

**THE ROLE PLAYED BY STUDENTS' GOVERNMENT IN MANAGING  
DISCIPLINE IN PUBLIC SECONDARY SCHOOLS IN BUKOBA  
MUNICIPALITY, KAGERA, TANZANIA**

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**A DISERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE  
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**2023**

**CERTIFICATION**

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation titled: **“Effectiveness of Students’ Government in Managing Discipline in Public Secondary Schools in Bukoba Municipality, Kagera, Tanzania”** in partial fulfillment of the degree of Master of Education in Administration, Planning and Policy Studies.

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I, **Sosthenes Gervas**, declare that, the work presented in this dissertation is original. It has never been presented to any other University or Institution. Where other people's works have been used, references have been provided. It is in this regard that, I declare this work as originally mine. It is hereby presented in partial fulfillment of the requirement for the Degree of Master of Education in Administration, Planning and Policy Studies (MED.APPS).



.....  
**Signature**

.....  
**Date**

## **DEDICATION**

This dissertation is dedicated to my lovely my wife, Mrs. Augustina Daniel, for her encouragment, moral and material support throughout this Master Degree Programme. It is also dedicated to my children: Agren Sosthenes, Allan Sosthenes, Allen Sosthenes and Alinda Sosthenes for their patience while proceeding with my studies of which I believe, the same will be their source of inspiration.

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## ABSTRACT

The purpose of the study was to assess the role played by students' government in managing discipline in public secondary schools in Bukoba municipality, Kagera, Tanzania. It comprised of four specific objectives which were to: identify prevalent student's misbehaviours, find out the extent of student's government involvement in the formulation of rules and regulations, analyze the challenges encountered by student's leaders and identify various strategies employed by students' leaders. As guided by the Behaviourist Theory, the study used a convergent parallel research design supported with a mixed-methods research approach. Simple random and purposive sampling techniques were used to select the sample size of 120 informants (15 HBs, 15 HGs and 90 SLs). Data collection methods were questionnaires and semi-structure interviews. Quantitative data were coded and analyzed and interpreted in tabular forms while qualitative data were analyzed thematically. Findings have indicated that, prevalent student's misbehaviours are the use of abusive words and stealing of others' property. In regard to the involvement of students' leaders in the formulation of rules and regulations, findings have established that, students' leaders do not participate in the preparation of school rules and regulations. Findings show that, students' leaders are challenged with irregular meetings which interfere with academic calendars. It is recommended that, school heads should involve students' leaders in setting school rules and regulations.

**Key words:** *Role, students' government, discipline, public secondary schools*

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**LIST OF ABBREVIATIONS**

<b>CSLD:</b>	Challenges Encountered by Student's Leaders in Handling Students' Disciplinary Matters
<b>DAS:</b>	District Administrative Secretary
<b>DPGS:</b>	Directorate of Post graduate Studies of the Open University of Tanzania
<b>DVs:</b>	Dependent Variables
<b>GSs:</b>	General Secretaries
<b>HBs:</b>	Head Boys
<b>HGs:</b>	Head Girls
<b>HoSs:</b>	Heads of Secondary Schools
<b>ISG:</b>	Involvement of Students' Government in the Formulation of Rules and Regulations
<b>IVs:</b>	Independent Variables
<b>PSM:</b>	Prevalent Students' Misbehaviours
<b>RAS:</b>	Regional Administrative Secretary
<b>SAIC:</b>	Strategies Employed by Heads of Public Secondary Schools in Alleviating Indiscipline Cases
<b>SLs:</b>	Students' Leaders
<b>SPSS:</b>	Scientific Package for Social Sciences software
<b>SRC:</b>	Student's Representative Councils
<b>UNESCO:</b>	United Nations Educational Scientific and Culture Organisation
<b>URT:</b>	United Republic of Tanzania

## **CHAPTER ONE**

### **INTRODUCTION AND BACKGROUND TO THE PROBLEM**

#### **1.1 Introduction**

This chapter introduced the study about effectiveness of student's government in managing discipline in public secondary schools in Bukoba municipality, Kagera, Tanzania. The chapter has been organized into the following subsections: background to the problem, statement of the problem and research objectives. It also presented research questions, scope and significance of the study.

#### **1.2 Background to the Problem**

The discipline of students in schools all over the world needs more attention from various education stakeholders including teachers, parents, donors, organizations and the whole community (Emekako, 2016).

According to Nnebedum and Akinfolarin (2018), discipline is an act of behaving in accordance with values, beliefs, rules and the code of conduct of a certain society or the school with the purpose of not to compel individuals to obey without questioning, but to help them control themselves, develop love and trust relationships between individuals; discipline, therefore, is the determination and implementation of rules that enable individuals to respect rights and freedoms of each other (Yavuzer, 2016).

Studies establish that, ineffective management of indiscipline cases in schools can cause negative consequences not only to teachers and students but also to the whole community (Kamau, 2017; UNESCO, 2016). For example, students can fail to follow specific instructions from the authorities, leave the classrooms without permission, become dishonest to authorities and friends, and vandalism of properties (Moigua,

2019). They can also become violent leading to property destructions and loss of lives of some people (Manasi & Andiema, 2021).

Therefore, maintaining good discipline in schools is essential to both students and the school at large (Mlay, 2017) and it becomes a pillar of effective teaching and learning which results in improved academic performance (Liguluka & Onyango, 2020); it upholds students' moral values (Mpokera, 2019), creates good school image leading to the production of quality education (Simelane, 2017).

It is, therefore, pertinent to conclude that, effective discipline management in schools is very important and should as well include students' governments so as to reduce and/or prevent students' deviant behaviors because the school administrators and teachers alone have proved a failure (Ngalya, 2017; Ngari, Gachahi, & Kimosop, 2018).

However, global studies indicate that, where students' governments are involved in the management of students' discipline by the school administrations, the respective schools experience the great reduction of students' deviant behaviors. For example, In Austria, Slovenia, Switzerland and Finland, secondary schools very often, collect and incorporate students' voices in any decision made in schools including management of students' discipline issues (Cato, 2018). Similarly, in Albania, Xhomara (2019) found out that, the involvement of collegial school management in the lower secondary schools prevented students' disruptive behaviours.

In Ethiopia, Fekadu (2019) posited that, the students created good behaviors when students' councils in schools participated in the formulation of the school rules or their implementations. In Zambia, Mbonyonga (2018) established that, students' councils were involved in the decision-making process about school route and on management of



students' discipline. They were involved in the making of school rules, maintained discipline by enhancing good behaviour by initiating a campaign against vandalism of school property and graffiti. A similar case was in Kenya, where Ikiugu, Maithya, and Kisirkoi (2021) submitted that, strikes in schools, failure to adhere to school rules and regulations, students' absenteeism, teenage pregnancy cases, drugs, vandalism, pre-marital sexes and mobile phones have decreased due to the involvement of students' councils in the management of students' discipline.

In Tanzania, indiscipline cases in public secondary schools are rampant and in all these instances, the management of the same have been under teachers, parents and school boards. For instance, Liguluka and Onyango (2020) (Ulanga district-Morogoro), Mpokera (2019) (Dodoma Urban and Chamwino districts-Dodoma) and Beyanga (2018) (Ngara district-Kagera), to mention but a few. Based on the facts above, the current study assessed the role played by students' government in managing discipline in public secondary schools in Bukoba municipality, Kagera, Tanzania.

### **1.3 Statement of the Problem**

Schools are places where students are nurtured to obey rules and regulations from the authorities of any society and later are expected to becoming good and responsible citizens. Schools cannot achieve their visions of attaining good academic performances if good discipline is not maintained. However, maintaining good discipline at school is a corrective activity which does not require only the school administration to perform but also various education stakeholders including the students' governments (Ndwiga, Momanyi, & Mwal'wa, 2022).

In Tanzania, studies indicate that, the situation of indiscipline cases in public secondary schools is still a challenge (Beyanga, 2018; Liguluka & Onyango, 2020; Mpokera, 2019). Furthermore, student's governments are a statutory requirement in every public secondary school and they were available (Shija, 2016) but studies indicate that, the same were less involved in maintaining their fellows' discipline. For example, Simeo and Tangi, (2022) in Ilemela district public secondary schools found that, teachers were not involving students' leaders in curbing student's indiscipline cases. This situation motivated the researcher to assess the role played by students' government in managing discipline in public secondary schools in Bukoba municipality, Kagera, Tanzania.

## **1.4 Research Objectives**

### **1.4.1 General Objectives**

The general objective of the study was to assess the role played by students' government in managing discipline in public secondary schools in Tanzania.

### **1.4.2 Specific Objectives**

Specific objectives guiding the study have been to:

- i. Identify prevalent student's misbehaviours in public secondary schools in Bukoba municipality.
- ii. Find out the extent of student's government involvement in the formulation of rules and regulations in public secondary schools in Bukoba municipality.
- iii. Analyze the challenges encountered by the student's leaders in handling students' disciplinary matters in public secondary schools in Bukoba municipality.
- iv. Identify various strategies employed by students' leaders in alleviating indiscipline cases in Bukoba municipality.

### **1.5 Research Questions**

In order to address the stated research objectives, the following research questions have been formulated:

- i. What are the prevalent student's misbehaviours in public secondary schools in Bukoba municipality?
- ii. To what extent are student's governments involved in the formulation of rules and regulations in public secondary schools in Bukoba municipality?
- iii. Which challenges do students' leaders encounter in handling students' disciplinary matters in public secondary schools in Bukoba municipality?
- iv. What are various strategies employed by students' leaders in alleviating indiscipline cases in Bukoba municipality?

### **1.6 Scope of the Study**

The study has been carried out within the geographical boundaries of Bukoba municipality focusing on heads of public secondary schools and students in public secondary schools.

### **1.7 Significance of the Study**

The findings of the proposed study will be of paramount importance to policy makers to redesign and implement new legal frame work that could foster desirable discipline among students in public secondary schools. The findings of this study will inform education leaders like school heads to critically think about best practices towards empowering students' councils so that they can effectively be involved in discipline management. The study will arouse teachers' awareness about issues related to discipline in schools from which they can develop effective strategies to discourage

undesirable discipline but also to reinforce good discipline among students. Lastly, the findings of this study will provide students' leaders an understanding about the advantages of their involvement in managing their fellows discipline at school by understanding desirable discipline consequences and indisciplinary practices respectively.

### **1.8 Organisation of the Study**

This dissertation titled the role played by students' government in managing discipline in public secondary schools in Bukoba municipality, Kagera, Tanzania, comprises with five chapters. Chapter one is an introduction in which the background of the problem, statement of the problem, research objectives, research questions, scope and significance of the study are addressed. The second chapter is all about related literature review where theoretical and empirical literatures reviews are analyzed, research gap, and lastly, conceptual framework are identified. The third chapter is concerned with research methodology in which research approach, design, area of the study, population and sampling procedure, data collection methods, data analysis strategies and ethical considerations are discussed. Chapter four is all about findings. Chapter five is concerned with discussions of the findings, conclusions and recommendations.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter reviewed literatures related to studies that investigated on the effectiveness of students' government in managing discipline in public secondary schools. The reviewed literature was organized into the following sections: theoretical literature review, review of empirical literatures, research gap and lastly, conceptual framework.

#### **2.2 Theoretical Literature Review**

This study has been guided by the Behaviour Modification Theory as it was originally described by Skinner in 1904. The theory provides several strategies or techniques (such as punishments or rewards or guidance and counselling and others) which can be used by several stakeholders to help students behave well in a school setting (Obibuba, 2020).

This theory has been appropriate to this study because in any school setting, student's good behaviours must be enhanced by the authorities like students' governments to deter bad ones if the intended educational vision and goals are to be achieved (Lockey, Conaghan, Bland, & Astin, 2020).

A good number of suggestions have been made to ensuring good behaviours in schools are enhanced in cooperation with students' governments. For instance, Ngalya (2017) suggested that, in order to improve students' discipline in schools good disciplined students must be positively rewarded. Lumanija and Mkulu (2020) recommended that, the school management should involve students' councils while making decision concerning students' disciplinary matters. To this end, this study intended to assess and

recommend on the effectiveness of students' government in managing discipline in public secondary schools in Bukoba municipality, Kagera, Tanzania.

## **2.3 Review of Empirical Literature**

### **2.3.1 Prevalent Student's Misbehaviours in Public Secondary Schools**

In Turkey, Çetinkaya and Koçyiğit (2020) conducted a study on the “disciplinary cases at the high schools.” The study employed a qualitative approach and a case study design. The method for data collection was document analysis. The findings showed that, fighting, possessing or smoking tobacco products, disrupting the course flow, behaving rudely and disrespectfully, molesting, insulting and slandering friends with words and behavior, cheating, absenteeism without excuse, behaving inappropriately against national and moral values, not complying with the provisions of regulation of dress, information technology offenses, carrying tools for gambling, damaging school, taking and using others' belongings without permission, bringing and using wounding or killing tools in the educational environment, ruining the order in the dorm and using or keeping addictive substances were indiscipline cases occurring in schools. Çetinkaya's and Koçyiğit's study highlighted some of the students' misbehaviours in high schools in Turkey; the current study delved on public secondary schools in Bukoba municipal, Tanzania.

Amaewhule and Nukan-Adebayo (2019) conducted a quantitative study in Nigeria on the “perceived influence of students' indiscipline on academic performance in senior secondary schools.” The study adopted descriptive survey design and questionnaire as a method for data collection. The findings of the study revealed that, truancy, examination malpractices, bullying, lateness to school and noisemaking were the common students' indiscipline cases. Amaewhule's and Nukan-Adebayo's study highlighted some of the

students' misbehaviours in senior secondary schools in Nigeria; the current study delved on public secondary schools in Bukoba municipality, Tanzania.

Ndaita (2016) conducted a quantitative study in Kenya on the "nature and causes of indiscipline cases among public secondary school students." The study employed a survey research design and questionnaires for data collection. The research findings showed that, the common cases of indiscipline were: noise making, bullying, fighting, failing to complete assignments and drug abuse; others were sexual deviance, sneaking out of school, stealing other students' property, and general defiance of school authority and rules. The study gave insights on the status of students' misbehaviours in Kenya. The current study was conducted in Bukoba municipality, Tanzania.

In Tanzania, Beyanga (2018) conducted a study in Ngara district, Kagera, on the "effects of indiscipline on students' academic achievement in public secondary schools." The study employed a mixed methods research approach with a convergent parallel design. The methods for data collection were questionnaires and interviews. The findings of the study revealed that, abusive languages, love engagement affairs and theft cases were found to be indiscipline cases in schools. Beyanga's study dealt with the effects of indiscipline on students' academic achievement in public secondary schools in Ngara, Kagera but it did not tackle on the role of students' government in managing discipline which was the concern of the current study.

### **2.3.2 Involvement in the Formulation of School Rules and Regulations**

In Indonesia, Prasetyarini, Hikmat, and Thoyibi (2021) conducted a study on "strategies to cope with students' discipline problems in senior high schools." The study employed qualitative approach in which the researchers used questionnaire and interview to

collect the data. The study established that, teachers were not involving students in setting classroom rules. Prasetyarini, Hikmat, and Thoyibi's study provided the involvement of students in the classroom rules in Indonesia; the current study delved on public secondary schools in Bukoba municipality, Tanzania.

Fekadu (2019) conducted a study in Sabian secondary schools in Ethiopia by "assessing the impact of school rules and regulations on students' perception toward promoting good behavior." The study adopted a quantitative approach and a descriptive survey research design. Questionnaires were used for data collection. Findings unveiled that, students were involved in the formulation of the school rules and regulations concerning students' discipline. The study in Ethiopia gave insights on the current study but it did not consider the challenges students' leaders encounter in handling students' disciplinary matters and how the same alleviated indiscipline cases in public secondary schools, which was the concern of the current study in Bukoba municipality, Tanzania.

Ikiugu, Maithya, and Kisirkoi (2021) conducted a study in Meru County, Kenya on the "impact of students' council's involvement in school policy formulation on school discipline in public secondary schools." The study adopted mixed methods approach and questionnaires were used to collect data.

The findings revealed that, students' councils were not involved by the school administration in the formulation of school rules and regulations concerning students' discipline. The study in Kenya shed light on the current study. The current study delved on the same by filling in the geographical gap in Bukoba municipality, Tanzania.

In Tanzania, Lumanija and Mkulu (2020) conducted a study in Bariadi district council on the "roles of students' council involvement in management of discipline in public



secondary schools.” The study employed a mixed methods research approach with a convergent parallel design. Methods for data collection were questionnaires, interviews and focus group discussions. The findings revealed that, students’ councils were highly involved in enforcing school rules and regulations. Lumanija and Mkulu’s study showed that, students were involved in enforcing school rules and regulations. The current study filled in both geographical and knowledge gaps on the involvement of students’ government in the formulation of rules and regulations in Bukoba municipality.

### **2.3.3 Challenges Encountered in Handling Students’ Disciplinary Matters**

In Kenya, Nekesa (2018) conducted a quantitative study on the “role of students’ councils in enhancing discipline in public secondary schools.” It used a descriptive survey design and it collected data through structured questionnaires. The challenges experienced by the students’ council in maintaining discipline among students were lack of cooperation from their fellows and failure by the students to take instructions from the council. Nekesa’s study added weight to the current study but it did not address the involvement of students’ government in the formulation of rules and regulations or the strategies employed by the same in alleviating indiscipline cases in schools. This was the duty of the current study.

Mboyonga (2018) conducted a study in Zambia on the “role of student representative councils in curbing students’ riots in selected secondary schools.” It employed a qualitative approach and descriptive case study design. Data collection methods were interviews, focus group discussion and document review. The major challenges which affected the efficacy of student councils were bureaucracy, adult domination, tokenism

and teachers' oppositions; others included lack of feedback and training, and irregular meetings which interfered the academic calendar. Mboyonga's study highlighted some of the students' leaders' challenges in enhancing their fellows discipline matters in Zambia but it did not point out as if students were involved or not in the formulation of rules and regulations. The current study filled in this knowledge gap in Bukoba municipality, Tanzania.

In Tanzania, Kambuga and Omollo (2017) conducted a study in Arusha region on the "students' leadership role and challenges in secondary schools." The study used a descriptive survey supported by both qualitative and quantitative approaches. Open and close-ended questionnaires were the methods for data collection. The study divulged that, students' leaders missed some lessons while attending their fellows' matters and failed to complete class assignments on time. The current study found out if the same also lacked enough time to engage in private studies or feared to report teachers who missed classes or came to class late in Bukoba municipality.

#### **2.3.4 Strategies Employed by Students' Leaders in Alleviating Indiscipline Cases**

Luti-Mallei, Gakunga, and Nungu (2023) have recently conducted a study on the "impact of student leaders' participation in school peer counseling programs on learners' discipline in public and private secondary schools in Kenya." The study embraced a descriptive survey design. Questionnaires and documentary reviews were used to collect data. Findings have revealed that, student leaders' have been participating in school peer counseling programs. They also employed spies to gather information which would create an unpeaceful school environment. The current study made an observation of the same in Bukoba municipality, Tanzania.

In Tanzania, Paul (2020) conducted a study in Bukombe district on the “impact of corporal punishment on students’ discipline in secondary schools.” The study used a case study design supported with qualitative method research approach. Data collection methods were interviews and documentary reviews. The results showed that, students’ leaders were given permission by teachers to punish their indisciplined fellow students. The current study made an observation of the same in Bukoba municipality.

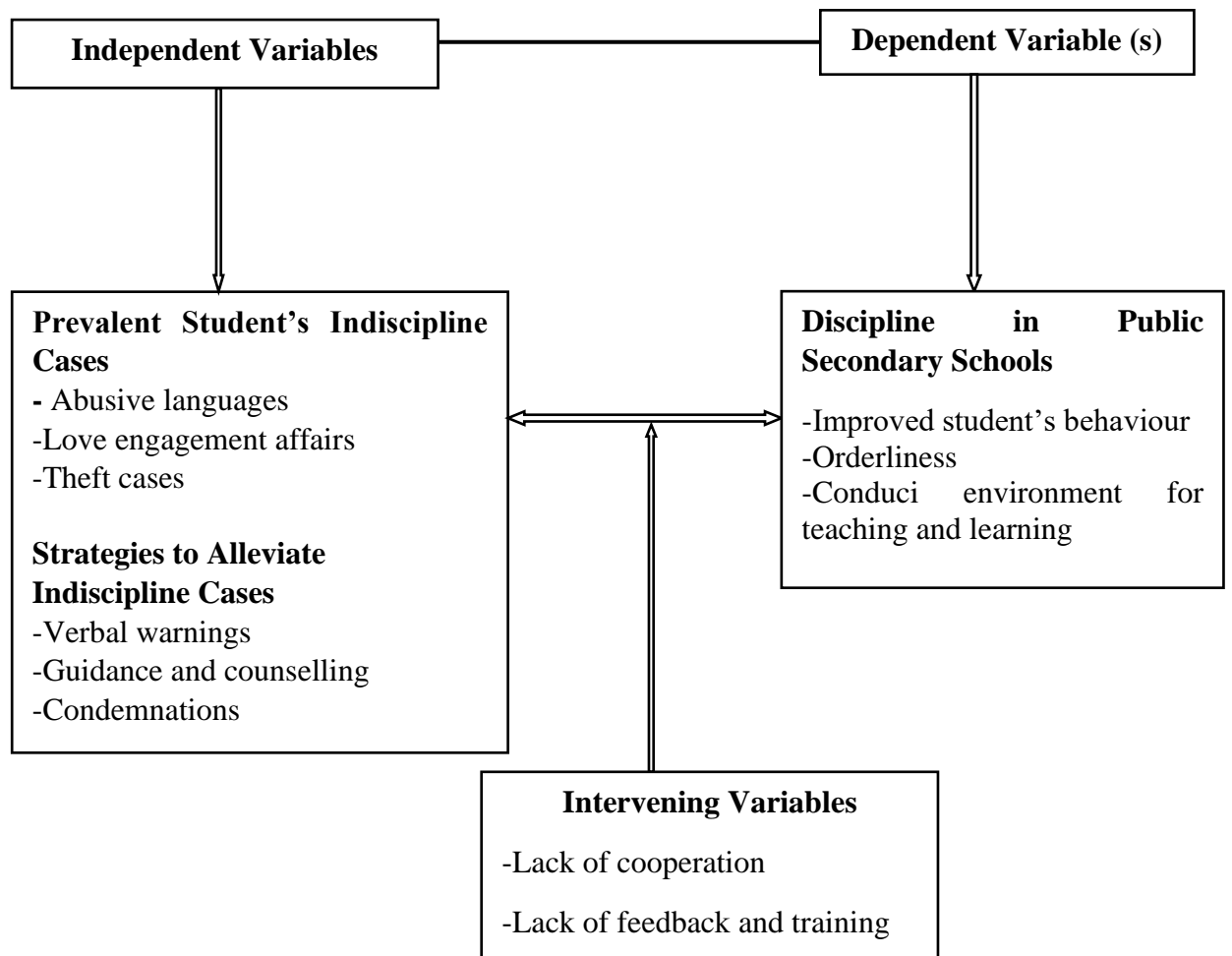
#### **2.4 Research Gap**

Empirical literatures which were reviewed had four aspects as: The prevalence of students’ misbehaviours in public secondary schools, involvement of students’ leaders in the formulation of school rules and regulations, challenges encountered by the same in handling of students’ disciplinary matters and lastly employed strategies by the students’ leaders in alleviating indiscipline cases in public secondary schools.

Most of the reviewed literatures used a single approach, either qualitative or quantitative. In employing a single approach, the study might have lacked some of the important and in-depth information than using a mixed methods research approach because the same built knowledge and strengths of the data collected where both quantitative and qualitative approaches of which complemented each other. Again, most of them were conducted in high schools, for example, in Turkey. Those which were conducted in Tanzania, were not conducted in Bukoba municipality and did not deal directly with the role played by students’ government in managing discipline in public secondary schools. The current study, therefore, filled in both geographical and knowledge gaps in Bukoba municipality, Kagera.

## 2.5 Conceptual Framework

Conceptual framework of the study was formed with two variable. These were independent and dependent variables.



**Figure 2.1 Conceptual Framework to Guide the Study**

**Source:** Developed by the Researcher (2023)

Figure 2.1 illustrates the role played by students' government in managing discipline in public secondary schools in Tanzania. The independent variables (IVs) have been: prevalent students' misbehaviours and strategies employed by the heads of schools to alleviate indiscipline cases in public secondary schools. The dependent variable (DV) was improved students' discipline in public secondary schools. The assumption has

been that, in order for any students' government to be effective in managing discipline in public secondary schools, it must identify students' misbehaviours such as fighting in school, truancy, absenteeism and others. Then, heads of public secondary schools should look for some ways to alleviate those misbehaviours by using verbal warnings or hold class meetings to discuss on those matters. In fulfilling their roles, students' leaders were expected to face challenges such as teachers' oppositions and sometimes lack of feedback from teachers concerning measures taken to their fellows' misconducts. Based on the relationship of the variables above, it has been assumed that, if the proposed strategies were effectively employed and intervening variables minimized, they would help students' government at large to effectively manage and improve students' discipline in public secondary schools.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter described how the proposed study was conducted. It presented the research approach, research design and area of the study; others were targeted population, sample size and sampling techniques and data collection methods; furthermore, validity and reliability, data analysis, logistical and ethical considerations were also discussed.

#### **3.2 Research Approach**

The study employed a mixed methods research approach for data collection, analysis and interpretation. The mixed research approach combined both qualitative and quantitative methods. The researcher employed a mixed methods research approach because it was flexible in correcting errors, avoided biasness and the weaknesses of one method were outweighed by the strengths of another; furthermore, respondents were exposed in a situation of describing their everyday experiences relating to the role played by students' government in managing discipline in public secondary schools in Bukoba municipality, Kagera, Tanzania.

#### **3.3 Research Design**

This study employed a convergent parallel research design. A convergent parallel research design, is the one in which both quantitative and qualitative data in the study are collected simultaneously/concurrently, analyzed differently/separately and then merged together during interpretation and discussion for better understanding of the research problem (Demir & Pismek, 2018). The researcher used this design because it helped in collecting extensive data in order to answer the intended research questions.

### **3.4 Area of the Study**

The study covered Bukoba municipal as its area of the study. Bukoba is a town situated in the north west of the United Republic of Tanzania on the south western shores of Lake Victoria. It is the capital of the Kagera region, and the administrative seat for Bukoba Urban District. Population estimate: 150,000 (URT, 2022). The city is served by Bukoba Airport and regular ferry connections to and from Mwanza, as well as roads linking to Uganda's Rakai District for the cross border. Administratively, it consists of one Division called Rwamishenye with only 14 wards. Currently, it has 34 secondary schools, 20 being public ones (URT, 2022) with 400 students' leaders (Bukoba Municipal Secondary Education Office, 2022). The researcher selected Bukoba municipality as the area of the study because such kind of a study had never been conducted in her public secondary schools.

### **3.5 Targeted Population of the Study**

The targeted population for this study was all students' leaders (SLs) in public secondary schools in Bukoba municipality. Head prefects were to varnish information concerning the status of students' misbehaviours and the students' government involvement in the decision making on disciplinary matters on their fellows. Other students' leaders (SLs) were to avail data on the status of students' misbehaviours, the extent of their involvement in the decision making on students' disciplinary matters, and finally, the challenges they encountered while handling students' disciplinary matters.

### 3.6 Sample size and Sampling Techniques

#### 3.6.1 Sample Size

A sample size of 120 informants participated in the study as follows: 15 HBs, 15 HGs, and 90 SLs. Since the rest of the participants were purposively selected, 90 SLs were determined by the Taro Yemane formula of 1967 as follows:

$$n = \frac{N}{1 + N(e)^2}$$

where **n**=corrected sample size, **N**=total population of the area of the study, **1**=constant and **e**=Margin of error or error limit or level of precision (MoE)=0.05 which is (5%). In this study, **N** is 355 students' leaders (after eliminating 15 HBs, 15 HGs and 15 GSs); **e** in this study was 0.1 (10%) accuracy in the sense that it was expected 90% of questionnaire to be collected back.

Therefore,

$$n = \frac{355}{1 + 355(0.1)^2} = 90.2$$

In this case, SLs were 90. The distribution of the participants were as shown in Table 3.1.



**Table 3.1 Distribution of Respondents (n=120)**

Respondents' Category	Sample Size	Percentage (%)	Sampling Technique
HBs	15	10.0	Purposive Sampling
HGs	15	10.0	Purposive Sampling
SLs	90	60.0	Random Sampling
<b>Total</b>	<b>120</b>	<b>100.0</b>	

**Source:** Developed by the Researcher (2023)

### 3.6.2 Sampling Techniques

Simple random and purposive sampling techniques were used to select the sample size of the study.

#### 3.2.1 Simple Random Sampling Technique

Simple random sampling technique was used to get the schools under the study. Again, this technique was also used to select students' leaders (SLs) in all the selected public secondary schools in which each schools provided 6 SLs. Papers with numbers and blank ones were put in a box where each SL in a particular school was allowed to pick one of the papers. Those who picked papers with numbers were engaged in the study. This technique was useful because it gave a chance for each and every respondent being equally included or excluded in the study.

#### 3.2.2 Purposive Sampling Technique

This technique was used to head boys (HBs) and head girls (HGs). These were selected because they were vested with all supervision obligations on their fellow leaders concerning the status of students' misbehaviours, their involvement in the decision making on students' disciplinary matters challenges they encounter and strategies employed in alleviating students' disciplinary matters.

### **3.7 Data Collection Methods**

In order to obtain adequate and reliable data for the topic under the study, the researcher employed two research instruments of data collection namely: Questionnaires and semi-structured interviews.

#### **3.7.1 Questionnaires**

This study employed only close-ended questions for quantitative information from SLs where they selected alternative responses with a 5-Likert Rating Scale which covered all aspects of the study. For all these sub-parts and sub-sections, the selected respondents were asked to put a tick (✓) response corresponding to their choices. The instruments were employed by the researcher because it reduced bias and it helped to collect information in a very short time within a group of people.

#### **3.7.2 Semi-Structured Interviews**

Semi-structured interviews were used to gather qualitative data from HBs and HGs. Interviewees' opinions were captured by using note books and a sound recorder during the discussions and the session lasted for only 45 minutes. This instrument was opted for because it enabled the researcher to probe more information which would not have been collected from questionnaires.

### **3.8 Validity and Reliability of Research Instruments**

#### **3.8.1 Validity of Research Instruments**

Validity is the ability of data collection instruments to measure what they intended to measure where the ability of the same connotes their correctness and accuracy (Taherdoost, 2016). In order for an instrument for data collection to be considered valid,

the content selected and included must be relevant to the need or gap established (Daud, Khidzir, Ismail, & Abdullah, 2018). The validity of the instruments, in this study, was established by the use of content validity through which the expert's glance and recommendations were used to assess the construct of the content (Daud *et al.*, *supra*). In this case, the research instruments were reviewed for validity by various independent groups of people including the supervisor, researcher's fellow students and piloting. Their ascertained opinions and ideas for the modifications solicited the right information or covered the whole context to be asked or possessed the appropriate format used to the information to be obtained, or covered the relevant scope to the objectives of the intended study. All the suggestions by the experts and data from pilot study were incorporated in for improvement before they were administered in a real situation. The trustworthiness of qualitative data were observed through credibility, transferability, dependability and conformability before data collection (Denzin & Linkoln, 2018).

For this reason, a pilot study of 60 participants was conducted for 5 HBs, 5 HGs, and 50 SLs from the 5 remaining public secondary schools. These pilot respondents were included in the sample size or participate in the study. Data collected from the pilot study were examined and assessed by the items in the questionnaires and semi-structured interview guides to find out if they were relevant or not and be subject to modifications and improvements. The instruments were administered and data collected on the same day in the pilot schools were visited about a month before collecting data. All pilot participants were monitored to ensure that they did not consult with anybody before completing their copies questionnaires and interviews. The data collected were

analyzed and the generated information was used to refine the instruments as appropriate to make them more valid. The refined instruments from the pilot study was adopted and administered to the participants in the real study.

### 3.8.2 Reliability of the Research Instruments

Reliability is the ability of instruments to yield accurate and consistent results when administered at the different times by independent researchers (Creswell & Creswell, 2018). In order to obtain the instrument's reliability value of this study, content validity and pilot studies were carried out. After getting feedback from expertise regarding content validity of the instruments, the pilot test was conducted to determine the reliability of the instrument. The participants in pilot study were required to answer the questionnaires and be allowed to provide any pertinent comments or feedback, marking spelling errors, grammatical clarity, vague sentences, and any related suggestions to improving and enhance the quality of an instrument. A pilot study enabled the researcher to test the reliability of the instruments for data collection by deterring reliability value (Cronbach's Alpha value). The Cronbach's Alpha calculation was made by the SPSS software version 28.0. According to Schrepp (2020), the scale with Cronbach's Alpha between .40 and .70 is considered moderate and acceptable if it contains four items to ten items while the scale with Cronbach's Alpha .70 and above is considered acceptable if it contains more than ten items.

This study had five variables with three attributes. They were all tested for internal consistencies using Cronbach's Alpha before they were administered to the participants.

The results were as indicated in Table 3.2 below:

**Table 3.2: Individual Item Reliability Scale Results**

S/N	Variable	Cronbach's	Cronbach's	No. of	Strength of Association
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		Alpha	Alpha Based on Standardized Items	Items	
1.	PSM	.93	.93	8	Very good and acceptable
2.	ISG	.86	.86	5	Very good and acceptable
3.	CSLD	.86	.86	7	Good and acceptable
4.	SESL	.85	.86	5	Very good and acceptable

PSM=Prevalent Students' Misbehaviours, ISG=Involvement of Students' Government in the Formulation of Rules and Regulations, CSLD=Challenges Encountered by Student's Leaders in Handling Students' Disciplinary Matters, SAIC=Strategies Employed by Students' Leaders in Alleviating Indiscipline Cases

**Source:** Data Analysis (2023)

Table 3.2 shows the results of the scale test aimed at assessing reliability of the multi-item scales for internal consistencies using Cronbach's alpha. The Cronbach's alpha for the prevalent students' misbehaviours in schools with 8 items was .93 and it was found to be very good and acceptable while Cronbach's alpha for involvement of students' government in the formulation of rules and regulations with 5 items had .86 and it was very good and acceptable. For the Challenges encountered by student's leaders in handling students' disciplinary matters among students with 7 items had Cronbach's alpha of .86 and it was good and acceptable; and for the strategies employed by heads of public secondary schools in alleviating indiscipline cases with 5 items had the Cronbach's alpha .85 and it was found to be very good and acceptable.

Reliability for qualitative data from semi-structured interviews were done through the technique of replicability where, audio recordings by smart phone and full transcriptions recorded in the note book by offering considerable opportunity to establish procedural trustworthiness by providing a further arguments (Coleman, 2021).

### **3.9 Data Analysis Procedure**

Quantitative data were coded and analyzed by the use of the Statistical Package for Social Sciences (SPSS) computer program version 28.0 and interpreted in table forms by the use of Means and standard deviations. Qualitative data from semi-structured interviews were transcribed manually, sorted and put together under specific themes, analyzed and presented in excerpts, direct quotes, and narrations (Daniel, 2016). Since interview session was conducted in Kiswahili, participants' responses were translated, analyzed and presented in English.

### **3.10 Logistical and Ethical Considerations**

Before collecting data, the clearance and permission letters were first sought from the Directorate of Post graduate Studies (DPGS) of the Open University of Tanzania and the Bukoba Municipal Director. Thereafter, the researcher made visits to schools and explained the purpose of the study.

Confidentiality and anonymity, openness and honesty were ensured by not allowing respondents to disclose their identities or school names. They were also asked to indicate their willingness in participating in the study signifying respect and consideration of their freedoms and rights by the researcher.

## CHAPTER FOUR

### FINDINGS

#### 4.1 Introduction

This chapter presents the findings from the study that investigated about the role played by students' government in managing discipline in public secondary schools in Bukoba municipality, Kagera, Tanzania. The findings are organised into the following sub-sections: prevalent students' misbehaviours and involvement of students' government in the formulation of rules and regulations; others are challenges encountered by student's leaders in handling students' disciplinary matters and strategies employed students' leaders in alleviating indiscipline cases.

#### 4.2 Prevalent Students' Misbehaviours

The first specific objective of the study was identify prevalent student's misbehaviours in public secondary schools. Findings regarding students' responses on prevalent student's misbehaviours in public secondary schools are presented in Table 4.1.

**Table 4.1: Prevalent Student's Misbehaviours (n=90)**

Activities	Responses		Interpretatio n
	M	SD	
Use of abusive words to friends and teachers	3.86	1.28	Agree
Stealing of others' property	3.79	1.32	Agree
Absenteeism in school without excuse	3.78	1.30	Agree
Lateness to school	3.70	1.19	Agree
Failing to complete assignments and exercises	3.64	1.24	Agree
Noisemaking in class	3.54	1.32	Agree
Fighting	3.51	1.22	Agree
Examination malpractices	3.43	1.26	Agree

**Source:** Field Data (2023)

Findings in Table 4.1 show that, students perceive that, prevalent student's misbehaviours in public secondary schools arise from use of abusive words among students and to teachers (M=3.86, SD=1.28) and stealing of others' property (M=3.79,

SD=1.32). These findings are supported by the majority of HBs who argued through interview that, students at their schools steal other students' properties and use impolite languages to their fellow students as evidenced in the following narration:

*“In our school, students exhibit some defiant behaviours. They steal other students' properties such as pens, rulers, or copy books and others.”* (HB-A, 14 May, 2023, 09:15 A.M).

Another HB added:

*“Apart from what my colleague has said, in our school, students use abuse language not only to their fellow students but also to teachers.”* (HB-B, 14 May, 2023, 09:20 A.M).

Furthermore, other misbehaviours include students' absenteeism in school without excuse (M=3.78, SD=1.30), lateness to school (M=3.70, SD=1.19) and failure to complete assignments and exercises provided by the teacher (M=3.64, SD=1.24).

Others include: noisemaking in class (M=3.54, SD=1.32, fighting (M=3.51, SD=1.22) and examination malpractices (M=3.43, SD=1.26). These findings are supported by interview responses from the majority of HGs which demonstrate that:

*“In the school I am studying, the prevalent misbehaviours exhibited by students are truancy, fighting, making noise in classes, lateness to school and failure to do exercises provided to them by the teachers.”* (HG-B, 14 May, 2023, 09:25 A.M).

### **4.3 Involvement of Students' Government in the Formulation of Rules and Regulations**

The second specific objective of the study was to find out the extent of student's government involvement in the formulation of rules and regulations in public secondary schools. Findings regarding students' responses on the extent of involvement of students' government in the formulation of rules and regulations are presented in Table 4.2.



**Table 4.2: Student’s Government Involvement in the Formulation of Rules and Regulations (n=90)**

Activities	Responses		Interpretation
	M	SD	
Students’ leaders are given an opportunity to provide their views on the already prepared school rules and regulations	2.63	1.45	Disagree
Students’ leaders participate in the preparation of school rules and regulations	2.40	1.36	Disagree
Students’ leaders are allowed to make rules on co-curricular activities (sports, games or cultural trips).	2.29	1.37	Disagree
Students’ leaders are allowed to formulate rules concerning the design of school uniforms	2.26	1.33	Disagree
Students’ leaders are given an opportunity to give proposals before school rules and regulations are prepared	2.24	1.31	Disagree

**Source:** Field Data (2023)

Findings in Table 4.2 above show that, students’ leaders are not given an opportunity by the teachers to provide their views on the already prepared school rules and regulations (M=2.63, SD=1.45) and also do not participate in the preparation of school rules and regulations (M=2.40, SD=1.36). Furthermore, students’ leaders are not allowed to make rules on co-curricular activities (sports, games or cultural trips) (M=2.29, SD=1.37), allowed to formulate rules concerning the design of school uniforms (M=2.26, SD=1.33) or given an opportunity to give proposals before school rules and regulations are prepared (M=2.24, SD=1.31). Findings from interview responses by majority of the HBs indicate that, student’s government involvement in the formulation of rules and regulations students is not done in schools because the school rules and regulations available at schools are already set by the government as it is in the following quotation:

*“We are not involved in the formulation of school rules and regulations. The reason is simple. This is because the government has already formulated the same and there is no room for more opinions.”* (HB-C, 15 May, 2023, 08:00 A.M).

#### **4.4 Challenges Encountered by Student’s Leaders in Handling Students’**

##### **Disciplinary Matters**

The third specific objective of the study was to analyze the challenges encountered by the student's leaders in handling students' disciplinary matters in public secondary schools. Findings regarding students' responses on the challenges encountered by the student's leaders in handling students' disciplinary matters are presented in Table 4.3.

**Table 4.3: Challenges Encountered by Student's Leaders (n=90)**

Activities	Responses		Interpretation
	M	SD	
Irregular meetings which interfere with academic calendars	3.78	1.36	Agree
Lack of feedback from teachers	3.76	1.31	Agree
Failure by the students to take instructions from the council	3.64	1.29	Agree
Failure to complete class assignments and exercises on time	3.63	1.29	Agree
Lack of cooperation from students	3.62	1.37	Agree
Lack of enough time to engage in private studies	3.61	1.34	Agree
Teachers' oppositions	2.22	1.34	Disagree

**Source:** Field Data (2023)

Findings in Table 4.3 above show that, students' leaders encounter several challenges in school as they were analysed by the students. These challenges have been found to be that, students' leaders have irregular meetings which interfere with academic calendars (M=3.78, SD=1.36, lack of feedback from teachers (M=3.76, SD=1.31 and failure by the students to take instructions from the council (M=3.64, SD=1.29). These findings are in line with the interview responses from the majority of HGs who argued that:

*“In my school, there are students who are stubborn and notorious who do not like to take any directives from their leaders. We support these leaders by giving these notorious students heavy punishments.”* (HG-D, 16 May, 2023, 08:10 A.M).

Other challenges students' leaders encounter include failure to complete class assignments and exercises on time (M=3.63, SD=1.29) and lack of cooperation from

students ( $M=3.62$ ,  $SD=1.37$ ). These findings are in support by the interview responses from the majority of HGs who reported that:

*“My fellow students’ leaders fail to complete various assignments provided by their teachers simply because they are burdened by leadership obligations.”* (HG-A, 16 May, 2023, 08:15 A.M).

They also lack enough time to engage in private studies ( $M=3.61$ ,  $SD=1.34$ ). These findings are supported by the interview responses from the majority of HBs who indicate that:

*“We encounter several challenges in my school. For example, we lack sufficient time to take private studies and some of students bully us.”* (HB-F, 16 May, 2023, 08:20 A.M).

#### 4.5 Strategies Employed by Students’ Leaders in Alleviating Indiscipline Cases

The last specific objective of the study was to identify various strategies employed by students’ leaders in alleviating indiscipline cases. Findings regarding students’ responses on various strategies employed by students’ leaders in alleviating indiscipline cases are presented in Table 4.4.

**Table 4.4: Strategies Employed by Students’ Leaders in Alleviating Indiscipline Cases (n=90)**

Activities	Responses		Interpretation
	M	SD	
Use corporal punishments	3.89	1.27	Agree
Use verbal warnings to the defiant students	3.78	1.34	Agree
Motivational programs spotting the best-disciplined students and propose them to be awarded by the administration	2.35	1.50	Disagree

**Source:** Field Data (2023)

Findings in Table 4.4 above show that, students’ leaders employ various strategies in alleviating indiscipline cases in public secondary schools. Students’ responses have shown that, heads of public secondary schools use corporal punishments to discipline their fellow students ( $M=3.89$ ,  $SD=1.27$ ). The findings above are also supported by the

assertion by the majority of the HGs who argued that, among the common strategies used by the same in alleviating indiscipline cases at schools include infliction of corporal punishments to students as indicated in the following quotation:

*“Some students do not adhere to our instructions. We were allowed by our teachers to discipline defiant students by giving several strokes or other heavy punishments in order to deter their bad behaviours.”* (HG-G, 16 May, 2023, 08:25 A.M).

Another HG added:

*“We use guidance and counselling groups to students with bad behaviours.....”* (HG-H, 16 May, 2023, 08:30 A.M).

Findings show that, some HoSs use verbal warnings to defiant students (M=3.78, SD=1.34). Heads of schools also report indiscipline and minor disciplinary issues to parents/guardians (M=3.74, SD=1.26). This finding is supported by interview responses from the majority of HBs who argued:

*“I sometimes give several warnings to the defiant students before further actions are taken. If they rectify their bad behaviours, they are encouraged to continue in that direction; but when they fail, I involve teachers.”* (HB-I, 16 May, 2023, 08:35 A.M).

**CHAPTER FIVE**  
**DISCUSSION OF THE FINDINGS, CONCLUSIONS AND**  
**RECOMMENDATIONS**

**5.1 Introduction**

This chapter discusses the findings of the study that investigated about the role played by students' government in managing discipline in public secondary schools in Bukoba municipality, Kagera, Tanzania. The discussed findings involve consideration of the literature review as related to the study and field experience. Furthermore, the chapter provides conclusions and recommendations based on the findings of the study.

**5.2 Discussions**

The general objective of the study was to assess the role played by students' government in managing discipline in public secondary schools in Bukoba municipality, Kagera, Tanzania. Descriptive statistics (means and standard deviations) have been computed. Focusing on the study objectives, the discussion elaborates the findings' information as generated from data analysis and compares or contrasts the current findings with what has been found out in previous related studies. Contributions of each finding are shown. By doing so, it helps to clear an in-depth understanding of the role played by students' government in managing discipline in public secondary schools in Bukoba municipality.

**5.2.1 To Identify Prevalent Student's Misbehaviours in Public Secondary Schools**

Findings from students' responses have shown that, prevalent student's misbehaviours in public secondary schools were the use of abusive words among students and to teachers and stealing of others' property. These findings are in line with the findings of

Çetinkaya and Koçyiğit (2020) who reported that, insulting and slandering friends with words and taking and using others' belongings without permission were indiscipline cases occurring in schools. This study is also supported by the one of Beyanga (2018) who also reported that, abusive languages and theft cases were some of the indiscipline cases prevailing in schools. Furthermore, other students' misbehaviours included students' absenteeism in school without excuse, lateness to school and failure to complete assignments and exercises provided by the teacher. These findings concur with those of Ndaita (2016) who reported that, prevalent students' misbehaviours at schools were noise making and failing to complete assignments; others were sneaking out of school and stealing another students' property. Mwangi and Kiriimi (2023), and Matimba and Mwansa (2023) have recently found that, students' misbehaviours in secondary schools have been, among others, truancy, rudeness among students and teachers and fighting; others have been failing to complete school work and theft. Other findings include noisemaking in class, fighting and examination malpractices.

These views are in line with the findings of Amaewhule and Nukan-Adebayo (2019) who reported that, examination malpractices, fighting, lateness to school and noisemaking were the common students' indiscipline cases. These findings are also supported by those of Atunde and Aliyu (2019) who reported that, bullying among students and teachers and cheating in examinations were the most prevalent misbehaviours in schools.

From the findings above, it is concluded that, there is a prevalence of misbehaviours in public secondary schools in Bukoba municipality. It is recommended that, school administrations should develop several strategies to curb the same.

### **5.2.2 Extent of Involvement of Student's Government in the Formulation of Rules and Regulations**

In regard to the involvement of students' leaders in the formulation of rules and regulations, findings have established that, students' leaders are not given an opportunity by teachers to provide their views on the already prepared school rules and regulations. This finding agrees with the findings of Ikiugu, Maithya, and Kisirkoi (2021) who reported that, students' councils were not involved by the school administration in the formulation of school rules and regulations concerning students' discipline. Contrary views are provided by Fekadu (2019) who reported that, students were involved in the formulation of the school rules and regulations concerning students' discipline. Findings continue to show that, students' leaders do not participate in the preparation of school rules and regulations. This finding is supported by the findings of Akech, Ngwacho, and Nyatuka (2022), and Prasetyarini, Hikmat, and Thoyibi (2021) who reported that, teachers were not involving students in setting classroom rules. Contrary to the findings above, Lumanija and Mkulu (2020) reported that, students' councils were highly involved in setting and enforcing school rules and regulations.

Furthermore, students' leaders are not allowed to make rules on co-curricular activities or allowed to formulate rules concerning the design of school uniforms. This observation concurs with that of Vasquez and Javillonar (2021) who reported that, students' leaders were not involved in the choice of school uniforms and design the situation which led to the violation of school uniform policy at schools. They are not given an opportunity to give proposals before school rules and regulations are prepared.

This finding is contrary to that of Maingi, Maithya, Mulwa and Migosi (2017) who reported that, students were involved in the formulation of school rules the situation that led to high levels of students' discipline.

Findings show that, there students' leaders are not involved in the formulation of various school rules. It is recommended that, in order to maintain discipline at school, students' leaders should be involved before school rules and regulations are made.

### **5.2.3 To Analyze Challenges Encountered by Student's Leaders in Handling Students' Disciplinary Matters**

On the issue of the challenges encountered by students' leaders, findings from students have shown that, students' leaders are challenged with irregular meetings which interfere with academic calendars and lack of feedback from teachers. These views are in line with the findings of Kuria and Muthui (2019), and Mboyonga (2018) who reported that, encounter teachers' oppositions; lack of feedback from teachers and irregular meetings which interfered their academic calendar. Students' leaders are also challenged with failure by the students to take instructions from the council. This finding is supported by the findings of Nekesa (2018) and Murage (2017) who reported that, the challenges experienced by the students' council in maintaining discipline among students were lack of cooperation from their fellows and failure by the students to take instructions from the council. Other challenges students' leaders encounter include failure to complete class assignments and exercises on time, lack of cooperation from students and lack of enough time to engage in private studies. These findings are in line with those of Murage, Njoka, and Gachahi (2019), and Kambuga and Omollo (2017) who reported that, students' leaders missed some lessons while attending their



fellows' matters, failed to complete class assignments on time and lack of teamwork among students and students' leaders. These observations are also supported by Chumo, Ochieng, and Kipkoech (2017) who reported that, students' leaders performed poorly because they used much of their time dealing with indiscipline cases among students' drug abusers.

It is observed that, students' governments in schools encounter various challenges while managing indiscipline cases among students. It is recommended that, heads of schools should support these leaders by giving the feed-back and encouraging them too.

#### **5.2.4 To Identify Various Strategies Employed by Students' Leaders in Alleviating Indiscipline Cases**

On the last aspect of strategies employed by students' leaders in alleviating indiscipline cases in public secondary schools, students' responses have shown that, students' leaders inflict corporal punishments to their deviant fellow students or verbal warnings or guidance and counselling groups. These observations are supported by Luti-Mallei *et al.*, (2023) who reported that, student leaders' have been participating in school peer counseling programs. They also employed spies to gather information which would create an unpeaceful school environment. Other observations were made by Paul (2020) who found that, students' leaders were given permission by teachers to punish their indisciplined fellow students.

Findings have shown that, students' leaders employ various strategies in alleviating indiscipline in schools. It is suggested that, the same should use guidance and counselling and abandon corporal punishments.

### **5.3 Conclusions**

This section presents conclusions based on the major findings obtained in the field and discussions made in chapter five. It can be concluded that, if school heads want to succeed in alleviating students' discipline in schools, they are supposed to engage students' leaders. This is because findings have indicated that, students' leaders are involved in setting of school rules and regulations and have got several strategies to alleviate some indiscipline cases at school.

### **5.4 Recommendations**

Recommendations of this study will base on practice and further researches.

#### **5.4.1 Recommendations for Practice**

Involving students' leaders in setting school rules and regulations concerning their fellow students would have great advantages not only to students but also to the whole school. School heads should make sure students' leaders are involved in setting school rules and regulations. This is because findings from the study have indicated that, students' leaders are not given an opportunity by the teachers to provide their views on the already prepared school rules and regulations or participate in the preparation of school rules and regulations or given an opportunity to give proposals before school rules and regulations are prepared. These findings are supported by those of Ikiugu, Maithya, and Kisirkoi (2021), and Prasetyarini, Hikmat, and Thoyibi (2021) who reported that, students' councils were not involved by the school administration in the formulation of school rules and regulations concerning students' discipline.

Furthermore, school administrations should abandon the use of corporal punishments at schools as findings have indicated and supported by the evidence from Çetinkaya and

Koçyiğit (2020), and Magdalene, Michael, and Maurice (2019). Based on these findings, it is suggested that, students' leaders should use several other strategies in alleviating students' discipline including motivational programmes spotting the best-disciplined students and propose them to be awarded by the administration so as to inspire defiant students to becoming good children like their fellows.

#### **5.4.2 Recommendations for Further Researches**

The study about effectiveness of students' government in managing discipline has been conducted in Bukoba municipality in public secondary schools. It is recommended that, studies like this one can also be conducted in public primary schools or colleges or universities (if any) for the purpose of getting a clear picture from different angles.

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## APPENDICES

### Appendix 1: Questionnaires for Students and Students' Leaders

#### Introduction

Dear respondents,

My name is Sosthenes Gervas, a student longing for Master's Degree of Education in Administration, Planning and Policy Studies (MED. APPS) of the Open University of Tanzania. This questionnaire intends to collect data that will help to empirically assess effectiveness of students' government in managing discipline in public secondary schools in Bukoba municipality, Kagera, Tanzania. In this questionnaire, you are asked to choose an item/statement from the items/statements in the table below and assign a tick [√] as indicated. Each item/statement deserves a single choice wherever applicable and according to your experience.

#### Questions

**2.1 Research Question No. 1. What are the prevalent students' misbehaviours in public secondary schools in Bukoba municipality? PSM**

KEY: Strongly Agree=5; Agree=4; Undecided=3; Disagree=2; Strongly Disagree=1

		Response(s)				
S/N	Item/Statement	5	4	3	2	1
1.	Fighting					
2.	Absenteeism in school without excuse					
3.	Use of abusive words to friends and teachers					
4.	Stealing of others' property					
5.	Failing to complete assignments and exercises					
6.	Examination malpractices					
7.	Lateness to school					
8.	Noisemaking in class					

2.2 Research Question No. 2. To what extent are students' governments involved in the formulation of rules and regulations in public secondary schools in Bukoba municipality? ISG

KEY: Strongly Agree=5; Agree=4; Undecided=3; Disagree=2; Strongly Disagree=1

		Response(s)				
S/N	Item/Statement	5	4	3	2	1
1.	Students' leaders are given an opportunity to give proposals before school rules and regulations are prepared					
2.	Students' leaders participate in the preparation of school rules and regulations					
3.	Students' leaders are given an opportunity to provide their views on the already prepared school rules and regulations					
5.	Students' leaders are allowed to formulate rules concerning the design of school uniforms					
7.	Students' leaders are allowed to make rules on co-curricular activities (sports, games, cultural trips etc).					

2.3 Research Question No. 3. Which challenges do students' leaders encounter in handling students' disciplinary matters in public secondary schools in Bukoba municipality? CSLE

KEY: Strongly Agree=5; Agree=4; Undecided=3; Disagree=2; Strongly Disagree=1

		Responses				
S/N	Item/Statement	5	4	3	2	1
1.	Lack of cooperation from students					
2.	Failure by the students to take instructions from the council					
5.	Teachers' oppositions					
6.	Lack of feedback from teachers					
7.	Irregular meetings which interfere with academic calendars					
8.	Failure to complete class assignments and exercises on time					
9.	Lack of enough time to engage in private studies					

2.4 Research Question No. 4. How do heads of schools alleviate indiscipline cases in public secondary schools in Bukoba municipality? SAI

KEY: Strongly Agree=5; Agree=4; Undecided=3; Disagree=2; Strongly Disagree=1

		Responses				
S/N	Item/Statement	5	4	3	2	1
1.	Report on indiscipline and minor disciplinary issues to parents/guardians					
2.	Use verbal warnings to the defiant students					
3.	Motivational programs spotting the best-disciplined students and propose them to be awarded by the administration					
4.	Use short-term suspensions					
5.	Use corporal punishments					

Thanks for your time and cooperation



**Appendix 2: Interview Guide for Heads of Schools**

1. Research: Effectiveness of students' government in managing discipline in public secondary schools in Bukoba municipality, Kagera.
2. Note: The following are the guiding questions; they are not asked in the same order. Depending on the situation, some of them will be changed or left out.
3. Ice breaker: I will introduce a suitable ice-breaker before embarking on these questions.
4. Interview guide: Sample questions
5. What do you think are the prevalent students' misbehaviours in public secondary schools in Bukoba municipality?
6. To what extent are students' governments involved in the formulation of rules and regulations in public secondary schools in Bukoba municipality?
7. Which challenges do students' leaders encounter in handling students' disciplinary matters in public secondary schools in Bukoba municipality?
8. How do you alleviate indiscipline cases in public secondary schools in Bukoba municipality?
9. Do you have anything else that you would want to share with me in regard to in managing discipline at school?

**Thanks for your time and cooperation**

## THE ROLE PLAYED BY STUDENTS' GOVERNMENT IN MANAGING DISCIPLINE IN PUBLIC SECONDARY SCHOOLS

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### ABSTRACT

*The study aimed at assessing the role played by students' government in managing discipline in public secondary schools in Bukoba municipality, Kagera, Tanzania. This study adopted the Behaviourist Theory by Skinner in 1904 with a convergent parallel research design supported by a mixed methods research approach. The participants were 120 (i.e., 15 HoSs, 15 HBs, 15 HGs, and 90 SLs). Data collection instruments were questionnaires and semi-structured interviews. Findings have indicated that, prevalent student's misbehaviours are the use of abusive words among students and to teachers and stealing of others' property; others are students' absenteeism in school without excuse, lateness to school and failure to complete assignments and exercises provided by the teacher. In regard to the involvement of students' leaders in the formulation of rules and regulations, findings have established that, students' leaders are not given an opportunity by the teachers to provide their views on the already prepared school rules and regulations or students' participate in the preparation of school rules and regulations. On the issue of the challenges encountered by students' leaders, findings show that, students' leaders are challenged with irregular meetings which interfere with academic calendars, lack of feedback from teachers and failure by the students to take instructions from the council. Other challenges failure to complete class assignments and exercises on time, lack of cooperation from students and lack of enough time to engage in private studies. On the last aspect of strategies employed by students' leaders in alleviating indiscipline cases in public secondary schools, students' responses have shown that, students' leaders inflict corporal punishments to their deviant fellow students or verbal warnings or guidance and counselling groups. Based on the findings above, suggestions and recommendations for practice and further researches are provided.*

**Key Words:** *Role, students' government, students' discipline, management, public secondary school*

## **1. INTRODUCTION**

The discipline of students in schools all over the world needs more attention from various education stakeholders including teachers, parents, donors, organizations and the whole community (Emekako, 2016). Mlay (2017) and, Liguluka and Onyango (2020) argue that, students' discipline in schools is a pillar of effective teaching and learning which results in improved academic performance, upholds students' moral values (Mpokera, 2019), creates good school image leading to the production of quality education (Simelane, 2017).

According to Nnebedum and Akinfolarin (2018), discipline is an act of behaving in accordance with values, beliefs, rules and the code of conduct of a certain society or the school with the purpose of not to compel individuals to obey without questioning, but to help them control themselves, develop love and trust relationships between individuals; discipline, therefore, is the determination and implementation of rules that enable individuals to respect rights and freedoms of each other (Yavuzer, 2016).

Studies establish that, ineffective management of indiscipline cases in schools can cause negative consequences not only to teachers and students but also to the whole community (Kamau, 2017; UNESCO, 2016). For example, Moigua (2019) argues that, students fail to follow specific instructions from the authorities, leave the classrooms without permission, become dishonest to authorities and friends, and vandalism of properties while Manasi and Andiema (2021) are of the views that, students become violent leading to property destructions and loss of lives of some people.

Global studies indicate that, where students' governments have been involved in the management of students' discipline by the school administrations, the respective schools have experienced the great reduction of students' deviant behaviors. For

example, In Austria, Slovenia, Switzerland and Finland, secondary schools very often, collect and incorporate students' voices in any decision made in schools including management of students' discipline issues (Cato, 2018). In Zambia, Mbononga (2018) established that, students' councils were involved in the decision-making process about school route and on management of students' discipline. They were involved in the making of school rules, maintained discipline by enhancing good behaviour by initiating a campaign against vandalism of school property and graffiti. A similar case was in Kenya, where Ikiugu, Maithya, and Kisirkoi (2021) submitted that, strikes in schools, failure to adhere to school rules and regulations, students' absenteeism, teenage pregnancy cases, drugs, vandalism, pre-marital sexes and mobile phones have decreased due to the involvement of students' councils in the management of students' discipline.

In Tanzania, studies continue to indicate that, indiscipline cases in public secondary schools are rampant and in all these instances, the management of the same were under teachers, parents and school boards. For instance, Liguluka and Onyango (2020) (Ulanga district-Morogoro), Mpokera (2019) (Dodoma Urban and Chamwino districts-Dodoma) and Beyanga (2018) (Ngara district-Kagera). Despite, student's governments are a statutory requirement in every public secondary school and they were available, studies indicate that, the same were less involved in maintaining their fellows' discipline. For example, Simeo and Tangi, (2022) in Ilemela district public secondary schools found that, teachers were not involving students' leaders in curbing student's indiscipline cases. This situation motivated the researcher to assess effectiveness of students' governments in managing discipline in public secondary schools in Bukoba municipality, Kagera, Tanzania.

## **2. OBJECTIVES OF THE STUDY**

The main objective of this study was to assess *the role played by students' government in managing discipline in public secondary schools in Bukoba municipality, Kagera, Tanzania.*

Specifically, the study sought to address the following specific objectives:

1. To identify prevalent student's misbehaviours,
2. To find out the extent of student's government involvement in the formulation of rules and regulations,
3. To analyze the challenges encountered by the student's leaders in handling students' disciplinary matters, and
4. To explore various strategies employed by students' leaders in alleviating indiscipline cases.

## **3. LITERATURE REVIEW**

### **3.1 Prevalent Student's Misbehaviours**

In Turkey, Çetinkaya and Koçyiğit (2020) conducted a study on the “disciplinary cases at the high schools.” The findings showed that, fighting, possessing or smoking tobacco products, disrupting the course flow, behaving rudely and disrespectfully, molesting, insulting and slandering friends with words and behavior, cheating, absenteeism without excuse, behaving inappropriately against national and moral values, not complying with the provisions of regulation of dress, information technology offenses, carrying tools for gambling, damaging school, taking and using others' belongings without permission, bringing and using wounding or killing tools in the educational environment, ruining the order in the dorm and using or keeping addictive substances were indiscipline cases

occurring in schools. Beyanga (2018) conducted a study in Ngara district, Kagera, Tanzania, on the “effects of indiscipline on students’ academic achievement in public secondary schools.” The findings of the study revealed that, abusive languages, love engagement affairs and theft cases were found to be indiscipline cases in schools.

### **3.2 Involvement in the Formulation of School Rules and Regulations**

In Indonesia, Prasetyarini, Hikmat, and Thoyibi (2021) conducted a study on “strategies to cope with students’ discipline problems in senior high schools.” The study established that, teachers were not involving students in setting classroom rules. Ikiugu, Maithya, and Kisirkoi (2021) conducted a study in Meru County, Kenya on the “impact of students’ council’s involvement in school policy formulation on school discipline in public secondary schools.” The findings revealed that, students’ councils were not involved by the school administration in the formulation of school rules and regulations concerning students’ discipline. In Tanzania, Lumanija and Mkulu (2020) conducted a study in Bariadi district council on the “roles of students’ council involvement in management of discipline in public secondary schools.” The findings revealed that, students’ councils were highly involved in enforcing school rules and regulations.

### **3.3 Challenges Encountered in Handling Students’ Disciplinary Matters**

Mboyonga (2018) conducted a study in Zambia on the “role of student representative councils in curbing students’ riots in selected secondary schools.” The major challenges which affected the efficacy of student councils were bureaucracy, adult domination, tokenism and teachers’ oppositions; others included lack of feedback and training, and irregular meetings which interfered the academic calendar. In Tanzania, Kambuga and Omollo (2017) conducted a study in Arusha region on the “students’ leadership role and

challenges in secondary schools.” The study divulged that, students’ leaders missed some lessons while attending their fellows’ matters and failed to complete class assignments on time.

### **3.4 Strategies Employed by students’ leaders in Alleviating Indiscipline Cases**

Magdalene, Michael, and Maurice (2019) conducted a study on the “students’ conceptions of role of guidance and counselling in discipline management in secondary schools in Kenya.” The study found that, students were suspended and/or expelled from schools if they committed grievous offences. Further, they were excluded from class, knelt down, caned or did manual work. In Tanzania, Simeo and Tangi (2022) conducted a study in Ilemela district, Mwanza on the “strategies used by heads of secondary schools in managing students' discipline for academic achievement.” The study revealed that, strategies employed by students’ leaders in alleviating indiscipline cases in public secondary schools, students’ responses have shown that, students’ leaders inflict corporal punishments to their deviant fellow students or verbal warnings or guidance and counseling groups and strong rules and regulations were enacted.

## **4. RESEARCH METHODOLOGY**

### **4.1 Sample and Sampling Techniques**

A sample of 120 informants participated in the study. These included: 15 HBs, 15 HGs, and 90 SLs. Table 1 below, summarises the total respondents who were involved in the study.

**Table 1: Sample of the Study**

<b>Respondents' Category</b>	<b>Sample Size</b>	<b>Percentage (%)</b>
Head Boys (HBs)	15	12.5
Head Girls (HGs)	15	12.5
Other Students' Leaders (SLs)	90	75.0
<b>Total</b>	<b>120</b>	<b>100.0</b>

The study used simple random and purposive sampling techniques. Simple random sampling technique was used to get 15 HoSs and 90 SLs. This technique was useful because it gave a chance for each and every respondent being equally included or excluded in the study. Purposive sampling technique was used to select 15 HBs, 15 HGs and 15 GSs. This technique was used because the researcher to with the researcher their personal experiences, feelings, thoughts, aspirations, attitudes and perceptions about the reality on the roles played by students' government in managing students' discipline in schools.

#### **4.2 Instruments for Data Collection and Analysis**

A list of well-structured and close-ended questions were used to collect quantitative data from students' leaders. This instrument was employed because it reduced bias and it helped to collect information in a very short time within a large group of people (Etikan & Bala, 2017). Semi-structured interview guides were used to gather qualitative data from HBs and HGs. This instrument was opted for because it enabled the researcher to probe more information (Ruslin *et al.*, 2022) which would not have been collected from questionnaires.

## **5. FINDINGS**

### **5.1 Prevalent Students' Misbehaviours**

Findings regarding the computation of descriptive statistics on prevalent students' misbehaviours are presented in Table 2.



**Table 2: Prevalent Student's Misbehaviours (n=135)**

Activities	Responses		Interpretation
	M	SD	
Use of abusive words to friends and teachers	3.86	1.28	Agree
Stealing of others' property	3.79	1.32	Agree
Absenteeism in school without excuse	3.78	1.30	Agree
Lateness to school	3.70	1.19	Agree
Failing to complete assignments and exercises	3.64	1.24	Agree
Noisemaking in class	3.54	1.32	Agree
Fighting	3.51	1.22	Agree
Examination malpractices	3.43	1.26	Agree

**Source:** Field Data Analysis (2023)

Findings show that, students perceive that, prevalent student's misbehaviours in public secondary schools arise from use of abusive words among students and to teachers (M=3.86, SD=1.28) and stealing of others' property (M=3.79, SD=1.32). These findings are supported by the majority of HoSs who argued through interview that, students at their schools steal other students' properties and use impolite languages to their fellow students as evidenced in the following narration:

*"In the school I am studying, the prevalent misbehaviours exhibited by students are truancy, fighting, making noise in classes, lateness to school and failure to do exercises provided to them by the teachers."* (HG-B, 14 May, 2023, 09:25 A.M).

## **5.2 Involvement of Students' Government in the Formulation of Rules and Regulations**

Findings regarding the computation of descriptive statistics on involvement of students' government in the formulation of rules and regulations are presented in Table 3.

**Table 3: Student's Government Involvement in the Formulation of Rules and Regulations (n=135)**

Activities	Responses		Interpretation
	M	SD	
Students' leaders are given an opportunity to provide their views on the already prepared school rules and regulations	2.63	1.45	Disagree
Students' leaders participate in the preparation of school rules and regulations	2.40	1.36	Disagree
Students' leaders are allowed to make rules on co-curricular activities (sports, games or cultural trips).	2.29	1.37	Disagree
Students' leaders are allowed to formulate rules concerning the design of school uniforms	2.26	1.33	Disagree
Students' leaders are given an opportunity to give proposals before school rules and regulations are prepared	2.24	1.31	Disagree

**Source:** Field Data Analysis (2023)

Findings show that, students' leaders are not given an opportunity by the teachers to provide their views on the already prepared school rules and regulations (M=2.63, SD=1.45) and also do not participate in the preparation of school rules and regulations (M=2.40, SD=1.36). Furthermore, students' leaders are not allowed to make rules on co-curricular activities (sports, games or cultural trips) (M=2.29, SD=1.37), allowed to formulate rules concerning the design of school uniforms (M=2.26, SD=1.33) or given an opportunity to give proposals before school rules and regulations are prepared (M=2.24, SD=1.31). Findings from interview responses by majority of the HBs and HGs indicate that, student's government involvement in the formulation of rules and regulations students is not done in schools because the school rules and regulations available at schools are already set by the government as it is in the following quotation:

*"We are not involved in the formulation of school rules and regulations. The reason is simple. This is because the government has already formulated the same and there is no room for more opinions."* (HB-C, 15 May, 2023, 08:00 A.M).

### 5.3 Challenges Encountered by Student's Leaders in Handling Students' Disciplinary Matters

Findings regarding the computation of descriptive statistics on challenges encountered by student's leaders in handling students' disciplinary matters are presented in Table 4.

**Table 4: Challenges Encountered by Student's Leaders (n=135)**

Activities	Responses		Interpretation
	M	SD	
Irregular meetings which interfere with academic calendars	3.78	1.36	Agree
Lack of feedback from teachers	3.76	1.31	Agree
Failure by the students to take instructions from the council	3.64	1.29	Agree
Failure to complete class assignments and exercises on time	3.63	1.29	Agree
Lack of cooperation from students	3.62	1.37	Agree
Lack of enough time to engage in private studies	3.61	1.34	Agree
Teachers' oppositions	2.22	1.34	Disagree

**Source:** Field Data Analysis (2023)

Findings show that, students' leaders encounter several challenges in school as they were analysed by the students. These challenges have been found to be that, students' leaders have irregular meetings which interfere with academic calendars (M=3.78, SD=1.36, lack of feedback from teachers (M=3.76, SD=1.31 and failure by the students to take instructions from the council (M=3.64, SD=1.29). These findings are in line with the interview responses from the majority of HoSs who argued that:

*"We are not involved in the formulation of school rules and regulations. The reason is simple. This is because the government has already formulated the same and there is no room for more opinions."* (HB-C, 15 May, 2023, 08:00 A.M).

Other challenges students' leaders encounter include failure to complete class assignments and exercises on time (M=3.63, SD=1.29) and lack of cooperation from students (M=3.62, SD=1.37). These findings are in support by the interview responses from the majority of HGs who reported that:

*"My fellow students' leaders fail to complete various*

*assignments provided by their teachers simply because they are burdened by leadership obligations.” (HG-A, 16 May, 2023, 08:15 A.M).*

They also lack enough time to engage in private studies (M=3.61, SD=1.34). These findings are supported by the interview responses from the majority of HoSs who indicate that:

*“Students’ leaders encounter several challenges in my school. They lack sufficient time to take private studies and some of students bully them.” (HoS-F, 16 May, 2023, 08:20 A.M).*

#### **5.4 Strategies Employed by students’ leaders in Alleviating Indiscipline Cases**

Findings regarding the computation of descriptive statistics on strategies employed by students’ leaders in alleviating indiscipline cases are presented in Table 5.

**Table 5: Strategies Employed by Heads of Public Secondary Schools in Alleviating Indiscipline Cases (n=135)**

Activities	Responses		Interpretation
	M	SD	
Report on indiscipline and minor disciplinary issues to parents/guardians	3.98	1.20	Agree
Use verbal warnings to the defiant students	3.89	1.27	Agree
Motivational programs spotting the best-disciplined students and propose them to be awarded by the administration	3.78	1.34	Agree

**Source:** Field Data Analysis (2023)

#### **5.2.4 To Identify Various Strategies Employed by Students’ Leaders in Alleviating Indiscipline Cases**

The findings show that, students’ leaders employ various strategies in alleviating indiscipline cases in public secondary schools. Students’ responses have shown that, heads of public secondary schools use corporal punishments to discipline their fellow students (M=3.89, SD=1.27). The findings above are also supported by the assertion by the majority of the HGs who argued that, among the common strategies used by the same in alleviating indiscipline cases at schools include infliction of corporal

punishments to students as indicated in the following quotation:

*“Some students do not adhere to our instructions. We were allowed by our teachers to discipline defiant students by giving several strokes or other heavy punishments in order to deter their bad behaviours.”* (HG-G, 16 May, 2023, 08:25 A.M).

Another HG added:

*“We use guidance and counselling groups to students with bad behaviours.....”* (HG-H, 16 May, 2023, 08:30 A.M).

Findings show that, some HoSs use verbal warnings to defiant students (M=3.78, SD=1.34). Heads of schools also report indiscipline and minor disciplinary issues to parents/guardians (M=3.74, SD=1.26). This finding is supported by interview responses from the majority of HBs who argued:

*“I sometimes give several warnings to the defiant students before further actions are taken. If they rectify their bad behaviours, they are encouraged to continue in that direction; but when they fail, I involve teachers.”* (HB-I, 16 May, 2023, 08:35 A.M).

## **6. DISCUSSION AND CONCLUSIONS**

### **6.1 Prevalent Student’s Misbehaviours**

Findings from students’ responses have shown that, prevalent student’s misbehaviours in public secondary schools were the use of abusive words among students and to teachers and stealing of others’ property. These findings are in line with the findings of Çetinkaya and Koçyiğit (2020) who reported that, insulting and slandering friends with words and taking and using others' belongings without permission were indiscipline cases occurring in schools. This study is also supported by the one of Beyanga (2018) who also reported that, abusive languages and theft cases were some of the indiscipline cases prevailing in schools. Furthermore, other students’ misbehaviours included students’ absenteeism in school without excuse, lateness to school and failure to

complete assignments and exercises provided by the teacher. These findings concur with those of Ndaita (2016) who reported that, prevalent students' misbehaviours at schools were noise making and failing to complete assignments; others were sneaking out of school and stealing another students' property. Mwangi and Kirimi (2023), and Matimba and Mwansa (2023) have recently found that, students' misbehaviours in secondary schools have been, among others, truancy, rudeness among students and teachers and fighting; others have been failing to complete school work and theft. Other findings include noisemaking in class, fighting and examination malpractices. These views are in line with the findings of Amaewhule and Nukan-Adebayo (2019) who reported that, examination malpractices, fighting, lateness to school and noisemaking were the common students' indiscipline cases. These findings are also supported by those of Atunde and Aliyu (2019) who reported that, bullying among students and teachers and cheating in examinations were the most prevalent misbehaviours in schools.

## **6.2 Involvement of Student's Government in the Formulation of Rules and Regulations**

In regard to the involvement of students' leaders in the formulation of rules and regulations, findings have established that, students' leaders are not given an opportunity by teachers to provide their views on the already prepared school rules and regulations. This finding agrees with the findings of Ikiugu, Maithya, and Kisirkoi (2021) who reported that, students' councils were not involved by the school administration in the formulation of school rules and regulations concerning students' discipline. Contrary views are provided by Fekadu (2019) who reported that, students

were involved in the formulation of the school rules and regulations concerning students' discipline. Findings continue to show that, students' leaders do not participate in the preparation of school rules and regulations. This finding is supported by the findings of Akech, Ngwacho, and Nyatuka (2022), and Prasetyarini, Hikmat, and Thoyibi (2021) who reported that, teachers were not involving students in setting classroom rules. Contrary to the findings above, Lumanija and Mkulu (2020) reported that, students' councils were highly involved in setting and enforcing school rules and regulations. Furthermore, students' leaders are not allowed to make rules on co-curricular activities or allowed to formulate rules concerning the design of school uniforms. This observation concurs with that of Vasquez and Javillonar (2021) who reported that, students' leaders were not involved in the choice of school uniforms and design the situation which led to the violation of school uniform policy at schools. They are not given an opportunity to give proposals before school rules and regulations are prepared. This finding is contrary to that of Maingi, Maithya, Mulwa and Migosi (2017) who reported that, students were involved in the formulation of school rules the situation that led to high levels of students' discipline.

### **6.3 Challenges Encountered by Student's Leaders in Handling Students' Disciplinary Matters**

On the issue of the challenges encountered by students' leaders, findings from students have shown that, students' leaders are challenged with irregular meetings which interfere with academic calendars and lack of feedback from teachers. These views are in line with the findings of Kuria and Muthui (2019), and Mboyonga (2018) who reported that, encounter teachers' oppositions; lack of feedback from teachers and

irregular meetings which interfered their academic calendar. Students' leaders are also challenged with failure by the students to take instructions from the council. This finding is supported by the findings of Nekesa (2018) and Murage (2017) who reported that, the challenges experienced by the students' council in maintaining discipline among students were lack of cooperation from their fellows and failure by the students to take instructions from the council. Other challenges students' leaders encounter include failure to complete class assignments and exercises on time, lack of cooperation from students and lack of enough time to engage in private studies. These findings are in line with those of Murage, Njoka, and Gachahi (2019), and Kambuga and Omollo (2017) who reported that, students' leaders missed some lessons while attending their fellows' matters, failed to complete class assignments on time and lack of teamwork among students and students' leaders. These observations are also supported by Chumo, Ochieng, and Kipkoech (2017) who reported that, students' leaders performed poorly because they used much of their time dealing with indiscipline cases among students' drug abusers.

#### **6.4 Various Strategies Employed by students' leaders in Alleviating Indiscipline Cases**

On the last aspect of strategies employed by students' leaders in alleviating indiscipline cases in public secondary schools, students' responses have shown that, students' leaders inflict corporal punishments to their deviant fellow students or verbal warnings or guidance and counselling groups. These observations are supported by Luti-Mallei *et al.*, (2023) who reported that, student leaders' have been participating in school peer counseling programs. They also employed spies to gather information which would



create an unpeaceful school environment. Other observations were made by Paul (2020) who found that, students' leaders were given permission by teachers to punish their indisciplined fellow students.

Findings have shown that, students' leaders employ various strategies in alleviating indiscipline in schools. It is suggested that, the same should use guidance and counselling and abandon corporal punishments

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# THE UNITED REPUBLIC OF TANZANIA



MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

THE OPEN UNIVERSITY OF TANZANIA



Ref. No OUT/ PG202001317

11<sup>th</sup> May, 2023

Municipal Director,  
Bukoba Municipal Council,  
P.O Box 284,  
KAGERA.

Dear Municipal Director,

**RE: RESEARCH CLEARANCE FOR MR. SOSTHENES GERVAS, REG NO:  
PG202001317**

2. The Open University of Tanzania was established by an Act of Parliament No. 17 of 1992, which became operational on the 1<sup>st</sup> March 1993 by public notice No.55 in the official Gazette. The Act was however replaced by the Open University of Tanzania Charter of 2005, which became operational on 1<sup>st</sup> January 2007. In line with the Charter, the Open University of Tanzania mission is to generate and apply knowledge through research.

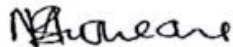
3. To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you **Mr. Sosthenes Gervas**,

Reg. No: PG202001317) pursuing Master of Education in Administration Planning and Policy Studies (MEDAPPS). We here by grant this clearance to conduct a research titled "Effectiveness of Students' Government in Managing Discipline in Public Secondary Schools in Bukoba Municipality, Kagera, Tanzania". He will collect his data at your area from 12<sup>th</sup> May to 12<sup>th</sup> June 2023.

4. In case you need any further information, kindly do not hesitate to contact the Deputy Vice Chancellor (Academic) of the Open University of Tanzania, P.O.Box 23409, Dar es Salaam. Tel: 022-2-2668820. We lastly thank you in advance for your assumed cooperation and facilitation of this research academic activity.

Yours sincerely,

**THE OPEN UNIVERSITY OF TANZANIA**



Prof. Magreth S. Bushesha

For: **VICE CHANCELLOR**

THE UNITED REPUBLIC OF TANZANIA  
PRESIDENT'S OFFICE  
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT

**BUKOBA MUNICIPAL COUNCIL**

(All Correspondences should be directed to the Municipal Director)

When replying please mention:-

Ref. No.KGR/ BMC/E.10/19/XXIX/90

17/05/2023

**TO WHOM IT MAY CONCER**

**RE: RESEARCH PERMIT FOR SOSTHENESS GERVAS (MASTER OF EDUCATION  
IN ADMINISTRATION PLANNING AND POLICY STUDIES)**

2. I hereby introduce to you the above named an apprentice from University of Dar es Salaam who is intending to collect data for conducting a research titled "Effectiveness of Students' Government in Managing Discipline in Public Secondary Schools : A CASE OF BUKOBA MUNICIPAL COUNCIL".
3. This letter serves to achieve two purposes. Firstly to introduce them to you secondly to inform you that he will collect information from Bukoba Municipal Council.
4. This permit is valid **12/06/2023**.
5. Please accord him any necessary assistance he may need from you.

Yours sincerely,



Humphrey S.Mbise  
For: **MUNICIPAL DIRECTOR**  
**BUKOBA**

**- Respective Students**