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Influence of Board of Management's use of motivational speakers on students' discipline in public secondary schools in Machakos County, Kenya

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Abstract

Various disciplinary strategies have been tried to maintain students' discipline in secondary schools as a result of the ban on corporal punishment. The purpose of the study was to investigate influence of board of management's use of motivational speakers on students' discipline in public secondary schools in Machakos County, Kenya. The study embraced the Systems Theory. A mixed methods design was employed for the study. A sample of 35 principals, 381 teachers, 70 students, 70 disciplinary committee members and 35 boards of management members was selected through stratified, simple random and purposive sampling techniques. Questionnaire and interview guides were used to collect data. The pilot study was conducted in two schools to ascertain the validity and reliability of the study instruments. The content, face and construct were ensured through expert and peer review. Split-half technique was used to determine the instruments' reliability. The descriptive statistics of frequencies and percentages and inferential statistics ANOVA were used to analyze the quantitative data using the Statistical Software for Social Sciences (SPSS). The information was presented in Tables. Qualitative data was analyzed using themes and presented using narratives. The study established that there is a statistically significant difference between use of; motivational speakers and students' discipline ($F = 462.841, p < 0.000$) hence, p -value of less than 0.05 significant level.

Key words: *Motivational speakers; board of management; Discipline*

1.0 Introduction

Students discipline not only a regional and local problem but also a global issue (Emekako, 2016). Most countries still face problem of increased cases of students' indiscipline even after the governments' ban on corporal punishment. School authorities are at a crossroads for effective strategies for maintaining students' discipline.

Board of managements' alternative disciplinary strategy of using motivational speakers aim to serve to manage students discipline and serve as motivation in teaching and learning, and assist to achieve goals, responsibility and expectations (Prasetyarini, Hikmat & Thoyibi, 2021). Lack of discipline in schools interferes with student's teaching and learning process and their future carrier choice and progression (Kourkountas & Wolhuter, 2013).

Indiscipline manifests itself in different ways, which include; rape, disobedience, lack of respect to the fellow students and teachers, bullying, theft, truancy, vandalism, smoking, intimidation, delinquency and fighting (Aryati, Hikmat & Thoyibi, 2021). In Indonesia, a study by Fiara, Nurhasanah and Bustamam (2019) asserted that students manifest discipline misbehavior that includes; refusal to do assignments, using e-cigarettes and refusal to attend classes.

Students' disciplinary misbehavior has an effect on student's mental, social, emotional and cognitive wellbeing. MacNabb (2013) argues that several disciplinary strategies are perceived by students to be more common in schools. According to Mumthan, Jouhar and Abdul (2014) some different disciplinary strategies have both positive and negative impact on student's discipline. Some strategies adopted by school management may appear less useful



in mitigating responsible students' discipline. Agesa (2005) contents that there are strategies that appears most useful, resulting in minimal indiscipline and more responsible.

Motivational speakers are acknowledged for minimizing uncertainties that affect the outcomes of the individuals in institution (Mokgolo, Mokgolo & Modiba, 2012). According to Bass (2008) motivational talks enhance the followers to have trust and respect by emulating and internalizing the talk. Motivational speakers are highly respected persons in the society who possesses and passion, persuasion and attitude.

Motivational speakers demonstrate moral integrity, commitment and selfish less to students. The speakers are associated with charisma, ethical morality and communicate effectively the vision of the institution to the students (Gomes, 2014). Idealized influence leaders are associated with charisma, are ethical and communicate effectively the vision of the organization to the followers (Gomes, 2014). These leaders have strong values that make them look different from the other leaders. In addition, they display images that are positive to their followers (Gomes, 2014).

Students feel encouraged and motivated to learn when school boards of management maintain a conducive learning environment, develops and shares the school vision with students and teachers, appreciate good work, builds team work, and demonstrate confidence and inculcate organizational change on students' discipline (Northouse, 2016). Rules and regulations are important priorities for the teachers' effective teaching and learning environment and students' education outcomes that can only be exhibited from students' discipline (Ugurlu, Beycioglu, Kondakci, Sincar, Yildirim, Ozer & Oncel, 2015).

One of the alternative disciplinary strategies that boards of management adopt to arrest students' discipline is use of positive discipline. This is a model of instruction that encourage enhancing responsibility, character, obedience and self-control to classroom rules and regulations (Savage & Savage, 2010) and focusing the norms of behaviour (Nelsen & Lott, 2012). This model was introduced based on a shift from corporal punishment to the newly discipline paradigm in which students' discipline is attained through promoting mutual interlink of students to school management, but not through punishment and criminalizing of students (Dupper, 2010). A study by Wahlig (2020) note that classroom students discipline entails; preventive discipline (students exchanging the expected behaviour), supportive discipline (students provide suggestions and strategies for desired behaviour), and corrective discipline (students noting consequences for undesired behaviour). In order to maintain students, discipline in the classrooms, students should act as role models through involving in decision-making, listening and sorting students' expectations and communicating clear expectations to class authorities.

Palmer (2007) opines that student motivation is a pivotal determinant for successful academic performance, and quality learning cannot be realized unless consistent motivation is guaranteed and provided for the students. According to Yilmaz, Şahin and Turgut (2017), external motivation and internal motivation are common types of motivation used in research. According to Yilmaz, Şahin and Turgut (2017), intrinsic motivation depends on individual feelings, internal instincts and desires, but external motivation depends on the incentives of external events, their purpose, and their external stimuli. Intrinsic motivation arises from within the individual, and is guided by pleasure and satisfaction performed on the challenge. Internal motivation has a unique possibility to release human potential (Ryan and Deci, 2000). Wang, Lin and Chen (2008) classify learning motivation as a five-step process: Desire to know, willingness to participate in an activity, desire to comply with official requirements, and desire to reach a social goal and desire to escape. Shih (2010) examined learning motivation in two groups as career advancement and learning.

In India, Dhaliwal, Duflo, Glennerster and Tulloch (2013) posit that school administration manage students' behaviours by building interpersonal relationship, and encouraging and motivating students. In Iran, Rahimi and Karkami (2015) assert that use of rewards and praise is an effective means to arrest students' misbehavior. However, in USA, Reinke, Lewis-Palmer and Martin (2007) argue that although rewards and praise enhance students' discipline, they are only prone to students with chronic indiscipline. Use of rewards and praise focuses on promoting desirable behaviours while at the same time emphasizing on positive behaviours through punishment. According to Bibanda and Mpofu (2017) positive behaviour is reinforced through role models.

Ndwiga, Momanyi and Mwal'wa (2022) noted other ways in which students' leadership are involved in the management of students' discipline. These include; identifying nature of discipline, addressing assemblies,



formulation of school rules and regulations, choice of dressing code, reporting non-committed staff, planning and coordination of co-curricular activities, decision of teaching methodology, attending board of management meetings, preparation of school budget, managing class discipline and discipline of other students.

Kiruthu (2011) noted that when the students are engaged in the supervision of fellow students, they enhance school discipline. Limo and Emily (2017) argued schools that do not involve students in decision-making results in students' disciplinary problems. Wegoki (2022) note that schools that do not involve students' councils in frequent communication, meetings and motivational talks during assemblies are bound to experience student's disciplinary problems.

Livumbaze (2017) investigated influence of students' motivation and discipline on the academic performance in public secondary schools in Hamisi Sub County, Vihiga County, Kenya. The study embraced descriptive research design. The study had a target population of 3826 students, 41 principals, 428 teachers, 2 Sub County Education Officers and 1 County Education Officer. The study employed a sample size of 383 students, 12 principals, 128 teachers, 1 County Education Officer and 1 Sub County Education Officer obtained selected through simple random and purposive sampling techniques. Questionnaire, interview schedules and document analysis were employed to collect data. Quantitative data was analysed using descriptive statistics such as frequencies, percentages and means. The study established that students discipline in attending school and learning was minimal. The present study used limited respondents compared to aforementioned study; hence both conceptual and methodological gaps were identified. The present study bridged the gap by focusing influence of boards of management use of motivational speakers on students discipline in Machakos County, Kenya.

Ndwiga, Momanyi and Mwal'wa (2022) conducted a study about use the effectiveness of student leadership in motivating other students to promote discipline in Murang'a County, Kenya. A mixed method research design, more so the convergent parallel mixed methods research design informed the study. The study employed the school principals, deputy principals, boarding staff, student leaders and students as the respondents. Frequencies and percentages were used to analyse the quantitative data and presented in frequency distribution tables. The content analysis was used to analyse the qualitative data and presented in direct quotes, excerpts and narratives. The study revealed that principals used student's leadership to enhance fellow students discipline through peace rallies, peer counseling, motivational programmes and peace talks. The study also concluded that schools that engaged student's leadership had effective students discipline than those which did not. However, the quoted study failed to mention the exact number of respondents used for the study respondents. This aspect is mitigated. In the present study in which all the aspects are clearly stated. In the same vein, the study in Machakos County sought to investigate influence of board of management use of motivational speakers as an alternative disciplinary strategy on students' discipline

In Machakos County, school boards of management rarely adopt motivational speakers as role models in arresting disciplinary problems among students. This opinion is supported by Mbithe, Okoth, Kalai and Okumbe (2021) and Ndwiga, Momanyi and Mwal'wa (2022) who opines that effective school teaching and learning is unlikely to succeed in the absence of motivational speakers to minimizing students' discipline. On contrary, Fratkin and Roth (2014) have not established how use of motivational speakers on secondary school students can enhance students' discipline, learning resilience, persistence and goal setting.

The problem of students' discipline is a major concern among teachers, parents, school management and administration, governments and other stakeholders in education. Student's misbehavior is manifested in theft, drug and substance abuse, sneaking out of school, refusal to attend classes and to eat, assault, theft and disobedience to school management and teachers. This indiscipline misbehavior affects student's career progression, choice and consistence teaching and learning. The Ministry of Education has proposed different ways of curbing students' unrests in schools. Among them is used of motivational speakers (KICD, 2016). However, although various measures have been adopted in Machakos County to curb discipline problems among students, this vice still persist in schools. This arises from the fact that these alternative strategies have failed to produce the desired discipline outcomes.

Machakos County has experienced cases of students' indiscipline that include: bullying of other students, indulgence in drugs and substance abuse, theft and class boycotts, vandalism and burning of school property (County Education Office, 2020). This observation is supported by the finding of (Nyang'au, 2016) whose study



established that public secondary schools in Matungulu Sub-County, Machakos County had witnessed 19.7% increase in students' disciplinary cases. Thus, there was need to find out influence of alternative disciplinary strategies by boards of managements on student's discipline in public secondary schools in Machakos County.

2.0 Research Methods

The convergent parallel strategy belonging to the mixed methods research approach was used for this study. Data was gathered in two phases. The first phase collected the quantitative data while the second phase collected the qualitative data. The quantitative and qualitative data was merged into a single finding for triangulation of the findings of the study. The target population comprised 350 principals, 8026 class teachers, 350 chairpersons of school's boards of management, 350 students' leaders and 240 disciplinary committee members from all the eight Sub Counties of Machakos County. The sample size for the study included 35 principals, 35 chairpersons of school's boards of management, 381 class teachers and 70 disciplinary committee members selected through stratified sampling technique while 70 student leaders were selected through purposive sampling technique. Questionnaire was used to collect data from class teachers, disciplinary committee members and student leaders. Interview schedule was embraced to gather qualitative data from principals and chairpersons of board of management. Questionnaire and interview schedule were merged into a single finding to triangulate the findings of the study. In this study, questionnaire and interview schedules were considered appropriate tools to collect primary data (Cohen & Morrison, 2012) because it involved more respondents (Creswell, 2014). The questionnaire was premised on a 5-point Likert scale of strongly disagree (SD=1), disagree (D=2), not sure (U=3), agree (A=4) and strongly agree (SA=5).

A pilot study was conducted on 10 participants drawn from the same locale to ensure that the respondents had same characteristics as those of the actual study. The pilot participants were not included in the actual sample because of their prior access to the study instruments. The pilot study aimed to identify and refine the weaknesses in the study instruments before the actual study. In this study, the content, face and construct validity of research instruments were enhanced through expert's judgment (Siddiek, 2018; Orodho, 2009), in this case by the university of Nairobi supervisors and colleagues. The content validity index (CVI) of 0.7 was further validated by the University expert's assistance in line with use of grammar, order of wording and use of words for both quantitative and qualitative instruments. Split-half technique was used to test for the instrument's reliability. A correlation coefficient of 0.7 was obtained which ensured the suitability of instruments reliability.

3.0 Data Analysis and Discussions

The Statistical Package for the Social Sciences was used to analyse for descriptive and inferential statistics. The descriptive statistics were calculated using frequencies and percentages and the results displayed in tables. The inferential statistics ANOVA was used to analyse the hypothesis of the study. The qualitative data from the principals and the chairpersons of boards of management were analysed in prose and narrative forms. Participants' consent was guaranteed before collecting data. Participants' were assured of the confidentiality of their responses and that the study aimed to only solicit data on the purpose of the study.

3.1 Questionnaires return rate

Table 1 Questionnaire return rate

Participants	Number Issued	Number Returned	Percentage
Class teachers	381	292	76.64
Disciplinary Committee members	70	60	85.71
Students leadership	70	64	91.43

Table 1 shows a questionnaire return rate of 76.64% teachers, 85.71% disciplinary committee members and 91.43% students. The response rate for all the instruments was high because the researcher personally administered and collected the instruments on the same day. The instruments were considered suitable for the study because Kothari (2009) recommends a 60% return rate as adequate enough while Mugenda and Mugenda (2003) recommends an instrument return rate of 50% as sufficient for analysis and conclusion of the study findings. Thus, the analysis of data provided in the research tools enhanced accurate sample representation for meaningful generalization.

3.2 Class teacher's views on use of motivational speakers on students' discipline



The study sought to collect and establish class teacher's views on use of motivational speakers by boards of management on students discipline in secondary schools. The class teacher's findings are indicated in Table 2.

Table 2: Class teacher's views on use of motivational speakers on students' discipline

	Statement	SD	D	U	A	SA
i	It ensures students obey school rules and regulations	18 (6.2%)	24 (8.2%)	52 (17.8%)	134 (45.9%)	64 (21.9%)
ii	It aligns and exhibit individual's student commitment to those of school's goals	19 (6.6%)	34 (11.6%)	17 (5.8%)	172 (58.9%)	50 (17.1%)
iii	It improves collegial students and another leaders' relationship	5 (1.7%)	23 (7.9%)	18 (6.1%)	197 (67.5%)	49 (16.8%)
iv	It allows students to maintain order in the classroom	26 (8.9%)	26 (8.9%)	35 (12.0%)	148 (50.7%)	67 (22.9%)
v	It enhances students time management	21 (7.2%)	20 (6.8%)	30 (10.3%)	160 (54.8%)	61 (20.9%)
vi	Use of rewards and praise instill students' discipline	97 (33.2%)	29 (9.9%)	32 (11.0%)	33 (11.3%)	101 (34.6%)
vii	It allows students leadership to address discipline issues on school assembly	47 (16.1%)	34 (11.6%)	21 (7.2%)	97 (33.2%)	93 (31.8%)

As regards the class teachers' responses that motivational speakers ensure students obey school rules and regulations, 134 (45.9%) indicated they agree. This corroborated with a principal who argued that invited speakers talk about the importance of students' obedience to schools' rules and regulations that enhances successful future life. The finding was in line with Chitalu and Phiri (2020) who revealed that motivational speakers' reason with students of deviant behaviour to assist them reform other than using corporal punishment.

Still, a large number of class teachers 172 (58.9%) agreed that motivational speakers help to align and exhibit individual student commitment to those of school's goals. The school board of management that exhibits commitment will effectively affect students' commitment to the school goals through responsive students' discipline. Existence of boards of management commitment to school goals is a positive indicator of success through students' discipline. The interview statement of the study confirmed this finding. In one of the schools a chairperson of the BOM stated:

The board of management's love for their work, punctuality, dedication, commitment and regular visit to the school is pivotal and none of the student in this school can afford not to be disciplined, committed and submissive to his/her goals and those of the school.

The finding is tandem with Limo and Emily (2017) whose study revealed that schools that do not involve students in decision-making experience students' disciplinary problems.

It can be noted majority class teacher response 197 (67.5%) agrees that motivational speakers enhance collegial students and other leaders' relationship. Setting team works and subsequent leadership such as academic and co-curriculum activities help to enhance corrective measures that concerns students' discipline. The finding is in line with Ayiro (2014) who established that an inspirational motivation speaker ensures, team work, provide challenging and meaningful tasks and ensures provision of committed environment of shared vision and achievement of the set goals and objectives of the institution.

Allowing students to maintain order in the classroom as supported by majority class teachers 148 (50.7%) promote students discipline. An environment that is conducive to learning such as sizeable, classroom, appropriate teacher-student ration, curbing noise making, consistence class attendance and learning, use students in supervision and frequent dialogue sustains student discipline. One principal of a school reiterated that:

I ensure that student council provides daily feedback of all the events that take place in classes to the school board of management. Prompt action is then taken to ensure students submission to class discipline.



Ndwiga, Momanyi and Mwal'wa (2022) support this finding by noting that students' council is engaged in the management of class and students' discipline.

Concerning management of time management, a large proportion of class teachers 160 (54.8%) agreed that it help on students' discipline. Proper time management ensures order of events from one activity to the other than wasting time on indiscipline behaviours among students. One of the principals reiterated; when students are suspended and given manual work, they waste a lot of teaching and learning time that necessitate indiscipline among students. However, disciplinary issues are time demanding for teaching, supervision and monitoring of student's discipline. The challenge of time management is contrary to the study by Mtonga (2016) whose study revealed that use of non-corporal methods of discipline is time wasting.

Most class teachers 101 (34.6%) strongly agree that motivational speakers use of rewards and praise instill students' discipline. One of the principals noted that use of rewards and praise does not wholly eliminate misbehavior problems among students. This strategy of recognizing and celebrating students' desired behaviour is a motivating factor on students' discipline. Students who observe their colleagues recognized and appraised endeavor to maintain discipline. This finding is supported by Simatwa (2012) whose study established that use of rewards and praise enhance student's discipline in schools although it its effectiveness depends on the environment and tradition of schools. However, this is in contrary to the finding of Maphosa (2011) who revealed that withdrawal of privileges such as praise, awards and demotions was usually embraced to maintain students' discipline.

The finding reveals that board of management use students' leaders to address discipline issues on school assemblies as supported by majority class teacher responses 97 (33.2%). Using students' leaders as motivational speakers is considered important because it help to focus on reporting and mitigating on desirable students' discipline. One of the principals had this to say:

My school use students' council to assist with students' discipline because of their closeness. Students' grievances are best revealed form student's council who can seek out immediate solutions within their abilities. The rest of the grievances are best forwarded to the school management for action to avert destruction of school properties.

The finding is consistence with the finding of Chitalu and Phiri (2020) who established that non-corporal measures commonly used to promote discipline include counselling and responsive dialogue between school management and students.

3.3 Disciplinary Committee views on use on use of motivational speakers on students' discipline

The study sought to collect data from disciplinary committee's views on use of motivational speakers by boards of management on students discipline in secondary schools. The disciplinary committee's findings are indicated in Table 3.

Table 3: Disciplinary committee's opinion on use of motivational speakers on students' discipline

	Statement	SD	D	U	A	SA
i	Motivational speakers assist to ensure students obey school rules and regulations	3 (5.0%)	5 (8.3%)	9 (15.0%)	30 (50.0%)	13 (21.7%)
ii	Motivational speakers help to align and exhibit individual's student commitment to those of school's goals including discipline	6 (10.0%)	7 (11.7%)	5 (8.3%)	33 (55.0%)	9 (15.0%)
iii	Motivational speakers enhance collegial relationship between students and leaders	3 (5.0%)	5 (8.3%)	6 (10.0%)	37 (61.7%)	9 (15.0%)
iv	Motivational speakers allow students to maintain order in the classroom	3 (5.0%)	4 (6.7%)	9 (15.0%)	39 (65.0%)	5 (8.3%)
v	We ensure students time management to minimize students misbehaviour	2 (3.3%)	6 (10.0%)	7 (11.7%)	35 (58.3%)	10 (16.7%)
vi	We use rewards and praise to promote students' discipline	19 (31.6%)	21 (35.0%)	3 (5.0%)	10 (16.7%)	7 (11.7%)



vii	We allow student leaders to address disciplinary issues on school assembly	9 (15.0%)	11 (18.3%)	6 (10.0%)	16 (26.7%)	18 (30.0%)
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It can be deduced from the finding that half the disciplinary committee's responses 30 (50.0%) is consistence that use of motivational speakers assist to ensure students obey he school rules and regulations. Motivational speakers educate the students about the negative influence of indiscipline behaviours from peers. One of the principals asserted that 'Invited speakers in the schools openly deliberate on the importance of obeying school rules and regulations. Obedience and discipline enhance individual's success in life.' Another chairperson of the board of management reiterated that:

'We ensure our school has clearly stipulated school rules and regulations displayed on school notice boards that every student has to comply. Proving every student and posting school rules and regulations at strategic notice boards serves as a reminder to students to maintain discipline.'

More than half of the disciplinary committee members 33 (55.0%) agreed that motivational speakers help to align and exhibit individual's student commitment to those of school's goals including discipline. Boards of management need to pay much attention on student's motivation to enhance their self-efficacies, and encourage students to focus in their strength and abilities to excel. A principal gad this to say, "We always encourage students in believe that discipline is success to life". Another board of management reiterated:

"We encourage students to abandon indiscipline behaviours because it leads to failure and destruction of their future life."

On use of motivational speakers enhances collegial relationship between students and leaders, slightly three-fifth (61.7%) of the disciplinary committee members agreed with the statement. Students should feel the environment that is valued and understood. The school boards of management should emphasize on positive learning interactions between students and authorities, non-futile, non-controversial and win-win gains. This was supported by one principal who said that:

"A conducive mutual relationship between student councils, students and school management is a precursor to students discipline in schools. Failure to use dialogue with students results in strikes, demonstration and destruction of school properties."

The findings indicate that majority of the disciplinary committee members 39 (65.0%) agreed that use of motivational speakers allows students to maintain order in the classroom. Teachers' should ensure that students freely speak out their mind and grievances whenever they seek for advice and assistance. On principal held the view that they use classroom teachers and invited speakers to have consultative forums to hear and sought out students' grievances before escalating to destruction of school properties, boycotts and strikes. The finding concurs with Gbollie and Pearl (2017) that class motivational talks must focus on students discipline to believe in themselves because discipline results in life-long success.

The finding established that most disciplinary committee members 35 (58.3%) use motivational speakers to ensure time management to minimize students' misbehavior. Use of valuable time for teaching and learning and having free discussion with students on matters concerning their welfare is crucial at mitigating students' idleness and copying disruptive behaviours. One principal reiterated that:

"I ensure supervision of teachers work so that students concentrate on their goal of education. When students are not occupied with class work, they become idle and destructive."

From the finding, more than half of the disciplinary committee members 35 (58.3%) agree that ensuring students time management is a means used to maintain students' discipline. Time management is core to student's class attendance, daily school schedules and educational performance. Students' motivation through time management is a pivotal precursor to profound and efficient learning. Motivational through effective time management affects the initiation and continuity of the school schedule and increase the student's activities. A lack of effective time management affects student's classroom management and teaching methods that result to students' indiscipline. The finding was consistent with Livumbaze (2017) who established that students discipline in academic achievement is dependent on strict adherence to time management through regular school attendance and learning.



Concerning whether use of rewards and praise promote students' discipline, 21 (35.0%) of the disciplinary committee members disagreed. Using positive reinforcement such as rewards is a corrective measure to students' discipline. The finding was supported by a board of management who stated that they reward students who show exemplary behavioural change in order to motivate those with undesired behaviour to change. Rahimi and Karkami (2015) assert that in Iran, use of rewards and praise is an effective means to arrest students' misbehavior. However, in USA, Reinke, Lewis-Palmer and Martin (2007) argue that although rewards and praise enhance students' discipline, they are only prone to students with chronic indiscipline.

On allowing student leaders to address disciplinary issues on school assembly, majority of the disciplinary committee members 18 (30.0%) strongly agreed. Students councils are important because they facilitate desired culture of school and students' discipline, learning, reforms and, and social events. This sentiment was supported by a principal who noted that use of student's leadership to address fellow student on school assemblies help to mitigate on school vision, mission and objectives. Wegoki (2022) is in support that schools that do not involve students' councils in frequent communication, meetings and motivational talks during assemblies are bound to experience student's disciplinary problems.

3.4 Student leaders' views on use of motivational speakers and students' discipline

The study sought to collect data from students' leaders' views on use of motivational speakers by boards of management on students discipline in secondary schools. The students' leaders' findings are indicated in Table 4.

Table 4: Student leaders' views on use of motivational speakers and students' discipline

	Statement	SD	D	U	A	SA
i	Motivational speakers assist us to ensure students obey school rules and regulations	2 (3.1%)	5 (7.8%)	7 (10.9%)	28 (43.8%)	22 (34.4%)
ii	Motivational speakers help us to align and exhibit our discipline commitment to those of school's goals	4 (6.3%)	4 (6.3%)	6 (9.4%)	27 (42.1%)	23 (35.9%)
iii	Motivational speakers enhance our collegial relationship with school authorities	1 (1.6%)	3 (4.7%)	3 (4.7%)	36 (56.2%)	17 (26.5%)
iv	Motivational speakers talk about maintaining order in the classroom	3 (4.7%)	6 (9.4%)	9 (14.1%)	29 (45.3%)	17 (26.5%)
v	Motivational speakers ensure we maintain discipline through time management	2 (3.1%)	2 (3.1%)	6 (9.4%)	23 (36.0%)	31 (48.4%)
vi	Motivational speakers use rewards and praise to promote our discipline	17 (26.6%)	22 (34.3%)	06 (9.4%)	10 (15.6%)	9 (14.1%)
vii	My school ensures that student leaders address and help maintain students discipline on school assemblies	12 (18.8%)	9 (14.1%)	3 (4.7%)	23 (35.9%)	17 (26.5%)

The finding indicates that majority of students' leaders 28 (43.8%) agree that motivational speakers ensures students obedience to school rules and regulations. Abiding to school rules and regulations is a means to maintain students' discipline. Most principals who were interviewed maintained that selection of motivational speakers is carefully done in order to choose those that bring out effective approach that result to positive reinforcement on student's management. This is consistence with Ugurlu, Beycioglu, Kondakc, Sincar, Yildirim, Ozer and Oncel (2015) who noted that rules and regulations are important priorities for effective teaching and learning environment and students' education outcomes that can only be exhibited from students' discipline.

On how motivational speakers help to align and exhibit individual's students discipline commitment to those of school's goals, the majority student leaders' responses 27 (42.1%) agreed with another 23 (35.9%) strongly agreed. A chairperson of school board of management stated that whenever possible, they invite guest speakers to address individuals or group students' discipline. This concurs with Mumthan, Jouhar and Abdul (2014) who posits that some different disciplinary strategies have both positive and negative impact on student's discipline.

Most students' responses 36 (56.2%) agreed with the statement that use of motivational speakers enhances student's collegial relationship with school authorities. The bond between school management and students attracts smooth interaction that blend towards students' discipline. This concurred with a principal, who said:



“Consistence in use of religious and community leaders, parents and other different professionals help shape students’ discipline in the school.”

Panchoo (2016), Asiyai (2012) and Ugboko and Adediwura (2012), concur that school characteristics such as; students’ alienation, ineffective school management in handling discipline issues, harsh school rules and regulations and non-conformity to social skills leads to student’s indiscipline. This may have been caused by lack of mutual relationships between school management and students that manifest to student’s indiscipline.

On motivational speakers talking about maintaining order in the classroom, the majority students’ leaders 29 (45.3%) agreed with the opinion. Class discussions by highly motivational speakers inspire students by accepting to cope up with large or maintaining a manageable number of students per class without necessarily indulging in disciplinary behaviours. Dialogue between students and motivational speakers tries to convince students to accept the classroom learning environment by focusing on discipline. A principal reiterated, *“We depend on motivational talks from parents and class representatives to talk about student’s class discipline and success despite the challenges of learning environment”*. Sithole (2017) maintains that students’ success in their teaching and learning progress is dependent by a positive teaching and learning environment.

The finding established that most student leaders 23 (36.0%) agreed that motivational speakers talk about ensuring students maintain discipline through time management. Students’ idleness manifests to students misbehaviour such as noise making, fighting, quarreling, girl-boy relationships and disrespect for teachers. A principal had this to say: *“Poor time management for activities meant for learning, co-curriculum activities, cleaning, break and lunch, remedial and, arrival and departure manifests to student’s indiscipline.”*

This sentiment agrees with researchers that lack of time management manifests to laziness, feigning sickness, unwanted opposite and same sex relationships, defiance (Muoti, 2012); refusal to do exams and assignments, sneaking from school and drug abuse (Odisa, 2012).

In the same vein, majority students’ leaders 22 (34.3%) disagree that motivational speakers’ use of rewards and praise do not to promote our discipline. Some motivational speakers serve as role model to students’ discipline. This is supported by a chairperson of board of management who asserted that they chose some of the respected motivational guest in the society who come along with rewards and praise for students to emulate and serve as a basis for their future life. This was also supported by Gomes (2014) who noted that students’ discipline is reinforcement through motivational talks and rewards.

More than one-third of students’ leadership agreed that schools allow them to address and help maintain students discipline on school assemblies. Students’ leaders help schools on discipline matters through identification of types of misbehavior and grievance. They arrest some of the indiscipline behaviours before reaching the school management. A principal had this to say:

“We use student leaders to ensure the rest of the students observe school rules and regulation. They are the reporting channels of students with indiscipline behaviours from the lasses, dormitories, dining halls, playing fields, club sessions and when arriving and leaving the school. We allow them to encourage fellow students to behave well by observing school rules and regulations during assemblies and other academic sessions.”

Thus, student leaders play a pivotal role at ensuring students discipline. Wegoki (2022) note that schools that do not involve students’ councils in frequent communication, meetings and motivational talks during assemblies are bound to experience student’s disciplinary problems.

3.5 Relationship between board of managements’ use of motivational speakers and students’ discipline

The inferential statistics ANOVA was used to show the relationship between board of managements’ use of motivational speakers and students’ discipline. The null hypothesis stated that ‘there is no statistically significant relationship between board of managements’ use of motivational speakers and students’ as shown in Table 5.

Table 5: ANOVA responses by board of managements’ use of motivational speakers on students’ discipline

	Sum of Squares	df.	Mean Square	F	Sig.
Between Groups	233.274	4	58.318	462.541	.000



Within Groups	51.820	411	.126
Total	285.094	415	

Results in Table 5 shows that $F(1,415) = 462.541$ and $p\text{-value} = 0.000$. This is less than the acceptable significant level of 0.05. Therefore, the null hypothesis that “there is no significant difference between mean responses by board of managements’ use of motivational speakers on students’ discipline in public secondary schools in Machakos County. On this basis, the null hypothesis was rejected and the alternative hypothesis that “there is a significant difference between mean responses by board of managements’ use of motivational speakers and students’ discipline in public secondary schools in Machakos County accepted. This implies that schools board of managements’ use of motivational speakers influence students’ discipline. Phuntsho (2021) posit that involving motivational speakers from parental involvement, use of guiding and counselling, establishment of harmonious relationship between teachers and students, having manageable classroom enrolment, efficient delegated leadership, stakeholder’s participation in decision-making are alternatives to school discipline management.

4. Conclusion

Use of school’s motivational speakers helps students to maintain school discipline, obey school rules and regulations, and to be committed to school discipline. Motivational speakers assist develop student-teacher relationships to strengthen discipline, students are allowed to have openness with school leadership and have appropriate time management. There is a statistically significant difference between use of motivational speakers and students’ discipline ($F = 462.841$, $p < 0.000$). Therefore, boards of management use of motivational speakers’ impact students’ discipline.

5. Recommendation

The boards of management should explore on ways of forming useful partnership with professional speakers such as religious leaders, psychologists, guiding and counsellors, doctors, lawyers and nutritionists in a bid to ensure that the students are kept abreast with the essential updated life skills to mitigate and help maintain students’ discipline for their future endeavours. Thus, school boards of management should budget for capacity building, extrinsic motivation and bench marking of students’ motivational talks.

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