

**STUDENT LEADERS' EMPOWERMENT AND  
MANAGEMENT OF DISCIPLINE IN  
SECONDARY SCHOOLS IN  
KAMPALA DISTRICT**

**BY:**

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## **DECLARATION**

I, Mulindwa Sammy Mukasa hereby declare that the work presented in this dissertation is original and has never been submitted to any university for an academic award.

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## **APPROVAL**

This dissertation entitled “**Student leaders’ empowerment and management of discipline in Secondary Schools in Kampala District**” has been submitted to the Graduate School with the approval of the under signed as dissertation supervisors.

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## **DEDICATION**

This dissertation is dedicated to all students who have gone through my hands, the family of the late Edward Mukasa of Nansana, beloved children Moses, Noeline, Justine, Jonah and Cissy and to my dear wife Geraldine.

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## **ABSTRACT**

The study set out to find out the relationship between student leaders' empowerment and management of discipline in the selected Secondary Schools in Kampala District. The specific objectives of the study sought to: establish whether the selection criteria, induction of student leaders and school administration support have an influence on management of students' discipline. The research employed a cross-sectional survey design using a random sample of 241 students and ten teachers. The information was collected using a self administered questionnaire for students and an interview guide for teachers.

The findings revealed that in schools where the selection process involved both students and teachers, students' discipline was better managed than in schools where the selection was done by only students. In addition, induction and the administrative support accorded to students' leaders play a significant positive role in the management of school discipline. The conclusions were that: the selection criteria, induction and support given to student leaders are all related with management of discipline in schools.

Basing on the study's findings, the researcher recommended that schools should ensure that every student intending to stand for a particular post goes through the screening process; schools should also undertake induction courses/programmes for student leaders and provide them with the necessary support as they carry out their leadership roles.

# CHAPTER ONE

## INTRODUCTION

### 1.1. Background

The study was about student leaders' empowerment and management of discipline in the selected Secondary Schools in Kampala District. In this chapter, the researcher presents the background, statement of the problem, purpose, objectives hypotheses, scope and significance of the study.

In a society, leaders can be found at every level. Leadership occurs in any task and in any activity in which one is involved. It occurs within groups of friends, at work, during classes, and in homes. Hence, leading is an integral part of running organizations. Many scholars have attempted to define the concept of leadership and as such, there are many definitions that have been advanced to define the term leadership. According to Warren (cited by Morrison, Jones, & Fuller 1997), Leadership is a function of knowing yourself, having a vision that is well communicated, building trust among colleagues, and taking effective action to realize your own leadership potential. Gardner on the other hand defines the term leadership as the process of persuasion and example by which an individual (or leadership team) induces a group to take action that is in accord with the leader's purpose, or the shared purposes of all. In yet another definition, leadership is a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent.

In order to reduce ambiguity, in the context of this study, leadership is the process of influencing the activities of students in efforts geared at discipline management in secondary schools in a given situation (Nawe 2001). In essence, leadership is the identification, developing, and use of potentials that an organization and its people possess. Leaders carry out this process by applying their leadership attributes, such as beliefs, values, ethics, character, knowledge, and skills.

Discipline management is a term often used to refer to behavior modification for good reason (Bean, 2001). On its surface, discipline management is primarily about establishing guidelines for behavior and making sure that those guidelines are followed. Bean (2001) notes that educators are not interested in good behavior just for behavior's sake but good behavior is important for creating an environment where student learning will take place. Discipline is therefore seen as a necessary part and indeed the fundamental part of education because it trains compliance to collective norms (Kai-ming and Kam-cheung 1994).

In almost all schools, there is often a person or group of persons charged with the responsibility of leading others often known as prefects and these are the key student leaders who are expected to play a predominant role in the day-to-day functioning of the school. According to Musaaazi (1982), a leader is a person who influences the activities and behaviour of an individual or group of individuals in efforts towards goal achievement in a given situation. On the other hand, Kouzes and Posner (1988) consider leadership as a relationship between leader and followers. In this study, student leaders consist of all those individuals entrusted

with the responsibility of enforcing rules and regulations as well as organising other students towards orderliness to enhance the achievement of intended education objectives. Examples of student leaders include prefects, councilors, captains/monitors, club executives and student court judges. In particular, student leaders, help in maintaining discipline and order in the school environment, prevent bullying and the use of indecent language, make children understand that rules are made for their betterment and hence they should be followed. For that reason, an educational psychologist of today would describe them as 'role models' for the student body.

For prefects to command such respect from subordinates, they have to be adequately empowered and this empowerment can take different dimensions ranging from how they assume leadership positions, how they are mentored, how and /whether they were inducted, supported, appraised, to mention but a few. When student leaders are empowered, this means that they will be able to take an independent autonomous decision on how to deal with particular situations, a decision that may not necessarily be the same one taken by the school authorities but a decision which must be respected nonetheless. In this regard, effective leadership is seen in terms of empowering leaders to effectively execute their obligations rather than exercising power over others (Trafford 2002).

According to Robbins, Chatterjee, & Canda (1998), empowerment has been defined as a process by which individuals and groups gain power, access to resources and control over their own lives. In so doing, they gain the ability to

achieve their highest personal and collective aspirations and goals. For purposes of this research empowerment is conceptualized as a way of bestowing upon student leaders the power to use more judgment and discretion in their work and to participate more fully in decisions affecting their working lives.

Lack of student leaders' empowerment in leadership skills, the criteria used in selecting such leaders and failure to identify and deal with their needs can affect their capability to maintain and handle emerging students' indiscipline such as strikes, bullying, aggression, violence, disrespect to teachers and other school authorities among others. Yet, as Musaaazi (1982) rightly emphasizes, discipline is an important element for the success of any institution worldwide. For discipline to be achieved, various bodies are charged with the task of enforcing it World wide. But what is discipline?

According to Webster (1913), the term discipline refers to that form of training to act in accordance with established rules; accustoming to systematic and regular action. According to this definition, discipline aims at the removal of bad habits and the substitution of good ones, especially those of order, regularity, and obedience. For discipline to be achieved, various bodies are charged with the task of enforcing it. In this study, discipline refers to the acceptable standard of student behaviour in aspects like, respect to public and private property, respect to school authority and self and above all respect to school rules and regulations.

In this regard, the sort of esteem student leaders need in their process of actualization is in most cases synonymous with empowerment. Accordingly, school prefects need a sense of self determination, autonomy, dignity and responsibility to continue functioning in a healthy, growth-motivated way (Potterfield 1999). When placed in an environment where any or all of these qualities are removed from them and they are instead forced to submit to another's will and think and act under constant supervision, their senses of self esteem and self-worth is robbed from them. According to a committee on the convention on the rights of the child (2000) in Tanzania, the report revealed issues of bad governance to lie at the heart of the education crisis in Tanzania. The school committee, which was meant to be the key institution in ensuring educational quality and accountability, was extremely weak in most cases. In practice, most committees lacked real authority and resources, typically dominated by a few individuals, and did a bad job of representing the interests of the majority.

Many scholars have devotedly developed numerous theories in the science of management that respects human dignity at work, in which the total person is taken care of. McGregor (1960) was one of those who undertook the task of bringing to light the importance of empowerment of employees if production was to increase. In his book, "The Human Side of Enterprise" Douglas McGregor examined theories on behavior of individuals at work. McGregor had a unique approach to employees which prompted him to classify people in two categories. His approach to human nature made him to develop two theories namely; theory

X and theory Y. McGregor gave his theories as assumptions about the natural tendency of people to work. According to theory Y, people naturally like work so when given the opportunity to do some tasks they can perform better. Basing on this theory, if students leaders are empowered it is highly hypothesized that school discipline is likely to improve. Indeed empowerment is the implicit assumption underlying Mc Gregors's theory Y. Theory Y further suggests that human beings have the ability to make innovative decisions when involved in organizational affairs. Theory Y assumption, therefore supports the view of student leaders' empowerment in which prefects are involved to take part in the management of discipline in their respective schools.

The situation in which student leaders can be involved is one where the individuals are emotionally mature and empowered to execute their duties diligently; where the work is sufficiently responsible to allow for flexibility and where the student leader can see his/her own position in the management hierarchy (The human relations approach , 2007). If these conditions are present, school administrators find that the participative approach to problem solving leads to much improved results compared with the alternative approach of handing out authoritarian orders. Consequently, a prefect will contribute more to the school if he/she is empowered and treated as responsible and valued leader.

Through student leaders' empowerment, the fostering of good standards of discipline informs all aspects of school life that where there is a tendency to misbehave the best deterrent is not the severity of the punishment, but the



probability of being caught. It is part of the responsibility of every member of the prefectorial body to be vigilant and to seek to ensure that acceptable standards are maintained, dealing promptly and appropriately with incidents of misconduct in whatever context they occur. Where a significant breach of discipline has occurred, empowered prefects may judge it necessary to refer the matter to teachers who will, in some circumstances, bring it to the attention of a Head of Department, a senior member of staff, or the Head teacher (Mairead, 2003). As a result, when the usual disciplinary resources and sanctions of the school have been exhausted, or in other circumstances of unusual gravity, the Head teacher may suspend or exclude a student.

Accordingly, a democratic atmosphere by its very nature constantly reminds everyone (teachers, other staff, parents and students) that the school is there for the students. This implies that democracy is a powerful tool in raising loyalty to the school culture. In short, in a school that has generated a democratic atmosphere, Relationships are better between students, their leaders, and teachers and consequently, discipline is improved (Trafford 2002). One way of how democratic school management can be recognized is whether prefects are democratically elected by fellow students, appointed by the staff or chosen from the elected. In some schools student leaders are appointed by the Head of School based upon votes by the students. Yet in other schools, students who wish to hold leadership positions are required to submit an application to become prefects as Mairead (2003) notes. In cases where the selection process is

competitive, this means that to be named a students' leader is quite a great honor. In actual fact, participative selection of leaders is now becoming the norm instead of school administration imposing their own chosen individuals to lead others. Indeed, in a situation under which assuming leadership was not by a majority vote, this makes some students contest the authority of the appointed prefect (Kuleana, 1999) and consequently this might be a root cause of indiscipline in schools. This suggests that for student leaders to command respect, the selection process must be free, fair and popular.

Because leaders have the responsibility of keeping order as well as advising and assisting other students in dealing with school life, regardless of the criteria used to assume leadership, intensive induction is required in order to ensure efficient delivery of services. In this study, induction refers to the process of helping leaders make a transition into new positions, a new role or area of responsibility. In some schools, as a part of their induction, prefects are often given special privileges that set them apart from their fellow classmates. In England for example, Griffin (1994) notes that at one time, prefects were even given the power to administer corporal punishments to their underlings, which made them figures of fearful respect in the school (and which doubtlessly gave many of them sadistic thrills). The major issues that are usually addressed during the induction process include: equipping them with skills of handling cases of indiscipline, briefing them about their boundaries of power and authority, expected roles like assisting with new student orientation, assigning students to jobs as well as monitoring these jobs, attend prefect meetings. They are expected to promote,

support, and follow all the rules at the school. Their conduct in every aspect of their life is under scrutiny by the staff. In cases where they do not meet these expectations their status as Prefects may be removed (Bean 2001). As such, being a student leader can be a challenge as well as an honor in itself. Accordingly, since they are expected to act as role models, a student leader who violates a rule may lose his or her status if the infraction and the circumstances surrounding it are seen by the school administration as compromising the prefect's leadership ability.

Student behaviour is a growing problem for teachers in many schools especially in urban schools (Beryl and Mansaray 2006). In Uganda, discipline Management has persistently become an issue of contention hence raising a concern to the community. Destruction of property through strikes in Secondary Schools is a common phenomenon that is dominating daily newspapers and sections of mass media. Some of the grotesque headlines commonly found in the local news papers today, in fact, include; "school shut over strike" (New Vision, April 2001), "property worth millions destroyed in school", "students murder fellow student" to mention but a few. The Daily Monitor of 10<sup>th</sup> July 1996:5 reported:

All 200 students of Bishop Angelo Negri College in Gulu have been suspended following a violent strike that left the glass windows of the school buildings broken and utensils smashed beyond use

The increased magnitude and occurrence of indiscipline in Secondary Schools has often posed a public outcry that instigated the Ministry of Education and Sports to

appoint a Committee on discipline in schools and Colleges (1992). The recommendations from the Committee were that serious acts of indiscipline in some schools needed analytical study especially the causes so that a course of action could be designed to institute preventive measures against indiscipline.

A number of related studies have been carried out but few have focused on student leaders' empowerment and management of discipline in Secondary Schools in Kampala. Anderson (1970) attempted to study disciplinary attitudes of Boarding and Day Secondary Schools with the main concern of the students' indiscipline against school authority. Nyanzi (1992) made a comparative study of the social origins and discipline in one school. Munobwa (2001) presented the effect of indiscipline on academic performance in Secondary Schools and Muleme (2001) studied the causes of indiscipline in Secondary School. The above studies thus left room for a detailed study on the Student leaders' empowerment and Management of discipline in Secondary Schools in Kampala District.

Most schools in Kampala District have student leaders who are either elected by students or appointed by administration. Their major role as student leaders is to manage discipline in the school. However, cases of indiscipline continue to occur. For example Kibuli Secondary School was burnt twice in a period of one year, Nabisunsa girls had a dormitory burnt, Our lady of Africa Lubaga girls Secondary School's dormitory was burnt, there was a riot at Uganda Martyrs high school Lubaga (Education inspectorate report-Kampala city council May, 2004). Many

school administrators are also attributing the indiscipline to the failure of student leaders to perform their duties. In view of the above scenarios, this study sought to examine the extent to which empowerment of student leaders affects the management of discipline in schools.

## **1.2 Statement of the Problem**

The issue of students' discipline is becoming very problematic. There is a need for all education stakeholders to get involved in maintaining students' discipline. There is a public outcry that many students are indisciplined and the student leaders are not playing their intended roles of helping in the management of discipline. Many schools in Kampala District have continued to experience indiscipline manifested in strikes, riots, demonstrations, bullying, teasing, violence and aggression culminating into destruction of property and life besides the moral fibre of the school community. The recurrence of undesirable behaviour suggests that perhaps student leaders are not appropriately selected and inducted and that they may not be getting adequate support from the staff and administration to enable them manage discipline in secondary schools. The study aimed at establishing the extent to which empowerment of student leaders influences the management of discipline in selected secondary schools in Kampala District.

### **1.3 Purpose**

The purpose of the study was to find out the relationship between student leaders' empowerment and management of discipline in Secondary Schools in Kampala District.

### **1.4 Objectives**

The study was guided by the following objectives.

1. To establish whether the selection criteria of student leaders has a relationship with management of discipline in Secondary Schools.
2. To find out the extent to which induction of student leaders influences the management of discipline in Secondary Schools.
3. To establish the ways in which school administration support to student leaders influences the management of students' discipline

### **1.5 Hypotheses**

The study was guided by the following hypotheses.

1. Selection criteria of student leaders have a relationship with management of discipline in Secondary Schools.
2. Induction of student leaders is related with discipline management in Secondary Schools.
3. School administration support to student leaders has an effect on management of students' discipline in Secondary Schools.

## **1.6 Scope**

Geographically, the study covered selected secondary schools within the District of Kampala. The study mainly focused on: the selection criteria, induction of student leaders and support given to students' leaders in the management of discipline in Secondary Schools. The study targeted Student leaders, students and teachers of the selected schools

## **1.7 Significance of the study**

The findings of the study are expected to be useful to a number of education administrators in Secondary Schools by providing expanded knowledge on student leaders' empowerment and management of discipline.

It is hoped that the findings will provide salient information for policy formulation on discipline management not only in Kampala schools but also in Uganda and the world at large

The findings will influence planning and implementation of educational programmes aimed at countering destructive peer behaviour or related activities culminating into indiscipline in schools.

The study findings will greatly enrich existing literature on discipline management in schools to various stakeholders.

It will profoundly help the MOES, teachers, administrators and students to recognize the importance/value of student leaders' empowerment in the management of discipline.

Finally, the study findings will form a foundation for further research on related topics.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

In the previous chapter, the statement of the problem, purpose of the research, objectives, research questions, scope and significance of the study were presented. The purpose of this chapter is to explore relevant research literature on the role of empowerment on management of discipline in selected secondary schools in Kampala District. First, the theoretical framework is presented; this is followed by the conceptual framework and then, a review of the related literature.

#### **2.2 Theoretical review**

Theories of leadership in any period are driven by a set of convictions and hopes on the part of the theorist. One conviction is that rapid societal evolution makes it imperative to keep one's pulse on social changes and their implications for how groups of human beings can best be led. The participative management and leadership style ascendant in the late twentieth century was exemplified by the work of Douglas McGregor in his landmark work, *The Human Side of Enterprise* (1960). McGregor distinguished between a Theory X, which fundamentally viewed humanity in a negative light and Theory Y, which viewed human beings in a more positive light. Given Theory X's assumption that human beings are essentially imperfect and resistant to work, a successful leader (head teacher) presumably needs to manage them in an authoritarian manner, with rigorous controls. From this theory it can be noted that in a school setting, the hierarchical

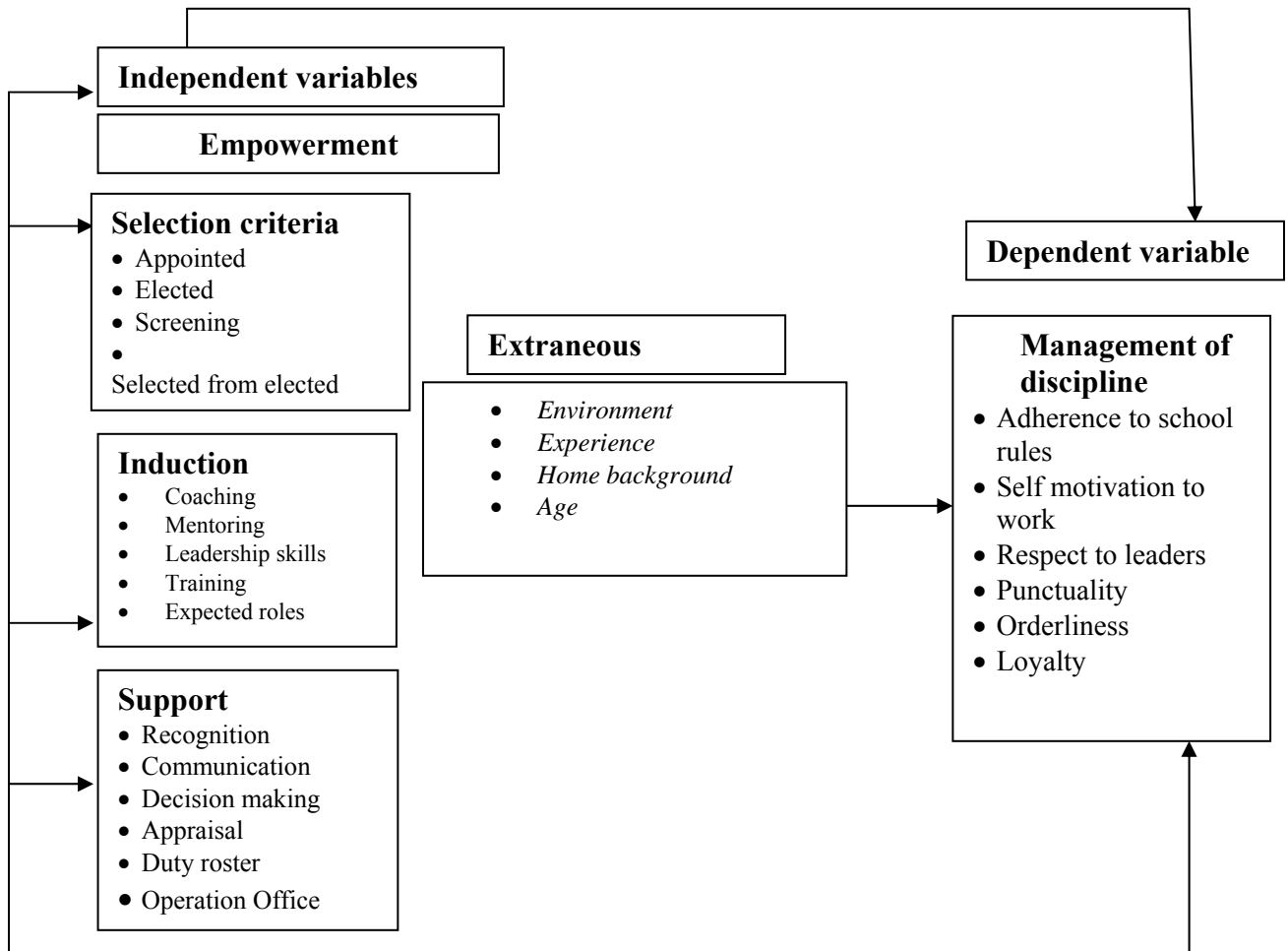
and autocratic approaches are sometimes the best way for school administrators to manage indiscipline in the school. On the other hand, Theory Y demonstrates that human beings are far more willing to invest themselves in their work if it bears personal meaning. If they can escape the suffocation of being over managed and begin to make a collaborative investment through their labor, they will bring untapped new fountains of creativity and energy to an organization (The Rise of Contemporary Leadership Theory, 2008). This democratic model of organizational leadership began to develop, with its flattened organizational pyramids with concepts such as empowerment of leaders and shared vision.

Under such circumstances, empowered leaders experience a high level of contentment in their work unlike in hierarchical arrangements where school administrators enjoy maximum contentment and prefects experience minimum contentment (Envision software, 2008). In this situation, one would expect prefects to dislike their work, avoid responsibility, have no interest in school goals and resist change. Therefore, empowerment of student leaders seems more likely with Theory Y model. In other words, with empowerment of student leaders, the higher level needs of esteem and self-actualization are achieved. Consequently, they will be self-directed and creative, will be committed and capacity for creativity spreads throughout the school leadership. Under these assumptions, there is an opportunity to align personal goals with school goals by using the leader's own need for fulfillment as the motivator. If Theory Y holds true, the school can apply these principles of scientific management to empower student leaders by not only opting for democratic approaches to selecting leaders but also

inducting the newly appointed leaders into leadership positions they assumed and be supported by the entire school staff and administrators in managing school discipline.

### **2.3 Conceptual framework**

A basic function of educational systems is to provide students with social ideals of being obedient to authority (Eckstein, 2008). Within its schools, the administration at large sanctions a regime empowered and entrusted with the task of overseeing and monitoring students' behavior which is not only a particular form of social order but also a powerful system of adherence to established rules and regulations. Empowering student leaders can take different dimensions but in this study the researcher concentrated on the selection criteria, induction and support as the fundamental forms of empowerment in discipline management. The linkage between empowerment and management of discipline is presented in the conceptual diagram in figure 1.



**Figure 1: An integrated model of student leaders' empowerment and management of discipline in schools**

As seen in figure 1, some creative work on the part of school administrators involves opting for the best forms of selecting leaders, inducting and training them how to handle situations and offering them all the support they need as they lead others. In short, to empower student leaders to take responsibility, the administration should be supportive, recognize them, have confidence in the selected leaders, take a vested interest in their achievements, acknowledge them,

make improvements or suggestions for the future, highlight the successes and consequently, cases of indiscipline will reduce.

#### **2.4.0 Review of the related literature**

##### **2.4.1 Selection criteria of student leaders**

The ideal character of a prefect is to have leadership qualities and work to the entire satisfaction of the school authorities and to live up to the trust and confidence. They must be an example to their fellow students by showing good moral character (Prefectorial News 2004). Ensuring that all schools have effective leadership begins with the selection process. Effective school leadership is fundamental for driving school improvement and student success. Yet for years, different schools have had different approaches of choosing student leaders (Keri & Walker 2008). Some are more democratic than others, but however, a student leader chosen has been given an advantage in life over those students that have not been selected.

Leaders come in many forms with varied past experiences. Usually known as Prefects, these student leaders are usually selected by their peers and approved by the administration to lead others. There are many ways through which the selection process is conducted. In some schools, aspiring prefects have to write a motivational letter to the Senior Prefect, who selects the eligible candidates with his cabinet and presents them to the Head teacher. After the vetting process by the Head teacher and his staff, the student body then vote for their ideal leaders (Prefectorial News 2004). However, under such arrangement complaints of lack

of transparency are bound to occur. According to the Prefectorial News (2004) students criticized the selection process by saying that the whole Prefect selection process (the short-listing, vetting and elections) was not done in the proper way as had been done in the past. The normal protocol was not adhered to. The Senior Prefects did not take part in the short listing of the aspirants as they normally did. The major contention of the complainants was that the senior prefects should have been there to comment on the behaviour of some of the aspirants and to inform the Headmaster as to their fitness for the job. However, they were only invited for the final vetting where it seemed too late to take any action. As a result, one student passed through the vetting round to the election stage where he won but when the name came out, it was then that they realised that he had been suspended before and therefore could not command any moral authority from other students so they disqualified him.

In Africa, emphasis on loyalty as the basic tenet of colonial education reinforced the bureaucratic model of the Western type of school leadership introduced in the colonies. The common pattern of leaders in independent African countries was strict (Sifuna, 2000). Unfortunately, this doctrinaire attitude spilled over into the classroom, creating an old-fashioned hierarchical, British house/prefects system. These school norms were hardly designed to prepare children for a free and democratic society. The new African leadership hardly questioned the colonial educational ethos. They were anxious to retain and enhance the bureaucratic hierarchical school structure as a way of inculcating among the pupils the sense of

punctuality, honesty, obedience, hard work and respect for authority Fordham (2003). One aspect of the inherited school organization that has been criticized heavily as contravening democratic values is the appointing of student leaders. One writer has suggested that the way in which school prefects are appointed establishes the style in which they perform their duties. If a student leader is appointed by the head teacher he will naturally look immediately to the head as his source of authority. Consequently, he will tend to be regarded as a 'rather remote and authoritarian figure' (Sifuna, 2000). This means that the system of leadership on which students depend is so important in the management of school discipline.

Today, complaints are met with high-handed authoritarianism and resentment grows till in the end a small incident sparks off violence, which can include very serious attacks on staff, property and buildings. It is apparent that a major factor in the existence of strikes and riots in many African Secondary Schools is the problem of how student leaders assumed power among other factors which culminates into lack of adequate communication between student leaders, their subordinates and layers of the school hierarchy Fordham (2003). Nowadays, the prefectorial system operates in many schools in various ways.

Fordham (2003) maintains that, the criteria of those hiring school leaders should be simple but popular to all. More specifically, school boards should seek people with manifest leadership capabilities augmented by a solid track record of good

conduct. When selecting these leaders, the foremost task is to identify potential leaders from the widest pool of possibilities. Schools should seek candidates with sound behaviors demonstrated through their previous roles if troubled schools are to be transformed. In this regard, Fordham (2003) recommends that to find strong leaders, schools should not dare waiting for people to nominate themselves. Rather, they must evaluate the capabilities of the candidates and survey their previous behavior to ascertain whether they meet the school culture. Implicitly, this is to suggest that the school board or governing authority must take the initiative in finding, grooming, and selecting its leaders. To do that well, school systems need a network of advisers and informants that know well the aspiring candidates for leadership posts.

In view of the fore going review, Griffin (1994) advises that as part of creating the right atmosphere, prefects should neither be chosen strictly because of their age nor grade level. Instead, a prefectorial position ought to be a position of pure merit. Similarly, no prefect should simply be elected to the office as a result of popularity among his peers; nor should any of them be appointed to the office by the administration because he is a teacher's pet or a favorite of the administration. Instead, each prefect must be affirmed jointly by the students and the staff. While every attempt is made to keep an appointed prefect in that position, anyone who fails to uphold their responsibilities, abuses their position, or begins to fall behind in his behavior has to be returned to the status of an ordinary student Fordham (2003).



In a democratic society, the prefect system capitalizes on the competitive instinct with a developed hierarchy of merit, a ladder of service that can be climbed towards the top position on merit. That is to say, any student meeting the eligibility requirements may run for the leadership position. Prefectship is thus, one of the most demanding student leadership positions in the school, and as such, these students are held in high esteem by students and faculty alike. In yet another form of student leadership selection criteria, Grossman (2007) mentions that prefects are elected by the entire school (students and staff) and serve as the top student representatives of student government whose responsibilities range from supervising school meetings, participating in disciplinary committee hearings. In short, they are the students' voice in virtually all areas of school life. They work with the school administration and act as a channel through which faculty and student concerns may be communicated. In UK, prefects are appointed by the Headmaster from among the students of the school generally on the recommendation of teachers (Eckstein, 2008). Though their functions today vary extensively, their significance in the authority systems of many schools remains considerable.

Generally, the basic role of student leaders normally is to act as general agents of social control-checking lateness, reporting misbehavior to teachers, organizing the tidiness of the school compound and generally acting as messengers of the staff. Each class also usually has its own monitors responsible for making sure the classroom is tidy, that pupils are not noisy when the teacher is not present,

collecting books and other assignments (Sifuna 2000). School heads often used to the bureaucratic nature of the school structure however seem to perceive nothing undemocratic in the selection of prefects, since they argue that such selection is based on merit. Moreover, the pupils themselves seem to see such a system as fair and sensible. In a study in Nigeria in which students were asked if they thought it was a good thing to have prefects and monitors who are democratically elected, expressed overwhelming approval (Harber 1989). Thus, the need for democratic and human rights education does not only stem from continued clamor for democratic governance but also from the educational crisis precipitated by the bureaucratic mode of governance that has manifested itself in school strikes which have been rampant in most of the countries.

In the mid-seventies for example, the Nigerian Government became quite concerned about what was described as indiscipline among pupils. The Federal Government showed the extent of its concern when it decided to post soldiers to all post-primary institutions from January 1978 in which they opened fire during Secondary School riots protesting at the dissolution of the student union (Harber 1989 cited by Sifuna, 2000). General Obasanjo, then the military Head of State, gave an example of what was to be expected when he personally caned a pupil while touring a school because of the pupil's shabby appearance and the disrespectful way. These soldiers were to assist the principals and staff with disciplinary problems in the school and provide an example of military discipline for pupils to emulate.

By and large, the education system in many countries operates on the premise that the best way to educate its youth is to reduce them to the level of docility as Sifuna (2000) puts it. The authoritarian structure of schools naturally inculcates fear in students and rewards blind obedience to authority. Consequently, any attempts by students to have a say in the running of schools is viewed with great disapproval and in some cases punishment. There are times, however, when students feel they cannot tolerate the humiliation and oppressive nature of their school authority. When this point is reached, the students will revolt regardless of the consequences of the action. The violent reaction of students in such a situation is the result of the authoritarian conditions they have to deal with. In this regard Nkinyangi (1981) concludes by asserting that the ability of the school management to listen to students grievances through student leaders is critical in the smooth running of the school. Reforms of this kind entail accepting that it is not a crime for students to organize themselves and elect leaders who will articulate their grievances and views within the institutional settings. The perception that Secondary School pupils are immature is invalid in view of the fact that some of these students are around eighteen years, which is a voting age.

#### **2.4.2 Induction of student leaders**

Leadership induction is an introduction and orientation of new leaders and general staff either new to the organization and commencing in a senior role, or new to a senior role in the organization conducted as a series of group meetings (Ubben, et

al 2004). The induction program usually aims at assisting new leaders to ensure they are confident about the administrative/ management requirements of their position, gain awareness about organizational expectations during the early phase of their new role, and learn from the experience of others. In particular, induction programmes provide opportunities to meet other senior staff, establish relationships across the campus, and have more ready access to key information and people to support new leaders.

Being a student leader largely means dealing with people. Other people can guide him/her but in the end, he/she has to work out answers. Although all schools are different, it is important to have a good understanding of what is expected of prefects in a particular school. In broad terms, roles fall under four categories namely; maintaining discipline, in some schools, prefects organize or help staff to organize events, introducing new parents and students, teachers, or visitors and in some schools, prefects attend staff meetings to represent the interests of students (Eaton 2007). The full list can be wide and varied. It is therefore up to each school to utilize its prefects in the best way it sees fit. What is important however is that prefects ought to know exactly what their roles are but this can only be possible if they are inducted (Eaton 2007).

In view of the above, having a group of students who happen to be appointed as leaders of other students is not enough. They need to understand what they are required to do, how they should do it, who is responsible for doing what and the limits of their authority. For this reason, inducting and sustaining highly effective

leaders is one of the greatest challenges facing today's educational leaders as Stronge and Hindman (2006) emphasize.

If experienced leaders find their jobs to be exhausting and stressful what is it like for newcomers? Not surprisingly, words such as "lost morale," "overwhelmed," and "shell-shocked" encompass the literature on new student leaders. Traditionally, leaders have been left to sink or swim. Having been selected to lead others, they are presumed to be prepared, and get little direction from school administrators (Bloom 1999). But that attitude is changing as schools realize that a scarcity of high-quality leaders means promising leaders should not only be energetically recruited but carefully nurtured once they are on board (Harry, 2004). Bloom (1999) notes that formal induction programs are too new in developing countries to have generated a significant body of empirical research, however, there is a growing literature that articulates a rationale for such programs, describes the efforts of schools to nurture new prefects, and provides early testimony that induction efforts are well-received.

By all accounts, new student leaders experience intense, unrelenting stress as they try to lead others. This stress comes not just from task overload, but from the need for quick assimilation into a new culture. Every school is a unique organization, with its own history, environment, and a spread of characters. New leaders not only have to learn "how things are done," but "how things are done here" (Crow and Mathews 1998). They must go from "stranger" to "insider," quickly discerning the unwritten rules and identifying the real movers and shakers (Aiken

2002). Operating for the first time from a school wide perspective, some are shocked to see the filthy conduct of some students' behavior.

Given the stress faced by new leaders, simple compassion would be reason enough to ease their transition into the field (Aiken 2002). However, the researcher in this study asserts that a well-designed induction program can also enhance the well-being of the school. Sociologists have pointed out that the first time in a leadership position is a crucial period in student leaders' socialization, the process by which they internalize the skills, values, and dispositions of the positions they hold (Normore 2003). While newcomers will enter the job with both informal and formal preparation, they still face the crucial task of "organizational socialization," in which the simple abstractions learned in classrooms must be adapted to the messy realities of real schools. During induction programs, beginning leaders are strongly motivated to fit in to their new environment, and the norms of the organization are likely to outweigh the norms acquired during training. This offers schools a unique opportunity to influence the goals and behaviors of new leaders as Normore (2003) asserts. Although direct empirical evidence is scarce, some researchers have speculated that formal induction programs improve retention. For example Morford (2002), after interviewing ten new rural leaders who had no access to any kind of induction program, found two years later that nine of them had either moved on to other positions or returned to teaching.

Induction has become almost synonymous with mentoring, and understandably so. Few newcomers will fail to benefit from having an empathetic, experienced

colleague who can provide coaching in technical skills, guide them through the political minefields, and provide a perspective that encourages reflection. However, there are also pitfalls. Mentors may become too controlling or overprotective or may present only a narrow perspective on the newcomer's situation. Nonetheless, mentoring programs are generally welcomed by beginners (Ricciardi 2000). Dukess (2001), after interviews with mentors and supervisors of mentoring programs in six New York City community schools, concluded that good mentors rendered three forms of assistance to new leaders: They provided instructional support by keeping newcomers' attention focused on learning issues and offering models of successful practice; They provided administrative and managerial support not just by giving practical tips but by helping new leaders set priorities; and They provided emotional support by listening carefully and being present at particularly stressful moments.

Increasingly, schools are taking a "grow your own" approach to provide new prefects with a smooth entry tailored to the context of the school. Although almost any assistance would be beneficial to new leaders, early experience with induction programs suggests some basic principles that can guide school efforts. Although new leaders often worry about technical skills, induction programs help candidates stay focused on the big picture. On this note, Aiken (2002) recommends that induction should support leaders through paradox, help to demystify leadership practice, and provide opportunities for collaborative and reflective learning. At the same time, programs must respect the immediate needs

of the new leaders. Howley and colleagues (2002) found that new leaders in a leadership expressed a strong preference for focusing on what one called "practical, hands-on, get me through the new so I can survive stuff." They were much less interested in reflective portfolio activities centered on the organizational standards.

According to Kent (2001), Induction involves more than one-to-one mentoring. Schools can use a wide array of strategies, including portfolios, professional development plans, study groups, leadership academies, focus groups, peer coaching, workshops, and retreats. Induction is especially powerful when it is embedded in the culture of the school, not just a one-shot extra activity for newcomers.

Maintaining discipline is perhaps the most obvious role of prefects, but it does not apply to all schools. Where it applies, prefects may find themselves needing to know school rules or code of conduct very well indeed. Underpinning the system, are the various players responsible for molding or shaping the character of the students, namely, the school administrators, teachers, prefects, class monitors, parents and counselors. An important feature of the system is transparency and a sense of fair play in every punishment or reward meted out (Frankie 2004). This means that the school rules, job specifications and work processes are formalized in a disciplinary manual or handbook available to all concerned. Inducting prefects and class monitors to enforce this discipline system have far greater reach and depth. They are expected to be guardians of standards that are written in these



documents and will therefore need to be prepared to challenge students who break the rules. This is sometimes easy to do if induction programs were properly conducted.

In Uganda St Mary's Boarding Secondary School Kitende has started something that would be perfect if it becomes a trend in schools, universities, and other institutions of learning (Monitor News paper 2008). After democratically electing student leaders, the school conducted a two-day workshop for its new prefects. Experts from management training organisations and institutions of higher learning taught the prefects management skills. In this regard, the school's management style shows why this school which is relatively new has become one of the top schools in the country.

Many managers forget that each and every policy and action that could lead to organisational success has to be carried out by a specific person, in a specific way. The more successfully the organisation recruits and retains the right people and ensures that they have the right skills and knowledge to do the job the right way, the more successful the organisation. Yet how many schools have endeavored to provide their prefects and other leaders with the skills they need to manage other students for the overall good of the school? Even higher institutions of learning, like Makerere University, abandon the student leaders to forge solutions without any training. Consequently, they end up hiring unqualified staff. These untrained people make incompetent decisions that cost the schools and parents millions of shillings. True, some people may be born to be leaders (Livingstone 2001) but most organisations succeed because the manager has had the right training. Thus,

rather than creating bureaucratic barriers to entry, schools should focus on strategic recruitment, induction and measures to hold leaders accountable for results once they are hired. Ideally, once identified as plausible candidates, inexperienced new comers in leadership be prepared for the responsibilities of school leaders and get the additional training they may need to do the tasks assigned to them (Fordham, 2003).

### **2.4.3 Support to student leaders**

In schools where violence and discipline problems have reached epidemic proportions, teachers, student leaders and other auxiliary staff relate personal stories of administrators undermining attempts to maintain order by letting student offenders get away with disruptive behavior (Yu, Bik-yin 2004). In far too many schools, this lack of respect for the authority of student leaders, teachers and other school employees has often undermined the ability of schools to provide students with quality education<sup>12</sup>. According to Yu, Bik-yin (2004), even in the best schools, prefects too often experience frustration and abandonment in their efforts to maintain a safe and orderly learning environment. As Burmeister and Hensley (2004) assert, solving school violence and discipline problems is not always an easy task but it can be done. According to them, it requires an administrative commitment and a real effort to stand behind student leaders and other school employees with the support they need. It also requires a commitment by administrators to forge a cooperative effort with school employees aimed at educating students and members of the community about the need for tough but fair discipline policies. (Yu,Bik-yin, 2004).

Students today play an enormous role in management of school discipline. But despite this role, individual students are inclined to discount their value if they are not recognized or validated by the rest of the Institute, particularly by those who are more perceived as "authority figures" on campus. Student leaders may in turn receive little or no recognition for their efforts as leaders (Stratton, 2006). Often times, existing student leaders are left out of decisions that impact their school - they are kept in the dark when decisions are being made by the governance structure. Not only does this separation of student leaders and administrators lead to conflict and distrust between the seemingly-monolithic administration and the student community, but it also leads to a devaluation of leadership on campus. Students discount the ability of student governments to be heard on issues that concern them. In the long run, students in leadership positions find that their ideas are not valued, and that their leadership has no impact on other students. As a consequence, because student leaders' activities are not recognized by the administration as a whole, and because potential faculty mentors appear to place little value on them, discipline is always compromised (Stratton, 2006). Indeed, the worst thing that can happen to dismantle a school discipline plan is to have no supportive action or counter-enforcement action from administrators. This sends a message to students that nothing is going to happen no matter the violation of school rules and regulations. In view of this, Yu, Bik-yin (2004) notes that while student leaders cannot always count on getting the support they need from the school administration, they still should try to elicit their help. He also suggested

that prefects should never set rules they know won't be supported by administrators.

Administrators often find themselves caught in the middle of a variety of situations. These situations might involve a teacher and a student, two students, two teachers, two employees or a teacher and a parent. Whatever the situation, Burmeister and Hensley (2006) assert that the middle is usually an uncomfortable place, especially when it involves student discipline. We know that we must immediately do something to address unacceptable student behavior, but we often feel powerless, helpless and discouraged. Rather than operating on the behavior/consequence model, we encourage administrators to examine their relationship-building skills and concentrate on enhancing trust, providing support to student leaders in enforcing discipline. According to Burmeister and Hensley building relationship with student leaders is the most important and powerful aspect of leadership. Trust, support and safety all work in concert with one another and shape the relationships that the school administration have with students, teachers, staff, parents and the community.

Once leaders are supported, discipline problems decrease when a sense of trust permeates your site, when everyone feels supported and safe, and when everyone is focused and working toward the same goal--a productive and safe school. Thus, in discipline management, the main focus of school administrators should be on developing and sustaining trust with student leaders. According to Snowden and Gorton (2002), if there is a high level of trust, the leader can expect that members

of the group will express their feelings, concerns, opinions and thoughts more openly. Conversely, if trust is low, members are more likely to be evasive, competitive, devious, defensive or uncertain in their actions with one another.

Trust is the key to cohesiveness in a group. Lunenburg and Ornstein (2004) indicated that trustworthiness may be the single most important factor in subordinates' judgment of a leader's effectiveness. If prefects are not trusted by the school administration, the probability is very high that they will not be successful in their accomplishments, even subordinates are less likely to approach a leader for any form of consultation or advice if he/she is not recognized by the school authorities. Instead, they will stay away from him and go about their daily routine often in spite of he/she is trying to do to curb cases of indiscipline. On this note, Hensley & Burmeister (2004) contend that once a leader has garnered trust and respect from school authorities and those he leads, he/she can go about the business of shaping the school culture and crafting a shared vision with all constituents. Therefore, the management should always communicate to student leaders in each interaction with in order build confidence as they execute their duties. The head teacher and staff should ensure that all student leaders have access to the advice, training and development opportunities appropriate to their needs (Burmeister & Hensley 2004).

As can be seen from the above, support goes hand-in-hand with trust and this suggests that teachers, staff, and other school authorities are all expected to support student leaders. As one writer (cited by Stratton 2006) said: "Support is as

transparent as trust, it's evident when it is present". In supportive environments, communication is open, honest and free-flowing. Effective leaders are aware that there is a close relationship between trust and effective communication. They make a conscientious effort to talk to students' leaders about the challenges they encounter in enforcing school rules and regulations and the best way of managing those challenges cited. In democratic societies, participation is only possible when those to whom leadership is delegated believe their ideas are being heard, and that their participation has value. This implies that efforts should always be made to contact leaders of relevant student organizations and student governments for consultation and inclusion (Stratton, 2006).

In determining what school administrators collectively expect in their respective school as far as issues related to school discipline is concerned, Ubben, Hughes & Norris, (2004) recommend working as a group by involve all teachers, staff and students' leaders in the development of school expectations. Collectively identify acceptable and unacceptable behaviors and communicate them to all. According to Ubben et al (2004) Expectations to guide behavior should be simple, well known, communicated and continuously reinforced. Once student leaders have clearly delineated the collective expectations, it is then school administrative job to be supportive as they teach and reinforce these expectations. In such a case, it is the job of the school management to be visible and let everyone know that he is concerned about their needs. The expectations of the prefects at the school demonstrate what they collectively value about discipline. In this case, they shape the school climate and define the school culture.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter presents and discusses the research design, area of study, population of study and sampling strategy, data collection methods, research instruments, validity and reliability of the instruments, research procedure and methods of data analysis.

#### **3.1 Research design**

The researcher used a cross-sectional survey research design. This design was appropriate because according to Amin (2005), studies of this nature where data collected over a cross section of respondents requires this approach.

#### **3.2 Study Population**

The entire study population comprised of students and teachers of secondary schools in Kampala District.

#### **3.3 Sample and Sampling techniques**

From a study population of 651 students, a sample size of 241 students was used of which 129 comprised of student leaders and 112 students who did not hold any leadership position. This sample size was determined using Krejcie & Morgan's (1970) table of sample determination. On the other hand, two teachers were selected from each school giving a sample size of ten teachers.

The sampling strategy used in the selection of schools was purposive. In particular, schools that had reported incidences of indiscipline in the recent past

were the only ones considered. On the other hand, students and student leaders were randomly selected using simple random sampling. Random sampling technique was used on this category of respondents due to the fact that the population being sampled was heterogeneous in nature (Jamie, 2008). In selecting teachers, the sampling strategy used was purposive sampling. This was because the researcher was interested in obtaining information from only those teachers who happened to be the patrons for the various groups of student leaders such as councilors, prefects, coordinators of clubs and students' court systems.

### **3.4 Data collection instruments**

#### **3.4.1 Questionnaire**

Data was collected using primary sources. Specifically, a self administered questionnaire with both open and close ended items was used to collect information from students pertaining to the selection, induction and support of student leaders and how these variables influence the proper management of discipline in secondary schools. The rationale for using questionnaires was that besides their usefulness in tapping respondents' opinions, the respondents on which the instrument was administered were literates therefore they could easily read, understand and provide their independent responses on the different questions. Thus, questionnaires allowed the researcher to gather information that could not be found elsewhere from, say, secondary sources such as books, newspapers or Internet resources (Amin 2005). Besides, questionnaires are simple to administer; a large sample of the given population can be contacted at



relatively low cost; respondents have time to think about their answers because they are not usually required to reply immediately and are relatively easy to analyse.

### **3.4.2 Interview guide**

Interviews based on interview guides were used on the key informants comprising of teachers and student leaders. These helped in eliciting detailed explanation, clarity of information and acted as counterchecks on information that was obtained through questionnaires (Amin 2005).

## **3.5 Quality control**

### **3.5.1 Validity**

Validity refers to the dependability or appropriateness of the instrument. Two independent judges were used to evaluate the questionnaire to find out if the instrument was relevant in eliciting the required information in relation to the objectives of the study (Amin, 2005). The content validity index (CVI) was then computed following the experts' rating of the questionnaires. The coefficient of the C.V.I was found by considering the number of items declared relevant divided by total number of items presented. Overall, the questionnaire had a CVI index of 0.744 which was above 0.7, thus it was acceptable as valid (Amin, 2005). The calculations are presented in Appendix 2. Following the feedback from the two judges, amendments were made to simplify the questioning approach and some rearrangement of question sequence took place.

### **3.5.2 Reliability**

Reliability of the instrument refers to its consistency in measuring what it is intended to measure. A pilot study was conducted and the responses from the piloted instruments were entered into the SPSS programme and subjected to the Cronbach Coefficient Alpha reliability test. Overall, the reliability coefficient of the questionnaire was 0.887. This implies that the instrument was reliable for use in data collection (Chong, 2003). The reliability and summary of item statistics are presented in appendix 3 and 4 respectively.

### **3.6 Research procedure**

An introduction letter was obtained from the School of Education, Makerere University Kampala, to introduce the researcher to the respondents from identified schools. Visitation and introductions were made to the selected schools to give out the instruments. A period of two weeks was given for the respondents to return the instruments. Meanwhile, research assistants helped in collecting and returning of the instruments.

### **3.7 Data analysis and presentation**

Quantitative data collected using questionnaires was coded and then fed into the computer Statistical Package for Social Scientists (SPSS) programme. In presenting the study's findings, frequency tables and graphs were used. Subsequently, formal statistical techniques were used to test the hypotheses. These involved a t-test for independent samples, Analysis of Variance (ANOVA) and Pearson correlation coefficient.

In the questionnaire a higher rating (e.g. to a large extent) implied discipline is better managed whereas a low rating (such as Not at all) signified poor management of discipline. Composite indices for the independent and dependent variables were computed by summing up all valid responses intended to obtain respondents' views for three variables (i.e. induction, support and management of school discipline). This is because the methods of analysis used (i.e. Pearson correlation) necessitated data which is continuous. It was therefore vital to transform categorical data into quantitative forms. Accordingly, positive responses (such as yes) were given higher scores than the negative extremes (e.g. No). Composite indices were then computed for the independent and the dependent variable for statements of the questionnaire dealing with specific independent and the dependent variable. The presentation of the research findings involved the testing of the null hypotheses at alpha level of significance 0.05 and the findings are presented herein.

For qualitative data, the findings were categorized and interpreted basing on research themes from which generalizations were drawn. The results were analyzed for recurrent themes and concepts in order to support findings from the quantitative data. These were reported as quotations in the report.

### **3.8 Ethical Considerations**

The ethical rules that were likely to limit the effectiveness of this research were taken into consideration. These included: access and acceptance, informed

consent, privacy and confidentiality. Respondents were informed about the aim and nature of this research. This helped the researcher to get access and acceptance from the respondents. The informed consent was also solicited by explaining to the participants about the nature and the purpose of the research, benefits and participants' rights. Privacy and confidentiality were also addressed. Here, the researcher protected the identity of individuals by keeping their names and that of their schools as anonymous as possible using the promise of confidentiality. Thus, pseudonym names (e.g. school A, B, C etc.) were used by changing the real names of the schools in order to ensure confidentiality of the information provided.

## **CHAPTER FOUR**

### **PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS**

#### **4.0 Introduction**

The major aim of this study was to find out the relationship between students' leaders' empowerment and management of school discipline in Kampala District. In order to accomplish the above, three hypotheses were formulated and the results are presented in this chapter. First, the demographic profile of students is presented. This is then followed by the results pertaining to the three objectives of the study as cited in chapter one.

#### **4.1 Students' background information**

The following demographic characteristics formed part of the study; Gender, Age, class and school as described in table one below. This information was obtained in order to guarantee that samples used in the study represent conditions that were not only particular to a specific sex, age, class level, group, situation or condition.

**Table1: Background information of respondents**

		Freq	%
Gender	Male	116	48.1%
	Female	125	51.9%
Total		241	100.0%
Age	< 16 years	23	9.5%
	16-18 years	166	68.9%
	19 years+	52	21.6%
Total		241	100.0%
Class	S.IV	56	23.2%
	S.V	74	30.7%
	S.VI	111	46.1%
Total		241	100.0%
School	School A	52	21.6%
	School B	59	24.5%
	School C	31	12.9%
	School D	33	13.7%
	School E	66	27.4%
Total		241	100.0%
Do you hold any leadership position in this school?	Yes	129	53.5%
	No	112	46.5%
Total		241	100.0%

Findings in Table 1 reveal that from a random sample of 241 respondents who participated in this study, 116 (48.1%) were males and the remaining 125(51.9%) were females. The age distribution ranged between 15 to 23 years which were categorized into three. The distribution of respondents by age shows that majority 166 (68.2%) were in the age bracket of 16-18 years which is generally the average age of A' level students. In addition, a considerable number of the students sampled were in A' level constituting 185 (76.8%). The justification for having many individuals in A' level was that this category had spent more years in secondary schools which factor made them fit to supply the required information in this research. In other wards, these students had seen several events happening in their respective schools that relate to students' leaders forms of empowerment and the discipline of their schools. As indicated in the methodology section, five

schools were purposively selected from Kampala District where one school was selected from each of the five Divisions that make up Kampala District. And in order to guarantee confidentiality of the information, the names of the schools were given codes as A, B, C, D and E as indicated in table 1 above.

Also from the table, the total number of students who held leadership positions in their respective schools was 129 (53.5%). These included prefects, class captains, group leaders, councilors among others.

#### **4.2 Relationship between the selection Criteria of Student Leaders and management of discipline in secondary schools**

In this section, descriptions of respondents' opinions per each of the items in the questionnaire are presented. The views and opinions of the sampled population are presented in form of frequency tables with their respective percentages in accordance with the research questions as cited in chapter one.

Table 2 gives a summary of students' responses relating to how the selection of students' leaders is done in their respective schools. The responses are descriptively summarized in frequencies and percentages.

**Table 2: Responses on the criteria used in the selection of students' leaders**

		Frequency	Percent (%)
How are student leaders selected in this school?	By all students	54	22.4%
	By both students and staff	187	77.6%
Do you like the way student leaders are selected in this school	Yes	179	75.2%
	No	59	24.8%
Why?	Promotes democracy	138	61.1%
	Religious factor	5	2.2%
	Imposed by Administration	50	22.1%
	They consider performance	2	.9%
Any requirements to be fulfilled before one is selected to contest for student leadership in this school?	incompetent leaders are eliminated	31	13.7%
	Yes	234	98.3%
Do you find these requirements important?	No	4	1.7%
	Yes	219	94.0%
Reasons why the requirements are/not important	No	14	6.0%
	Help in selecting competent leaders	95	45.2%
	Help in getting exemplary leaders	95	45.2%
	Capability is not accounted for	13	6.2%
	They make students work hard	7	3.3%

Findings in table 2 indicate that the selection criteria mainly used is that which involved both teachers and students in the selection process of new leaders as a considerable number of respondents 187 (77.6%) stated. In this way, who-ever intends to stand for a particular post has to go through the screening process which is carried out by teachers. This helps to present the right candidates to the entire students' fraternity who are considered fit to lead others.

From the interview findings, the major aspects considered in the screening process include: discipline, academic performance, leadership skills, recommendation of teachers' and outgoing student leaders' and class level for



some positions like head prefectship as some student leaders emphasized in the following narrative excerpts below.

“I wrote an application letter that was accepted by the secretary of the electoral commission. Afterwards, I was interviewed by the prefects’ council and teachers and then allowed to contest.”

(Female sanitary prefect in S.5)

While another leader said;

“One had to be in S.5 and the way of conduct/discipline had to be good.” (Chairperson of the council in S.6)

The above was further enhanced another student leader who said;

“I had to submit my application letter, an O’ level passlip from my former school and also requested to account for my responsibilities as a student leader in my previous school. In addition, the outgoing leaders had to comment on my behaviour and qualities to the members of staff before being permitted to contest for the post of head girl.” (Head girl in S. 6)

“One has to be academically good, well disciplined, smart and exemplary in conduct. Capability to effectively lead others was also considered.” (Female class councilor in S.5)

Most of the requirements mentioned above were vital if potential candidates were to obtain support, recognition and command respect from the school population made up of students, staff (teaching and support) and administration.

The study also established that a number of posts are often available for candidates to compete for although their titles in some cases differed from one school to another where some had students' courts in which issues pertaining to discipline were handled before being referred to school authorities for the final verdict in case the courts failed to reach a compromise with the offenders. Other posts include: students' councilors, prefectorial bodies, religious leaders, class captains club leaders to mention but a few.

With regard to whether students find the fulfillment of the requirements as being important, majority (98.3%) agreed with the statement and the reasons given were that; the criteria helps the school to come up with competent leaders (45.2%), getting exemplary leaders (45.2%) and that the process helps potential candidates to work hard to improve their academic grades in order to be considered suitable for leadership positions as one student leader was quoted.

“I find these requirements very important. This is because if they are not considered, students may end up electing incompetent leaders who will favour them and the end result would be increased cases of disruptive behaviors in the school. All in all I like the way student leaders are selected because the entire process is democratic, free and fair.” (Female academic prefect in S.4)

### **Testing the first Hypothesis:**

The null hypothesis tested stated that “the criteria used to select student leaders do not affect the management of school discipline”. The hypothesis sought to determine whether in those schools where the selection of leaders was done by

only students differed significantly with that were it is done by both teachers and students. The mean variations and results of the t-test are entailed in table 3 below.

**Table 3: Effect of the selection criteria on the management of discipline in the selected Secondary Schools**

How are student leaders selected in this school?	N	Mean	Std. Deviation	t-statistic	P-value
By only students	52	88.4231	16.45355	-.882	.378
By both students and staff	186	90.5968	15.48893		

The mean variations in the management of discipline in the selected Secondary Schools of Kampala are given and summarized in table 3 above. From the table, respondents in schools where the selection process involved both teachers and students, had higher average scores (90.59) than their counterparts in schools where it was done by only students (88.4). The p-value for the t-statistic was however insignificant (.378 >.05) implying that the criterion used to select students leaders does not significantly affect school discipline. In other words, in schools where it is only students who select their leaders, their school discipline is the same as the one where teachers and students are involved in the selection process of leaders.

#### **4.3 Relationship between induction of students' leaders and management of discipline in secondary schools**

Respondents were asked to provide their views concerning the induction of students' leaders and the findings are presented in table 4.

**Table 4: Responses concerning the induction of students' leaders**

		Frequency	Percent (%)
New student leaders are given a document containing the duties expected of them to perform	No	63	27.6%
	Yes	165	72.4%
Administration explains the rules and regulations of the school to student leaders	No	23	10.0%
	Yes	207	90.0%
Administration explains to new leaders how to handle cases of indiscipline.	No	37	16.4%
	Yes	189	83.6%
The head teacher/staff tries to make sure that new student leaders know their roles in the school	No	30	13.2%
	Yes	197	86.8%
The head teacher/staff make sure that new student leaders know their boundaries of power	No	63	28.3%
	Yes	160	71.7%
The head teacher/staff makes the consequences of misbehavior clear to student leaders	No	27	12.0%
	Yes	198	88.0%
Are student leaders in this school given any form of training upon appointment?	No	75	31.8%
	Yes	161	68.2%

Findings in table 4 reveal that new leaders, regardless of the leadership positions they have assumed have to be inducted. The induction process takes several forms which include, but not limited to being given a document containing the duties expected of them as 72.4% of the respondents mentioned. The rules contained in this document are also thoroughly explained by the school administration/staff. These can be in form of how to handle students who misbehave (83.6%), ensuring that the new leaders know their roles in the school (86.8%), know their boundaries of power (71.7%), ensuring that the consequences of misbehavior are known by all (88.0%). The induction process is usually done by organizing leadership courses 134(89.2%) or by holding meetings 15 (10.1%) with students' leaders. The above findings were enhanced by one of the findings from interviews where a male dormitory prefect in senior five said

“Upon being elected, a workshop for new student leaders was organized by the school administration to enlighten us more on

leadership. Here, we were directed on what exactly our duties were for example they guided us on how to handle cases of indiscipline in the school.”

### Testing the second hypothesis

The null hypothesis stated that “induction of student leaders is not correlated with discipline management”. A Pearson product correlation coefficient was used to test this hypothesis and the results are summarized in table 5 below.

**Table 5: Correlation between students' leaders induction and self rated management of school discipline**

		INDUCTION	Discipline management
INDUCTION	Pearson Correlation	1	.159
	Sig. (2-tailed)		.014
	N	240	237
Discipline management	Pearson Correlation	.159	1
	Sig. (2-tailed)	.014	
	N	237	238

The results of the analysis show a significant positive correlation ( $p < 0.05$ ) between induction of student leaders and management of school discipline in the selected Secondary Schools in Kampala District. Accordingly, the null hypothesis was rejected in favour of the alternative which stated that induction of student leaders is correlated with discipline management in the selected Secondary Schools in Kampala District. The implication of this finding is that induction of student leaders leads to an improvement in school discipline.

#### 4.4 Relationship between support given to students' leaders and management of discipline in secondary schools

Respondents were also asked to provide their views concerning the kind of support given to students' leaders by the administration and staff as they execute their duties in the positions they assumed. Table 6 presents the results.

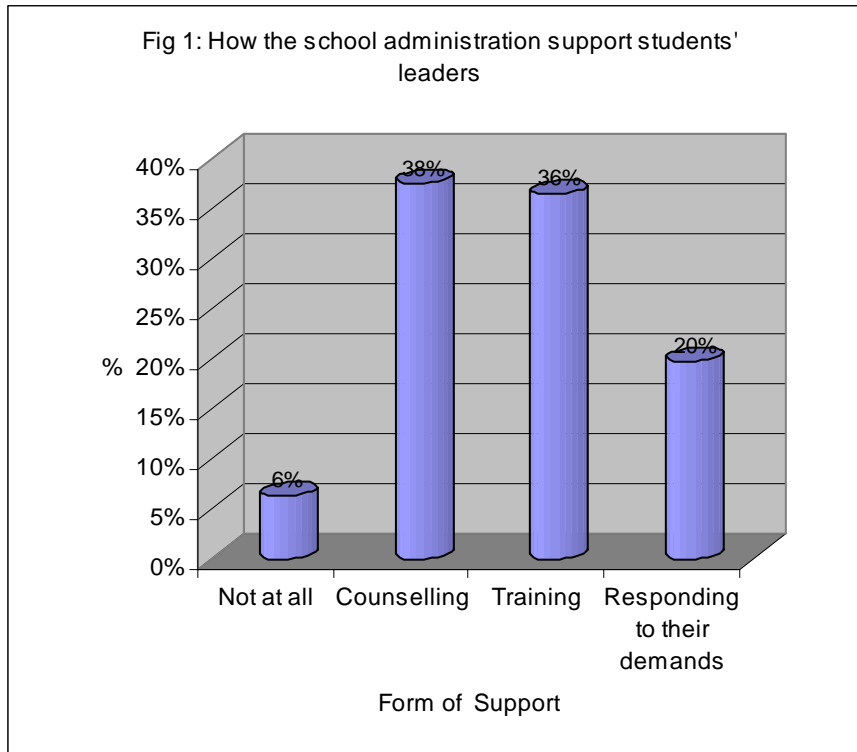
**Table 6: Responses concerning the kind of support given to students' leaders by the school**

		Frequency	Percent (%)
Student leaders are given an office to help them effectively carry out their duties	No	147	62.0%
	Yes	90	38.0%
The school provides stationery to student leaders to assist them in their work	No	68	28.9%
	Yes	167	71.1%
Student leaders are given a special uniform to distinguish them from other students	No	8	3.3%
	Yes	231	96.7%
The school administration carries out regular appraisals of student leaders	No	148	64.6%
	Yes	81	35.4%
Administration avails student leaders with a constitution to be followed while executing their duties	No	67	28.8%
	Yes	166	71.2%
The head teacher/staff often praise student leaders in their efforts geared at stopping bad behavior among students	No	24	10.2%
	Yes	211	89.8%
The head teacher/staff often monitor student leaders to ensure that they are doing a good job	No	55	23.4%
	Yes	180	76.6%
The head teacher/staff agrees with the way student leaders correct students who misbehave	No	54	23.0%
	Yes	181	77.0%
Head teacher/staff says things to show that he/she loved and supported student leaders	No	43	18.7%
	Yes	187	81.3%
Even when a student leader misbehaves, the head teacher/staff corrects him/her	No	48	20.6%
	Yes	185	79.4%
Student leaders in this school often feel frustrated in their efforts about handling discipline problems	No	100	43.5%
	Yes	130	56.5%
Student leaders in this school get support from the administration	No	57	25.0%
	Yes	171	75.0%

Findings in Table 6 reveal that apart from being given a document containing the school rules and regulations, the administration/staff have to keep a keen eye on the new leaders to ensure that they perform to the expectations of the school's

culture without being underrated by their subordinates. This means that new leaders have to be supported in all their endeavors geared at maintaining/managing discipline in the school. In this regard, the school administration and teachers do a number of things which include giving them an office to help them effectively carry out their duties. However, this item of the questionnaire received a low rating where only 38% of the respondents replied in the affirmative and 62% disagreed. This means that in most of the schools where this study was conducted, offices of students' leaders are a myth which means that they move along with their offices (e.g. in classrooms and school compounds) with no particular place designated as an office to execute their duties effectively.

However, the rest of the items received a fair rating from the respondents. These include provision of stationery, special uniforms, praising them all received an overwhelmingly high rating. Other ways through which the school administration supports students' leaders included counseling, training and responding to their demands as the findings in Figure 1 indicate. All these are crucial ingredients ensuring discipline.



Qualitative interviews validate the above findings on how the school staff supports student leaders. Interviewees indicated that staff members counsel, train and respond to student leaders requests as evidenced by the following quotes:

“The teachers are supportive to a great extent because whenever I forward any undisciplined student, they are able to reprimand him/her appropriately.” (Head boy in S.6)

“We work hand in hand with them in organizing meetings where we talk about a number of issues mainly related to discipline cases where they participate, counsel, guide and act whenever we raise any challenging problem.” (Male general secretary in S.5)



### Testing the third Hypothesis

Finally, hypothesis three stated that: “administrative support to student leaders is not correlated with management of discipline in the selected schools in Kampala District”. The null hypothesis was tested using a Pearson product moment correlation index to find out whether there was a relationship between the two variables.

**Table 7: Correlation between administrative support to students' leaders and self rated management of school discipline**

		SUPPORT	Discipline management
SUPPORT	Pearson Correlation	1	.353
	Sig. (2-tailed)		.000
	N	240	238
Discipline management	Pearson Correlation	.353	1
	Sig. (2-tailed)	.000	
	N	238	238

The results of this analysis also show a positive linear relationship between support and management of discipline as given by the positive value of the computed correlation index (.353). The p-value (.014) being less than the level of significance alpha .05 implies that the results were statistically significant. This suggests that the various forms of support accorded to students' leaders play a significantly positive role in the management of discipline in the selected Secondary Schools in Kampala District hence the null hypothesis was rejected and the alternative upheld.

## **CHAPTER FIVE**

### **DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.0. Introduction**

In this chapter, the findings presented in Chapter Four are discussed hypothesis by hypothesis with reference to the related literature cited in Chapter Two. The conclusions, recommendations and areas for further research are also presented.

#### **5.1. Discussion**

##### **5.1.1. Relationship between the selection criteria of student leaders and management of discipline in Secondary Schools.**

In the first objective, the study hypothesized that selection criteria of student leaders have no statistically significant relationship with management of discipline in secondary schools and the results obtained in Table 3 confirm this assumption. The results of the analysis using the independent samples t-test revealed that the selection criteria of student leaders have no effect on the management of discipline in secondary schools. The study revealed that among the schools sampled there were two major criteria used in the selection of students' leaders which include; the one were only students were involved and the second one involving both students and teachers. In particular, the study found out that in schools where the selection process was done by both teachers and students, discipline was highly maintained than in schools where students had the ultimate say in the selection of those to lead them. The findings of this study are in

conformity with those of previous scholars like Keri and Walker (2008) who stressed that ensuring that all schools have effective leadership begins with the selection process.

In this regard, as Normore (2003) emphasizes, the way school leaders are selected acts as a fundamental factor for driving school improvement. In the findings of this study, student leaders assumed leadership positions through two ways where in the first case those intending to stand for leadership positions had to go through the vetting process by the Head teacher and staff, the student body then vote for their ideal leaders that they consider as having the qualities and competencies to lead them (Prefectorial News 2004). The findings are also in conformity with Grossman (2007) who mentions that prefects are elected by the entire school (students and staff). In this way, they work with the school administration and act as a channel through which the school and students' concerns may be communicated.

In schools, reforms involving students and teachers in the selection of student leaders entail accepting that it is not a crime for students to organize themselves and elect leaders who will articulate their grievances and views within the school setting as Nkinyangi (1981) points out. Nonetheless, in some instances under the vetting process, some students expressed total dissatisfaction with the criteria and the major issue of contention was that this kind of arrangement lacked transparency and that the school administration and staff had the upper hand in

dictating to students who they think deserves leadership positions although in the eyes of the students community she /he may not be popular. Accordingly, Mirembe and Davies (2001) warn that this creates dissatisfaction among students and leaders chosen under such arrangement usually fail to command respect from other students because according to them, he/she was just imposed on them by the staff and hence lacked students' mandate. The above argument is in accordance with the Prefectorial News (2004) where students criticized the selection process by saying that the whole Prefect selection process (the short-listing, vetting and elections) was not being done in the proper way. In view of the above, it can rightly be noted that the way in which students' leaders are appointed establishes the style in which they perform their duties. In particular, if student leaders are appointed by the staff/head teacher with little or no input of other students, they will naturally look immediately to the staff/head teacher as their source of authority. As a result, he will tend to be regarded as a rather remote and authoritarian figure as Sifuna (2000) points out.

In support of the above declaration, Fordham (2003) warns that as such complaints arise from the students' community; resentment grows till in the end a small incident sparks off violence. Accordingly, among the major factors in the existence of indiscipline in Secondary Schools is the problem of how student leaders assumed power in the sense that if students are ignored or if their role in selecting those to lead them is negligible may in the long run culminate into lack of cohesiveness and inadequate communication between student leaders and their

subordinates hence violence is bound to occur. In light of this, it's true as Fordham (2003) maintains that, the criteria of those selecting school leaders should be simple but popular to all students, teachers and the entire school administration. More specifically, school should seek exemplary individuals with manifest qualities amplified with good track record of conduct and competency in leadership as the findings revealed. Accordingly, Sifuna (2000) suggests that when selecting leaders, the primary duty is to identify potential leaders from the widest pool of possibilities if cases of indiscipline in schools are to be minimized. Thus, effective student leaders elected democratically can indeed help in creating and maintaining healthy school norms.

Other grievances reported by students in the selection process of their leaders was that it is a fundamental mistake for those in administration to equate academic ability with being qualified to lead. Majority of the students who were not happy with the selection /screening process of leaders saw academic performance not as the end but the beginning of the process, serving the limited purpose of making a candidate eligible for consideration for a leadership post. According to Normore (2003), this criterion does not say anything about that person's likely effectiveness in a particular role. Accordingly, he (Normore, 2003) suggests that besides academic performance, the most important factor to consider is possession of leadership qualities. This argument corroborates Keri and Walker (2008) assertion that schools should seek people with manifest leadership capabilities strengthened by a solid track record of leadership success and

afterwards, school-specific knowledge and skills can follow. Accordingly, when appointing student leaders, the foremost task is to seek candidates with the attributes described above, attributes most apt to have been demonstrated through successful previous leadership roles.

From the foregoing discussion, it can be noted that the relationship between the staff and students in selecting students' leaders is an important area of school management. In this regard, the position of the school administration is crucial. In particular, the style of leadership of the school determines whether students' leaders will have respect and confidence in the management of discipline. In the absence of this respect, the legitimacy of the leaders' power and authority is undermined.

#### **5.1.2. Relationship between Induction of student leaders and management of discipline in Secondary Schools.**

The second hypothesis stated that Induction of student leaders is related with discipline management in Secondary Schools. Indeed, using the Pearson correlation coefficient at 0.05 level of significance, the study established that there is a significant positive relationship between induction of student leaders and management of discipline in the selected Secondary Schools in Kampala District. This relationship is certainly justified in that if experienced leaders find their jobs to be exhausting, then what is it like for new student leaders? Induction programs are thus fundamental forms of empowering leaders in ensuring that

school discipline is managed (Nawe, 2001). In particular, having gone through the electoral process successfully, new leaders have to be well equipped with the necessary information and tools they ought to have in order to execute their responsibilities to the maximum satisfaction of those that entrusted them with the new offices. This can only be achieved if they go through the induction or training programs (Nawe, 2001) and in so doing; they are presumed to be prepared for the various roles they are expected to play in ensuring that school discipline is not compromised. Howley et al (2002) declare that as schools realize that induction programs are essential, this means that promising leaders should not only be democratically recruited but carefully nurtured once they're on board.

In light of the foregoing, Sifuna (2000) notes that one of the most critical elements in the success of any school is the level of students' discipline that occurs every day in every classroom and outside the classroom walls. Accordingly, he (Sifuna, 2000) suggests that if schools want students' leaders to execute their duties to their maximum potential, organization of leadership induction programs for the new entrants is paramount. In line with the above assertion, previous research has also shown that in institutions where students' leaders are inducted into leadership positions, cases of indiscipline are minimal compared to those where such programmes are either disregarded or negligible (Snowden & Gorton, 2002, Trafford, 2002). In the final analysis, in order to minimize cases of indiscipline, students' leaders must effectively be trained and nurtured into the leadership positions.

In view of the aforementioned, given the stress faced by new leaders, simple compassion on the part of school administration and staff would be reason enough to ease their transition into the leadership posts they have assumed. Sociologists have pointed out that the first period is a crucial period in administrators' socialization, the process by which they internalize the skills, values, and dispositions of the job (Aiken; Crow and Mathews; Normore 2003). Specifically, while newcomers will enter the job with both informal and formal preparation, they still face the crucial task of organizational orientation in which abstractions learned in classrooms must be adapted to the realities of the challenges they encounter. It is in this regard that Normore (2003) rightly asserts that during induction programs, new comers into leadership positions are strongly motivated to fit to their new environment, and the norms acquired during training are likely to outweigh those learned in classrooms.

In helping new leaders to adapt to the school, newcomers often experience role conflict between the immediate demands of the job. Aiken (2002) for example described a tension between the custodial and innovative dimensions of the job among new employees of the organization; they felt they had to effectively run the organization as it was before taking it in a new direction. A well-designed induction program can thus help beginners articulate such dilemmas and find a way of achieving balance.

Although direct empirical evidence is scarce with regard to induction programs as correlates to school discipline some researchers have speculated that formal



induction programs improve interpersonal relations among groups of people in a particular environment. Linda Morford (2002), after interviewing ten new rural principals who had no access to any kind of induction program, found two years later that nine of them had either moved on to other positions or returned to teaching. Induction has become almost synonymous with mentoring, and understandably so. Few newcomers will fail to benefit from having an empathetic, experienced colleague who can provide coaching in technical skills, guide them and provide a perspective that encourages reflection. However, Crow and Mathews (1998) warns if the mentoring process is not done with care, they (mentors) may become too controlling or overprotective, may try to shape their protégé into a clone of themselves, or may present only a narrow perspective on the newcomer's situation

Nonetheless, induction programs are generally useful and often welcomed by beginners (Howley and colleagues 2002). For this reason, Dukess (2001) summarizes the role of mentors by asserting that good mentors render three forms of assistance to new leaders. They provide instructional support by keeping newcomers' attention focused on issues and offering models of successful leaders, provide administrative and managerial support not just by giving practical tips but by helping new leaders and provide emotional support by listening carefully and being present at particularly stressful moments. Induction programs thus help candidates stay focused on their school roles, help to demystify leadership practice, and provide opportunities for collaborative and reflective learning. The full list can be wide and varied as Eaton (2007) contends hence is up to each

school to utilize student leaders in the best way and this can only be achieved when they (student leaders) know exactly what their roles are as far as management of school discipline is concerned.

### **5.1.3. Relationship between School administration support to student leaders and management of students' discipline in Secondary Schools.**

The third hypothesis stated that School administration support to student leaders is related with management of students' discipline in Secondary Schools. The null hypothesis was tested using the Pearson correlation coefficient and the findings revealed a positive significant correlation between administrative support extended to students' leaders and management of school discipline hence the null hypothesis was rejected and the alternative upheld. The findings therefore suggest that for students' leaders to perform their duties effectively, the staff and other school administrators ought to support and help them in fulfilling their obligations.

The findings are in conformity with Snowden and Gorton (2002) contentions that once leaders are supported, discipline problems decrease. According to these scholars, when a leader feels supported and safe, and when everyone is focused and working toward the same goal the resultant effect will be a productive and safe school. It therefore follows that in discipline management, the main focus of the staff and school administrators should be on developing and sustaining trust with student leaders. In solving discipline problems in schools, there should be an

administrative commitment and a real effort to stand behind student leaders with the support they need (Nawe, 2001).

In the same vein, student leaders should be supported because despite being given this privilege, sometimes they find it hard to enforce discipline because the “commoners” are sometimes disobedient to the prefects as they feel they are at the same level. This argument is in conformity with Morrison, Jones and Fuller (1997) assertion that despite having advantage over other students, this should not imply giving them full authority to punish their fellow students who misbehave. This is so because in most cases, students cannot handle some matters appropriately. They make decisions quickly and do not take the time to analyse situations as they come up.

It is in accordance with the above observation that majority of the students unanimously suggested that if students go astray in their conduct, the role of the student leader is to guide them or if they feel they cannot handle, the matter should be referred to the teachers or other authorities in the school. However, Ricciardi (2000) is of the view that that in some situations a student leader can be given some authority to handle simple cases and administers the necessary punishment. According to him, there are simple cases that cannot be taken to the teacher and in any case the teacher would refer to this as incompetence on the part of a student leader.

Thus, once student leaders have successfully completed the induction programs and have clearly understood their roles in the management of discipline, it is then on the part of the staff on one hand and the school administrators' responsibility on the other to be supportive to students' leaders in enforcing the rules and regulations of the school. On all counts (Prefectorial News, 2004), there is a general recognition that student leadership system is an important part of the educational experience which has to do with the development of good or bad character and responsibility. In particular, through the staff/administrative support given to them, student leaders will learn from the experiences undergone within the power system of the school, and the common relationship between the entire students' population and those entrusted with the mandate of leading others (student leaders).

Such support and delegation of authority and responsibility by teachers can provide many opportunities for the prefects to assist fellow students adhere to school ethos, discipline and atmosphere that form the foundations of the school success Nawe (2001). Thus, for students bodies to be effective, efficient and successful in all aspects of leadership and character, school authorities need to be mindful of their responsibilities, profile and position at all times and in all situations. The administration and students' body must be firm and fair in all matters and decisions, work together as a team, never breaking each other down but always encouraging, upholding, living and reflecting the strong school culture and shared core values of the school, representing the school with pride and

honour, being honest, loyal and dutiful and to show respect to each other, tolerance and courtesy, working for justice, peace and harmony, always striving to be fair and firm without fear or favour. In this way, students' leaders, staff and the administration should resolve to act at all times in such a manner that exhibits mutual relationship that manifests in adhering to the school code of conduct and school rules and ensure they are followed by all learners (Snowden and Gorton, 2002). In addition they should commit themselves to being true examples of leadership and moral character

## **5.2 Conclusions**

Basing on the study's findings, the following conclusions were drawn.

Basing on the results presented in chapter four, the study concluded that in schools where the selection process involved students and teachers, students' discipline was better managed than in schools where the selection was done by only students.

Induction of students' leaders into leadership positions plays a positive significant role in the management of school discipline. In other wards, the more students' leaders are exposed to induction courses; the more school discipline is likely to improve.

The study also concluded that the administrative support accorded to students' leaders is positively and significantly correlated with management of school discipline than in schools were students' leaders were not supported.

## **5.3 Recommendations**

On the basis of the above conclusions, the following recommendations were made.

In their endeavors aiming at proper management of school discipline, the researcher recommends that school administrators/teachers should ensure that every student intending to stand for a particular post goes through the screening process.

Schools should always undertake induction courses/programmes for student leaders aiming at equipping them with the appropriate leadership skills that can enable them adequately enforce discipline.

There is need for school administrators/staff to offer student leaders with all the necessary support they need as they lead others. This support can take several forms such as emotional (e.g. being present during stressful and trying moments) or material (e.g. availing them with copies of the rules and regulations, allocating them an office equipped with stationary and other literature related to effective leadership).

#### **5.4 Areas for further research**

The researcher acknowledges and emphasizes that, the study is not exhaustive and cannot therefore claim full coverage all aspects of student leaders' empowerment and how they relate with management of school discipline. This means that, what has been done is a "tip of an iceberg" to emphasize the fact that there is a lot to be done. Future researchers should focus on the following areas.

The impact of management practices based on theories X and Y on management of school discipline in Secondary Schools.

To find out the relationship between Student home backgrounds as correlates to school discipline.

A further way the scope of the research could be expanded is to examine the effect of school discipline and students' academic performance.

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## APPENDICES

### Appendix 1.1: Questionnaire

Dear Respondent,

I am Mulindwa Sammy Mukasa a student of Makerere University. I am carrying out a study on the topic: **Student Leaders' Empowerment and Management of Discipline in Secondary Schools in Kampala District**. Kindly accept being a participant in this study by responding to the statements herein. The questionnaire has two sections and takes 10 to 20 minutes

- A few questions about your background
- Information about the selection criteria used in selecting student leaders in this school
- Questions on whether student leaders are inducted in the leadership positions
- Your opinions about the kind of support accorded to student leaders in the management of discipline.
- Your views on the discipline of this school

Most of the questions can be answered by ticking one of the options given. However, you can also write in additional comments, and I hope you will do that especially for most of the open ended questions. Your answers are completely private. So do not put your name on the questionnaire.

Participation in this study is completely voluntary. If at any point you choose not to participate or not to answer any questions, just skip those questions or turn in the blank questionnaire.

Thank you for your help in this study.  
Sincerely,

Mulindwa Sammy Mukasa

**Note: definition of key terms**



1. **Empowerment** is a way of bestowing upon student leaders the power to use more judgment and discretion in their work and to participate more fully in decisions affecting their leadership positions.
2. **Student leaders** consists of a group of students entrusted with the responsibility of enforcing rules and regulations as well as organising other students towards orderliness to enhance the achievement of intended education objectives
3. **Discipline management** is used to refer to behaviour modification aimed at establishing guidelines for students' behaviour and making sure that those guidelines are followed.

### SECTION 1: BACKGROUND INFORMATION

School .....

Sex : Male  Female

Number of years in this school.....

Age.....

Class.....

1. Do you hold any leadership position (e.g prefect, class captain, group leader e.t.c.) in this school? Yes  No
2. If yes in (6 above), state the post you hold.....

### SECTION 2: STUDENT LEADERS' EMPOWERMENT

Criteria used in selecting student leaders

3. How are student leaders selected in this school?
  - a. By only students
  - b. By a few students
  - c. By the staff/administration
  - d. By both students and staff
  - e. Others (specify) .....
4. What type of student leaders exist in this school? (Tick whatever applies.)

- (a) Prefects  (b) Councilors  (c) Class captains  (d) House captains   
 (e) Club executives  (f) Hostel chairperson  (g) Others .....
5. Do you like the way student leaders are selected in this school? Yes  No

11b. Give reasons for your answer in 11

.....  
 .....  
 .....

6. Are there any requirements to be fulfilled before one is selected to contest for student leadership in this school? Yes  No

7. If any, which ones are they? (Tick whatever applies)

- a. Academic merit
- b. Time spent in school
- c. Teachers' recommendation
- d. Academic level
- e. Recommendation by outgoing leaders
- f. Discipline
- g. Others specify.....

8. Do you find these requirements important? Yes  No

9. Give reasons.....

.....  
 .....  
 .....

**Induction of Student Leaders**

	YES	NO
10. The school administration makes sure that new student leaders are given a document containing the duties expected of them to perform		
11. The school administration explains the rules and regulations of the school to student leaders		
12. The school administration explains to new leaders how to handle cases of indiscipline.		

13. The head teacher/staff tries to make sure that new student leaders know their roles in the school		
14. The head teacher/staff make sure that new student leaders know their boundaries of power		
15. The head teacher/staff makes the consequences of misbehaviour clear to student leaders		

16. Are student leaders in this school given any form of training upon appointment?    Y                   No

17. If yes, which form of training?

.....

.....

.....

.....

**Support given to student leaders by the staff/administration**

	<b>YES</b>	<b>NO</b>
18. Student leaders in this school are given an office to help them effectively carry out their duties		
19. The school provides stationery (e.g. reams of papers, pens etc) to student leaders to assist them in their work		
20. Student leaders in this school are given a special uniform to distinguish them from other students		
21. The school administration carries out regular appraisals of student leaders		
22. the school administration avails student leaders with a constitution to be followed while executing their duties		
23. The head teacher/staff often praise student leaders in their efforts geared at stopping bad behavior among students		
24. The head teacher/staff often monitor student leaders to ensure that they are doing a good job		
25. The head teacher/staff agrees with the way student leaders correct students who misbehave.		

26. When correcting students who misbehave, the head teacher/staff says things to show that he/she loved and supported student leaders		
27. Even when a student leader misbehaves the head teacher/staff corrects him/her and tries to make sure that he/she understood that she/he is still loved		
28. Student leaders in this school often feel frustrated in their efforts about handling discipline problems		
29. Student leaders in this school get support from the administration on their rewards and punishments		

30. How does the school administration support student leaders in fulfilling their duties? (Tick whatever is appropriate.)

- a. Not at all
- b. Counseling
- c. Training
- d. Responds to their demands in time
- e. Others

(specify).....

### School Discipline

Parents, teachers, head teachers and students often use numerous indicators to describe cases of indiscipline in schools. Generally speaking, students misbehave in many different ways (e.g. being disobedient, not following school rules, hitting other children, etc) and in many different situations (e.g. class time, eating, playing etc). On a scale of 1 to 5, please indicate the extent to which the following have been a problem in this school in the past year.

**KEY**

**1= Not at all extent**

**2= To a less extent**

**3= To some**

**4= To a large extent**

**5= To a very large extent**

	1	2	3	4	5
a. Late coming					
a. Fighting among students					
b. Strikes					
c. Bullying					
d. Students talking to each other during the lesson					

e. Students getting out of their seats without teacher's permission					
f. Sexual immorality					
g. Teasing					
h. Dodging lessons/classes					
i. Escapism					
j. Absenteeism					
k. Destruction of property					
l. Students cursing teachers					
m. Students with "Walkmans" (personal stereos)					
n. Students throwing things (eg stones)					
o. Confrontational students					
p. Students who carry drugs					
q. Students who wear hats					
r. Students who are dealing in drugs					
s. Late submission of homework					
t. Homework not being done					
u. Cheating in tests/exams					
v. Disruptive behaviour					
<b>Others specify</b>					

33. How would you generally rate students' discipline in this school?

(a) Very good  (b) Good  (c) Satisfactory  (d) Bad

34. What do you think contributes to such discipline? (Tick whatever applies)

(a) Home background  (b) Competence of the student leadership  (c) School culture  (d) Administrative policies  (e) Incompetence of student leadership

**THANK YOU FOR YOUR HELP IN THIS IMPORTANT STUDY**

**Appendix 1.2: Interview Guide**

I am Mulindwa Sammy Mukasa, a student of Makerere University and currently carrying out a research as part of the requirements for the award of a Masters degree of Makerere University in education. Your responses in the following interview will be highly appreciated and treated with confidentiality.

**SECTION A: BACKGROUND INFORMATION.**

- 1. Name of school.....
- 3. Sex.....
- 4. Designation.....
- 5. Length of time for holding above named post (term of office) .....

**SECTION B: STUDENT LEADERS' EMPOWERMENT.**

- 6. How are student leaders selected in this school?  
(a) Elected by students (b) Appointed by the staff (c) Appointed by the head teacher (d) Appointed by the patron
  
- 7. Are there some requirements that have to be fulfilled before students leaders are elected into positions of leadership? Yes  No  (Explain)
  
- 8. Do you like the way student leaders are selected in this school?  
Elaborate.
  
- 9. Are there any term limits to your service as a student leader?
  
- 10. On becoming a leader, are student leaders given any form of induction to help them fulfill their duties? If yes, state the different forms of induction
  
- 11. How are student leaders supported to execute/carryout their duties?
  
- 12. Do you appreciate this support?
  
- 13. How would you like student leaders to be supported to fulfill their tasks more efficiently?
  
- 14. How would you rate the discipline in this school?

16. What discipline related challenges do student leaders face in accomplishing their duties?
17. How supportive are the teachers of this school in student leaders' efforts to manage discipline?
18. How would you rate the student leaders' performance as per their aspirations at the time of ascension into power?  
 (a) Excellent (b) Very good (c) Good (d) Satisfactory (e) Poor
19. If you think their performance is poor, what prevents them from achieving their best?
20. What happens after the end of their term of office?  
 (a) Handover power (b) Recognised by certificate of service (c) Become commoners (d) Given handover party (e) Forms advisory committee (f) Used to mentor the new leaders.
21. What more would you like to happen after the end of term of office?  
 .....  
 .....  
 .....  
 .....

**End. Thank you for your co-operation.**

## Appendix 2: Validity of questionnaire

<b>Raters</b>	<b>Relevant items</b>	<b>Not relevant items</b>	<b>Total</b>
<b>1</b>	<b>38</b>	<b>11</b>	<b>49</b>
<b>2</b>	<b>35</b>	<b>14</b>	<b>49</b>
<b>Total</b>	<b>73</b>	<b>25</b>	<b>98</b>

$$\text{C.V.I} = \frac{\text{number of items declared relevant}}{\text{Total number of items}} = \frac{73}{98} = .744$$



### Appendix 3: Reliability Statistics

Cronbach's Alpha	N of Items
.887	47

### Appendix 4: Summary Item Statistics

	Item Means
Mean	2.797
Minimum	1.007
Maximum	4.560
Range	3.553
Maximum / Minimum	4.528
Variance	1.350
N of Items	47