RELATIONSHIP BETWEEN CLASSROOM RULES AND DISCIPLINE OF STUDENTS IN SELECTED SECONDARY SCHOOLS IN KALIRO DISTRICT; A DESCRIPTIVE CORRELATIONAL AND CROSS-SECTIONAL STUDY.

Shamimu Nakiranda*, Edmand Bakashaba, Muhammad Ssendagi.
School of Graduate Studies and Research, Team University.

ABSTRACT.

Background:
This study aims to explore the relationship between classroom rules and the discipline of students in selected secondary schools in the Kaliro district.

Methodology:
A descriptive correlational and cross-sectional survey design was used. The study used a mixed research approach where both quantitative and qualitative data were collected and analyzed.

The target population comprised five secondary schools in Kaliro District. The study used the Board of Governors members, head teachers, students, and teachers of the selected secondary schools as participants for the study. A target of 411 participants was used. The researcher adopted a table of determining sample size and 198 respondents were selected as respondents of the study.

Results:
Based on findings classroom rules are less implemented in selected schools as absent students, vulgar, vandalism, and noise-making go unpunished by the school management. This further confirms that classroom rules have a relationship with the discipline of students as most school rules are silent and indiscipline high in selected secondary schools in Kaliro District.

There is a significant relationship between classroom rules and the discipline of students in selected secondary schools in Kaliro District. The correlation between classroom rules and discipline of students in selected secondary schools in Kaliro District was 0.728 with a sig value of 0.001. This indicates a positive significant relationship between classroom rules and the discipline of students. Therefore, implementation of school rules discourages students from being indisciplined.

Conclusion:
There is a significant relationship between classroom rules and the discipline of students and thus classroom rules influence how students behave at school in Kaliro District.

Recommendation:
The school board of governors should also come up with policies for rewarding well-disciplined students to encourage others to improve their behaviors in the school.

Corresponding author: Shamimu Nakiranda*
Email: nakirandashamimu19@gmail.com
School of Graduate Studies and Research, Team University.

BACKGROUND OF THE STUDY.

Effective classroom rules and student discipline are essential for creating a positive and conducive learning environment in secondary schools. Classroom rules and discipline play a vital role in creating a conducive learning environment for secondary school students. Effective classroom management strategies are crucial for promoting student engagement, achievement, and overall well-being. In this literature review, we will investigate the importance of classroom rules, different approaches to discipline, and their impact on secondary school students.

Sánchez Solarte (2019) studied the importance of established classroom rules and found that clear and consistent classroom rules were essential in promoting positive behavior and academic engagement among secondary school students. He adds that well-defined rules provide a framework for students to understand expectations and maintain order within the classroom.

Classroom rules serve as guidelines for appropriate behavior that promote a safe and productive learning environment. They aid in setting expectations, maintaining order, and addressing behavioral issues in

secondary school settings (Emmer & Sabornie, 2015). Establishing clear, specific, and positively worded rules can help minimize disruptive behaviors and improve student engagement (Marzano & Marzano, 2023).

Hepburn (2021) proposed strategies for maintaining student discipline through the development of Classroom Rules. His research highlights the benefits of involving students in the rule-making process. This participatory approach fosters ownership and responsibility, allowing students to contribute to a positive classroom culture. Collaborative rule development also encourages a sense of community and respect among students. Babad, Inbar, & Rosenthal (2015) also identified rue-making strategies. He suggested collaborative rule-making as a strategy for engaging students in the rule-making process fosters a sense of ownership and responsibility, and helps in creating rules that are understood and accepted by the students. However, Kallus, (2020) suggests a different approach to consistency and reinforcement in the classroom. He suggests that consistently enforcing classroom rules and actively reinforcing positive behavior through praise, rewards, and incentives can lead to improved self-regulation and reduced disciplinary issues. Redding (2019) adds that teaching the expected behaviors to students can reduce indiscipline. Explicitly instructing students on expected behaviors and modeling appropriate conduct can enhance rule comprehension and compliance (Sutherland, Wehby, & Copeland, 2020).

A study conducted by Bambara (2021) also found that the use of behavior management strategies is relevant in maintaining good behaviors among secondary students. He posits that utilizing positive behavior management strategies, such as positive reinforcement, praise, and rewards, is effective in promoting desirable student behavior. Not deviating from other research, he suggests that highlighting and rewarding positive behavior encourages students to adhere to classroom rules and reduces the occurrence of disruptive behaviors (Rizki, 2022; Sobeck, 2020; Sugai, 2002).

Consistency in implementing classroom rules and consequences is crucial. Studies support the idea that enforcing rules fairly and consistently creates a sense of fairness among students, reducing perceptions of favoritism or bias (Gaffney, Ttofi, & Farrington, 2021). Consistency provides a predictable environment that supports learning and discourages rule violations (Tomasik, Helbling, & Moser, 2021).

In addition to rules, establishing clear and explicit procedures is essential in maintaining class and student discipline. Research indicates that well-defined routines for tasks such as entering the classroom, transitioning between activities, and managing materials contribute to a more organized and efficient learning environment while reducing disruptive behavior (Franklin & Harrington, 2019).

This study aims to explore the relationship between classroom rules and the discipline of students in selected secondary schools in the Kaliro district.

METHODOLOGY.

Research Design.

A descriptive correlational and cross-sectional survey design was used. A cross-sectional survey design was adopted because it permitted the researcher to study a target population by studying a representative cross-section of the population to arrive at findings that applied to the entire target population (Mugenda & Mugenda, 1999).

The study used a mixed research approach where quantitative data collection and analysis techniques were used. Quantitative techniques were applied to numeric data, such as the effects of classroom rules on the discipline of students in selected secondary schools in the Kaliro district.

Target Population.

The target population for this study comprised five secondary schools in Kaliro District. The study used the Board of Governors members, head teachers, students, and teachers of the selected secondary schools as participants for the study. The students that were considered for this research are the ordinary level students (s4). These particular students were selected because they are more understanding and have knowledge of school rules for four years and the indiscipline practices of students. The teachers and teachers were selected to participate in the study because they are the implementers of school rules both in class and outside class and qualitatively measure the students' discipline. The Board of Governors members were also selected because they engage in designing school rules and punishments for indiscipline cases in selected schools.

A target of 411 participants was used in this study. This consisted of 59 members of BOG, 05 head teachers, 67 teachers, and 280 s4 students (Kaliro District Education Department, April 2023).

Table 1: Target Population.

Selected secondary schools	BOG Members	Headteachers	Teachers	Students
Kaliro High school	12	01	15	69
Namugongo Seed Secondary school	10	01	10	54
St Gonzaga Budini Sec. school	13	01	12	67
Kanambatiko Secondary School	14	01	14	32
Kaliro college school	10	01	16	58
Total	59	05	67	280
Target Population				**411**

Source: Kaliro District Education Department, (April, 2023)

Sample size.

Table 2: Population size, sample size and sampling technique.

Selected participants	Population size	Sample size	Sampling technique
BOG Members	59	48	Convenience sampling
Head teachers	05	05	Purposive sampling
Teachers	67	51	Purposive sampling
Students	280	94	Purposive sampling
Target Population	**411**	**198**	

Source: Kaliro District Education Department, (April, 2023)

A sample is a subset of the population that is chosen to represent a population in a given research study (Lopez & Whitehead, (2013). For this study, the researcher adopted the Kreijcie & Morgan (1970) table of determining sample size to establish the sample size. Therefore, 198 respondents were selected to participate in the study. 48 BOG members, 05 head teachers, 51 teachers, and 94 teachers were selected to represent the population of the study.

Sampling Techniques.

The researcher used non-probability sampling techniques to select the respondents for use in the study. Under non-probability sampling, purposive sampling and convenience sampling were used to select participants for the study.

Convenience sampling was used to select Members of BOG who were easily accessible and willing to participate in the study. This was done to save time that would be spent looking for respondents.

Purposive sampling was used to select head teachers, teachers, and students who participated in the study. The method was used to select knowledgeable respondents about the study topic to provide in-depth information for the study.

Research Instruments.

The data was collected using a questionnaire, an interview guide, and a focus group discussion.

Questionnaires.

This technique involves the use of written down items to which the respondent individually responds in writing. The items are in the form of statements. The reason for choosing this technique was that questions are well-planned and can always be modified. It would also favor the researcher because she has a large population and is limited by time. The questionnaire was structured into sections that sought responses for the demographic characteristics of respondents, open-ended and Likert format questions that were in line with the study objectives. This data collection instrument shall be used to solicit data from teachers, BOG members, and students.

Interviews.

This is person-to-person verbal communication in which a person asks the other questions to elicit information or

opinion. This instrument helped the researcher to collect information that cannot be directly observed. Data from head teachers was obtained by the use of interviews. This was used to get in-depth information about the study topic.

Documentary Review Checklist.

These included mainly secondary sources. Information was sourced from documents related to the area of study. These documents were studied and critically reviewed while keeping the ethical standards in mind. They were used to examine the effectiveness; relevance and appropriateness of the language including those related to the policies and background information of the organization mainly the end-of-term reports, and general staff meeting minutes.

Research procedure

The researcher got an introductory letter from the School of Graduate Studies and Research of Team University which was presented to head teachers of the selected secondary schools in Kaliro District seeking their authorization to conduct research and requesting their participation.

The researcher then administered the questionnaire to the respective respondents developed with the guidance of the supervisor. He further made appointments with the respondents on when, where, and at what venue they met to conduct interviews or administer questionnaires.

The researcher also made use of secondary data by reviewing available relevant textbooks, journal articles, periodicals, manuals dissertations, publications, and visiting Newspapers both international and local ones.

Validity and Reliability.

To ensure that the selected data collection instruments were capable of collecting the data that they were meant to collect and that they could measure consistently the variables that they were supposed to measure, the instruments were pre-tested for validity and reliability.

Validity of the study.

According to Mugenda and Mugenda, (2003), validity is the degree to which an instrument measures what it purports to measure. This study subjected its instruments of data collection to face validity because it ensured the appropriateness, meaningfulness, and usefulness of the inferences made from the results. With the help of the supervisor, the correctness of research elements in collecting data intended was done based on the Four (4) Point Scale of relevance, clarity, simplicity, and ambiguity.

The content validity index (CVI) for the item was determined by dividing the number of valid questions (relevant) by the total number of questions in the instrument. Only those instruments with CVI that were over 70% were selected to collect data for the study.

For this study, the relevant questions were 17 of the 20 questions in the questionnaire. Therefore, the Content Validity Index was (0.85) 85% hence the Instrument was used to correct data since it was accurate based on the Content Validity Index.

Reliability of the study.

Reliability is concentrated on assessing the consistency and stability of data collection instruments against any chance factors or environmental conditions in the measurement of the variables (Mugenda and Mugenda, 2008). The instruments for data collection were tested for internal reliability from within the school, but a total number of 5 employees were used in the study. The information was correlated through Cronbanch's Alpha coefficient.

Cronbach's alpha is a way of assessing reliability by comparing the amount of shared variance, or covariance, among the items making up an instrument to the amount of overall variance (Tavakol, 2011). The idea is that if the instrument is reliable, there should be a great deal of covariance among the items relative to the variance.

To measure the consistency and reliability of the questionnaire the researcher used five respondents to pre-test the questionnaire using Cronbach alpha ($\alpha=$) in SPSS as follows.

Where

C is the average inter-response covariance; v is the average variance and N is the number of items in the questionnaire.

Table 3: showing the reliability of the Research Instrument

		R1	R2	R3	R4	R5
R1	Covariance	**1.812**	0.675	0.689	0.722	0.674
R2	Covariance	0.675	**1.752**	0.724	0.737	0.741
R3	Covariance	0.689	0.724	**1.821**	0.803	0.797
R4	Covariance	0.722	0.737	0.803	**1.964**	0.853
R5	Covariance	0.674	0.741	0.797	0.853	**1.792**

V= (1.812+1.752+1.821+1.964+1.792)/5= 1.828

C= (0.675+0.689+0.722+0.674+0.741+0.797+ 0.853)/7 = 0.633

Paren $\alpha= \dfrac{5(0.633)}{1.828+(5-1)0.633} = 0.72$

According to Amin (2005) if the Cronbach Alpha is greater than 0.7, then it is a good measure of reliability. Thus, for this study, the research instruments were consistent and reliable in collecting data.

Data Analysis.

The study collected qualitative and quantitative data. Qualitative data was edited and grouped by theme before being analyzed using content analysis. Quantitative data was entered into a data sheet using coded values and manipulated using the Statistical Package for Social Scientists (SPSS 18.0 Windows). Descriptive statistics were obtained and cross-tabulations of some items were made to obtain relationships and tested using Pearson correlation coefficients significant at 0.01 levels. Additionally, frequency counts and percentages were obtained to facilitate interpretations and conclusions. Graphic illustrations were used to summarize and portray the general trends of the results. Direct quotations from documents and interviews were used to illustrate ideas and opinions.

Measurement of variables.

Variables were measured to be able to generate data; the researcher used three measurement scales that are nominal, interval, and ratio scales because they were suited to this study.

Measurement using the Nominal Scale.

A nominal scale is a list of categories to which objects can be classified into mutually exclusive and collectively exhaustive sets (Sekaran, 2003). The researcher used this to measure variables like the sex of the respondents to determine the distribution of the respondent that is male and female, marital status, and level of experience

Measurement using an interval scale.

An interval scale was used to sum and determine the magnitude of the difference of the responses to the questions on a 5(Five) Point Likert scale. The responses were ranked in order of importance by determining the percentages of positive and negative responses to the questions in the questionnaires.

After determining the preferred response for each question on the Five (5) Point Likert scale, the researcher will calculate the magnitude of the preferences of the responses. The differences assigned to each interval were ranked in order and the quality of the magnitudes of the differences in the variable was determined. These were used to determine measures of central tendency and dispersion, and data analysis using the SPSS (Denscombe, 2000)

RESULTS.

Response Rate.

Table 4: showing the response rate of the study.

Selected participants	Questionnaires issued	Questionnaires	Response rate
BOG Members	48	40	20.2
Headteachers	05	05	2.5
Teachers	51	51	25.8
Students	94	94	47.5
Target Population	**198**	**190**	**96**

Source: *Primary data (2023)*

Out of 198 respondents that were selected for this study, 8 members of the Board of Governors were not available to provide information as planned hence non response. This reduced the response by 4 percent hence the response rate was 96%. This was satisfactory as suggested by Hendra (2019) who that suggested an 80% response rate was a good measure of response and studies with such response rates were free from bias.

Demographic characteristics of the respondents.

Gender.

Figure 1: Gender of the Respondents.
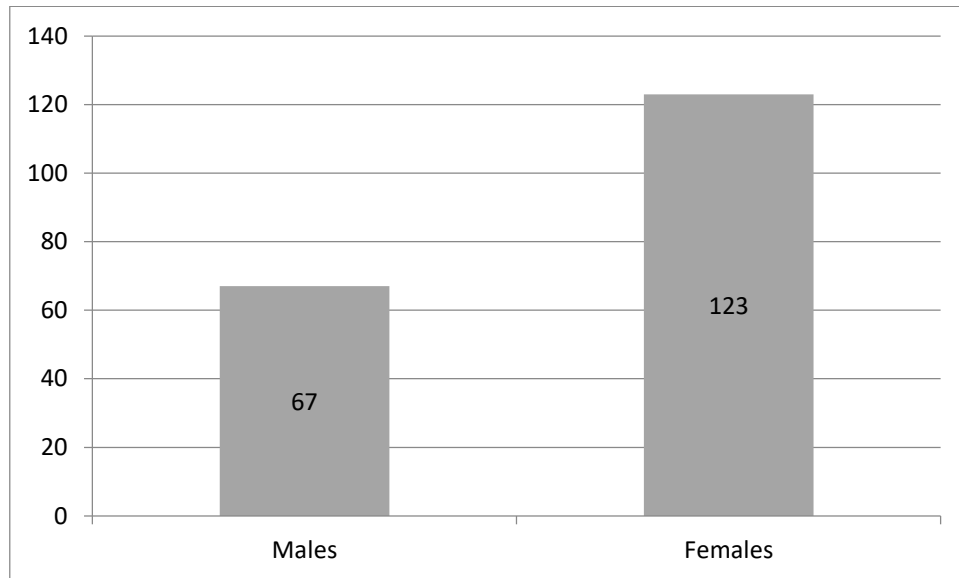
Source: Primary (2022).

According to Figure 1, 123 of the respondents were females and 69 of the respondents were males. Therefore, majority (64.7%) of the respondents for the study were females in Kaliro district.

Age of the respondents.

Table 5: Age of the respondents.

Age	Frequency	Percent
9-20 years	94	49%
21-35 years	25	13%
36+ years	71	37%
Total	**190**	**100%**

Source: Primary data (2023)

According to Table 5, 94(49%) of the respondents were aged between 9 and 20 years, 25(13%) of the respondents were aged 21-35 years and 71 (37%) of the respondents were aged 36 years and above. This shows that the majority of the respondents (49%) were senior four (s4) students.

Level of Education.

Figure 2: Level of education of the respondents.
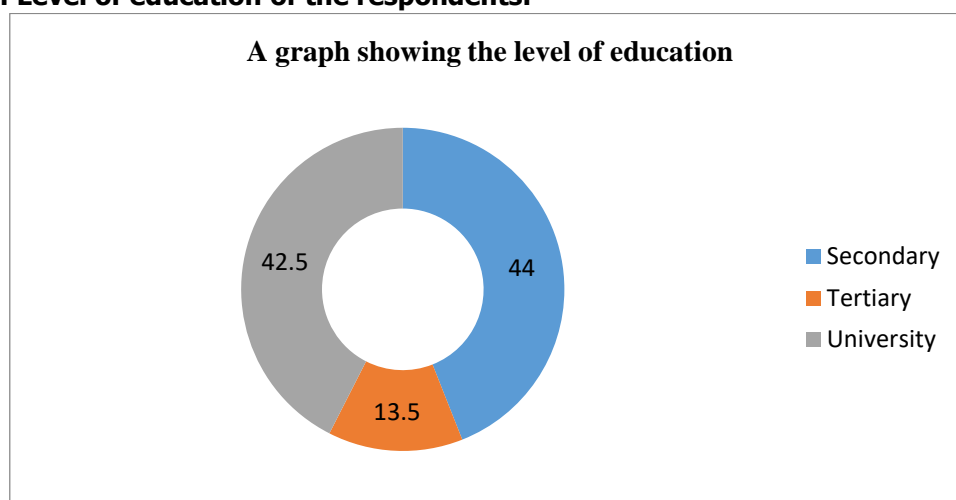
Source: Primary data (2023)

According to findings in Graph 2, 44% of the respondents had secondary level of education, 42.5% had University Education and 13.5% of the respondents had a tertiary level of education. Therefore, all the respondents had formal education and thus had enough knowledge to read, understand, and answer questions without the researcher's help.

Classroom rules and discipline of students in selected secondary schools in Kaliro District.

Descriptive findings on classroom rules and discipline of students in selected secondary schools in Kaliro District.

For this particular section, responses were captured based on the Likert scale hence the answers were on a scale of 1 to 5 i.e. 5= Strongly Agree, 4= Agree, 3 = Neutral, 2 = Disagree and 1 = Strongly Disagree. The table also includes the summary of the participant's responses based on percentages (P), frequency (F), standard deviation (Std), and mean.
Further, the responses for this section were obtained from head teachers, students and teachers of the selected schools hence the sample size was 150.

Table 6: Descriptive findings on classroom rules and discipline of students in selected secondary schools in Kaliro District.

Statements		1	2	3	4	5	Mean	Std
Noise making in class is punishable by school management and calls for an apology letter	F			15	40	95	4.5	0.45
	P			10	26.7	63.3		
Fighting with classmates is highly unacceptable by the school authorities hence calls for suspension	F		120	30			2.2	0.16
	P		80	20				
Late coming to class by students is not punishable by school management but calls for caution to students	P	122	20	8			1.24	0.29
	F	81.3	13.3	5.4				
Vandalism of school property in class calls for suspension and replacement of the vandalized property	P		43	12	68	27	3.5	1.18
	F		28.7	8	45.3	18		
Voluntary absenteeism by students is highly unacceptable and may cause to call for a parent	F			15	58	77	4.4	0.44
	P			10	38.7	51.7		
Vulgar and abusive language is punishable by school management	F		10	18	56	66	4.2	0.79
	P		6.7	12	37.3	44		

Source: Primary data (2023)

According to findings in Table 6, the findings also showed that 15 (10%) respondents were neutral, 40 (26.7%) respondents disagreed and 95 (63.3%) respondents strongly disagreed with the statement that noise making in class is punishable by school management and calls for an apology letter. Further, the findings revealed that 135 (90%) of the respondents disagreed with the statement and the average response was 4.5 with a standard deviation of 0.45. This shows that noise making in class is not punishable by school management and does not call for an apology in the selected schools in Kaliro District.

According to findings in Table 6 on the statement "Fighting with classmates is highly unacceptable by the school authorities hence calls for suspension", the findings also showed that 120 (80%) respondents agreed and 30 (20%) respondents were neutral with the statement. Further, the average response was 2.2 with a standard deviation of 0.16. This shows that fighting with classmates is highly unacceptable by the school authorities hence calls for suspension in selected schools in Kaliro District.

According to findings in Table 6 on the statement "Late coming to class by students is not punishable by school management but calls for caution to students", the findings also showed that 122 (81.3%) respondents strongly agreed, 20 (13.3%) agreed and 8 (5.4%) respondents were neutral with the statement. Further, the average response was 1.24 with a standard deviation of 0.29. This shows that late coming to class by students is not punishable by school management but calls for caution to students in selected secondary schools in Kaliro District.

According to findings in Table 6 on the statement "Vandalism of school property in class calls for suspension and replacement of the vandalized property by the parent of the student", the findings showed that 43 (28.7%) respondents agreed, 12(8%) were neutral, 68 (45.3%) respondents disagreed and 27 (18%) of the respondents strongly disagreed with the statement. Further, the average response was 3.5 with a standard deviation of 1.18. This shows that most of the respondents were not sure whether vandalism of school property in

class calls for suspension and replacement of the vandalized property. However, 63.3% (45.3 + 18) of the respondents disagreed with the statement hence vandalism of school property in class does not usually call for suspension and replacement of the vandalized property in selected secondary schools in Kaliro District.

According to findings on the statement "Voluntary absenteeism by students is highly unacceptable and may cause to call for a parent", the findings also showed that 15 (10%) respondents were neutral, 58 (38.7%) disagreed and 77 (51.7%) respondents strongly disagreed with the statement. Further, the average response was 4.4 with a standard deviation of 0.44. This shows that voluntary absenteeism by students is high and has no regulations in selected secondary schools in Kaliro District.

According to findings on the statement "Vulgar and abusive language punishable by school management", the findings also showed that 10 (6.7%) respondents agreed, and 18 (12%) were neutral. 56(37.3%) disagreed and 66 (44%) respondents strongly disagreed with the statement. Further, the average response was 4.4 with a standard deviation of 0.44. This shows that vulgar and abusive language is punishable by school management in selected secondary schools in Kaliro District.

Generally, based on findings classroom rules are less implemented in selected schools as absent students, vulgar, vandalism, and noise making go unpunished by school management. This further confirms that classroom rules have a relationship with the discipline of students as most school rules are silent and indiscipline is high in selected secondary schools in Kaliro District.

Correlational findings on classroom rules and discipline of students in selected secondary schools in Kaliro District.

To bring out this relationship, the researcher used the number of times one of the classroom rules has been applied in their case and the number they have repeated the same indiscipline case. This was only used on students from the selected schools.

Table 7: Pearson correlation between classroom rules and discipline of students in selected secondary schools in Kaliro District.

		Classroom rules	Discipline of students
Classroom rules	Pearson Correlation	1	.628**
	Sig. (2-tailed)		.001
	N	94	94
Discipline of students	Pearson Correlation	.628**	1
	Sig. (2-tailed)	.001	
	N	94	94

**. Correlation is significant at the 0.01 level (2-tailed).
Source: Primary (2023)

The correlation between classroom rules and discipline of students in selected secondary schools in Kaliro District was 0.628 with a sig value of 0.001 according to Table 7. This indicates a positive significant relationship between classroom rules and the discipline of students. Therefore, implementation of school rules discourages students from being indisciplined.

Regression analysis of classroom rules and discipline of students in selected secondary schools in Kaliro District.

Table 8: Regression findings of classroom rules and discipline of students in selected secondary schools in Kaliro District.

Model	R	R Square	Adjusted R Square
1	.328a	0.14	0.31

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	8.132	.039		3.234	.000
	Classroom rules	5.329	.000	.016	4.516	.002

a. Dependent Variable: Discipline of students

According to Table 8, the Discipline of students was 31% explained by classroom rules (Adjusted R Square = 0.31). The regression model was also valid (sig.0.002 <.05). Therefore, having classroom rules influences how students behave in class and the school at large.

DISCUSSION.

The correlation between classroom rules and discipline of students in selected secondary schools in Kaliro District was 0.728 with a sig value of 0.001 according to Table 6. This indicates a positive significant relationship between classroom rules and the discipline of students. Therefore, implementation of school rules discourages students from being indisciplined.

Discipline of students was 31% explained by classroom rules (Adjusted R Square = 0.31). The regression model was also valid (sig.0.002 <.05). Therefore, having classroom rules influences how students behave in class and the school at large.

Based on findings classroom rules are less implemented in selected schools as absent students, vulgar, vandalism, and noise-making go unpunished by the school management. This further confirms that classroom rules have a relationship with the discipline of students as most school rules are silent and indiscipline is high in selected secondary schools in Kaliro District.

Gaffney (2019) carried out a meta-analysis of 100 articles and documents in Italy, Norway, the USA, and the United Kingdom school bullying and implementation strategies for curbing vice in classrooms and the school at large.

Similar to this study, classroom rules had a strong significant relationship with the discipline of students. Therefore, anti-bullying rules in class help to mitigate study indiscipline in secondary schools in Greece, the United Kingdom, Italy, the US, and Uganda.

Several studies have been carried out on the disciplinary approaches used in secondary schools and classrooms. Like Bambara (2021), Fisher (2020) also suggested the use of positive behavior support to enhance discipline among students. He adds that the approach focuses on proactive strategies to prevent problem behavior by teaching and promoting positive behaviors, social skills, and self-management (Horner, Sugai, & Anderson, 2010). Research has demonstrated the effectiveness of the PBS framework in reducing disciplinary incidents in secondary schools (Kincaid, Childs, & George, 2015).

CONCLUSION.

There is a relationship between classroom rules and the discipline of students and thus classroom rules influence how students behave at school in Kaliro District.

RECOMMENDATION.

1. The school board of governors should also come up with policies for rewarding well-disciplined students to encourage others to improve their behaviors in the school.

2. The school should also involve student engagement in disciplinary other than punishment.
3. School management should vigorously implement the school rules for better discipline results among students. This will include motivating and empowering teachers and student leaders to avoid tolerating any indiscipline case in the school.

ACKNOWLEDGMENT.

LIST OF ABBREVIATIONS.

CEPP	Committee on education policies and planning
KDLG	Kaliro District Local Government
CVI	Content Validity Index
BOG	Board of Governors
KTC	Kaliro Town Council
LG	Local Government
SPSS	Special Package for Social Sciences

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CONFLICT OF INTEREST.

The author had no conflict of interest

AUTHOR BIOGRAPHY.

Shamimu Nakiranda, master's student of educational planning and management.

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