Students' Leadership and Students' Discipline in Secondary Schools in Pader District

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Declaration

I, Okot jimmy, declare that the dissertation entitled, Students' leadership and students' discipline in secondary schools in Pader district, is my original work, and that all the references have been acknowledged. To the best of my knowledge, it has never been submitted to any Academic institution for any award.

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Approval

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Abstract

Student discipline is a cornerstone of effective learning environments, yet secondary schools in Uganda continue to face challenges of indiscipline. This study investigated student leadership and student discipline in secondary schools in Pader District. Specifically, it examined three objectives; (i) the level of student discipline, (ii) level of involvement of student leadership in the management of discipline, and (iii) the relationship between level of involvement of student leadership in the management of student's discipline and the level of student's discipline. The study employed a mixed-methods cross-sectional design, using questionnaires for students, student leaders, and disciplinary committee chairpersons, alongside interviews with head teachers. A sample of 486 respondents was selected from 13 secondary schools through purposive and simple random sampling. Quantitative data were analyzed using descriptive statistics, Pearson correlation, and multiple regression, while qualitative data were analyzed thematically. Findings revealed that the overall level of student discipline was high, especially in dress code and respect for teachers, though it was comparatively low in areas of punctuality and authority relations. Student leaders were significantly involved in supervision, monitoring, and mediation, but less effective in welfare-related issues. A strong positive relationship ($r = 0.514$, $p < 0.05$) was found between student leadership involvement and student discipline, with supervision and mediation emerging as the strongest predictors. The study concludes that student leadership plays a critical role in promoting discipline but is underutilized in welfare management, which is a frequent trigger of unrest. It recommends that; school administrators and teachers to provide induction and regular training for student leaders to equip them with skills in supervision, mediation, and leadership ethics, involve student leaders more actively in decision-making on welfare issues. Student leaders to embrace their roles with responsibility, fairness, and integrity to build trust among peers and staff and strengthen their mediation and peer counseling role, finally Ministry of Education and Sports (MOES) and policymakers to develop policies and guidelines that formally recognize the role of student leaders in discipline management, support capacity-building programs for teachers and student leaders on participatory discipline management and encourage schools to adopt democratic and transparent methods of electing student leaders.

Chapter One

Introduction

1.0 Overview

In this chapter the researcher looked at the study's background clearly detailing the historical, theoretical, conceptual and contextual perspectives. This chapter equally stipulated the problem statement, the study purpose, specific objectives, research questions, research hypothesis, significance of the study, scope of the study and conceptual framework.

1.1 Background

1.1.1 Historical perspective

Student discipline has long been recognized as a foundation for effective education across the world. In early America, Puritan schools emphasized strict discipline to shape moral behavior (Petry, 1984). In the United States of America, intimidation is prevalent and potentially harmful system of disobedience among students. (Limber and Nation, 1997), indicating a low level of student discipline. Similarly, traditional African education placed strong emphasis on discipline and respect for elders, with sanctions applied to correct misconduct (Marah, 2006).

In Cameroon, maintaining discipline in secondary schools has been a concern for stakeholders, factors contributing to indiscipline include lack of parental involvement, ineffective policies, and societal challenges (Atunde & Aliyu, 2019). Research indicates that clear policies and involvement of stakeholders are crucial for managing student behavior (Atunde & Aliyu, 2019). Multiple forms of indiscipline such as absenteeism, truancy, noise-making, disrespect to teachers, and violence, the causes include poor parenting, weak school administration, peer influence, and lack of guidance and counseling (Ngwokabuenui, 2015).

Atunde & Aliyu, (2019) shows that in Nigeria secondary schools experienced structured discipline before civil war of 1966. After civil war, issues like truancy, absenteeism, and examination malpractice emerged, affecting school harmony Similarly Ehiane (2014) shows that Indiscipline cases such as lateness, absenteeism, exam malpractice, disobedience negatively impacted student performance. Common disciplinary measures in Nigeria include corporal punishment, suspension, and expulsion (Lukman & Hamadi, 2014)

In Kenya, secondary schools have seen correlations between student discipline and academic performance. Acts of indiscipline include absenteeism and disobedience.

Management strategies involve enforcing rules and promoting moral education (Gitome et al., 2013; Omote et al., 2015). Mussa, (2015) shows that in Tanzania discipline management is perceived as vital for academic performance, stakeholders emphasize fair punishment, consistent policies, and guidance counseling for better discipline.

Prior to colonization in Uganda, individuals received informal education, which was characterized by the absence of structured instruction and syllabus. It was, however, aimed to cultivate young people who would integrate and be accepted by society, thereby placing significant emphasis on discipline and respect (Cotton, 2000).

Informal instruction by the cherished fireplace, regarded as a "classroom," served to convey riddles, stories, and tales, wherein the ancestor or grandfather would enlighten children about societal expectations as they mature. Societies employed lethal punishment to inform the younger generation about the seriousness of specific instances of indiscipline (Okumbe, 1998). Sanctions were administered based on the severity of the offenses as perceived by a particular community. This facilitated the preservation of a high standard of discipline among the youth as they mature.

During colonial and post-colonial times in Uganda, missionary and government schools maintained rigorous disciplinary systems, often enforced through corporal punishment and strict codes of conduct (Mafabi et al., 1993; Nsereko, 1997). However, from the 1970s onwards, increasing student unrest—including strikes, boycotts, and violence—highlighted persistent challenges in maintaining discipline (Lugumba et al., 1973; Elasu, 2014).

In West Nile which is found in the same region with Pader District, strikes occurred in different secondary schools such as Angal Secondary School in Nebbi District. These strikes are purportedly associated with inadequate administration, deficient student-teacher relationships, and demands for social amenities such as televisions and discotheques, however its link to student's leadership was not revealed (Okaba, 2018).

1.1.2 Theoretical perspective

This study was guided by John Dewey's Progressive Education Theory (1938), which emphasizes participatory and democratic learning environments. The theory holds that students learn best when actively engaged in decision-making and problem-solving processes relevant to their lives. Applied to this study, the theory suggests that involving students in

school leadership can promote discipline by fostering ownership, responsibility, and mutual respect. (Dewey, 1938).

This theory is related to the schoolwork because it stresses full participation of the learner in deriving solutions to the problems such as discipline issues. This study is based on the premise that individuals learn most effectively from content they deem pertinent to their life; progressivists prioritize curricula that address the needs, experiences, interests, and talents of students. However, the weakness of this theory is that heavy reliance on student directed learning without carefully guided can lead to gap in fundamental knowledge (Salvin, 2012)

Onditi (2018) posits that an alternate leadership technique to foster positive behavior in students is the engagement of student management in the administration of student discipline. Hargreaves et al. (2006) assert that effective school reform initiatives should not solely originate from top leadership, such as the head teacher, but rather encompass all stakeholders and foster non-hierarchical connections inside schools.

1.1.3 Conceptual perspective

This study's conceptual framework was predicated on the level of involvement of student leadership in management of student's discipline as the independent variable and the level of student discipline as the dependent variable (primary variable).

This study defines a student as an individual enrolled in an educational institution who participates in classes to achieve a requisite level of mastery under an instructor's guidance and dedicates time outside of class to complete assigned activities essential for preparation or to demonstrate progress towards mastery (Dimartino et al., 2008, cited in Atama, 2021).

Discipline originates from the Latin term "discipulus," signifying the act of learning. Discipline is a way of life governed by specific rules and regulations that pertain to order and individual conduct, acquired via training, self-control, and adherence to socially established norms of thinking and action (Sidhu, 2008). Student's discipline in this study was measured in terms of dress code, time management, respect for authority, and conduct (Sidhu, 2008; Atama, 2021).

Student leadership refers to positions and roles held by learners (e.g., prefects, UNSA representatives, club leaders) that enable them to contribute to school governance. Leadership

involvement was examined in terms of supervision of students, monitoring of routine activities, mediation in conflicts, and attention to student welfare.

1.1.4 Contextual perspective

This study took place in Pader District. Despite existing leadership structures in Ugandan secondary schools, indiscipline remains a pressing challenge. In Pader District, cases of misconduct such as absenteeism, strikes, and disrespect for authority continue to undermine school effectiveness. Although student leaders are expected to act as the first line in handling disciplinary issues, many lack adequate training and support, limiting their effectiveness

As an approach to manage student's discipline, many studies support the use of student's leadership as a strategy to manage discipline. Njeru (2016) asserts that the participation of student boards in leadership in school management improves discipline and communication among learners and administration, thereby cultivating positive relationships among learners and staff. Furthermore, Kalinzo (2017) indicates that secondary schools lacking council of student as a communication conduit exhibit higher levels of indiscipline. Many schools' administrations neglect to teach prefects, resulting in a loss of authority particularly (Kirera, 2015).

In related studies conducted earlier by other researchers in the neighboring Districts. Ofoyuru et al. (2011) revealed that the strategies of managing discipline in Gulu district were rewarding students, punishment, communicating to students and counselling. Similarly, incidences of indiscipline occur in the nearby districts which always have influence across districts, in 2016, the students of Aduku Secondary School in Kwania and Comboni College in Lira had strikes and students were arrested, In Gulu Students organized 'Tumbafu' squad intended to propel strikes across schools (New vision, 2016)

Furthermore, studies in Gulu, Arua, and other districts have explored teacher professionalism and stakeholder involvement in discipline management (Atama, 2021; Lutwa, 2014; Ofoyuru & Tookema, 201), Odama (2023) indicates a low degree of discipline in secondary schools in northern Uganda.

There is enough evidence that student is a major concern in many secondary schools in Uganda more specifically in Northern Uganda. It was upon this background that the researcher sought to examine the influence of student's leadership involvement in the

management of student's discipline in secondary schools in Pader District. The contextual background dwelled on the neighboring Districts due to limited data from available research about students' discipline in Pader district.

1.2 Problem Statement

Student discipline is a cornerstone of effective schooling, serving as the foundation upon which academic success and holistic development are built. Schools are expected to uphold discipline through clear rules and strategies that foster self-control among learners (Onditi, 2018). However, indiscipline remains a persistent challenge in Ugandan secondary schools, manifested in strikes, boycotts, absenteeism, and disrespect for authority. Studies conducted earlier by other researchers in the neighboring Districts reveal low level of discipline that requires varied approaches to manage. Ofoyuru et al. (2011) revealed that the strategies of managing discipline in Gulu district were rewarding students, punishment, communicating to students and counseling. Similarly incidences of indiscipline occur in the nearby districts which always have influence across districts, in 2016, the students of Aduku Secondary School in Kwania and Comboni College in Lira had strikes and students were arrested, In Gulu Students intended to escalate strikes across schools (New vision, 2016) Furthermore studies in Gulu, Arua, and other districts have explored teacher professionalism and stakeholder involvement in discipline management (Atama, 2021; Lutwa, 2014; Ofoyuru & Tookema, 2011) Odama (2023) indicates a low degree of discipline in secondary schools in northern Uganda. These incidents suggest that existing disciplinary measures are not fully effective in addressing student misconduct. Although student leadership structures such as prefects and student councils exist in many schools, their role in discipline management has not been fully harnessed. Previous studies in Uganda and neighboring districts—such as Gulu (Lutwa, 2014; Ofoyuru & Tookema, 2011) and Arua (Atama, 2021) have examined stakeholder involvement, teacher professionalism, and head teacher strategies in discipline management. However, these studies did not specifically assess the extent to which student leadership involvement influences discipline levels, leaving a gap in knowledge for Pader District. This study therefore sought to investigate the influence of student leadership involvement on the level of discipline in secondary schools in Pader District, with the aim of generating evidence to strengthen participatory approaches to discipline management.

1.3 Purpose of the Study

The purpose of this study was to establish the influence of involvement of student leadership on the level of student's discipline in secondary schools in Pader District.

1.4 Specific Objectives

The study was based on three objectives;

i. To establish the level student's discipline in secondary schools in Pader District
ii. To establish the level of involvement of student leadership in the management of discipline in secondary schools in Pader District.
iii. To assess the relationship between level of involvement of student leadership in the management of discipline and the level of student's discipline in secondary schools in Pader District.

1.5 Research Questions

The study was guided by three questions; -

1. What is the level of student's discipline in secondary schools in Pader District?
2. What is the level of involvement of student leadership in the management of discipline in secondary schools in Pader District?
3. What is the relationship between level of involvement of student leadership in the management of discipline and the level of student's discipline in secondary schools in Pader District?

1.6 Research Hypothesis

H_1: There is statistically significant influence of involvement of student leadership in the management of student's discipline and the level of student's discipline in secondary schools in Pader District.

1.7 Significance of the Study

The study findings would be beneficial to various stakeholders in the education namely;

The Board of Governors may utilize the findings to establish norms that regulate administrative frameworks in secondary schools, thereby fostering the active participation of student leaders. This would improve student leaders' roles in the control of discipline in secondary schools.

The study's findings may inform teachers, head teachers, and student leaders who are ineffective in their management positions regarding student discipline, enabling them to implement suitable measures to equip student leaders with the required skills to improve on how they manage discipline of their peers.

The students may benefit out of this study's findings in that, as better discipline fosters a favorable learning atmosphere and leads to improved academic performance. The surrounding community might experience tranquility as student discipline would reduce anti-social behaviors, promoting good relationship between the communities.

Policy makers like ministry of education and sports would be informed of the policy gaps that needs to be addressed to help in managing student's discipline and this would bridge the knowledge gap on the influence of contribution of student's leadership on the level of level of student's discipline in secondary schools.

1.8 Scope of the Study

Geographical scope. The study took place in Pader District. Pader District is located in northern part of Uganda within the coordinates of 2.9431^{o}N, 32.808^{0}E. It has the total land area of 3.362km and is 406.7km via Kampala-Gulu highway and Pader Town is the administrative unit of Pader District. It is bordered by Lamwo to the North West, Kitgum District to the north east, Agago District to the east, Otuke District to the south west, Lira District to the south, Oyam District to the south west and Gulu District to the west. It has 15 secondary schools; both public and private which are mixed schools.

Content Scope. This study covered the subject of leadership of and the level of student's discipline in secondary schools in Pader District. It sought to establish the level student's discipline, establish the level of involvement of student leadership in the management of discipline and to find out the relationship that exist between involvement of student leadership in the management of discipline and the level of student's discipline in secondary schools in Pader District.

Time Scope. The study was conducted between June 2023 and July 2024. This period was chosen because it spans a full academic cycle, providing sufficient time to capture variations in student leadership activities and discipline trends. It also allowed for adequate planning, data collection, and analysis, while ensuring the findings remain current and relevant to present-day school management.

1.9 Conceptual Framework

The conceptual framework showing the relationship between involvement student's leadership and the level of student's discipline

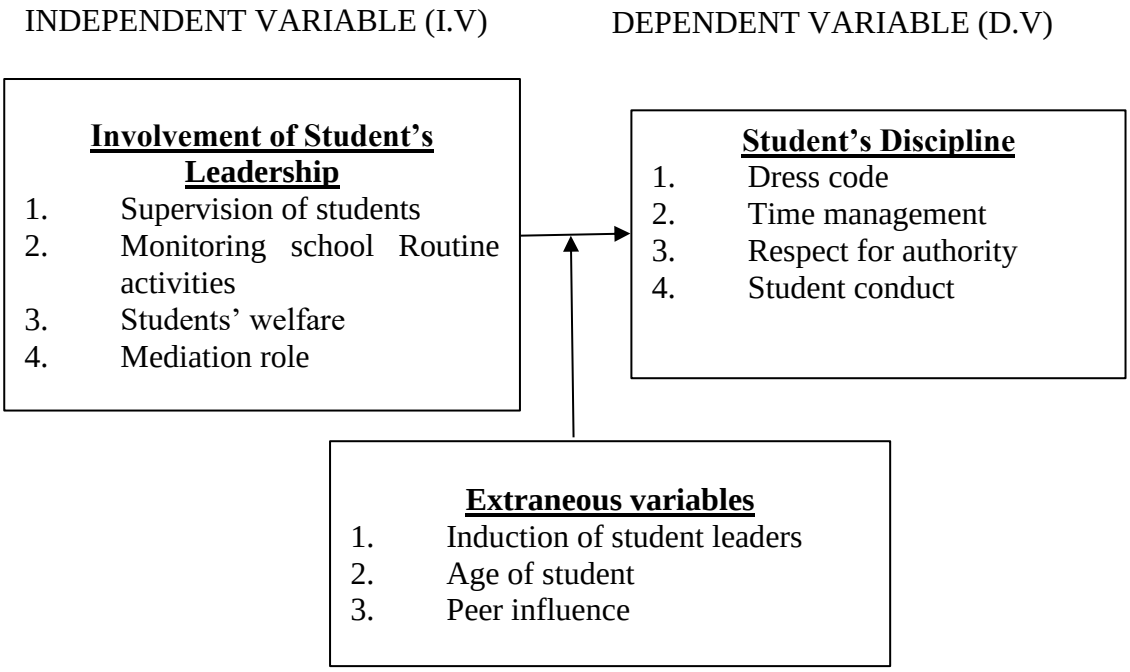


Figure 1: Conceptual framework showing relationship between involvement of Student's leadership and the level of student's discipline.

(Source: Modified from Atama, 2021, Ndagire, 2012, and Mukiri 2014)

In the conceptual framework above Student's Leadership is the independent variable and level of student's discipline; the dependent variable. Student's leadership was measured in terms of; supervision of students, monitoring of school routine activities, looking after student welfare, and performing mediation role meanwhile the level of student's discipline which was measured in terms of dress code, time management, respect for authorities and student conduct.

However, there are other factors other than student leadership that may influence the level of student's discipline; in this study they could be, induction of student leaders after election and the age of students and peer influence. The effect of these extraneous variables was minimized by use of randomization which ensured that extraneous variables are evenly distributed across different respondents.

Chapter Two

Literature Review

2.0 Introduction

This chapter reviews literature relevant to the study on student leadership involvement and discipline in secondary schools. It covers theoretical and reviews empirical studies in line with the study objectives which includes level of student's discipline in secondary schools, level of involvement of student leadership in the management of student's discipline in secondary schools, and relationship between level of involvement of student leadership in the management of student's discipline and the level of student's discipline, as well as a summary.

2.1 Theoretical Review

Progressive Education Theory, advanced by John Dewey in Experience and Education (1938), emphasizes that learning occurs best through experience, interaction, and reflection rather than rote memorization. Dewey argued that education should be child-centered, democratic, and oriented toward solving real-life problems. According to him, schools should function as "miniature societies" where students actively participate in learning through inquiry, problem-solving, and collaboration. This approach integrates theory with practice and advocates for curriculum flexibility that responds to learners' needs and interests (Dewey, 1938).

Progressive education introduced key principles such as flexibility of curriculum, integration of theory with practice, and emphasis on critical thinking. Rather than prioritizing rote memorization and examinations, Dewey envisioned education as preparation for participatory citizenship and lifelong learning. These principles have since shaped educational philosophies worldwide and continue to guide modern pedagogical innovations (Dewey, 1938).

Several scholars have expanded on and applied Dewey's progressive framework in their own studies. Noddings (2018) highlighted the continuing relevance of Dewey's ideas in advocating for an education system that prioritizes care, dialogue, and democratic values. She argued that progressive education remains essential in addressing modern educational challenges, including equity and inclusivity. Onditi (2018) asserts that an alternate leadership

technique to foster positive behavior in students is the engagement of student management in the administration of student discipline

Insights continue to inform best practices in workplace learning, vocational training, and project-based education. More recently, Adhanja, Kawasonga, and Olel (2024) invoked progressive education principles in analyzing the involvement of student councils in managing welfare and discipline in secondary schools in Migori County, Kenya. Their findings underscored that empowering students to participate in leadership and school management reflects Dewey's call for democratic learning environments.

Overall, Progressive Education Theory provides a robust framework for understanding student participation, democratic leadership, and experiential learning. Its principles have transcended time and context, continuing to shape educational discourse and offering a strong theoretical foundation for studies on student involvement in school management and discipline.

2.2 Level of Student's Discipline in Secondary Schools.

Research consistently shows that student discipline remains a pressing concern across many African countries; Malonza (2020) established that indiscipline was widespread in Machakos County, Kenya, where unrest and boycotts were often linked to poor communication, lack of student involvement in decision-making, and dissatisfaction with school policies. The findings suggest that exclusion of students from governance fosters discontent. Malonza study however concentrated on principals' strategies, not the role of student leaders themselves, a gap this study fills by analyzing direct involvement of student councils.

Evidence from Uganda shows a comparable pattern. Odama (2023) reported that discipline levels varied regionally, with central Uganda showing higher student discipline compared to northern Uganda. The study demonstrated that weak discipline negatively influenced academic achievement, underscoring the importance of discipline for educational outcomes. Equally findings of this study confirm indiscipline is more pronounced in Pader District. However, Odama's study did not explore the contribution of student leadership in addressing indiscipline which this study investigated.

Beyond Uganda and Kenya, studies in Cameroon (Ngwokabuenui, 2015) identified insubordination, absenteeism, and misconduct as common forms of indiscipline, which were influenced by student, societal, and school-related factors. This study equally established

multiple causes of indiscipline (lateness, absenteeism, peer conflicts). His study ignored the role of student leadership in tackling discipline, a focus of this study. Similarly, Malinda (2021) linked student discipline to broader social outcomes, noting that communities that relied heavily on corporal punishment often experienced rebellious behaviors among learners. This study's findings diverge student discipline in Pader was still low even with parental input.

Malinda overlooked school-based leadership roles, while this study emphasizes student leaders' contribution.

Other studies highlight preventive approaches to discipline management. Rakiro et al. (2021) found those preventive strategies such as peer counseling, guidance and counseling, parental involvement, and consistent enforcement of rules was effective, though not widely practiced. This study's findings also recognized peer counseling as an effective discipline mechanism however their study did not analyze whether these strategies directly raise the overall discipline level**s**, which this study examined.

Natukunda (2019), established that mentoring strategies such as orientation, counseling, and role modeling positively influenced academic discipline, though issues of punctuality and attendance persisted. However, Natukunda did not test the relationship between student leadership involvement and discipline, which this study did.

Generally, these studies show that while discipline challenges are widespread, contexts differ. Training of student leaders, inclusive decision-making, and preventive mentoring strategies are consistently emphasized as effective measures, but implementation is uneven. This justifies further localized inquiry in Pader District

2.3 Level of Involvement of Student Leadership in the Management of Student's Discipline in Secondary Schools.

A second body of literature examines how student leaders contribute to the management of discipline. In Kenya, Tikoko et al. (2022) found that student councils play key roles in reporting offenders, supervising punished students, and enforcing school regulations. Similarly, Kamau (2017) observed that student councils in secondary schools were formally assigned disciplinary responsibilities, which improved school order. This study's findings similarly showed variable involvement of student leaders in Pader schools, Kamau's study ignored private schools, which is covered in this study.

However, evidence is mixed. Onditi (2018) demonstrated that although student leaders influence discipline management, incidents of unrest still persisted, suggesting that their efforts require stronger support from school administrations. Kambuga et al. (2017) in Tanzania reported similar findings, noting that while student leaders such as head boys and head girls were entrusted with significant roles; they faced challenges including lack of leadership training, difficulty balancing responsibilities, and fear of reporting teacher misconduct. Njeru (2016) similarly reported that active involvement of student councils enhanced communication, reduced conflicts, and promoted positive relationships between students and staff. This study's findings support Njeru's showing higher involvement of student enhances school harmony,

Similarly, in Uganda, Toriola et al. (2022) found that student councils significantly influenced learner behavior when supported by principals through effective communication, enforcement of school rules, and supplementary counseling. This study also showed low involvement where principals excluded students from decision-making. However, his study emphasized perceptions of administrators, not students themselves which is handled by this study.

Collectively, these studies highlight that student leaders play an important but constrained role in discipline management. Their effectiveness depends on adequate training, administrative support, and involvement in decision-making processes. This study thought to equally assess their involvement in managing students' discipline. However, the level of involvement of student leaders in the management of student's discipline in secondary schools in Pader District was established by this study.

2.4 Relationship Between Level of Involvement of Student Leadership in the Management of student's Discipline and the Level of Student's Discipline

Studies linking student leadership involvement to actual levels of discipline are fewer but insightful. For instance, Onditi (2018) found a significant relationship between student leadership and discipline management, but noted that indiscipline persisted due to structural and contextual factors. Similarly, Natukunda (2019) reported a positive correlation between mentoring practices and student discipline, though not strong enough to eliminate all forms of indiscipline.

These findings suggest that while student leadership and mentoring practices contribute to discipline, they are not sufficient in isolation. The broader school environment including administrative styles, communication, parental involvement, and resource availability also plays a role. This is in line with Kiprotich et al. (2020) which shows that prefects are inadequately prepared, despite their anticipated role as facilitators in the management of secondary schools. Tsikati (2019) similarly noted that the leadership skills necessary for prefects included the following: resource management, problem-solving, addressing learners' issues, motivating peers, and respecting fellow learners.

Kirera (2015) contends that student leaders in secondary schools are vital for their function in connecting the administration with the student body however they encounter threats from their peers, and more so the school administration fails to provide adequate training for them, similarly Kilonzo (2017) supported the findings suggesting that schools lacking a student boards as a communication conduit exhibited higher levels of indiscipline. However, the extent of involvement of student leaders in secondary schools in the context of Pader District lacked sufficient data. Much as student leadership needs to be integrated in the management of student's discipline, it should be done with regulation from school administration,

Yambo's (2015) indicates that although peer counseling significantly contributes to fostering positive connections through support, the student body continues to direct animosity, conflict, and harassment toward prefects. Maingi et al. (2017 reported that actively involving students in the rule-making process improves discipline however he focused on public secondary schools but this study obtained data from both public and private secondary schools in Pader District.

Owande, 2015 reported that involvement of prefects in arbitration improves dispute resolution; the study also revealed that their participation in enforcing good morals further enhances disagreement resolution in public secondary institutions. However, his study was conducted only in public secondary schools as compared to this study conducted in both public and private secondary schools in Pader District. Onyiego (2020) recommended democratic election and involvement of prefects. This study onfirms that where student leaders were elected and engaged, discipline was higher. He did not examine the actual relationship between leadership involvement and discipline outcomes my study does

2.5 Summary

The reviewed studies demonstrate that student discipline remains a persistent challenge across Uganda, Kenya, Tanzania, and Cameroon. Evidence shows that:

Student indiscipline is often linked to exclusion from decision-making, poor communication, and inadequate training of student leaders as pointed by Tikoko et al. (2022.), Onditi (2018), Kirera (2015), Kilonzo (2017)

Student leaders can play significant roles in discipline management, but their effectiveness is hindered by lack of leadership skills, limited involvement in policy-making, and insufficient administrative support. Preventive and mentoring strategies improve discipline outcomes, though implementation varies across schools. Few studies explicitly examine the correlation between student leadership involvement and levels of discipline in localized contexts.

Most prior studies were conducted in Kenya, Tanzania, and Cameroon, with limited evidence from northern Uganda, particularly Pader District. Moreover, while some studies examined the extent of student discipline and others assessed the roles of student leaders, fewer have directly analyzed the relationship between student leadership involvement and student discipline. This study sought to bridge that gap by examining the correlation in the specific context of secondary schools in Pader District.

Chapter Three

Research Methodology

3.0 Introduction

This chapter provided a comprehensive account of the study methodology, encompassing research design and orientation, study population, sample size determination, sampling procedure, data collection methods, data collection instruments, quality control measures, administrative procedures, ethical considerations, and analysis of data.

3.1 Research Orientation.

In this study, mixed method research orientation was used to conduct this study, which employs both quantitative and qualitative data. It was chosen because it provides a better understanding of the research problem than when either method is used independently.

3.2 Research Design

The research employed cross-sectional survey designs, whereby data were obtained at a single point in time. The design facilitates the assessment of current attitudes or practices and yields information rapidly, particularly with the time needed for survey administration and data collection. Cross-sectional survey designs can assess current attitudes, beliefs, views, or behaviors; in this instance, it provided a clearer understanding of the impact of student leadership activity on the level of student discipline. Correlational approach was applied to determine the relationship between student leadership and the level of student's discipline.

3.3 Target Population

The target population for this study included, head teachers, chairpersons' disciplinary committees, student leaders and students. Head teachers were chosen because they are directly responsible for whatever takes place at school and they were expected to have in-depth knowledge in managing student's discipline. Disciplinary committee chairpersons were chosen because this committee is directly responsible for settling indiscipline cases among students within school. The student leaders comprised of the prefects, UNSA (Uganda National Student's Association) and leaders from clubs and societies within the school were chosen in this study because they also actively take part in settlement of indiscipline cases, they also form part of independent variable in this study and their participation helped the study collect the required information. Finally, the students were also chosen because they

are the directly affected by indiscipline and they have knowledge about how student leadership is involved in the management of student's discipline. The target population of this study was 5881 participants from 14 secondary schools in Pader district.

3.4 Sample Size

The sample was 486 participants consisting of 13 head teachers, 13 chairpersons of school disciplinary committee members, 97 student leaders and 363 students from 13 secondary schools. In order to ensure a representation from a cross section of population, the researcher used the Krejcie and Morgan's (1970) table to determine sample size for a known population.

Table 1.1 showing population sample size

Target population	Population size	Sample size	Sampling technique
Head teachers	13	13	Purposive sampling
Chairpersons school disciplinary committee.	13	13	Purposive sampling
Student leaders	130	97	Simple random sampling
Students	5751	363	Simple random sampling
Total	**5,881**	**486**	

3.5 Sampling Techniques

The research utilized purposive and simple random sampling methods. Purposive sampling is a non-probability sampling method in which a researcher selectively chooses cases for inclusion in the sample based on their opinion regarding the presence of specific characteristics (Setia, 2016). This method was employed to choose head teachers and chairpersons of the school disciplinary committee, who are presumed to possess knowledge of disciplinary matters in their institutions due to their professional positions, authority, expertise, and experience. This enabled the researcher to obtain comprehensive information from those in positions of authority.

Simple random sampling is a probability sampling approaches in which every individual in the population has an equal likelihood of selection, and the selection probability of one individual remains unaffected by the selection of others, ensuring that each selection is completely independent of subsequent selections (Setia, 2016). This method was employed to identify the student leaders and participants that took part in this study. The total of 97 out of 130 student leaders and 363 students out of total population of 5,751 students who are non-

prefects in all secondary schools in Pader district. They were selected randomly sampled to participate and give the required information for this study.

3.6 Data Collection Methods

The data collection techniques used were questionnaire survey and interviews.

3.6.1 Questionnaire Survey

Questionnaire survey is a data collection technique where a written list of questions is given and the answer recorded by the respondents. This technique gathered the statistical information about the attributes and attitudes of different respondents about involvement of student leaders and the level of student's discipline. This technique was used because it is less expensive and offers a greater anonymity as is the core part of ethical consideration in research. This collected information from the school disciplinary committee, the student leaders and students of different secondary schools in Pader District

3.6.2 Interview

This data collection method employed an interview guide featuring open-ended questions to which the head teachers responded in a face to face interview. This strategy is favored as it allows the researcher to acquire comprehensive information.

3.7 Data Collection Instruments

Data collection instruments in this study include questionnaires and interview guide

3.7.1 Questionnaire

The questionnaire was selected because it was cheap, saves time and is comparatively convenient, it also offers a greater anonymity (Ishtiaq, 2019b). This tool was used to collect data from 97 student leaders, 13 chairpersons disciplinary committee and 363 students. The questionnaire consists of sections, A and B and C. Section A has background data, B covers aspects of involvement of student's leadership and C, the level of student's discipline. This questionnaire is designed to include both structured and multiple-choice questions, and each of the questionnaires for both students and chairpersons disciplinary committee has 43 items (appendices A and B). The data from these questionnaires were used to provide better understanding of the level of involvement of student leadership in management of student's discipline in secondary schools in Pader District.

3.7.2 Interview Guide

This is a document that specifies the topics to be addressed, and it is the instrument used to gather information from the head teachers. It was chosen over other data collection instruments due to its ability to enhance the wholesomeness of the data and allows systemic data collection for each respondent. Additionally, it allows for the anticipation and closure of logical gaps in data, and interviews remain conversational and unrestrictive (Ishtiaq, 2019b) (See appendix C).

3.8 Quality Control.

This section consists of two sections namely validity and reliability.

3.8.1 Validity

Validity is the degree to which study or its measurement instruments accurately assesses the concepts they are intended to measure.

The content validity index (CVI) was calculated to assess the instrument's validity, relying on the evaluations of three experts (Shi et al., 2012b). The specialists, possessing a Master of Education in Educational Management, defined the Content Validity Index (CVI) as the ratio of items assessed by all three judges to the total number of items in the instrument.

This CVI is defined as the ration of the quantity of items deemed relevant by all three judges to the total number of questions in the questionnaire. Items with a validity coefficient of not less than 0.70 was be deemed legitimate (Shi et al., 2012b). The average scores deemed relevant by the three judges yielded a CVI value of 0.87, indicating that 32 out of 37 questions on the instrument were genuine. Consequently, the invalid items were promptly revised.

3.8.2 Reliability

Reliability is the consistency of study findings upon repeated use; it pertains to the degree to which an experiment can be replicated or the amount to which a specific measurement yields same results on multiple occasions (Howell, 2013).

The data collection tool developed was piloted and Cronbach’s alpha was employed to assess the internal consistency of all items in this study, ensuring reliability. The acquired data were analyzed using Cronbach's alpha coefficient, represented as a value between 0 and 1. Kilic (2016) asserts that an alpha value of 0.7 or higher indicates instrument reliability, but

a value below 0.7 signifies unreliability. Cronbach's alpha was selected for its capability to evaluate the internal consistency of each instrument and to calculate the reliability coefficient. Cronbach's alpha was employed to assess the reliability of each construct in the instrument for both dependent and independent variables, with the results displayed in the table below.

Reliability Statistics

Variable	Components	Cronbach's Alpha	N of Items
Independent Variable	Supervision	0.775	6
	Monitoring	0.691	5
	Welfare	0.610	3
	Mediation	0.762	5
Dependent Variable	Dress code	0.802	4
	Time management	0.828	5
	Respect	0.803	5
	Conduct	0.786	5

From the table, the reliability of dependent variable constructs ranged from 0.786 to 0.828 which showed strong overall reliability while independent variable had reliability of 0.610 for welfare and 0.691 for monitoring which showed questionable reliability but for mediation and supervision were high with 0.762 and 0.775 respectively; generally, the reliability of the instrument was high and acceptable (Kilic, 2016).

3.9 Administrative Procedures

After the proposal was approved for data collection, a letter of introduction was procured by Dean of faculty of Education and Humanities Gulu University (see appendix F), conducted pre field study to test data collection tool in two schools. The letter was then presented to head teachers' office whose schools were under study upon researcher reaching the school. The researcher was instantly granted the permission to conduct the study.

The data collection in each school started with interviewing of the head teacher in their offices followed, and English as official language was used, the session started with introduction followed by a short briefing about the interview after which face to face interview was conducted, taking between 20 to 30 minutes. The office was chosen because it offered quiet environment and allowed uninterrupted interview session.

After the interview with the head teacher, the researcher administered the questionnaires by himself to the teachers who were disciplinary committee chairpersons in

the selected venue. Finally, students were assembled in one class to be administered questionnaires followed by briefing, they were then granted 15 to 20 minutes to respond to items in the questionnaires. Finally, the gathered information was analyzed, interpreted, processed and reported.

3.10 Ethical Consideration

The key ethical issues in this study were anonymity, confidentiality and informed consent of the participants.

The researcher obtained permission from relevant authorities for instance the head teachers to carry the study in their schools. This also helped to establish a relationship with the participants and also to explain the purpose of the student.

Anonymity, confidentiality was maintained by using good data collection and storage practices**.**

The researcher sought the consent of the participants to take part in the study. Consent is the process by which potential participants can decide if it is worth taking part in a study despite any risks and costs. It is a major ethical issue in conducting research. The researcher explained the purpose of the study to the participants. Where they were free to withdraw or continue to participate.

Concerning respect for privacy**,** the researcher ensured privacy in the research by keeping information collected from the participants confidential and protecting the anonymity of the participant by not indicating the names of the participants during the research process.

3.11 Data Analysis

Quantitative data was collected in form of numerically coded responses. Data analysis started with sorting and coding of data preparing and organizing the data. Quantitative data from questionnaire were analyzed with the help of statistical package for social scientists (SPSS) version 27, this version provides user friendly interface and enhanced customization, it is also advised for scholars who require the analysis of multivariate one- and two-sample data but have limited or no programming experience, as the dialogs may be incorporated into future SPSS versions (Botani., 2024). Frequency and percentages are descriptive statistics that are derived from the responses to research questions. The Pearson product moment correlation and regression analysis were used to analyze the relationship between the two variables, level of involvement of student’s leadership and the level of student’s discipline in secondary schools in Pader District because the study involves two variables.

Qualitative data from interviews was analyzed descriptively and information presented mainly in narrative form following the major themes of the study that were drawn from the research questions on; the level student's discipline in secondary schools, the level of involvement of student leadership in the management of discipline in secondary schools, and the relationship between involvement of student leadership in the management of discipline and the level of student's discipline in secondary schools in Pader District. The use of this technique involved transcribing the interview responses provided by the head teachers. These responses were then sorted and categorized according to the research questions and quoted directly into the text.

3.13 Limitations and Delimitations

One limitation was that interview data obtained from private schools about discipline many seemed to be positive because many administrators of private schools prefer giving positive information about their schools to maintain their good image in the community especially about student's discipline. Similarly, a construct like student's welfare was not captured in the interview guide and made presenting its qualitative data impossible, extraneous variables which included school rules and regulations, induction of student leaders after election and the age of students.

The delimitation was that data was obtained from randomized samples from both private and public secondary schools which tried to balance the interview data. The inclusion of student leaders in the administrations of student's welfare was adequately handled in the quantitative discussion. The influence of extraneous variables in this study was minimized by use of randomization which ensured that extraneous variables were evenly distributed across different respondents.

Chapter Four

Data Presentation, Analysis and Interpretation of Results.

4.0 Introduction

This chapter analyses, interprets and presents the findings of the study findings sectioned by the specific objectives which were; to establish the level student's discipline in secondary schools, to establish the level of involvement of student leadership in the management of discipline in secondary schools, and to assess the relationship between involvement of student leadership in the management of discipline and the level of student's discipline in secondary schools in Pader District.

The chapter also presented a descriptive overview of the demographic characteristics of the participants in the study. This information enabled the researcher to compile a profile of the respondents as well as to draw comparisons between different groups relevant to this study.

4.1 Socio-demographic Characteristics

The study involved a majority of male students (55.5%), while females constituted 44.5%. Regarding age distribution, the largest group of participants, comprising 61.3%, was aged between 16-18 years. This was followed by participants aged 19-21 years (22.3%), and those aged 13-15 years (11.9%). Furthermore, a small proportion of respondents were older, with 1.3% aged 22-24 years, another 1.3% aged 25-30 years, 1.1% aged 31-40 years, 0.6% aged 41-49 years, and a participant aged 50+ years (0.2%). From the demographic data, the study involved more males, while the largest age group who were involved in the study was those aged 16 to 18 years of age and the 50 and above had the least number of respondents. The age group of 13-15 were mainly students in senior one to three and they were many because most secondary schools have more students at O' level students than A' level.

In terms of the type of school, the majority of the participants (81.1%) attended mixed boarding and day schools. Additionally, 14.9% were in boarding mixed schools, 3.2% in day mixed schools, and only 0.9% was in boarding single schools.

When considering the criteria used for selecting student leaders, it is notable that a significant majority (79.1%) reported that leaders were teacher-vetted before student elections. Moreover, about 19.8% indicated that student leaders were directly elected by students, while a small fraction (1.1%) noted that leaders were appointed by teachers.

In terms of participation, the involvement of student leaders in the management of discipline was rated by students as moderate by 40.6%, very high by 32.6%, high by 22.3%, low by 3.2%, and very low by 1.3%.

In order to establish the personal data of the respondents like the teachers and student, the researcher considered areas like gender, age type of school studied, this enabled the researcher to compile a profile of the respondents as well as to draw comparisons between different groups relevant to this study.

Finally, a large majority of participants (87.4%) reported that disciplinary issues in their schools were first handled by student leaders before being forwarded to staff, 10.2% indicated otherwise, while 2.3% were not sure. More detailed information can be found in Table 1.

Table 1: Socio-demographic characteristics

Socio-demographic characteristics		**Frequency**	**Percent (%)**
Gender	Male	261	55.5
	Female	209	44.5
Age of respondents in years	13-15years old	56	11.9
	16-18years old	288	61.1
	19-21years old	105	22.3
	22-24years old	6	1.3
	25-30 years	6	1.3
	31-40 years	5	1.1
	41-49 Years	3	0.6
	50+ Years	1	0.2
Type of your school	Boarding mixed	70	14.9
	Boarding single	4	0.9
	Mixed boarding and day	381	81.1
	Day mixed	15	3.2
Criteria used in selection of student's leaders	Student's election	93	19.8
	Appointed by teachers	5	1.1
	Teacher vetted then student's election	372	79.1
Rating of participation of student's leaders in the management of discipline	Very high	153	32.6
	High	105	22.3
	Moderate	191	40.6
	Low	15	3.2
	Very low	6	1.3
Student's disciplinary issues are first handled by student leaders before forwarding to staff	Yes	411	87.4
	No	48	10.2
	Not sure	11	2.3

Source: Field research, 2024

4.2 Level of Student's Discipline in Secondary Schools in Pader District.

This section presented the level of student's discipline in school which was measured by their dressing code, management of time, respect for authorities, and conduct, respondents were made to give their responses concerning level of student's discipline according to the scale; 5=Strongly Agree (SA), 4=Agree (A), 3=Not sure (NS), 2=Disagree (D), 1= Strongly Disagree (SD)

The results regarding students' adherence to the dress code show a generally high level of discipline, with an overall average of 80.5% of students indicating compliance across various aspects of the dress code.

Table 2: Dressing code of students

Dress code	**SD+D (%)**	**SD (%)**	**D (%)**	**NS (%)**	**A (%)**	**SA (%)**	**SA+A (%)**	**Mean**	**SD**
Students always put on the right uniform	6.6	3.4	3.2	2.8	23.9	66.7	90.6	4.47	0.95
Girls put on long skirts	17.8	10.9	6.9	7.3	23.1	51.8	74.9	3.98	1.36
Boys put on decent pairs of trousers	15.6	10.1	5.6	6.4	13.9	64.0	77.9	4.16	1.35
Boys put on pairs of trousers in the right way	14.7	9.4	5.3	6.8	18.2	60.4	78.6	4.15	1.31
Average	**13.7**	**8.5**	**5.3**	**5.8**	**19.8**	**60.7**	**80.5**	**4.19**	**1.24**

Source: Field research, 2024

The majority, of participants, 90.6% agrees or strongly agrees that students in their school consistently wear the correct uniform, reflecting a strong adherence to the expected dress code. However, a smaller percentage, 6.6%, do not share this view, suggesting some students occasionally deviate from the uniform standards.

When it comes to the wearing of long skirt, 74.9% of participants agree or strongly agree that students in their schools wear long skirts. Nevertheless, 17.8% of students expressed disagreement, indicating that there is still a considerable number of girls who do wear miniskirt at school.

Similarly, 77.9% of participants reported that boys in their school's decent pairs of trousers, showing a generally high level of compliance. However, 15.6% disagree or strongly disagree, suggesting that this is another area where some boys do not follow the rules strictly.

Additionally, 78.6% of participants agree or strongly agree that students in their school do not engage in the practice of putting on their trousers in the right way. Yet, 14.7% of students indicated otherwise, highlighting that this behaviour is still prevalent among a minority of students (see Table 2).

Interview with head teachers supported these results with one saying that “the level of student’s discipline in this school has improved because students put on school uniforms”. In the same interview with one of head teachers also revealed that several schools generally had positive adherence to dress code regulations. This generally shows high level of student discipline as measured in terms of compliance to uniform policy.

The results regarding students' time management reveal a high level of adherence to time-related expectations across various school activities, with an overall average of 88.4% of participants indicating compliance.

Table 3: Time management

Time management	**SD+D (%)**	**SD (%)**	**D (%)**	**NS (%)**	**A (%)**	**SA (%)**	**SA+A (%)**	**Mean**	**SD**
Students keep time for lessons	5.5	1.7	3.8	3.6	25.7	65.1	90.9	4.49	0.87
Students go for meals at the right time	10.2	3.8	6.4	3.6	28.3	57.9	86.2	4.30	1.06
Observe time for curricular activities	7.5	2.8	4.7	6.6	30.3	55.6	85.9	4.31	0.98
Students go for preps on time	6.2	2.1	4.1	3.6	26.0	64.2	90.2	4.46	0.91
Students keep time for assemblies	8.3	3.2	5.1	3.0	29.5	59.2	88.7	4.36	0.99
Average	**7.5**	**2.7**	**4.8**	**4.1**	**28.0**	**60.4**	**88.4**	**4.38**	**0.96**

Source: Field research, 2024

A significant majority, 90.9%, of participants agree or strongly agree that they keep time for lessons, indicating that punctuality in attending classes is generally well-maintained. However, 5.5% of participants disagree or strongly disagree, suggesting that a small portion of students struggles with punctuality in this area.

Similarly, 86.2% of participants reported that they go for meals at the right time, showing a strong adherence to meal schedules. Despite this, 10.2% of participants expressed

disagreement, indicating that there are still a few students who do not consistently follow meal times.

In terms of curricular activities, 85.9% of respondents agree or strongly agree that they observe time, reflecting good time management in non-academic activities. However, 7.5% of participants disagree or strongly disagree, suggesting a need for improvement in ensuring punctuality among some students during these activities.

Additionally, 90.2% of participants reported that they go for preps on time, indicating that the majority of students are punctual in attending study sessions. Nevertheless, 6.2% of participants indicated otherwise, highlighting that some students may need additional encouragement to be timely for preps.

Finally, 88.7% of participants agree or strongly agree that they keep time for assemblies, demonstrating a high level of punctuality for this activity as well. However, 8.3% of participants disagree or strongly disagree, suggesting that some students are occasionally late for assemblies. Generally, management of time for lessons hade the highest level of adherence (see Table 3).

This is in agreement with the results from interview with one of the head teachers saying “students in this school respond well to school programs, example they manage time for assemblies at 7:15 am, lessons at 7:30 am every day”. In many other interviews with other head teachers shows similar positive improvement in time management This reflects a strong culture of discipline when it comes to managing time in that school, however some head teachers, rated their students' time management as moderate, suggesting that while students may generally adhere to schedules, there are still occasional lapses in timeliness.

In terms of respect for authorities, the study revealed students' respect for various authorities were generally high across all categories, with an overall average of 92.4% of students showing respect for authorities.

Table 4: Respect for authorities

Students respect for authorities	SD+D (%)	SD (%)	D (%)	NS (%)	A (%)	SA (%)	SA+A (%)	Mean	SD
Respect student leaders	10.6	4.7	5.9	3.8	31.8	53.7	85.6	4.24	1.08
Respect teachers	3.4	2.3	1.1	1.5	22.3	72.8	95.1	4.62	0.78
Respect school administration	2.5	1.7	0.8	2.3	21.2	73.9	95.1	4.65	0.73
Respect non-teaching staff	6.2	3.0	3.2	3.4	29.1	61.3	90.4	4.43	0.93
Respect religious leaders in the school	2.6	1.7	0.9	1.7	19.2	76.5	95.7	4.68	0.71
Average	**5.1**	**2.7**	**2.4**	**2.5**	**24.7**	**67.6**	**92.4**	**4.52**	**0.85**

Source: Field research, 2024

Firstly, 85.6% of participants agree or strongly agree that students respected student leaders reflecting a positive level of regard for their peers in leadership positions, though 10.6% of participants disagree or strongly disagree, indicating that a small proportion of students have issues respecting their peers in leadership roles. In terms of respect for teachers, 95.1% of participants agree or strongly agree that students respected their teachers. This very high percentage highlights that respect for teaching staff is strongly upheld, with only 3.4% of students expressing disagreement suggesting that teacher-student relationships are generally positive with minimal issues related to respect.

Similarly, 95.1% of participants indicated that students showed respect for school administration, demonstrating consistent high regard for the broader administrative structure of the school. Only 2.5% of students disagree or strongly disagree, indicating that respect for school administrators is well-maintained.

Regarding non-teaching staff, 90.4% of participants agree or strongly agree that students respect these individuals. While this is a strong result, 6.2% of students disagree or strongly disagree, pointing to some level of discontent or lack of respect in this area. Lastly, 95.7% of participants report that students respect religious leaders in the school, the highest level of respect among all categories. This reflects a strong adherence to respect for religious authorities, with only 2.6% of students expressing disagreement (see Table 4).

In an interview with head teachers one of them said “students no longer run away from teachers when on the wrong, reduced level of dodging lessons, students no longer dodge

teachers when operation for fee defaulters is being done", Similarly in an interview with another head teacher to rate the level of student's discipline in his school he said " can rate the level of student discipline to be relatively good because of the positive change in the characters of students displayed in respect for teachers, student leaders, they also accept to be punished by student leaders".. However**,** respect for authorities varied across schools still needs to be strengthened as one of the head teachers pointed that how parental influence can affected students' respect for school authorities, as parents who side with their children during disciplinary issues undermine the respect students should have for school staff. In the general outlook, this shows high level of student's discipline

Regarding students' conduct the results reveal generally high standards of behaviour, with an overall average of 88.2% of participants indicating students demonstrate positive conduct across various aspects.

Table 4: Student's conduct

Student's conduct	**SD+D (%)**	**SD (%)**	**D (%)**	**NS (%)**	**A (%)**	**SA (%)**	**SA+A (%)**	**Mean**	**SD**
Students have self-respect	4.7	2.6	2.1	5.3	29.8	60.2	90.0	4.43	0.89
Do and submit assignments to teachers	6.4	2.3	4.0	3.8	30.6	59.2	89.8	4.40	0.92
Students have respect for others	6.6	2.8	3.8	6.2	36.0	51.2	87.2	4.29	0.95
Students dress appropriately	7.2	3.0	4.2	2.8	31.2	58.8	90.0	4.39	0.95
Students attend all school programs	8.8	3.6	5.1	7.3	27.2	56.7	83.9	4.28	1.05
Average	**6.7**	**2.9**	**3.8**	**5.1**	**31.0**	**57.2**	**88.2**	**4.36**	**0.95**

Source: Field research, 2024

Firstly, 90.0% of participants agree or strongly agree that students have self-respect suggesting that most students maintain a positive self-image and uphold personal dignity. However, 4.7% of participants disagree or strongly disagree, indicating a small proportion struggle with self-respect. In terms of completing and submitting assignments to teachers, 89.8% of students report that they do so regularly, reflecting a strong commitment to academic responsibilities. Despite this, 6.4% of students disagree or strongly disagree, suggesting that there is still a minority who may face challenges in fulfilling their academic obligations.

Respect for others is evident in 87.2% of participants who agree or strongly agree that students show this quality. This indicates that a significant majority of students practice mutual respect, although 6.6% of participants disagree or strongly disagree, highlighting that there is need for improvement in fostering respectful interactions among all students. Regarding appropriate dress, 90.0% of participants indicate that students dress well, reflecting a high level of adherence to dress code standards. Nevertheless, 7.2% of students disagree or strongly disagree, suggesting that some students are not fully complying with respectful dress code.

Finally, 83.9% of participants agree or strongly agree that students attend all school programs, demonstrating good participation in school activities. However, 8.8% of participants disagree or strongly disagree, pointing to a minority who may miss school events, potentially impacting their engagement and overall school experience (see Table 5)

The results are in line with the interview with head teachers. One of the head teachers said that "discipline of students in this school has improved as reflected in the level of indiscipline related cases that have gone down compared to previous status". Similarly, many other headteaches reported reduction in the number of indiscipline cases forwarded to disciplinary committee for further management has reduced, this reflects good student conduct. However, some few head teachers reported that they still struggle with high levels of indiscipline, these challenges were linked to external factors such as peer influence, lack of school fence, and the involvement of unsupportive neighboring communities.

Generally, the findings suggest that while discipline is generally high, punctuality and respect for authority require further in secondary schools in Pader District

4.3 Level of Involvement of Student Leadership in the Management of Student's Discipline in Secondary Schools in Pader District.

The results regarding the supervision of students by student leaders reveal a generally high level of effectiveness in overseeing various school activities, with an overall average of 88.8% of students acknowledging effective supervision.

Table 5: Supervision of students

Supervision of students	SD+D (%)	SD (%)	D (%)	NS (%)	A (%)	SA (%)	SA+A (%)	Mean	SD
During meals	3.6	1.9	1.7	2.1	16.7	77.5	94.2	4.66	0.78
During assemblies	3.6	2.4	1.3	1.3	22.9	72.2	95.1	4.61	0.79
During general cleanliness	3.2	1.5	1.7	3.0	21.2	72.5	93.8	4.62	0.76
During entertainment	14.4	5.7	8.8	7.7	29.3	48.6	77.9	4.06	1.19
During games & sports	10.8	3.5	7.4	4.5	31.6	53.0	84.6	4.23	1.06
Ensure students don't make noise in class	8.9	4.8	4.1	3.7	26.2	61.2	87.4	4.35	1.06
Average	**7.4**	**3.3**	**4.2**	**3.7**	**24.7**	**64.2**	**88.8**	**4.42**	**0.94**

Source: Field research, 2024

The study revealed that 94.2% of participants agree or strongly agree that student leaders effectively supervise lines during meals. This high percentage indicates that students are well-supervised during meal times by student leaders, though 3.6% of participants disagree or strongly disagree, suggesting a minor percentage perceiving that there are gaps in supervision during these periods by student leaders.

Similarly, 95.1% of respondents reported that student leaders effectively supervise assemblies, reflecting a strong level of oversight during these important gatherings.

Additionally, 93.8% of participants agree or strongly agree that student leaders oversee general cleanliness in the school effectively suggesting that student leaders play a significant role in maintaining cleanliness, although 3.2% of students disagree or strongly disagree.

In contrast, supervision during entertainment activities shows a lower effectiveness, with 77.9% of participants agreeing or strongly agreeing that supervision is adequate. This lower percentage compared to other areas indicates that while there is substantial oversight, there is still room for improvement, as 14.4% of participants disagree or strongly disagree.

Furthermore, supervision during games and sports also shows a significant level of effectiveness with 84.6% of participants agreeing or strongly agreeing. However, 10.8% of participants disagree or strongly disagree, indicating that some students may perceive less effective supervision in these activities compared to others.

Finally, 87.4% of participants report that leaders effectively ensure students do not make noise in class suggesting that maintaining classroom order is strength in student leader supervision (see Table 6).

These results are in line with Interview with one headteachers who said that "we engage student leaders in managing students' discipline, for example, class captains given assignment to manage class, dormitory prefects manage dormitories and any other assignments." Furthermore, another said "student leaders are engaged since they are put on duty on weekly basis, they also identify wrong doers, sit in their disciplinary meetings and forward cases they cannot handle"

The qualitative interviews with most of head teachers also found that in most school's student leaders were engaged in supervising their peers, though with varying degrees of effectiveness. Some head teachers reported actively involved student leaders in identifying rule violators and reporting cases to the staff disciplinary committee. However, in some schools, student leaders were less effective due to personal involvement in indiscipline, which compromised their supervision role. In other schools, student leaders were criticized for failing to report certain cases or showing favoritism, thereby weakening their role in ensuring discipline.

The results concerning the monitoring of routine activities by student leaders indicate a generally high level of effectiveness, with an average of 89.4% of students recognizing the role of student leaders in overseeing various routine tasks.

Table 6: Monitoring routine activities by student leaders

Monitoring Routine Activities	**SD+D (%)**	**SD (%)**	**D (%)**	**NS (%)**	**A (%)**	**SA (%)**	**SA+A (%)**	**Mean**	**SD**
Monitor general cleanliness of the school	4.5	2.3	2.1	1.9	26.6	67.0	93.6	4.54	0.84
Student leaders monitor dress code	16.3	6.7	9.7	9.2	30.7	43.8	74.5	3.95	1.23
Remind teachers to attend to their lessons	8.0	4.5	3.5	5.2	29.8	57.0	86.8	4.31	1.04
Leaders monitor time and always ring bell	1.5	1.1	0.4	2.8	17.1	78.7	95.7	4.72	0.64
Student leaders ensure teachers sign lesson monitoring tool after every lesson	2.8	1.7	1.1	0.6	14.6	82.0	96.6	4.74	0.69
Average	**6.6**	**3.3**	**3.4**	**3.9**	**23.8**	**65.7**	**89.4**	**4.45**	**0.89**

Source: Field research, 2024

To begin with, 93.6% of participants agree or strongly agree that student leaders effectively monitor the general cleanliness of the school reflecting a strong perception of cleanliness being well-managed by student leaders. Similarly, regarding the monitoring of dress code 74.5% of participants agree or strongly agree that student leaders are effective in overseeing dress code adherence. This indicates a moderate level of effectiveness in this area, although 16.3% of participants disagree or strongly disagree, highlighting that dress code is not consistently enforced.

In terms of reminding teachers to attend to their lessons, 86.8% of participants report that student leaders perform this task effectively. This suggests that a significant majority find student leaders successful in ensuring that teachers adhere to their lesson schedules. Nonetheless, 8.0% of participants disagree or strongly disagree, pointing to a small proportion who may notice occasional deficiencies in this area.

Additionally, student leaders' role in monitoring time and ringing the bell is perceived as highly effective by 95.7% of participants indicating that the majority of participants believe student leaders excel in time management tasks.

Finally, 96.6% of participants agree or strongly agree that student leaders ensure teachers sign the lesson monitoring tool after every lesson. This shows an exceptionally high level of effectiveness in this aspect of routine monitoring (see Table 7).

Generally, the results show that student leaders involved in monitoring routine activities, their performance varied. The head teacher of one of the schools said “They help us in managing orders especially during meals, follow up communal work but not allowed to administer punishment to fellow students. Student leaders also have student disciplinary committee to handle minor cases and forward cases above them to staff disciplinary”.

One of the head teachers also said “student leaders are put on weekly duty to oversee routine activities, but some leaders often forgot their responsibilities, leading to gaps in enforcement”. Similarly, another head teacher said “student leaders are responsible for ensuring that school rules are followed, but their partiality in favoring friends undermined the monitoring process”. A big challenge seen across many schools is that noted that, while student leaders are assigned the task of overseeing routine activities, their inconsistency in enforcing rules posed a significant challenge to maintaining discipline. These different tasks performed by student leaders shows that they are involved in monitoring routine activities.

The findings regarding the role of student leaders in managing student welfare reveal mixed levels of effectiveness across different areas with an average of 56.2% agreeing that student leaders do support in ensuring student welfare while 31.2% disagreed.

Table 7: Student's welfare by student leaders

Student's welfare	SD+D (%)	SD (%)	D (%)	NS (%)	A (%)	SA (%)	SA+A (%)	Mean	SD
Student leaders ensure that health services are made available for students	18.0	8.4	9.6	10.9	29.3	41.8	71.1	3.87	1.28
Student leaders ensure that students access health services within school	21.2	10.3	10.9	11.3	29.5	38.0	67.5	3.74	1.34
Leaders ensure that students change diet regularly	54.5	38.0	16.5	15.6	14.1	15.8	29.9	2.53	1.50
Average	**31.2**	**18.9**	**12.3**	**12.6**	**24.3**	**31.9**	**56.2**	**3.38**	**1.37**

Source: Field research, 2024

The qualitative data on whether the student leaders were involved or not in the management of student welfare was not obtained from the head teacher but the findings from the students and student leaders showed that students are generally less involved in the welfare activities within the school

First, 71.1% of participants agree or strongly agree that student leaders ensure health services are available for students. This high percentage indicates a general perception that student leaders are successful in facilitating access to health services. Nonetheless, 18.0% of participants disagree or strongly disagree, suggesting some concerns about the role of student leaders in ensuring availability of these services.

Regarding the access to health services within the school, 67.5% of participants agree or strongly agree that student leaders effectively ensure students can access these services. This reflects a positive view of the student leaders' role in health service accessibility. However, 21.2%, disagree or strongly disagree, indicating that there are issues with accessing health services within the school.

In terms of ensuring students change their diet regularly, only 29.9% of participants agree or strongly agree that student leaders manage this aspect well. This is notably lower compared to the other areas, with 54.5% of students disagreeing or strongly disagreeing. This

suggests that a majority of students feel that the role of student leaders in promoting dietary changes is ineffective, highlighting a potential area for improvement (See Table 8).

The results from the analyses results is in agreement with interview results with the heed teachers which shows that, much as student leaders are involved in welfare issues, the obligation to determine students diet rests purely on school authority, The student leaders role stops at supervision at meal serving points, this however shows gap in the involvement of students in welfare issues and would need improvement

The analysis of the mediation role of student leaders indicates that their role was relatively high with on average 77.9% agreeing while 12.6% disagreed on the effectiveness in linking students to different stakeholders and services within the school.

Table 8: Mediation role of student leaders

Mediation role of student leaders	**SD+D (%)**	**SD (%)**	**D (%)**	**NS (%)**	**A (%)**	**SA (%)**	**SA+A (%)**	**Mean**	**SD**
Link students to fellow students	11.9	6.6	5.3	7.7	31.1	49.4	80.4	4.11	1.17
Link students to non-teaching staff	18.6	10.0	8.5	14.7	32.7	34.0	66.7	3.72	1.29
Link students to teachers	9.6	3.2	6.4	5.6	30.2	54.6	84.8	4.27	1.04
Link students to administration	9.7	5.4	4.3	6.9	29.2	54.3	83.5	4.23	1.10
Link students to services within the school	13.2	7.2	6.0	12.8	27.0	47.0	74.0	4.01	1.22
Average	**12.6**	**6.5**	**6.1**	**9.5**	**30.0**	**47.9**	**77.9**	**4.07**	**1.16**

Source: Field research, 2024

The results showed that, 80.4% of participants agree or strongly agree that student leaders effectively link students to their peers. This high level of agreement suggests that student leaders are generally successful in fostering connections among students, which can enhance peer support and collaboration.

Additionally, in linking students to non-teaching staff, 66.7% of participants agree or strongly agree that student leaders perform well. However, 18.6% of students disagree or strongly disagree, indicating that there are some challenges in this area. This suggests that while student leaders are somewhat effective in this role, there is need for improvement in ensuring better connections with non-teaching staff.

Student leaders are also reported to effectively link students to teachers, with 84.8% of participants agreeing or strongly agreeing. This reflects a strong perception of the student leaders' ability to facilitate communication and support between students and teachers, which is crucial for academic and personal guidance.

Similarly, 83.5% of participants believe that student leaders effectively link students to the school administration. This indicates that student leaders play a significant role in bridging the gap between students and administrative staff, which is essential for addressing student concerns and administrative issues.

In terms of linking students to various services within the school, 74.0% of participants agree or strongly agree. This suggests that student leaders are relatively effective in helping students access available services, though there is a moderate level of dissatisfaction, with 13.2% of students disagreeing or strongly disagreeing (See Table 9).

These results agree with outcome from interviews with most of the head teachers. One of the head teachers when asked that “we engage student leaders through their disciplinary committee who first handle minor cases; in the dormitories, classes or outside classes, complicated cases are forwarded to staff disciplinary committee”, this serves a key mediation role by student leaders between students and administration.

Many head teachers saw the mediation role of student leaders as generally crucial, another head teacher said “student leaders are involved in mediating minor conflicts and disciplinary issues before referring more serious cases to the staff”. However, in some schools the effectiveness of this role was limited, as some student leaders either neglected their duties or favored their friends. One of the head teachers pointed out that student leaders often failed in their mediation role due to their own involvement in indiscipline or reluctance to report friends, making them less effective as neutral mediators. This recurring challenge of favoritism and personal bias continues to hinder the full potential of student leadership in the mediation of disciplinary matters.

Generally, student leaders are actively involved in supervision, monitoring, and mediation but play a limited role in welfare management, which reduces their overall effectiveness.

4.4 Relationship Between Level of Involvement of Student Leadership in the Management of student's Discipline and the Level of Student's Discipline in Pader District

4.4.1 Bivariate correlations

To determine the bivariate correlations between involvement of student leadership in the management of discipline and the level of student's discipline, a Pearson correlation coefficient was conducted and the results reveals that student discipline is positively related to various aspects of student leadership involvement.

Table 9: Pearson correlations

	Supervision	Monitoring	Welfare	Mediation	Discipline
Supervision	1				
Monitoring	0.639	1			
Welfare	0.451	0.453	1		
Mediation	0.519	0.519	0.580	1	
Discipline	0.499	0.510	0.330	0.467	1

The table 10 above shows that there was a satisfactorily significant moderate positive correlation ($r=0.499$, $p<0.05$) between discipline and supervision, suggesting that more effective supervision by student leaders is associated with higher levels of student discipline. Similarly, discipline shows a moderate positive correlation ($r=0.510$, $p<0.05$), with monitoring indicating that better monitoring by student leaders is linked to improved student discipline. The relationship between discipline and welfare is positive but weaker ($r=0.330$, $p<0.05$), implying that while enhanced management of student welfare contributes to better discipline, its impact is less pronounced compared to supervision and monitoring. Additionally, there is a moderate and positive correlation ($r=0.467$, $p<0.05$), between discipline and mediation demonstrating that effective mediation by student leaders, including resolving conflicts and facilitating communication, is associated with improved student discipline.

The inter correlation among the predictors of independent variable indicate that leadership involvement (supervision, monitoring, welfare and mediation) are mutually reinforcing rather than independent. While this strengthens the argument that these practices are collectively enhanced student's discipline, also raises possibility of multicollinearity.

Great care has been taken in attributing unique effect on each variable, however most importantly it shows that leadership practices operate in synergy to promote discipline.

Overall, these findings suggest that effective leadership in supervision, monitoring, and mediation significantly contributes to better student discipline, whereas the role of welfare management, while still beneficial, generally the results of bivariate analysis showed moderate positive correlation between level of involvement of student leadership in the management of student's discipline and the level of student's discipline, (See Table 10).

4.4.2 Multivariate regression

A multiple regression analysis was conducted to examine the predictors of student's discipline; supervision, monitoring, welfare and mediation and the level of student discipline in secondary schools in Pader District. The model included these aspects of involvement of student leadership in management of discipline as independent variables and level of student discipline as the dependent variable. The findings highlighted that supervision, monitoring, and mediation by student leaders were satisfactorily significant predictors of student discipline except welfare which did not show a statistically significant effect on student discipline, (See Table 11)

Table 10: Multiple regression

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients			95.0% CI for B	
		B	**Std. Error**	**Beta**	**T**	**Sig.**	**Lower**	**Upper**
1	(Constant)	1.657	0.176		9.411	0.000	1.311	2.004
	Supervision	0.223	0.046	0.246	4.837	0.000	0.132	0.314
	Monitoring	0.255	0.050	0.262	5.145	0.000	0.158	0.353
	Welfare	-0.017	0.026	-0.031	-0.658	0.511	-0.068	0.034
	Mediation	0.158	0.036	0.220	4.415	0.000	0.088	0.228
	R	0.596						
	R^2	0.355						
	Adjusted R^2	0.350						
	F	64.055						
	Sig. F	0.000[b]						

a. Dependent Variable: Discipline

b. Predictors: (Constant), Mediation, Monitoring, Welfare, Supervision

The model accounting for approximately 35.5% of the adjusted variance in student discipline reflecting a moderate level of predictive ability. Among the predictors, supervision ($\beta = 0.22$, $p < 0.001$), monitoring ($\beta = 0.26$, $p < 0.001$) and emerged as the strongest positive predictors of student discipline. This suggests that effective supervision and regular monitoring by student leaders are crucial in fostering better student discipline.

Their roles in overseeing student activities and ensuring adherence to rules contribute significantly to maintaining discipline in the school environment. Mediation also showed a positive relationship with student discipline ($\beta = 0.16$, $p < 0.001$). This indicates that student leaders' involvement in mediating conflicts and facilitating communication plays a meaningful role in enhancing discipline among students.

Conversely, welfare ($\beta = -0.03$, $p = 0.51$) did not show a significant impact on student discipline. Despite its importance for overall student well-being, student leaders' involvement on welfare activities of students alone did not demonstrate a direct or significant effect on

disciplinary outcomes. In summary, the findings highlight that while supervision, monitoring, and mediation by student leaders are significant contributors to improved student's discipline while welfare activities did not have a direct effect. These results emphasize the importance of student leaders focusing on effective supervision, monitoring, and mediation strategies to enhance student discipline. The findings confirm that student leadership involvement significantly influences discipline levels, with supervision and mediation being the most critical factors.

Chapter Five

Discussion, Conclusions and Recommendations.

5.0 Introduction

This chapter presented the discussion of the findings of this study as per research objectives and in relation to other scholarly works in the field of student discipline. It also draws conclusion from the findings, gives the recommendation and suggested areas of further studies. The study purpose was establish the level of involvement of student leadership in the management of discipline and the level student's discipline in secondary schools in Pader District

5.1 Discussion

5.1.1 Level of Student's Discipline in Secondary Schools in Pader District.

The study established that student discipline in Pader District secondary schools is generally high, particularly in aspects of dress code, respect for teachers, and classroom conduct. This finding is consistent with Odama (2023), who reported that discipline among secondary students in central and northern Uganda was generally satisfactory, though challenges remained in punctuality and student conduct.

Similarly, Reidy, (2021) argues that uniforms create an environment of equality among students, minimizing distractions related to appearance and supporting overall school discipline. However, as (Häärä, 2020) pointed out, some students challenge these policies as a form of self-expression, which may explain the minor instances of non-compliance observed in this study. This also agrees with head teachers' views that dress code violations are not a significant issue compared to other disciplinary concerns echo findings by (Edwards & Marshall, 2020), who noted that while uniform policies are generally respected, they may not fully address deeper issues of discipline. Knipp et al. (2022) further suggest that schools with moderate levels of overall discipline might struggle more with enforcing dress codes.

The present study also found that punctuality was a common weakness. This aligns with Natukunda (2019), who observed that while students performed well in academic-related discipline (classwork and exams), time management and regularity were below expectations.

Similarly, Wolters et al. (2021), students who effectively complete their time tend to do well academically and demonstrate greater responsibility in other aspects of school life.

Similarly, Aeon et al. (2021)) argue that time management is a vital component of self-regulation, allowing students to balance academic, social, and personal commitments effectively. The high levels of compliance observed in this study reflect the growing emphasis on time management as a key element of discipline in schools.

On the other hand, the occasional disrespect for authority especially non-teaching staff could be related to their more indirect role in students' academic lives, a phenomenon (Makki et al. (2023) attribute to students' tendency to prioritize respect for those directly involved in their educational success, similarly, Ngwokabuenui (2015) in Cameroon noted that insubordination to teachers and prefects was a persistent form of indiscipline in schools. However, Makki et al. (2023) noted that when students show respect for both teaching and non-teaching staff, makes the classroom a good place for learning because when students are more likely to comply with school rules and regulations. This is in agreement with Amemiya et al. (2020) who highlight that schools where students respect authority figures tend to have fewer behavioral issues and higher levels of academic engagement.

Concerning student's conduct, the results indicate that students generally demonstrated high standards of good conduct. This suggests a strong culture of discipline within most schools, where students are increasingly upholding personal dignity, adhering to the dress code, and participating in school programs. In a similar vein, Malinda (2021) reported that recommended that parents and teachers strive to enhance the conducts of their children, as it significantly impacts social outcomes among students.

The role of respect and commitment to academic duties, such as completing assignments, aligns with existing research on student conduct, which emphasizes the significance of personal responsibility in enhancing discipline. According to Clucas et al., (2023), students who demonstrate self-respect and respect for peers more inclined to participate constructively in the school environment and contribute to a disciplined atmosphere. Furthermore, the strong adherence to school programs indicates that students are valuing their engagement with educational and extracurricular activities of paramount importance to their maturation as whole (Lee et al., 2021). The influence of external environments on student conduct has been well-documented, with scholars such as Oberle et al. (2020) arguing that a holistic approach involving both the school and community is necessary to effectively address these issues.

However, the findings also indicate that a few students continue to face challenges in areas such as self-respect, respect for others, and attending all school activities. This is consistent with studies by Clucas et al. (2023), which found that external influences, including peer pressure and family environments, can negatively impact student conduct.

In summary, while the study shows high levels of discipline in most aspects, weaknesses in punctuality and respect for authority suggest areas that school administrations need to strengthen, possibly through enhanced guidance and counseling and closer collaboration with student leaders.

5.1.2 Level of Involvement of Student Leadership in the Management of Student's Discipline in Secondary Schools in Pader District.

The study revealed that student leaders in Pader District are highly engaged in supervision, monitoring, and mediation roles but less active in welfare-related responsibilities. This aligns with Kamau (2017), who found that student councils in Kenya were instrumental in enforcing discipline rules such as supervision and monitoring of peers.

Similarly, Onditi (2018) emphasized that s act as intermediaries between teachers and students in handling discipline, still in agreement with Gathura et al. (2021) which shows that student council leaders effectively remind students to uphold discipline, coordinated and supervised all curricular and co-curricular activities, provided counseling to address inappropriate behavior, met with students regularly to encourage open expression of their views. Nevertheless, they were ineffective in addressing drug and substance misuse, aiding problem-solving, resolving disagreements, and fostering consensus.

Sichon et al. (2020a), equally highlighted value of student leaders in fostering discipline through peer regulation. Effective supervision by student leaders has been linked to improvements in school climate, as students often respond better to guidance from their peers than from adults (Russell et al., 2022).

The weakness in welfare involvement mirrors the findings of Kambuga et al. (2017) in Tanzania, who reported that student leaders often lacked the capacity or authority to address welfare issues, such as meals or boarding conditions. This study also confirmed that prefects have little influence on welfare decisions, which are usually reserved for administrators. Majority of students expressed dissatisfaction, indicating that student leaders have limited influence over decisions about diet changes. This reflects a broader challenge in

many schools, as noted by Stebleton et al. (2020), who observed that student leaders often struggle with responsibilities that involve managing or advocating for changes in schools, such as modifying meal plans or dietary options.

Interestingly, these results differ slightly from Gathura et al. (2021), who found that in some Kenyan schools, student leaders played a bigger role in coordinating welfare and extracurricular programs. This contrast suggests contextual differences, as school administrations in Pader District may not delegate welfare issues to students.in the same line of argument Adhanja et al. (2024) reported students ought to play a larger role in overseeing the effects of their own well-being on schools' disciplinary policies.

In conclusion, the study demonstrates that while student leaders are key in maintaining discipline through supervision and monitoring, their limited involvement in welfare could undermine their overall effectiveness, given that welfare issues (such as meals and accommodation) are common triggers of indiscipline in secondary schools. Strengthening student leaders' role in welfare matters could therefore improve their contribution to discipline management.

5.1.3 Relationship Between Level of Involvement of Student Leadership in the Management of student's Discipline and the Level of Student's Discipline in Pader District

The study found a strong and positive relationship between student leadership involvement and discipline levels in Pader District. This is consistent with Owande (2015), who reported that prefect participation in dispute resolution in Kenya enhanced overall discipline in schools. Similarly, Maingi et al. (2017) found that student involvement in rule-making was positively correlated with improved discipline. Kilonzo et al. (2017 illustrates a strong positive correlation between the degree of student leadership involvement in managing discipline and the amount of student discipline. However. Onditi's 2018 study revealed that student leaders significantly contribute to managing student discipline; nevertheless, they are not consistently engaged in the development of school rules and regulations.

The regression results showing that supervision and mediation are the strongest predictors align with Tikoko et al. (2022), who argued that councils play a vital role in monitoring and enforcing school regulations.

Similarly, in the aspect of monitoring role, student leadership also proved to be a crucial predictor of student discipline. The findings suggest that regular and effective monitoring by student leaders significantly impacts students' adherence to behavioral standards.

However, the weaker role of welfare in this study reflects findings by Kambuga et al. (2017), who noted that student leaders often lack power to influence welfare issues, despite these being common causes of unrest.

Concerning the role of student leaders in mediation was also identified as another important predictor of level of student discipline. The involvement of student leaders in mediating conflicts and facilitating communication between students and staff has a positive effect on disciplinary outcomes.

In summary, the findings demonstrate that engaging student leaders in supervision, monitoring, and mediation can significantly improve discipline. However, if their involvement in welfare is not strengthened, schools may continue to experience strikes and unrest linked to unmet welfare concerns.

5.2 Conclusion

Based on the findings of the study, the level of discipline: Student discipline in Pader District was generally high, particularly in areas of dress code, respect for teachers, and classroom conduct. However, weaknesses remained in punctuality and in respect for authority among some students.

The study also established that there was high level of involvement of student leaders in supervision, monitoring, and mediation roles. Their involvement in welfare-related matters, however, was low, reducing their overall effectiveness.

The study also established a strong positive relationship between student leadership involvement and student discipline. Supervision and mediation roles were the strongest predictors of improved discipline, while welfare had the weakest influence.

In conclusion, the study demonstrates that student leadership is a critical factor in promoting discipline in secondary schools, but its potential remains underutilized, especially in welfare-related issues. Strengthening and expanding the scope of student leader involvement can further improve student discipline in Pader District.

5.3 Recommendations

Based on the findings, the following recommendations are made:

1. School Administrators and Teachers need provide induction and regular training for student leaders to equip them with skills in supervision, mediation, and leadership ethics, Involve student leaders more actively in decision-making on welfare issues.
2. Student Leaders needs to embrace their roles with responsibility, fairness, and integrity to build trust among peers and staff and strengthen their mediation and peer counseling role.
3. Ministry of Education and Sports (MoES) and Policymakers need Develop policies and guidelines that formally recognize the role of student leaders in discipline management, Support capacity-building programs for teachers and student leaders on participatory discipline management and encourage schools to adopt democratic and transparent methods of electing student leaders.

5.4. Suggestion for further research

Basing on the gap's findings of this study the following suggestions have been made for further research;

1. Investigate the indirect effects of student leadership on welfare issues and their long-term impact on discipline.
2. Explore the role of student leadership in private schools versus public schools, to understand contextual differences.
3. Conduct longitudinal studies to examine the sustained impact of student leadership training on discipline and leadership outcomes in higher education.

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Appendix A: Questionnaire for students and student leaders

You have been chosen to participate in the study entitled; Student's leadership and the level of student's discipline in secondary schools in Pader District, as a partial fulfilment of the requirement for the award of master of education in education management of Gulu University. The findings of this research are only for academic purposes. Your honesty and cooperation in responding to these questions will be highly appreciated and the information given will remain confidential,

Thank you

Please tick the appropriate answer

Section A. Background Information

1. Gender (i) Male ☐ (ii) Female ☐

2. Age in years (i) 13-15years old ☐ (ii) 16-18 years old ☐

(iii) 19-21 years old ☐ (iv) 22-24 years old ☐

(v) 25 and above ☐

3. Respondent's position in school

(i) Student Leader ☐ (ii) Student ☐

4. Type of your school

(i) Boarding mixed ☐ (ii) Boarding single ☐

(iii) Mixed boarding and day ☐ (iv) Day mixed ☐

5.What criteria is used in selection of student's leaders in your school

(i) Student's election ☐ ii) Appointed by teachers ☐

(iii) Teacher vetted then student's election ☐

Section B: Independent variable (involvement of Student's Leadership)

How do you rate the participation of student's leaders in the management of discipline?

(i)Very high ☐

(ii) High ☐

(iii) Moderate ☐

(iv) Low ☐

(v) Very low ☐

Are student's disciplinary issues first handled by student leaders before forwarding to staff disciplinary in your school?

i) Yes ☐

ii) No ☐

iii) Not sure ☐

In this section, please tick in the box that corresponds to your opinion about the roles of student's leaders in the management of student's discipline according to the scale;

5=Strongly Agree (SA), 4=Agree (A), 3=Not sure (NS), 2=Disagree (D), 1= Strongly Disagree (SD)

	Descriptors	**SA** **5**	**A** **4**	**NS** **3**	**D** **2**	**SD** **1**
Supervision of students						
1	During meals					
2	During assemblies					
3	During general cleanliness					
4	During entertainment					
5	During games & sports					
6	Student leaders ensure students don't make noise in class					
Monitoring Routine Activities		**SA**	**A**	**NS**	**D**	**SD**
1	Student leaders monitor general cleanliness of the school					
2	Student leaders monitor dress code					
3	Student leaders remind teachers to attend to their lessons					
4	Student leaders monitor time and always ring bell					
5	Student leaders ensure teachers sign lesson monitoring tool after every lesson					
Student's welfare		**SA**	**A**	**NS**	**D**	**SD**
1	Student leaders ensure that health services are made					

	available for students					
2	Student leaders ensure that students access health services within school					
3	Student leaders ensure that students change diet regularly					
Mediation role		**SA**	**A**	**NS**	**D**	**SD**
1	Student leaders link students to fellow students					
2	Student leaders link students to non-teaching staff					
3	Student leaders link students to teachers					
4	Student leaders link students to administration					
5	Student leaders link students to services within the school					

In this section, please tick in the box that corresponds to your opinion about the level of student's discipline according to the scale;5=Strongly Agree (SA), 4=Agree (A), 3=Not sure (NS), 2=Disagree (D), 1= Strongly Disagree (SD)

Section C: Dependent variable (Level of student's discipline)

Description		SA 5	A 4	NS 3	D 2	SD 1
Dress code						
1	Students always put on the right uniform					
2	Girls put on long skirts					
3	Boys put on decent pairs of trousers					
4	Boys put on pairs of trousers in the right way					
Time management		**SA**	**A**	**NS**	**D**	**SD**
1	Students keep time for lessons					
2	Students go for meals at the right time					
3	Students observe time for cocurricular activities					
4	Students go for preps on time					
5	Students keep time for assemblies					
Respect for authorities		**SA**	**A**	**NS**	**D**	**SD**
1	Students respect student leaders					
2	Students respect teachers					

3	students respect school administration					
4	Students respect non-teaching staff					
5	Students have respect for religious leaders in the school					
Student's conduct		**SA**	**A**	**NS**	**D**	**SD**
1	Students have self-respect					
2	Students do and submit assignments to teachers					
3	students have respect for others					
4	Students dress appropriately					
5	Students attend all school programs					

In your own opinion do you think student leaders are doing enough in this school to help administration manage student's discipline?

(i) Yes

(ii) No

If yes, what are they doing that is helping administration to manage discipline?

……

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If no, what are they not doing that they are supposed to do?

……

……

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……

THANK YOU

Appendix B: Questionnaire for chairperson disciplinary committee.

My name is Oko**t** Jimmy. I am a student of Gulu University pursuing a master's degree of Education in Education Management. As a requirement for the award of this degree. I am undertaking a study on student's leadership and the level of student's discipline in secondary schools in Pader District. The findings from this research are only for educational purposes and the information given will be treated with utmost confidentiality. Your honesty and cooperation in this study will be highly appreciated

Thank you

Section A; Background information

1. Gender (i) Male ☐ (ii) Female ☐

2. Age (i) 25 years and below ☐ (ii) 25-30 years old ☐

(iii) 31-40 years old ☐ (iv) 40-49 years old ☐

(v) 50 years and above ☐

3 Type of school you are teaching

(i) Boarding mixed ☐ (ii) Boarding single ☐

(iii) Mixed boarding and day ☐ (iv) Day mixed ☐

Section B: Independent variable (Involvement of Student's Leadership)

How do you rate the participation of your student leaders in the management of student's discipline?

(i)Very high ☐ (ii) High ☐

(iii) Moderate ☐ (iv) Low ☐

(v) Very low ☐

Do you always allow student leaders to sit for their disciplinary hearing before forwarding disciplinary issues to staff disciplinary committee?

(i) Yes ☐

(ii) No ☐

In this section, please tick in the box that corresponds to your opinion about the roles of student's leaders in the management of student's discipline according to the scale;

5=Strongly Agree (SA), 4=Agree (A), 3=Not sure (NS), 2=Disagree (D), 1= Strongly Disagree (SD)

Descriptors		SA 5	A 4	NS 3	D 2	SD 1
Supervision of students						
1	During meals					
2	During assemblies					
3	During general cleanliness					
4	During entertainment					
5	During games & sports					
6	Student leaders ensure students don't make noise in class					
Monitoring Routine Activities		**SA**	**A**	**NS**	**D**	**SD**
1	Student leaders monitor general cleanliness of the school					
2	Student leaders monitor dress code					
3	Student leaders remind teachers to attend to their lessons					
4	Student leaders monitor time and always ring bell					
5	Student leaders ensure teachers sign lesson monitoring tool after every lesson					
Student's welfare		**SA**	**A**	**NS**	**D**	**SD**
1	Student leaders ensure that health services are made available for students					
2	Student leaders ensure that students access health					

	services within school					
3	Student leaders ensure that students change diet regularly					
Mediation role		**SA**	**A**	**NS**	**D**	**SD**
1	Student leaders link students to fellow students					
2	Student leaders link students to non-teaching staff					
3	Student leaders link students to teachers					
4	Student leaders link students to administration					
5	Student leaders link students to services within the school					

In this section, please tick in the box that corresponds to your opinion about the level of student's discipline according to the scale;5=Strongly Agree (SA), 4=Agree (A), 3=Not sure (NS), 2=Disagree (D), 1= Strongly Disagree (SD)

Section C: Dependent variable (Level of student's discipline)

Description		**SA** **5**	**A** **4**	**NS** **3**	**D** **2**	**SD** **1**
Dress code						
1	Students always put on the right uniform					
2	Girls put on long skirts					
3	Boys put on decent pairs of trousers					
4	Boys put on pairs of trousers in the right way					
Time management		**SA**	**A**	**NS**	**D**	**SD**
1	Students keep time for lessons					
2	Students go for meals at the right time					
3	Students observe time for cocurricular activities					
4	Students go for preps on time					
5	Students keep time for assemblies					
Respect for authorities		**SA**	**A**	**NS**	**D**	**SD**
1	Students respect student leaders					
2	Students respect teachers					
3	students respect school administration					
4	Students respect non-teaching staff					

5	Students have respect for religious leaders in the school					
Student's conduct		**SA**	**A**	**NS**	**D**	**SD**
1	Students have self-respect					
2	Students do and submit assignments to teachers					
3	students have respect for others					
4	Students dress appropriately					
5	Students attend all school programs					

In your own opinion do you think student leaders are doing enough in this school to help administration manage student's discipline?

(i) Yes

(ii) No

If yes, what are they doing that is helping administration to manage discipline?

……

……

……

……

……

If no, what are they not doing that they are supposed to do?

……

……

……

THANK YOU

Appendix C: Interview guide for head teachers

I wish to get your view on a few issues pertaining student's leadership and the level of student's discipline. This information will be treated with utmost confidentiality and will only be used for intended educational research.

A. Involvement of Student's leadership in managing student's discipline.

1. For how long have you been the head teacher in this school?
2. As the head of this institution, do you fully engage student leaders in the management of student's discipline and if so, how have you engaged them?
3. Do you think student leaders are doing enough in helping administration to manage student's discipline?
4. What are those things you feel student leaders need to do that they are not doing in helping your office manage student's discipline?

B. The level of student's discipline

1. As the head of this institution may you comment on the level of student's discipline in your school?
2. What are those things that make you rate the level of student's discipline high or low?
3. What do you think are the challenges hindering discipline of student in your school?
4. What are you doing in your school to ensure that high level of student's discipline is maintained?

Thank you.

Appendix D Study Budget.

S/N	Items	Quantity	Unit cost	Amount
1	Laptop	1	1,200,000	1,200,000/=
2	Printing, photocopying and binding	8	4,500/=	36,000/=
3	Internet		50,000/	50,000/=
4	Transport cost to field		400,000/=	400.000/=
5	Pens	4	1,000/=	4,000/=
6	Airtime		30,000/=	30,000/=
7	Consultancy SPSS		700,000/=	700,000/=
8	Feeding	5 plates	5,000/=	25,000/=
9	Transport to University		200,000/=	200,000/=
			TOTAL	**2,645,000/=**

Appendix E. Krejcie and Morgan table to Determine Sample Size (1970)

N	*S*	*N*	*S*	*N*	*S*
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—*N* is population size.
S is sample size.

Appendix F. Introductory Letter from the Faculty to the Field

GULU UNIVERSITY
P.O. BOX 166 GULU
TEL: +256471432922;

OFFICE OF THE DEAN, FACULTY OF EDUCATION AND HUMANITIES

July 26th 2024

TO : WHOM IT MAY CONCERN

This is to introduce to you Mr. Okot Jimmy (Reg No. 21/U/2953/MED/PS Student pursuing a programme of study leading to the award of Master Arts with Educational Management. Master of Gulu University.

He is undertaking research on the Topic:

STUDENTS LEADERSHIP AND LEVEL OF STUDENTS DISCIPLINE IN SECONDARY SCHOOLS IN PADER DISTRICT

Which is in partial fulfilment of the requirements for the award.

Any assistance rendered to him in relation to this research work will be highly appreciated.

GULU UNIVERSITY
26 JUL 2024
FACULTY OF EDUCATION AND HUMANITIES

Yours faithfully,

Dr. Denis Thaddeus Ofoyuru
Dean, Faculty of Education and Humanities