The premack principle states that behaviors with a higher level of intrinsic reinforcement can be used as rewards or reinforcements for less preferred behavior (Ryan & Deci, 2020). Premack said that if you observe another person's life, the behaviors that occur more often were probably the behaviors that person prefers (Ryan, ibid). Our intrinsic motivation for a particular behavior could therefore change depending on the situation or what we've been doing recently (Domen et al., 2020).

The primack principle states that behaviors with a higher level of intrinsic reinforcement could be used as rewards or reinforcements for less preferred behaviors (Howard et al., 2021). Many teacher education programs expose pre-service teachers to numerous strategies for managing students' behavior because the most challenging aspect of teaching continues to be classroom management and disruption (Ryan & Deci, 2020). Premack principle promotes less-desired activities by linking them to more- desired activities. Great emphasis should be placed on catching students doing well and then providing appropriate feedback and reinforcement (Warren et al., 2021). Little research had been done to show how application of premack principle relates to students disruptive behavior.

2.3.7 Implementation of Classroom Rules and Students' Disruptive Behavior

Rules and procedures refer to stated expectations regarding behavior (Restuningrum, 2018). Teachers should be keen because in some classes students don't learn but they just violate classroom rules (Alqahtani, 2020). If there is no social order in a society, the students will be undisciplined in school (Muller-Kuhn et al., 2021). Authoritative implementation of rules includes communicating care and respect for students, teaching students what was expected of them and why this is of value and responding to students' actions and interactions in ways that help them to become more responsible and self-regulated learners (Demir & Almali, 2020). Rules help learners to get a clear understanding of what was expected of them as well as to allow them to understand clearly the consequences of their behavior that could be desirable or undesirable (Ministry of Education, 2022). Procedures should be many in number and must be specific to the task and must be understood by all (Fernanda & Soto., 2020).

2.3.8 Implementation of Classroom Rules and Students' Disruptive Behavior

Class attendance is the responsibility of individual students. Students were expected to attend class and complete all assignment. This is because, teachers have a right to teach in a well-managed classroom and students had the right to learn in a controlled environment (Noguera et al., 2017). So principals have to give authority to the educators to draft classroom rules as they deem fit as long as these rules were applicable to the classroom only (Alqahtani, 2020). Students were required to be present in at least 80% of the lessons in a term. It was the responsibility of the students to keep class teacher informed of his/her absences from class in case of emergencies.

Classroom rules must be reasonable and had a logical relationship to the classroom's legitimate interests (Heyne et al., 2018). For response cost to be effective, the procedure

must be used for most, if not all, of the classroom day (Thompson et al., 2019). Teachers who establish and maintain norms for an effective learning environment spend more time teaching because less time was usurped by discipline (Berlin, 2019). Little research had been done to find out the influence of implementing rules on class attendance on different disruptive behavior.

Repeated absences due to minor illness without medical documentation may be considered unexcused. The student must provide additional documentation substantiating the reason for absence that was satisfactory to the instructors (Cardwell et al., 2019). Berlin (2019) stated that rules include clear expectations of appropriate student behavior and they should be posted before the first day of school. Absence in more than 30% of the total number of lessons without any application may lead to suspension of the student (Heyne et al., 2018). If a student remains absent in three days she must obtain permission to attend the next class. In application she must explain the exact reason for remaining absent (Marbout et al., 2018). Little research had been done to show how application of different classroom rules influence students disruptive behavior.

Teachers were given the authority to search students most disruptors in class when their conduct is worsening. According to Karasova & Nehyba (2023), a wise teacher once said, if you don‘t have a plan for your students, they will have a plan for you. According to Tomorrow’s Teaching and Learning (2017) the most effective teachers dedicate more time encouraging good behavior than focusing on poor behavior. The teacher inspecting ability provide clear behavioral expectations and was effective methods to prevent and redirect misbehavior (Ferretti & Gaete, 2020). This was because, a person fearing something tends to act by trying to reduce the intensity of felt anxiety by doing what was expected from it (Corner et al., 2021). Little research had been done to show how

frisking of students influence students' disruptive behavior.

Students should be aware of a teacher's expectations and what will occur when they choose to meet those expectations or not (Alcruz & Blair, 2022). In classrooms, teachers were natural leaders and the ones that should oversee and regulate the learning environment (Sim, 2021). If there is no social order in a society, the students will be undisciplined in school (McNamee, 2018). Schools set rules and regulations governing students' lifestyles. Classroom set rules and regulations for the proper governing of the various lifestyles of students containing the dos and don'ts (Aryati et al., 2021). Little research had been done to show how implementation of rules related to disruptive behavior influence students disruptive behavior.

Schools in the 1950's and 1960's had campaigns to try and curb juvenile delinquency and slogans such as ―Dress right, act right‖ were heard throughout schools (Ansari et al., 2022). Nathan et al. (2021) asserts that Uniforms in public schools reduce social barriers between students, encourage discipline and create a safe environment in school.‖ On January 23, 1996, President Clinton briefly addressed the topic of standardized dress in his state of the union address. Students may not require wearing a hat but leaving choices of color and design up to teachers (Reidy, 2021). Uniform was a set of similar garments in order to obtain a single form or pattern (Nathan, ibid). According to Reidy (2021), the premises here were first that children's character can be improved by forcing them to dress alike. Ansari et al. (2022) found that certain dress and clothing could be accompanied by serious problems. Experts in Psychology agree that clothing and appearance influence individual and group behavior (Ansari et al., 2022).

Clothing and accessories should promote a positive image and acceptable social standards. Students who attend schools with a uniform policy attend more frequently as a

result their academic performance increases as well (UH Hilo student conduct code, 2017).Students can't be forced to wear uniform that bears expression of a political candidate because it undermines the integrity of the uniform (Ansari et al., 2022). Students who ―feel safe, secure and free from threats of violence get better grades and also had uniform policies, experience decrease in violence and feel safer going to school (National center for education statistic, 2016). Reports observe that gang wearing convey message of threat, intimidation, fear and challenge to rival gangs (Schlein et al., 2013). The President of the Virginia Board of Education signed House Bill 1206 which was an Act relating to the wearing of uniforms. This makes it clear that uniform policy can promote the safety issues. Public schools should be able to require their students to wear school uniforms to enable teenagers to stop killing each other over designer Jackets (Aghasaleh, 2018). On August 24, 1994, California's governor, Pete Wilson, signed a bill allowing school district to choose uniforms for their students in order to promote positive behavior. Little research had been done to show how implementation of rules related to dressing influence students' disruptive behavior.

Prayers enable all members of school community to behave properly and to cooperate in teaching and learning (Clarke Woodhead, 2015). Children's spiritual lives include their meaning and searching as they seek to find significance in the many experiences they encounter both joyful and painful (Stern, 2018). Theologizing with children was a form of power' symmetrical communication with children about religious themes, in line with philosophizing with children (US Department of Education, 2020). Prayers help one to see traces of God in daily life, even in the midst of chaos (Stern, 2018).

Teachers should introduce some specific religious content and elements of tradition that form part of the reflection process and search for ways in which the children themselves

can respond to these element (US Department of Education, 2020). Therefore, students should be given opportunity to pass out fliers about religious events wear religious symbols and pray in groups. Class teachers should ensure that students meet in their prayer groups and worship if other students clubs are permitted (Casson et al., 2017).

Teacher- student interactions and ability to establish rules and norms in the classroom. In the class environment for success to be achieved, the class teacher is expected to be an example of good time management (Tomorrow's Teaching and learning, 2017). For students to have a successful year in your classroom; they therefore must understand the behaviors you expect of them. According to Thompson et al. (2019), time was scarce resource and therefore requires proper apportioning so as to enable an organization achieve its objective Punctuality needs to be observed not only by students but also teachers. It depends on effective rules and regulations making young people manage their time responsibly (Ministry of education, 2022). Teachers who develop rules should allow student participation in setting the expectations (Muller-Kuhn et al., 2021). Little research has been done to show the influence of implementation of rules related to punctuality on students' disruptive behavior.

For learners to understand what is expected of them, a statement of rules or code of conduct must be developed. Students must be guided on food allowed in school (FAO &WFB, 2022). Classification of food in the USA Dietary guidelines is very important where school should follow that example. Teachers should ensure that all students eat school menu alone (Sibanyoni et al., 2017). It implies that no student should be allowed to carry food from home to school compound. FAO Guidelines (2021) take a food-based approach recommending the amount and kind of foods and drinks that students need to eat for health and wellbeing. Little research had been done to show the influence of

implementation of rules related to bringing foodstuff to school on students' disruptive behavior.

It was the educators' responsibility to maintain order at all times (Demir & Almali, 2020). But visiting should be valued because it promotes the children's return home (Amanda et al., 2021). Sanders et al. (2022) encourages practitioners to support parent-child attachment. Unauthorized persons including suspended and expelled students were not allowed to visit students (Zinsser et al., 2021). The visitors were only allowed in designated areas and only during agreed upon hours. Norms that engender a supportive learning environment include acting and interacting responsibly with others, treating others with respect and concern and fostering a learning orientation (Nickerson et al., 2021).

Teachers should establish rules on which adults should visit the child to develop attachment (Amanda et al., 2020). Teachers should have enough information about the child and family's experience in the foster care system and with visiting (Amanda, 2020). This can make students to be given accurate and descriptive documentation of visitation patterns and progress (Nickerson et al., 2022). It should be noted that children and young people seem to do better when they could have their routes confirmed (Saracho et al., 2021). Little research had been done to show the influence of implementation of rules related to visiting students in schools on students' disruptive behavior.

Many students possess telephones or other portable communication devices in high schools (McCormack, 2023). Even in schools that completely banned cell phones, 65% of cell phone-owning teens bring their phones to school every day (Lee & Heo, 2021). Digital leash' referred to by Amez & Beart, (2020) had exacerbated the number of

phones entering classrooms. Troll et al. (2020) argue that increase in student owned cell phones are unwanted dilemma for schools. Devices must not interfere but remain turned off during the school day upon arrival to school and during class related activities. Mobile devices were potential threats to teaching (Park, 2020). Lin et al. (2021), aver that it was the teacher who sets the conditions of use of telephone and that school board policies appear to offer more latitude to teachers to determine classroom mobile devices use policies than the school level policies indicate. It had been reported that most students perceive the use of mobile devices as disturbing to instructors and peers (Park, 2020).

By setting expectations for wireless communication technology through the messaging of the teachers, students will know if they were permitted or forbidden from use (Troll et al., 2020). Cell phone can be noisy and distracting but they could also be aid to learning (Lee & Heo, 2021). The role of technology in the classroom had no doubt been a contentious issue since the first Roman student brought an abacus to his Grammaticus (McCormack, 2023). Telephones should be used in instructional technology to support the mission of teaching the skills, knowledge and behaviors students will need as responsible citizen in the global community (Amez & Beart, 2020). Some students also felt more comfortable using technology to respond to class assignment (Troll et al., 2021). Cell phone increases learner-content interaction, promoted classroom accountability and encourage student interaction (Lin et al., 2021). Little research had been done to show the influence of implementation of rules related to use of cell phones on Students disruptive behavior.

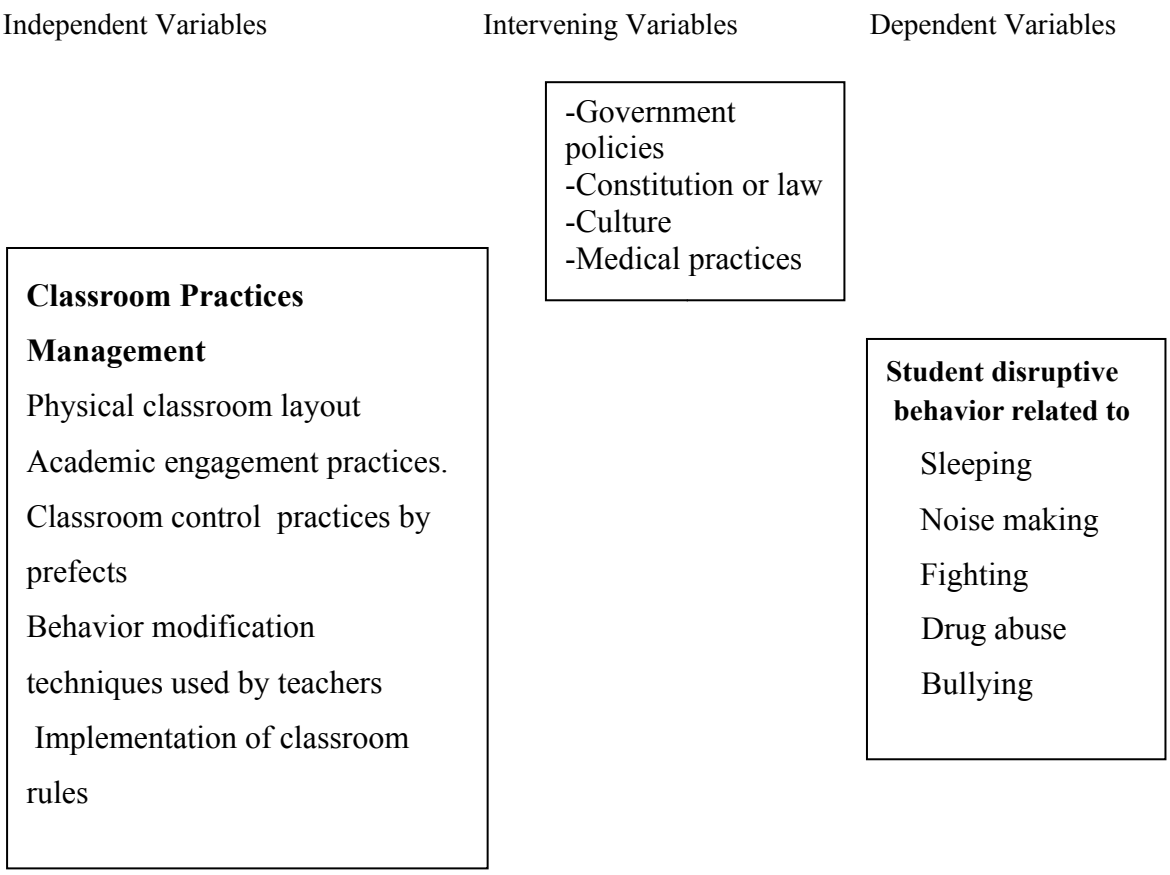
2.4 Conceptual Framework

Figure 1 shows the independent variables as physical layout, academic engagement

practices, implementation of rules of classroom rules, classroom control practices by prefects and behavior modification practices techniques used by teachers.

Figure 1

Conceptual Framework



Source: Author (2023)

The dependent variable is students' disruptive behavior. The use of classroom management practices reduce students' disruptive behavior thus enables many students to concentrate in class when learning hence improve their performance academically. Class teachers should support prefects when monitoring learners, teachers to engage learners by giving them assignment and use rules to guide learners accordingly which could result to reduction of students' disruptive behavior in class. This study therefore will investigate the relationship between the independent variables on the dependent

variables.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter focused on the research design and methodology that was used to conduct the study. The chapter provides a detailed description of the design that was used, the target population, the sample size, sampling procedures used, the instruments and how they was tested for validity and reliability, data collection procedure, the data analysis and presentation as well as ethical considerations.

3.2 Research Design

Descriptive survey design was used for this study. Descriptive research was chosen because it provides a detailed and accurate picture of the characteristics and behaviors of a particular population. Descriptive design is often less expensive and less time-consuming than other research methods. When the researcher was collecting data on relationship between classroom management practices and students' disruptive behavior, descriptive research helped the researcher to gain a deeper understanding of a specific issue and the information gathered through descriptive research can serve as a baseline for future research and provide foundation for further studies. According to Walter (2021), survey comprises studies that investigate social issues in a cross- section of the population at a particular point in time.

The study focused on the relationship between classroom management practices and students disruptive behavior in mixed secondary schools in Kisauni Sub-County, Kenya. Descriptive survey design is used in preliminary and exploratory studies (Walter, 2021) to allow researchers to gather, summarize, present and interpret information for the purpose of clarification. Adam (2020) notes that a survey is a method of collecting information by administering a questionnaire to a sample of individuals. McCombs (2019) notes that survey research was intended to produce statistical information about an aspect of education that interest policy makers and educators.

3.3 Location of the Study

The study was conducted in mixed secondary schools within Kisauni Sub- County, Mombasa County, Kenya. Kisauni Sub-County is in Northwest of Kongowea, Northeast of Kengeleni and East of Ras Makawaiwe. The Sub-County is along Bamburi/Mtambo road. Kisauni is the largest Sub-County of Mombasa County which covers an area of 109.7 squares Kilometres. Kisauni has a population of 215,253 people. It is an urban area inhabited by people of different socio-economic classes. A map of the area is attached in the appendix IV. This sub county was chosen because it had a lot of cases of students suspended because of their disrupting behavior being noticed in class as shown in Table 1.

3.4 Population of the Study

Casteel and Bridier (2021), define target population as the particular entity of people, objects or units to which a researcher can reasonably generalize research findings. The target population comprised of all the 24 mixed secondary schools, 96 class teachers, and 840 form four students in mixed secondary schools in Kisauni Sub-County, Kenya.

3.5 Sampling Procedures and Sample Size

3.5.1 Sampling Procedure

The target population comprised of all the 24 mixed secondary schools, 96 class teachers, and 840 form four students. Purposive sampling was used to sample 8 schools (30% of target population) were notorious in disruptive behavior (Campbell et al., 2020). On average, each form four class had 3 streams. The researcher sampled averagely 3 class teachers per school to represent at least 100% of all form four class teachers. That is, from the 8 schools, 24 class teachers constituted the sample size (3 class teachers of form four classes in the 8 schools). Using Krejcie and Morgan table of sample size determination (1970), a sample size of 265 was obtained from a target population of 840.

Simple random sampling technique was used to select the actual respondents to participate in the study. A simple random sample was created by defining the population, choosing sample size, listing the population, assigning numbers to the units, finding random number and selecting a sample (Rahman et al., 2022). The researcher made a complete list of 840 students, in 24 mixed secondary schools and 96 class teachers including the names of every class teacher and students for each of them to be considered. Each mixed school was given a number in order as a sampling frame which made it easier to identify each person in the group. Every school had their own number, starting from 1 and going up to (n).

The researcher used random number generator to choose a sample from the group. The total number of students were 840 and 96 class teacher and then decided on how many are needed in sample. The researcher used a random number table to create 265 students and 8 class teachers' different random numbers between 1 and 840. These numbers

match the order given to each student and class teacher which helped the researcher to pick who would be in sample. This method ensured that each respondent had an equal opportunity for selection, maintaining fairness and impartiality in the sample selection.

The research implemented qualitative and quantitative data method to measure the variables in the study. Nominal, ordinal, interval and ratio scale data were used to capture, classify and analyze collected data. The study used nominal scale data was used in demographic details. Ratio scale data was used in multiplication and division of variables. Sequence of variable was established by use of ordinal and interval. Calculation of mean and percentages per objective it involved interval and ratio scale. Differences between variables calculated using interval and ratio scale. The researcher used a 5-point Likert scale in the study which was measured using interval scale data.

The researcher explained the instructions on how to fill out questionnaires distributed to all eligible students and class teachers of form four students. The researcher requested participants to voluntarily participate in the study by filling the questionnaire tool. To be eligible to participate in the study, participants had to be in form four including all under 18years of age and who completed their orientation. There was no penalty for nonparticipation.

3.5.2 Sample Size

The Table 2 gives details on the breakdown of the sample.

Table 2

Sample Size

Population	Target population	Sample size	Percentage
Class teachers	96	29	30%
Students	840	265	30%
Total	936	294	30%

Mulisa (2022) emphasized selecting a sample was dependent upon the research problems. The sample size of this research was 265 students that is 30% of the population at a confidence level of 95% according to the sample size calculation from Krejcie and Morgan table (1970). According to Adam (2020), at least 30% of the cases per group were required for research. The actual sample consisted of 840 students and 96 class teachers. This sample was a convenient sample (Berndt, 2020). Table 3.2 gives more details on the breakdown of school, students and class teachers who were sampled proportionately.

Table 3

Actual Proportions per School

Schools	A	B	C	D	E	F	G	H	Total
Class teachers	3	4	4	3	4	4	4	3	29
Students	30	31	36	28	40	32	37	31	265
Total per school	33	29	30	38	44	37	42	36	294

Table 3 shows the sample frame based on actual proportions per school. Sample frame is a list from which a probability sample is selected (Casteel & Bridier, 2021).

3.6 Instrumentation

The research instruments used in this study were questionnaires. The questionnaire was used because the phenomenon investigated is the one that will not be observed directly. Questionnaires were the most reliable tool for collecting data on such phenomena (Alnaami & Masuadi, 2020). The researcher used Teachers' and Students' questionnaire. Questionnaires were administered to students and class teachers. The items in the first section sought demographic data about the respondents such as age, class, gender,

category of school and professional qualifications.

The second part was about students' disruptive behavior, Classroom Control Practices by Prefect, Academic Engagement Practices, and Practices on Physical Classroom Layout, Classroom Behavior Modifications Practices and Implementation of Rules of Classroom Behavior. Different students' disruptive behavior were assessed using 6 items asking participants to assess disruptive behavior by students in class. For each given scenario, participants responded using a 5-point Likert scale with A indicating always, F for frequently, S for sometimes R for rarely and N indicated that the scenario was never. Items were both positively and negatively worded to control agreement.

3.6.1 Validity of the Instrument

The researcher ensured validity by giving the instrument to an expert in Education Leadership and Management from Kabarak University to assess the degree to which the instrument represents specific areas and coverage of the relevant content.

The questionnaire was to identify items that were unclear or ambiguous to the students (Willan & Thabane, 2020). Such items were reviewed and reworded, thereby improving the face validity of the instrument (Kalkbrenner, 2021). According to Ikart (2019), content validity of an instrument is improved through expert judgment. The researcher ensured validity of questionnaires through the use of expert opinion of the supervisors who checked content and format of the instrument.

3.6.2 Pilot Study

Items in the Questionnaire were generated by the researcher from the review of literature. The researcher then reviewed the items, assessed the wording of items and removed redundant questions (Kalkbrenner, 2021). The questionnaire was then piloted in one of the schools which was not included in the final study. Areas considered were

clarity of instructions on questionnaires, simplicity and suitability of the language used, length and time taken by each respondent to complete the questionnaires, feedback on the items which were generated and the scale. Finally, items were reviewed by an expert in the field and further modified.

3.6.3 Reliability of the Instrument

According to Urbina and Monks (2021), reliability is the extent to which the results of a test are similar after administering it twice in similar circumstances. The researcher used split half method of testing reliability. Split half reliability measures the degree of internal consistency by checking one half of the results of asset of scaled items against the other half (Maier & Laken, 2022). In split half method, two scores are obtained for each person by dividing the test into equivalent halves. To find split-half reliability a procedure that is adequate for most test purposes is to find the scores on the odd and even items of the test. There are several formulas that are used widely to find reliability in split-half method. For example, Mosier offers a short-cut computing formula. It requires the scoring of only one of the parts. The formula is

$$r_{oe} = \frac{r_{ot}\sigma_t - \sigma_o}{\sqrt{\sigma_t^2 + \sigma_o^2 - 2r_{ot}\sigma_o\sigma_t}}$$

Here, Roe = reliability.

Correlation between odds score and total score

= SD of odds scores

= SD of total scores

Split-half reliability is used in single test, consisting of two parallel forms odd items and even items, each of which measure the same variables/parameters. The researcher administered a test and assigned separate scores to every participant on two arbitrarily selected half of the test. The instrument first scored on the odd items and secondly scored

$$r_{11} = \frac{2r_{\frac{11}{22}}}{1+r_{\frac{11}{22}}} \text{(aiken)}$$

on the even items. The correlation between two scores this is a parallel form reliability coefficient. It is assumed that two halves are equivalent. The Spearman Brown formula to correct the coefficient of correlation was then used.

2.

Here,

r (1/2 1/2)= correlation between odd and even items

However, the researcher established the internal reliability of the instrument by using of Cronbach alpha method. This method was appropriate because it involves a single administration of the instrument (Morey, 2020). Therefore, it would yield greater internal consistency. By piloting the instruments, ambiguous items were removed. The reliability coefficient of 0.8 and above was considered acceptable (Willan & Thabane, 2020).

3.7 Data Collection Procedures

Data collection refers to gathering information aimed at producing or referring some facts (Rose et al., 2020). The researcher sought authority from the Institute of Postgraduate Studies, Kabarak University to carry out research. Research permit was also obtained from NACOSTI to enable the researcher to carry out research. The researcher also got permission from the school principals prior to administering the tools. The researcher administered the questionnaires personally to the respondents. Before responding to the items, the respondents were given a brief introduction on the nature and importance of the study. The filled questionnaires were collected immediately.

3.8 Data Analysis, and Presentation

Data analysis is the vehicle to generate and validate interpretations, formulate inference and draw conclusions (Cho et al., 2021). The data collected was analyzed using descriptive and inferential statistics. The questionnaires were checked for completeness,

accuracy of information and uniformity. The questionnaires were also checked for errors and omissions, adequate information and legibility and relevant responses. Data was coded and entered for analyses using SPSS version 25.0. The descriptive statistics calculated were frequencies, means and percentages and p-values and T-tests were used to test the hypotheses (Gradesfixer, 2019).

Table 4

Table of Statistical Analyses of Variables

Research Objectives	Independent Variable	Dependent Variable	Statistics
To establish the relationship between physical classroom layout and students' disruptive behavior in mixed secondary schools in Kisauni Sub-County, Kenya.	Physical classroom layout	Students' disruptive behavior	Regression coefficient, t-statistics, f-statistics, SDs, correlation coefficients, frequencies, means and percentages
To establish the relationship between classroom control practices by prefects and students' disruptive behavior in mixed secondary schools in Kisauni Sub-County, Kenya.	Classroom control practices by prefect	Students' disruptive behavior	Regression coefficient, t-statistics, f-statistics, SDs, correlation coefficients, frequencies, means and percentages
To establish the relationship between academic engagement practices and students' disruptive behavior in mixed secondary schools in Kisauni Sub-County, Kenya.	Academic engagement practices	Students' disruptive behavior	Regression coefficient, t-statistics, f-statistics, SDs, correlation coefficient, frequencies, means and percentages
To establish the relationship between	Classroom	Students'	Regression

classroom behavior modification techniques used by teachers and students' disruptive behavior in mixed secondary schools in Kisauni Sub-County, Kenya.	behavior modification techniques used by teachers	disruptive behavior	coefficient, t-statistics, f-statistics, SDs, correlation coefficient, frequencies, means and percentages
To establish the relationship between implementation of classroom rules and students' disruptive behavior in mixed secondary schools in Kisauni Sub-County, Kenya.	Implementation of classroom rules	Students' disruptive behavior	Regression coefficient, t-statistics, f-statistics, SDs, Correlation coefficient, frequencies, means and percentages

ANOVA was used to test hypotheses. Testing of hypothesis was tested at 0.05 alpha level. The p value a 0.05 was used as a guide to either accepted or reject the hypotheses. ANOVA was chosen as the statistical method for testing the hypotheses in this study because it is appropriate for comparing means between multiple groups or conditions. In this case, the research objectives involves examining the influence of different independent variables (Physical layout, academic engagement practices, roles played by prefect) on dependent variable (Students' disruptive behavior). ANOVA allows for the comparison of means across multiple groups, which is ideal when the study involves more than two groups or conditions, as in the case here.

The use of the p-value in hypothesis testing is justified due to its essential role as a statistical measure that enables researchers to evaluate the importance of their results. In the context of hypothesis testing, the p-value serves as a measure of the likelihood of receiving the observed outcomes or outcomes that are more severe under the assumption that the null hypothesis is valid. If the p-value is less than or equal to 0.05, it would lead to the rejection of the null hypothesis, suggesting a statistically significant association

between the variables.

$$H0 : Bx1 = 0; \text{ if } P \leq 0.05 \text{ otherwise fail to reject the null hypothesis.}$$

3.9 Ethical Considerations

Participants were informed of the nature of the study and were allowed to choose whether to participate or not (Trochim, 2023). It is the researcher's ethical obligation to keep the respondents identity private (Bhandari, 2022). This was ensured through asking the respondent not to write their names on questionnaires so as to ensure anonymity. Respondents were assured of confidentiality and anonymity since some information was considered sensitive. The researcher reviewed whatever analyst data entered into computer through software application. The researcher detected errors in the data collection process and developing rigorous and detail recruitment plan for preserving data integrity. The researcher then clarified the differences between frequently misunderstood concepts and explained how researcher might further protect participants.

The researcher abided by the agreements entered into with research participants in relation to data storage and identifiability, unless a variation was approved by the relevant Human Research Ethics Committee. The data was to be stored for at least five years after the final publication.

Data was stored in paper form securely in locked file cabinets when not in use and was handled only when actively used during research. Data which was stored on hard drive would be protected by password and those one stored on CDs should be also secured for easy detachable for media and these data should be handled only by authorized staff member. The data on papers would be shredded, and that on a Computer drive shall then be erased using Commercial software applications designed to remove all data from the storage device. Recorded data on CDs would be physically destroyed.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

This chapter contains analysis of the data collected with regard to the identified objectives of the study in which the independent variables namely: Practices on physical classroom layout, Classroom control practices by prefects, Academic Engagement practices for students, behavior modification practices including implementation of rules and their influence on the dependent variable, student disruptive behaviors in Kisauni Sub-County.

4.2 Response Rate

The respondent gave out a total of 294 questionnaires of which 29 were for teachers while 265 were for students. Of the questionnaires given to the teachers, all (100%) were duly received and found to be valid for data analysis.

Table 5

Response Rate

	Issued	Returned	Percent
Teachers	29	29	100
Students	265	208	78.5
Total	294	237	89.25

All the questionnaires given to the students, 226 were received. On examination, 18 were found to be wrongly filled with errors such as double ticks and blank areas. These were set aside leaving 208 which were used in the data analysis corresponding to 78.5% response rate. The overall response rate was 89.25%. According to Madson (2021), a response rate of more than 60% is considered as an acceptable response rate which meets the acceptable standards of a survey research. The high questionnaire response resulted from the method administration. In this case, it was self-administered. This was a sufficient response rate for providing information regarding the relationship between classroom management practices and students disruptive behavior in mixed secondary schools in Kisauni Sub County, Kenya.

4.3 Respondents Characteristics

4.3.1 Students Characteristics

Table 6

Students Characteristics

Age bracket		Frequency	Percent	Cumulative Percent
Valid	13 - 15 years	10	4.8	4.8
	16 - 18 years	84	40.4	45.2
	19 - 21 years	75	36.1	81.3
	22 years and above	39	18.8	100.0
	Total	208	100.0	

The results on the age distribution of the students shows that 10 (4.8%) were aged between 13 - 15 years, while 84 (40.4%) were aged between 16 - 18 years, 75 (36.1%) were aged between 19 - 21 years, and 39 (18.8%) were aged 22 years and above. The student were old enough to be cognizant of the study objective of determining the relationship between classroom management practices and students disruptive behavior in mixed secondary schools in Kisauni Sub County, Kenya.

Table 7

Category of Schools

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mixed	208	100.0	100.0	100.0

The results on the category of schools indicate that all the students who participated in the study were from mixed school settings. This means that the schools being mixed were able to give appropriate information regarding the study objective to establish the relationship between classroom management practices and students' disruptive behavior in mixed secondary schools in Kisauni Sub County, Kenya.

Table 8

Day versus Boarding Schools

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Day	112	53.8	53.8	100.0
	Boarding	96	46.2	46.2	46.2
	Total	208	100.0	100.0	

The results on whether the students were from day or boarding schools indicated that 112 (53.8%) were from day schools while 96 (46.2%) were from boarding schools. Thus, there was a fairly equal distribution of day versus boarding schools in the county. This balanced distribution of schools provided a good basis to determine the relationship

between classroom management practices and students disruptive behavior in mixed secondary schools in Kisauni Sub County, Kenya.

4.3.2 Teachers Characteristics

Table 9

Gender of the Teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	13	44.8	44.8	44.8
	Female	16	55.2	55.2	100.0
	Total	29	100.0	100.0	

The gender distribution of the respondents was fair as 13 (44.8%) were male and 16 (55.2%) were female. The gender distribution provided the study with a balanced view of the relationship between classroom management practices and students disruptive behavior in mixed secondary schools in Kisauni Sub County, Kenya.

Table 10

Teachers Age Distribution

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20 - 30 years	4	13.8	13.8	13.8
	31 - 40 years	9	31.0	31.0	44.8
	41 - 50 years	11	37.9	37.9	82.8
	51 years and above	5	17.2	17.2	100.0
	Total	29	100.0	100.0	

The results show that 4 (13.8%) of the respondents were in the 20 - 30 years age bracket while 9 (31.0%) were in the 31 - 40 years age bracket. Eleven (37.9%) of the respondents were in the 41 - 50 years bracket and 5 (17.2%) were aged 51 years and above. Thus, these was fair distribution of age among the teachers so as to have a good knowledge of

the relationship between classroom management practices and students disruptive behavior in mixed secondary schools in Kisauni Sub County, Kenya.

Table 11

Qualifications of the Teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Diploma	4	13.8	13.8	13.8
	B.Ed. Graduate	11	37.9	37.9	51.7
	BA/BSc. Graduate with PGDE	10	34.5	34.5	86.2
	Master's degree (M.Ed.)	4	13.8	13.8	100.0
	Total	29	100.0	100.0	

The educational qualification distribution shows that Diploma holders were 4 (13.8%), B.Ed. Graduates were 11 (37.9%), BA/BSc. Graduate with PGDE were 10 (34.5%), and Master's degree (M. Ed) holders were 4 (13.8%). Hence, the majority were holders of a first degree and above. The teachers were thus qualified to proffer information regarding relationship between classroom management practices and students disruptive behavior in mixed secondary schools in Kisauni Sub County, Kenya.

4.4 Students' Disruptive Behaviors

The first objective of the study was to establish the relationship between Physical classroom layout and Students' disruptive behavior in mixed secondary schools in Kisauni Sub County, Kenya .A five point Likert scale was used to rate the respondents of this variables and it ranged from: 1=Never to 5=Always. The mean was used as a parameter to assess the reactions the statements given. The closer the mean score on each item to 5, the more the agreement to the statement while the scores below 2.5 would

indicate disagreement regarding the statement. Questionnaire items on physical classroom layout were selected and their percentage scores computed and the means and standard deviations determined. The findings were presented as shown in Table 12.

Table 12

Students' Disruptive Behavior with Mean and Standard Deviation

	Students Responses				Teachers Responses			
Item	Min	Max	Mean	SD	Min	Max	Mean	SD
Most students sleep during the lesson when it is hot	1	5	3.23	1.052	3	5	4.03	.566
Some students are bullied in class	1	5	2.21	1.026	3	5	3.59	.628
Some students take properties of other students without their permission	1	5	3.48	1.208	3	5	4.34	.670
Some students are teased verbally in class	1	5	2.28	1.159	3	5	4.00	.756
Some students make noise while others are reading	1	5	3.33	1.223	3	5	4.52	.738
Some students disrupt others while trying to complete their assignment	1	5	2.98	1.281	3	5	4.34	.614
Some students abuse drugs in class	1	5	1.52	.937	2	5	3.34	1.045
Some students use bad language when talking to one another	1	5	2.71	.904	2	5	4.45	.632
Some students tickle others while in class	1	5	2.28	1.149	2	5	4.24	.689
Some students shove desks while others are working	1	5	2.25	1.237	2	5	4.21	.726
Overall mean			2.63	1.118			4.11	.706
Combined mean							3.37	.912

The results on students' disruptive behavior show that the students' agreements with the statements had lower means than that of the teachers. The lowest mean was observed regarding the statement some students abuse drugs, whereby the mean observed among students was 1.52 (SD = +0.937), hence the students disagreed with the statement. The comparative mean among the teachers was also the lowest at 3.34 (SD = +1.045). These results do not conclusively agree with those from the literature. Hay (2021), for instance,

indicated that globally, all forms of drug dependence and drug associated disorders are highest at the age group of 18- 29 years. Also, it was found that peer pressure is the major risk factor leading students to drug abuse (Franzese et al., 2021). Further, Scheier & Griffin (2021) found that there is a significant relationship between the individual's substance using behavior and the involvement of friends' in substance abuse.

According to the students, the statement that some students take properties of other students without their permission had the highest mean at 3.48 (SD = +1.208). Among the teachers, some students make noise while others are reading had the highest mean at 4.52 (SD =+0.738). According to Prell (2022), chronic noise can have a more lasting effect on students. Such noise can result in reduced motivation, inferior memory and reduced ability to extract auditory information and results in reduced attention.

Most students sleep during the lesson when it is hot had a mean of 3.23 (SD = +1.052) and 4.03 (SD = +0.566), from the students and teachers, respectively. The results concur with a 2014 Report for the US National Library of medicine and National Institute of Health reported that daytime sleepiness and irregular sleep schedules are common among students (Fonse & Genzel, 2020). They also agree with those obtained by the Kisauni Sub- County Education Office- SDB statistics (2022) whereby out of five students' disruptive behavior identified, sleeping and drug abuse are the leading disruptive behaviors where many students have been suspended. This is attributed to Kisauni Sub-County and Coast region generally being in coast region which is a hot place has made most of learners instead of concentrating in class hour they always sleep in class. The overall mean among the students was 2.63 (SD = +1.118) while the overall mean among the teachers was 4.11 (SD = +0.706). The combined mean was 3.37 (SD = +0.912). Thus, there is high level of student disruptive behavior in Kisauni Sub-County.

Table 13

Students' Disruptive Behavior in Percentages on each item

Item		Never	Rarely	Sometimes	Frequently	Always	Mean	SD
Most students sleep during the lesson when it is hot	Teachers	0(0%)	0(0%)	4 (13.8%)	20 (69.0%)	5 (17.2%)	4.03	.566
	Students	8 (17.8%)	37 (17.8%)	97 (46.6%)	31 (14.9%)	35 (16.8%)	3.23	1.052
Some students are bullied in class	Teachers	0 (0%)	0 (0%)	14 (48.3%)	13 (44.8%)	2 (6.9%)	3.59	.628
	Students	60 (28.8%)	69 (33.2%)	63 (30.3%	8 (3.8%)	8 (3.8%)	2.21	1.026
Some students take properties of other students without their permission	Teachers	0 (0%)	0 (0%)	3 (10.3%)	13 (44.8%)	13 (44.8%)	4.34	.670
	Students	13 (6.3%)	32 (15.4%)	59 (28.4%)	50 (24.0%)	54 (26.0%)	3.48	1.208
Some students are teased verbally in class	Teachers	0 (0%)	0(0%)	8 (27.6%)	13 (44.8%)	8 (27.6%)	4.00	.756
	Students	64 (30.8%2)	65 (31.3%)	45 (21.6%)	24 (11.5%)	10 (4.8%)	2.28	1.159
Some students make noise while others are reading	Teachers	0 (0%)	0 (0%)	4 (13.8%)	6 (20.7%)	19 (65.5%)	4.52	.738
	Students	13 (6.3%)	35 (16.8%)	89 (42.8%)	13 (6.35%)	58 (27.9%)	3.33	1.223
Some students disrupt others while trying to complete their assignment	Teachers	0 (0%)	0 (0%)	2 (6.9%)	15 (51.7%)	12 (41.4%)	4.34	.614
	Students	32 (15.4%	40 (19.2%)	72 (34.6%)	28 (13.5%)	36 (17.3%)	2.98	1.281
Some students abuse drugs in class	Teachers	0 (0%)	6 (20.7%)	13 (44.8%)	4 (13.8%)	6 (20.7%)	3.34	1.045
	Students	147 (70.7%)	27 (13.3%)	26 (12.5%)	3 (1.4%)	5 (2.4%)	1.52	.937
Some students use bad language when talking to one another	Teachers	0 (0%)	0 (0%)	2 (6.9%)	12 (41.4%)	15 (51.7%)	4.45	.632
	Students	17 (8.2%)	61 (29.3%)	108 (51.9%)	10 (4.8%)	12 (5.8%)	2.71	.904
Some students tickle others while in class	Teachers	0 (0%)	0 (0%)	4 (13.8%)	14 (48.3%)	11 (37.9%)	4.24	.689
	Students	69 (33.2%)	50 (24.0%)	56 (26.9%)	25 (12.0%)	8 (3.8%)	2.28	1.149
Some students shove desks while others are working	Teachers	0 (0%)	0 (0%)	5 (17.2%)	13 (44.8%)	11 (37.9%)	4.21	.726
	Students	77 (37.0%)	50 (24.0%)	47 (22.6%)	20 (9.6%)	14 (96.7%)	2.25	1.237
Overall mean						Teachers	4.11	.706
						Students	2.63	1.118
Combined overall mean							3.37	.912

Most students sleep during the lesson when it is hot had (13.8%) of the teachers indicating that this occurs rarely or sometimes with (86.2%) indicating it happens frequently. For the students, 17.8% said it never happens, with (64.4%) saying it occurs rarely or sometimes and (31.7%) saying it happens frequently or always. Some students are bullied in class had (48.3%) of the teachers saying it occurs rarely or sometimes and (51.7%) saying it happens frequently or always. For the students (28.8%) said it never happens while (63.5%) said it occurs rarely or sometimes and (7.6%) saying it happens frequently or always. Some students take properties of other students without their permission had (10.4%) of the teachers saying it occurs rarely or sometimes and (89.6%) saying it happens frequently or always. Among the students (6.3%) said it never happens while (43.8%) said it occurs rarely or sometimes and (50.0%) saying it happens frequently or always.

Some students are teased verbally in class had (27.6%) of the teachers saying it occurs rarely or sometimes and (72.4%) saying it happens frequently or always. Among the students (30.8%) said it never happens while (52.9%) said it occurs rarely or sometimes and (16.3%) saying it happens frequently or always. Some students make noise while others are reading had (13.8%) of the teachers saying it occurs rarely or sometimes and (86.2%) saying it happens frequently or always. Among the students (6.3%) said it never happens while (59.6%) said it occurs rarely or sometimes and (34.2%) saying it happens frequently or always. Some students disrupt others while trying to complete their assignment had (6.9%) of the teachers saying it occurs rarely or sometimes and (93.1%) saying it happens frequently or always. Among the students (15.4%) said it never happens while (53.8%) said it occurs rarely or sometimes and (30.8%) saying it happens

frequently or always.

Some students abuse drugs in class had 65.5 of the teachers saying it occurs rarely or sometimes and 34.5 saying it happens frequently or always. Among the students 70.7% said it never happens while 25.8% said it occurs rarely or sometimes and (3.8%) of them saying it happens frequently or always. Some students use bad language when talking to one another had (6.9%) of the teachers saying it occurs rarely or sometimes and (93.1%) saying it happens frequently or always. Among the students (8.2%) said it never happens while (81.2%) said it occurs rarely or sometimes and (10.6%) saying it happens frequently or always. Some students tickle others while in class had (13.8%) of the teachers saying it occurs rarely or sometimes and (86.2%) saying it happens frequently or always. For the students, (33.2%) said it never happens while (50.9%) said it occurs rarely or sometimes and (15.8%) saying it happens frequently or always. Some students shove desks while others are working had (17.2%) of the teachers saying it occurs rarely or sometimes and (82.7%) saying it happens frequently or always. Among the students, (37%) said it never happens while (46.6%) said it occurs rarely or sometimes and (16.3%) saying it happens frequently or always.

The results on students' disruptive behavior show that the students' agreements with the statements had lower means than that of the teachers. The results, except for the one on drug abuse, agree with those of Greener (2020) who found students should be aware of a teacher's expectations and what will occur when they choose to meet those expectations or not. They also agree with the findings by Sims (2021) that within the classrooms, teachers were natural leaders and the ones that should oversee and regulate the learning environment. Thus there is high level of student disruptive behavior in Kisauni Sub-

County.

4.5 Physical Classroom Layout and Students' Disruptive Behavior

The first objective of the study was to establish the relationship between Physical classroom layout and Students' disruptive behavior in mixed secondary schools in Kisauni Sub County, Kenya .A five point Likert scale was used to rate the respondents of this variables and it ranged from: 1=Never to 5=Always. The mean was used as a parameter to assess the reactions the statements given. The closer the mean score on each item to 5, the more the agreement to the statement while the scores below 2.5 would indicate disagreement regarding the statement. Questionnaire items on physical classroom layout were selected and their percentage scores computed and the means and standard deviations determined. The findings were presented as shown in Table 14.

Table 14

Mean and standard deviation between Physical Classroom Layout and students' disruptive behavior

	Students Responses				Teachers Responses			
Item	Min	Max	Mean	SD	Min	Max	Mean	SD
Students who interfere others sit near each other	1	5	2.93	1.381	3	5	3.93	.593
Teachers arrange classroom to minimize crowding	1	5	4.20	1.145	3	5	4.15	.864
Students who disrupt others are usually in the same discussion group	1	5	3.30	1.474	2	5	4.00	.964
Students who disrupt others sit behind the rest in class	1	5	3.54	1.454	2	5	3.28	1.192
Desks for students who disrupt other are placed closely	1	5	2.81	1.455	2	5	3.72	1.279
Sitting positions are never changed by the teacher during the entire year	1	5	2.93	1.483	2	5	4.21	.726
Students who disrupt others tend to sit near the window	1	5	3.10	1.470	2	5	3.21	1.082
Students who disrupt others tend to sit alone in class	1	5	1.92	1.296	2	5	3.41	1.053
Overall mean			3.09	1.395			3.74	.969
Combined mean							3.41	1.182

The results on the practices on physical classroom layout show that students had a higher mean in their agreement to two of the statements. These are teachers arrange classroom to minimize crowding, whereby the mean from the students was 4.20(SD = +1.145), while that from the teachers was 4.15 (SD = +0.864). The other one was students who

disrupt others sit behind the rest in class which had a mean of 3.54 (SD = +1.454) from the students and mean 3.28 (SD = +1.192) from the teachers. Students who disrupt others tend to sit alone in class had the lowest mean observed among students with a mean of 1.92 (SD = +1.296) thus according to the students this happens only rarely. Among the teachers, students who disrupt others are usually in the same discussion group had the highest mean, 4.00 (SD = +0.964), as compared to that obtained from students of 3.30 (SD = 1.474) which means it happens frequently. This agrees with the findings by Apostolou & Keramari (2020), that when students sit with group members, they can start interacting with their classmates; they build better friendship and also become more social. Educators are obliged to build positive relationship with all learners and help them in feeling a sense of belonging to other learners.

The overall mean for students was 3.09 (SD = +1.395) while that for teachers was 3.74 (SD = +0.969). The combined mean was 3.41 (SD = +1.182) meaning that there is frequent occurrence of physical classroom layout practices in the schools. The results agree with those obtained from reviewed literature where it was found that the most effective schools are those with a well- ordered environment and high academic expectations (Peled et al., 2022). Also, it was shown that students in classrooms where materials are organized and accessible have fewer disruptive behaviors than those in classrooms where materials are disorganized and in disarray (David-Ferdon, 2021).

Table 15

Physical Classroom Layout and their percentages on each item

Item		Never	Rarely	Sometimes	Frequently	Always	Mean	SD
Students who interfere with others sit near each other	Teachers	0 (0%)	0 (0%)	6 (20.7%)	19 (65.5%)	4 (13.8%)	3.93	.593
	Students	39 (18.8%)	49 (22.1%)	46 (22.1%)	35 (16.8)	39 (18.8%)	2.93	1.381
Teachers arrange classroom to minimize crowding	Teachers	0 (0%)	0 (0%)	8 (27.6%)	7 (24.1%)	12 (41.4%)	4.15	.864
	Students	6 (2.9%)	18 (8.7%)	29 (13.9%)	30 (14.4%)	125 (60.1%)	4.20	1.145
Students who disrupt others are usually in the same discussion group	Teachers	0 (0%)	2 (6.9%)	7 (24.1%)	9 (31.0%)	11 (37.9%)	4.00	.964
	Students	39 (18.8%)	18 (8.7%)	60 (28.8%)	23 (11.1%)	68 (32.7%)	3.30	1.474
Students who disrupt others sit behind the rest in class	Teachers	0 (0%)	11 (37.9%)	5 (17.2%)	7 (24.1%)	6 (20.7%)	3.28	1.192
	Students	31 (14.9%)	20 (9.6%)	43 (20.7%	34 (16.3%)	80 (38.5%)	3.54	1.454
Desks for students who disrupt other are placed closely	Teachers	0 (0%)	8 (27.6%)	4 (13.8%)	5 (17.2%)	12 (41.4%)	3.72	1.279
	Students	50 (24.0%)	47 (22.6%)	50 (24.0%)	15 (7.2%)	46 (22.1%)	2.81	1.455
Sitting positions are never changed by the teacher during the entire year	Teachers	0 (0%)	1 (3.4%)	2 (6.9%)	16 (55.2%)	10 (34.5%)	4.21	.726
	Students	53 (25.5%)	25 (12.0%)	64 (30.8%)	15 (7.2%)	51 (24.5%)	2.93	1.483
Students who disrupt others tend to sit near the window	Teachers	0 (0%)	10 (34.5%)	7 (24.1%)	8 (27.6%)	4 (13.8%)	3.21	1.082
	Students	41 (19.7%)	32 (15.4%)	63 (30.3%)	10 (4.8%)	62 (29.8%)	3.10	1.470
Students who disrupt others tend to sit alone in class	Teachers	0 (0%)	5 (17.2%)	14 (48.3%)	3(10.3%)	7 (24.1%)	3.41	1.053
	Students	11 4(54.8%	48 (23.1%)	13 (6.3%)	15 (7.2%)	18 (8.7%)	1.92	1.296
Overall mean						Teachers	3.74	.969
						Students	3.09	1.395
Combined							3.41	1.182

overall mean

Students who interfere with others sit near each other had (20.7%) of the teachers saying it occurs rarely or sometimes and (79.3%) saying it happens frequently or always. Among the students (18.8%) said it never happens while (44.2%) said it occurs rarely or sometimes and (35.6%) saying it happens frequently or always. Teachers arrange classroom to minimize crowding had (27.6%) of the teachers saying it occurs rarely or sometimes and (65.5%) saying it happens frequently or always. Among the student respondents (2.9%) said it never happens while (22.6%) said it occurs rarely or sometimes and (74.5%) saying it happens frequently or always.

Students who disrupt others are usually in the same discussion group had (31.1%) of the teachers saying it occurs rarely or sometimes and (68.9%) saying it happens frequently or always. Among the students (18.8%) said it never happens while (37.5%) said it occurs rarely or sometimes and (43.8%) saying it happens frequently or always. Students who disrupt others sit behind the rest in class had (55.1%) of the teachers saying it occurs rarely or sometimes and (44.8%) saying it happens frequently or always. Among the students (14.9%) said it never happens with (30.3%) saying it occurs rarely or sometimes and (54.8%) saying it happens frequently or always.

Desks for students who disrupt other are placed closely had (41.4%) of the teachers saying it occurs rarely or sometimes and (58.6%) saying it happens frequently or always. Among the students (24%) said it never happens with (46.6%) saying it occurs rarely or sometimes and (29.3%) saying it happens frequently or always. Sitting positions are never changed by the teacher during the entire year had (10.3%) of the teachers saying it

occurs rarely or sometimes and (89.7%) saying it happens frequently or always. Among the students (25.5%) said it never happens, (42.8%) said it occurs rarely or sometimes and (31.7%) saying it happens frequently or always. Students who disrupt others tend to sit near the window had 58.6% of the teachers saying it occurs rarely or sometimes and (41.4%) saying it happens frequently or always. Among the students (19.7%) said it never happens while (45.7%) said it occurs rarely or sometimes and (34.6%) saying it happens frequently or always. Students who disrupt others tend to sit alone in class had (65.5%) of the teachers saying it occurs rarely or sometimes and (34.4%) saying it happens frequently or always. Among the students (54.8%) said it never happens with (29.4%) saying it occurs rarely or sometimes and (16%) saying it happens frequently or always.

The results agree with those obtained from reviewed literature where it was found that the most effective schools are those with a well- ordered environment and high academic expectations (Hawkins et al., 2020). It was observed that students in classrooms where materials are organized and accessible have fewer disruptive behaviors than those in classrooms where materials are disorganized and in disarray (David-Ferdon, 2021).

4.5.1 Correlation Analysis

The relationship between physical classroom layout and students' disruptive behavior was analyzed using Pearson Moment Correlation Statistics. Analysis was tested a 0.05 alpha level with 2-tailed of significance. The results are presented in Table 16.

Table 16

Correlation Analysis between Physical classroom layout and students' disruptive behaviour

Variable		Students Disruptive Behavior
Physical Classroom Layout	Pearson Correlation	.305**
	Sig. (2-tailed)	.000
	N	237
	Sig. (2-tailed)	.866
	N	237

The Pearson Correlation between Physical Classroom Layout and Students Disruptive Behavior is .305 ($p = .000 < .05$). This shows there is a weak correlation between Physical Classroom Layout and Students Disruptive Behavior.

4.5.2 Regression Analysis

The influence of independent variable on the dependent variable was analysed using linear regression model.

4.5.3 Model Summary

The strength of the association between the model and dependent variables is reported in the model summary table. The linear correlation between the observed and model-predicted values of the dependent variable is represented by R, the multiple correlation coefficient. Its high value denotes a strong connection. The R squared value of the multiple correlation coefficient is the coefficient of determination (Berk, 2020). The findings are presented in Table 17.

Table 17

Model Summary: Regression analysis between Physical Classroom Layout and students' disruptive behaviour

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.305a	.093	.089	.69761

a. Predictors: (Constant), Physical Classroom Layout

The model exhibits a goodness of fit, as shown by the adjusted R2 value of .089. Accordingly, it can be inferred that changes in the independent variable of Physical Classroom Layout account for about eight point nine per cent (8.9%) of the variability in the Students Disruptive Behavior. As a result, there are additional elements that contribute to the remaining (91.1%) of the diversity in Students Disruptive Behavior in the mixed secondary schools in Kisauni Sub County, Kenya.

4.5.4 ANOVA

The significance of the model was analyzed using F statistics tested at 0.05 alpha level. The results displayed in Table 18.

Table 18

ANOVA: Physical Classroom Layout and Student Disruptive Behaviour

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	11.754	1	11.754	24.152	.000b
	Residual	114.366	235	.487		

	Total	126.120	236

a. Dependent Variable: Students Disruptive Behavior

b. Predictors: (Constant), Physical Classroom Layout

The F test can be used to determine whether the multiple regression model as a whole is suitable (Blake & Gangestad, 2020). The F calculated value of 24.152 exceeds the F table value of 3.942 (df. 1, 235, p=.000 < .05). This result is important because it supports the discovery made by the regression model and shows that Physical Classroom Layout is an important predictor of Students Disruptive Behavior.

4.5.5 Coefficients

Each independent variable was analyzed in terms of how it influences the dependent variable. The results are displayed in Table 19.

Table 19

Coefficients: Physical Classroom Layout Students' Disruptive Beyavior

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.731	.216		8.008	.000
	Physical Classroom Layout	.328	.067	.305	4.914	.000

a. Dependent Variable: Students Disruptive Behavior

The model coefficient shows that Physical Classroom Layout is an important predictor of Students Disruptive Behavior in the mixed secondary schools in Kisauni Sub County, Kenya.

(β = .305, p = .000). The t value = 4.914 is also significant. To evaluate H01 beta value

and p-value for independent variable "physical classroom layout" was considered. The beta value is 0.305 and the p-value is 0.000 since p = 0.000 (p-value is less than the significance level of 0.05, we reject Ho1. This suggests that there is statistically significant relationship between Physical classroom layout and students' disruptive behavior in mixed secondary schools in Kisauni Sub-County, Kenya.

4.6 Classroom Control Practices by Prefects and Students' Disruptive Behavior

The second of the study was to determine the relationship between classroom control practices by prefect and students' disruptive behavior in mixed secondary schools in Kisauni Sub- County, Kenya. Descriptive analysis was computed using mean, standard deviation and percentages and presented in Table 20 and 21.

Table 20

Classroom control practices by prefects with Mean and Standard Deviation on each Item

	Students Responses				Teachers Responses			
Item	Min	Max	Mean	SD	Min	Max	Mean	SD
Our prefects report students who are disruptors to the class teacher	1	5	4.10	1.155	3	5	4.76	.511
Our class prefects ensures that all students complete assignment	1	5	2.00	1.272	4	5	4.86	.351
Prefects punish students who misbehave in class	1	5	2.01	1.268	2	5	4.03	.731
Prefects keep keys to classrooms and laboratories	1	5	3.04	1.583	1	5	3.21	.978
Prefects guide and counsel disruptors in class	1	5	4.24	1.159	1	5	4.07	1.120
Prefects frisk students suspected of misbehaving before entering class	1	5	2.93	1.476	2	5	3.66	.857
Our prefect ensure that all students do assignment as instructed by the teacher	1	5	3.93	1.358	4	5	4.76	.435

Our prefects being the role model, they behave well and perform better in class	1	5	2.24	1.480	3	5	4.69	.660
Overall mean			3.06	1.344			4.26	.705
Combined mean							3.66	1.025

Evaluation of the results on classroom control practices by prefects shows that teachers had higher means compared to students in all except one of the statements. This was in Prefects guide and counsel disruptors in class whereby students had a mean of 4.24(SD = +1.159) while teachers had a mean of 4.07 (SD = +1.120). Our class prefects ensures that all students complete assignment had the highest disparity with students having a mean of 2.00 (SD = +1.272) corresponding to rarely with teachers having a mean of 4.86 (SD = +0.351) that corresponds to frequently. According to Rogowsky et al. (2020), teachers should encourage students to complete assignments and to engage in other learning activities. They should stick to rules set for completion of the assignment and let them be responsible for themselves. Students who are attending to academic tasks cannot at the same time be engaged in disruptive off- task behavior. Alqahtani, (2020) further said that teachers should ensure that there is a clear communication of assignment, monitor their progress and completion of assignments.

Overall mean for the students' responses was 3.06 (SD = +1.344) while that for teachers was 4.26 (SD = +0.705) with the combined mean being 3.66 (SD = +1.025). This means that the respondents find the classroom control practices by prefects occur moderately.

Table 21

Classroom Control Practices by Prefects and their percentages on each item

Item		Never	Rarely	Sometimes	Frequently	Always	Mean	SD
Our prefects report students who are disruptors to the class teacher	Teachers	0 (0%)	0 (0%)	1 (3.4%)	5 (17.2%)	23 (79.3%)	4.76	.511
	Students	8 (3.8%)	11 (5.3%)	48 (23.1%)	27 (13.0%)	114 (54.8%)	4.10	1.155
Our prefects report students who are disruptors to the class teacher	Teachers	0 (0%)	0 (0%)	0 (0%)	4 (13.8%)	25 (86.2%)	4.86	.351
	Students	106 (51.0%)	40 (19.2%)	33 (15.9%)	13 (6.3%)	16 (7.7%)	2.00	1.272
Prefects punish students who misbehave in class	Teachers	0 (0%)	1 (3.4%)	4 (13.8%)	17 (58.6%)	7 (24.1%)	4.03	.731
	Students	106 (51.0%)	34 (16.3%)	45 (21.6%)	5 (2.4%)	18 (8.7%)	2.01	1.268
Prefects keep keys to classrooms and laboratories	Teachers	1 (3.4%)	4 (13.8%)	16 (55.2%)	4 (13.8%)	4 (13.8%)	3.21	.978
	Students	57 (27.4%)	20 (9.6%)	52 (25.0 %	15 (7.2%)	64 (30.8%)	3.04	1.583
Prefects guide and counsel disruptors in class	Teachers	1 (3.4%)	2 (6.9%)	5 (17.2%)	8 (27.6%)	13 (44.8%)	4.07	1.120
	Students	5 (2.4%)	24 (11.5%)	18 (8.7%)	30 (14.4%)	131 (63.0%)	4.24	1.159
Prefects frisk students suspected of misbehaving before entering class	Teachers	0 (0%)	2 (6.9%)	11 (37.9%)	11 (37.9%)	5 (17.2%)	3.66	.857
	Students	47 (22.6%)	45 (21.6%)	38 (18.3%)	31 (14.9%)	47 (22.6%)	2.93	1.476
Our prefect ensure that all students do assignment as instructed by the teacher	Teachers	0 (0%)	0 (0%)	0 (0%)	7 (24.1%)	22 (75.9%)	4.76	.435
	Students	20 (9.6%)	16 (7.7%)	31 (14.9%)	33 (15.9%)	108 (51.9%)	3.93	1.358

Our prefects being the role model, they behave well and perform better in class	Teachers	0 (0%)	0 (0%)	3 (10.3%)	3 (10.3%)	23 (79.3%)	4.69	.660
	Students	105 (50.5%	23 (11.1%)	35 (16.8%)	16 (7.7%)	29 (13.9%)	2.24	1.480
Overall mean						Teachers	4.26	.705
						Students	3.06	1.344
Combined overall mean							3.66	1.025

Our prefects report students who are disruptors to the class teacher had (3.4%) of the teachers saying it occurs rarely or sometimes and (96.5%) saying it does happen frequently or always. With respect to the students, (3.8%) said that it never occurs while (28.4%) said it happens rarely or sometimes and (67.8%) said it happens frequently or always. Our prefects report students who are disruptors to the class teacher had all (100%) of the teachers saying it occurs frequently and always. Among the students, (51%) said that it never occurs while (35.1%) said it occurs rarely or sometimes and (14%) said it happens frequently or always. Prefects punish students who misbehave in class had (17.2%) of the teachers saying it occurs rarely or sometimes and (82.7%) saying it happens frequently or always. Among the students, (51%) said that it never occurs while (37.9%) said it occurs rarely or sometimes and (11.1%) said it happens frequently or always. Prefects keep keys to classrooms and laboratories had (3.4%) of the teachers saying this never happens, (69%) saying it occurs rarely or sometimes and (27.6%) saying it happens frequently or always. Among the students, (27.4%) said that it never occurs while (34.6%) said it occurs rarely or sometimes and (38%) said it happens frequently or always.

Prefects guide and counsel disruptors in class had (3.4%) of the teachers saying it never happens, (24.1%) saying it occurs rarely or sometimes and (72.4%) saying it happens frequently or always. Among the students, (2.4%) said that it never occurs while (20.2%) said it occurs rarely or sometimes and (77.4%) said it happens frequently or always.

Prefects frisk students suspected of misbehaving before entering class had (44.8%) of the teachers saying it occurs rarely or sometimes and (55.2%) saying it happens frequently or always. As per the students, (22.6%) said that it never occurs while (39.9%) said it occurs rarely or sometimes and (37.5%) said it happens frequently or always. Our prefects ensure that all students do assignment as instructed by the teacher had (100%) of the teachers saying it happens frequently or always. Among the students, (9.6%) said that it never occurs while (22.6%) said it occurs rarely or sometimes and (67.8%) said it happens frequently or always. Our prefects being the role model, they behave well and perform better in class had (10.3%) of the teachers saying it occurs rarely or sometimes and (89.7%) saying it happens frequently or always. Among the students, (50.5%) said that it never occurs while (27.9%) said it occurs rarely or sometimes and (21.6%) said it happens frequently or always.

According to Holland et al. (2021), teachers should encourage students to complete assignments and to engage in other learning activities. They should stick to rules set for completion of the assignment and let them be responsible for themselves. Students who are attending to academic tasks cannot at the same time be engaged in disruptive off-task behavior. Alqahtani, (2020) further said that teachers should ensure that there is a clear communication of assignment, monitor their progress and completion of assignments. This means that the respondents find the classroom control practices by prefects occur moderately.

4.6.1 Correlation Analysis

The relationship between prefect classroom practices and students' disruptive behavior was analyzed using Pearson correlation statistics. The analysis was tested at 0.05 alpha level with 2-tailed level of significance. The results are presented in Table 22.

Table 22

Correlation Analysis between Classroom Control Practices by Prefects and Students' Disruptive Behaviour

Variable		Students Disruptive Behavior
Prefects' Classroom Control Practices	Pearson Correlation	.305**
	Sig. (2-tailed)	.000
	N	237

The Pearson Correlation between Prefects' Classroom Control Practices and Students Disruptive Behavior is .269 ($p = .000<.05$). This shows there is a weak correlation between Prefects' Classroom Control Practices and Students Disruptive Behavior.

4.6.2 Regression Analysis

Regression analysis was used to evaluate the influence of classroom control practices by prefects on students' disruptive behavior. The results are presented in the following tables.

4.6.3 Model Summary

The strength of the association between the model and the dependent variable is reported in the model summary table. The linear correlation between the observed and model-predicted values of the dependent variable is represented by R, the multiple correlation coefficient. Its high value denotes strong connection. The R squared value of the multiple correlation coefficient is the coefficient of determination (Bartlett et al., 2020). The findings are presented in Table 23.

Table 23

Model Summary: Classroom Control Practices by Prefects and Students' Disruptive Behaviour

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.269a	.073	.069	.70553

a. Predictors: (Constant), Prefects' Classroom Control Practices

The model exhibits a goodness of fit, as shown by the adjusted R2 value of .069. Accordingly, it can be inferred that changes in the independent variable of Prefects' Classroom Control Practices account for about six point nine per cent (6.9%) of the variability in the Students Disruptive Behavior. As a result, there are additional elements that contribute to the remaining (93.1%) of the diversity in Students Disruptive Behavior in the mixed secondary schools in Kisauni Sub County, Kenya.

4.6.4 ANOVA

The model significance was tested at 0.05 test significance level and the finding presented in Table 24.

Table 24

ANOVA: Classroom Control Practices By Prefects and Students' Disruptive Behaviour

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	9.145	1	9.145	18.372	.000b
	Residual	116.975	235	.498		
	Total	126.120	236			

a. Dependent Variable: Students Disruptive Behavior

b. Predictors: (Constant), Prefects' Classroom Control Practices

The F calculated value of 18.372 exceeds the F table value of 3.942 (df. 1, 235, p=.000 < .05). This result is important because it supports the discovery made by the regression model and shows that Prefects' Classroom Control Practices is an important predictor of Students Disruptive Behavior.

4.6.5 Coefficients

Each independent variable was analyzed in terms of how it influences the dependent variable. The results are displayed in Table 25.

Table 25

Coefficients: Classroom Control Practices by Prefects and Students' Disruptive Behaviour

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.894	.209		9.044	.000
	Prefects' Classroom Control Practices	.273	.064	.269	4.286	.000

a. Dependent Variable: Students Disruptive Behavior

The model coefficient shows that Prefects' Classroom Control Practices is an important predictor of Students Disruptive Behavior in the mixed secondary schools in Kisauni Sub County, Kenya (β = .269, p = .000). The t value = 4.286 is also significant. To test H02, we analyze the the beta value and associated p-value for independent variable "classroom control practices by prefects." The beta value is 0.269 and the p-value is

0.086 since p = 000 (p-value is less than the significance level of 0.05, we reject Ho2. This suggests that there is statistically significant relationship between classroom control practices by prefects and students' disruptive behavior in mixed secondary schools in Kisauni Sub-County, Kenya. This result agree with Pedditzi al. (2020), where teachers may suffer from exhaustion if they are not successful in their efforts to manage their classrooms and facilitate a quiet environment and good possibilities for the students to learn.

4.7 Academic engagement practices and Students' Disruptive Behavior

The third objective was to determine the relationship between academic engagement practices for students and students' disruptive behavior in mixed secondary school in Kisauni Sub- County, Kenya. Percentages were used in the analysis and presentation was made in Table 26 and 27.

Table 26

Academic Engagement Practices for Students and Their Mean with Standard Deviation for Each Item

	Students Responses				Teachers Responses			
Item	Min	Max	Mean	SD	Min	Max	Mean	SD
Students are encouraged by the teacher to do assignments	1	5	3.63	1.616	3	5	4.72	.591
Teachers engage students in copying notes	1	5	4.43	.837	3	5	4.28	.597
Teachers engage students in group discussions	1	5	4.03	1.173	3	5	4.45	.783
Teachers engage students in doing private studies	1	5	4.12	1.232	3	5	4.10	.772
Teachers engage bright students in assisting the weaker ones	1	5	3.77	1.411	3	5	3.79	.819
Students are given extra work to encourage them to behave better	1	5	4.48	1.026	2	5	4.17	.848
Teachers engage students in drama when the assignment is boring and difficult to be done by students alone	1	5	3.55	1.393	3	5	4.48	.688
Teacher contingent and brief error corrections for academic and social errors	1	5			2	5	4.03	.981
By students doing assignment correctly enable teachers to understand learners' keenness in class	1	5			3	5	4.59	.568
Overall mean			4.00	1.241			4.29	.738
Combined mean							4.15	.990

The results on academic engagement practices for students showed the highest similarity and agreement between the responses by teachers and students. For instance, responses

for teachers engage students in doing private studies had mean 4.12 (SD = +1.232) from the student responses and mean 4.10 (SD = +0.772) from teachers' responses. Also teachers engage bright students in assisting the weaker oneshad mean 3.77 (SD = +1.411) from students' responses and mean 3.79 (SD = +0.819). Students are encouraged by the teacher to do assignments had the lowest mean among the students responses at 3.63 (SD = +1.616) compared to responses from teachers with a mean of 4.72 (SD =+0.591). Overall mean for the student responses was 4.00 (SD = +1.241) and 4.29 (SD = +0.738) for the teachers. The combined mean was 4.15 (SD = +0.990).

Table 27

Academic Engagement Practices for Students and Their Percentages on Each Item

Item		Never	Rarely	Sometimes	Frequently	Always	Mean	SD
Students are encouraged by the teacher to do assignments	Teachers	0 (0%)	0 (0%)	2 (6.9%)	4 (13.8%)	23 (79.3%)	4.72	.591
	Students	36 (17.3%)	29 (13.9%)	21 (10.1%)	13 (6.3%)	109 (52.4%)	3.63	1.616
Teachers engage students in copying notes	Teachers	0 (0%)	0 (0%)	2 (6.9%)	17 (58.6%)	10 (34.5%)	4.28	.597
	Students	0 (0.6%)	5 (2.4%)	32 (15.4%)	40 (19.2%)	131 (63.0%	4.43	.837
Teachers engage students in group discussions	Teachers	0 (0%)	0 (0%)	5 (17.2%)	6 (20.7%)	18 (62.1%)	4.45	.783
	Students	5 (2.4%)	21 (10.1%)	46 (22.1%)	26 (12.5%)	110 (52.9%)	4.03	1.173
Teachers engage students in doing private studies	Teachers	0 (0%)	0 (0%)	7 (24.1%)	12 (41.4%)	10 (34.5%)	4.10	.772
	Students	8 (3.8%)	24 (11.5%)	26 (12.5%)	27 (13.0%)	123 (59.1%)	4.12	1.232
Teachers engage bright students in assisting the weaker ones	Teachers	0 (0%)	0 (0%)	13 (44.8%)	9 (31.0%)	7 (24.1%)	3.79	.819
	Students	22 (10.6%)	20 (9.6%)	43 (20.7%)	21 (10.1%)	102 (49.0%)	3.77	1.411
Students are given extra	Teachers	0(0%)	1 (3.4%)	5 (17.2%)	11 (37.9%)	12 (41.4%)	4.17	.848

work to encourage them to behave better	Students	5(2.4%)	15 (7.2%)	8 (3.8%)	27 (13.0%)	153 (73.6%)	4.48	1.026
Teachers engage students in drama when the assignment is boring and difficult to be done by students alone	Teachers	0 (0%)	0 (0%)	3 (10.3%)	9 (31.0%)	17 (58.6%)	4.48	.688
	Students	25 (12.0%)	27 (13.0%)	38 (18.3%)	45 (21.6%)	73 (35.1%)	3.55	1.393
Teacher contingent and brief error corrections for academic and social errors	Teachers	0 (0%)	2 (6.9%)	7 (24.1%)	8 (27.6%)	12 (41.4%)	4.03	.981
	Students	-	-	-	-	-	-	-
By students doing assignment correctly enable teachers to understand learners' keenness in class	Teachers	0 (0%)	0 (0%)	1 (3.4%)	10 (34.5%)	18 (62.1%)	4.59	.568
	Students	-	-	-	-	-	-	-
Overall mean						Teachers	4.29	.738
						Students	4.00	1.241
Combined overall mean							4.15	.990

Students are encouraged by the teacher to do assignments had 6.9% of the teachers saying it occurs rarely or sometimes and (93.1%) saying it happens frequently or always. For the students, 17.3% said it never happens, (24%) said it occurs rarely or sometimes and 58.7% said it happens frequently or always. Teachers engage students in copying notes had 6.9% of the teachers saying it occurs rarely or sometimes and (93.1%) saying it

happens frequently or always. For the students, (17.8%) said it occurs rarely or sometimes and (82.2%) said it happens frequently or always. Teachers engage students in group discussions had (17.2%) of the teachers saying it occurs rarely or sometimes and (82.8%) saying it happens frequently or always. For the students, 2.4% said it never happens, (32.2%) said it occurs rarely or sometimes and (65.4%) said it happens frequently or always. Teachers engage students in doing private studies had (24.1%) of the teachers saying it occurs rarely or sometimes and (75.9%) saying it happen frequently or always. For the students, (3.8%) said it never happens, (24%) said it occurs rarely or sometimes and (72.2%) said it happens frequently or always. Teachers engage bright students in assisting the weaker ones had (44.8%) of the teachers saying it occurs rarely or sometimes and (55.2%) saying it happens frequently or always. For the students, (10.6%) said it never happens, (30.3%) said it occurs rarely or sometimes and (59.1%) said it happens frequently or always.

Students are given extra work to encourage them to behave better had (20.6%) of the sampled teachers saying it occurs rarely or sometimes and (79.3%) saying it happens frequently or always. For the students, (2.4%) said it never happens, (11%) said it occurs rarely or sometimes and (86.6%) said it happens frequently or always. Teachers engage students in drama when the assignment is boring and difficult to be done by students alone had (10.3%) of the teachers saying it occurs rarely or sometimes and (89.6%) saying it happens frequently or always. For the students, (12%) said it never happens, (31.3%) said it occurs rarely or sometimes and (56.7%) said it happens frequently or always.

Teacher contingent and brief error corrections for academic and social errors had (31%) of the teachers saying it occurs rarely or sometimes and (69%) saying it happens

frequently or always. By students doing assignment correctly enable teachers to understand learners' keenness in class had (3.4%) of the teachers saying it occurs rarely or sometimes and (96.6%) saying it happens frequently or always. These last two questions were not presented to the students.

4.7.1 Correlation Analysis

The relationship between academic engagement practices and students' disruptive behavior was analyzed using Pearson correlation statistics. The analysis was tested at 0.05 alpha level with 2-tailed level of significance. The results are presented in Table 28.

Table 28

Correlation Analysis between Academic Engagement Practices and Students' Disruptive Behaviour

Variable		Students Disruptive Behavior
Academic Engagement Practices	Pearson Correlation	-.089
	Sig. (2-tailed)	.174
	N	237

The Pearson Correlation between Academic Engagement Practices and Students Disruptive Behavior is -.089 ($p = .174 > .05$). This shows there is a weak negative but insignificant correlation between Academic Engagement Practices and Students Disruptive Behavior.

4.7.2 Regression Analysis

The influence of independent variable on the dependent variable was analyzed using linear regression model.

4.7.3 Model Summary

The strength of the association between the model and the dependent variable is reported in the model summary table. The linear correlation between the observed and model-predicted values of the dependent variable is represented by R, the multiple correlation coefficient is the coefficient of determination (Hannay, 2020).The findings are presented in Table 29.

Table 29

Model Summary: Academic Engagement Practices and Students' Disruptive Behaviour

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.089a	.008	.004	.72970

a. Predictors: (Constant), Academic Engagement Practices

The model exhibits a goodness of fit, as shown by the adjusted R2 value of .004. Accordingly, it can be inferred that changes in the independent variable of Academic Engagement Practices account for about four per cent (4%) of the variability in the Students Disruptive Behavior. As a result, there are additional elements that contribute to the remaining (96%) of the diversity in Students Disruptive Behavior in the mixed secondary schools in Kisauni Sub County, Kenya.

4.7.4 ANOVA for Academic Engagement Practices

The model significance was tested at 0.05 test significance level and finding presented in Table 30.

Table 30

ANOVA: Academic Engagement Practices and Students' Disruptive Behaviour

Model	Sum of Squares	Df	Mean Square	F	Sig.

	Regression	.991	1	.991	1.862	.174b
1	Residual	125.128	235	.532		
	Total	126.120	236			

a. Dependent Variable: Students Disruptive Behavior

b. Predictors: (Constant), Academic Engagement Practices

The F calculated value of 1.862 is lower than the F table value of 3.942 (df. 1, 235, p=.174 >.05). This result is important because it supports the discovery made by the regression model and shows that Academic Engagement Practices is not an important predictor of Students Disruptive Behavior.

4.7.5 Coefficients

Each independent variable was analyzed in terms of how it influences the dependent variable. The results are displayed in Table 31.

Table 31

Coefficients: Academic Engagement Practices and Students' Disruptive Behaviour

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.192	.312		10.216	.000
	Academic Engagement Practices	-.104	.076	-.089	-1.364	.174

a. Dependent Variable: Students Disruptive Behavior

The model coefficient shows that Academic Engagement Practices is not an important predictor of Students Disruptive Behavior in the mixed secondary schools in Kisauni Sub

County, Kenya (β = -.104, p =.174>.05). The t value = -1.364 also shows that it is not significant. To test H03, the researcher examined the beta value and associated p-value for independent variable "Academic engagement practices." The beta value is -0.104 and the p-value is 0.174 since p < 0.05(p-value is greater than the significance level of 0.05, we accept Ho3. This suggests that there is no statistically significant relationship between implementation of classroom rules and students' disruptive behavior in mixed secondary schools in Kisauni Sub-County, Kenya.

4.8 Classroom Behavior Modification Techniques and Students' Disruptive Behavior

The forth objective was to determine the relationship between classroom behavior modification techniques and students' disruptive behavior in mixed secondary schools in Kisauni Sub- County, Kenya. Mean and percentages were used in the analysis and presentation was made in table 32 and 33.

Table 32

Classroom Behavior Modification Techniques and mean with Standard Deviation on Each Item

	Students Responses				Teachers Responses			
Item	Min	Max	Mean	SD	Min	Max	Mean	SD
Students who do not disrupt others are given rewards	1	5	2.83	1.335	2	5	3.61	.832
Students who do not disrupt others in class are reinforced verbally	1	5	2.59	1.398	2	5	3.73	.701
Teachers give punishment to students who disrupt others in class	1	5	3.36	1.650	3	5	4.07	.753
Teachers try to remove undesirable situations	1	5	4.27	1.152	3	5	4.10	.817

facing students to avoid disruptive behavior								
Teachers use contingency contracting as an alternative to suspension of disruptors	1	5	3.74	1.266	3	5	4.07	.799
Most students prefer application of premack principle when they misbehave than punishment	1	5	3.47	1.383	2	5	4.28	.996
Overall mean			3.38	1.364			3.98	.816
Combined mean							3.68	1.090

Further analysis was done on results on classroom behavior implementation practices. These showed that teachers' responses means were higher than those for students for all but one of the statements. Teachers try to remove undesirable situations facing students to avoid disruptive behavior had mean 4.27 (SD = +1.152) on the students' responses compared to mean 4.10 (SD = +0.817) from the teachers' responses. Among the students, the response with the lowest mean was students who do not disrupt others in class are reinforced verbally, mean 2.59 (SD = +1.398). This is as compared to mean 3.73 (SD = +0.701) for the responses from the teachers. The results agree with the tenets of Operant conditioning theory as it helps to reduce the disruptive behavior of the students and increase the positive behavior (Aaas, 2021).

The highest mean observed among the teachers related to the statement most students prefer application of Premack principle when they misbehave than punishment, mean 4.28 (SD = +0.996). For this statement the mean of the responses from the students was 3.47 (SD = +1.383). The overall mean for the responses from the students was 3.38 (SD = +1.364) while that from teachers was 3.98 (SD = +0.816). The combined mean was 3.68 (SD = +1.090). The results agree with Operant conditioning theory which states that

helps to reduce the disruptive behavior of the students and increase the positive behavior (Gregory et al., 2023).

Table 33

Classroom Behavior Modification Techniques and their Percentages on each item

Item		Never	Rarely	Sometimes	Frequently	Always	Mean	SD
Students who do not disrupt others are given rewards	Teachers	0 (0%)	3 (10.3%)	11 (37.9%)	11 (37.9%)	4 (13.8%)	3.61	.832
	Students	41 (19.7%)	40 (19.2%)	82 (39.4%)	3 (1.4%)	42 (20.2%)	2.83	1.335
Students who do not disrupt others in class are reinforced verbally	Teachers	0 (0%)	2 (6.9%)	8 (27.6%)	16 (55.2%)	3 (10.3%)	3.73	.701
	Students	74 (35.6%)	18 (8.7%)	59 (28.4%)	34 (16.3%)	23 (11.1%)	2.59	1.398
Teachers give punishment to students who disrupt others in class	Teachers	0 (0%)	0 (0%)	7 (24.1%)	13 (44.8%)	9 (31.0%)	4.07	.753
	Students	42 (20.2%)	43 (20.7%)	11 (5.3%)	23 (11.1%)	89 (42.8%)	3.36	1.650
Teachers try to remove undesirable situations facing students to avoid disruptive behavior	Teachers	0 (0%)	0 (0%)	8 (27.6%)	10 (34.5%)	11 (37.9%)	4.10	.817
	Students	8 (3.8%)	12 (5.8%)	33 (15.9%)	18 (8.7%)	137 (65.9%)	4.27	1.152
Teachers use contingency contracting as an alternative to suspension of disruptors	Teachers	0 (0%)	0 (0%)	8 (27.6%)	11 (37.9%)	10 (34.5%)	4.07	.799
	Students	11 (5.3%)	29 (13.9%)	47 (22.6%)	37 (17.8%)	84 (40.4%)	3.74	1.266

Most students prefer application of premack principle when they misbehave than punishment	Teachers	0 (0%)	2 (6.9%)	5 (17.2%)	5 (17.2%)	17 (58.6%)	4.28	.996
	Students	13 (6.3%)	57 (27.4%)	34 (16.3%)	28 (13.5%)	76 (36.5%)	3.47	1.383
Overall mean						Teachers	3.98	.816
						Students	3.38	1.364
Combined overall mean							3.68	1.090

Students who do not disrupt others are given rewards had 48.2% of the teachers saying it occurs rarely or sometimes and 51.8% saying it happens frequently or always. Among the student respondents, 19.8% said it never happens, 58.6% said it occurs rarely or sometimes and 21.6% said it happens frequently or always. Students who do not disrupt others in class are reinforced verbally had 34.5% of the teachers saying it occurs rarely or sometimes and 65.5% saying it happens frequently or always. Among the student respondents, 35.6% said it never happens, 37% said it occurs rarely or sometimes and 27.4% said it happens frequently or always. Teachers give punishment to students who disrupt others in class had 24.2% of the teachers saying it occurs rarely or sometimes and 75.8% saying it happens frequently or always. Among the student respondents, 20.2% said it never happens, 26% said it occurs rarely or sometimes and 53.8% said it happens frequently or always.

Teachers try to remove undesirable situations facing students to avoid disruptive behavior had 27.6% of the teachers saying it occurs rarely or sometimes and 72.4% of them saying it happens frequently or always. Among the student respondents, 3.8% said it never happens, 21.8% said it occurs rarely or sometimes and 74.6% said it happens frequently or always. Teachers use contingency contracting as an alternative to suspension of disruptors had 27.6% of the teachers saying it occurs rarely or sometimes

and 72.4% saying it happens frequently or always. Among the student respondents, 5.3% said it never happens, 36.5% said it occurs rarely or sometimes and 58.2% said it happens frequently or always. Most students prefer application of Premack Principle when they misbehave than punishment had 24.2% of the teachers saying it occurs rarely or sometimes and 75.8% saying it happens frequently or always. Among the student respondents, 6.3% said it never happens, 43.7% said it occurs rarely or sometimes and 50% said it happens frequently or always.

The results agree with Operant conditioning theory which states that helps to reduce the disruptive behavior of the students and increase the positive behavior (Nickerson, 2022). They also agree with the findings by Ryan (2020) that many teacher education programs expose pre-service teachers to numerous strategies for managing students' behavior because the most challenging aspect of teaching continues to be classroom management and disruption. Warren et al. (2021) also found that the Premack principle promotes less-desired activities by linking them to more- desired activities. According to him, great emphasis should be placed on catching students doing well‖ and then providing appropriate feedback and reinforcement.

4.8.1 Correlation Analysis

The relationship between classroom behavior modification techniques and students' disruptive behavior was analyzed using Pearson moment correlation statistics. The analysis was tested at 0.05 alpha level with 2-tailed level of significance. The result were presented in Table 34.

Table 34

Correlation Analysis between Classroom Behaviour Modification Techniques and Students' Disruptive Behaviour

Variable		Students Disruptive Behavior
Classroom Behavior Modification Techniques	Pearson Correlation	.020
	Sig. (2-tailed)	.756
	N	237

The Pearson Correlation between Classroom Behavior Modification Techniques and Students Disruptive Behavior is .020 ($p = .756 > .05$). This shows there is a weak but insignificant correlation between Classroom Behavior Modification Techniques and Students Disruptive Behavior.

4.8.2 Regression Analysis

The influence of independent variable on the dependent variable was analyzed using linear regression model.

4.8.3 Model Summary

The strength of the association between the model and the dependent variable is reported in the model summary table. The linear correlation between the observed and model-predicted values of the dependent variable is represented by R, the multiple correlation coefficient is the coefficient of determination (Hannay, 2020).The findings are presented in Table 35.

Table 35

Model Summary: Classroom Behavior Modification Techniques and Students' Disruptive Behavior

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.020a	.000	-.004	.73243

a. Predictors: (Constant), Classroom Behavior Modification Techniques

The model exhibits a goodness of fit, as shown by the adjusted R2 value of -.004. Accordingly, it can be inferred that changes in the independent variable of Physical Classroom Layout Classroom Behavior Modification Techniques account for about four per cent (4%) of the variability in the Students Disruptive Behavior. As a result, there are additional elements that contribute to the remaining 96% of the diversity in Students Disruptive Behavior in the mixed secondary schools in Kisauni Sub County, Kenya.

4.8.4 ANOVA

The model significance was tested at 0.05 test significance level and the finding presented in Table 36.

Table 36

ANOVA: Classroom Behavior Modification Techniques and Students' disruptive Behaviour

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	.052	1	.052	.097	.756b
	Residual	126.068	235	.536		
	Total	126.120	236			

a. Dependent Variable: Students Disruptive Behavior

b. Predictors: (Constant), Classroom Behavior Modification Techniques

The F calculated value of .097 is lower than the F table value of 3.942 (df. 1, 235, p=.756 >.05). This result is important because it supports the discovery made by the regression model and shows that Classroom Behavior Modification Techniques are not an important predictor of Students Disruptive Behavior.

4.8.5 Coefficients

Each independent variables was analyzed in terms of how it influences the dependent variable. The results are displayed in Table 37.

Table 37

Coefficients: Classroom Behavior Modification Techniques and Students' Disruptive Behaviour

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.695	.248		10.848	.000
	Classroom Behavior Modification Techniques	.022	.071	.020	.311	.756

a. Dependent Variable: Students Disruptive Behavior

The model coefficient shows that Classroom Behavior Modification Techniques are not an important predictor of Students Disruptive Behavior in the mixed secondary schools in Kisauni Sub County, Kenya (β = .020, p =.756>.05). The t value = .311 also shows

that it is not significant. To test H04, the researcher examined the beta value and associated p-value for independent variable "Classroom behavior modification techniques." The beta value is 0.020 and the p-value is 0.086 since p > 0.075(p-value is greater than the significance level of 0.05, we accept Ho4. This suggests that there is no statistically significant relationship between implementation of classroom rules and students' disruptive behavior in mixed secondary schools in Kisauni Sub-County, Kenya.

4.9 Implementation of Classroom Rules and Students' Disruptive Behavior

The fifth objective was to determine the relationship between implementation of classroom rules and students' disruptive behavior and students' disruptive behavior in mixed schools in Kisauni Sub-County, Kenya. Percentages were used in the analysis and presentation was made in table 38 and 39.

Table 38

Implementation of Classroom Rules with their mean and Standard Deviation

	Students Responses				Teachers Responses			
Item	Min	Max	Mean	SD	Min	Max	Mean	SD
Teacher ensures that students do not disrupt others in class	1	5	3.99	1.383	3	5	4.79	.491
Teacher ensures that students attend lessons regularly	1	5	4.51	.968	4	5	4.79	.412
Teacher ensures that students are punctual in attending lessons	1	5	4.54	.952	4	5	4.38	.494
Teacher ensures that students wear appropriate uniforms	1	5	4.27	1.157	5	5	5.00	.000
All students are required to attend prayer sessions in the classroom	1	5	4.31	1.037	3	5	3.90	.772
Teacher ensures that students do not carry unauthorized foodstuff to the classroom	1	5	3.72	1.441	3	5	4.45	.632
Teacher ensures that students	1	5	3.86	1.480	2	5	4.21	.861

are frisked before attending class								
Teacher don't allow students to bring phones in the class	1	5	3.40	1.683	3	5	4.79	.491
Teacher do not allow students to be visited by people other than parents/guardian during lunch hours	1	5	2.75	1.756	3	5	4.31	.541
Teacher ensures students do not use toilets for drug abuse	1	5	3.68	1.578	2	5	4.38	.942
Overall mean			3.90	1.344			4.50	.564
Combined mean							4.20	.954

There were also results on the responses of the students and teachers regarding implementation of rules of classroom behavior. Among the students' responses, teacher ensures that students are punctual in attending lessons had the highest mean 4.54 (SD = +0.952) compared to the corresponding response by teachers with mean 4.38 (SD = +0.494). For the teachers' responses, the highest mean related to the statement, teacher ensures that students wear appropriate uniforms, with mean 5.00 (SD = +0.000). The corresponding responses by students had mean 4.27 (SD = +1.157). For the students, the statement, teacher ensures that students are punctual in attending lessons had the highest mean at 4.54 (SD = +0.952), while for the teachers it was 4.38 (SD = +0.494).

Overall mean from the students' responses was 3.90 (SD = +1.344) while that for teachers was 4.50 (SD = +0.564) with the combined mean being 4.20 (SD = +0.954). The study results concur with those of Skinner & Pitzel (2012) who postulated that human behavior is learned and can be modified and that behavior continues because they are reinforced (Rafi et al., 2020). It further agrees with Bruhn et al. (2020), who averred that operant conditioning seeks to modify overt or observable behaviors.

Table 39

Implementation of Classroom Rules and their Percentages on each Item

Item		Never	Rarely	Sometimes	Frequently	Always	Mean	SD
Teacher ensures that students do not disrupt others in class	Teachers	0 (0%)	0 (0%)	1 (3.4%)	4 (13.8%)	24 (82.8%)	4.79	.491
	Students	20 (9.6%)	15 (7.2%)	34 (16.3%)	17 (8.2%)	122 (58.7%)	3.99	1.383
Teacher ensures that students attend lessons regularly	Teachers	(0%)	0 (0%)	0 (0%)	6 (20.7%)	23 (79.3%)	4.79	.412
	Students	(4.3%)	3 (1.4%)	8 (3.8%)	41 (19.7%)	147 (70.7%)	4.51	.968
Teacher ensures that students are punctual in attending lessons	Teachers	0 (0%)	0 (0%)	0 (0%)	18 (62.1%)	11 (37.9%)	4.38	.494
	Students	8 (3.8%)	20 (9.6%)	24 (11.5%)	0 (0%)	156 (75.0%)	4.54	.952
Teacher ensures that students wear appropriate uniforms	Teachers	0 (0%)	0 (0%)	0 (0%)	0 (0%)	29 (100%)	5.00	.000
	Students	10 (4.8%)	8 (3.8%)	34 (16.3%)	20 (9.6%)	136 (65.4%)	4.27	1.157
All students are required to attend prayer sessions in the classroom	Teachers	0 (0%)	0 (0%)	10 (34.5%)	12 (41.4%)	7 (24.1%)	3.90	.772
	Students	8 (3.8%)	3 (1.4%)	32 (15.4%)	38 (18.3%)	127 (61.1%)	4.31	1.037
Teacher ensures that students do not carry unauthorized food to the classroom	Teachers	0 (0%)	0 (0%)	2 (6.9%)	12 (41.4%)	15 (51.7%)	4.45	.632
	Students	23 (11.1%)	25 (12.0%)	39 (18.8%)	21 (10.1%)	100 (48.1%)	3.72	1.441
Teacher ensures that students are frisked before attending class	Teachers	0 (0%)	1 (3.4%)	5 (17.2%)	10 (34.5%)	13 (44.8%)	4.21	.861
	Students	24 (11.5%)	23 (11.1%)	31 (14.9%)	11 (5.3%)	119 (57.2%)	3.86	1.480
Teacher	Teachers	0	0	1	4	24	4.79	.491

don't allow		(0%)	(0%)	(3.4%)	(13.8%)	(82.8%)		
students to bring phones in the class	Students	50 (24.0%)	25 (12.0%)	17 (8.2%)	23 (11.1%)	93 (33.7%	3.40	1.683
Teacher do not allow students to be visited by people other than parents/guardian during lunch hours	Teachers	0 (0%)	0 (0%)	1 (3.4%)	18 (62.1%)	10 (34.5%)	4.31	.541
	Students	85 (40.9%)	26 (12.5%)	22 (10.6%)	5 (2.4%)	70 (33.7%)	2.75	1.756
Teacher ensures students do not use toilets for drug abuse	Teachers	0 (0%)	1 (3.4%)	6 (20.7%)	3 (10.3%)	19 (65.5%)	4.38	.942
	Students	46 (22.1%)	5 (2.4%)	11 (5.3%)	54 (26.0%)	92 (44.2%)	3.68	1.578
Overall mean					Teachers		4.50	.564
					Students		3.90	1.344
Combined overall mean							4.20	.954

Teacher ensures that students do not disrupt others in class had 3.4% of the teachers saying it occurs rarely or sometimes and 96.6% saying it happens frequently or always. Among the student respondents, 9.6% said it never happens, 23.5% said it occurs rarely or sometimes and 66.9% said it happens frequently or always. Teacher ensures that students attend lessons regularly had 100% of the teachers saying it happens frequently or always. Among the student respondents, 4.3% said it never happens, 5.2% said it occurs rarely or sometimes and 90.4% said it happens frequently or always. Teacher ensures that students are punctual in attending lessons had 100% of the teachers saying it happens frequently or always. Among the student respondents, 3.8% said it never happens, 21.1% said it occurs rarely or sometimes and 75% said it happens frequently or

always.

The response to the statement that the students wear appropriate uniforms had 100% of the teachers saying it happens frequently or always. Among the student respondents, 4.8% said it never happens, 20.1% said it occurs rarely or sometimes and 75% said it happens frequently or always. All students are required to attend prayer sessions in the classroom had 34.5% of the teachers saying it occurs rarely or sometimes and 65.5% saying it happens frequently or always. Among the student respondents, 3.8% said it never happens, 16.8% said it occurs rarely or sometimes and 79.4% said it happens frequently or always. Teacher ensures that students do not carry unauthorized food to the classroom had 6.9% of the teachers saying it occurs rarely or sometimes and 93.1% saying it happens frequently or always. From the student respondents, 11.1% said it never happens, 30.8% said it occurs rarely or sometimes and 58.1% said it happens frequently or always. Teacher ensures that students are frisked before attending class had 20.6% of the teachers saying it occurs rarely or sometimes and 79.4 saying it happens frequently or always. Among the student respondents, 11.5% said it never happens, 26% said it occurs rarely or sometimes and 62.5% said it happens frequently or always.

The statement that teacher does not allow students to bring phones in the class had 3.4% of the teachers saying it occurs rarely or sometimes and 96.6% saying it happens frequently or always. As per the student respondents, 24% said it never happens, 20.2% said it occurs rarely or sometimes and 44.8% said it happens frequently or always. Teacher does not allow students to be visited by people other than parents/guardian during lunch hours had 3.4% of the teachers saying it occurs rarely or sometimes and 96.6% saying it happens frequently or always. Among the student respondents, 40.9% said it never happens, 23.1% said it occurs rarely or sometimes and 36.1% said it

happens frequently or always. Teacher ensures students do not use toilets for drug abuse had 24.2% of the teachers saying it occurs rarely or sometimes and 75.8% saying it happens frequently or always. Among the student respondents, 22.1% said it never happens, 7.7% said it occurs rarely or sometimes and 70.2% said it happens frequently or always.

The study results concur with those of Skinner and Pitzel (2012) who postulated that human behavior is learned and can be modified and that behavior continues because they are reinforced (Rafi et al., 2020). It further agrees with Amemiya et al. (2020), who averred that Operant conditioning seeks to modify overt or observable behaviors.

4.9.1 Correlation Analysis

disruptive behavior was analyzed using Pearson moment correlation statistics. The analysis was tested at 0.05 alpha level with 2-tailed level of significance. The result were presented in Table 34.

Table 40

Correlation Analysis between Implementation of Classroom Rules and Students' Disruptive Behaviour

Variable		Students Disruptive Behavior
Implementation of Classroom Rules	Pearson Correlation	.011
	Sig. (2-tailed)	.866
	N	237

The Pearson Correlation between Implementation of Classroom Rules and Students

Disruptive Behavior is .011 (p = .866>.05). This shows there is a weak but insignificant correlation between Implementation of Classroom Rules and Students Disruptive Behavior.

4.9.2 Regression Analysis

The influence of independent variable on the dependent variable was analyzed using linear regression model.

4.9.3 Model Summary

The strength of the association between the model and the dependent variable is reported in the model summary table. The linear correlation between the observed and model-predicted values of the dependent variables I represented by R, the multiple correlation coefficient. Its high values denotes a strong connection. The R squared value of the multiple correlation coefficient is the coefficient of determination (Chicco & Jurman, 2020). The findings are presented in Table 41.

Table 41

Model Summary: Implementation of Classroom Rules on Students' Disruptive Behavior

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.011a	.000	-.004	.73254

a. Predictors: (Constant), Implementation of Classroom Rules

The model exhibits a goodness of fit, as shown by the adjusted R2 value of -.004. Accordingly, it can be inferred that changes in the independent variable of

Implementation of Classroom Rules account for about four per cent (4%) of the variability in the Students Disruptive Behavior. As a result, there are additional elements that contribute to the remaining 96% of the diversity in Students Disruptive Behavior in the mixed secondary schools in Kisauni Sub County, Kenya.

4.9.4 ANOVA for Implementation of Classroom Rules

The model significance was tested at 0.05 test significance level and the finding presented in Table 42.

Table 42

ANOVA: Implementation of Classroom Rules and Students' Disruptive Behavior

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	.015	1	.015	.028	.866b
	Residual	126.105	235	.537		
	Total	126.120	236			

a. Dependent Variable: Students Disruptive Behavior

b. Predictors: (Constant), Implementation of Classroom Rules

The F calculated value of .028 is lower than the F table value of 3.942 (df. 1, 235, p=.866 >.05). This result is important because it supports the discovery made by the regression model and shows that Implementation of Classroom Rules is not an important predictor of Students Disruptive Behavior.

4.9.5 Coefficients

Each independent variables was analyzed in terms of how it to the dependent variable. The results are displayed in Table 43.

Table 43

Coefficients: Implementation of Classroom Rules and Students' Disruptive Behaviour

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.712	.347		7.821	.000
	Implementation of Classroom Rules	.015	.086	.011	.169	.866

a. Dependent Variable: Students Disruptive Behavior

The model coefficient shows that Implementation of Classroom Rules is not an important predictor of Students Disruptive Behavior in the mixed secondary schools in Kisauni Sub County, Kenya (β = .011, p =.866>.05). The t value = .169. The fifth hypothesis 5 (Ho5) read there is no statistically significant relationship between implementation of classroom rules and students' disruptive behavior. To test H05, the researcher examined the beta value and associated p-value for independent variable "Implementation of classroom rules." The beta value is 0.011 and the p-value is 0.086 since p > 0.05(p-value is greater than the significance level of 0.05, we accept Ho5. This suggests that there is no statistically significant relationship between implementation of classroom rules and students' disruptive behavior in mixed secondary schools in Kisauni Sub-County, Kenya.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter contains the summary of the findings from the study, the conclusions made, and its recommendations. This is with respect to the study variables: Practices on physical classroom layout, Classroom control practices by prefects, Academic Engagement practices for students, Classroom behavior implementation practices, and

Implementation of rules of classroom behavior and their influence on the dependent variable, Students' disruptive behavior, in Kisauni Sub County were examined.

5.2 Summary of the Findings

5.2.1 Relationship between Physical Classroom Layout and students' disruptive behavior

The results on relationship between physical classroom layout and students' disruptive behavior show that students had a higher mean in their agreement to two of the statements. The overall mean for students was 3.09 (SD = +1.395) while that for teachers was 3.74 (SD = +0.969). The combined mean was 3.41 (SD = +1.182). The Pearson Correlation between Practices on Physical Classroom Layout and Student Disruptive Behavior is .305 ($p = .000<.05$). This shows there is a moderately weak correlation between Practices on Physical Classroom Layout and Students' Disruptive Behavior. The regression model coefficient shows that Practices on Physical Classroom Layout is an important predictor of the Students' Disruptive Behavior ($\beta = .305$, $p = .000<0.05$). The t value = 4.914 is also significant. The null hypothesis that is no statistically significant relationship between physical classroom layout and students' disruptive behavior in mixed secondary schools in Kisauni Sub-County, Kenya was rejected at 0.05 alpha level.

5.2.2 Relationship between Classroom Control Practices By Prefects and Students' Disruptive Behavior

Evaluation of the results on classroom control practices by prefects shows that teachers had higher means compared to students in all except one of the statements. Overall mean for the students' responses was 3.06 (SD = +1.344) while that for teachers was 4.26 (SD = +0.705) with the combined mean being 3.66 (SD = +1.025). The Pearson Correlation

between Prefects' Classroom Control Practices and Students' Disruptive Behavior is .269 (p = .000<.05). This shows there is a strong positive correlation between classroom control practices by prefects and Students' Disruptive Behavior. The regression model coefficient shows that Prefects' Classroom Control Practices is an important predictor of the Student Disruptive Behavior (β = .269, p =.000<0.05). The t value = 4.286 is also high and thus significant. The null hypothesis that there is no statistically significant relationship between classroom control practices by prefects and students' disruptive behavior in mixed secondary schools in Kisauni Sub-County Kenya was rejected at threshold of 0.05 alpha level.

5.2.3 Relationship between Academic Engagement Practices and Students' Disruptive Behavior

The results on academic engagement practices for students showed the highest similarity and agreement between the responses by teachers and students. Overall mean for the student responses was 4.00 (SD = +1.241) and 4.29 (SD =+0.738) for the teachers. The combined mean was 4.15 (SD = +0.990). The Pearson Correlation between Academic Engagement Practices for students and Student Disruptive Behavior is -.089 (p = .174>.05). This shows there is a weak negative correlation between Academic Engagement Practices for students and Student Disruptive Behavior. The regression model coefficient shows that Academic Engagement Practices for students is a weak negative predictor of the Student Disruptive Behavior (β = -0.089, p =.174>0.05). The t value = -1.364, is also high and thus significant. The null hypothesis that there is no statistically significant relationship between academic engagement practices and students' disruptive behavior in mixed secondary schools in Kisauni Sub County Kenya was accepted at 0.05 alpha level.

5.2.4 Relationship between Classroom Behavior Modification Techniques and Students' Disruptive behavior

Further analysis was done on results on classroom behavior modification techniques. These showed that teachers' responses means were higher than those for students for all but one of the statements. The Pearson Correlation between Classroom Behavior modification techniques and Students' Disruptive Behavior is .020 ($p = .756 > .05$). This shows there is a very weak positive correlation between Classroom Behavior modification techniques and Student Disruptive Behavior. The regression model coefficient shows that classroom behavior modification techniques is an important predictor of the Student Disruptive Behavior ($\beta = .020$, $p = .756 > 0.05$). The t value = .311 which indicates that the Classroom Behavior modification techniques variable is not a significant predictor of Students' Disruptive Behavior. The null hypothesis that there is no statistically significant relationship between classrooms behavior modification techniques by teachers and students' disruptive behavior in mixed secondary schools in Kisauni Sub-County Kenya was accepted at threshold of 0.05 alpha level.

5.2.5 Relationship between Implementation of Classroom Rules and Students' Disruptive Behavior

The overall mean among the students was 2.63 (SD = +1.118) while the overall mean among the teachers was 4.11 (SD = +0.706). The combined mean was 3.37 (SD = +0.912). Thus there is high level of students' disruptive behavior in Kisauni Sub-County. The Pearson Correlation between student disruptive behavior and implementation of classroom behavior rules is .011 ($p = .000 < .05$). This shows there is a very weak correlation between students' disruptive behavior and implementation of classroom behavior rules. The regression model coefficient shows that student disruptive behavior is not an important predictor of the implementation of rules of classroom behavior (β

= .011, p =.866>0.05). The null hypothesis that there is no statistically significant relationship between implementation of classroom rules and students' disruptive behavior in mixed secondary schools in Kisauni Sub-County Kenya was accepted at 0.05 alpha level.

5.3 Conclusions

The following conclusions are based on the key findings of the study and in line with the research objectives:

Evaluation of the responses on practices on physical classroom layout revealed that students who interfere with others sit near each other, teachers arrange classroom to minimize crowding, students who disrupt others are usually in the same discussion group, students who disrupt others sit behind the rest in class, and desks for students who disrupt other are placed closely together. It was also observed that sitting positions were never changed by the teacher during the entire year, students who disrupt others tend to sit near the window, and students who disrupt others tend to sit alone in class.

The study concludes that classroom control practices by prefects are handled well. This is because prefects report students who are disruptors to the class teacher, class prefects ensure that all students' complete assignments, the prefects are involved in punishing students who misbehave in class, and prefects generally keep keys to classrooms and laboratories. Other results show that prefects are active in guiding and counseling disruptors in class, and they are also involved in frisking students suspected of misbehaving before entering class, and they also ensure that all students do assignment as instructed by the teacher. Altogether, prefects being the role models, they behave well and perform better in class.

On the academic engagement practices for students, the results indicated that indeed

students are encouraged by the teacher to do assignments, teachers engage students in copying notes, teachers engage students in group discussions, and teachers engage students in doing private studies. The study also concludes that teachers engage bright students in assisting the weaker ones, students are given extra work to encourage them to behave better, and teachers engage students in drama when the assignment is boring and difficult to be done by students alone. Teacher contingent and brief error corrections for academic and social errors and by students doing assignment correctly enable teachers to understand learners' keenness in class.

Regarding the classroom behavior implementation practices, Students who do not disrupt others are given rewards, students who do not disrupt others in class are reinforced verbally, teachers give punishment to students who disrupt others in class, and teachers try to remove undesirable situations facing students to avoid disruptive behavior. Also, teachers use contingency contracting as an alternative to suspension of disruptors, and most students prefer application of Premack principle when they misbehave than punishment.

According to the implementation of classroom rules the study clarify that rules helps learners to get a clear understanding of what is expected of them and understand clearly the consequences of their behavior. Students are expected to attend class at least 80% of the lesson and complete all assignment. Teachers should inspect ability which provide clear behavioral expectation. Class teachers set rules and regulations for the proper governing of the various lifestyles of students containing the dos and don'ts. Uniforms in public schools reduce social barriers between students and encourage discipline. Prayers enable all members of school community to behave properly and cooperate in teaching and learning.

The study results on students' disruptive behavior show that most students sleep during the lesson when it is hot, while some students are bullied in class, others take properties of other students without their permission, some students are teased verbally in class, some make noise while others are reading, there are incidences of some disrupting others while trying to complete their assignment. Also, some students use bad language when talking to one another, others tickle their colleagues while in class and some shove desks while others are working. The students abuse drugs in class.

5.4 Recommendation

5.4.1 Recommendation policy and practise

Based on the main findings, the study makes a number of recommendations:

The first objective of this study was to establish the relationship between physical classroom layout and students' disruptive behavior. From the findings the study recommended that policy makers and ministry of education should cooperate to make policies that are in line with reflective of the diverse cultural and linguistic characteristics of the students and be consistent with specific learner needs when dealing with physical arrangement of classroom.

The second objective of this research was to establish the relationship between classroom control practices by prefects and students' disruptive behavior within mixed secondary schools located in Kisauni Sub-County Kenya. Based on the results of this research, suggestions were given to policy makers and ministry of education to facilitate training of prefects in assisting to supervise of learners. The Prefect's duty should be clearly defined by classroom managers to avoid conflict with skills negotiation in order to execute their duties as prefects. There should be school forums where all students are involved and sensitized that prefects are there to help them in day to day running

schools/classes since teachers alone cannot run all students effectively.

The third objective of the research was to establish the relationship between academic engagement practices and students' disruptive behavior. The study recommends that the policy makers at government level to implement guidelines on academic engagement practices which will have a positive impact on learning and that can hinder the occurrence of disruptive behavior more often. Students should be actively engaged in problem solving and applying new knowledge to real-world problems than textbooks to be more motivated. Schools should also strongly encouraged to utilize students as partners in decision making processes.

The fourth objective of the research was to establish the relationship between classroom behavior modification techniques used by teachers and students' disruptive behavior. Report proposes that policy makers and the ministry of education to collaborate in developing effective classroom behavior modification techniques used by teachers to deal with any disruption that may occur in class. TSC to offer Pre-service to teachers which should be exposed to behavior modification at the beginning of their preparation, providing them with every possible opportunity to broadly relate behavior modification principles and strategies to other course areas. This will accord them with a better understanding and competences of behavior modification techniques thus teaching-learning situation in the classroom would significantly improve.

The fifth objective of the study was to establish the relationship between implementation of classroom rules and students' disruptive behavior. The report concludes that Classroom managers through the ministry of education should organize seminars and forum for students on the importance of obeying classroom rules regulation. The head teacher should coerce the class teacher into strictly implementing the set rule and

regulations.

5.4.2 Suggestions for Further Study

Methods of maintaining student behavior is of paramount importance to students. There is need to conduct research to find out the influence of methods of maintaining student behavior on test score in classes in Kenya. Further studies also need to be carried on the role of parents in maintaining student behavior in secondary schools. This is because parents are called upon when their children are either suspended or expelled from school due to students misbehaving in school. The same kind of study should be done in other parts of Kenya to validate the current findings.

REFERENCES

Aaas, K. (2021). “Learning through communication: exploring learning potential in

teacher team lesson study talk" International journal for lesson and learning studies 10(1): 47-59.doi:10.1108/1jll-07-2020

Adam, A., (2020). Sample size determination in survey research. Journal of scientific Research & Reports, 26(5), 90-97.https://doi.org /10.9734/ JSR R/ 2020/V26i530263

Adams M., & Quinones G. (2020). Collaborative pathways to friendship in early childhood. A cultural historical perspective. Routledge.

Aghasaleh, R. (2018). Oppressive curriculum: Sexist, racist, classist and homophobic Practice of dress codes in schooling. Journal of African American studies 22(1): 94-108.

Alcruz, J. & Blair, M. (2022). Student- centered classrooms: Research- driven and inclusive Strategies for Classroom Management. Lanham, MD: Rowman & Littlefield Publishers.

Alesech, J., & Nayar, S. (2019). Teacher strategies for promoting acceptance and Belonging in the Classroom. A New Zealand study. Internation Journal of Incusive Education, 1-17.https://doi.org/10 .1080/1363116.20 19.1600054

Ali, A. (2021). Lesson Planning and Proactive Classroom Management Strategies for Teaching English at Tertiary Level in Pakistan. Elsya: Journal of English Language Studies, 3(1), pp. 8-16

Allison, N. (2020). Students' attention in class: patterns, perceptions of cause and a tool for measuring classroom quality of life. Journal of Perspectives in Applied Academic Practice, 8(2), 58-71.https://doi.org/10.14297/jpaap.v8i2.427

Alnaami, N., & Masuadi, E. (2020). Clinical Learning Evaluation Questionnaire: A Confirmatory factor analysis. Adv Med Educ Pract.11:953-61

Alwahbi, A. & Hua Y. (2020). Using contingency contracting to promote social Interactions among students with ASD and their peers behavior modification.

Alwahbi, A., & Hua, Y. (2021). Using Contingency Contracting to Promote Social interactin among students with ASD and their peers. Behavior Modification, 45(5), 671-694.

Alqahtani, R.M. (2020). The Effects of a Token Economy System to Improve Social Academic and Behavior Skills with Children in KSA. International Journal of Learning and Development, 10(3), p.11.

Amanda F., Imarc N., & Helena J. (2021). Adult attachment is related to maternal neural response to infant cues: an ERP Study. Attachment & Human Development, volume 25, 2023

Amemiya, J., Fine, A., & Wang, M. (2020). Trust and discipline: Adolescent's institutional and teacher trust predict classroom behavioural engagement following teacher discipline. Child Development, 91(2), 66-678.https: //doi.org/10.111/cdev.13233

Amez, S., & Beart., S. (2020). Smartphone use and academic performance: A literature

review. International Journal of Educational Research, 103, 101618

Anderman, E. (2020). Achievement Motivation Theory: Balancing Precision and Utility. Contemporary Educational psychology, 61, 101864.https:// doi.org/ 10.1016 /j.ced psych.2020.101864

Ansari, A., Shephard, M., & Gottfried, M. (2022). School uniforms and student behavior: Is there a link? Early childhood Research Quarterly 58:278

Apostolou, M., & Keramari, D. (2020). What prevents people from making friends: A taxonomy of reasons, personality and individual differences

Aryati, P.A., Hikmat, M.H. & Thoyibi, M. (2021). Strategies to cope with students' Discipline problems in senior High school. Indonesian Journal on learning and Advance education (IJOLAE), 3(1),40-47. http://journals.a.id/ index.php /ijolae/article/view/9474

Australian Government (2023). Strong Beginnings: Report of the Teacher Education Expert Panel

Avazmatova, M. (2020). Classroom Management Strategies and Effective usage of Teacher Interventions. Social Science.

Babinski. E., & Waschbusch (2022). Disruptive behavior Disorders in children and Adolescents. Reference module in Neuroscience and Biobehavioral Psychology 5.412-423.doi:10.1016/B978-0-12-8-818697-8

Barksdale, C., Peters, M., & Corrales, A. (2021). Middle school students' perceptions of classroom climate and its relationship to achievement. Educ Stud.47,84-107.doi:10.1080/03055698.2019.1664411

Bartlett P., Long, M., Lugasi, G., & Tsigler, A. (2020). Benign Over-fitting in linear Regression. Proceedings of the National academy of Sciences of the USA. 2020;117 (48): 30063- 300070.DOI:10.1073/PNAS.1907378117

Berk RA. (2020). Statistical Learning from a regression perspective. Berlin: Springer International Publishing; 2020. Statistical Learning as a regression problem; pp. 1- 72

Barret, K. (2018). When school dress codes discriminate.neaToday.http:/neatoday.org/ 2018/07/24/when-school-dress-codes-discriminate/to-girls.

Benne, C. (2021). Tolle lege. Embedied reading the "scene of reading." Lang. Sci.84:101357

Berceanu, I. (2021). 'The Institution of the Prefect According to the Romanian Administration Code,' 2019, MPRA, no. 92651, available athttps://mpra.ub.uni-meunchen.de/92651/1/MPRA_paper_92615

Berry, A. (2020). Disrupting to driving: exploring upper primary teachers' perspectives on student engagement. Teacher and teaching, 1-21

Berlin, S. (2019). Improving student Attitudes towards school via the Implementation of Leadership binders. Master's Thesis, Goucher college school of education, Baltimore, MD, United states.

Berndt, E. 2020). Sampling methods. Journal of Human lactation, 36(2), 24-226https://doi.org/10. 1177/080334420906850.

Bhandari, P. (2022). Ethical considerations in research/Types & Examples. Scribber. Retrieved from:https://www.scribbr.com/methodology/research-ethics/

Blake, K., & Gangestad, S. (2020). On attenuatd Interactions, Measurement error and Statistical Power: guidelines for Social and Personality Psychologists. Personality and Social Psychology Bulletin, 46(12), 1702-1711

Bolden, E.C., Oestreich, T.M., Kenney, M.J., & Yuhnke, B.T. (2019). Location, location, Location: A comparison of student experience in a lecture hall to a small Classroom using similar techniques. Active learning in higher Education, 20(2), 139- 152.https://doi.org/10.1177/146978417742018

Bokulich, A. (2020). Towards a taxonomy of the model- ladenness of data,‖ Philosophy of Science, 87(5): 793- 806

Bosch, N., & D'Mello, S. (2021). Automatic detection of mind wandering from video in The lab and in the classroom. IEE Trans.Affect.Comput.12974-988.10.1109/ TFFC.2019.2908837

Bruhn, L., Rila, A., Mahatmya, D., Estrapala, S., & Hendrix, N. (2020). The effects of Data-Based, Individualized Interventions for Behavior. Journal of Emotional & Behavioral Disorders, 28(1), 1-14.https//doi.org/10.1077/106342661880

Brunner, C. (2021).Conceptualizing epistemic violence. An Interdisciplinary a Assemlege for IR. Int. Polit.9,193-212

Caldarella, p., Larsen, R., Williams, L., Wills, H., & Wehby J. (2021).Effects of Middle school teachers' praise-to-reprimand ratis on students' classroom Behavior. Journal of positive behavior interventions. Advance online Publication.https://doi.org/10.1177/10983007211035185

Califonia Department of Education. (2022). Title 1: Improving Academic Achievement. https:// www.cde.ca.gov/sp/sw/

Camacho, K.A. & Krezmien, M.P. (2020). A Statewide analysis of school discipline Policies and suspension practices. Preventing school failure. Alternative

Campbell, S., Greenwood, M., Prior, S., Shearer, T. Walkem, K., Young, S., Bywaters, D., & Walker, K. (2020). Purposive sampling. Complex or simple? Research case Examples. Journal of Research in Nursing 25(8),652.661.https://doi.org/ 10.1177/744987120927206

Casson, A., Cooling, T. & Francis L. (2017). Lessons in Spiritual Development. London: Church House.

Cardwell, S.M., Mazerolle, L., and Piquero, A.R. (2019). Truancy intervention and Violent offending: evidence from a randomized controlled trial. Aggress. violent Behave.49: 101308.doi:10.1016/j.avb.2019.07.003

Casteel, A., Bridier, N. (2021). Describing population and samples in doctoral student Research. International Journal of Doctoral Studies, 16,33362

Chicco, D., & Jurman, G. (2020). The advantages of Mathews correlation coefficient (MCC) over F1 Score and accuracy in binary classification evaluation. BMC Genomics.2020;21(1):1-13

Cho, S., Weng, C., Kahn, M., & Natarajan, K. (2021). Idendifying data quality dimension For person-generated wearable devices data: Multi-method study. JMIR mHealth And uHealth, 9(12), e31618

Clarke, C. & Woodhead, L. (2015). A New settlement: Religion and Belief in schools: London: Westminister faith debates

Clinton, V., & Wilson, N. (2019). More than chalkboards: Classroom Spaces and Collaborative learning attitudes. Learning Environments Research, 22(3), 325-344.https//doi.org/10.1007/s10984-019-09287-w

Corner, J., Furr, M., DelBusto, C., Silva, k., & Hong, N. (2021). Therapist-led, Internet-Delivered treatment for early child social anxiety: A waitlist-controlled evaluation of The iCALM telehealth program. Behavior Therapy, 52(5), 1171-1187. https://doi.org/10.1016/j.beth.2021.01.004

Couch, L.K. (2019). Asynthesis and mete-analysis of the effects of token economies on Student behavior (Unpublished doctoral dissertation). University of California Riverside, CA.

David- Ferdon, C. (2021). Vital signs: Prevalence of multiple forms of violence and Increased health risk behaviors and conditions among youths- United states. 70, 167-73.Retrieved from: https//wwww.cdc. gov/mmwr/volumes/70/wr/mm700 5a4.htm?s_Cid=mm7005a4_w

Demir, S., & Almali, H. (2020). What do teachers do! Factors affecting the respectability of teaching profession according to teachers' viewpoints. Erzincan University Journal of Education Faculty, 22(1), 1-17.https://doi.org/10.17556/erziefd.448632

Deoliverira, W. (2020).Family interactions and the involvement of adolescents in bullying situations from a bioecological perspective. Estudos de Psicologia (Campinas), 37(3).https//doi.org/10.1590/1982-0275202037e180094

Dumas, C. (2020). Let's put the c in PLC: a practical guide for school leaders. Next Learning Solution Press

Domen, J., Hornstra, L., Weijers, D., Van der Veen I.,& Peetsma, T. (2020). Differentiated need support by autonomy and structure and relations with student motivation. British Journal of Educational Psychology. 90:403-423.doi: 10.1111/bjep.12302

Dusenbury, L., Yoder, N., Dermody, C., & Weissberg, R. (2019). An examination of Frameworks for social and Emotional learning (SEL) Reflected in state K-12 Learning Standards. Collaborative for Academic, social and Emotional Learning.

Eijigu, T., & Teketel, S. (2021). Bullying in schools: prevalence, bystanders reaction and associations with sex and relationships. BMC Psychology, 9(1), 1-10.https://doi. org/10.1186/s40359-021-00685-5

Explore Education Statistics. (2022). School, pupils and their characteristics.https://explore-education statistics. service. gov.uk/ findstatistics/ school-pupils-andtheir-characteristics

Eymeri-Douzan, J. & Tanguy, G. (2021). Prefects, Governor and commissioners. Territori representatives of state in Europe, Birmingham: Palgrave Macmillan

Fallon, L., Marcotte, A., Hamsho, F., Ribinson-Link, P. & Ferron, J. (2021). The impact Of the good behavior game on writing quantity and quality. School Psychology, 36 (4), 255-260

FAO. (2021). Food-based Dietary Guidelines. A manual from the English- speaking Caribbean; Food and Agriculture Organization of the United Nation: Rome, Italy, 2007; Available online: http://www.fao.org/3/ai800e/ai800e00.htm.

FAO & WFP. (2022). Join forces to boost children's right to food in schools. United Nations.

Fernanda Espinosa Cevallos, L. and T. Soto, S. (2020). EFL Classroom Management. MEXTESOL Journal, 44(2).

Ferretti, R.F., & Gaete, J. (2020). Attention deficit hyperactivity disorder (ADHD) According to parents. Qual. Rep.25, 1107-1126

Fitri, Y., & Ain, S. (2022). The effect of reward and punishment on the learning Motivation of Elementary school students. Journal of Islamic Education and Multiculturalism, 4(1), 291-308.https://doi.org/10.37680/scaffolding.v4i1.1337

Fonse AG. & Genzel, L. (2020). Sleep and academic performance considering amunt, quality and timing. Curr Opin in Behav Sci-33:65-71.DOI:1016/ j.cabeha. 2019.12.008

Franklin, H. and Harrington, I. (2019). A review into effective classroom management and strategies for students engagement: Teacher and student roles in today's Classroom. Journal of Education and Training Studies, 7(12), p.1

Franzese, AT., Black, DV., Blalock, KM., Wilson SM., Medenblik A., & Costanzo, PR. (2021). Regulatory focus and substance use in adolescents: Protctive effects of prevention orientation. Subst use misuse. 56(1):33-8

Frederique, N. (2020). What do the data reveal about violence in schools? National Institute of Justice Journal, 282, 65-71.Retrieved from: https://nij.gov/topics/ articles/what-do-data-reveal-ab

Gaete, J., & Gaete, A. (2021). ―Disruptive behavios: a capabilities approach,‖ in the Palgrave Encyclopedia of critical perspectives on mental Health (Section: narratives of aetiology and Recovery). Eds.M.O'Reilly and J. Lester

Gage, N.A., Scott, T., Hirn, R. & MacSuga- Gage, A. S. (2018). The relationship between teachers' implementation of classroom management practices and student behavior in elementary school. Behavioral Disorders, 43(2), 302- 315

Galan-Lopez P., Dominguez R., Gisladottir T., Sanchez-Olover AJ., Pihu M., & Ries F. (2021). Sleep quality and duration in European adolescents (The AdolesHealth study):A crosss-sectional, Quantitative Study Children (Basel) 8(3):188. doi:10.3390/ Children 8030188

Geurts, E., Reijs, R., Leenders, H., Jansen, M., & Hoebe, C. (2023). Co-creation and decision-Making with students about teaching and learning: a systematic literature review. Journal of educational change. Advance online publication. https://doi.org/10.1007/s10

Gonzalez- Zamar, M.D., Ortiz Jimenez, L., Sanchez Ayala, A. and Abad-Segura, E. (2020). The Impact of the University Classroom on Managing the Socio-Educational well- being: A global study. International Journal of Environmental Research and Public Health, 17(3), p.931

Gradesfixer (2019). Research Methology: Exploratory, Descriptive and Explanatory.

Granero-Gallegos, A., Gomez-Lopez, M., Baena-Etremera, A., & Martinez-Molina, M. (2020). Interaction effects of disruptive behavior and motivation profiles with Teacher Competence and school satisfaction in secondary school physical education. International Journal of Environmental Research and Public Health, International 17(1), 114.https://doi.org/10.3390/ijerph17010114

Greener, S. (2020). Attendance and attention. Interactive Learning Environment, 28(1), 1-2 https://doi.org/10.1080/10494820

Gregory, A., Osher, D., Bear, G., Jagers, J. & Sprague, R. (2021). "Good intentions are not Enough: Centering Equity in School Discipline Reform." School Psychology Review 50(2-3):220.doi.10.1080/2372966x.2020.1861911

Grunke, M. (2019). The effects of Contingency Contracts on the correct use of Punctuation Marks in Elementary students with Learning Disabilities. Insight into learning Disabilities 16(1): 47-57

Hakim, E. (2021). You've got the Disease. How Disgust in child culture shapes school Bullying. Ethnogr.Edu, 16,210-225

Hannay, K. (2020). Everything is a Regression: in search of Unifying Paradigms in Statistics

Hawkins, O., Collins, T., Haas Ramirez, L., Murphy., M., & Ritter, C. (2020). Examining the Generalization of a combined independent and interdependent group contingency for Students with emotional and behavioral disorders. Behavioral Disorders, 45(4), 238-251.https://doi.org/10.1177/0198742919888758

Heine, E. (2020). Reward and punishment in a team contest. Plo One.

Hepburn, L., & Beamish, W. (2021). "Classroom management practices commonly used by Secondary school teachers: Result from a Queensland Survey." The Australian Educational Research 48(3): 485-505.doi:10.1007/s13384-020-00402-y

Heyne, D., Gren-landell, M., Melvin, G., and Gentle-Genitty, C. (2018). Differentiation Between Between school attendance problems:Why and how? Cogn.Behav.pract. 26,8-34. doi:10.1016/j.cbpra.2018.03.006

Hiver, P., Zhou, A., Tahmouresi, S., Sang, Y., & Papi, M. (2020). Why stories matter: Explori Exploring learner engagement and metacognition through narratives of the L2 Learning experience. System 91: 102260.doi: 10.1016/ j.system.2020.102260

Holland, M. Courtney, M. & Vergara, J. (2021). Homework and children: "purpose, policy and non-academic impact," child & youth care forum, vol.50 no. 4, pp.631-651

Howard, J., Bureau, J., Guay, F., Chong, J., & Ryan, R. 2021). Student Motivation Profiles at Work Motivation & Emotion. 45:39-57.doi:10.100 7/s11031- 020-

09852-4

Ikart, E. (2019). Survey questionnaire survey pretesting method: An evaluation of survey Questionnaire via expert reviews technique. Asian Journal of social science studies , 4(2).

Irsheid, E.A.I. & Teacher, E.S.L. (2018). The effectiveness of students Involvement in Leadership process in schools and its Impact on increasing their Academic Achievement in Jordanian schools: The case of schools in Ramtha City. International Journal of education and research & development, 6(9)47-56.

Ivsin, A., Fleming, T., & Barker, A. (2022). The practice and embodiment of "goodballs": a qualitative study emploring the co-injection of methamphetamines and Opioids. Int jDrug Policy; 107:103731

Jacobsen, W.C., Pace, G.T., & Ramirez, N.G. (2019). Punishment and Inequality at an early age: Exclusionary discipline in elementary school, social forces, 97, 973-998

Kalkbrenner, M. (2021). A practical Guide to Instrument Development and score Validation in social science Research: The measure approach. Practical assessment Research and evaluation, 26(1). Available online: https://scholarworks.umass.edu/ Pare/vol26/iss1/1/

Kamau, A. (2017). Influence of students' Council Involvement in management of Students' Discipline in public secondary schools in Naivasha Sub-county, Kenya Doctoral dissertation University of Nairobi). http://erepository.uonbi.ac.ke/handle 11295/101380

Karasova, J. & Nehyba, J. (2023). Student-centred teacher responses to student behavior in the classroom: A systematic review. Front.Educ. 8:1156530.doi: 10.3389/feduc.2023

Kashyap, D. (2021).Essay on Discipline: Definition, concept, components and principle. https://www.yourarticlelibrary.com/essay/discipline/essay-on-discipline-definition -concepts-components-and-principles/3727

Kim, S., Lin, T.J., Chen, J., Logan, J., Purtell, K.M., & Justice, L.M. (2020). Influence of teachers' grouping strategies on children's peer social experiences in early elementary classrooms. Frontiers in psychology, 11, 587170.https://doi.org/ 10.3389/fpsyg.2020.587170

Kisauni Sub- County Education Office, (2022). Education Management Information System (EMIS) June 2020.

Kodso, A., Bullock, B., Kennedy G.A., & Tirlea, L., (2022). Psychological Intervention to Improve Sleep in Young Adults: A systematic review and meta-analysis of randomized controlled trials. Behav Sleep med. 20,125-142

Kools, M., George, B., & Steijn, B. (2020). Developing schools as learning organisations- "Why" and "How"? European Journal of Education, 55(1), 3 8.htttps://doi.org/10.1111/ejed.12384

Krejcie, R.V. & Morgan, D.W. (1970). Determining Sample Size for Research Activities. Educational and Psychological Measurement

Lambert, M., Cullinan, D., Epstein, M., & Martin, J. (2021). Differences between students with emotional disturbance, learning disabilities and without disabilities on the five dimensions of emotional disturbance. Journal of Applied School Psychology. https://doi.org/10.1080/15377903.1895399

Larose, D., & Chateauvert, B. (2020). How does mentoring by teachers improve the adjustment of academically at-risk students in high school? Int.J.School Educ. Psychol. 8,36-49.doi:10.1080/21683603.2018.1509035

Larson, E., Nguyen, A., Solis, O., Humphreys, A., Bradshaw, C., & Johnson, L. (2020). A systematic literature review of school climate in low and middle income Countries. Int.J.Educ.Res., 102(2020), 101016/j.ijer.2020.101606

Lee, C. D. (2017). Integrating research on how people learn and learning across as a Window of opportunity to address inequality in educational processes and Outcomes. Review of research in education, 41(1), 88-111

Lee, Y, (2020). Children's evaluations of third-party responses to unfairness: children prefer helping over punishment. Cognition.

Lee, K., & Heo, Y. (2021). Smartphone addiction and school life adjustment among high school students: The mediating effect of self-control. Journal of Psychosocial Nursing and Mental Health Services, 56(11), 28-36.https://doi.org/1 0.3928/027 93695-20180503-06

Lin, Y., Liu, Y., Fan, W., Tuunainen, K., & Deng, G. (2021). Revisiting the relationship between smartphone use and academic performance: A large-scale .Computers in Human Behavior, 122, 106835.https://doi.org/10.1016/.ch.2021.106835

Lintner, T., & Salamounova, Z. (2021). Classroom space and student positions in peer social networks. An exploratory study.Studia Paedagogical, 26(2), 1-28.https://doi.org/10.5817/Sp2021-2-3

Liu, X., and Flick, R. (2019). The relationship among psychological need satisfaction, Class engagement and academic performance: evidence from china. J. Educ. Bus. 94, 408-417. Doi:10.1080/08832323

Lopes, J., & Oliveira, C. (2017). Classroom discipline: Theory and Practice. In J.P. Bakken.), Classrooms: Academic Content and Behavior Strategy Instruction for Students with and without disabilities (vol. 2, pp.231-253). New York: Nova Science Publishers.

Madson, G., & Cooper, A. (2021). Future of Survey Research Conference. Durham (NC): DUKE University. https://sites.duke.edu/surveyresearch/report/

Maier, M., & Lakens, D. (2022). Justify your alpha. A primer on two practical approaches. Advances in methods and practices in Psychology Science.https ://doi.org /10.31234/osf.io/ts4r6

Mar (2020). Global initiative to end all corporal punishment of children, "Country Report for the USA: State- by State Analysis of the legality of corporal punishment in the US", endcorporal punishment

Marbouti, F., Shafaat, A., Ulas, J., & Drefes-Dux, H.A (2018). Reationship between time of class and student grads in an active learning course.J.Eng.Edu.107,468-

490.doi 10.1002/jee.2021

Martinez, P., & Losen, D. (2020).Lost opportunities: How disparate school discipline continues to drive differences in he opportunity to learn. Palo Atto, CA/LOS , Angeles, CA: Learning policy institute; Center for CIVIL Right Remedies at the civil rights project, UCLA

Massonie, J., Frasset, P., Mareschal, D., & Kirkham, N. (2020). Scientific collaboration With educators: practical insights from class noise reduction intervention. Mind, Brain and Education. https://doi.org/10.1111/mbe.12240

Mauliya, I., Relianisa, Z., & Rokhyati, U. (2020). Lack of motivation factors creating poor academic performance in the context of graduate English department students. Linguists: Journal of linguistics and language teaching, 6(2), 73-85

McCombs, S. (2019). Research Design: Types, methods and Examples. Scribbr. McCormack, L., (2023, April 24). Roman Education. World History Encyclopedia. Retrieved From https://www.world history.org/art icles/222 4/roma neducation/

McNamee, S. (2018). Far from ―anything goes‖: ethics as communically constructed. J. Constra. Psychol.31,361-368.doi:10.1080/10720537.2017.1384338

Ministry of Education. (2022). National Education Policy.https://www.education.gov.in /sites/uploadfiles/mhrd/files/NEP Final English O.pdf

Monarque, M., Sabetti, J., & Ferrari, M. (2023). Digital iterventions for substance use Disorders in young people: rapid review. Subst Abuse Treat Prev Policy 18, 13.htttps: //doi.org/101186/s13011.023-00518-1

Morey, R. (2020). Power and precision.https://medium.com/@richardmorey/power-and-Precision-47f644ddea5e

Mthethwa, A. (2021). 'Our schools' bullying scoure. Daily Mevirick.25 April 2021.Available online: www. dailymaverick.co.za

Mulisa, F. (2022). When does a rsearcher choose a quantitative, qualitative or mixed research approach? Interchange, 53(1, 113-131.https://doi.org/10.1007/s10780-021-09447-z

Muller-Kuhn, D., Zala-Mezo, E., Habig, J., Strauss, N., & Herzig, P. (2021). Five contexts and three characteristics of student participation and student voice-A literature review. Int.J.Stud.voice, 6(2).

Mutua, M., Kiplangat, H. K., & Ngala, F. B. J. A. (2023). Relationship between physical classroom layout and students' disruptive behaviour in mixed secondary schools in Kisauni Sub-county, Mombasa County, Kenya.Editon consortium journal of curriculum and educational studies,4(1), 39402.https://do i.org/10. 51317/ ecjces.v4i1.435

Nathan, N., McCarthy, N., Hope, K. (2021). The ipact of school uniforms on secondary school student's physical activity at school: outcomes of a cluster randomized controlled trial. International Journal of Behavior Nutrition and Physical Activity, 18(17).http://doi.org/10.1186/s12966-021-01084-0

Nickerson, C. (2022). What is positive Reinforcement? Retrieved October 8, 2022 from https://www.simplypsychology.org/positive-reinforcement.html.

Noguera, P., Darling-Hammond, L., & Friedlaender, D. (2017). Equal opportunity for deeper learning. Cambridge: Harvard Education Press.

Okumbe, S. (2018). Educaion and Management. Theory and Practice: Nairobi University Press.

Outlook of Education policy. (2020). Available at: www.oecd.org/edu/policyoutlook. htm (Accessed June 20, 2020)

Papi, M., & Hiver, P. (2020). Language learning motivation as a complex dynamic system: Aglobal perspective of truth, control and value. The Modern Language Journal, 104(1), 209.232.https://doi.org/1111/modl.12624

Park, J. (2020). Smartphone use patterns of smartphone dependent children. Korean Academic of child Health Nursing, 26(1), 47-54.https:// doi.org/ 10. 4094 /chnr.2020.26.1.47

Pedditzi, M., Nicotra, E., Nonnis, M., Grassi, P., & Cortese, G. (2020). Teacher and Stress and burnout: A study using MIMIC modelling. Electronic Journal of Applied Statistical Analysis, 13(3), 739-757.https:/ /doi.org /10.1285/ i20705948v13n3p.739.

Peled, Y., Blau, I., & Grinberg, R. (2022). Crosschecking teachers' perspectives on learning in a one–to–one environment with their actual classroom behavior: A longitudinal study. Education and information Technologies, 1-24

Prashanti E., & Ramnarayan K. (2020). Ten maxims for creating a safe places to learning environment.Adv.physiol.Educ.,44(2020),pp.550-553,10.1152/advan.00085.2020

Prell, C. (2022). Prevention of noise-induced hearing loss using investigational medicines for the inner ear: previous trial outcomes should inform future trial design, Antioxide. Redox signal. 36(16-18)1171-1202, https://doi.org/10.1089.

Prichard J.R. (2020). Sleep predicts collegiate academic performance: Implications for equity in student retention and success. Sleep med. 15, 59-69

Rafi, A., Ansar, A., & Sami, M. (2020). The implication of positive reinforcement strategy in dealing with disruptive behavior in the classroom: A scoping review. Journal pf Rawalpindi medical college, 24(2), 173,1779.https://doi.org/10.37939/ rmc.v24i2.1190

Rahman, M., Tabash, L., Salamzadeh, A., Abduli, S., & M. (2022). Sampling tchniques (probability) for qualitative social science researchers: conceptual guidelines with Examples. Seeu Review, 17(1), 42-51.DOI: 10.2478/seeur.2022-0023

Reidy, J. (2021). Reviewing school uniform through a Public Health Lens. Evidence about the impacts of school uniform on Education and Health. Public Health Rev. 4:1604212

Reitsma, M., Flor, S., Mullany C., Gupta, V., Hay I., Gakidou, E. (2021). Spatial, temporal and demographic patterns in prevalence of smoking tobacco use and initiation among young people in 204 Counties and territories,1990-2019. The lancet public health. 6(7):e472-81

Restuningrum, N. (2018). Teachers' Strategy of Positioning in Teaching Young

Learners. International Journal of Educational Best Practices, 2(1), p.1

Riden, B.S., Kumm S., & Maggin D. (2021). Evidence-Based behavior management for Students with or at risk of EBD. A mega review of the literature. Remedial and special Education, 43(4) 255-269.http://doi.org/10.1177/074419325211047947

Rocha, T., Peixoto, F., & Jesus, S. (2020). Aesthetic development in children, adolescents young adults. Analise psicologica, 38, 1-13. https://doi.org /10.14417/ap.1657

Rodriquez, L., & Welsh, R. (2022). The dimensions of school discipline patterns and outcomes in schools. AERA Open. 8,23328584221083668 .https://doi. org/10. 1177/233285842210

Rogers, K. (2020). The effects of classroom seating layouts on participation and assessment Performance. Journal of learning spaces vol.9

Rogowsky, B., Calhoum, M., & Tallal, P. (2020). Providing instruction based on students' learning style preferences does not improve learning. Frontier in Psychology, 11(February) 1-7.doi.https//doi.org/10.3389/fpsyg.00164.

Rose, H., Mckinley, J., & Baffoe-Djan, B. (2020). Data collection Research methods in

Applied Linguistics London: Bloomsbury Academic

Ruslan, Z., & Rezkiani, K. (2023). How bully can happen? Systematic literature rview of bullying at the elimentary school level. Journal of education and teaching/learning (JETL),5(2), 165-184.https://doi.org/10.51178/jetl.512.1308

Rusticus, S., Wilson, D., Casiro, O., & Lovato, C. (2020). Evaluating the quality health professions learning environment: development and validation of the health education learning environment survey (HELES). Evaluation & the health professions, 43(3), 162-168.https://doi.org/10.1177/0163278719834339

Ryan, M., Deci E. (2020). Intrinsic and Extrinsic motivation from a self-determination Theory, practices and future directions. Contemporary education psychology. 61:1018 60.doi:101016/j.cedpsych.101860

Ryu, J. & Kims, Y. (2020). Influence of Interest in appearance of Upper Elementary Schotudent on makeup behavior and self-esteem. Asian Journal of beauty and Cosmetology, 18(1), 17-25.

Sakan, D. (2022). Validation of the Basic Psychological Need Satisfaction and Frustration Scale (BPNSFS) on adolescents in Serbia Current Psychology.41:2227-22.doi:10.1007/s12144-020-00742-z

Sanders, R., Divan, G., Singhal, M., Turner, K., Velleman, R., Michelson, D., & Patel, V.(2022). Scaling up parenting Interventions is Crictical for attaining the Sustainable Development Goals. Child Psychiatry & Human Development, 53(5), 941-952.https://doi.org/10.1007/s10578-021-01171-0

Saracho, O., & Evans, R. (2021). Theoryists and their developmental theories. Early Child Development and care 191(7-8), 993-1001

Saro, J., Manilinguez, M., Buar, J., Buao, A., & Almonicar, A. (2022). New normal education: strategies, methods and trends of teaching-learning on students' perspectives and its effectiveness. Psychology and education: A multidisciplinary Journal, 5(4), 259-265.doi:10.5281/zenodo.7242770

Scheier, LM. & Griffin KW. (2021). Youth marijuana use: a review of causes and consequences. Curr Opin Psychol.38:11-8

Scherzinger, M. and Wettstein, A. (2018). Classroom disruptions, the teacher-student relationship and classroom management from the perspective of teachers, students and observers: a multimethod approach learning environments research, 22(1), pp. 101- 116

Schlein, C., Taft, R., & Tusker- Blackwell, V. (2013). Teachers' experiences with classroom management and children diagnosed with emotional behavioral disorder.Curriculum&teachingDialogue,15(1),133-146.Retrievedfrom: http://ezproxy.dominican.edu

Schussler, E., Weatherton, M., Chen, M., Brigati, J., & England, B. (2021). Student perceptions of Instructor supportiveness: What characteristics make a difference? CBE-life Sciences Education, 20(2), Article 29

Sebeelo, B. (2021). "Undisciplined" drinking multi-sectoralism and political power. Examining problematisatory in Botswana alcohol policy. International journal of drug Policy, vol. 94, 103228, 1-7

Shao, G., Wei, Q., Leng, L. (2020).Synchronous classroom: Its practical significance, Existing problem and solutions. Curr.Teach.Math.Meth.40, 70-76

Shepherd, T.L., & Linn, D. (2015). Behavior and classroom management in the Multicultural classroom: proactive, active and reactive strategies. Los Angeles: SAGE

Shier, H. (2022). "Is Silencing Children Unethical? Gatekeeping Right and Ethics." Ethical Research Involving Children: Blog: https://childrethics.com/blog/is-Silencing-children-unethical-gatekeeping-rights-and-ethics/

Shuai R, Bakou AE, Hardy L, Hogarth L. (2020). Ultra-brief breath Counting (mindfulness) training promotes recovery from stress- induced alcohol- seeking in Student drinkers. Addict Behav

Sibanyoni, J.J., Tshabalala, P.A. & Tabit, F.T. (2017). Food safety knowledge and Awareness of food handlers in school feeding programmes in Mpumalanga, South Africa. Food control, 73

Sim, S. (2021). Modelling the relationships between teacher working conditions,job Satisfaction and workplace mobility. Br.Educ.Res.J.46,301-320.doi:10.1002/ Berj.3578

Siregar, S., & Ulya, N. (2022). Implementation of reward and punishment methods for Maqasiduna journal. Humanities, Education and social sciences, 2(1)

Skinner, B. (1953). Science and Human Behavior. New York: Macmillan.

Skinner E. A., Pitzel J.R. (2012). Developmental dynamics of student engagement, Coping and everyday resilience, in Handbook of Research on student Engagement Eds christension S.L., Reschly A. L., Wylie C., editors. (New York, NY: Springer),21-44

Slater, E.V., & Main, S. (2020). A measure of classroom management: Validation of a pre-Service teacher self-efficacy scale. Journal of Education for teaching, 46(5), 616-630. https://doi.org/10.1080/02607476.2020.1770579

Saracho O., & Evans R. (2021). Theorists and their developmental theories. Early child development and care 19(7-8), 993-1001

Stern, L.J. (2017). _Religion and schooling in conversation,‘ Research in Education, 97: 1, pp 16-26

Stern, J. (2018). Teaching Religious Education. London, Boomsburry

Strickland, J.C., Lile, J.A. & Stroops, W.W. (2019). Unique prediction of Cannabis use Serverity and behaviors by delay discounting and behavioral economic demand. Behavioral processes, 140, 33-40.doi:10.1016/j.beproc.2017.03.017

Saini, M. (2020). Effective Utilization of ICT Tools in Higher Education. https://www.researchgate.net/publication/344217307_Effective_Utilization_of_ICT_Tools_in_Higher_Education

Shahadat , H. K., Mahbub , H. & Che , C. K. (2012). Barriers To The Introduction Of Ict Into Education In Developing Countries: The Example of Bangladesh. *International Journal of Instruction, 5(2),* 61-80.

Sharma, V. & Shivanibindal. (2013). Impact of ICT on teaching and learning. *International Journal of Multidisciplinary Research, 3(1),* 262-273.

Singh, A. (2019). ICT initiatives in school education of India. *Indian Journal of Educational Technology, 1(1)*, 38-49.

Sykes, T.A., Venkatesh, V., and Gosain, S. (2009). “Model of Acceptance with Peer Support: A Social Network Perspective to Understand Employees’ System Use,” MIS Quarterly (33:2), 2009, 371-393.

Ssekakubo, G., Suleman, H. & Marsden, G. (2011). Issues of adoption: Have e-learning management systems fulfilled their potential in developing countries? . In Proceedings of the South African Institute of Computer Scientists and Information Technologists Conference on Knowledge, Innovation and Leadership in a Diverse, Multidisciplinary Environment (pp. 231–238). Cape Town, South Africa: Government of South Africa.

Soe-Lin, S., Hecht, R., Schweitzer, J., Thomas, M., & Kim, T. M. (2014). How to close the gap on MDGs 4 & 5 in Africa: Evidence to inform policy options.

Sultana, I., & Hussain, M. (2020). Teacher motivation to use ICT: The case of Indian higher education. *International Journal of Educational Technology in Higher Education, 17(1)*, 1-18.

Thompson, P.N., Gunter, K., & Schuna Jr., J. m., & Tomayko, E. (2019). Are all four-day school weeks created equal? A descriptive analysis of four-day school weeks across the United States, 1999-2019

Thorndike, E.L. (1898). Animal Intelligence: An Experimental Study of the Associative Processes in Animals. Psychological Review, Monograph Supplements, 2, 4-160.https://doi.org/ 10.1037/10780-000

Tintore, M., Cunha, r., Labral, I. (2020).A scooping review of problem and challenges faced by school leaders. Educational management administration and

leadership.1-39.doi.10. 1177/1741143220942527

Tobia, V., Sacchi, S., Cerina, V. (2022). The influence of classroom seating arrangement on Children's cognitive processes in secondary school: the role of individual variables. Curr Psychol. 41, 6522-6533.https:// doi.org/ 10.1 007 /s1 21 44-020-01154-9

Tomorrow's Teaching and learning. (2017). Dealing behavior in the classroom. Retrieved on 23/06/2020. http: //tomprof.stanford.edu/posting/1353

Toropova, A., Myrberg, E., & Johansson, S. (2021). Teacher Job satisfaction: the Importance of school Working conditions and teacher characteristics. Educ.Rev. 73, 71-97 doi:10.1080/ 00131911.2019.1705247.Conjointly.Retrieved from: https://conjointly.com/kb/Ethics-in-research/

Troll, E., Friese, M., & Loschelder, D. (2021). How students self-control and Smartphone-use explain their academic performance. Computers in Human Behavior, 117, 106624.https://doi.org/10.1016/j.chb.2020.106624

Throchim, W. (2023). Research Methods Knowledge BASE: Ethics in Research. Conjointly. Retrieved from:https://conjointly.com/kb/ethics-in-research/

Tarus, J. K., Gichoya, D. and Muumbo, A. (2015). Challenges of Implementing e-Learning in Kenya: A Case of Kenyan Public Universities. International Review of Research in Open and Distance Learning, [e-journal] 16(1), pp 120-140. DOI:10.19173/irrodl.v16i1.1816

Tatweer. (2015). "King Abdullah bin Abdul-Aziz public educational development project"Tatweer project. Available from<http://www.tamtweer .edu.sa/ content/ aboutus >. [12 Dec 2014].

Tavakol, M., & Dennick, R. (2011). Making sense of Cronbach's alpha. *International Journal of Medical Education, 2, 5*3-55.

Tedla, B. A. (2012). Understanding the Importance, Impacts and Barriers of ICT on Teaching and Learning in East African Countries. *International Journal for e- Learning Security (IJeLS), 2, 3/4*, 199-207.

Tiba, C. Condy, J. Chigona, A & Tunjera, N. (2016). . Digital storytelling as a tool for teaching: Perceptions of pre-service teachers. The Journal for Transdisciplinary Research in Southern Africa, 10(3), pp. 285-301

Thomas, P. Y. (2010). Theoretical Framework and Literature Review. University of South Africa: Unpublished Thesis.

Tobail, A., Crowe, J., & Arisha, A. (2016). Interactive learning: developing an eSimulation portal framwork. Irish Journal of Management, 35(1), 17-33. DOI: 10.1515/ijm-2016-0002

Tomei, L. (2011). Online Courses and ICT in Education: Emerging Practices and Applications. Hershey, PA: Information Science Reference.

Tondeur , J. (2015). Integrating Ict In Kenyan Secondary Schools: An Exploratory Case Study Of A Professional Development Program. Retrieved January 13, 2018, from Ghent University: https://biblio.ugent.be/publication/5971677/file/5971682

Tondeur, J., Van Keer, H., Valcke, M. & van Braak, J. (2012). Ict Integration In The Classroom: Challenging The Potential of A School Policy. Computers &

Education, 59(1), 134-144.

Tosuntas, S. B., Karadag, B. E., & Orhan, S. (2015). The factors affecting acceptance and use of interactive whiteboard within the scope of FATIH project: A structural equation model based on the unified theory of acceptance and use of technology. Computers & Education, 81(2), 169-178. https://doi.org/ 10.1016/j. compedu. 2014.10.009

Touray , A., Salminen , A. & Mursu, A. (2013). ICT barriers and critical success factors in developing countries. The Electronic Journal on Information Systems in Developing Countries, 56(7), 1-17.

UH Hilo Student conduct code. (2017). Disruptive student behavior in the classroom.

Retrieved from https://hilo.hawaii.edu/studentaffairs/conduct/disruption.php UNODC, (2022). World Drug Report. United Nations Office on drugs and Crime; Viena: 2014

Urbina, J., & Monks, S. (July 26, 2021). Validating Assessment Tools in Simulation. Statpearls Publishing.https://www.ncbi.nlm.nih.gov/books/NBK560531/

U.S. Department of Education. (2020). Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools

Vallade, J. (2021). Introductor Misbehavior Frequency, Severity and Impact on Learning Comparing Student and teacher Perceptions. Western Journal of Communication, 85(2),275-298, https://doi.org/10.1080/10570314.2020.1756397

Van Berkel, A., & Bosman, T. (2023).Sociable in someone else's shoes: A review of drama as social skills training for elementary school children. International Journal of Research in Education and Science (IJRES), 9(1), 165-187.https://doi.org/10.46 328/ijres.3037

Wallace, M.L. (2022). Age trend in actigraphy and self-reports sleep across the lifespan: Findings from the Pittsburgh lifespan sleep databank. Psychosomatic Med.84, 410-420

Walter, W. (2021). Survey design and significance testing: Key issues. Journal of Academic Librarianship,47(3), 1-9 https://doi.org/10.1016/j.acalib.2021.102344

Wang, K. (2020). Indicators of school crime and safety: National center for education Statistics. Retrieved from: https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid= 2020063

Warren, T., Cagliani, R., Whiteside, E., & Ayres, K. (2021). Effect of task sequence and preference on on-task behavior. Journal of Behavioral Education, 30(1), 112-129.https://doi.org/10.1007/s10864-019-09358-1

WHO & WHA (2023). An explainer: An introduction to the World Health Organization and the WorldHealthAssembly.https://www.who.inl/about/governance/world-health-assembly/the- who-and-the-wha-an-explainer

Wickens, D. (2020). Procesasing resources and attention. In Multiple-task Performance, 3-34 (CRC) Press.

Wilburn, V.G., Wasmuth, S., Fehr, C., brokamp, K., Shupe, M., Hursey, B., Ross, K., &

Nelson, J. (2019). The implications of desk arrangement on social interaction in a Third grade classroom. Journal of Occupational Therapy, Schools and early Intervention, 12(1), 86-97.https://doi:10.1080/19411243.2018.1474833

Willan, A., & Thabane, L. (2020). Methods for pilot studies. Clin Trials; 17(4):414-9

World Bank Group Education Strategy (2020). Learning for all: Investing in people's Knowledge and Skills to promote Development (n.d.) Retrieved December 2, 2018 from www.world bank.org/educationstrategy2020

Zhang, M. (2019). If you take learning seriously, "I'll assign you to a grod seat": Moralized seating order and making of education, 14(4),428-447. https:// doi.org/10.1080/17457823.144173.

Zinsser, K., Silver, H., & Shenberger, E. (2021). Evaluating the Implementation of the Illinois Expulsion Law: Findings & recommendations three years later. University of Illinois Chicago.https://www.setliab.com/brief-reports

APPENDICES

Appendix I: Questionnaire For Students

This questionnaire is aimed at collecting data on Relationship between classroom management practices and students' disruptive behavior in mixed secondary schools in Kisauni sub County, Kenya. The researcher would like to assure you that the information you provide will be treated in utmost confidence and only for academic purpose. The questionnaire is divided into two sections A and B. Please respond to all items at honestly and precisely as possible.

Section A: Demographic Details

1. Please indicate your age

   13 – 15 year ☐

   16 -18 years ☐

   19 -21 years ☐

   21 years and above ☐

2. Indicate the category of your school

   Girls ☐

   Mixed ☐

3. Is your school

   Day ☐

   Boarding ☐

Section B: Student Disruptive Behavior

Using the key given choose or tick the right alternative that fits your opinion on the students' disruptive behavior as follows:

Key: A=Always F = Frequently S= Sometimes R = Rarely N= Never

	Item	A	F	S	R	N
1	Most students sleep during the lessons when it is hot					
2	Some students are bullied in class					
3	Some students take properties of other students without their permission					
4	Some students are abused verbally in class					
5	Some students make noise in class					
6	Some students disrupt others while trying to complete their assignment					
7	Some students abuse drugs in class					
8	Some students use bad language when talking to one another					
9	Some students tickle others while in class					
10	Some students shove desks while others are working					

Section C: Physical classroom layout

The Table below contains some statements about practices on physical classroom layout. Tick or choose the level of agreement in each statement as appropriate by indicating as follows:

Key: A=Always F = Frequently S= Sometimes R = Rarely N= Never

	Item	A	F	S	R	N
1	Students who interfer others sit near each other					
2	Teachers arrange classroom to minimize crowding					
3	Students who disrupt others are usually in the same discussion group					

4	Students who disrupt others sit behind the rests in class					
5	Desks for students who disrupt other are placed closely					
6	Sitting positions are never changed by the teacher during the entire year					
7	Students who disrupt others tend to sit near the window					
8	Students who disrupt others tend to sit alone in class					

Section D: Classroom control practices by prefects

The table below has different statement concerning classroom control practices by prefects. By use of a tick please indicate whether you have seen or heard it always, frequently, sometimes or never with the following statement.

Key: A=Always F = Frequently S= Sometimes R = Rarely N= Never

	Item	A	F	S	R	N
1	Our prefects report students who disrupt classroom activities					
2	Our prefects punish students who disrupt others in class					
3	Prefects keep keys to classrooms and laboratories					
5	Prefects model good behavior in class					
6	Our class prefects ensure that all students complete Assignments					
7	Prefects exercise authority in a responsible manner					
8	Prefects frisk students suspected of misbehaving before entering class					
9	Our prefect ensure that all students do assignment as instructed by the teacher					

Section E: Academic Engagement practices for students

Using the key given choose or tick the right alternatives the fits your opinion on the academic engagement practices for students.

Key: A=Always F = Frequently S= Sometimes R = Rarely N= Never

	Item	A	F	S	R	N
1	Students are encouraged by the teacher to do assignments					
2	Teachers engage students in copying notes					
3	Teachers engage students in group discussions					
4	Teachers engage students in doing private studies					
5	Teachers engage bright students in assisting the weaker ones					
6	Students are given extra work to encourage them to behave Better					
7	Teachers engage students in drama when the assignment is difficult to students					

Section F: Classroom Behavior modification techniques

The table below has different statements concerning classroom behavior modification practices. By use A TICK

Key: A=Always F = Frequently S= Sometimes R = Rarely N= Never

	Item	A	F	S	R	N
1	Students who do not disrupt others are given rewards					
2	Students who do not disrupt others in class are reinforced Verbally					
3	Teachers punish students who disrupt others in class					
4	Teachers try to remove undesirable situations facing students to avoid disruptive behavior					
5	Teachers use contingency contracting as an alternative to suspension of disruptors					
6	Most students prefer application of premack principle when they misbehave than punishment					

Section G: Implementation of Classroom Rules

The table below contains statements about the implementation of rules of classroom behavior. Choose or tick the right alternative as follows:

Key: A=Always F = Frequently S= Sometimes R = Rarely N= Never

	Item	A	F	S	R	N
1	Teachers ensure that students attend lessons regularly					
2	Teachers ensures that students are punctual in attending Lessons					
3	Teachers ensures that student wear appropriate uniforms					
4	All students are required to attend prayer sessions in the Classroom					
5	Teachers ensures that students do not carry unauthorized foodstuff to the classroom					
6	Teachers ensures that students are frisked before attending Class					
7	Teachers don‘t allow students to carry phones					
8	Teachers only allow students to be visited by parent/ guardian during lunch hours					
9	Teachers ensures that students do use toilets for drug abuse					

Appendix II: Teachers' Questionnaire

The Kabarak University, Faculty of Education ,
Department of Post- Graduate studies, Private Bag- 20157,
Kabarak.
Dear respondent,
Iam a Masters of Education student at Kabarak University. I am conducting a research to collect data on Relationship between classroom management practices and students disruptive behavior in mixed secondary schools in Kisauni sub County, Kenya. You have been selected to take part in this study. I will be grateful if you will assist me by responding to all Questions in the attached questionnaire.

Your name does not need to appear anywhere in the questionnaire. The information will be kept confidential and will be used for academic research purpose only. Your co-operation will be greatly appreciated.

Thanks in advance.

Yours sincerely, Mutua Mercy.

Section A: Demographic information

1. Indicate your age

20 -30 years 31 – 40 years 41 – 50 years 51 and above

2.State your Gender

Male ☐ Female ☐

3. Tick your highest professional qualification

Diploma	
Graduate (B.Ed)	
BA/B sc with PDGE	
Masters degree (M.Ed)	

Section B: Student Disruptive behaviors

Using the key given choose or tick the right alternative that fits your opinion on the forms of students' disruptive behavior as follows:

Key: A=Always F = Frequently S= Sometimes R = Rarely N= Never

	Item	A	F	S	R	N
1	Most students sleep during the lesson when it is hot					
2	Some students are bullied in class					
3	Some students take properties of other students without their permission					
4	Some students are teased verbally in class					
5	Some students make noise while others are Reading					
6	Some students disrupt others while trying to complete their assignment					
7	Some students abuse drugs in class					
8	Some students use bad language when talking to one another					
9	Some students tickle others while in class					
10	Some students shove desks while others are working					

Section C: Practices on physical classroom layout

The Table below contains some statements about practices on physical classroom layout. Tick or choose the level of agreement in each statement as appropriate by indicating as follows:

Key: A=Always F = Frequently S= Sometimes R = Rarely N= Never

	Item	A	F	S	R	N
1	Students who interfere others sit near each other					
2	Teachers arrange classroom to minimize crowding					
3	Students who disrupt others are usually in the same discussion group					
4	Students who disrupt others sit behind the rests in class					
5	Desks for students who disrupt other are placed closely					
6	Sitting positions are never changed by the teacher during the entire year					
7	Students who disrupt others tend to sit near the window					
8	Students who disrupt others tend to sit alone in class					

Section D: Classroom control practices by prefects

The table below contains statements about the classroom control practices by prefects. Choose or tick the right alternative as follows:

Key: A=Always F = Frequently S= Sometimes R = Rarely N= Never

	Item	A	F	S	R	N
1	Our prefects report students who are disruptors to the class Teacher					
2	Our class prefects ensures that all students complete Assignment					
3	Prefects punish students who misbehave in class					
4	Prefects keep keys to classrooms and laboratories					
5	Prefects guide and counsel disruptors in class					
6	Prefects frisk students suspected of misbehaving before entering class					

7	Our prefect ensure that all students do assignment as instructed by the teacher					
8	Our prefects being the role model, they behave well and perform better in class					

Section E: Academic Engagement practices for students

Using the key given, choose or tick the right alternative that fits your opinion on the academic engagement practices from students as follows:

Key: A=Always F = Frequently S= Sometimes R = Rarely N= Never

	Item	A	F	S	R	N
1	Students are encouraged by the teacher to do assignments					
2	Teachers engage students copying notes					
3	Teachers engage students in group discussions					
4	Teachers engage students in doing private studies					
5	Teachers engage bright students in assisting the weaker ones					
6	Teacher contingent and brief error corrections for academic and social errors					
7	Students are given extra work to encourage them to behave Better					
8	Teachers engage students in drama when the assignment is boring and difficult to be done by students alone					
9	By students doing assignment correctly enable teachers to understand learners‘ keenness in class					

Section F: Classroom Behavior implementation practices

The table below has different statements concerning classroom behavior modification practices. . Choose or tick the right alternative as follows:

Key: A=Always F = Frequently S= Sometimes R = Rarely N= Never

	Item	A	F	S	R	N
1	Students who do not disrupt others are given rewards					
2	Those who disrupt others are punished					
3	Students who do not disrupt others in class are reinforced Verbally					
4	Teachers give punishment to students who disrupt others in Class					
5	Teachers try to remove undesirable situations facing students to avoid disruptive behavior					
6	Teachers use contingency contracting as an alternative to suspension of disruptors					
7	Most students prefer application of premack principle when they misbehave than punishment					

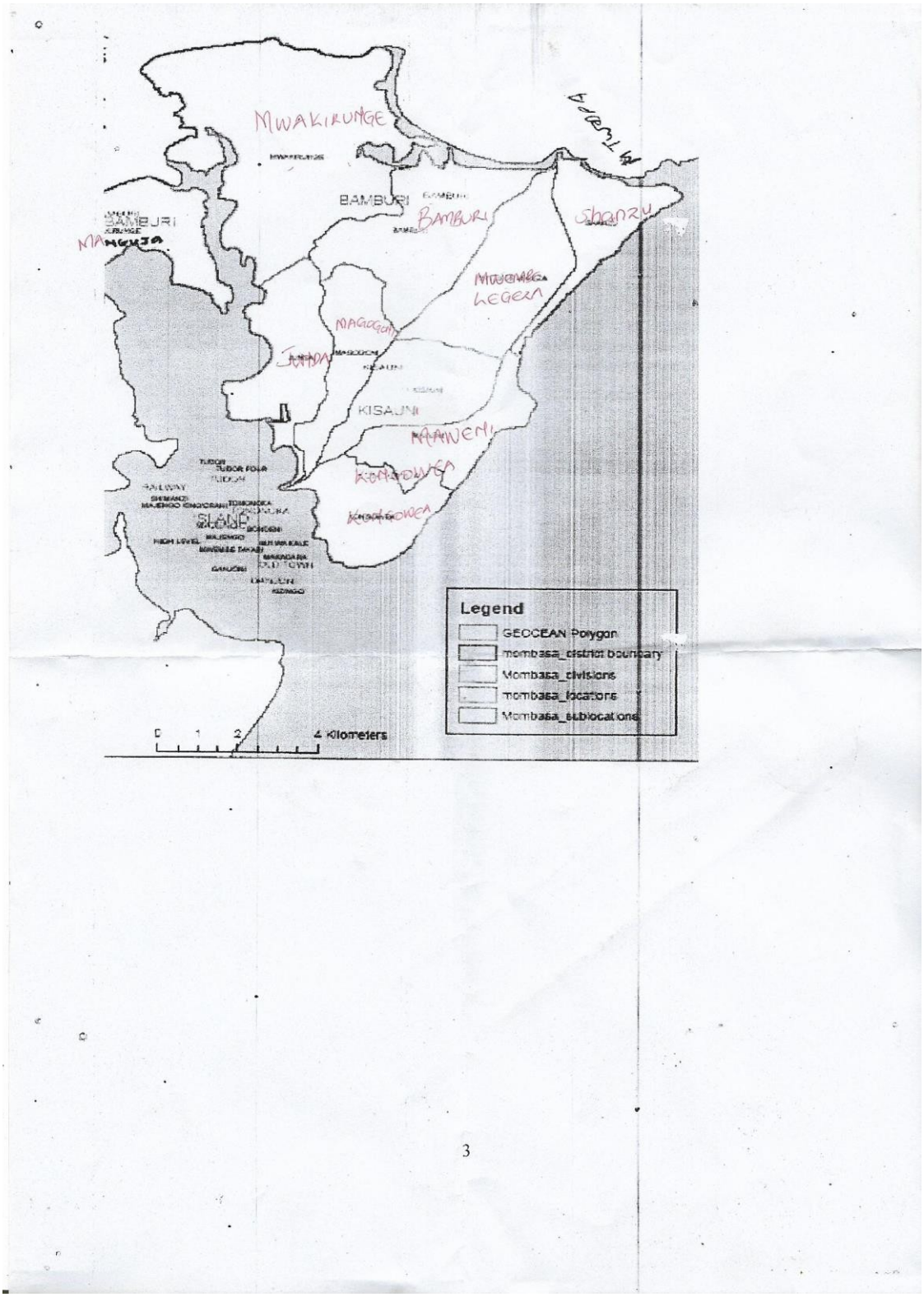
Section G: Implementation of rules of classroom behavior

The table below contains statements about the implementation of rules of classroom behavior. Choose or tick the right alternative as follows:

Key: A=Always F = Frequently S= Sometimes R = Rarely N= Never

	Item	A	F	S	R	N
1	Teacher ensures that students do not disrupt others in class					
2	Teacher ensures that students attend lessons regularly					
3	Teacher ensures that students are punctual in attending Lessons					
4	Teacher ensures that students wear appropriate uniforms					
5	All students are required to attend prayer sessions in the Classroom					
6	Teacher ensures that students do not carry unauthorized foodstuff to the classroom					
7	Teacher ensures that students are frisked before attending Class					
8	Teacher don‘t allow students to bring phones in the class					
9	Teacher do not allow students to be visited by people other than parents/guardian during lunch hours					
10	Teacher ensures students do not use toilets for drug abuse					

Appendix III: Map of Kisauni Sub-County



3

Appendix IV: NACOSTI Research License

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: **359373**

Date of Issue: **08/September/2022**

RESEARCH LICENSE

This is to Certify that Ms.. MERCY MUTUA of Kabarak University, has been licensed to conduct research in Mombasa on the topic: RELATIONSHIP BETWEEN CLASSROOM MANAGEMENT PRACTICES AND STUDENTS DISRUPTIVE BEHAVIOR IN MIXED SECONDARY SCHOOLS IN KISAUNI SUB -COUNTY, KENYA for the period ending : 08/September/2023.

License No: **NACOSTI/P/22/20233**

359373

Applicant Identification Number

Director General
NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Verification QR Code

NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.

Appendix V: Evidence Conference Participation

KABARAK UNIVERSITY

Certificate of Participation

Awarded to

MERCY MUTUA

For successfully participating in the 13th Annual Kabarak University International Research Conference held on 24th October 2023 and presented a paper entitled ***"Relationship between classroom management practices and students disruptive behavior in mixed secondary schools in Kisauni Sub-county, Mombasa County, Kenya."***

Conference Theme

Leveraging paradigm shift in research for transformation and sustainable Development in Education in post Covid- Era.

Prof. Frederick B.J.A Ngala
Dean, School of Education & Director Music Performance

Dr. Phillip Nyawere
Ag.Director - Research, Innovation and Outreach

Kabarak University Moral Code

As members of Kabarak University family, we purpose at all times and in all places, to set apart in one's heart, Jesus as Lord.

(1 Peter 3:15)

Kabarak University is ISO 9001:2015 Certified

Appendix VI: List of Publication

Editon Consortium Journal of Educational Management and Leadership [ISSN: 2709-1414]

Issue no: 1 | **Vol no:** 4 | **November** 2023: 239-251

Relationship between classroom management practice and students' disruptive behaviour in mixed secondary schools in Kisauni Sub-county, Mombasa County, Kenya

Mutua Mercy[1]
Fredrick B. J. A. Ngala[2]
Henry K. Kiplangat[3]

(1.2.3) Kabarak University, Kenya.
Main author email: mmutua27@gmail.com

Article History
Received: 06.10.2023
Accepted: 14.11.2023
Published: 28.11.2023

Cite this article in APA
Mutua, M., Ngala, F. B. J. A., & Kiplangat, H. K. (2023). Relationship between classroom management practice and students' disruptive behaviour in mixed secondary schools in Kisauni Sub-county, Mombasa County, Kenya. *Editon consortium journal of educational management and leadership*, *4*(1), 239-251.
https://doi.org/10.51317/ecjeml.v4i1.436

Abstract
This study sought to assess and recommend ways of solving the problem of students' disruptive behaviour in the classroom in mixed secondary schools in Kisauni Sub-county, Mombasa County, Kenya. The objective of this study was to find out the relationship between classroom control practices by prefects and student disruptive behaviour in the classroom mixed secondary schools in Kisauni Sub-county, Mombasa County, Kenya. The data was collected and analysed using a descriptive design, and the study's target population included 24 mixed secondary schools, 96 class teachers, and 840 form four students in Kisauni Sub-county. The study sampled 8 schools and 24 class teachers using both the purposive and simple random sampling techniques. A simple random sampling procedure was employed in order to select the actual students/respondents to participate in the study. Descriptive statistics computed included means, frequencies, standard deviation and percentages. In order to test hypotheses, f- and t-statistics shall be computed to test significant statistical differences at a 95 per cent significance level. Data were presented in diagrams, charts and tables. There is a moderate positive correlation between prefects' classroom control practices and students' disruptive behaviour ($r = .269$, $p .000 < .05$). Prefects' classroom control practices are an important predictor of the students' disruptive behaviour ($\beta = .269$, $p = .000 < 0.05$, $t = 4.286$). The study is significant in that it will help teachers understand different student disruptive behaviours in secondary school, which will give directions on how to curb such behaviours.

Key words: Classroom management practices, classroom control practices by prefects, disruptive behaviour, order, prefects' responsibilities.