

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

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## 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 objective of the study was to establish the influence of communication interactive strategies on students' discipline in secondary schools in Uasin Gishu County. The study was guided by Skinner's Model of Behavior. 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. Stratified sampling, simple random sampling and purposive sampling were used. Data was collected by use of questionnaires administered by the researcher through hand delivery focused group discussion. Data was analyzed using SPSS version 22 for descriptive statistics and results presented using frequency tables, percentages, means and standard deviations. The study concluded that effective communication interactive strategies play an important role in promoting and managing student discipline.

**Keywords:** Communication, Interactive Strategies, Discipline.

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## 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.

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).

The problem of 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 students pose 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 & GuoBrennan, 2020). Learner discipline 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).

Most public secondary schools in Kenya have also experienced discipline problems with their students since 1971. 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).

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). It's evident that this indiscipline situation not only affects students but also teachers who feel burnt out and demoralized as a result of having to deal with these disruptions on a daily basis. Suspension and expulsion are the most frequently used disciplinary measures in Uasin Gishu County's urban secondary schools (Mabeya *et al.*, 2019). These forms of discipline can have serious consequences for students' academic performance and future prospects.

### 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. The government of Kenya have brought

the idea of having trained teachers on Guidance and Counseling, introduced Parents Associations in order to enable parents 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 are well thought out to address indiscipline in secondary schools.

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 is not covered yet. The current study investigated the influence of communication interactive strategies that teachers could employ and its effect on students' discipline in secondary schools in urban areas in Uasin Gishu County.

### OBJECTIVE OF THE STUDY

The objective of the study was to determine the influence of communication interactive strategies on students' discipline in secondary schools in urban areas in Uasin Gishu County, Kenya.

### Research Question

The research question used for the study was; what are the influences of communication interactive strategies on student discipline in secondary schools in urban areas in Uasin Gishu County, Kenya?

### Theoretical Framework

Theoretical framework employed in the study was The Skinner's model of behavior. This model is behavioral in nature. It takes its starting point from the fact that behavior that is rewarded tends to be repeated, while behavior that receives no rewards tends to be eliminated. In maintaining discipline one generally rewards good behavior and punishes bad behavior (Phillips 1998). Skinner makes use of terms such as operant behavior, reinforcing stimuli, schedule of reinforcement, successive approximations, positive and negative reinforcements (Akpan, 2020).

Principles on which the Skinnerian model is based Operant behavior is a purposeful, voluntary action. Reinforcing stimuli are rewards that the individual receives directly after performing an appropriate behavior. Receiving rewards pleases learners; this makes them more likely to repeat a good behavior pattern in the hope of obtaining further rewards. Schedules of reinforcements occur when reinforcement is produced on an ongoing basis. Positive

reinforcement is the process of supplying a reward that the learners favor; all rewards can thus be seen as reinforcement (Stangor & Walinga, 2019).

**RESEARCH DESIGN AND METHODOLOGY**

**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) states 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.

The study was conducted in all in secondary schools in urban areas in Uasin Gishu County. The results was generalized to all 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.

**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, Uasin Gishu. Therefore the target population for this study was 18846 comprising of 23 principals, 38 deputy principals, 729 teachers and 18056 students as presented in the Table below:

**Table 1: Target population**

Categories	Target Population
Principals	23
Deputy principals	38
Teachers	729
Students	18056
<b>Totals</b>	<b>18846</b>

**Source:** Ministry of Education Uasin Gishu County office (2023)

**Sampling Procedure and Sampling 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 I 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 18846 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:**

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

S=17340.9824÷46.0979  
 S=376.1773=376

Therefore, the sample size for teachers and students was 376 respondents. The Krejcie and Morgan formula was use for teachers:

**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

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

proportion (.05); It is margin of error

**Therefore:**

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

S=700.1316÷2.7804  
 S=251.81 S=252

Therefore, the sample size for teachers was 252 respondents

The schools was divided into three strata: Mixed Day, Girls Day and Boys’ Day secondary schools. From each stratum, a representative sample of teachers and students was picked using simple random sampling. 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 on students’ discipline in secondary schools in Uasin Gishu County. These formed part of the interviews.

**Research Instruments**

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

**Validity of the Research Instruments**

**Validity**

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.

**Reliability of Research Instruments**

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. Test-retest technique

was used where the instrument was administered twice to the same group at intervals of two weeks.

**DATA ANALYSIS**

The primary data was collected in this study through the questionnaires and Interview Schedules then cleaned, coded and entered into the computer for analysis using Statistical Package for Social Sciences [SPSS] version 22 for windows. Descriptive statistics was used to analyze quantitative data and findings presented in frequency tables and charts that was used to describe the influences of strategies of teachers on students’ discipline in secondary schools.

**Findings and Discussion**

**Students Response on Communication Interactive Strategies**

The study sought to determine students’ response on influence of communication interactive strategies on students’ discipline. The study findings were presented in Table 2:

**Table 2: Students Response on Communication interactive strategies**

Statements		SA	A	UD	D	SD	Mean	Sd
1. Communication during school assembly has helped in reducing absenteeism	F	73	210	11	1	40	3.82	1.14
	%	21.8	62.7	3.3	0.3	11.9		
2. Teachers are encouraged to pass information among themselves in order to manage drug and substance abuse	F	75	192	22	18	28	3.80	1.10
	%	22.4	57.3	6.6	5.4	8.4		
3. Violence is communicated to students through guidance and counseling sessions	F	44	36	10	178	67	2.43	1.28
	%	13.1	10.7	3.0	53.1	20.0		
4. Class teacher hold classroom meetings to communicate about bullying in school	F	119	153	10	25	28	3.92	1.19
	%	35.5	45.7	3.0	7.5	8.4		
5. Communication concerning rudeness is done through school prefect body	F	119	153	10	25	28	3.9	1.19
	%	35.5	45.7	3.0	7.5	8.4		
6. The school is holding open forums to discuss drug and substance abuse	F	50	46	22	48	169	2.13	1.30
	%	15.2	13.8	6.6	14.3	50.4		
7. The school is using notice board to communicate about students’ indiscipline cases	F	115	148	9	45	18	3.88	1.17
	%	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 2 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. The current study's findings, therefore, support the notion that teacher collaboration and communication are crucial components of any drug and substance abuse prevention program.

**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 3 present the study results.

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

It 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). 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).

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 facial expressions & body movement of teachers is used to manage students' indiscipline cases (Mean=4.04, Std. dev=0.90).

### 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.

## CONCLUSIONS

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.

In conclusion the study suggests that effective communication interactive strategies can all play important roles in promoting and managing student discipline. 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.

## RECOMMENDATIONS

Firstly, it is 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.

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