

**INFLUENCE OF TEACHERS' INTERACTIVE STRATEGIES ON
STUDENTS' DISCIPLINE IN SECONDARY SCHOOLS IN URBAN AREAS
IN UASIN GISHU COUNTY, KENYA**

BY

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**A THESIS SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL
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SEPTEMBER, 2023

DECLARATION

Declaration by the student

This research thesis is my original work and has not been submitted for any other award in this or any other university or institution and shall not be reproduced in part or full, or in any format without prior written permission from the author and/or University of Eldoret.

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DEDICATION

I dedicate this work to the Almighty God who has given me life and good health to sail through my education. As well as to my Father Philip, my sons Jones, Jordan, Allan and Adams for the unwavering support accorded to me throughout my education.

ABSTRACT

students' discipline in secondary schools is paramount in determining the learners' outcomes. Many schools in Kenya experience a growing level of indiscipline. School indiscipline has been of great concern over time to parents, the government and other educational stakeholders due to many cases of tardiness, drug abuse, cultism, rioting, theft, truancy and many other antisocial vices. The purpose of the study was to investigate the influence of teachers interactive strategies on students' discipline in secondary schools in urban areas in Uasin Gishu County, Kenya. Three objectives were formulated: to establish the influence of communication interactive strategies on students' discipline in secondary schools in Uasin Gishu County; to establish the influence of goal setting interactive strategies on students' discipline in secondary schools in Uasin Gishu County and to establish the influence of social skill development interactive strategies on students' discipline in secondary schools in Uasin Gishu County. The study was guided by Operant learning theory. A conceptual framework was designed to guide this study. The study employed descriptive research design which is suitable in collecting both qualitative and quantitative data. The target population for this study was 18846 comprising of 23 principals, 38 deputy principals, 729 teachers and 18056 students. Krejcie and Morgan formula was used to calculate sample size. The sample size comprised of 252 teachers, 376 students, 23 principals and 38 deputy principals. Stratified sampling, simple random sampling and purposive sampling was used. Data was collected by use of questionnaires administered by the researcher through hand delivery and interview schedule. A pilot study was conducted in two schools which are not part of the study. Reliability of the instruments was done using internal consistency measure called Cronbach's alpha [α] with threshold of above 0.7 which indicates the extent to which a set of test items can be treated as measuring a single latent variable. Data was analyzed using SPSS version 22 for descriptive and inferential statistics. Descriptive statistics include frequency, percentages, means and standard deviations. Inferential statistics include correlation and multiple regression. The study findings revealed that there was positive linear influence of communication interactive strategies on students discipline ($\beta_1=.324$; $p=0.000$). There was positive linear influence of social skill development interactive strategies and students discipline ($\beta_2=.336$; $p=0.000$). There was positive linear influence of Goal setting interactive strategies and students discipline ($\beta_3=.400$; $p=0.000$). The study concluded that effective communication interactive strategies, social skill development interactive strategies, and goal setting interactive strategies can all play important roles in promoting and managing student discipline. Setting goals and regularly discussing them with students can help them understand what is expected of them and feel more involved in managing discipline. Consistently enforcing school policies is crucial in promoting positive student behavior. The study recommended that school administrators and teachers should prioritize effective communication interactive strategies. Teachers should focus on developing social skills among students, particularly those related to emotional management, positive communication, and conflict resolution. Goal-setting strategies should be incorporated into disciplinary practices in schools.

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LIST OF ABBREVIATIONS AND ACRONYMS

CEU	County Education Office
DP	Deputy Principals
EA	Education Act
IEC	Information Education and Communication
MOEST	Ministry of Education Science and Technology
NACOSTI	National Commission for Science Technology and Innovations
SEL	Social Emotional Learning
SMART	Specific, Measurable, Attainable, Reliable and Timely
SPSS	Statistical Package for Social Scientists
TSC	Teachers Service Commission

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CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter provides a brief view of this study. It gives a background to the study. It then sought out to give details on the major problems that this study addressed. It highlighted the background, statement of the problem, purpose, objectives, research hypotheses, justification, significance, scope, assumption, limitations, theoretical framework, conceptual framework and operational definition of terms.

1.2 Background of the Study

Students and young people are seen as wealth and pride of every country and the future of any country depends on the students. The students constitute the potential human resource needed for continuity of the society (Ismoilova, 2022). To achieve sustainable development of a society, discipline among students in schools should be properly managed through teachers' interactive strategies.

Indiscipline is a negative form of discipline in the school context. Discipline can be defined as respect for school laws and regulations and maintenance of an established standard of behavior that is self-control, restrained, respect for oneself and others (Hidayah, 2021). If students cultivate the habit of discipline in schools, there was a smooth running in the school system but the reverse is the case if students are not disciplined (Mwaniki, 2018). There are two main objectives of school discipline; to ensure safety of staff and students and to create a conducive environment for learning (Mareš, 2018).

School indiscipline has been of great concern over time to parents, the government and other educational stakeholders due to many cases of tardiness, drug abuse, cultism, rioting, theft, truancy and many other antisocial vices. These cases have led to perpetual drop out cases, assault, arson, defiant behaviors, examination malpractices, poor academic performance and destruction of property and loss of life (Tallam, Tikoko & Sigei, 2016).

Indiscipline affects all schools but the degree and magnitude varies from school to school. Disciplined schools are a prerequisite for effective teaching and learning since indiscipline in students poses a great challenge for teachers in their fundamental bid to educate them effectively. This undermines the role of school as a socializing agent (Oloyin, Sadiq & Sulyman, 2019). In the United States, the National Center for Educational Statistics revealed that in 2006 thirty six percent of the students in grades 9-12 reported that they had been in a physical fight with one another within the last year (Olaitan & Ojetunde, 2020). Also four percent of inner-city teachers and three percent of suburban and rural school teachers were physically attacked by students. Primary and secondary school teachers in both private and state sectors were confronted with bad behaviors such as destruction of school property and pupils lack of respect for each other or for adults. Other forms of indiscipline in schools in the United States of America include violence, use of foul language and disrespect towards school teaching and non-teaching staff (Patrick & Adade, 2020).

In the Caribbean, the problem of school indiscipline is not different. Administrators, policy-makers, teachers, parents and other education stakeholders have been struggling to find solutions to the problem of indiscipline in schools (Guo-Brennan & Guo-Brennan, 2020). Despite the efforts, indiscipline has continued to escalate in

many schools especially in Trinidad and Tobago. In 2007, the then Minister for Education, Senator Hazel Manning, reported the results a study done in schools in Trinidad and Tobago, on the issue of violence and indiscipline (Ramcharitar, 2021). The findings revealed that seventy- percent of the students used obscene language or cursed. Also, twenty percent of the students willfully damaged school property, ten percent admitted to stealing and twenty-two percent got involved in fights.

Learner indiscipline is also very prevalent in South African schools. Disciplinary problems were experienced in senior schools in Mpumalanga province. Some of the most serious forms of learner indiscipline in South African schools include gang related violence (Baruth & Mokoena, 2016). The problem of violence in schools has become one of the most pressing educational issue in South African schools. A study on High schools in the area of Kwamashu in Northern Durban revealed that violence is prevalent in schools (Ngidi & Mayeza, 2021). Indiscipline has severely hindered teaching and learning in schools. Forms of indiscipline that are experienced most include physical confrontation, verbal confrontation, theft, substance abuse and pornography (Nyoni *et al.*, 2022).

In Zimbabwean schools, unruliness, tardiness, vandalism, smoking marijuana and drinking alcohol are the most prevalent forms of indiscipline (Hamalengo, 2016). Parents in Zimbabwe seem to be in favor of schools using corporal punishment to instill discipline among students, despite the negative impact of corporal punishment. The policy in Zimbabwe is that schools can use corporal punishment to control indiscipline in the school and the Ministry of Education has laid down the conditions and the in which corporal punishment can be used of the only school administrators such as the head teacher and deputy head teacher can use corporal punishment and

keep a record of the type of offence and how the punishment was administered (Najoli, Runhare & Ouda, 2019).

Most public secondary schools in Kenya have also experienced discipline problems with their students since 1971 (Heekes, 2022). Teachers from across the country have raised concerns over a worrying trend among students since the resumption of learning on January, 4 2021 (Boitt, 2016). The rising cases of students' attacking their teachers since the schools reopened have left education stakeholders worried with teachers grappling with rising cases of indiscipline. Jared Motito, a Mathematics teacher at St. James Nyaronde Secondary school in Nyamira County told Kenyans.co.ke on January 13 that many students had become difficult and stubborn, totally different from when they left school in March 2020 due to the pandemic. He stated that the long break had corroded the students' moral compass, with many showing open disregard for authority and school work. Examples are students from Lugulu Girls High School protesting along the Webuye-Kitale highway, some of the students from Matungulu High school running away from school, Itiero Boys High school students burn down seven of their eleven dormitories and Garissa High school dormitory set on fire (Kundu, Onkware & Lutomia, 2021).

The foregoing and current issues make school discipline a very important matter in the education sector. The government through the Ministry of Education have set up commissions and committees to investigate the reasons behind unrest in schools and come up with strategies to curb future unrests (Jeffery, 2020). Government and other education stakeholders perceived that the strikes occurred because schools did not have a strong internal mechanism of dealing with student disciplinary problems. The government therefore introduced corporal punishment in schools in 1972 (Parsons,

2017). Corporal punishment was expected to help curb the indiscipline cases in schools. However, this objective was not achieved since teachers transformed the cane into an instrument of brutality. This forced the government to respond by banning the use of corporal punishment in schools under legal notice 56/2001 (Aithal & Aithal, 2016).

In Uasin Gishu County, the students' discipline intervention has become increasingly urgent as the number of discipline cases continue to rise. A substantial number of students in urban secondary schools have been reprimanded for their disruptive behavior. This issue has become so prevalent that it is now considered one of the working conditions leading to teacher attrition within public secondary schools in the county (Mabeya, Gikuhi & Anyona, 2019). These forms of discipline can have serious consequences for students' academic performance and future prospects.

Obiaks (2022) findings revealed that the main indicators of indiscipline problems among learners in Uasin Gishu County were the use of abusive language, fighting among pupils, and general disobedience by the children, stealing, destroying of school properties, lack of respect to authority and telling lies. The main causes were; lack of guidance and counseling from parents and teachers, lack of good role models, lack of basic needs, lack of spiritual guidance by children, drunkard parents, hostile teachers and large number of pupils in class. Form three student in a Secondary School in Uasin Gishu County were allegedly beaten by teachers for stripping in school.

1.3 Statement of the Problem

students' discipline in secondary schools is paramount in determining the learners' outcomes. Many schools in Kenya experience a growing level of indiscipline (Anne, 2022). The government of Kenya has brought the idea of having trained teachers on

Guidance and Counselling, introduced Parents Associations in order to enable parents to be involved in the management of students' discipline and even being in a dilemma of re-introducing the use of corporal punishment which was outlawed through legal notice No. 56 of 2001. Despite all these, management of students' discipline has been made complex over the years and pose a challenge to school management. It is important that communication interactive strategies, goal setting interactive strategies and social skill development interactive strategies are well thought out to address indiscipline in secondary schools.

Teachers from across the country have raised concerns over a worrying trend among students since the resumption of learning on January, 2021 (Cooper, 2022). The rising cases of students attacking their teachers since the schools reopened have left education stakeholders worried with teachers grappling with rising cases of indiscipline. The rise in students' indiscipline in secondary schools in urban areas in Uasin Gishu County is a serious problem that has been causing concern among parents, teachers, and school administrators. In 2022, there were a total of 1,500 reported cases of indiscipline in secondary schools in the county. The most common types of indiscipline incidents included fighting, truancy, theft, and drug use (Jennifer, Kodero & Mulambula, 2022). These statistics show that the problem of indiscipline in secondary schools in Uasin Gishu County is a serious one that needs to be addressed.

Kim, Raza and Seidman (2019) recommended that situations on the ground should determine the mix of communication interactive strategies to be used on student discipline by the teachers. Gikunda (2019) recommended that schools management should ensure that learners are actively engaged in co-curricular activities. A close look at the studies reveals that the influence of the strategies are not covered yet. The

current study investigated the influence of communication interactive strategies, goal setting interactive strategies and social skill development interactive strategies that teachers could employ and its effect on students' discipline in secondary schools in urban areas in Uasin Gishu County.

1.4 Purpose of the Study

The purpose of this study was to establish the influence of teachers interactive strategies on students' discipline in secondary schools in urban areas in Uasin Gishu County.

1.5 Objectives of the Study

- i. To establish the influence of teachers' communication strategies on students' discipline in secondary schools in urban areas in Uasin Gishu County, Kenya.
- ii. To determine the influence of teachers' social skill development strategies on students' discipline in secondary schools in urban areas in Uasin Gishu County, Kenya.
- iii. To assess the influence of teachers' goal setting strategies on students' discipline in secondary schools in urban areas in Uasin Gishu County, Kenya.

1.6 Research Hypotheses

H₀₁: Teachers' communication interactive strategies has no significant influence on student discipline in secondary schools in urban areas in Uasin Gishu County, Kenya

H₀₂: Teachers' social skill development interactive strategies has no significant influence on student discipline in secondary schools in urban areas in Uasin Gishu County, Kenya

H₀₃: Teachers' goal setting interactive strategies has no significant influence on student discipline in secondary schools in urban areas in Uasin Gishu County, Kenya

1.7 Justification of the Study

Indifference in secondary schools has become a persistent problem. The number of schools experiencing indiscipline has been on the increase. The frequency, trend and consequences are alarming. The problem is across all secondary schools in the country, including girls' secondary schools. Students set on fire at least 35 dormitories across the country, leaving schools counting huge losses. A number of students were also injured.

This study was valuable to the management of public schools since it sought to provide vital information about indiscipline in secondary schools. It would, in turn, help the school management to determine suitable ways to deal with indiscipline in the education sector. The study should also be important to the management of institutions and government ministries, especially the Ministry of Education, Science and Technology, in their bid to deal with indiscipline in schools and improve education standards in the country.

1.8 Significance of the Study

Discipline is a major indicator of good school management. The school goals of posting good academic performance and molding a holistic person are jeopardized by students' indiscipline in secondary schools. The information that was provided by this research was useful for the stakeholders such as the parents who have an interest in quality education and good academic performance. The society expects good

returns for its investment in terms of good academic performance. Indiscipline in schools would, however, jeopardize these returns as students would not be able to achieve what is expected of them and would not be able to bring positive change in the society. The findings of this study would also assist teachers to identify weaknesses in the implementation of the strategies and hence help them address indiscipline in schools.

1.9 Scope of the Study

The study was carried out in secondary schools in urban areas in Uasin Gishu County, Kenya. The study was carried out from October 2022 to May 2023. The study adopted descriptive research design. The sample size for the study was 689 respondents. The study addressed the following independent variables: communication, social skill development, goal setting and the students' discipline (dependent).

1.10 Assumptions of the Study

The study researcher made the following assumptions that:

- i. All secondary schools are committed in the implementation of a variety of strategies to enhance students' discipline.
- ii. The respondents' responses to the questionnaire items were their honest observations on effectiveness of strategies in enhancing students' discipline in the schools to be covered by the study.

1.11 Limitations of the Study

Limitations are some of the negative attributes that might affect this study and they included:

Some respondents were not sincere however to mitigate this, respondents were notified that the confidentiality of the information provided was observed and that the data gathered were only used for academic purposes.

Poor infrastructure to some schools also posted some limitation, however in inaccessible areas, the researcher used motorbikes to reach out to all respondents.

The teachers were not willing to give information. The head teacher and the researcher sensitized them on the importance of information and how relevant the information is to future generations.

1.12 Theoretical Framework

This section provides a theoretical framework upon which the teacher can work with the client in the management of discipline.

1.12.1 Operant Learning Theory

The study was developed by operant learning theory of learning developed by Burrhus Frederic Skinner in the 1930 (Skinner, 1964). It is a theory of learning that states that behavior is shaped and controlled by its consequences. These consequences can be either positive or negative, and they can either increase or decrease the likelihood of a behavior occurring in the future. Operant Learning Theory is based on the idea of operant conditioning, which is a type of learning in which behavior is modified by its consequences (Skinner, 1964). There are two types of operant conditioning: positive reinforcement and negative reinforcement. Positive reinforcement occurs when a desired behavior is followed by a reward. This reward increases the likelihood that the behavior will occur again in the future (Cherry, 2019). Negative reinforcement occurs when an undesired behavior is followed by the removal of an unpleasant stimulus. This removal of the unpleasant stimulus increases

the likelihood that the undesired behavior will not occur again in the future (Babel, 2020).

The following are some of the key assumptions of Operant Learning Theory: Behavior is influenced by its consequences. Behavior that is followed by pleasant consequences (reinforcement) is more likely to be repeated, while behavior that is followed by unpleasant consequences (punishment) is less likely to be repeated. Behavior is voluntary. Operant Learning Theory focuses on voluntary behaviors, which are behaviors that the individual chooses to engage in. Behavior is learned through conditioning. Conditioning is the process by which behavior is shaped by its consequences. Operant Learning Theory is based on the idea that behavior is not simply a response to stimuli in the environment, but is also influenced by the consequences of those responses. In other words, we learn to behave in certain ways because of the outcomes of those behaviors. Operant Learning Theory has been used to explain a wide range of human behaviors, from simple habits like nail biting to complex behaviors like learning a new language. It has also been used to develop effective techniques for training animals and modifying human behavior.

Operant Learning Theory of operant conditioning can be applied to the influence of teachers' interactive strategies on students' discipline in secondary schools in urban areas (Cox, 2023). Teachers can use positive reinforcement to increase the likelihood of desired behaviors in students. This can be done by providing rewards, such as praise, stickers, or privileges, for students who exhibit desired behaviors. For example, a teacher might praise a student for staying on task or completing an assignment. This positive reinforcement would increase the likelihood that the student would stay on task and complete assignments in the future.

Teachers can also use negative reinforcement to increase the likelihood of desired behaviors in students. This can be done by removing an unpleasant stimulus, such as a loud noise or a difficult task, when the student exhibits a desired behavior (Eddy et al., 2020). For example, a teacher might stop calling on a student who is talking out of turn if the student stops talking out of turn. This negative reinforcement would increase the likelihood that the student would stop talking out of turn in the future.

Punishment can also be used to decrease the likelihood of undesired behaviors in students (Sidin, 2021). However, punishment is not as effective as positive reinforcement and should only be used as a last resort. Punishment can take many forms, such as verbal reprimands, detentions, or suspensions. For example, a teacher might give a student a detention for talking out of turn. This punishment would decrease the likelihood that the student would talk out of turn in the future.

1.13 Conceptual Framework

The conceptual framework describes the link between the independent variables, intervening variables and the dependent variable. This study considered three types of variables namely; independent variables, intervening variables and dependent variables. The independent variables in the study was teachers' interactive strategies while the dependent variable was students' discipline. The independent variable was measured using indicators like; communication interactive strategies, social skill development interactive strategies and interactive goal setting interactive strategies. The intervening variables are those factors that may indirectly affect the effectiveness of strategies laid in public secondary schools. They included; students' home background, school environment, students' age, economic difficulties and the current education system.

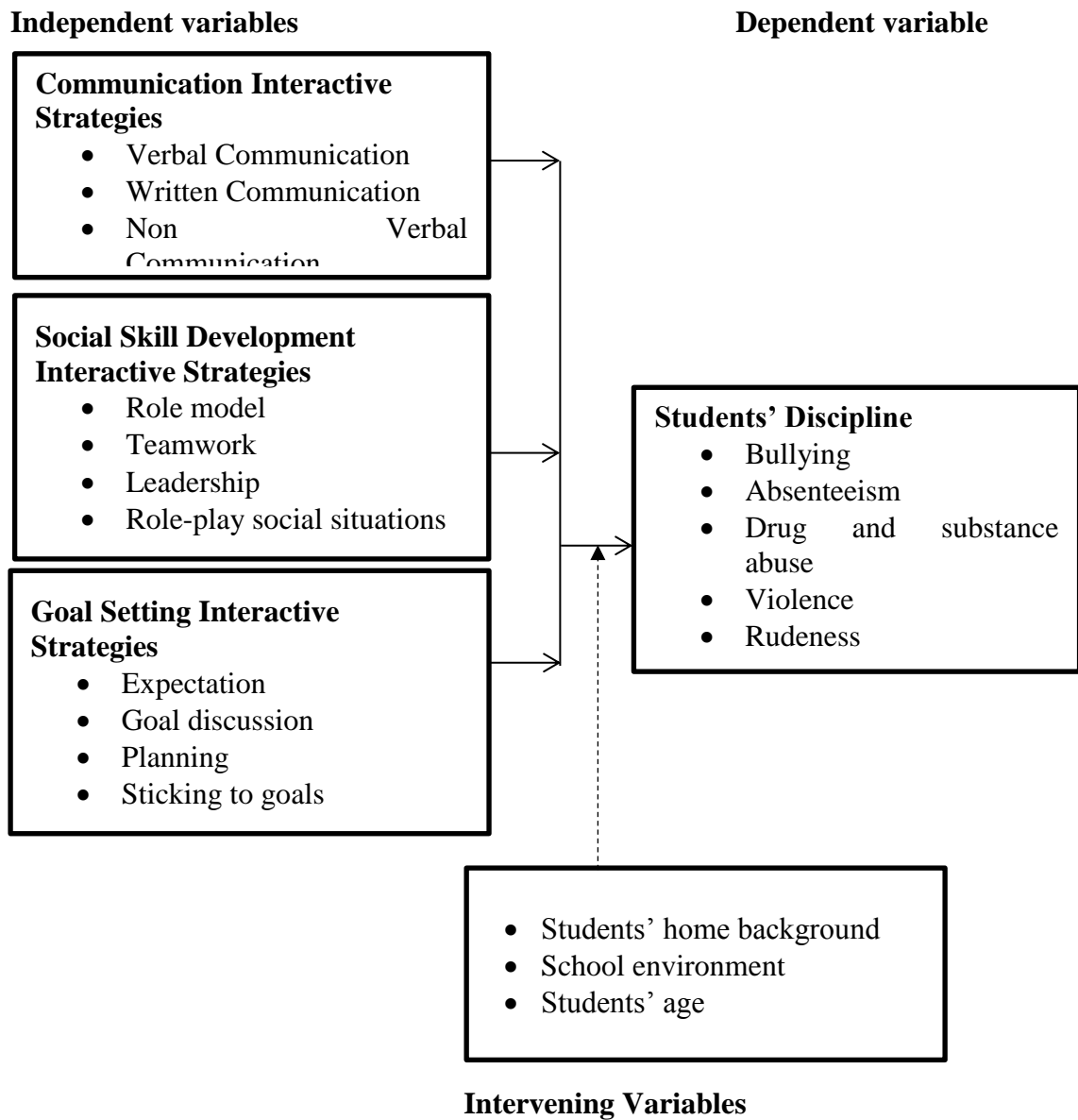


Figure 1.1 Conceptual Framework

(Source: Author, 2023)

1.14 Operational Definition of Terms

In this study the following terms was defined:

Communication interactive strategies is the scheme of planning how to share information.

Goal-setting techniques are frameworks you can use for developing and achieving goals.

Management skills are the abilities and behaviors that managers use to effectively lead and direct their teams. They are essential for success in any management role, regardless of the industry or institution.

Social skill development interactive strategies being aware of emotions and communication patterns and using them effectively in different situations with people, for instance negotiating, customer service, project management, chatting with friends and family.

Student Discipline: refer to the action taken by the management to enforce institutional standards, doing the right thing in the right manner and the right place.

Urban area schools refer to schools located in urban areas, which are typically densely populated areas with a high concentration of buildings, businesses, and residents. These schools face unique challenges and characteristics compared to schools in suburban, rural, or other locales.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section gave an overview of the communication interactive strategies, goal setting interactive strategies and social skill development interactive strategies in the management of students' indiscipline in secondary schools.

2.2 Communication Interactive Strategies

Communication has been defined as the transmission of information and meaning from one individual or group to another (Nielsen, 2017). Communication is a process of exchanging meaning, that is, the deliberate meaning that one person plans to relay must be received by the second person without variation, failure to which there is lack of communication or there miscommunication. On the same line of thought, Razmerita, Kirchner and Nielsen (2016) views communication as a process by which there is exchange of information between two or more people usually with the aim of motivating or influencing behavior. In defining communication Cornelissen (2020) splits general communication as an interactive process which should result in some action and internal communication being all formal and informal communication that internally takes place within an institution. Communication is important to all phases of the management by every individual within the system for it helps in directing and leading any system

Rosenberg (2017) concurs with the above when he observes that communication is a central element in all aspects of life. Communication is the ingredient which makes an institution possible. A school is an institution, therefore the aspect of communication in institutions does not rule out schools from the discussion. However, for

communication to play an important role in any institution, it must be effective. According to Eke (2020), effectiveness in communication is any initiated behavior on the part of the sender which conveys desired message to the receiver and causes desired response behavior from the receiver. Communication also becomes effective only when there is a feedback. Feedback refers to a response from someone who has received a message. Feedback plays a very important role in helping the communicator to know whether his or her message has been received in the intended form and if it was not, to repeat, elaborate or explain the message once more (Agarwal & Lu, 2020).

Musah (2020) observes that communication is effective when the stimulus as initiated and intended by the sender, or source, corresponds closely to the stimulus, as it is perceived and responded to by the receiver. In a school setting, effective communication modes are particularly important when handling or addressing issues of indiscipline. The use of proper communication interactive strategies by teachers may therefore contribute towards minimizing indiscipline cases in schools. The study asserts that communication plays the role of controlling the behavior of teachers, students and non-teaching staff. This is achieved when communication is used to induct teachers and other members of the teaching staff to various aspects of their jobs and employment regulations. Through this role, communication is also used to inform the students of their expected behavior and consequences of deviant behavior. Secondly, communication is used to motivate teachers, students and other workers in an educational institution. They are informed of what is to be done, how well they are performing and what can be done to make the tasks be done well. Communication is also used in decision making and expression of emotions (Stalnikowicz & Brezis,

2020). According to Anabila (2020) communication in schools serves four roles namely, regulating, persuading, informing and integrating.

Communication interactive strategies is at the heart of every successful business. It involves crafting a message that resonates with your target audience, selecting the right channels to deliver it, and measuring its impact to ensure maximum reach and engagement (Mheidly & Fares, 2020). Effective communication in today's fast-paced world is more critical than ever before. In an era where information travels faster than the speed of light, learning institution must be strategic and concise in reaching their target market. The use of technology has revolutionized how learning institution approach communication interactive strategies. With innovations such as social media marketing, email campaigns, and data analytics tools, institutions can now communicate with their customers more effectively while also gathering crucial feedback on their products or services' performance.

Effective communication interactive strategies is the backbone of successful business operations. It is a fundamental aspect for institutions to thrive in today's competitive market (Verma, Kumar, Mittal, Gupta & Hsu, 2022). The importance of communication lies in its ability to foster an environment that promotes collaboration, productivity, and innovation. According to Shannon (2018), an effective communication interactive strategies is an essential element for efficient business operations. This underscores how crucial it is for learning institution to have clear and concise communication channels with their employees and customers alike. A key component of effective communication is ensuring that messages are conveyed accurately, concisely, and promptly. A learning institution's failure to communicate effectively can lead to misunderstandings among employees or even customers which

can result in costly errors or loss of credibility. Therefore, every institution must prioritize developing strategies that promote open dialogue across all levels of the learning institution. One way learning institution can improve their overall communication interactive strategies is by investing in technology solutions like video conferencing software or chatbots (Lacarcel & Huete, 2023). These tools enable team members located in different geographical locations to collaborate seamlessly on projects while also providing instant assistance when required.

Effective communication is a crucial aspect of any institution, especially in today's fast-paced business environment (Schiuma, Schettini, Santarsiero & Carlucci, 2022). A tailored communication interactive strategies ensures clear and concise messaging that aligns with the specific needs and goals of each institution. One key benefit of a tailored communication interactive strategies is its ability to improve internal operations within an institution. By creating customized messages for employees based on their roles or departments, institutions can ensure that everyone receives information relevant to their jobs while feeling valued as individuals. Additionally, this type of targeted messaging improves collaboration among teams by promoting cross-functional discussion around shared objectives. Moreover, tailor-made strategies allow institutions to adapt quickly in times of crisis. For example, during the COVID-19 pandemic, many institutions adopted remote work policies almost overnight. Those who had already established effective internal communications were better equipped to handle such sudden changes because they could communicate important updates effectively across different channels without causing confusion or panic.

The use of technology has revolutionized the way learning institutions approach communication interactive strategies (Simamora, 2020). With the advent of digital tools and platforms, institutions now have access to a wide range of options to communicate with their audiences effectively. However, this shift towards technology also brings new challenges regarding message clarity and distribution across different channels. As Kambil (2016) notes, having your straw-man messages to different audiences clarified across a timeline can help with the effective construction and distribution of messages as needed. This means that institutions need to clearly identify their target audience(s) and develop messaging strategies tailored specifically for each group. Furthermore, they must ensure consistency in messaging across all channels while adapting it accordingly depending on what works best for each platform or medium. In doing so, learning institutions can leverage technology's power not only to reach but also engage with customers more efficiently than ever before. However, it is essential always to keep in mind that despite the use of advanced technological devices or software applications; nothing replaces well-crafted human interaction when building relationships between people and brands.

In today's urban secondary schools, student discipline is a pressing concern for educators and policymakers alike. The influence of communication interactive strategies on this issue cannot be overstated (Wright, 2020). By prioritizing relationship-building through active listening and empathy, teachers can create a positive learning environment that promotes academic success. Recent studies have confirmed the link between effective communication interactive strategies and improved student behavior in the classroom. For instance, Goh and Lee (2019) found that teachers who establish rapport with their students are better equipped to manage disruptive conduct and support positive outcomes. While discipline has always been a

challenge in secondary schools, urban environments often present unique obstacles to maintaining order in the classroom. High levels of poverty, crime rates, cultural diversity, language barriers - all these factors make it difficult for an educator to connect with their students effectively. Therefore, understanding how certain communication practices can mitigate these challenges is critical for improving learning outcomes in urban areas.

Effective communication is a key factor in managing student behavior and discipline, particularly in urban secondary schools where such issues can be challenging (Çetinkaya & Koçyiğit, 2020). Using positive reinforcement and clear expectations can help create an environment that promotes academic engagement while decreasing disruptive behavior. As Klemm and Schmidt (2018) reported, these strategies have been shown to lead to positive outcomes for students. For instance, when teachers provide consistent feedback that reinforces desired behaviors, students are more likely to engage with the material being taught. Additionally, setting clear expectations helps students understand what is expected of them, reducing confusion or misunderstandings that could otherwise result in disciplinary problems. However, it is important to note that effective communication involves more than just using rewards and consequences; it also requires building relationships with students based on trust and respect. This means taking the time to listen to their concerns and providing support when needed. When teachers take a proactive approach by establishing positive relationships with their students early on in the school year through open communication channels like parent-teacher conferences or classroom meetings - they may see better results overall.

In urban secondary schools, effective communication interactive strategies are essential to maintain a positive and functional learning environment. However, some teachers might resort to using aggressive or confrontational language with their students when the pressure of disciplinary issues becomes overwhelming. Unfortunately, this approach can exacerbate misbehavior problems instead of solving them. According to Kim and Park's study (2019), negative communication between teachers and students can lead to mistrust and lack of cooperation, thus increasing incidents of misbehavior. As such, it is crucial for educators to adopt more positive communication methods that promote respect while still addressing disciplinary issues in an effective manner. One potential solution could be the use of restorative justice practices in schools. Rather than relying on punitive measures that often escalate tensions between teachers and students, restorative justice seeks to repair harm caused by misconduct through dialogue between all parties involved (Cohen *et al.*, 2014). By emphasizing accountability rather than punishment, it encourages students to take responsibility for their actions while empowering them with valuable conflict resolution skills they can apply throughout their lives. Implementing effective communication interactive strategies within urban secondary schools is vital for building trust among individuals who may have different backgrounds or experiences from one another. As evidenced by Kim and Park's research (2019), negative interactions only worsen existing disciplinary challenges; thus, adopting alternative approaches like restorative justice should be seriously considered as part of any school's culture-building initiatives.

Effective communication interactive strategies can have a positive impact on academic success and student behavior in urban secondary schools. As Goh and Lee (2019) argue, prioritizing relationship-building is key to establishing rapport between

teachers and students, allowing for better management of classroom behavior. Teachers who engage in active listening and empathy are more likely to foster a welcoming learning environment that encourages collaboration and mutual respect among students. Implementing family and community involvement activities in schools can also help improve student discipline, as Sheldon and Epstein (2002) suggest. Such programs create opportunities for parents to become involved with their children's education, which helps establish trust between all parties involved in the educational process. Through these initiatives, teachers are able to build strong relationships with both their students' families as well as the broader school community; this fosters an environment where everyone has a shared stake in promoting academic excellence while empowering students to take greater ownership of their own learning journeys.

2.3 Social skill development interactive strategies

Influence of Social skill development interactive strategies on Students' Discipline in Secondary Schools in urban areas. The success of secondary schools is not only measured by the academic proficiency of its students. It also hinges on their ability to display positive social behavior and discipline. In urban areas, where a diverse student population often experiences high-stress environments, creating a conducive learning environment can be challenging. However, research has shown that implementing social skill development interactive strategies in these schools has proven successful in reducing disciplinary issues and fostering an atmosphere that supports students' personal growth. The implementation of such strategies equips learners with problem-solving skills, empathy and emotional regulation abilities necessary for navigating complex relationships within the school community.

Effective social skill development interactive strategies are essential for building a positive learning environment in urban secondary schools. As students' progress through their academic journey, they face many challenges that can affect their behavior and discipline. Without proper guidance, students may struggle to develop the necessary skills to navigate these challenges effectively. However, integrating the teaching and reinforcement of Social Emotional Learning (SEL) skills into teachers' daily interactions with students can lead to positive outcomes (Jones and Bouffard 2012). This approach involves incorporating lessons on empathy, emotional regulation, problem-solving, and decision-making throughout the curriculum. Incorporating SEL practices provides an opportunity for educators to support student's overall growth by fostering a sense of self-awareness and self-esteem while also helping them manage challenging emotions constructively. Students who possess these skills are better equipped to handle conflicts positively without resorting to disruptive behavior (Jones & Bouffard 2012). Implementing this kind of intervention requires collaboration between teachers, administrators as well as parents or caregivers. An integrated approach based on consistent reinforcement across all aspects of school life; therefore is necessary. Adopting such an approach will help facilitate positive behavior in classrooms while ensuring that academics remain at the core of every lesson delivered in urban secondary schools effectively. Therefore it is important that effective social skill development interactive strategies be given priority attention when designing curricula targeting urban secondary schools education systems.

Urban secondary schools face numerous challenges in their daily operations. From student behavior issues to low academic achievement rates, these institutions are constantly under pressure to deliver results. One way they can achieve success is by

prioritizing the incorporation of social skill development interactive strategies into their curriculum. According to Mahoney, Weissberg, Greenberg, Dusenbury, Jagers, Niemi and Yoder (2021) urban secondary schools should prioritize incorporating social skill development interactive strategies into their curriculum to enhance students' discipline. These skills help students build self-awareness and self-management which contribute greatly towards reducing problem behaviors and emotional distress that interfere with learning and development. SEL has been shown to promote healthy development and academic achievement among all students irrespective of socio-economic status or other factors. Incorporating SEL programs within school curriculums can have a positive impact on both disciplinary actions as well as academics for the students enrolled at urban high schools.

Urban secondary schools are often plagued by disciplinary issues that disrupt the learning environment. These problems disproportionately affect students with mild intellectual disabilities and challenging behaviors, particularly African American students, who face higher rates of office referrals, suspensions, and expulsions. However, there is hope for addressing these challenges through the implementation of social skill development interactive strategies (Brophy, 2011). By focusing on instruction in areas such as anger management and other key social skills, educators can help increase student social competence and reduce instances of disruptive behavior in the classroom. This approach has been shown to have a positive impact not only on academic performance but also on post-school outcomes for these students (Brophy, 2011). While implementing effective social skill development programs may require additional resources or training for teachers and staff members at urban secondary schools, it is clear that doing so could result in a more positive

learning environment for all students while helping address longstanding disparities in discipline policies.

In an effort to reduce inappropriate learner behavior and improve academic achievement, many schools globally have initiated positive approaches, in place of reactive, punitive ones (Sibanda, 2018). One such approach is teaching social skills to learners in order for schools to create safe and effective learning environments. Social skills can be defined as a range of interactive behaviors that enable an individual to relate with others in ways that result in positive interactions. To elaborate further, social skills are strategies taught to learners to ensure that they obtain the necessary skills required to function socially in society, for example, anger management, conflict resolution, empathy, problem-solving and many others.

Learners with discipline problems are often rejected by their peers and do not have the opportunity to learn appropriate social skills through normal peer interaction these learners often turn to disruptive or acting-out behavior. Providing them with the opportunity to learn and practice social skills can break the negative interactions. Research commissioned by the Welsh Government in 2008 has indicated that learners who participate in decision-making enjoy enhanced self-esteem and motivation, gain important personal and social skills. Such learner involvement leads to better relationships, more relevant and effective learning. Thus, resulting in learners and adults working together as partners to ensure that their school provides the best possible learning environment for all. In such a scenario, learners are involved in their own learning, and feel that they have a stake in their learning community.

Sibanda(2018) confirms that assisting learners learn how to get along with others is a crucial strategy in building a caring and safe school culture. While many learners

come to school with some social skills already in place, most learners benefit from direct teaching of appropriate social skills, such as thinking before acting, listening, establishing and maintaining relationships, dealing with feelings, accepting consequences, and dealing with peer pressure. Most schools recognize that just as academic skills can be taught, so can appropriate social skills. These schools incorporate social skills lessons into their daily activities and routines. They emphasize civility, and they model the qualities they want to develop in their learners. Consistent modelling, teaching, and reinforcement of positive social skills, is an important part of successfully encouraging positive social behavior among learners, helping to enhance learners' self-control, respect for the rights of others, and sense of responsibility for their own actions. This, therefore, suggests that teaching social skills to learners like academic subjects made learners conscious of the importance of good conduct. Hence, schools would experience minimal cases of ill-behavior. As a way of maintaining discipline, further advises that schools should provide multiple opportunities for learners to apply skills of social and moral problem-solving and responsible behavior. Such opportunities should include class meetings in which classroom and school-wide problems are addressed; meaningful learner government activities (for example, helping others in the community); programmes and activities for conflict resolution, peer mediation, service learning, and cooperative learning; as well as sports and extracurricular activities.

Macias and Ribera (2019) says that Class Meetings are a wonderful way to address issues. Successful and productive meetings involve discussions centered on classroom concerns and not individual problems. In addition, it reinforces the value that each person brings to the class. Before a class meeting, teachers can provide the students with group guidelines for behavior, prompts, teach students how to be diplomatic,

show leadership, solve problems and take responsibility. They are usually held weekly and are a time for students to discuss current classroom events and sentence frames to facilitate meaningful conversation. Social relationships shape our lives in fundamental ways, impacting everything from career opportunities and academic success to overall happiness and well-being. As such, the ability to navigate social situations with ease is a crucial skill that can significantly impact one's quality of life. Social skill development interactive strategies is an approach aimed at improving social skills among individuals by providing them with tools, techniques, and resources for enhancing communication abilities and building meaningful relationships. Bischoff, Baumann, Meixner Nixon and Wollesen (2021) has shown that social skill development interactive strategies must be tailored to individual needs and preferences, taking into account factors such as personality type, cultural background, and past experiences. These considerations are essential because they help ensure that strategies are effective in helping individuals improve their social skills while also ensuring that interventions are culturally sensitive and respectful.

Effective social skill development interactive strategies can have significant benefits in the workplace. As noted by Faherty, Schwartz, Ahmed, Zheteyeva, Uzicanin and Uscher-Pines, (2019) effective communication and collaboration in the workplace can be enhanced through social skills training. Through targeted training programs, employees can improve their ability to communicate effectively with others and build stronger relationships with colleagues. This, in turn, leads to more effective collaboration on projects and an overall increase in workplace productivity. However, it is important that any such training program takes into account the unique needs of individual employees and fosters an inclusive environment where everyone feels comfortable participating. By providing opportunities for ongoing development and

support, institutions can help ensure continued growth in these critical areas over time. Ultimately, investing in effective social skill development interactive strategies not only benefits employees but also contributes to a more successful institution as a whole.

Social skill development is a complex and lifelong process that requires constant learning and practice. The ability to communicate, collaborate, and empathize with others is essential in today's rapidly changing society, where diversity continues to increase. As Dollman *et al.*, (2017) pointed out, social skills must be continuously developed throughout one's life due to the ever-changing social norms and expectations present in society. Moreover, mastering social skills involves not only understanding how to interact effectively but also being able to adapt communication styles based on individual differences. It requires individuals to have a deep understanding of diverse cultures as well as the various ways people communicate nonverbally across different settings. To succeed in today's globalized world, individuals need highly refined interpersonal skills that enable them to establish effective relationships with people from all walks of life. Indeed this continuous refinement of our social skillset goes hand-in-hand with developing cultural competencies which are increasingly important for personal growth as well as professional success. The importance placed on these abilities underscores the fact that we live in an interconnected world where human interaction plays a crucial role in shaping our lives. Therefore investing time into improving our social abilities should be seen as an investment into creating better connections within our communities whether at home or abroad.

Social skill development interactive strategies is a crucial aspect of personal growth and success in both professional and personal relationships (Zaman, Jabbar, Nawaz & Abbas, 2019). Therefore, there cannot be a one-size-fits-all approach to developing social skills. It is essential to tailor the approach used to individual needs and preferences while considering factors such as personality type, cultural background, past experiences among other things. This way, an effective plan can be created for each person's specific situation. Social skill development interactive strategies require time commitment and consistent practice over an extended period before results become evident. It is important not to get discouraged during this process but rather keep focused on the end goal of becoming better at interacting with people.

2.4 Goal setting interactive strategies

As Benson (2011) noted, in order to become an autonomous learner, one needs to develop self-awareness through self-reflective exercises so that they can break free from the boundaries built around them and learn to take ownership of their own learning. Such self-reflective exercises can be learned through practice with the guidance of teacher-leaders (Bradley-Levine, 2018).

According to Biemiller and Meichenbaum (2017), self-directed learning skills can be achieved through practice. However, when one makes their own learning decisions, they would still need to have the ability to assess them. Otherwise, it would be hard to determine whether those learning decisions are appropriate or not. In this regard, self-reflective exercises, feedback from teachers and peers play an important role in helping learners understand their deficiencies and flaws and allow them opportunities to work on them.

This second level of education sets goal for the life of a student so most of parents want to admit their son/daughter in an institution where their hidden desires can be fulfilled and the goal of their life can be achieved (Ruchan & Adem 2018). This is the stage where self-esteem of a student is awakened and he sets new goals for his future life So parents are careful to select such educational systems which can mould their son/daughter to a successful man in the world and affect his professional goal (MacDonald, 2017).As secondary level education is so important and most of the institutions and parents focus on it to get their desired results but unfortunately there is a bias attitude of some institutions which is explained in different research papers and published regarding the biased strategies and the system failure Teachers should assist students to move towards a determined goal by various measures including deciding a deadline, formulating a plan, anticipating achievements, encouraging and conducting self-assessment. In a first step, teachers can help students record their goals and the reasons for choosing their goals.

Visualization is essential for students to achieve their objectives and a student was more creative to the extent that s/he can visualize objects in the mind. For finalization of the solutions or realization of the alternatives, it is important for students to imagine the results of their decisions (Mladenović, Žanko, & Aglič Čuvić, 2021) Goal setting interactive strategies is a crucial aspect of personal and professional growth that requires careful planning, focus, commitment, and a willingness to adapt to changing circumstances. Whether it is achieving career success or reaching fitness milestones, goal setting can provide the necessary direction and motivation needed to succeed in life. The process of goal setting involves identifying specific objectives that align with your values, creating an action plan for achieving those goals while being mindful of obstacles that may arise along the way. This strategic approach

allows individuals to remain focused on their priorities while measuring progress towards those objectives. However, effective goal setting cannot be achieved without a deep level of commitment. Attempting half-heartedly or without genuine interest will likely result in failure or incomplete results - undermining the very purpose of establishing goals in the first place. Additionally successful attainment requires flexibility and ability to navigate around unexpected challenges when they arise.

The ability to set goals and work towards achieving them is a fundamental principle of success in any endeavor. According to the Midwest Comprehensive Center (2018), goal setting interactive strategies improves not only one's skills in establishing objectives but also enhances self-efficacy and intrinsic motivation. In today's society, where individuals are expected to multitask, juggle multiple responsibilities, and meet high expectations from employers or personal objectives; learning how to set effective goals can mean the difference between success and failure. When we set clear goals for ourselves, it helps us prioritize tasks by creating a roadmap that guides our activities towards achieving what we want. However, merely setting achievable targets is not enough; they must be specific, measurable, achievable yet challenging realistic time-bound objectives that motivate us into action. Without proper planning or execution of these plans due to poor goal-setting strategies will result in wasted efforts with no productivity growth or meaningful outcomes.

Goal setting is an essential tool for personal and professional growth. However, to achieve success in goal attainment, it is crucial to adopt effective strategies that can propel one towards the desired outcome. One such approach involves breaking down big goals into smaller, achievable tasks. This method allows people to focus on specific objectives that are measurable and attainable within a set timeframe.

According to Locke and Latham (2019) the most effective goal setting interactive strategies involve breaking down big goals into smaller, achievable tasks. The reason why this strategy works so well is because by dividing larger objectives into more manageable components, individuals can track their progress better while maintaining a sense of accomplishment along the way. Furthermore, when we break our large goals down into smaller ones, we also develop a sense of motivation as each small task achieved brings us closer to our primary objective. By focusing on the end result without considering how you will get there creates overwhelm and discouragement which could lead to giving up entirely on your goal or project.

Goal setting is a powerful strategy that can help individuals achieve success in their personal and professional lives. Setting goals requires a significant amount of focus, commitment, and flexibility to adapt to changing circumstances. As Baum (2021) notes, to achieve long-term success with goal setting, it is important to remain committed to your objectives and be willing to make necessary adjustments as circumstances change. This means that while having a clear plan for achieving a goal is essential, we must also be open-minded enough to pivot when things don't go according to plan. Developing the ability to adjust our strategies based on new information or changes in the environment can enable us not only to reach our objectives but also become more resilient individuals who are able to navigate challenges effectively. Furthermore, staying focused on our goals requires discipline and determination. It is easy for distractions or setbacks along the way to derail us from our path towards achievement; however, by maintaining steadfastness towards what we want most in life - whether it is career advancement or personal fulfillment - we increase our chances of succeeding.

Goal setting is crucial to success and as schools spend very little time teaching students to focus it really should be introduced. Goal setting processes are integral to having effective student learning perhaps through the increased persistence of a person who has set a goal (Staley & Weissberg, 2017). Teachers should assist students to move towards a determined goal by various measures including deciding a deadline, formulating a plan, anticipating achievements, encouraging and conducting self-assessment. In a first step, teachers can help students record their goals and the reasons for choosing their goal (Borg & Edmett, 2019).

In today's world, secondary schools in urban areas face a wide range of challenges that can have an impact on students' discipline (Eze, 2020). The academic environment is increasingly competitive, and many students struggle to stay focused and motivated. However, there are strategies that can help address this issue. Specifically, goal setting has been shown to be an effective way to improve student discipline by providing clear objectives and helping them stay focused on achieving their goals. By providing students with a clear understanding of their objectives, goal setting can help them stay focused and motivated to overcome challenges and succeed in their studies. This is particularly important in secondary schools where distractions are abundant and students may lack the necessary self-discipline required for academic excellence. Moreover, Bai and Wang (2023) suggests that goal setting interactive strategies play a significant role in enhancing student performance across multiple domains including improved learning outcomes such as higher grades or test scores; increased engagement rates among learners resulting from greater motivation levels generated by having achievable targets set out; reduction of negative behaviors related to delinquency as well as other problematic conduct associated with poor discipline management practices.

As students' progress through secondary school, it becomes increasingly important to develop self-discipline and focus. One way in which this can be achieved is through goal setting interactive strategies. Research conducted by Abe (2014) suggests that the implementation of a goal-setting intervention can enhance academic performance, particularly in English language studies. Students who were exposed to such an intervention performed better than those who were not part of the program. This study supports the notion that setting specific, measurable, attainable, reliable, and timely (SMART) goals can foster intrinsic skills such as determination and self-motivation which lead to improved academic outcomes. Urban schools often face unique challenges relating to student discipline and engagement; however, incorporating goal-setting practices into these environments could help mitigate some of these issues. SMART goals encourage students to set achievable targets for themselves while instilling habits they will carry with them throughout their lives. These types of interventions have been shown to promote greater academic success across a range of subjects beyond just English language studies. In short, setting clear objectives using the SMART framework has been proven effective at developing essential life skills like determination and motivation among urban secondary school students (Abe 2014). By encouraging learners' self-discipline early on in their education journey via targeted interventions such as this one - educators may help create more successful futures for young people from diverse backgrounds experiencing different levels of adversity within today's educational systems.

Effective goal setting practices can be a powerful tool for encouraging students to develop positive attitudes towards academic achievement and personal growth. As Ilyasin (2019) observes, discipline is essential in achieving our long-term goals by accurately controlling the actions of our body. Discipline increases our skills, power,

and physically functions as well as driving our body to the essence of being useful for other creatures and follow every rule set. By setting realistic yet challenging goals that require discipline and persistence to achieve, students learn valuable life skills such as time management, institution, self-motivation, and perseverance. Moreover, research suggests that effective goal setting practices can improve student engagement with their learning process while also reducing anxiety levels related to academic performance (Locke & Latham, 2002). As such, it is crucial for educators to incorporate goal-setting activities into their curriculum at all educational levels. Despite challenges they may face such as limited resources or lack of support from institutions or parents; teachers must remain steadfast in nurturing students' abilities through various techniques including prompt feedback on progress made during periodic assessments so that they can identify areas requiring improvement.

Goal setting is a powerful tool that can help students stay on track and achieve academic success. By providing students with a clear understanding of their objectives, goal setting can help them stay focused and motivated to overcome challenges and succeed in their studies. According to Miskell (2020), when students have well-defined goals, they are more likely to engage in self-regulated learning behaviors such as planning, monitoring progress, and evaluating outcomes. This level of engagement is critical for ensuring that students remain committed to achieving their academic objectives throughout the course of their studies. Furthermore, goal setting provides a sense of direction for learners who may otherwise feel lost or overwhelmed by the demands of academia. Through the process of defining specific goals, breaking these down into manageable steps, and tracking progress along the way, students gain clarity about what they need to do to succeed academically. As

they work towards accomplishing each objective within their plan, they experience an increased sense of agency over their own learning journey.

2.5 Summary of the Literature Review

Based on previous studies on interactive teachers' communication strategies and students' discipline in secondary schools, it is notable that communication is essential to all phases of the management by every individual within the system, for it helps direct and lead any system. Communication is the ingredient that makes an institution possible. Communication must be effective for any institution to play an important role. Communication also becomes effective only when there is feedback (Gathumbi & Mulwa, 2019; Katua, 2019; Malonza, 2020; Marete *et al.*, 2020; Mulwa *et al.*, 2020; Wambugu, 2021). However, there are still research gaps that need to be addressed, for example, limited studies in Uasin Gishu County: There is a lack of studies that specifically focus on the influence of interactive teachers' communication strategies on students' discipline in secondary schools in urban areas in Uasin Gishu County, Kenya. Limited focus on specific communication interactive strategies. Therefore, this study examined the influence of interactive teachers' communication strategies on students' discipline in secondary schools in urban areas in Uasin Gishu County, Kenya.

Based on the literature review, interactive teachers' social skill development strategies influence secondary school discipline management. Implementing social skill development interactive strategies in secondary schools has successfully reduced disciplinary issues and fostered an atmosphere that supports students' personal growth. The implementation of such strategies equips learners with problem-solving skills, empathy, and emotional regulation abilities necessary for navigating complex

relationships within the school community (Mabeya *et al.*, 2019; Mabeya, 2019; Wamutoro *et al.*, 2022; Valente *et al.*, 2019; Wandasari *et al.*, 2019; Opstoel *et al.*, 2020). However, research gaps still exist, such as a lack of studies specifically addressing the influence of interactive teachers' social skill development strategies on students' discipline in secondary schools in urban areas in Uasin Gishu County, Kenya. Research is needed to explore the effectiveness of proactive teaching social skills strategies in maintaining discipline among learners in secondary schools. More research is needed to identify effective strategies for promoting social and emotional competencies among high school students, including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making skills. More research is needed to address these gaps and better understand how social skill development interactive strategies can be used to improve student discipline in these schools.

From reviewed literature, it is notable that goal-setting interactive strategies influence students' discipline in secondary schools in urban. Goal setting interactive strategies is a crucial aspect of personal and professional growth that requires careful planning, focus, commitment, and a willingness to adapt to changing circumstances. Goal setting is crucial to success, and as schools spend very little time teaching students to focus, it really should be introduced. Goal-setting processes are integral to having effective student learning, perhaps through the increased persistence of a person who has set a goal. Goal setting has been shown to be an effective way to improve student discipline by providing clear objectives and helping them stay focused on achieving their goals. Goal setting can help students stay focused and motivated to overcome challenges and succeed in their studies by providing students with a clear understanding of their objectives. Obeying the rules of school discipline plays an

important role in the achievement of expectations and goals, especially in terms of education (Staley & Weissberg, 2017; Mladenović *et al.*, 2021; Bai & Wang, 2023; Borg & Edmett, 2019; Eze, 2020; Abe, 2014; Ilyasin, 2019; Miskell, 2020; Karlen *et al.*, 2019). However, further research is needed to investigate the specific goal-setting interactive strategies used in secondary schools in urban areas in Uasin Gishu County, Kenya.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter focuses on methodological aspects that were involved in undertaking this study. It highlights the research Paradigm, study design, the study population, the sample size, the sampling procedure, the data collection instruments as well as the methods of analysis and management of data. It also gives a highlight of the ethical considerations made in carrying out this study.

3.2 Research Paradigm

The study adopted pragmatic research paradigm. Pragmatism is a research paradigm that focuses on what works rather than what is considered absolutely and objectively true or real. It involves research designs that incorporate operational decisions based on what will work best in finding answers for the questions under investigation. Pragmatism is based on the proposition that researchers should use the philosophical and/or methodological approach that works best for investigating real-world problems. Pragmatism suggests that there are many different ways of interpreting the world and conducting research to investigate reality, and that a combination of different approaches may provide a broader understanding of the phenomena being investigated.

Pragmatism involves conducting research in innovative and dynamic ways to find solutions to research problems. It is a research approach for interrogating and evaluating ideas and beliefs in terms of their practical functioning. Pragmatism allows for the use of different methods to investigate real-world problems, enabling

researchers to conduct research in a way that is most appropriate for the problem at hand.

3.3 Study Design

The study was majorly utilized a descriptive research design. Data on teachers' interactive strategies and the influences of these strategies on students discipline was collected. A descriptive research involves collecting data in order to test and answer questions concerning the current status of the subject of the study. Mugenda and Mugenda (2003) state that this type of research attempts to describe such things as possible behavior, attitudes, values and characteristics. The research process started with a pilot study. The questionnaires was pre-tested and refined to suit and meet the objectives of the study (Yan & Deng, 2019). The study also helped in determining the relationship between independent and the dependent variables.

3.4 Study Location

The study was conducted in secondary schools in urban areas in Uasin Gishu County. The results was generalized to secondary schools in Urban Centres of Uasin Gishu County, Kenya. This was because, they are a typical representation of what is happening in secondary schools in other urban centres. The rise in students' indiscipline in secondary schools in urban areas in Uasin Gishu County is a serious problem that has been causing concern among parents, teachers, and school administrators. In 2022, there were a total of 1,500 reported cases of indiscipline in secondary schools in the county. The most common types of indiscipline incidents included fighting, truancy, theft, and drug use (Jennifer, Kodero & Mulambula, 2022). These statistics show that the problem of indiscipline in secondary schools in Uasin Gishu County is a serious one that needs to be addressed.

3.5 Target Population

According to Kohler et al (2018) population is an entire group of individuals, events or subjects having a common observation. This study targeted respondents from 23 secondary schools in urban areas in Uasin Gishu County. Therefore the target population for this study was 18846 comprising of 23 principals, 38 deputy principals, 729 teachers and 18056 students as presented in Table 3.1.

Table 3.1 Target Population

Categories	Target Population
Principals	23
Deputy principals	38
Teachers	729
Students	18056
Totals	18846

Source; Ministry of Education Uasin Gishu County office (2023)

3.6 Sampling Procedure and Sample Size

Taherdoost (2016) defines a sample as part of the target population. This study used Krejcie and Morgan (1970) sample size determination table in Appendix V to obtain a sample size for teachers and students. Krejcie and Morgan (1970) formula is appropriate as it provided a representative sample from the target population. The sample is appropriate as the researcher did not have enough resources and time to obtain data from all 18056 target population. The Krejcie and Morgan formula was use for students :

$$S = \frac{X^2NP(1-P)}{d^2(N-1) + X^2P(1-P)}$$

Where:

S = Required sample size

X = Z value (e.g. 1.96 for 95% confidence level)

N = Population Size

P = Population proportion (expressed as decimal) (assumed to be 0.5 (50%))

d = Degree of accuracy (5%), expressed as a proportion (.05); It is margin of error

Therefore:

$$S = 1.96^2 * 18056 * 0.5 * (1-0.5) \div (0.05 * 0.05 (18056-1)) + 1.96^2 * 0.5 * (1-0.5)$$

$$S = 17340.9824 \div 46.0979$$

$$S = 376.177$$

$$S = 376$$

Therefore, the sample size for students was 376 respondents.

The Krejcie and Morgan formula was use for teachers:

$$S = \frac{X^2 NP (1-P)}{d^2 (N-1) + X^2 P (1-P)}$$

Where:

S = Required sample size

X = Z value (e.g. 1.96 for 95% confidence level)

N = Population Size

P = Population proportion (expressed as decimal) (assumed to be 0.5 (50%))

d = Degree of accuracy (5%), expressed as a proportion (.05); It is margin of error

Therefore:

$$S = 1.96^2 * 729 * 0.5 * (1-0.5) \div (0.05 * 0.05 (729-1)) + 1.96^2 * 0.5 * (1-0.5)$$

$$S = 700.1316 \div 2.7804$$

$$S = 251.81$$

$$S = 252$$

Therefore, the sample size for teachers was 252 respondents

Sampling is the process of choosing a group of people for a study so that the chosen people represent the larger group from which they were chosen. This means that the people chosen are a good representation of the group as a whole (Rahi, 2017). Proportionate sampling was done to get a representative sample size for each school category to ensure that there was no biasness. The schools were divided into three strata: Mixed Day and boarding, Girls secondary schools and Boys' secondary schools. From each stratum, a representative sample of teachers and students was picked using simple random sampling. This helped to apportion the sample size according to the population size. Purposive sampling technique was used to select 23 principals and 38 deputy principals because they are considered resourceful people in providing information on influence of communication interactive strategies, goal setting interactive strategies and social skill development interactive strategies on students' discipline in secondary schools in Uasin Gishu County. These formed part of the interviews. The sample size was as presented in Table 3.2.

Table 3.2 Sample Size

Categories	Target Population
Principals	23
Deputy principals	38
Teachers	252
Students	376
Totals	689

3.7 Research Instruments

These refer to the tools to be used for collecting data and how these tools was developed. These included questionnaires and interview schedules.

3.7.1 Questionnaires

The study employed a questionnaire to collect data from the sampled respondents. Questionnaire is the most appropriate tool of collecting primary data from sampled respondents in a survey research as is the case with the current study (Mugenda & Mugenda, 2009). The questions in the questionnaire were of two types; closed ended and open ended. The closed ended items included all possible responses or prewritten response categories. Respondents were choose among the alternatives, which was given. Closed-ended questions were used in research because they are easy to use, score and code for analysis (Fraenkel & Wallen, 2020). The second type was the open-ended questions, which allowed the respondents to respond in their own words. The questionnaire was structured in such a way that it captured demographic information of the respondents and data relevant to the study variables [Strategies and their influences on student discipline].

3.7.2 Interview Schedule

The study employed interview schedules administered to all principals and deputy principals. Interview schedule is able to give any additional information in order to supplement information from the questionnaires. It also allowed the principals and deputy principals to share their opinions and hear from others. The interview schedules was structured based on the objectives of the study.

3.8 Validity and Reliability of Research Instruments

Validity and Reliability of the research instruments is important and was done.

3.8.1 Validity of the Research Instruments

According to Mohajan (2017) validity refers to whether an instrument actually measures what it is supposed to measure, given the context in which it is applied. The study was going to test content, construct and face validity of the instrument. Face validity checked that the questionnaire seems to measure the concept. This was assessed by getting fellow post-graduate students to test-run the instruments to see if the questions are relevant, clear.

A content validity checked that there are enough relevant questions covering all aspects being studied and that irrelevant questions are not asked. A panel of experts in educational administration [lecturers and supervisors] was used to evaluate the content validity of questionnaires. Construct validity checked if the set of questionnaires conform to the theoretical expectations which have been indicated in the theoretical framework.

3.8.2 Reliability of Research Instruments

Reliability is a measure of the degree to which a research instrument yield consistent results after repeated trials. It involves a measure of the degree to which a research instrument yields consistent data after repeated trials. Reliability of the instruments is influenced by random error which is a deviation from true measurement due to factors that have not effectively been addressed by the researcher. A pilot study was done in secondary schools in urban areas of Nandi County to test the reliability of the instruments. Test-retest technique was used where the instrument was administered twice to the same group at intervals of two weeks. This was done in three schools

which was selected randomly and questionnaires administered by the researcher. The pilot study results are presented in Table 3.3.

Table 3.3 Pilot Study Results

Variables	Cronbach's Alpha	N of Items
Communication interactive strategies	.721	10
Social skill development interactive strategies	.715	8
Goal setting interactive strategies	.732	9
students' discipline in secondary schools in urban areas	.746	11

The findings in Table 3.3 indicated that communication interactive strategies had a Cronbach Alpha coefficient of 0.721. Social skill development interactive strategies had a Cronbach Alpha coefficient of 0.715. Goal setting interactive strategies had a Cronbach Alpha coefficient of 0.732. and students' discipline in secondary schools in urban areas had a Cronbach Alpha coefficient of 0.746. All variables depicted that the value of Cronbach's Alpha was above value of 0.7 thus the research instruments were reliable (Ghazali, 2016). This indicates that scales used in this study are reliable enough to capture the variables and the constants.

3.9 Data Collection Procedures

The permit to collect the data was obtained from the National Commission for Science Technology and Innovations [NACOSTI] and from Uasin Gishu County Education Office through University of Eldoret. A visit was made to the schools to create a rapport with the teachers. Appropriate date for data collection was arranged between the researcher and the school principals. The research instruments was piloted and finally administered to the teachers and the students by the researcher.

3.10 Data Analysis

Data analysis is the process of systematically applying statistical methods to describe, illustrate, condense and evaluate data (Sharma, 2018). The primary data was collected in this study through Interview Schedules and questionnaires. The data collected using interview schedule were analyzed using content analysis presented using thematic method and verbatims. Data collected using questionnaires were cleaned, coded and entered into the computer for analysis using Statistical Package for Social Sciences [SPSS] version 22 for windows. Data were analyzed by employing descriptive statistics and inferential analysis. Descriptive statistics consisted of mean, and standard deviation. Data were subjected to correlation and multiple regression model as shown below;

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

Where;

Y = students' discipline (dependent variable);

β_0 = constant (coefficient of intercept);

X_1 = teachers' communication strategies

X_2 = teachers' social skill development strategies

X_3 = teachers' goal setting strategies

ε = Error term;

$\beta_1 \dots \beta_3$ = regression coefficient of three variables.

Data were presented by use of tables and graphs.

3.11 Ethical Considerations

Ethical considerations have to address the need for informed consent and confidentiality (Artal & Rubinfeld, 2017). Informed consent requires that the respondents in the study were briefed on why data is being collected and the objectives of the study. In this study, this was achieved by attaching consent letter and an introductory statement in the questionnaire to explain the purpose of the study. No personal information was solicited in the questionnaire to ensure confidentiality. Furthermore, the participants were free to opt in and out of the study at any point in time hence there is voluntary participation. Arifin (2018) points out that the participants in the study are not known and therefore the researcher is not allowed to collect any personally identifying information like names, phone numbers, email addresses, photos and videos.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter summarizes the study's analysis and findings in line with the research methodology. The results were presented on influence of teachers' strategies on students' discipline in secondary schools in urban areas.

4.2 Response Rate

The study presented the response rate of the students . This resulted from the presented questionnaires for the survey. Table 4.1 presented the results.

Table 4.1 Response Rate

Students	Number	Percentages
Responded	335	89.1
Not responded	41	10.9
Administered questionnaires	376	100
Teachers		
Response	224	88.90%
Non-Response	28	11.10%
Administered questionnaires	252	100%

Study findings in Table 4.1 showed the response rate of the survey conducted, which indicated the number of students who responded to the questionnaire and those who did not. Out of the 376(100%) questionnaires administered, 335(89.1) responded resulting in a response rate of 89.1%. Also, 41(10.9%) of the students did not respond to the questionnaire, which represented 10.9% of the total number of questionnaires administered.

To establish the total number of the teachers who actively participated in the study by answering and submitting the questionnaires for data analysis, an analysis of the response rate was carried out and presented in Table 4.1. The Table 4.1 indicates that the total response rate comprised 224 teachers who were 88.9% of the total sample size. The non- response rate comprised 28 teachers who were 11.1% of the total sample size. The response rate of 88.9% gave the study a high degree of representativeness that could be relied upon to generalize the teachers' views. This response rate was considered to be good, as a response rate of 60% or higher is generally considered to be acceptable in social science research (Wu, 2022). The high response rate indicated that the sample was representative of the population.

4.3 Demographic Information of the Respondents

The study evaluated the demographic information of the students including gender, age and form.

4.3.1 Gender of Students

The study established the gender distribution of the students. The findings are presented in Figure 4.1.

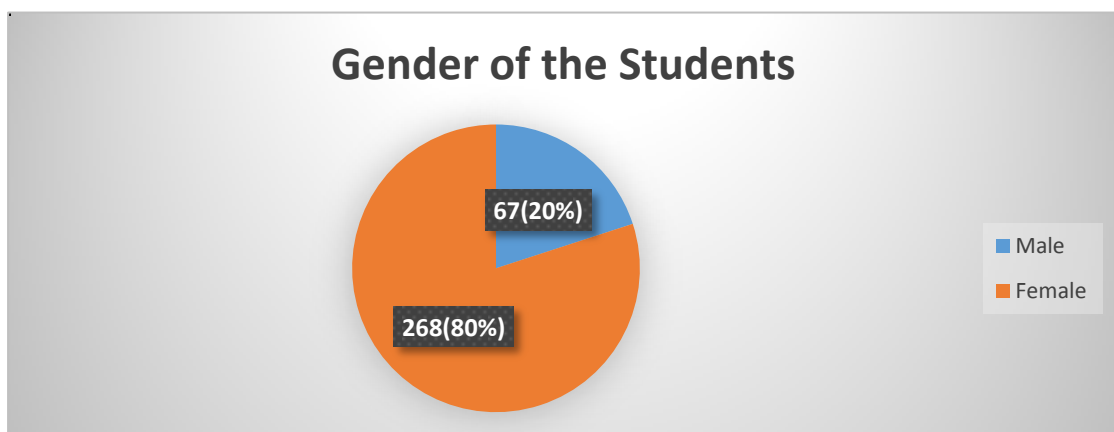


Figure 4.1 Gender of the Students

Study findings in Figure 4.1 showed the gender distribution of the students , with a total of 335(100%) students. Out of the total, 67(20.0%) of the students were male, representing 20% of the total, while 268 students were female, representing 80% of the total. The sample population in the study was predominantly female, with only a small percentage of male students. The study was not gender biased because all the participants had equal opportunities of being represented in the sample. The study findings disagreed with Diehl, Stephenson and Dzubinski (2022) who gender bias is prevalent in gender-balanced and female-dominated industries, and it is built into the system and continues to operate even when more women than men are present.

4.3.2 Gender of the Teachers

The teachers were requested to indicate their gender and the results are in Table 4.2.

Table 4.2 Gender of the Teachers

Gender	Frequency	Percent
Male	115	51.3
Female	109	48.7
Total	224	100.0

As presented in Table 4.2, 115(51.3%) of the teachers were male while 109(48.7%) were female. This implies that most of the teachers were male. The study findings disagree with National Center for Education Statistics (2022) who noted that about 76% of public school teachers were female and 24% were male in 2017-18. The disparity is most pronounced in elementary and middle schools, where more than 80% of teachers are women (Crisp & King, 2016). However, having male teachers in the classroom can help students, particularly boys in building their career path by exposing them into various career fields challenging the negative perspectives on the career fields.

4.3.3 Age of the Students

The study looked at the age brackets of the students, as it is an important variable, it improves an individual's opportunities and access to information. Table 4.3 presented the study results.

Table 4.3 Age Brackets of the Students

Age Brackets	Frequency	Percentage
15 –20 Years	335	100
Total	335	100

Study findings in Table 4.3 showed the age distribution of the students, with the age brackets ranging from 15 to 20 years. The total number of students is 335. Table 4.4 indicates that all of the students fall within the 15–20-year age range. This revealed that 100% of the students fall within the 15–20-year age range. This implied that the study was conducted among young individuals who were mostly teenagers.

4.3.4 Age Bracket of the Teachers

The teachers were first asked to indicate their age bracket. The results are presented in Figure 4.2.

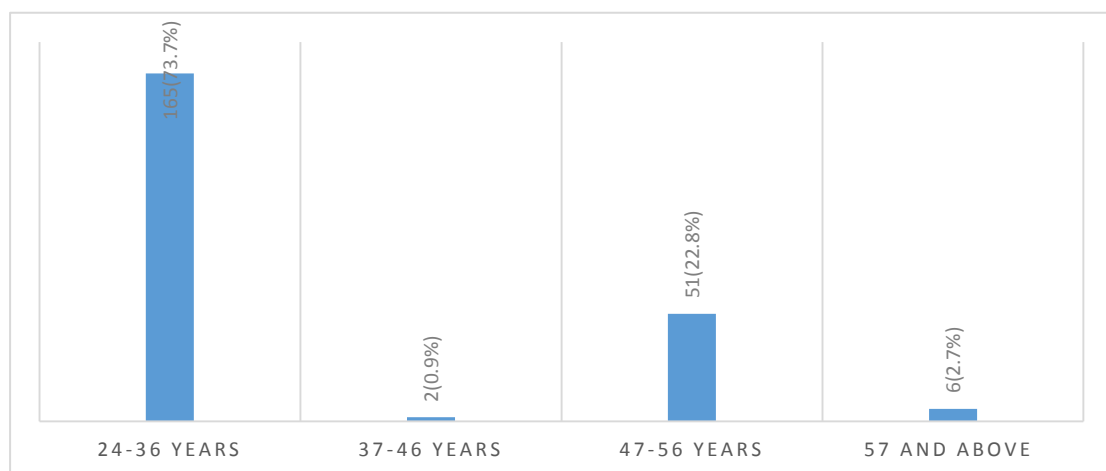


Figure 4.2 Age Bracket of the Teachers

Figure 4.2 showed that 175(78.1%) of the teachers indicated that they were aged between 24 years and 36 years, 2(0.9%) were aged between 37-46 years, 51(22.8%) were aged between 47 years and 56 years and 6(2.7%) were aged 57 years and above. The study showed that majority of the teachers were aged between 24 and 36 years which implies that the teachers were old enough to understand the topic under the study.

4.3.5 Form level of The Students

The researcher also sought to know form level of the students. Table 4.4 presents the study results.

Table 4.4 Form level of The Students

Form Level	Frequency	Percent
Form 2	67	20.0
Form 3	67	20.0
Form 4	201	60.0
Total	335	100.0

Study findings in Table 4.4 showed the distribution of students based on their Form level, with a total sample size of 335(100%).The findings indicate that 60% of the students belong to Form 4, while 20% of the students belong to Form 2 and Form 3 each. This suggests that Form 4 students are the most represented in the sample, while Form 2 and Form 3 students have an equal representation.

4.3.6 Teachers' Level of Education

The teachers were further requested to indicate their highest level of education. The results were as shown in Table 4.5.

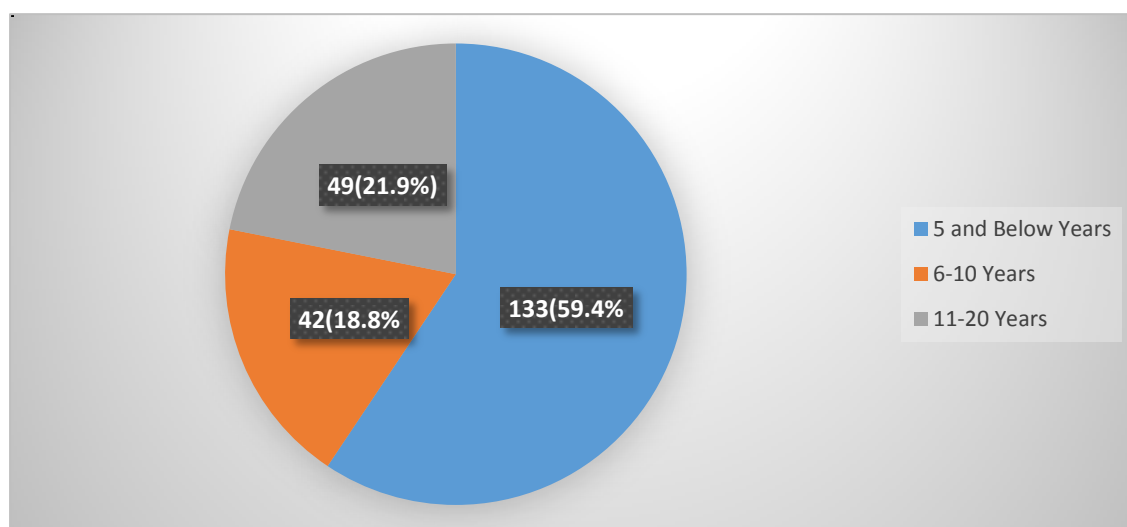
Table 4.5 Teachers' Level of Education

Level of Education	Frequency	Percent
Degree	175	78.1
Masters and above	49	21.9
Total	224	100.0

From the results in Table 4.5, 175(78.1%) of teachers were degree holders, and 49(21.9%) were masters. This implies that most of the teachers had degrees which showed that the teachers were learned and therefore they understood the students' discipline in secondary schools.

4.3.7 Years of Work by the Teachers

The teachers were also asked about the years they have worked in the firm. Figure 4.3 presents the study results.

**Figure 4.3 Years of Work by the Teachers**

The study findings in Table 4.3 revealed that the proportion of teachers who have worked as teachers between 5 years and below were the majority and represented 133(59.4%), followed by those who had worked for between 11-20 years with a percentage of 21.9%. Those who had between 6-10 years 42(18.8%).

students' indiscipline cases	%	34.3	44.2	2.7	13.4	5.4		
8. Teachers uses students' reports to communicate Absenteeism in the school	F	115	148	9	45	18	3.88	1.17
	%	34.3	44.2	2.7	13.4	5.4		
9. Facial expressions & body movement of teachers is used to manage students' indiscipline cases	F	39	17	21	131	127	2.13	1.29
	%	11.6	5.1	6.3	39.1	37.9		

Study findings in Table 4.6 revealed that the vast majority of students 210(62.7%) agreed that communication during school assembly has helped in reducing absenteeism. However, 40(11.9%) of the students strongly disagreed that communication during school assembly has helped in reducing absenteeism. Further, the study results also showed, in terms of mean and standard deviation that the students agreed with the statement that communication during school assembly has helped in reducing absenteeism (Mean=3.82, standard deviation=1.14). Communication during school assembly is perceived as an effective strategy for reducing absenteeism by a majority of the students. Therefore, it may be beneficial for schools to continue utilizing this method to improve attendance rates.

Also, the study findings revealed that majority of the students 267(79.7%) of the students agreed teachers are encouraged to pass information among themselves in order to manage drug and substance abuse. Also 46(13.8%) of the students disagreed teachers are encouraged to pass information among themselves in order to manage drug and substance abuse. Further, the study results also showed, in terms of mean and standard deviation that the students agreed with the statement that teachers are encouraged to pass information among themselves in order to manage drug and substance abuse (Mean=3.80, standard deviation=1.10). The majority of the students

agreed that teachers are encouraged to pass information among themselves to manage drug and substance abuse. This suggests that schools should prioritize communication and collaboration among teachers to effectively address drug and substance abuse issues.

Furthermore, it was noted from the study that, majority of the students 245(73.1%) disagreed that violence is communicated to students through guidance and counseling sessions. Further, the study results also showed, in terms of mean and standard deviation that the students disagreed with the statement that violence is communicated to students through guidance and counseling sessions (Mean=2.43, standard deviation=1.28).

It was further noted from the study that a vast majority 272(80.2%) of the students agreed and 52(15.9%) disagreed that class teacher hold classroom meetings to communicate about bullying in school. Further, the study results also showed, in terms of mean and standard deviation that the students agreed with the statement that class teacher hold classroom meetings to communicate about bullying in school (Mean=3.92, standard deviation=1.19). A significant proportion of the students disagreed that class teachers hold classroom meetings to communicate about bullying in school. This suggests that there is need for schools to increase efforts to address and prevent bullying, possibly through more frequent meetings and communication.

Also, it was noted from the study that 262(81.2%) of the students agreed and 53(15.9%) disagreed that communication concerning rudeness is done through school prefect body. Further, the study results also showed, in terms of mean and standard deviation that the students agreed with the statement that communication concerning rudeness is done through school prefect body (Mean=3.92, standard deviation=1.19).

The majority of students disagreed that communication concerning rudeness is done through the school prefect body.

Nevertheless, the study revealed that most 217(64.7%) of the students disagreed that the school is holding open forums to discuss drug and substance abuse. Further, the study results also showed, in terms of mean and standard deviation that the students disagreed with the statement that the school is holding open forums to discuss drug and substance abuse (Mean=2.13, standard deviation=1.30). The study revealed that many students disagreed that the school is holding open forums to discuss drug and substance abuse. This highlights the need for schools to prioritize open communication and discussion about substance abuse to better support students and prevent drug use.

It was further noted that 262(78.5%) of the participants agreed that the school is using notice board to communicate about students' indiscipline cases. Further, the study results also showed, in terms of mean and standard deviation that the students agreed with the statement that the school is using notice board to communicate about students' indiscipline cases (Mean=3.88, standard deviation=1.17).The majority of students agreed that the school is using the notice board to communicate about students' indiscipline cases. This suggests that notice boards can be an effective tool for communicating disciplinary information to students and parents.

Also, it was noted from the study that 201(60.0%) of the students agreed that teachers uses students' reports to communicate Absenteeism in the school. Further, the study results also showed, in terms of mean and standard deviation that the students agreed with the statement that teachers uses students' reports to communicate Absenteeism in the school (Mean=3.20, standard deviation=0.98). The majority of students agreed

that teachers use students' reports to communicate absenteeism in the school. This highlights the importance of accurate and timely reporting of attendance to effectively address absenteeism.

The study findings finally revealed 56(16.7%) of the participants agreed and 158(77.0%) disagreed that Facial expressions & body movement of teachers is used to manage students' indiscipline cases. Further, the study results also showed, in terms of mean and standard deviation that the students disagreed with the statement that Facial expressions & body movement of teachers is used to manage students' indiscipline cases (Mean=2.13, standard deviation=1.29). The study revealed a disagreement among students regarding the use of facial expressions and body movement of teachers to manage students' indiscipline cases. This suggests a need for clarity and consistency in disciplinary approaches among teachers to prevent confusion and ensure fairness.

The study findings gave implications that by empowering students through open dialogue and promoting active listening, educators can create a positive learning environment that fosters accountability and responsibility. It is crucial for schools to recognize the role of effective communication interactive strategies in shaping student behavior positively. Teachers must be trained on these techniques to foster healthy relationships with their students based on mutual respect, trust, and empathy. Communication will continue playing an essential role at every level- from teacher-student interactions to school-wide policies formulation. Effective Communication interactive strategies need cultivating if the schools want future generations equipped adequately enough when dealing with social issues affecting them today like peer pressure and cyberbullying amongst others.

The current study's findings regarding the use of teachers passing information among themselves to manage drug and substance abuse are consistent with the study done by Feldstein *et al.* (2019) who found that teacher collaboration and communication can be an effective strategy for preventing and managing drug and substance abuse among students. The study found that teachers who work together and share information about their students' drug use can identify and intervene early, leading to positive outcomes. Similarly, a study by Johnson *et al.* (2018) found that collaboration between teachers and other school personnel, such as counselors and administrators, can lead to more effective drug prevention programs.

4.4.2 Teachers Response on Communication interactive strategies

The study sought to determine teachers' response on the influence of communication interactive strategies on students' discipline in secondary schools in urban areas in Uasin Gishu County. Table 4.7 present the study results.

Table 4.7 Teachers Response on Communication interactive strategies

Statements		SD	D	UN	A	SA	Mean	Sd.
1. Communication during school assembly has helped in reducing absenteeism	f %	17 7.6	12 5.4	15 6.7	93 41.5	8 38.8	3.99	1.17
2. Teachers are encouraged to pass information among themselves in order to manage drug and substance abuse	f %	9 4.0	11 4.9	14 6.3	106 47.3	84 37.5	4.09	1.00
3. Violence are communicated to students through guidance and counseling sessions	f %	10 4.5	22 9.8	6 2.7	99 44.2	87 38.8	4.03	1.10
4. Class teacher hold classroom meetings to communicate about bullying in school	f %	12 5.4	20 8.9	14 6.3	105 46.9	73 32.6	3.92	1.11
5. Communication concerning rudeness is done through school prefect body	f %	11 4.9	12 5.4	10 4.5	159 71.0	32 14.3	3.84	0.91
6. The school is holding open forums to discuss drug and substance abuse	f %	7 3.1	10 4.5	9 4.0	158 70.5	40 17.9	3.96	0.82
7. The school is using notice board to communicate about students' indiscipline cases	f %	7 3.1	18 8.0	15 6.7	142 63.4	42 18.8	3.87	0.92
8. Teachers uses students' reports to communicate Absenteeism in the school	f %	18 8.0	12 5.4	17 7.6	137 61.2	40 17.9	3.75	1.07
9. Facial expressions & body movement of teachers is used to manage students' indiscipline cases	f %	8 3.6	9 4.0	12 5.4	133 59.4	62 27.7	4.04	0.90

Table 4.7 showed that 101(80.3%) of the teachers agreed that communication during school assembly has helped in reducing absenteeism. However, 29(13.0%) of the teachers disagreed that communication during school assembly has helped in reducing absenteeism. Further, the study findings showed in terms of means and standard

deviation that communication during school assembly has helped in reducing absenteeism (Mean=3.99, Std. dev=1.17).

Another 190(84.8%) of the teachers agreed that teachers are encouraged to pass information among themselves in order to manage drug and substance abuse. On the other hand, 20(8.9%) of the teachers disagreed that teachers are encouraged to pass information among themselves in order to manage drug and substance abuse. Further the study findings showed in terms of means and standard deviation that teachers are encouraged to pass information among themselves in order to manage drug and substance abuse (Mean=4.09, Std. dev=1.00).

Also, 186(83.0%) of the teachers agreed that violence are communicated to students through guidance and counseling sessions. However, 32(14.3%) of the teachers disagreed that violence are communicated to students through guidance and counseling sessions. Further the study findings showed in terms of means and standard deviation that violence are communicated to students through guidance and counseling sessions (Mean=4.03, Std. dev=1.10).

The study findings revealed that 178(79.5%) of the teachers agreed that class teacher hold classroom meetings to communicate about bullying in school. However, 32(14.3%) of the teachers disagreed that class teacher hold classroom meetings to communicate about bullying in school. Further the study findings showed in terms of means and standard deviation that class teacher hold classroom meetings to communicate about bullying in school (Mean=3.79, Std. dev=1.099).

The study findings indicated that 191(85.3%) of the teachers agreed that communication concerning rudeness is done through school prefect body. However, 23(10.3%) of the teachers disagreed that communication concerning rudeness is done

through school prefect body. Further the study findings showed in terms of means and standard deviation that communication concerning rudeness is done through school prefect body (Mean=3.84, Std. dev=0.91).

The study findings revealed that 198(88.0%) of the teachers agreed that the school is holding open forums to discuss drug and substance abuse. However, 17(7.6%) of the teachers disagreed that the school is holding open forums to discuss drug and substance abuse. Further the study findings showed in terms of means and standard deviation that The school is holding open forums to discuss drug and substance abuse (Mean=3.96, Std. dev=0.82).

The findings indicated that 184(82.2%) of the teachers agreed that the school is using notice board to communicate about students' indiscipline cases. However, 25(11.1%) of the teachers disagreed that the school is using notice board to communicate about students' indiscipline cases. Further the study findings showed in terms of means and standard deviation that the school is using notice board to communicate about students' indiscipline cases (Mean=3.84, Std. dev=0.91).

The findings indicated that 177(79.1%) of the teachers agreed that Teachers uses students' reports to communicate Absenteeism in the school. However, 30(13.4%) of the teachers disagreed that teachers uses students' reports to communicate Absenteeism in the school. Further the study findings showed in terms of means and standard deviation that the teachers uses students' reports to communicate Absenteeism in the school (Mean=3.75, Std. dev=1.07).

The findings indicated that 195(87.1%) of the teachers agreed that facial expressions & body movement of teachers is used to manage students' indiscipline cases. However, 17(7.6%) of the teachers disagreed that facial expressions & body

movement of teachers is used to manage students' indiscipline cases. Further the study findings showed in terms of means and standard deviation that the facial expressions & body movement of teachers is used to manage students' indiscipline cases (Mean=4.04, Std. dev=0.90).

4.4.3 Linear Regression Model on Communication interactive strategies.

The linear regression analysis models the relationship between the dependent variable students discipline and independent communication interactive strategies. The results are shown in the section that follows.

Table 4.8 Model Summary

R	R Square	Adjusted Square	R	Std. Error of the Estimate
.458^a	.210	.206		.54134

The coefficient of determination (R^2) and correlation coefficient (R) shows the degree of association between communication interactive strategies and students discipline. The results of the linear regression in Table 4.8 indicate that $R^2 = 0.210$ and $R = 0.458$. R value gives an indication that there is a strong linear influence of Communication interactive strategies and students discipline. The R^2 indicates that explanatory power of the independent variables is 0.210. This means that about 21.0% of the variation of students' discipline is explained by the regression model. This implies that the communication interactive strategies had an influence on students discipline.

Table 4.9 Regression Model Fitness Results

	Sum of Squares	df	Mean Square	F	Sig.
Regression	17.264	1	17.264	58.914	.000 ^b
Residual	65.056	222	.293		
Total	82.321	223			

From Table 4.9 the F test provides an overall test of significance of the fitted regression model. The F value indicates that all the variables in the equation are important hence the overall regression is significant. The F-statistics produced (F = 58.914) was significant at p=0.000 thus confirming the fitness of the model and therefore, there is statistically significant relationship between communication interactive strategies on students' discipline.

Table 4.10 Regression Model Coefficients

		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Beta		
(Constant)		1.722	.144		11.950	.000
Communication strategies	interactive	.324	.042	.458	7.676	.000

Table 4.10 indicates there was positive linear influence of communication interactive strategies on students' discipline. Communication interactive strategies was significant (p=0.000) in students' discipline at .324. This implies that communication interactive strategies has more significance in students' discipline.

The optimal model was;

$$Y = 1.722 + 0.324X_1$$

4.4.4 Interviews Schedule Results

The study findings from interviews revealed that effective communication interactive strategies play a crucial role in promoting positive student discipline in secondary schools in urban areas.

Principal 1 from school [1] said that:

It is important to ensure the fair administration of student discipline policies in ways that treat students with dignity and respect. This can be achieved by creating effective communication interactive strategies, safe and supportive school climate with consistent behavioral expectations

This implies that by developing personal relationships with students can be an effective classroom management strategy. Effective communication can also prevent, start, stop, increase, or decrease behavior. Therefore, teachers and administrators should focus on improving their communication skills, both verbal and nonverbal, to enhance their ability to communicate effectively with students and colleagues. By doing so, they can create a positive school climate that promotes student success and well-being.

Deputy principal [3] noted that;

Effective communication interactive strategies can empower students to take responsibility for their actions and increase accountability, resulting in improved behavior and discipline.

Urban schools face unique challenges that often require creative solutions to improve student behavior. For example, overcrowding or under-resourced classrooms may lead to a lack of individual attention for students who need it most. Furthermore, social factors outside of the classroom environment can also impact disciplinary issues like absenteeism or truancy. Against this backdrop of complex challenges facing urban secondary schools comes an opportunity to explore effective

communication interactive strategies as potential solutions which could be integrated into existing systems and processes within schools.

According to Nocera and Whitbread (2014), school-wide positive behavior supports can be an effective way of reducing teacher discipline referrals and student suspensions, while also improving academic outcomes for all students. These programs promote clear expectations for behavior, which are consistently reinforced by teachers throughout the school day. When students understand what is expected of them, they feel more confident in their ability to meet those expectations. As a result, they are less likely to exhibit disruptive behaviors or engage in negative interactions with their peers. Furthermore, these programs provide opportunities for educators to build positive relationships with their students.

Teachers who take the time to get to know their students on a personal level are better equipped to handle challenging situations when they arise. Positive relationships between teachers and students have been linked with improved academic performance and reduced disciplinary incidents (Nocera & Whitbread, 2014).

Principal [7] indicated that:

Empowering students through effective communication interactive strategies is crucial when it comes to fostering accountability and responsibility. By instilling these values in students, teachers can cultivate an environment where they thrive academically while enhancing their overall behavior.

This implies that empowering students through effective communication interactive strategies is essential for creating a conducive learning environment that promotes accountability and responsibility resulting in better behavior outcomes. Educators who embrace these practices will positively impact the lives of their learners beyond

academic achievements by molding them into responsible global citizens ready to contribute meaningfully to society's development.

According to Phillips (2018), Effective communication interactive strategies can create a culture of accountability and responsibility among students, leading to improved behavior and discipline. To achieve this goal, educators must adopt various forms of communication such as active listening, clear instructions, feedback mechanisms, and positive reinforcement. Encouraging open dialogue between teachers and students allows for mutual understanding that fosters trust within the classroom setting. It also helps establish clear expectations that guide student's behaviors towards academic success. In addition to verbal communication techniques, nonverbal cues are just as important in conveying messages effectively. Teachers should be aware of using appropriate body language when communicating with their students since misinterpretation often leads to conflicts or misunderstandings if not addressed promptly.

The results of the current study regarding the use of communication during school assembly to reduce absenteeism are consistent with the findings of Khalid *et al.* (2017) The findings found that effective communication between school administrators, teachers, and parents can significantly reduce absenteeism. The study found that regular communication through parent-teacher meetings, phone calls, and school newsletters can improve attendance rates. Similarly, a study by Paschal *et al.* (2019) found that school assemblies can be an effective platform for disseminating important information to students, which can lead to positive behavioral changes. The current study's findings, therefore, support the notion that effective communication can be an essential tool in managing absenteeism in schools.

4.5 Social skill development interactive strategies On Students' Discipline

The second objective of the study was to determine the influence of social skill development interactive strategies on students' discipline.

4.5.1 Students Response on Social skill development interactive strategies

The study sought to determine students response on influence of social skill development interactive strategies on students' discipline. The study findings were presented in Table 4.11.

Table 4.11 Students Response on Social skill development interactive strategies

Statements		SA	A	UD	D	SD	Mean	STD
1. Teachers are role model to students 'discipline	F	245	16	17	34	23	4.27	1.31
	%	73.1	4.8	5.1	10.1	6.9		
2. Teachers are assigning classroom jobs to students on indiscipline elements	F	135	89	41	15	55	3.69	1.44
	%	40.3	26.6	12.2	4.5	16.4		
3. Teachers use role-play social situations to demonstrate indiscipline cases	F	121	31	56	99	28	3.35	1.43
	%	36.1	9.3	16.7	29.6	8.4		
4. Teachers provide plenty of time and guidance for imaginative play on discipline	F	67	134	18	88	28	3.37	1.29
	%	20	40.0	5.4	26.3	8.4		
5. Teachers create space and opportunity for unstructured play concerning discipline	F	158	116	15	3	43	4.02	1.30
	%	47.2	34.6	4.5	0.9	12.8		
6. Teachers identify real-time emotions and model positive communication for discipline cases	F	179	43	22	26	65	3.73	1.61
	%	53.4	12.8	6.6	7.8	19.4		
7. Teachers honor differences in personality and temperament to avoid violence	F	134	141	16	12	32	3.99	1.20
	%	40.0	42.1	4.8	3.6	9.6		
8. Teachers uses experience and discuss stories together with students to manage discipline	F	98	161	14	22	40	3.76	1.27
	%	29.3	48.1	4.2	6.6	11.9		

Total =335

The study results in Table 4.11 showed that majority 261(77.9%) of the students agreed that teachers are role model to students' discipline. On contrary, 57(17.0%) of the students disagreed that teachers are role model to students' discipline. Further, in terms of mean and standard deviation the students agreed with the statement that Teachers are role model to students' discipline (Mean=4.27, standard deviation=1.31). This suggests that the majority of participants believe that teachers are indeed role models to their students when it comes to discipline.

The study further revealed that vast majority 224(66.9%) of the students agreed that teachers are assigning classroom jobs to students on indiscipline elements. However,70(20.9%) of the students disagreed that teachers are assigning classroom jobs to students on indiscipline elements. Additionally, the study results on mean and standard deviation revealed the students agreed that teachers are assigning classroom jobs to students on indiscipline elements (Mean=3.69, standard deviation=1.44). This suggests that some participants believe that assigning classroom jobs to students can be an effective method for managing indiscipline, while others do not.

On top of the above findings, other findings indicated 152(45.4%) of the participants agreed that teachers use role-play social situations to demonstrate indiscipline cases. However, 127(38.0%) of the students disagreed that teachers use role-play social situations to demonstrate indiscipline cases. Further, the study findings also indicated, in terms of mean and standard deviation the students agreed that teachers use role-play social situations to demonstrate indiscipline cases (Mean=3.35, standard deviation=1.43).This suggests that the participants had mixed opinions on whether role-play social situations are an effective method for demonstrating indiscipline cases.

The study nonetheless indicated that majority 201(60.0%) of the participants agreed that teachers provide plenty of time and guidance for imaginative play on discipline. Conversely to above findings 116(34.7%) of the students disagreed teachers provide plenty of time and guidance for imaginative play on discipline. Further, study findings also revealed, in terms of mean and standard deviation the students agreed that teachers provide plenty of time and guidance for imaginative play on discipline. (Mean=3.37, standard deviation=1.29). This suggests that participants were divided on whether providing time and guidance for imaginative play is an effective method for managing student discipline.

Also, vast majority 274(81.8%) of the students agreed that teachers create space and opportunity for unstructured play concerning discipline. However,46(20.9%) of the students disagreed teachers create space and opportunity for unstructured play concerning discipline. Additionally, the study results on mean and standard deviation revealed the students agreed that teachers create space and opportunity for unstructured play concerning discipline (Mean=4.02, standard deviation=1.30). This suggests that participants had varying opinions on whether creating space and opportunity for unstructured play is an effective method for managing student discipline.

On top of the above findings, other findings indicated majority 222(66.2%) of the participants agreed that teachers identify real-time emotions and model positive communication for discipline cases. However, 91(27.2%) of the students disagreed that teachers identify real-time emotions and model positive communication for discipline cases. Further, the study findings also indicated, in terms of mean and standard deviation the students agreed that teachers identify real-time emotions and

model positive communication for discipline cases (Mean=3.73, standard deviation=1.61). This suggests that participants generally believe that identifying real-time emotions and modeling positive communication can be an effective method for managing student discipline.

Further, majority of the students 275(82.1%) agreed that teachers honor differences in personality and temperament to avoid violence. However, 44(13.2%) of the students disagreed that teachers honor differences in personality and temperament to avoid violence. Further, research findings on mean and standard deviation showed that the students agreed with the statement teachers honor differences in personality and temperament to avoid violence (Mean=3.99, standard deviation=1.20). The findings imply that teachers should strive to honor differences in personality and temperament to avoid violence in the classroom. This can help to create a safe and inclusive learning environment where all students feel respected and valued. Additionally, the mixed responses to this statement suggest that more research may be needed to fully understand how teachers can effectively honor differences in personality and temperament in the classroom.

Finally, majority of the students 259(77.4%) agreed that teachers use experience and discuss stories together with students to manage discipline. However, 62(18.5 %) of the students disagreed that teachers use experience and discuss stories together with students to manage discipline. Further, research findings on mean and standard deviation showed that the students agreed with the statement that teachers use experience and discuss stories together with students to manage discipline (Mean=3.76, standard deviation=1.27).

The finding that the majority of students believe that teachers are role models to their students when it comes to discipline is consistent with previous research. A study by Chen and Liu (2018) found that teachers who demonstrate high levels of self-discipline are more likely to serve as positive role models for their students. In addition, a study by Kostelnik, Whiren, and Soderman (2018) found that effective classroom management requires teachers to model appropriate behavior and reinforce positive behavior in their students. Therefore, the finding that teachers are viewed as role models for discipline is supported by previous research.

The finding that participants had mixed opinions on whether role-play social situations are an effective method for demonstrating indiscipline cases is consistent with previous research. A study by Bocknek, Sandilos, and Giserman Kiss (2018) found that while role-playing can be an effective method for teaching social and emotional skills, it may not be the most effective method for all students. Some students may find it difficult to participate in role-playing activities or may not learn as effectively through this method. Therefore, the finding that participants had mixed opinions on the effectiveness of role-play social situations is supported by previous research.

The finding that participants were divided on whether providing time and guidance for imaginative play is an effective method for managing student discipline is consistent with previous research. A study by Pellegrini and Smith (2018) found that while imaginative play can promote creativity and social skills in young children, it may not always be an effective method for managing disruptive behavior in the classroom. Some children may become overly excited during imaginative play and may engage in behavior that is disruptive to the learning environment. Therefore, the

finding that participants had varying opinions on the effectiveness of providing time and guidance for imaginative play is supported by previous research.

4.5.2 Teachers Response on Social skill development interactive strategies

The study sought to determine teachers' response on the influence of social skill development interactive strategies on students' discipline in secondary schools in urban areas in Uasin Gishu County. The study results are presented on Table 4.12.

Table 4.12 Teachers Response on Social skill development interactive strategies

Statements		SD	D	UN	A	SA	Mean	Std. Dev
1. Teachers are role model to students discipline	f 8 % 3.6	16 7.1	12 5.4	12 5.4	176 78.6	4.48	1.10	
2. Teachers are assigning classroom jobs to students on indiscipline elements	f 2 % .9	2 .9	2 .9	133 59.4	85 37.9	4.33	0.63	
3. Teachers use role-play social situations to demonstrate indiscipline cases	f 7 % 3.1	5 2.2	64 28.6	129 57.6	19 8.5	3.66	0.79	
4. Teachers provide plenty of time and guidance for imaginative play on discipline	f 8 % 3.6	2 .9	2 .9	157 70.1	55 24.6	4.11	0.78	
5. Teachers create space and opportunity for unstructured play concerning discipline	f 2 % .9	2 .9	53 23.7	42 18.8	125 55.8	4.28	0.92	
6. Teachers identify real-time emotions and model positive communication for discipline cases	f 2 % .9	2 .9	2 .9	182 81.3	36 16.1	4.11	0.52	
7. Teachers honor differences in personality and temperament to avoid violence	f 2 % .9	2 .9	44 19.6	87 38.8	89 39.7	4.16	0.83	
8. Teachers uses experience and discuss stories together with students to manage discipline	f 2 % .9	2 .9	2 .9	142 63.4	76 33.9	4.29	0.62	

Table 4.12 showed that 188(84.0%) of the teachers agreed that teachers are role model to students discipline. However, 24(10.7%) of the teachers disagreed that teachers are role model to students discipline. Further the study findings showed in

terms of means and standard deviation that teachers are role model to students discipline (Mean=4.48, Std. dev=1.10).

Also, 218(97.3%) of the teachers agreed teachers are assigning classroom jobs to students on indiscipline elements. On the other hand, 4(1.8%) of the teachers disagreed that teachers are assigning classroom jobs to students on indiscipline elements. Further the study findings showed in terms of means and standard deviation that teachers are assigning classroom jobs to students on indiscipline elements (Mean=4.33, Std. dev=0.63).

Further, 148(66.1%) of the teachers agreed that teachers use role-play social situations to demonstrate indiscipline cases. However, 12(5.3%) of the teachers disagreed that teachers use role-play social situations to demonstrate indiscipline cases. Further the study findings showed in terms of means and standard deviation that teachers use role-play social situations to demonstrate indiscipline cases (Mean=3.66, Std. dev=0.79).

The study findings revealed that 212(94.7%) of the teachers agreed that teachers provide plenty of time and guidance for imaginative play on discipline. Also, 10(4.5%) of the teachers disagreed that teachers provide plenty of time and guidance for imaginative play on discipline. Further the study findings showed in terms of means and standard deviation that Teachers provide plenty of time and guidance for imaginative play on discipline (Mean=4.11, Std. dev=0.78).

The study findings revealed that 167(74.6%) of the teachers agreed that teachers create space and opportunity for unstructured play concerning discipline. Also, 4(1.8%) of the teachers disagreed that teachers create space and opportunity for unstructured play concerning discipline. Further the study findings showed in terms of

means and standard deviation that teachers create space and opportunity for unstructured play concerning discipline (Mean=4.28, Std. dev=0.92).

The study findings revealed that 218(97.4%) of the teachers agreed that teachers identify real-time emotions and model positive communication for discipline cases. Also, 4(1.8%) of the teachers disagreed that teachers identify real-time emotions and model positive communication for discipline cases. Further the study findings showed in terms of means and standard deviation that teachers identify real-time emotions and model positive communication for discipline cases (Mean=4.11, Std. dev=0.52).

The study findings revealed that 176(78.5%) of the teachers agreed that teachers honor differences in personality and temperament to avoid violence. Also, 4(1.8%) of the teachers disagreed that teachers honor differences in personality and temperament to avoid violence. Further the study findings showed in terms of means and standard deviation that teachers honor differences in personality and temperament to avoid violence (Mean=4.16, Std. dev=0.83).

The study findings revealed that 218(97.4%) of the teachers agreed that teachers uses experience and discuss stories together with students to manage discipline. Also, 4(1.8%) of the teachers disagreed that teachers uses experience and discuss stories together with students to manage discipline. Further the study findings showed in terms of means and standard deviation that teachers uses experience and discuss stories together with students to manage discipline (Mean=4.11, Std. dev=0.52).

4.5.3 Linear Regression Model on Social skill development interactive strategies

The linear regression analysis models the relationship between the dependent variable students' discipline and independent variable social skill development interactive strategies. The results are shown in the section that follows.

Table 4.13 Model Summary

R	R Square	Adjusted R Square	Std. Error of the Estimate
.516^a	.266	.263	.52171

The coefficient of determination (R^2) and correlation coefficient (R) shows the degree of association between social skill development interactive strategies on students' discipline. The results of the linear regression in Table 4.13 indicate that $R^2 = 0.266$ and $R = 0.516$. R value indicates that there is a strong linear influence of social skill development interactive strategies on students' discipline. The R^2 indicates that explanatory power of the independent variables is 0.266.

Table 4.14 Regression Model Fitness Results

	Sum of Squares	df	Mean Square	F	Sig.
Regression	21.896	1	21.896	80.446	.000 ^b
Residual	60.425	222	.272		
Total	82.321	223			

From Table 4.14 the F test provides an overall test of significance of the fitted regression model. The F value indicates that all the variables in the equation are important hence the overall regression is significant. The F-statistics produced ($F = 80.446$) was significant at $p = 0.000$ thus confirming the fitness of the model and therefore, there is statistically significant relationship between social skill development interactive strategies on students' discipline .

Table 4.15 Regression Model Coefficients

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.691	.128		13.234	.000
Social skill development interactive strategies	.336	.038	.516	8.969	.000

The Table 4.15 indicates there was positive linear influence of social skill development interactive strategies on students' discipline. Social skill development interactive strategies was significant ($p=0.000$) in students' discipline .336. This implies that social skill development interactive strategies has an influence in students' discipline.

The optimal model was;

$$Y = 1.691 + 0.336X_1$$

4.5.4 Interview Schedule Results

The study findings from interviews revealed that schools are ideal settings for teaching social skills because of their accessibility to children, teachers, and families. Implementing social skills programs can establish a positive learning and teaching environment for all students and school staff across all school settings. Integrating social skills instruction into the school curriculum can also be beneficial.

Deputy principal [3] said that;

Social variables continue to influence teaching and learning even after controlling for different school types, and the school context tends to affect the strength of the relationship between social factors and effective teaching and learning.

This implies that development of social skills can have a positive impact on students' discipline in secondary schools in urban areas. According to Salina and Kaliny (2022), such approaches can have a significant impact on student discipline. The implementation of these methods has resulted in students learning how to communicate with their peers effectively and resolve conflicts peacefully. This is echoed by principal [7] who stated that

Students learned how to communicate with their peers and solve conflicts peacefully, which has helped them stay out of trouble.

By teaching students essential social skills like communication and conflict resolution, they are better equipped to navigate challenging situations both inside and outside the classroom. Moreover, promoting positive interaction among students through these skill-building exercises will help them develop healthy relationships while also reducing disciplinary infractions in school settings. As educators continue implementing social skill development programs across the region's secondary schools successfully, more students will learn effective ways of managing difficult scenarios and build valuable life-long tools for growth as individuals.

Principal [2] said that:

Given that secondary school students' formative years play a crucial role in shaping their future habits or behavioral patterns; incorporating social skill developmental techniques into academic curricula may be critical towards ensuring that young learners succeed not only academically but also socially when confronted with diverse interpersonal behaviors within communities around them.

Teachers should receive adequate training on how best to impart these soft-skills onto their pupils effectively. Furthermore, teachers need support from administrators as well as parents since parental involvement plays a vital role in ensuring the success of these programs (Bitok 2020). The adoption of social skill development interactive

strategies by secondary schools within Uasin Gishu County's urban areas has had significant benefits on student discipline and growth-making them an integral part of any curriculum aimed at producing responsible individuals ready for today's world.

4.6 Goal setting interactive strategies on Students' Discipline

The study sought to determine the influence of goal setting interactive strategies on students' discipline.

4.6.1 Students Response on Goal setting interactive strategies

The study sought to determine students 'response on influence of goal setting interactive strategies on students' discipline. The study findings were presented in Table 4.16.

Table 4.16 Goal setting interactive strategies on Students' Discipline

Statements		SA	A	UD	D	SD	MEAN	std
1. Setting goals helped students understand what is expected of them concerning discipline	F	116	118	20	56	25	3.72	1.29
	%	34.6	35.2	6.0	16.7	7.5		
2. Teachers regularly discussed the goal with students and worked with them to achieve discipline in school	F	135	131	7	36	26	3.93	1.24
	%	40.3	39.1	2.1	10.7	7.8		
3. Setting goals helped students feel more involved managing discipline in school	F	126	120	30	39	20	3.87	1.20
	%	37.6	35.8	9.0	11.6	6.0		
4. Goal setting help students to better achieve good discipline	F	153	114	14	43	11	4.05	1.14
	%	45.7	34.0	4.2	12.8	3.3		
5. Students plan to use goal setting in other areas discipline in school	F	154	97	14	59	11	3.96	1.22
	%	46.0	29.0	4.2	17.6	3.3		
6. Student feel that goal setting help student achieve good discipline	F	169	82	5	34	45	3.88	1.45
	%	50.4	24.5	1.5	10.1	13.4		
7. Teachers make a plan on how to manage discipline	F	157	75	49	28	26	3.92	1.28
	%	46.9	22.4	14.6	8.4	7.8		
8. Teachers are committed to achieving discipline in school	F	114	148	34	20	19	3.94	1.09
	%	34.0	44.2	10.1	6.0	5.7		
9. Teachers are sticking to maintaining discipline	F	134	134		67		4.00	1.09
	%	40.0	40.0		20.0			

Table 4.16 revealed that the vast majority of students 234(69.8%) agreed that setting goals helped students understand what is expected of them concerning discipline. Further, the study results also showed, in terms of mean and standard deviation that the students agreed with the statement that setting goals helped students understand what is expected of them concerning discipline (Mean=3.72, standard deviation=1.29). Setting goals plays a crucial role in helping students understand what is expected of them concerning discipline. This highlights the importance of incorporating goal-setting strategies in schools to facilitate student understanding of expected behaviors.

Also, the study findings revealed that majority of the students 266(79.4%) agreed and 62(18.5%) disagreed that teachers regularly discussed the goal with students and worked with them to achieve discipline in school. Further, the study results also showed, in terms of mean and standard deviation that teachers regularly discussed the goal with students and worked with them to achieve discipline in school (Mean=3.93, standard deviation=1.24). This finding suggests that teachers regularly discussing goals with students and working with them to achieve discipline in school is vital. It demonstrates the need for collaboration between teachers and students in managing discipline, indicating that students are more likely to adhere to school rules when they feel involved in the process.

Furthermore, it was noted from the study that 146(73.4%) agreed that setting goals helped students feel more involved managing discipline in school. However, 59(17.6%) of the students disagreed that Setting goals helped students feel more involved managing discipline in school. Further, the study results also showed, in terms of mean and standard deviation that the students agreed with the statement that

in setting goals helped students feel more involved managing discipline in school (Mean=3.87, standard deviation=1.20). This finding suggests that while goal setting may not necessarily make students feel more involved in managing discipline, it could still be useful for improving student behavior.

It was further noted from the study that a vast majority 267(79.7%) of the students agreed and 54(16.1%) disagreed that Goal setting help students to better achieve good discipline. Further, the study results also showed, in terms of mean and standard deviation that the students agreed with the statement that Goal setting help students to better achieve good discipline (Mean=4.05, standard deviation=1.14).

Also, it was noted from the study that 251(75.0%) of the students agreed and 70(20.9%) disagreed that students plan to use goal setting in other areas discipline in school. Further, the study results also showed, in terms of mean and standard deviation that the students agreed with the statement that Students plan to use goal setting in other areas discipline in school (Mean=3.96, standard deviation=1.22). Students plan to use goal setting in other areas discipline in school. This highlights the importance of incorporating goal-setting skills in students to promote discipline in various areas of their lives. Additionally, it demonstrates the need for schools to provide students with the necessary skills to manage their behavior and achieve academic success.

Nevertheless, the study revealed that most 251(74.9%) of the students agreed that Student feel that goal setting help student achieve good discipline. On contrary to that, 79(23.5%) of the students disagreed that Student feel that goal setting help student achieve good discipline. Further, the study results also showed, in terms of mean and standard deviation that the students agreed with the statement that Student feel that

goal setting help student achieve good discipline (Mean=3.88, standard deviation=1.45).

The findings furthermore revealed that another, 232(69.3%) of the participants agreed Teachers make a plan on how to manage discipline. On contrary to that opinion, 54(16.2%) of the students disagreed that teachers make a plan on how to manage discipline. Further, the study results also showed, in terms of mean and standard deviation that the students agreed with the statement that Teachers make a plan on how to manage discipline (Mean=3.92, standard deviation=1.28).

Further, majority of the students 262(78.2%) agreed that teachers are committed to achieving discipline in school. However, 39(11.7%) disagreed that teachers are committed to achieving discipline in school. Further, the study results also showed, in terms of mean and standard deviation that the students agreed Teachers are committed to achieving discipline in school (Mean=3.94, standard deviation=1.09). Most students believe that teachers are committed to achieving discipline in school. This highlights the importance of fostering a positive school culture that prioritizes student discipline. Additionally, it suggests that schools should recognize and celebrate the efforts of teachers who go above and beyond to promote positive student behavior.

Finally, the study revealed that most 243(72.5%) of the students agreed that teachers are sticking to maintaining discipline. Also,58(17.3%) of the students disagreed that teachers are sticking to maintaining discipline. Further, the study results also showed, in terms of mean and standard deviation that the students agreed teachers are sticking to maintaining discipline (Mean=3.76, standard deviation=1.27). Most students believe that teachers are sticking to maintaining discipline. This highlights the importance of ensuring that school policies are consistently enforced to promote

positive student behavior. Additionally, it emphasizes the need for schools to provide teachers with the necessary resources to help them manage student behavior effectively.

The findings of this study are in line with previous research by Humes, 2005 that has suggested that setting goals can be an effective tool for improving discipline in schools. The majority of the students in this study agreed that setting goals helped students understand what was expected of them in terms of discipline, and that teachers regularly discussed goals with students to help them achieve good discipline. These findings suggest that setting clear goals and regularly communicating them to students can help create a shared understanding of expectations around discipline, which can in turn improve student behavior.

However, there were findings in this study that concurred with previous research. Research by Fisher and Williams (2007) suggested that goal setting can help students feel more involved in managing discipline in school, the results of this study were mixed. A significant proportion of students agreed that goal setting helped students feel more involved in managing discipline in school. This suggests that while goal setting may be an effective tool for improving discipline in schools, it may not necessarily lead to increased student engagement and involvement in the disciplinary process.

4.6.2 Teachers Response on Goal setting interactive strategies

The study sought to examine the teachers' response on influence of goal setting interactive strategies on students' discipline in secondary schools in urban areas in Uasin Gishu County. Table 4.17 presents the study results.

Table 4.17 Teachers Response on Goal setting interactive strategies

Statements		SD	D	UN	A	SA	Mean	Std. Dev
1. Setting goals helped students understand what is expected of them concerning discipline	f	3	3	1	94	123	4.48	0.71
	%	1.3	1.3	.4	42.0	54.9		
2. Teachers regularly discussed the goal with students and worked with them to achieve discipline in school	f	3	47	1	51	122	4.08	1.23
	%	1.3	21.0	.4	22.8	54.5		
3. Setting goals helped students feel more involved managing discipline in school	f	3	3	1	216	1	3.93	0.42
	%	1.3	1.3	.4	96.4	.4		
4. Goal setting help students to better achieve good discipline	f	3	3	77	96	45	3.79	0.82
	%	1.3	1.3	34.4	42.9	20.1		
5. Students plan to use goal setting in other areas discipline in school	f	8	11	36	101	68	3.94	0.99
	%	3.6	4.9	16.1	45.1	30.4		
6. Student feel that goal setting help student achieve good discipline	f	3	3	42	131	45	3.95	0.75
	%	1.3	1.3	18.8	58.5	20.1		
7. Teachers make a plan on how to manage discipline	f	3	3	1	136	81	4.29	0.68
	%	1.3	1.3	.4	60.7	36.2		
8. Teachers are committed to achieving discipline in school	f	3	3	1	172	45	4.13	0.60
	%	1.3	1.3	.4	76.8	20.1		
9. Teachers are sticking to maintaining discipline	f	3	3	42	131	45	3.95	0.75
	%	1.3	1.3	18.8	58.5	20.1		

Table 4.17 showed that 217(96.9%) of the teachers agreed that setting goals helped students understand what is expected of them concerning discipline. Also, 6(2.6%) of the teachers disagreed that setting goals helped students understand what is expected of them concerning discipline. Further the study findings showed in terms of means and standard deviation that setting goals helped students understand what is expected of them concerning discipline (Mean=4.48, Std. dev=0.71).

The study findings revealed that 173(77.3%) of the teachers agreed that teachers regularly discussed the goal with students and worked with them to achieve discipline in school. On the other hand, 50(22.3%) of the teachers disagreed that teachers regularly discussed the goal with students and worked with them to achieve discipline in school. Further the study findings showed in terms of means and standard deviation that teachers regularly discussed the goal with students and worked with them to achieve discipline in school (Mean=4.08, Std. dev=1.23).

Also, 217(96.8%) of the teachers agreed that setting goals helped students feel more involved managing discipline in school. However, 6(2.6%) of the teachers disagreed that setting goals helped students feel more involved managing discipline in school. Further the study findings showed in terms of means and standard deviation setting goals helped students feel more involved managing discipline in school (Mean=3.93, Std. dev=0.42).

Finally, 141(63.0%) of the teachers agreed that the reputation of goal setting help students to better achieve good discipline. On the other hand, 6(3.9%) of the teachers disagreed that the reputation of goal setting help students to better achieve good discipline. Further the study findings showed in terms of means and standard deviation that the reputation of oal setting help students to better achieve good discipline (Mean=3.79, Std. dev=0.82).

A comprehensive approach to goal setting that involves students, teachers, and parents can have a positive impact on student discipline in urban secondary schools in Uasin Gishu County, Kenya. While goal setting is not a new concept in education, the unique aspect of this approach lies in its inclusivity. By involving all stakeholders - students, teachers, and parents - the process becomes more holistic and tailored to

each individual's needs. As Mwaniki (2013) argues in his study about Kenyan secondary schools: By working together toward clear goals that everyone understands, we create an environment where students are more likely to behave appropriately. This statement highlights the importance of collaboration among all parties involved for effective implementation. Moreover, such an approach fosters better communication and understanding between everyone involved.

When students understand what is expected of them and why it matters from their own perspective as well as others', they're more likely to take ownership over their actions while at school. Teachers become aware of challenges faced by students outside the classroom which further strengthens bonds with families leading to improved outcomes overall. Thus offering proof that when goals are aligned across stakeholders' perspectives; there's greater accountability towards achieving better academic results while maintaining discipline within urban secondary schools situated in Uasin Gishu County, Kenya.

4.6.3 Linear Regression Model on Goal setting interactive strategies

The linear regression analysis models the relationship between the dependent variable students' discipline independent variable goal setting interactive strategies. The results are shown in sections that follows.

Table 4.18 Model Summary

R	R Square	Adjusted R Square	Std. Error of the Estimate
.584^a	.341	.338	.49429

The coefficient of determination (R^2) and correlation coefficient (R) shows the degree of association between Goal setting interactive strategies and students' discipline. The results of the linear regression in Table 4.18 indicate that $R^2 = 0.584$ and $R =$

0.341. R value indicates that there is a strong linear influence of goal setting interactive strategies and students' discipline .

This implies that level of Goal setting interactive strategies has a strong influence on students' discipline.

Table 4.19 Regression Model Fitness Results

	Sum of Squares	df	Mean Square	F	Sig.
Regression	28.080	1	28.080	114.930	.000 ^b
Residual	54.241	222	.244		
Total	82.321	223			

From Table 4.19 the F test provides an overall test of significance of the fitted regression model. The F value indicates that all the variables in the equation are important hence the overall regression is significant. The F-statistics produced (F =114.930) was significant at p=0.000 thus confirming the fitness of the model and therefore, there is statistically significant relationship between goal setting interactive strategies and students' discipline.

Table 4.20 Regression Model Coefficients

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.498	.125		11.961	.000
Goal setting interactive strategies	.400	.037	.584	10.721	.000

The Table 4.20 indicates there was positive linear influence of goal setting interactive strategies on students' discipline. Goal setting interactive strategies was significant (p=0.000) in students' discipline at .400. This implies Goal setting interactive strategies has an influence on students' discipline.

The optimal model was;

$$Y = 1.498 + 0.400X_1$$

4.6.4 Interview Schedule Results

The interviews conducted have provided insightful responses on what influences goal setting interactive strategies have on student behavior in urban areas. With an increasing number of schools facing challenges such as drug abuse, violence, and lack of motivation amongst learners, it is imperative to examine how goal-setting interventions can help improve the situation. Secondary schools in urban areas face unique challenges that require innovative solutions to foster positive discipline practices. Goal setting has been identified as one approach that could be effective in changing student behaviors towards more productive outcomes. Having all stakeholders involved - students, teachers, and parents - creates a comprehensive approach to goal setting that can positively impact student discipline.

Principal [6] indicated that;

Punish-based discipline does not improve school safety, learning, or behavior. Positive discipline strategies, such as positive reinforcement and supportive teacher-student relations, improve safety and outcomes for all students.

This implies that having communal, whole-class conversations about goal-setting creates a new mindset in students and fosters cooperation and mutual improvement because students' goals are not solely their responsibility. Pairing students up to help one another with goal-setting and monitoring can also be helpful. Goal setting interactive strategies can help improve student outcomes and discipline in secondary schools in urban areas. Positive discipline strategies should be prioritized over punish-based discipline, and whole-class conversations about goal-setting can foster cooperation and mutual improvement among students.

Effective goal-setting strategies are critical in improving student discipline in urban secondary schools. According to Mabeya *et al.* (2019) goal setting is an effective way to address these issues by providing clear expectations for both teachers and students. Setting goals helps teachers prioritize their workload and gives them direction on how they can best serve their students while also managing the challenges they face daily. In addition, when teachers set achievable goals with their students at the beginning of each term or semester, it establishes mutual accountability between them which promotes positive behavior throughout the school year. Moreover, implementing specific short-term objectives that align with long-term goals provides tangible benchmarks for progress which boosts motivation levels among students.

Deputy principal [10] revealed that;

By encouraging goal-setting among students in urban secondary schools, we can foster greater self-awareness and confidence within them, leading them towards higher levels of achievement in academics as well as personal development outside of school settings.

Goal setting is an important tool that can help students achieve better academic performance and behavior in urban secondary schools in Uasin Gishu County. As Salina and Kaliny (2022) suggest, goal setting improves motivation and focus by providing a clear path for the student to follow. This process allows students to identify their strengths and weaknesses while also recognizing the steps they need to take to achieve their objectives. Effective goal-setting requires that both teachers and students work together as a team to establish attainable targets that align with learning outcomes. Furthermore, these goals should be challenging enough so that each student feels motivated to put forth extra effort but not so difficult as to discourage them from striving for success.

4.7 Students' Discipline in Secondary Schools

The study evaluated students' discipline in secondary schools. The five levels of extent used were: No Extent (NE), Small Extent (SE), Neutral (N), Great Extent (G), and Very Great Extent (GE)

4.7.1 Students Response on Students' Discipline in Secondary Schools

The study sought to determine students 'response on Students' Discipline in Secondary Schools. The study findings were presented in Table 4.21.

Table 4.21 Students' Discipline in Secondary Schools

Item		NE	SE	N	G	GE
Bullying	F	201	55	35	15	29
	%	60.0	16.4	10.4	4.5	8.7
Absenteeism	F	56	136	87	16	40
	%	16.7	40.6	26.0	4.8	11.9
Drug and substance abuse	F	73	167	26	29	40
	%	21.8	49.9	7.8	8.7	11.9
Disrespect to school administration and teachers	F	52	111	84	36	52
	%	15.5	33.1	25.1	10.7	15.5
Violence	F	221	26	24	32	32
	%	26.0	7.8	7.2	9.6	9.6
Lateness	F	101	145	21	19	49
	%	30.1	43.3	6.3	5.7	14.6
Stealing		38	98	16	20	163
		11.1	29.3	4.8	6.0	48.7
Truancy	F	131	85	82	20	17
	%	39.1	25.4	24.5	6.0	5.1
Making noise in class	F	19	124	81	14	97
	%	5.7	37.0	24.2	4.2	29.0
Fighting	F	74	134	23	67	37
	%	22.1	40.0	6.9	20.0	11.0
Rudeness	F	67	210	15	22	21
	%	20.0	62.1	4.5	6.6	6.3

Study findings in Table 4.21 indicated that in terms of bullying, the findings show that 201(60%) of the students reported no extent of bullying, while 55(16.4%) reported a small extent, 35(10.4%) were neutral, 9(4.5%) reported a great extent, and 29(8.7%) reported a very great extent. Similarly, absenteeism was reported to be prevalent to a very great extent by 40(11.9%) of the students , while 57.3% of the students reported a small extent of absenteeism

Further findings indicated that drug and substance abuse was reported to be prevalent to a great extent by 69(20.6%) of the students. However, disrespect to school administration and teachers was also prevalent, with 88(26.2) % of the students reporting a great extent of such behavior. The study also noted that violence was reported to be prevalent to a great extent by 64(19.2%) of the students . Further, late coming to school was reported to be prevalent to a great or very great extent by 68(20.3%) of the students. Stealing was reported to be prevalent to a great extent by 183(54.7%) of the students, while truancy was reported to be prevalent to a great extent by 37(11.1%) of the students . On top of that findings, making noise in class was reported to be prevalent to a great extent by 111(33.2%) of the students. Finally fighting was reported to be prevalent to a great extent by 104(31.0%) of the students , while rudeness was reported to be prevalent to a great extent by 43(10.8%) of the students .

Generally, the findings indicated that various forms of indiscipline are prevalent in secondary schools, with stealing, disrespect, and drug and substance abuse being particularly concerning. Therefore, there is need for schools to take measures to address these issues and promote a more disciplined learning environment.

4.7.2 Teachers Response on Students discipline in Secondary Schools

The study sought to find out teachers' response on students discipline at in secondary schools in urban areas in Uasin Gishu County. Table 4.22 present the study results.

Table 4.22 Teachers Response on Students Discipline in Secondary Schools

		NE	SE	N	G	GE	Mean	Std. Dev
Bullying	f	69	108	1	1	45	2.3	1.4
	%	30.8	48.2	.4	.4	20.1		
Absenteeism	f	7	25	37	140	15	3.6	0.9
	%	3.1	11.2	16.5	62.5	6.7		
Drug and substance abuse	f	68	68	43	40	5	2.3	1.1
	%	30.4	30.4	19.2	17.9	2.2		
Disrespect administration and teachers	f	38	115	43	21	7	2.3	1.0
	%	17.0	51.3	19.2	9.4	3.1		
Violence	f	57	100	1	59	7	2.4	1.2
	%	25.4	44.6	.4	26.3	3.1		
Lateness	f	68	81	1	67	7		
	%	30.4	36.2	.4	29.9	3.1	2.4	1.3
Stealing	f	25	16	1	104	78		
	%	11.2	7.1	.4	46.4	34.8	3.9	1.3
Truancy	f	85	51	37	45	6		
	%	37.9	22.8	16.5	20.1	2.7	2.3	1.2
Making noise in class	f	1	51	49	80	43		
	%	.4	22.8	21.9	35.7	19.2	3.5	1.1
Fighting	f	33	118	45	27	1		
	%	14.7	52.7	20.1	12.1	.4	2.3	0.9
Rudeness	f	1	51	49	80	43		
	%	.4	22.8	21.9	35.7	19.2	3.5	1.1

Study findings in Table 4.22 indicated that 69(30.8%) of the teachers reported no extent of bullying, while 108(48.2%) reported a small extent, 1(0.4%) were neutral,

1(0.4%) reported a great extent, and 45(20.1%) reported a very great extent. Similarly, absenteeism was reported to be prevalent to a great extent by 140(62.5%) of the teachers, while 37(16.5%) of the teachers reported a small extent of absenteeism.

Further findings indicated that drug and substance abuse was reported to be prevalent to a great extent by 40(17.9%) of the teachers. However, disrespect to school administration and teachers was also prevalent, with 115(51.3) % of the teachers reporting a small extent of such behavior. The study also noted that violence was reported to be prevalent to a small extent by 100(44.6%) of the teachers.

Further, late coming to school was reported to be prevalent to a small extent by 81(36.2%) of the teachers. Stealing was reported to be prevalent to a great extent by 104(46.4%) of the teachers, while truancy was reported to be prevalent to a small extent by 51(22.8%) of the teachers. On top of that findings, making noise in class was reported to be prevalent to a great extent by 80(35.7%) of the teachers. Finally fighting was reported to be prevalent to a small extent by 118(52.7%) of the teachers, while rudeness was reported to be prevalent to a great extent by 80(35.7%) of the teachers.

This implies discipline is a vital component in any educational setting. In secondary schools, particularly those located in urban areas, it can be difficult to maintain an environment conducive to learning due to various external factors. Punitive measures often fail to address the root causes of disciplinary issues and can exacerbate existing problems. On the other hand, restorative justice practices offer a promising alternative that emphasizes accountability, empathy, and community building. Restorative justice practices prioritize repairing harm caused by wrongdoings through dialogue rather

than punishment; this fosters a sense of responsibility among students for their actions while simultaneously creating an opportunity for meaningful change within the school community. Such programs aim to shift focus from punishment to restoration, which can promote fairness and help reduce disparities in disciplinary outcomes. It is worth noting that implementing restorative justice practices requires training educators and administrators who might be skeptical or resistant to such initiatives. It also demands a significant amount of resources but has been shown to be cost-effective in reducing suspensions and expulsions. The importance of adopting evidence-based disciplinary approaches within our education system while recognizing how student behavior affects both academic achievement and long-term success outside of schools. Without addressing systemic factors contributing to poor behavior outcomes such as poverty, trauma exposure, mental health challenges - solely relying on punitive measures will continue being ineffective.

4.7.3 Interview Schedule Results

The study findings from interviews revealed that discipline is a vital component in any educational setting. Indiscipline is a major issue in secondary schools, with various forms of misbehavior being prevalent. According to research

Principal [11] noted that:

Some of the most concerning forms of indiscipline include stealing, disrespect, drug and substance abuse, truancy, lateness to school, cultism, insulting classmates and teachers, violence, dishonesty, disobedience to authority figures, and vandalism.

The causes of indiscipline include peer group influence, bad learning institution within and outside of the school, lack of discipline at home and school, irresponsible parents and guardians, influence of TV and video games, poor teacher-student relationships, and failure of the school to effectively enforce school rules and

regulations. Indiscipline negatively affects students' learning outcomes and development. It is important for teachers and parents to work together to inculcate good discipline among learners. In secondary schools, particularly those located in urban areas, it can be difficult to maintain an environment conducive to learning due to various external factors.

Discipline management in urban secondary schools is a complex issue that involves different stakeholders, including principals, counselors, students, and parents. Students with disabilities in secondary schools experience higher suspension rates compared to their non-disabled peers. Behavior problems such as absenteeism, classroom discipline, and weapons possession are more common in urban schools. Teachers' preconceived notions about students in urban schools, particularly those with emotional disabilities, lead to low expectations and placement in special education programs. Intervention strategies to decrease discipline issues include addressing the root causes of behavior problems and providing support to students. In an interview about students' discipline in secondary schools in urban areas, it is important to acknowledge the complexity of the issue and the need for collaboration among stakeholders to address it effectively. It is also important to recognize the impact of preconceived notions and biases on students' experiences and outcomes. Finally, it is crucial to discuss intervention strategies that focus on addressing the root causes of behavior problems and providing support to students.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This section presents the summary of findings, conclusions and recommendations.

5.2 Summary of Findings

The study revealed that the majority of respondents agreed that communication during school assembly has helped in reducing absenteeism and that teachers are encouraged to pass information among themselves to manage drug and substance abuse. Additionally, most respondents disagreed that violence is communicated to students through guidance and counseling sessions. The study also found that a significant proportion of respondents disagreed that class teachers hold classroom meetings to communicate about bullying in school and that communication concerning rudeness is done through the school prefect body. Furthermore, many respondents disagreed that the school is holding open forums to discuss drug and substance abuse. Finally, the majority of respondents agreed that the school is using the notice board to communicate about students' indiscipline cases and that teachers use students' reports to communicate absenteeism in the school.

The study found that the majority of participants believed that teachers are role models to students' discipline, and that assigning classroom jobs to students on indiscipline elements can be an effective method for managing indiscipline. However, participants had mixed opinions on whether role-play social situations are an effective method for demonstrating indiscipline cases and whether providing time and guidance for imaginative play is an effective method for managing student discipline. The study also revealed varying opinions on whether creating space and opportunity for

unstructured play is an effective method for managing student discipline. Participants generally believed that identifying real-time emotions and modeling positive communication can be an effective method for managing student discipline. Finally, the majority of participants believed that teachers should honor differences in personality and temperament to avoid violence and that teachers can use experience and discuss stories with students to manage discipline.

The study found that setting goals plays a crucial role in helping students understand what is expected of them concerning discipline, and teachers regularly discussing goals with students and working with them to achieve discipline in school is vital. Goal setting also helps students feel more involved in managing discipline, and it helps them to better achieve good discipline. Students plan to use goal setting in other areas of discipline in school, and they feel that goal setting helps them achieve good discipline. Teachers make a plan on how to manage discipline, and they are committed to achieving discipline in school. Most respondents believe that teachers are sticking to maintaining discipline, highlighting the importance of consistently enforcing school policies to promote positive student behavior.

5.3 Conclusions of the Study

Communication through school assemblies and teacher collaboration can be effective in reducing absenteeism and managing drug and substance abuse. However, there is a need for more effective communication about bullying, rudeness, and drug abuse.

Social skill development strategy can be employed towards improvement of students' discipline. This can be achieved for instance in solving emerging conflicts within the school. Students are being taught on various amicable approaches towards solving these conflicts.

Setting goals and regularly discussing them with students can help them understand what is expected of them and feel more involved in managing discipline. Finally, consistently enforcing school policies is crucial in promoting positive student behavior.

5.4 Recommendations of the Study

Firstly, it was recommended that school administrators and teachers should prioritize effective communication interactive strategies. More effective communication methods should be employed to address issues of bullying, rudeness, and drug abuse in schools. This can be achieved through regular classroom meetings, open forums, and other communication platforms such as social media.

Secondly, it was recommended that teachers should focus on developing social skills among students, particularly those related to emotional management, positive communication, and conflict resolution. Teachers can use real-time experiences, modeling, and storytelling to demonstrate the importance of these skills.

Thirdly, it was recommended that goal-setting strategies should be incorporated into disciplinary practices in schools. Teachers should work with students to set achievable goals and regularly review their progress. This helped students understand what is expected of them and promote their involvement in managing discipline.

The study recommends to Ministry of Education, Science and Technology to deal with indiscipline in schools and improve education standards in the country.

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APPENDICES

Appendix I: Letter of Introduction

Tecla Ngososei

University of Eldoret

Dear Respondent

I am carrying out an important research on Influence of Teachers Strategies on Students' Discipline in public secondary schools in urban areas in Uasin Gishu County, Kenya. This is in partial fulfilment of the requirement for the award of master of education of the University of Eldoret.

Kindly fill the questionnaire provided to the best of your knowledge and understanding. Any respond you gave was highly appreciated and confidentially maintained since they are meant for academic purposes only.

Thanks in advance for voluntarily accepting to respond to these questions.

Yours faithfully

Tecla Ngososei

0720 875 407

Appendix II: Questionnaire for Teachers

Kindly answer the following questions as honestly and accurately as possible. The information given was treated with a lot of confidentiality. Please do not write your name anywhere on this questionnaire.

SECTION A: Demographic Information

1. Indicate with a tick your age bracket
24-36 years
37-46 years
47- 56 years
57 and above
2. Indicate with a tick your teaching experience
5 years
6-10 years
11-20 years
21 30 years and above
3. What is your gender?
Male
Female
4. Indicate your level of professional training
Certificate
Diploma
Degree
Masters and above

Section B: Communication interactive strategies On Students' Discipline

Please rate the following statements to the best of your knowledge on influence of influence of communication interactive strategies on students' discipline in secondary schools in urban areas in Uasin Gishu County, Kenya. Please tick. Using the following Key: -1=SA-Strongly Agree, 2= A-Agree, 3=UD – Undecided, 4= D – Disagree and 5=SD Strongly Disagree

Statements	SA	A	UD	D	SD
Verbal Communication					
5. Communication during school assembly has helped in reducing absenteeism					
6. Teachers are encouraged to pass information among themselves in order to manage drug and substance abuse					
7. Effective counseling by teachers helps to reduce violence amongst student					
8. Class teacher hold classroom meetings to communicate about bullying in school					
9. Better communication skills between students and teachers has reduces cases of rudeness among students					
10. The school is holding open forums to discuss drug and substance abuse					
Written Communication					
11. The school is using notice board to communicate about students' indiscipline cases					
12. Teachers uses students' reports to communicate Absenteeism in the school					
Non Verbal Communication					
13. Facial expressions & body movement of teachers is used to manage students' indiscipline cases					

Section C: Social skill development interactive strategies On students' Discipline

Please rate the following statements to the best of your knowledge on influence of social skill development interactive strategies on students' discipline in secondary schools in urban areas in Uasin Gishu County, Kenya. Please tick. Using the following Key: -1=SA-Strongly Agree, 2= A-Agree, 3=UD – Undecided, 4= D – Disagree and 5=SD Strongly Disagree

Statements	SA	A	UD	D	SD
14. Teachers are role models to students discipline					
15. Indiscipline elements are assigned by teachers to students as an assignment					
16. Teachers use role-play social situations to demonstrate indiscipline cases					
17. Teachers provide plenty of time and guidance for imaginative play on discipline					
18. Teachers create space and opportunity for unstructured play concerning discipline					
19. Teachers identify real-time emotions and model positive communication for discipline cases					
20. Teachers honor differences in personality and temperament to avoid violence					
21. Teachers uses experience and discuss stories together with students to manage discipline					

Section D: Goal setting interactive strategies on students' discipline

Please rate the following statements to the best of your knowledge on the extent to which you agree on influence of goal setting interactive strategies on students' discipline. Using the following Key: - SA-Strongly Agree, A-Agree, UD – Undecided, D –Disagree and SD Strongly Disagree

Statements	SA	A	UD	D	SD
22. Setting goals helps students understand what is expected of them concerning discipline					
23. Teachers regularly discuss the goal with students and work with them to achieve discipline in school					
24. Setting goals help students feel more involved managing discipline in school					
25. Goal setting help students to better achieve good discipline					
26. Students plan to use goal setting in other areas discipline in school					
27. Student feel that goal setting help student achieve good discipline					
28. Teachers make a plan on how to manage discipline					
29. Teachers are committed to achieving discipline in school					
30. Teachers are projected to maintaining discipline					

Section F: students' Discipline in Secondary Schools

Please rate the following statements to the best of your knowledge on service delivery in consultancy firms. Please tick. Where: (1) NE- No Extent, (2) SE- Small Extent, (3) N- Neutral, (4) G- Great Extent, (5) GE- Very Great Extent

Item	NE	SE	N	G	GE
31. Bullying					
32. Absenteeism					
33. Drug and substance abuse					
34. Disrespect to school administration and teachers					
35. Violence					
36. Lateness					
37. Stealing					
38. Truancy					
39. Making noise in class					
40. Fighting					
41. Rudeness					

Appendix III: Questionnaire for Students

Kindly answer the following questions as honestly and accurately as possible. The information given was treated with a lot of confidentiality. Please do not write your name anywhere on this questionnaire.

SECTION A: Demographic Information

1. Gender: Boy [] Girl []
2. What is your age?.....
3. Which level of study are you? Indicate form _____
Form 1 []
Form 2 []
Form 3 []
Form 4 []

Section B: Communication interactive strategies on students' Discipline

Please rate the following statements to the best of your knowledge on influence of influence of communication interactive strategies on students' discipline in secondary schools in urban areas in Uasin Gishu County, Kenya. Please tick. Using the following Key: -1=SA-Strongly Agree, 2= A-Agree, 3=UD – Undecided, 4= D – Disagree and 5=SD Strongly Disagree

Statements	SA	A	UD	D	SD
Verbal Communication					
4. Communication during school assembly has helped in reducing absenteeism					
5. Teachers are encouraged to pass information among themselves in order to manage drug and substance abuse					
6. Effective counseling by teachers helps to reduce violence amongst student					
7. Class teacher hold classroom meetings to communicate about bullying in school					
8. Better communication skills between students and teachers has reduces cases of rudeness among students					
9. The school is holding open forums to discuss drug and substance abuse					
Written Communication					
10. The school is using notice board to communicate about students' indiscipline cases					
11. Teachers uses students' reports to communicate Absenteeism in the school					
Non Verbal Communication					
12. Facial expressions & body movement of teachers is used to manage students' indiscipline cases					

Section C: Social skill development interactive strategies On students' Discipline

Please rate the following statements to the best of your knowledge on influence of social skill development interactive strategies on students' discipline in secondary schools in urban areas in Uasin Gishu County, Kenya. Please tick. Using the following Key: -1=SA-Strongly Agree, 2= A-Agree, 3=UD – Undecided, 4= D – Disagree and 5=SD Strongly Disagree

Statements	SA	A	UD	D	SD
13. Teachers are role models to students discipline					
14. Indiscipline elements are assigned by teachers to students as an assignment					
15. Teachers use role-play social situations to demonstrate indiscipline cases					
42. Teachers provide plenty of time and guidance for imaginative play on discipline					
16. Teachers create space and opportunity for unstructured play concerning discipline					
17. Teachers identify real-time emotions and model positive communication for discipline cases					
18. Teachers honor differences in personality and temperament to avoid violence					
19. Teachers uses experience and discuss stories together with students to manage discipline					

Section D: Goal setting interactive strategies on students' Discipline

Please rate the following statements to the best of your knowledge on the extent to which you agree on influence of goal setting interactive strategies on students' discipline. Using the following Key: - SA-Strongly Agree, A-Agree, UD – Undecided, D –Disagree and SD Strongly Disagree

Statements	SA	A	UD	D	SD
20. Setting goals helps students understand what is expected of them concerning discipline					
21. Teachers regularly discuss the goal with students and work with them to achieve discipline in school					
22. Setting goals help students feel more involved managing discipline in school					
23. Goal setting help students to better achieve good discipline					
24. Students plan to use goal setting in other areas discipline in school					
25. Student feel that goal setting help student achieve good discipline					
26. Teachers make a plan on how to manage discipline					
27. Teachers are committed to achieving discipline in school					
28. Teachers are projected to maintaining discipline					

Section F: students' Discipline In Secondary Schools

Please rate the following statements to the best of your knowledge on service delivery in consultancy firms. Please tick. Where: (1) NE- No Extent, (2) SE- Small Extent, (3) N- Neutral, (4) G- Great Extent, (5) GE- Very Great Extent

Item	NE	SE	N	G	GE
29. Bullying					
30. Absenteeism					
31. Drug and substance abuse					
32. Disrespect to school administration and teachers					
33. Violence					
34. Lateness					
35. Stealing					
36. Truancy					
37. Making noise in class					
38. Fighting					
39. Rudeness					

Appendix IV: Interview Schedule for Principals and Deputy Principals

i. How long have you served in this position?

.....

ii. What are the influences of communication interactive strategies on student discipline in secondary schools in urban areas in Uasin Gishu County, Kenya?

.....

.....

iii. What are the influences of goal setting interactive strategies on student discipline in secondary schools in urban areas in Uasin Gishu County, Kenya?

.....

.....

iv. What are the influences of social skill development interactive strategies on student discipline in secondary schools in urban areas in Uasin Gishu County, Kenya?

.....

.....

v. In your own opinion does principals' strategic planning skills influences student discipline in public secondary schools?

.....

.....

Appendix V: Sample Size Determining Table

N	n	N	N	N	n
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	102	1800	317
45	40	290	105	1900	320
50	44	300	109	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	198	3000	341
80	66	420	201	2500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Appendix VI: Research Letter from University of Eldoret



P.O. Box 1125-30100,
ELDORET, Kenya
Tel: 053-2063111 Ext. 242

Our Ref: UoE/EMP/POG/33

28th November, 2022

The Executive Secretary,
National Council for Science and Technology & Innovation
P.O. BOX 30623-00100,
NAIROBI.

Dear Sir/Madam,

RE: RESEARCH PERMIT REQUEST FOR TECLA NGOSOSEI SEDU/EMP/M/004/21

This is to confirm that the above named Post Graduate Student has completed Course work and has successfully defended his research proposal.

He is currently preparing for a field research work on his proposal entitled: *"Influence of Teachers' Strategies on Students Discipline in Secondary Schools in Urban Areas .A Case of Uasin Gishu County, Kenya"*. The proposal has been approved by this Institution.

Any assistance accorded him to facilitate successful conduct of the research and the publication will be highly appreciated.

Yours faithfully,



Dr. Lydia Kipkoech


HOD, EDUCATIONAL MANAGEMENT

Copy to: Permanent Secretary,

Ministry of Higher Education, Science & Technology,
P.O. Box 9583-00200 **NAIROBI**



Appendix VII : Research Permit from NACOSTI

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 873411	Date of Issue: 21/December/2022
RESEARCH LICENSE	
	
<p>This is to Certify that Ms. Tecla Ngosoci of University of Eldoret, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Uasin-Gishu on the topic: INFLUENCE OF TEACHERS' STRATEGIES ON STUDENTS' DISCIPLINE IN SECONDARY SCHOOLS IN URBAN AREAS. A CASE OF UASIN GISHU COUNTY, KENYA for the period ending : 21/December/2023.</p>	
License No: NACOSTI/P/22/22804	
873411 Applicant Identification Number	 Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
 5th January, 2023 COUNTY COMMISSIONER UASIN GISHU COUNTY	Verification QR Code 
<p>NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.</p>	
See overleaf for conditions	

Appendix VIII: Research Authorization from Ministry of Education



REPUBLIC OF KENYA
MINISTRY OF EDUCATION

State Department for Early Learning and Basic Education

Email: cdeuasingishucounty@gmail.com
 : cdeuasingishucounty@yahoo.com

When replying please quote:

County Director of Education,
 Uasin Gishu County,
 P.O. Box 9843-30100,
ELDORET.

Ref: No. MOE/UGC/TRN/9/VOLL. IV/114


9TH February, 2023

Ms. Tecla Ngososei
 University of Eldoret
 P.O Box 1125,
ELDORET.

RE: RESEARCH AUTHORIZATION.

In reference to your Licence Ref no. **NACOSTI/P/22/22092** dated 21st December, 2022 from National Commission for Science, Technology and Innovation (NACOSTI), you are hereby granted the authority to carry out research on "***Influence of Teachers' Strategies on Students' Discipline in Secondary Schools in Urban Areas. Period Ending 21st December, 2023,***" Within Uasin Gishu County.

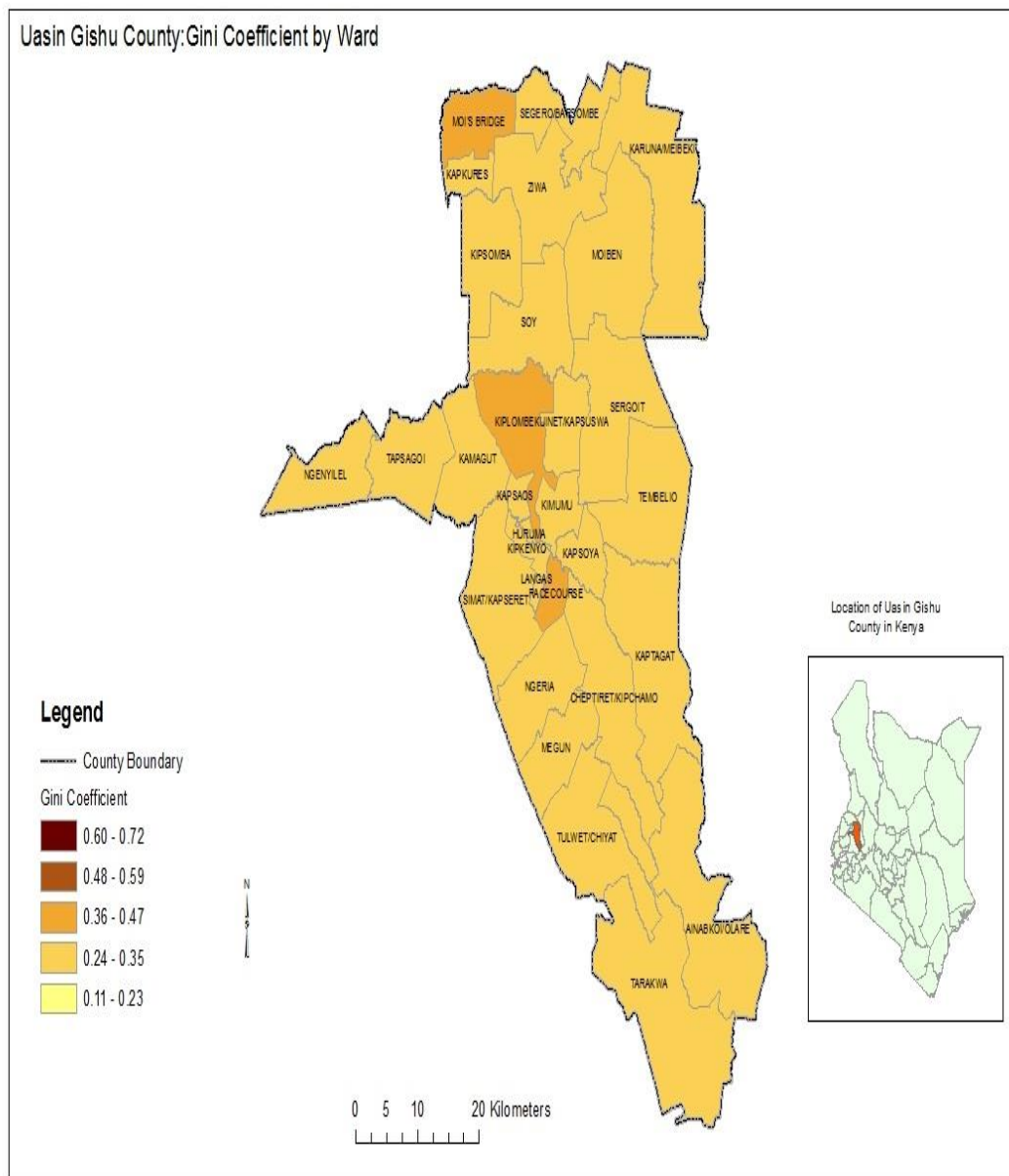
We take this opportunity to wish you well during this data collection. .


 Mibei K. Andrew
 For: County Director of Education
UASIN GISHU.

FOR: COUNTY DIRECTOR OF EDUCATION
 UASIN GISHU COUNTY
 09 FEB 2023
 P.O. Box 9843 - 30100, ELDORET
 TEL: 051 982243 / 0719127212



Appendix IX: Map of Uasin Gishu County



Appendix X: List of Schools

		Number of Teachers	Number of Students
1.	Kuinet	25	887
2.	Itigo	15	322
3.	Shirika	11	89
4.	Kamukunji	21	286
5.	Kapkeben	18	361
6.	Kapchumba	18	394
7.	Umoja	36	1440
8.	Central	31	721
9.	Chebisaas	44	1226
10.	Kapsoya	26	489
11.	Sosiani	36	648
12.	Race Course	38	945
13.	St. Baranabas Kipkenyo	20	440
14.	Uasin Gishu	58	1436
15.	Kipkaren Road	14	350
16.	Gk Magereza	38	1215
17.	Wareng	66	1710
18.	UOE	42	936
19.	Kimumu	17	463
20.	Kandie	18	766
21.	Hill School	26	750
22.	Kapsaos	31	476
23.	Moi Girls	79	1706

Appendix XI: Similarity Report



University of Eldoret
Certificate of Plagiarism Check for Synopsis

Author Name	NGOBOSEI TECLA SEDU/EMP/M/004/21
Course of Study	Type here...
Name of Guide	Type here...
Department	Type here...
Acceptable Maximum Limit	Type here...
Submitted By	titustoo@uoeld.ac.ke
Paper Title	INFLUENCE OF TEACHERS' INTERACTIVE STRATEGIES ON STUDENTS' DISCIPLINE IN SECONDARY SCHOOLS IN URBAN AREAS IN UASIN GISHU COUNTY, KENYA
Similarity	10%
Paper ID	987774
Submission Date	2023-09-28 15:54:05


 Signature of Student


 Head of the Department


 Signature of Guide

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