IMPLEMENTATION OF CLASSROOM MANAGEMENT PRACTICES IN PUBLIC SECONDARY SCHOOLS IN SIAYA COUNTY, KENYA

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Abstract:

Poor academic performance is a serious concern for the education sector in Kenya and many countries worldwide. Siaya County has one of the highest student-teacher ratios in public secondary schools in Kenya. Available data of student-teacher ratios 40:1, 38:1 and 36:1 for the years 2016, 2019 and 2020 indicate student-teacher ratio in the county's public secondary schools is the highest in its Nyanza Region and is above the UNESCO recommended ratio of 25:1. The county, like most counties in Kenya, has persistent below average academic performance as shown by county KCSE mean scores 4.123, 4.575 and 4.915 out of 12 points for the years 2020 to 2022. This situation brings to question the effectiveness of classroom management. The classroom is the primary context for curriculum implementation, and how it is managed can determine learning outcomes. Research has identified evidence-based specific practices that define the basic components of classroom management. However, few studies have examined the implementation of each of the basic components of classroom management as a package of evidence-based practices. The purpose of this study was to examine the implementation of classroom management practices in public secondary schools in Siaya County. Specific objectives were to examine the implementation of maximizing structure, the implementation of establishing expectations for behavior, the implementation of actively engaging students, and implementation of using a continuum of strategies for responding to behavior in public secondary schools in Siaya County. A conceptual

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framework based on the concept of Simonsen *et al.* (2008) that classroom management founded on evidence-based practices is a critical input for successful teaching and learning was adopted. The study employed a descriptive survey design. The study population comprised 465 English teachers, 635 mathematics teachers, 580 chemistry teachers and 247 deputy principals in 243 public secondary schools in Siaya County. By stratified random sampling based on school categories, a sample of 112 schools consisting of 1 national school, 5 extra-county schools, 11 county schools and 95 sub-county schools was obtained. By purposive and simple random sampling techniques, one teacher in each of the three subjects, English, mathematics and chemistry, was selected in each school, giving 112 teachers for each subject and a total of 336 classroom teachers. 112 deputy principals in the selected schools were included in the sample by purposive sampling, giving a total sample of 448 as respondents. Data was collected using questionnaires. The content validity of the questionnaires was tested by the researcher's expert supervisors using Lawshe's content validity ratio. CVR of +1 ascertained validity. A pilot study was conducted in 11 schools outside the sample to determine the reliability of the instrument. Cronbach's alpha coefficient of 0.74 was obtained. Statistical methods, including mean, frequency distribution tables and percentages, were used to analyze data. The study found that the implementation of classroom management practices in public secondary schools in Siaya County was generally moderate (mean rating 1.95 on a scale of 0-3). Implementation varied across basic components of classroom management (mean ratings ranging from 1.73 to 2.35), and among public secondary schools (mean ratings ranging from 1.40 to 2.50). The findings are significant to teacher trainers and implementers of quality assurance standards in public secondary schools.

1. Introduction

The ultimate goal of educational research is gaining knowledge that benefits practice. Educators are expected to implement the knowledge gained to accomplish desired educational outcomes (Best & Khan, 1997). While numerous studies have been conducted to define factors that influence effective teaching, many studies suggest that teachers' actions in the classroom are the most important compared with all that educational and school authorities are doing (Marzano, Marzano & Pickering, 2003). Studies have associated various classroom management practices with reduced inappropriate and disruptive behaviour, increased student engagement and improved academic performance (Freiberg, Huzineck & Borders, 2008; Herman, Reinke, Dong, & Brandshaw, 2020; Oliver, Wehby & Reschly, 2011; Sunday-Piaro, 2018).

Classroom management refers to the planning, organization and control of learners, the learning process and the classroom environment to create and maintain an effective learning experience (Doyle, 1986). It is a collection of techniques that teachers

use to encourage effective learning by minimizing behaviors that impede learning while maximizing the behaviors that facilitate or enhance learning (Kaur & Pahuja, 2019). Classroom management includes all non-instructional and instructional actions teachers take to create and maintain an environment that facilitates both the academic and social-emotional learning of students (Evertson & Weinstein, 2006).

While the term classroom management has traditionally been associated with management of students' behavior, more recent views on this concept show a shift from a focus on behavior only to a compound focus on behavior, cognition, emotion and relationships (Porter, 2007). Owusu, Dramanu and Amponsah (2021) observe that the concept of classroom management has transformed from the static and rigid old view that emphasized creating rules and applying them to control learners' behavior to a more diverse and flexible way of managing the classroom. Kaur and Pahuja (2019) recognize a paradigm shift in classroom management from management as a 'bag of tricks' to management as decision-making that requires continuous professional development, from an emphasis on obedience and compliance to procedures that advance self-direction, from an emphasis of rules to the social-emotional relationship that includes trust and caring; and from teacher-centered to an active student-centered learning environment.

For a long period of time, teachers relied on theories developed outside the classroom setting or experience-based advice as a source of information on how to manage their classrooms. However, since the late 1960s, numerous classroom research studies have been conducted to provide more relevant and systematic knowledge for classroom use (Brophy, 1982). A meta-analysis by Simonsen, Fairbanks, Briesch, Myers and Sugai (2008) of studies on classroom management published between 1969 and 2007 identifies 20 evidence-based classroom management practices that can be applied to all students within classrooms. The researchers analyzed the evidence-based practices into five empirically supported critical features of classroom management, including maximizing structure; posting, teaching, reviewing, monitoring and reinforcing behaviour expectations; actively engaging students; using a continuum of strategies for acknowledging appropriate behaviour and using a continuum of strategies for responding to inappropriate behaviour. The five components are largely considered as basic channels along which classroom management can potentially influence instruction and academic performance (Marzano *et al.*, 2003, Oliver *et al.*, 2011; Simonsen *et al.*, 2008).

Structure as a basic component of classroom management concerns the preparation of the classroom as an organized and effective learning environment that prompts responsible student behaviors and prevents off-task disruptive behaviors (Herman *et al.*, 2020; Simonsen *et al.*, 2008). Establishing expectations for behavior is a preventive strategy that involves posting rules and discussing correct ways to act in the classroom. Through behavioral instruction, the teacher aims to establish a positive classroom climate, enable students to function with minimum uncertainty and minimize lost instructional time (London, 2015). Engagement refers to how students participate during classroom instruction and involves passive and active behaviors (Simonsen *et al.*,

2008). The last two components involve using a range of evidence-based practices to promote the development of students' social skills and self-regulation and to assist students with behavior challenges (Marzano *et al.*, 2003; Simonsen *et al.*, 2008)

Several researchers affirm that classroom management is a critical skill area for all teachers (Hepburn, Beamish & Alston-Knox, 2020; Kaur & Pahuja, 2019; Simonsen *et al.*, 2008). According to Marzano *et al.* (2003), effective learning cannot take place in a poorly managed classroom. Kaur and Pahuja (2019) cite that effective classroom management characterizes good instruction, while a disorderly classroom filled with students who are not working or paying attention is the mark of a less effective teacher. Though it is widely recognized that classroom management founded on evidence-based practices should be a basic competency for teachers, several studies have shown a lack of adequate teacher preparation in this area.

A study by Nawastheen, Gafoordeen and Hifaza (2021) to identify the perception of teachers from Kalutara Educational Zone in Sri Lanka with regard to classroom management found that all the sampled teachers agreed that classroom management is an essential part of teaching. However, most of the teachers were unaware of the term classroom management. They gave a different definition than the actual theoretical definition of the term classroom management, suggesting a lack of formal training in this area. Ellis (2018) conducted a study to explore the types of classroom management training that teachers received and their perceptions of how the training had prepared them to address behavior issues in the classroom and create an environment conducive to learning. The study involving state-certified teachers at a local district school in the USA found that the teachers felt they were not adequately trained to manage a classroom and did not know effective ways to address undesirable student behaviors. Mitchell, Hirn and Lewis (2017) consider the limited preparation and training most educators receive on effective classroom management against the needs of diverse learners, and they advocate for a strong system of evidence-based in-service professional development. A study by Chumba and Kiprop (2014) on teacher preparation in public universities in Kenya involving 283 student-teachers on teaching practices from a public university found that the training was comprehensive in content and pedagogy, which made the teachers confident in class. However, the student-teachers indicated that they were inadequate in dealing with the cultural and ethnic diversity in their classes.

The cited studies addressed teacher preparation in classroom management. The current study was focused on the implementation of classroom management practices because such practices are directed toward establishing the classroom as a conducive learning environment and facilitating student learning.

2. Methodology

2.1 Research Design
A descriptive survey design was used in this study to examine and describe the implementation of classroom management practices in public secondary schools. Cohen,

Monion and Mornson (2007) explain that a descriptive survey provides a quantitative description of trends in attitudes, opinions or behavior of a population by studying a sample of that population. A descriptive survey was chosen for this study as it was appropriate for examining and describing trends in teachers' classroom management behavior regarding the frequency of use in daily classroom teaching of the various classroom management practices as per the objectives of the study.

2.2 Area of Study

This study was conducted in Siaya County, which is one of the six counties of the Nyanza region in Kenya. The county has a land surface area of approximately 2,530 km^2 and a water surface area of approximately 1,005 km^2. It approximately lies between latitudes 0º 26′ South to 0º 18′ North and longitudes 33º 58′ and 34º 33′ East.

Siaya County has one of the highest student-teacher ratios in public secondary schools in Kenya. Available data of student-teacher ratios of 40:1, 38:1 and 36:1 for the years 2016, 2019 and 2020 indicate the student-teacher ratio in the county's public secondary schools is the highest in its Nyanza Region and is above the UNESCO-recommended ratio of 25:1 (Ministry of Education, 2020). A study by Ajayi, Audu and Ajayi (2017) demonstrated that class size significantly influences senior secondary school's classroom discipline, engagement and communication. The student-teacher ratio is, therefore, an important factor affecting the effectiveness of classroom instruction. Siaya County, like most counties in Kenya, has persistently had below-average academic performance as indicated by the county's KCSE mean scores of 4.123, 4.575 and 4.915 on the KNEC grading scale of 12 points for the years 2020 to 2022. It was, therefore, necessary to examine the implementation of evidence-based classroom management practices in public secondary schools in Siaya County. The application of evidence-based classroom management practices by classroom teachers would be more effective in creating conducive learning environments and facilitating student learning in such challenging classroom settings as in Siaya County.

2.3 Population

The study population comprised all of the 465 English teachers, 635 mathematics teachers, 580 chemistry teachers and 247 deputy principals in the 243 public secondary schools in Siaya County.

2.4 Sample Size and Sampling Technique

This study was to examine the implementation of classroom management practices in public secondary schools in Siaya County. The study, therefore, used the school as the primary sampling unit. Using a published table of sample size by Glenn Israel (±7% precision, 95% confidence level and p = .5), a sample size of 112 schools from the population of 243 public secondary schools was decided. According to Israel (1992), one of the ways to determine sample size is to rely on published tables that provide the sample size for a given set of criteria.

By stratified random sampling based on school categories, a sample of 112 schools consisting of 1 national school, 5 extra-county schools, 11 county schools and 95 sub-county schools was obtained. Stratified sampling involves identifying sub-groups in the study population and their proportions and randomly selecting subjects from each sub-group to form the sample. Stratified random sampling ensures equitable representation of the population in the sample and accounts for the difference in sub-group characteristics (Oso & Onen, 2005). The technique was applied to ensure the different school situations in which classroom management takes place in the county with regard to category were taken into account in the sample.

To obtain respondents, purposive and simple random sampling techniques were used to select one teacher in each of the three subjects; English, mathematics and chemistry in each school, giving 112 teachers for each subject and a total of 336 classroom teachers. 112 deputy principals in the selected schools were included in the sample by purposive sampling, giving a total sample of 448 as respondents. A purposive sample is chosen for a specific purpose (Cohen *et al.*, 2007). Teachers of the three subjects were purposively chosen to make the study more manageable and because the three subjects are taken by most students. Simple random sampling was applicable in this study to ensure each teacher of each of the three chosen subjects in a school had an independent chance of being selected for the sample (Oso & Onen, 2005).

2.5 Instruments of Data Collection

The researcher used the Teachers' Questionnaire and the Deputy Principals' Questionnaire. Both the Teachers' Questionnaire and the Deputy Principals' Questionnaire were obtained by adapting the classroom management checklist originally designed by Simonsen *et al.* (2008). These researchers identified 20 evidence-based classroom management practices that are generally applicable and grouped them into five basic features of effective classroom management. The survey items included 20 evidence-based classroom management practices identified by Simonsen *et al.* and required classroom teachers to rate the practices by frequency of use in their daily classroom teaching. The rating was done on a Likert scale of 0 to 3 (0 = Never used, 1 = Rarely used, 2 = Frequently used, 3 = Very frequently used). The Deputy Principals Questionnaire measured the implementation of classroom management practices as rated by the observer. The Code of Regulations for Teachers (2015) gives a greater responsibility for the termly appraisal of teachers to the deputy principals and requires them to conduct lesson observation of each teacher at least once a term. The termly lesson observation provides a good opportunity for collecting data on classroom management by observation method using deputy principals as participant observers rather than a one-off lesson observation by a visiting researcher that may be less reliable (Bell & Waters, 2014).

2.6 Data Analysis

The filled in questionnaires were collected and audited by the researcher for completeness and consistency with the instruction. A total of 93 out of the 112 randomly sampled public secondary schools voluntarily participated in the study. From the 93 schools that participated, 83 English teachers, 88 mathematics teachers and 92 chemistry teachers out of the initial sample of 112 teachers of each of the subjects fully completed and returned their questionnaires. Likewise, 92 deputy principals fully completed and returned their questionnaires. In total, 263 classroom teachers and 92 deputy principals out of the sample expectations of 336 classroom teachers and 112 deputy principals were realized, giving return rates of 78.3% and 82.1% for classroom teachers and deputy principals, respectively. The quantitative data on the implementation of classroom management practices in each of the participating schools was summarized on the Excel spreadsheet for statistical analysis. The statistical methods used to analyze the data collected were means, frequency distribution and percentages.

3. Results

The frequency of use in daily classroom teaching of each specific classroom management practice across the sampled schools was determined. This was done based on responses of the sampled classroom teachers of English, mathematics, chemistry and deputy principal to items in the questionnaires. The ratings by the three classroom teachers and deputy principals in each of the sampled schools were averaged to determine the school's frequency of use of the specific classroom management practice in daily classroom teaching. The average was rounded off to a whole number that described the school's frequency of use of each practice on the used instrument's scale of 0 to 3. The numbers were recorded as school ratings on an Excel spreadsheet and analyzed using SPSS version 23 to reveal the percent of a total number of schools located in each category of the scale. From Figure 1, it can be observed that direct instruction and specific error correction were either frequently or very frequently used in daily classroom teaching in all of the 93 sampled public secondary schools in Siaya County. The distributions of frequency of use of these classroom management practices, in terms of percentages of the sampled schools, were as follows: direct instruction (Frequently used 31.2%, Very Frequently used 68.8%) and specific error correction (Frequently used 55.9 %, Very Frequently used 44.1%). The following classroom management practices were frequently or very frequently used in daily classroom teaching in 92 (98.9 %) of the public secondary schools and rarely used in 1(1.1 %) school: active supervision (Rarely used 1.1%, Frequently used 21.5%, Very Frequently used 77.4%), opportunities to respond (Rarely used 1.1%, Frequently used 43.0%, Very Frequently used 55.9%), physical arrangement (Rarely used 1.1%, Frequently used 55.9%, Very Frequently used 43.0%), performance feedback (Rarely used 1.1%, Frequently used 58.1%, Very Frequently used 40.9%), and specific contingent praise (Rarely used 1.1%, Frequently used 78.5 %, Very Frequently used 20.4%). Other classroom management practices with higher frequencies of use (Frequently used or Very

Frequently used) in most of the schools were: differential reinforcement (Rarely used 4.3%, Frequently used 71.0%, Very Frequently used 24.7%) and high classroom structure (Rarely used 7.5%, Frequently used 78.5%, Very Frequently 14.0%).
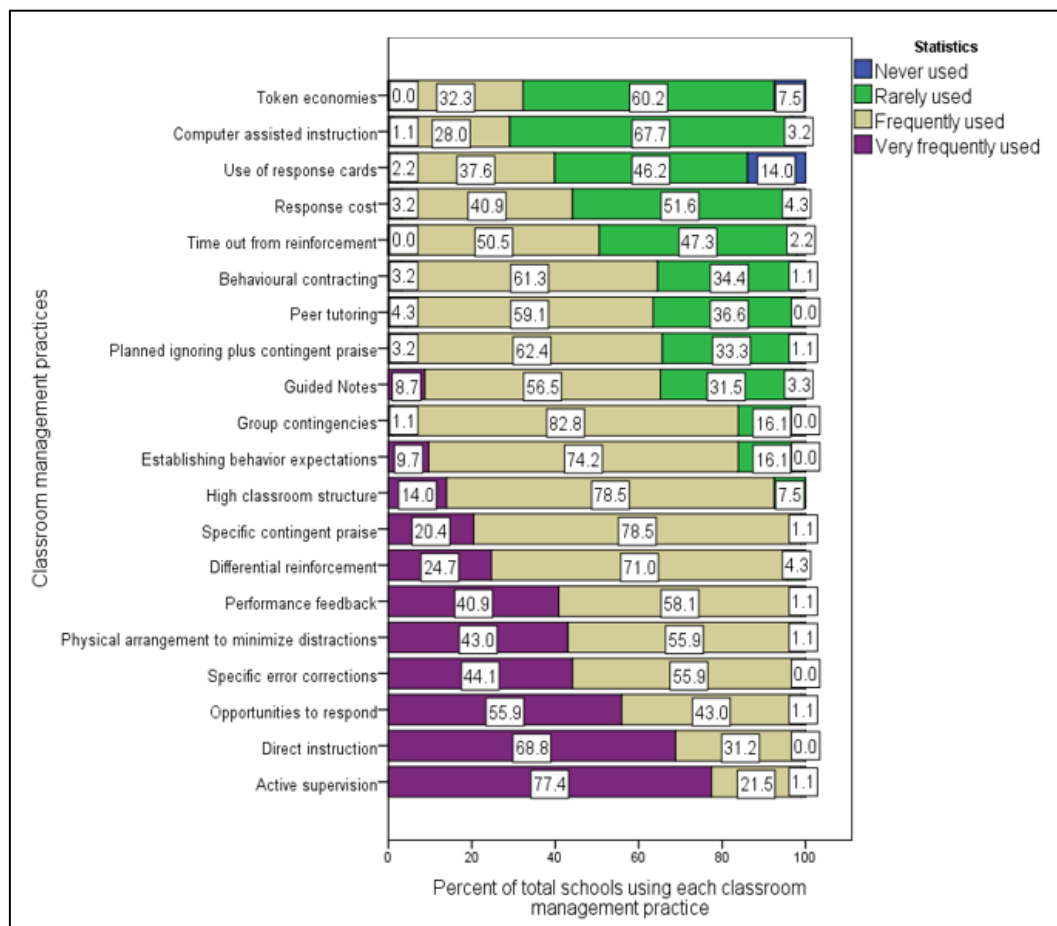

Figure 1: Use of specific classroom management in daily classroom teaching in the sampled secondary schools (n = 93)

Some classroom management practices had majority of schools reporting higher frequencies of use (Frequently used or Very Frequently used), with a significant portion reporting lower frequencies (Never used and Rarely used) of use in daily classroom teaching. The practices include: establishing expectations for behavior (Rarely used, 16.1%, Frequently used, 76.3%, Very Frequently used, 9.7%),%), group contingencies (Rarely used, 16.1%, Frequently used, 82.8%, Very Frequently used, 1.1%), guided notes (Never used, 3.2%, Rarely used, 31.2%, Frequently used, 55.9%, Very Frequently used, 8.6%), planned ignoring (Never used, 1.1%, Rarely used, 33.3%, Frequently used, 62.4%, Very Frequently used, 3.2%), peer tutoring (Rarely used, 36.6%, Frequently used, 59.1%, Very Frequently used, 4.3%), behavioral contracting (Never used, 1.1%, Rarely used, 34.4%, Frequently used, 61.3%, Very Frequently used, 3.2%), and time out from reinforcement (Never used, 2.2%, Rarely used, 47.3%, Frequently used, 50.5%),

It was also observed that four (4) classroom management practices were never used or rarely used in the majority (more than 50%) of the sampled public secondary

schools in Siaya County. A smaller percentage of the schools had the practices frequently or very frequently used in daily classroom teaching. The practices include; response cost (Never used, 4.3%, Rarely used, 51.6%, Frequently used, 40.9%, Very Frequently used, 3.2%), response cards (Never used, 14.0%, Rarely used, 46.2%, Frequently used, 37.6%, Very Frequently used, 2.2%), computer-assisted instruction (Never used 3.2%, Rarely used 67.7%, Frequently used 28.0%, Very Frequently, used 1.1%), and token economies (Never used, 7.5%, Rarely used, 60.2%, Frequently used, 32.3%).

To reveal a clear trend in the implementation of the specific classroom management practices, the mean rating for the implementation of each practice across the sampled schools was computed. Mean ratings of implementation were computed from school ratings of the frequency of use of the specific classroom management practices in daily classroom teaching. Figure 2 presents the results.
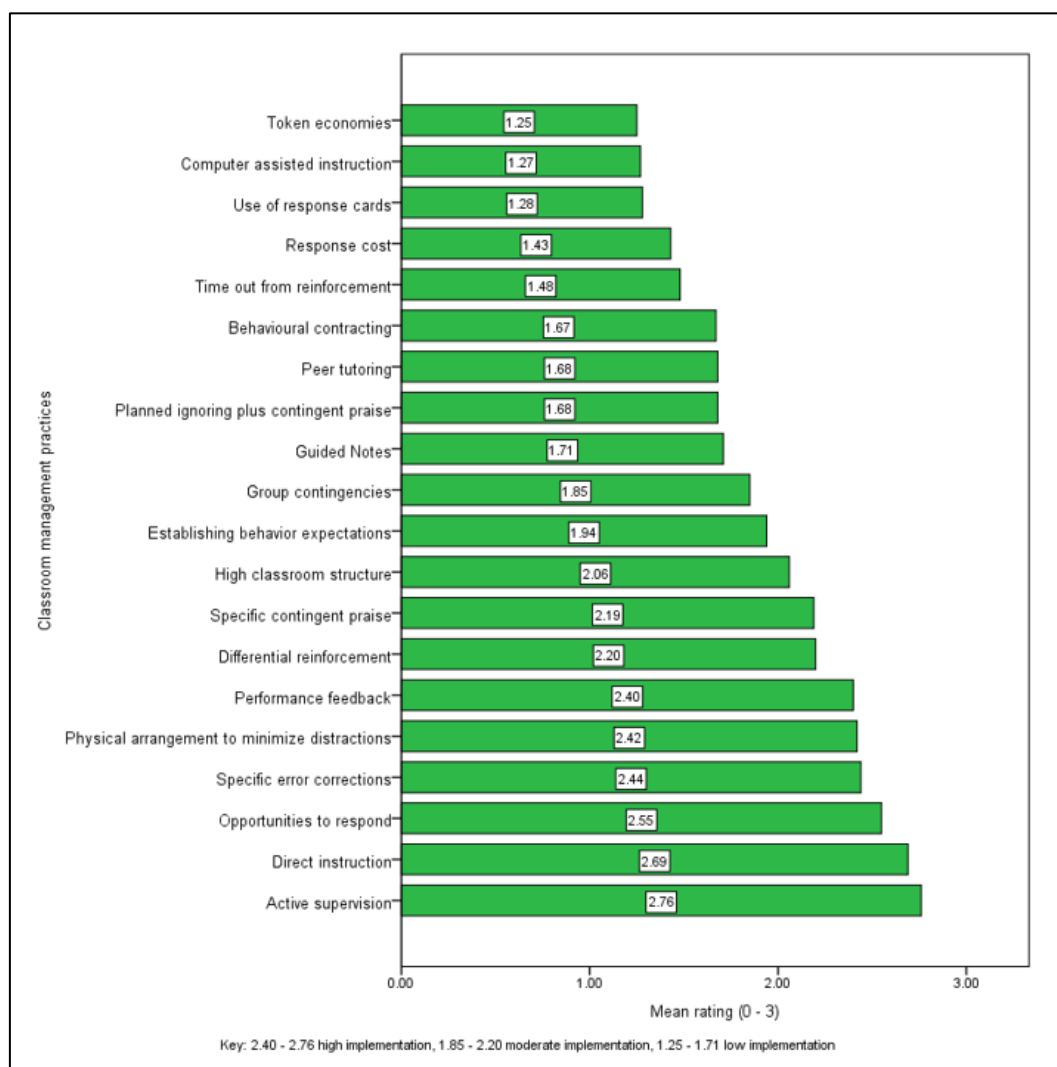

Figure 2: Mean ratings for implementation of specific classroom
management practices in the sampled secondary schools (n = 93)

From Figure 2, it can be observed that the implementation of specific classroom management practices across the sampled public secondary schools varied among the

practices. Active supervision, with a mean rating of 2.76, was the most implemented specific classroom management practice, while token economies, with a mean rating of 1.25 was the least implemented. Six of the specific classroom management practices had high implementation, with mean ratings ranging from 2.40 to 2.76 on a scale of 0 to 3. Five practices had moderate implementation with mean ratings from 1.85 to 2.20, while nine practices had low implementation, as indicated by mean ratings ranging from 1.25 to 1.71.

The interpretation of levels of implementation of the specific classroom management practices corresponds with the general guide provided for the assessment of implementation of the evidence-based specific classroom management practices by Simonsen *et al.* (2008). The guide uses 80-100%, 60-80% and fewer than 60% as the basis for considering classroom management "effective", "somewhat effective", and "need improvement", respectively. The comparison was applied by considering a mean rating over three as a percentage.

Classroom management practices that had high implementation include active supervision (2.76), direct instruction (2.69), opportunities to respond (2.55), specific error correction (2.44), physical arrangement to minimize crowding and distraction (2.42) and performance feedback (2.40). Those with moderate implementation were differential reinforcement (2.20), specific contingent praise (2.19), high classroom structure (2.06), establishing expectations for behavior (1.94) and group contingencies (1.85). Classroom management practices with low implementation were guided notes (1.71), planned ignoring plus contingent praise (1.68), peer tutoring (1.68), behavioral contracting (1.67), time out from reinforcement (1.48), response cost (1.43), use of response cards (1.28), computer-assisted instruction (1.27) and token economies (1.25).

To examine the implementation of the basic components of classroom management, mean ratings for the implementation of specific classroom management practices under each basic component across the sampled schools were determined. The mean ratings were computed based on school ratings of the frequency of use of specific classroom management practices. Figure 3 shows the results.
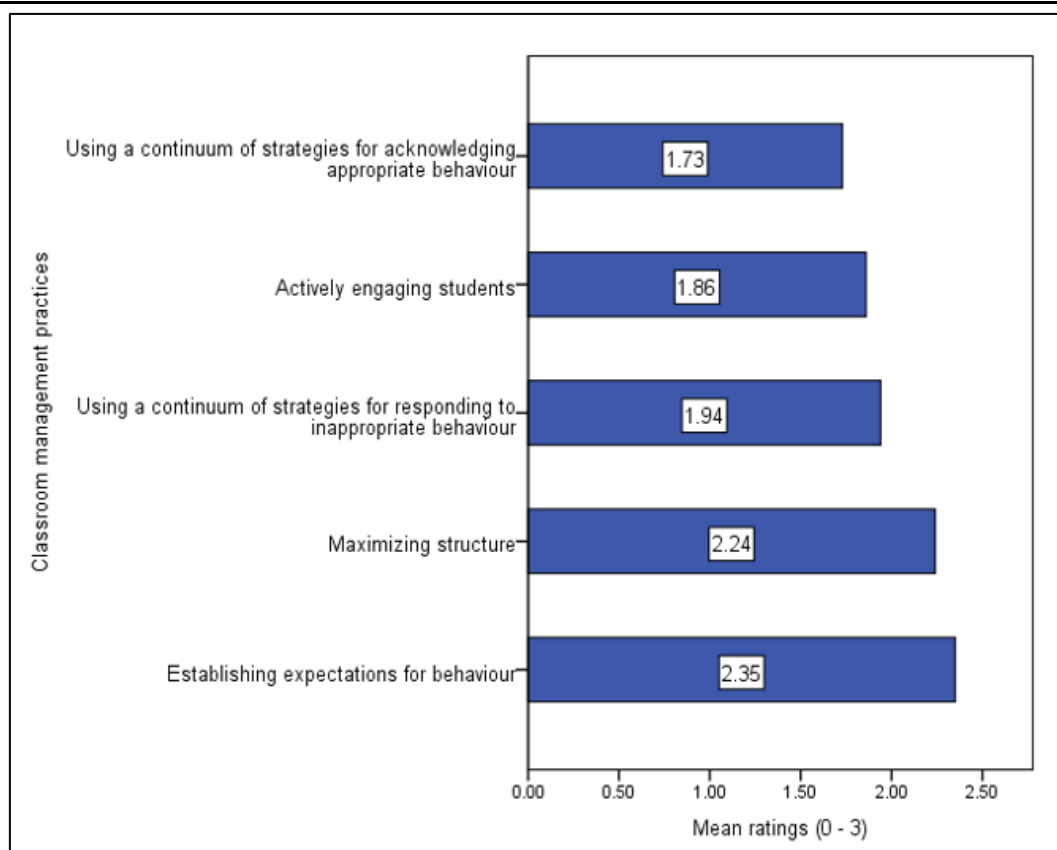
Figure 3: Mean ratings for implementation of basic components of classroom management practices in the sampled secondary schools (n = 93)

From Figure 3, establishing expectations for behavior had the highest mean rating of implementation (2.35), followed by maximizing structure (2.24) and responding to inappropriate behavior (1.94). The classroom management practice that had the lowest mean rating of implementation was acknowledging appropriate behavior (1.73), followed by actively engaging students (1.86).

To provide a comparative view of the implementation of classroom management practices among the schools, an analysis was done to determine the general implementation of the classroom management practices per school. This analysis was also necessary to obtain an understanding of the overall implementation of evidence-based classroom management practices in public secondary schools in Siaya County. To achieve this, the school mean rating for general implementation was calculated for each school from the school ratings of implementation of specific classroom management practices. Table 1 shows the general implementation of classroom management practices per school.

Table 1: General implementation of classroom management practices per school (n = 93)

School S/N	Mean Rating	School S/N	Mean Rating	School S/N	Mean Rating	School S/N	Mean Rating
1	1.9	29	2.35	57	2	85	1.75
2	2.05	30	1.65	58	2.1	86	1.6
3	2.3	31	1.75	59	1.95	87	1.8
4	1.4	32	2.2	60	1.8	88	1.95
5	1.95	33	1.95	61	2.2	89	2.1
6	1.75	34	1.9	62	2.25	90	2.05
7	2.3	35	2.35	63	1.95	91	2.4
8	1.85	36	1.85	64	1.85	92	1.9
9	1.75	37	2.15	65	1.95	93	1.9
10	1.9	38	2.05	66	1.8		
11	2.15	39	1.9	67	1.95		
12	1.74	40	1.9	68	2		
13	1.55	41	2	69	2.15		
14	1.9	42	1.6	70	1.9		
15	1.65	43	2.15	71	1.9		
16	2.15	44	1.8	72	2		
17	2.05	45	1.8	73	1.95		
18	1.7	46	2.35	74	2		
19	2	47	1.9	75	**2.5**		
20	2.1	48	1.95	76	2.15		
21	2.1	49	**1.4**	77	1.9		
22	1.7	50	2.05	78	1.9		
23	2.05	51	2.15	79	1.85		
24	2.05	52	1.95	80	2.1		
25	2.15	53	1.65	81	1.75		
26	2.1	54	1.7	82	1.55		
27	2.25	55	1.7	83	1.85		
28	2	56	1.45	84	2.4		
Overall Mean						**1.95**	

Table 1 shows that the general implementation of classroom management practices in the sampled public secondary schools varied among the schools, as indicated by mean ratings ranging from 1.40 to 2.50. The overall mean rating for implementing classroom management practices in the sampled public secondary schools was 1.95, which was moderate.

4. Discussion

This study found that all the twenty specific classroom management practices under the five essential components of effective classroom management were used in daily classroom teaching in public secondary schools in Siaya County. However, the implementation varied among the specific practices, the five essential components of effective classroom management, and among public secondary schools.

The specific classroom management practices implemented include: direct instruction, specific error correction, specific contingent praise, active supervision, performance feedback, opportunities to respond, physical arrangement, differential reinforcement, high classroom structure, computer-assisted instruction, token economies, response cost, response cards, planned ignoring, guided notes, behavioral contracting, peer tutoring, group contingencies, establishing expectations for behavior, and timeout from reinforcement. The finding agrees with the results of a meta-analysis by Simonsen *et al.* (2008) of 80 studies on classroom management published between 1969 and 2007. The analysis identified these twenty practices as evidence-based specific classroom management practices that can be applied to all students within classrooms.

The varied implementation of the specific classroom management practices was evidenced by the observed varied mean ratings of implementation of the specific classroom management practices in the sampled public secondary schools (Figure 2). Six of the specific classroom management practices had high implementation, five practices had moderate implementation, while nine practices had low implementation. Specific classroom management practices under establishing expectations for behavior were the most implemented, followed by those under maximizing structure and responding to inappropriate behavior. Classroom management practices under acknowledging appropriate behavior were least implemented, followed by those actively engaging students (Figure 3). While implementation of classroom management practices in public secondary schools in Siaya County was in overall moderate as shown by the overall mean rating of 1.95, implementation varied greatly among public secondary schools. This was shown by the general mean ratings of implementation of classroom management practices in the sampled public secondary schools ranging from 1.40 to 2.50.

The observed variation in the implementation of classroom management practices in public secondary schools in Siaya County agrees with the finding by Owusu *et al.* (2021) in a study of classroom management strategies mostly used by public junior high school teachers in the Ashanti Akim North District in Ghana. The researchers found that good relationship was a classroom management strategy mostly used by teachers; reinforcement was the second used, antecedent strategy was the third most used, and punishment was the least used. Similarly, a study by Djigic and Stojiljkovic (2011) found that the interactionist style was the most frequently used style by a sample of primary school teachers in Serbia, followed by the interventionist. Non-interventionist was the least frequently used.

Brophy (1982) explains that differences in classroom management may occur based on grade levels, and individual and group differences among students. However, the differences are more in the degree of emphasis given to the various classroom management tasks but not in the underlying basic principles.

The finding of moderate implementation of classroom management practices in public secondary schools in Siaya County agrees with that by Chumba and Kiprop (2014) that teacher training in Kenya does not adequately prepare teachers for classroom

management. Other researchers such as Elis (2018) and Mitchel *et al.* (2017) have also reported inadequate teacher training on classroom management.

While the finding that the twenty evidence-based specific classroom management practices considered in this study were implemented in public secondary schools in Siaya County is encouraging, the observed moderate implementation may not be adequate. For products of educational research to bear meaningful results in improving the quality of education, full implementation is required. It is essential that classroom teachers become versed with a variety of evidence-based specific practices under each of the five basic components of effective classroom management and develop attitudes for full implementation.

5. Conclusion

Evidence-based specific classroom management practices under the five basic components of effective classroom management were used in daily classroom teaching in public secondary schools in Siaya County. The basic components include maximizing structure; posting teaching, reviewing, monitoring and reinforcing behaviour expectations; actively engaging students; using a continuum of strategies for acknowledging appropriate behaviour; and using a continuum of strategies for responding to inappropriate behaviour. However, the implementation varied across the five basic components of effective classroom management and among public secondary schools. The implementation of classroom management practices in public secondary schools in Siaya County was moderate overall.

5.1 Recommendations
- Classroom teachers should make an effort to fully implement evidence-based classroom management practices to enhance the quality of classroom instruction.
- Teacher training programs should expose teachers more to evidence-based specific practices under each of the five basic components of effective classroom management and develop attitudes for full implementation.

Conflict of Interest Statement
This is one of the papers that draw from a descriptive survey and correlational study that investigated the influence of implementation of classroom management practices on academic performance in public secondary schools in Siaya County, Kenya. The study was conducted, and papers were written for publication in partial fulfilment of the requirements for the degree of Doctor of Philosophy in Educational Administration at Maseno University, Kenya. To the best of the authors' knowledge, there is no financial or non-financial conflict of interest that could impact the research and its publication.

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