Original Research Article

Determining the Influence of Social Skill Development Interactive Strategies on Students' Discipline in Secondary Schools in Urban Areas in Uasin Gishu County, Kenya

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Abstract

Discipline of students in secondary schools is important in the outcome of learners. Majority of schools in Kenya have reported an increase in the level of indiscipline amongst its learners. This has become concerning to the stakeholders involved including parents, the government and others as a result of increased cases of tardiness, abuse of drugs, cultic organizations in schools, riots, theft and so many other cases of anti-social behavior. The purpose of this study was to investigate the social influence of social skill development interactive strategies on students' discipline in secondary schools in Uasin Gishu County. Skinner's model of behavior was used to guide the study. This study used descriptive research design for collecting both the qualitative and Quantative data. A sample of twenty three principals, thirty eight deputy principal and 376 teachers &students was used. Stratified sampling, simple random sampling and purposive sampling was used to pick out the respondents of questionnaires. The reliability of research instruments was done using Cronbach's alpha [α]. SPSS version 22 was used to analyze the descriptive data and results presented using percentages, means, standard deviations and frequency tables. To conclude, social skill development interactive strategies plays an important role in promotion and management of student discipline. Teachers should focus on developing social skills among students, particularly those related to emotional management and conflict resolution. School administrators and teachers enforce school policies consistently to promote positive student behavior.
Keywords: Social Skills, Discipline, Development, Emotional Management.

BACKGROUND OF THE STUDY

Indiscipline in schools is of great concern to parents, government, and other stakeholders as a result of many cases of tardiness, drug abuse, cultism, rioting, theft, truancy and many other antisocial vices. This has led to unending cases of assault, arson, defiant behaviors, examination malpractices, poor academic performance and destruction of property and loss of life (Tallam, Tikoko & Sigei, 2016).

Indiscipline varies from school to school but the extent of indiscipline varies. In schools where discipline amongst learners is high, teaching is effective and students being disciplined do not cause a challenge to teachers and hence they can effectively teach them. This undermines the role of school as a socializing agent (Oloyin, Sadiq & Sulyman, 2019). Statistics from the United states in a 2006 study showed that grade 36% 9-12 students had engaged in physical amongst each other within the previous year (Olaitan & Ojetunde, 2020). The students had also been involved in physically attacking teachers. They had also been involved in destructing school property and a lack of respect for each other, the teaching staff and non-teaching staff and for adults. Use of foul language was also highly reported (Patrick & Adade, 2020).

In 2007, a study in Trinidad and Tobago found that seventy- five 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.

Citation: Ngososei Tecla, Lydia Kipkoech, Alice Limo (2023). Determining the Influence of Social Skill Development Interactive Strategies on Students' Discipline in Secondary Schools in Urban Areas in Uasin Gishu County, Kenya. *J Adv Educ Philos,* 7(10): 430-437.

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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. There has been a number of learners being suspended and expelled from some Western Cape schools and the reasons that lead to suspensions and expulsions range from physical confrontation, verbal confrontation, theft, substance abuse and pornography. The whole school Development approach could be used to curb violence in schools. South African schools are from a past of forced learner discipline, through administration of corporal punishment (Nyoni *et al.*, 2022).Corporal punishment was necessary to maintain discipline but was in most instances, reactive, punitive and humiliating rather that corrective and nurturing. As a result many arguments for and against the use of instilling students discipline were advanced and resulted in the enactment of the South African Schools Act No. 84 of 1996 and other pieces of legislation which effectively abolished the use of corporal punishment at schools.

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).

In Kenya, most public secondary schools face discipline problems as well. There is an increasing concern for a trend amongst students. There have been more cases of students attacking their teachers which is worrying for teachers who have to deal with these cases especially after resumption of learning in 2021 after the march 2020 closure of schools due to the pandemic. Some examples include Itiero boys High School who burnt down 7 dormitories and Garissa high school dormitory fire (Kundu, Onkware & Lutomia, 2021).

Intervention of indiscipline cases in Uasin-Gishu County has been on the rise making intervention measures urgent. Students especially in urban centers have been reprimanded for disruptive behavior. This is detrimental to teacher working conditions in public secondary schools (Mabeya, Gikuhi & Anyona, 2019). Indiscipline situations affects students and teachers alike. Especially teachers, who feel burnt out and demoralized as a consequence of the disruptions on day to day basis. The most commonly used form of disciplinary measures in Uasin Gishu County's urban secondary schools (Mabeya *et al.,* 2019). Unfortunately this may be counteractive for students' performance and future endeavors.

Statement of the Problem
Teachers from across the country have raised concerns over a worrying trend among students since the resumption of learning on January, 2021. 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 involvement of parents in parent teacher association is one of the strategy used to curb indiscipline cases amongst students, another strategy has been to introduce guidance and counseling in schools even then indiscipline cases have not reduced as expected. It is important that social skill development interactive strategies are well thought out to address indiscipline in secondary schools.

Objective of the Study
To determine the influence of social skill development interactive strategies, on students' discipline in secondary schools in urban areas in Uasin Gishu County, Kenya.

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

Theoretical Framework
Skinner's Model of Behavior guided this study. The Skinnerian model as a behavior modification paradigm derived from the work of behavioral psychologist, BF Skinner. Skinner has been a major influence behind the adaptation of clinical behavior techniques to classroom settings. Skinner believes that consequences [in other words, what happens to the individual after performing an act] shape an individual's behavior. He focused his approach on reinforcement and reward. Reinforces are like rewards; if used in a systematic way, they influence an individual's behavior in a desired direction (Araiba, 2020).

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 and the challenges experienced by teachers while the dependent variable was students' discipline. The dependent variable was measured using indicators like; social skill development interactive strategies and improved rapport between the students and the members of the school community. 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.

RESEARCH METHODOLOGY

Study Design
This study used descriptive research design. Teachers interactive strategies and the influences that these strategies have on the discipline of the students was collected. The research helped to determine the relationship between the dependent and independent variables. All secondary schools in urban areas in Uasin Gishu county were used for this study.

Target Population
This study targeted respondents from 23 secondary schools in urban areas in Uasin Gishu County, Uasin Gishu.

Table 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)

Sampling Procedure and Sampling Size
The Krejicie and Morgan formula was used to determine the number of students (sample) for the study.

Morgan formula was use for students:

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

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*18056*0.5* (1-0.5) ÷ (0.05*0.05 (18056-1)) +1.96^2*0.5* (1-0.5)) S=17340.9824÷46.0979
S=376.1773=376

Therefore, the sample size for teachers and students was 376 respondents. The Krejicie 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) ÷ (0.05*0.05 (729-1))+1.96^2*0.5* (1-0.5)) S=700.1316÷2.7804
S=251.81 S=252
In this study therefore, 252 respondents were sampled.

The schools were grouped into stratas of; Mixed Day, Girls Day and Boys' Day secondary schools. Purposive sampling was used to sample for the principal and deputy principal as they were considered highly knowledgeable on social skill development interactive strategies on students' discipline in secondary schools in Uasin Gishu County.

Research Instruments
Questionnaires and interview schedules were used for this study. Both close ended and open ended questions in questionnaires were used. The closed ended items included all possible responses or prewritten response categories. Respondents were to choose among the alternatives, which were given. Closed-ended questions are 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].

Interview Questions
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 were structured based on the objectives of the study.

Validity and Reliability of the Research Instruments
Validity of the instruments were test run by post-graduate students and the content of the questionnaires was done a panel of lecturers and supervisors. Construct validity was checked if the set of

questionnaires conform to the theoretical expectations which have been indicated in the theoretical framework.

Reliability of instruments was done using random error. 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.

Table 2: pilot study results

Variables	Cronbach's Alpha	N of Items
Social skill development interactive strategies	.715	8

The findings in Table 2 indicated that social skill development interactive strategies had a Cronbach Alpha coefficient of 0.794. The variable depicted that the value of Cronbach's Alpha was above value of 0.7 thus the research instruments was reliable (Ghazali, 2016). This indicates that scales used in this study are reliable enough to capture the variables.

Data Collection Procedures

Primary data was collected using questionnaires and interview schedules. They were then cleaned, coded and entered into SPSS version 22 for windows. Quantitative data was analyzed and findings presented using frequency tables and charts.

FINDINGS AND DISCUSSION
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 3;

Table 3: 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 3 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 models 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.

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.

Table 4: Teachers Response on Social skill development interactive strategies

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

Table 4 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).

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.

CONCLUSIONS
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. Teachers can serve as role models for students and assigning classroom jobs can be an effective method for managing discipline.

RECOMMENDATIONS

It is 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.

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