



### RESEARCH ARTICLE

#### STUDENT LEADERS INVOLVEMENT IN DECISION MAKING AND DISCIPLINE MANAGEMENT IN PUBLIC SECONDARY SCHOOLS IN RWANDA A CASE OF NYARUGENGE DISTRICT

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#### Abstract

Despite the government sustained efforts to improve discipline among students in secondary schools, cases of indiscipline still persist in secondary schools in Rwanda. This study involved an investigation of effects of student leaders' involvement in decision making on discipline management in secondary schools. The specific objectives of the study included to assess the effects of student leaders' involvement in formulating rules and regulations on discipline management, to determine the effects of student leaders' involvement in time keeping on discipline management and lastly to examine the effects of student leaders' involvement in disciplinary meetings on discipline management in secondary schools. The study utilised descriptive survey design and causal research design to achieve study objectives. The target population was 378 consisting of head teachers, dean of studies, dean of discipline and other teachers and student leaders from public and private secondary schools. The study used purposive and simple random sampling techniques in selecting the sample population. Questionnaires and interview guides was used to collect the data from respondents. Data was analysed using IBMSPSS version 21 and findings were computed using descriptive statistics including means, frequencies and percentages and inferential statistics including Pearson correlation coefficient, beta coefficients and p-values. The findings were presented in tables and charts. Cronbach Alpha value was 0.83 which indicated the instruments were reliable and the experts' opinions were also incorporated to ascertain instruments' validity. The findings did indicate that over 65% of respondents agree that student participate in decision making including drafting rules and regulations, time keeping and disciplinary meetings. The mean for all items was approximately 4 with less than 1 standard deviation. Additionally, the beta coefficients for drafting rules and regulations, time keeping and disciplinary meetings were 26.9%, 30.1% and 30.5% respectively with p values of 0.001, 0.004 and 0.001. The study did conclude that there is positive significant effect of student leaders' involvement in drafting rules and regulations, time keeping and disciplinary meetings on discipline management. The conclusion of the study was that head teachers should ensure student are represented in school decisions

particularly when amending or introducing new rules and regulations, when drafting time tables that guides school activities and when having disciplinary meetings through their leaders. The government through education ministry should also enforce mandatory law in schools that ensures student leaders are involved in decision making process in schools by engaging their leaders. The study is important to school administrators, teachers and students in enhancing discipline.

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## ..... **Introduction:-**

### **Background of the Study**

Student involvement in decision making process in their schools has been reported to be a motivating factor and a sense of ownership to set school objectives for the past tow decades (UNICEF, 2020). Additionally, student's involvement has also been reported to be a way of achieving inclusive governance such as promoting obedience to set rules and regulations, self-drive to meet both collective and individual goals and ultimately higher academic achievement (Asesa-Aluoch, Wanzare & Sika, 2016). As a participative aspect, student involvement entails actively taking part, sharing or becoming part of or involved in process or exercise (Kagendo, Onyango and Kyalo, 2019). The authors further opins that the right to education should be perceived to reflect values such as universality, participation, inclusivity and uphold respect.

According to Mithans, Grmek and Čagran (2017) participation is a right that falls among the four principles enshrined in the Convention of child rights of 1989. Participation as child right involves the child having influence on issues that entails their lives according to Pereira, Mouraz & Figueiredo, (2014). It is therefore imperative that the discipline of the child is a process that entails participation in activities decision making, it has to have proper planning in order to realise its fruits more particularly achievement of learning objectives set (Ilyasin, 2019). Participation therefore is one of greatest contributors to student discipline in schools as it unearths areas where students fee aggrieved and way forward can be found in addition to enhancing a cordial relationship between students and other education stakeholders. Management by involving stakeholders should reflect key tenets of decision-making process including planning, organizing and implementation in order to realise organization goals (Daroni, Solihat, & Salim, 2018).

Discipline management aims to promote positive and society desirable characters in a child. This can be achieved through implementation of different discipline management programmes and inclusion of qualified modern human resource power (Daroni et al., 2018). One of these noble programmes of managing discipline is by involving them in making decisions of the school (Dundar, 2013; Kagendo et al, 2019). As much as student involvement is key recipe for student discipline management in schools, focus has been given to higher learning institutions by previous researchers across the globe overlooking secondary and lower primary levels of learning. For example, a number of studies in Austria and Slovenia did focus in universities to assess the students involvement in decision-making where it was reported that students are actively involved in decision making in their schools in a number of activities. Specifically, Mithans, Grmek and Čagran (2017) did analyse the opportunities and attitude of peers in Slovenia even though participation was still not a common practice.

Nevertheless, some studies also did focus in secondary schools to assess the student participation and level of discipline management. For example in Turkey, studies by Erdol (2018) did analyse student participation in decision making in secondary schools based on distribution of gender namely male and female. The study findings did indicate that male students did prefer male leadership to represent them in decision making. Additionally, in Israel, Perry-Hazan and Somech (2021) focused on a model of integration of teachers and children. Their findings did reveal complexities in involving students in decision making and perceived the process as multidimentional that incorporates cultural aspects.this is a clear indication that the process of participative decision making involes a number of factors to be considered including cultural practices of the school and individual student cultures for effectiveness of the process to be achieved.

In the regional context, involvement of students in decision making and discipline management is an area that has attracted attention of several researchers and findings are diverse. For example, Mbonyonga (2018) did examine

student's representative role in reducing perennial riots of students in secondary schools in Zambia. The study did find that student councils acted as forums of student involvement in decision making through their representatives on key school activities. This participation was found to create a sense of ownership in various school activities thereby helping to reduce indiscipline cases in schools. Conversely, Lumanija and Mkulu (2020) did conduct a study on contribution of student's council in management of students' discipline in Tanzania Public Secondary schools. The study did find that student councils were mostly involved in rules enforcement in schools but were not actively involved on discipline management matters like punishment and coming up with rules to enforce discipline. In Kenya a study was conducted by Kyalo (2017) on students councils involvement in school governance and its influence on discipline among students. The findings did reveal that student council play greater role in school rules enforcement in schools hence promoting discipline management in schools. It is therefore important to note that there is still debate on student involvement in decision making in secondary schools as researchers have divergent views and with the fact that much focus is given to universities. This scenario is unfortunate since their involvement is of importance in behaviour management in schools among secondary students. This debate needs to go a notch higher to find deeper insights on students involvement in decision making and its effects on discipline management as most of the secondary students are in their adolescent stage of human development which is critical stage where the values and views in world perspective are shaped (Amna, Ekström, Kerr, & Stattin, 2009). Additionally, the adolescent stage is critical stage in life where if the child is not well nurtured can become irresponsible hence by extension, we breed an irresponsible society (Syvertsen, Wray-Lake, Flanagan, Osgood & Briddell, 2011). According to Erdol (2018), behavioural changes are perennial in the adolescent stage of life and therefore involving this group of people in decision making over matters that face them every day is weighty. This is important especially among secondary school among some districts in Rwanda which have faced rampant indiscipline cases like some secondary schools in Nyarugenge district Rwanda.

Students are one of the greatest stakeholders in a school and governments across the globe did realize this and introduced a student body or leadership in a bid to promote discipline in schools. Students interact a lot with fellows in schools hence they are able to share freely and faster their grievances to their representatives than the teachers and principals. This is because their representatives are like their peers and they find it easily to interact with them. This points out the criticality of student leaders in managing student discipline since they are able to get first-hand information from the students in terms of their complaints and discomforts. Therefore, with effective student leadership in place, the management is able to get information on student discomforts in time and act accordingly before indiscipline behaviour goes out of hand. This adds on the weight that discipline is paramount towards excellence in a school

In Kenya, student misbehaviour incidents have been reported in several parts of the country. For example In Kisumu Kenya, incidences of sodomy and bullying Form ones was reported to be a rampant for the last decade in Maseno School (Luvega, 2016). This scenario has also created academic dishonesty in the school where in 2015 it was reported that there was exam cheating in national examinations. This clearly points out the results of going against the set rules and regulations of the school of which participation on decision making by students was key to solve the menace.

Indiscipline cases like drug abuse, bullying, theft, alcoholism have been proved their existence in secondary schools in Rwanda as reported by Habyarimana & Andala (2023). Other indiscipline cases also were reported in other districts like Muhanga and Nyabihu among secondary school students where students engaged in abusing and injuring teachers and other fellow students which resulted into RIB intervening and student prosecution in 2021. Several previous researchers ( Kyalo, 2017; Lumanija & Mkulu, 2020; Mbonyonga, 2018) have expressed importance of student participation in decision making process which then informs this studies motivation to investigate to investigate relationship between student involvement in decision making and discipline management in secondary schools in Rwanda, Nyarugenge district.

### **Problem statement**

Discipline is the whole mark of academic excellence in various academic levels (Odama, 2023). A school with high level of indiscipline creates a hostile environment which is not supportive to effective learning hence resulting to poor academic achievement. High prevalence of indiscipline in a school creates anxiety and unrest among stakeholders of the school bring confusion and lack of focus and concentration threatening the smooth running of school activities particularly learning. Proper management of discipline in a school brings hope and motivation among students hence they are able to focus on why they are at school hence achieving high academic levels.

Researchers have reported that enhanced student discipline is a critical factor and characteristic for an effective school (Lezotte, 2010).

The government of Rwanda through Ministry of education is concerned about the discipline in schools not only among students but also teachers hence the need for implementation of all possible efforts aimed at solidifying discipline in schools. Among the strategies to achieve this to punishment for teachers who misbehave, strict rules and regulations in place to curb discipline and well- structured leadership which upholds students' involvement through their representatives in every school. Despite these efforts by the Education Ministry, there is still concerns of indiscipline among students in Rwandan schools as reported by Mutabazi (2023). Additionally, the education Ministry report did point out the various cases of misbehaviour among students namely disrespect, untimely sexuality date, drug abuse, destruction of property and drunkenness (MINEDUC, 2021).

Studies have reported mixed findings regarding involvement of student leaders in decision making in school and its role in discipline management in schools. A study by Apollo and Kamau (2017) in Kenya did report that student involvement in time keeping and formulation and rules and regulations positively correlate with discipline management. Additionally, studies by Mwikali, Okoth and Njagi (2015) in his study on student involvement in formulating rules and regulations and discipline among students did question the role of students and was not in support of involvement of students in school decision making. He viewed students' opinions as very immature and doesn't stand the test of waters in terms of decision making. Studies in Rwanda on discipline management in schools have widely focused on head teachers' leadership skills and styles and extra- curricular activities as a strategy to manage discipline among students in schools (Asiimwe and Yoboka, 2023; Niyonshuti and Mukamazimpaka, 2020) overlooking the role of student leaders' involvement in decision making on management of discipline in schools. Therefore, it is on this basis that the study seeks to investigate effect of student leadership on student discipline management in secondary schools in Nyarugenge District.

### **Objectives of the Study:-**

The study focused on three specific objectives drawn from student leaders' involvement.

1. To assess the effect of student leaders' involvement in formulation of school rules and regulations on discipline management in secondary schools of Nyarugenge District Rwanda
2. To examine the effect of student leaders' involvement in time keeping on discipline management in secondary schools of Nyarugenge District Rwanda.
3. To determine the effect of student leaders' involvement in disciplinary meetings on discipline management in secondary schools of Nyarugenge District Rwanda

### **Research Questions**

This research was conducted to answer the following questions:

1. What is the effect of student leaders' involvement in formulation of rules and regulations on discipline management in secondary schools of Nyarugenge District Rwanda?
2. How does student leaders' involvement in time keeping affect discipline management in secondary schools of Nyarugenge District Rwanda?
3. To what extent does student leaders' involvement in disciplinary meetings affect discipline management in secondary schools of Nyarugenge District Rwanda?

### **Review Of Related Literature:-**

#### **Student leaders' involvement and discipline management**

Discipline management is the process by students are required to adhere to the set standards or rules by the school management (Appolo, 2017). By students adhering to these set standards, they deviate from practicing dangerous behaviours that may go against school policies and government policies and educational ethics (Thinguri, 2017). Globally, studies on students' discipline in secondary and lower schools have turned out fruitful and negative enforcement have been reported to have meaningful effect in schools. Omote et al (2015) did conduct a survey of schools regarding student discipline and reported that success of students is greatly dependent on current administration and their adherence to set rules and regulations. Ideally, the road to student success involves directing students to deal or adhere to set directives given by the school and which are well thought of and perceived collectively by all stakeholders as favourable and aims to direct school to achievement of its goals. Needful to note is the fact that discipline is regarded often as bridge between its recognizers and invokers.

Simatwa (2013) did state that there exist set guidelines on the point when staff and pupils together with non-education stakeholders concedes respect and goes for obedience to promote positive moral values in human kind psychology (Bunani, 2019). According to Fawcett (2013), punishment is important not only to students but also to staff as a way of trimming down negative behaviour and plant a culture of respect and discipline through adherence to set rules and regulations thereby sailing the school towards achievement of its goals. Conclusively, student needs to uphold and be comfortable with positive progress. (Kiggundu 2017).

### **Empirical Review**

Effect of student involvement in formulation of rules and regulations on discipline management in secondary schools.

Student involvement in decision making refers to the process by which students are given the chance to express their views and opinions or compliments towards a given decision by the school management. It therefore involves a collective dialogue between the students' body and the administration (Nzioka, 2015). According to his study, students' involvement in setting school rules and regulations is a disaster to the administrators, teachers and parents as they are still viewed as mature and less knowledgeable to participate in the running of the school. Therefore, the study did conclude that involvement of students in setting rules and regulations is negatively related to discipline management in schools.

Apollo and Okoth 2017) did a study in Kenya on the student leaders involvement in decision making and discipline management in schools. The study did use descriptive study design with population targeting teachers, deputies, head teachers and students. The study findings did support involvement of student leaders in formulation of rules and regulations. The study recommended that administrators should actively involve student leaders in formulation of rules and regulations in an effort to achieve discipline among students in schools.

Mwikali, Okoth and Njagi (2015) in his study on student involvement in formulating rules and regulations and discipline among students did question the role of students and was not in support of involvement of students in school decision making. He viewed students' opinions as very immature and doesn't stand the test of waters in terms of decision making. He further opined that students should remain passive and follow the rules of the administrators and parents. therefore, students' involvement in formulating rules and regulations is insignificant in shaping discipline among students in schools.

Adesoji and Adetoro (2015) in their study in universities, did look at the role of student leaders' participation in decision making particularly setting rules and regulations. The study employed both descriptive and correlational study design. The study did find that involvement of student leaders in decision making is of importance and contributes positively towards discipline in universities. Lack of student involvement leads to unrests in universities and this interrupts learning activities.

Effect of student leaders' involvement in time keeping on discipline management in secondary schools

A study by Sagie and Kowlosky (2009) in USA, UK and Netherlands did focus on the role of student involvement in time keeping in schools. The study used survey design where schools across the two countries were utilised. According to the findings, in Netherlands, involvement of student leaders to facilitate punctuality was perceived as social responsibility while in USA and UK it was viewed as way of ensuring smooth running of schools' activities. Therefore, involvement of student leaders in time keeping had a greater influence in discipline management in schools.

Anjichi (2016) while a conducting study on student leaders' involvement and discipline in schools did found that involvement of student leaders in time keeping is not that popular in several countries as this role is under the control by the management and the students are only there to follow and their leaders to implement the time keeping decisions brought by management. Additionally, the study did opine that the role of time keeping is not collective for all student leaders rather it is divided to a section of student leaders hence making it an insignificant decision making role of student leaders hence doesn't significantly contribute to discipline in schools.

Effect of student leaders' involvement in disciplinary meetings on discipline management in secondary schools

Moepya (2020) in South Africa investigated the extent to which student were involved in governance of the university with use of qualitative and quantitative approaches and student leaders drawn from various universities in education faculty. The findings did reveal that students to moderate extent did participate in the governance process with them attending disciplinary meetings though they did not have the final say. The final decision making did rest with the management as much as they were allowed to participate in governance. They could hear and be heard in meetings but their views carried less weight in the final decision. This was viewed as compromising the discipline level in the universities.

Mati et al. (2016) did state that student participation in disciplinary issues enables them to grow as responsible citizens and a sense to accept the consequences of their decisions and actions. When students are given the chance to participate in their resolution and hearing of disciplinary cases, they get convinced with the decisions made and cannot question as being unfair decision. Therefore, there is positive association between students' participation in disciplinary meetings and discipline management in schools.

Onditi K. (2018) conducted a study in Kenya managing student discipline through student leadership. The study utilised descriptive survey design to achieve objectives. The study findings did indicate that student leaders' involvement in resolving student disputes is important and significantly influence the discipline management among students in secondary schools.

### **Critical Review and Research Gap Identification**

From the findings of various empirical studies done across the globe, is evident that student involvement in decision making in secondary schools have diverse effects in discipline management among students. Some studies did find significant effects of student leaders involvement in decision making on discipline management. For example, Owuor et al. (2022) did report a significant effect of involvement of student leaders in decision making in universities. These results were also echoed by Apollo and Akoth (2017) who supported the involvement of student leaders in formulation of rules and regulations.

However, some researchers were of the opinion that student leaders' involvement in decision-making is not necessary and cannot positively contribute to discipline management in schools. For example, Mwikali (2015) did find an insignificant effect of student involvement in decision making specifically in formulating rules and regulations. Student leaders were just supposed to listen and be passive participants in meetings as their views are perceived immature and cannot be relied upon in decision making. Additionally, some authors did opine that student leaders are allowed to attend disciplinary meetings but just to hear and be heard otherwise their views does not count in the final decision (Moepya, 2020). These results indeed confirm that there is still a gap on exactly the influence of student involvement in decision making on student discipline in schools as results are diverse.

Additionally, most of the literature on student leaders' involvement in decision making exist in other countries while in Rwanda the studies are scanty. For example, studies in student discipline did focus on extracurricular activities role and head teachers' leadership styles while those on student leaders' involvement are scanty or rather missing in Rwanda. For example, Niyonshuti and Mukamazimpaka (2020) did focus on extracurricular activities and student discipline in secondary schools while others focused on discipline management strategies and academic performance (Mutabazi, 2023). Based on these gaps, this study aims to explore on student leaders' involvement in decision making and discipline management in secondary school in Rwanda.

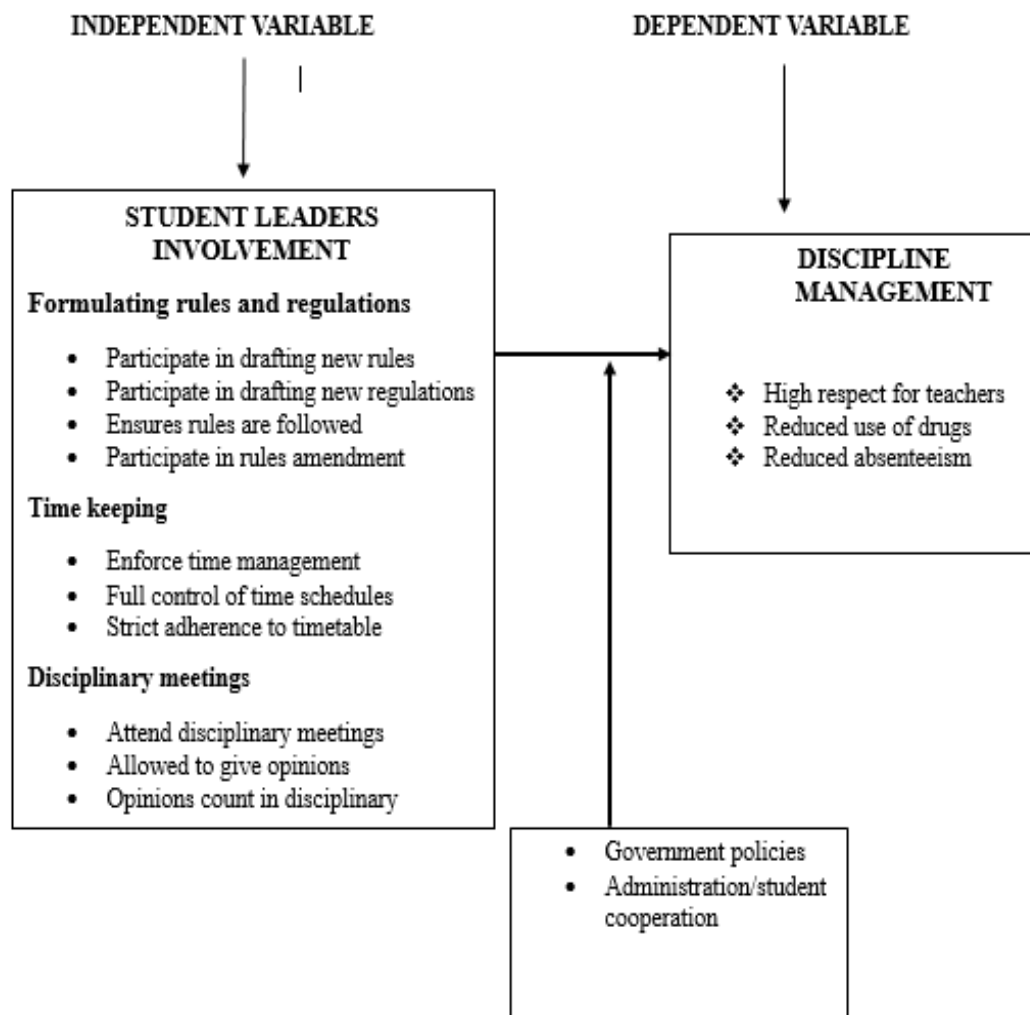
### **Social Development Theory**

The current study was based on General System Theory (GST) by Karl Ludwig von Bertalanffy who came up with the theory in 1972. In this theory the concept of a system is widely defined as complex of different components that interact and together exhibits features of an organized whole. Holism concept is imperative in definition of a system as it depicts a system as a result of interactions of the various components that work together to commonly interact with and adopt to environment. According to Adams, Hester and Bradley (2013), a system entails various parts of a whole that builds together a complete complex system with every part having a distinct boundary of separation from other elements and inputs or other system impacting factors and outputs.

Social systems are characterised by three basic elements namely individual parts interdependence, organization of parts into a whole and presence of individuals and institutions (Getzels, Lipham & Campbell, 1968, cited in Bozkus, 2014). Schools being social systems exhibit three qualities namely boundaries, subsystems which are interrelated

and multiple events which happen as a result of several causes (Kowalski, 2010). The players in a school with distinguished boundaries include teachers, students and administration. Adams et al (2013) explained that any change in a system single component definitely affects other components and the ripple effect is felt in the entire system. This makes it possible to predict the possible consequences in a system of any disturbance in one of its parts. Therefore, involvement of students in decision making in various programmes of the school have effects on performance of the school particularly discipline and academic performance. This theory is relevant in this study as it explains the various parts of a system that work together towards achievement of a common goal of which is the basis of this study which looks at a school as a system with parts including teachers , students and other stakeholders that work together to ensure success of the school. Any action by the three parties or stakeholders of the school have a consequence in the entire school.

**Figure 2. 1: Conceptual Framework**



### **Methodology:-**

Descriptive survey and causal research designs were adopted. This study mainly focussed on academic staff namely teachers, head teachers, deans of discipline and deans of studies and secondly student leaders as population of target. This was done with a focus on 10 secondary schools in Nyarugenge district taking one school per sector. As per the data of these schools The total target population size was 378 schools summarized in the table below.

**Table 3.1: Study Population**

| School                 | Number of academic staff | Number of student leaders |
|------------------------|--------------------------|---------------------------|
| G.S Cyahafi            | 23                       | 14                        |
| G.S Nzowe              | 20                       | 14                        |
| G.S Kigali             | 21                       | 14                        |
| G.S Kimisagara         | 31                       | 14                        |
| College de Butamwa     | 20                       | 14                        |
| Apacope                | 23                       | 14                        |
| Apace                  | 28                       | 14                        |
| College Saint Andre    | 19                       | 14                        |
| Lyce de Kigali         | 27                       | 14                        |
| Kigali Pacific College | 26                       | 14                        |
| <b>Total</b>           | <b>238</b>               | <b>140</b>                |

**Source: School Records (2024)**

A sample size of 194 was calculated using Yamanes formula

$$\text{It is computed as } n = \frac{N}{(1 + Ne^2)}$$

Whereas:

n = sample size  
N = total population

e = error margin

N=378

e=0.01

n=?

Therefore,  $n = \frac{378}{1+378(0.05)^2} \cong 194$  respondents

The study adopted stratified, purposive and simple random sampling techniques in arriving at the same respondents. The academic staff was divided into two strata namely management and teaching staff. The management staff constituted the head teacher and two deputies while the other academic staff was under the teaching staff. Head teacher, dean of studies, dean of discipline and student leaders was chosen purposively since they have more information regarding data required for this study. Additionally, the teaching staff was chosen using simple random sampling in the study.

This study utilized mixed questionnaire and interview methods to collect data. Mixed questionnaires consisting both open and closed ended questionnaires were used to collect data from teachers. Questionnaire are efficient in collecting data since they are faster and easily understood by respondents hence saves time for data collection. Additionally, large amount of data can be collected within a very short time using questionnaires. The researcher also used interview guides to collect data from Deans of discipline. This was done on a one to one discussion with

the deans of discipline for each school. Interviews method of data collection is very essential since it unearths more information regarding the study area hence improving the accuracy of the results and recommendations.

After data collection, data editing was done to clean the data and avoid any errors in data collection that might interfere with the true findings. After, the data was entered in the software (IBMSPPS version 21) for analysis. This enabled generation of descriptive statistics mainly frequencies and percentages, means and standard deviation regarding study variables that is student leaders' involvement in decision making and discipline management including demographic summary. Additionally, inferential statistics was generated mainly Pearson correlation coefficient, T- test coefficients, p values and regression coefficients in order to ascertain the effects of student leaders' involvement in decision making on discipline management in secondary schools.

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon$$

Where: Y= Discipline management

$X_1, X_2, X_3$ = formulating rules and regulations, time keeping, disciplinary meeting attendance respectively

$\beta_0$ = Constant Term;

$\beta_1, \beta_2, \beta_3$ , = Beta coefficients;

$\varepsilon$  = Error Term.

### Research Findings Interpretation and Discussions:-

The study was based on student leaders' involvement and discipline management among students in secondary schools in Nyarugenge district Rwanda. The specific objectives dwelt on students' involvement in formulation of rules and regulations, involvement in time keeping and lastly student involvement in disciplinary meetings and their effects on discipline management. This was achieved by presenting descriptive and inferential statistical findings. This section explores on these three areas of specific objectives.

Student leaders' involvement in formulation of rules and regulations and discipline management in secondary schools

The first objective was to assess student leaders' involvement in formulation of rules and regulations and its effect on discipline management. the study first assessed if students' leaders really get involved in formulation of rules and regulations in secondary schools. Descriptive statistics utilized included percentages, means and standard deviation. The findings were summarized in the following table. The initials SD, D, N, A and SA stands for strongly disagree, disagree, neutral, agree and strongly agree respectively.

**Table 1.1:-** Student leaders' involvement in formulating rules and regulations.

| Involvement in formulating rules and regulations                  | SD  | D   | N | A   | SA  | Mean | Std. Dev |
|-------------------------------------------------------------------|-----|-----|---|-----|-----|------|----------|
| 1. Student leaders participate in drafting new rules              |     | 30% |   | 50% | 20% | 3.91 | 0.93     |
| 2. Student leaders participate in drafting new regulations        |     | 30% |   | 50% | 20% | 3.91 | 0.93     |
| 3. Student leaders participate in rules amendments                | 10% | 25% |   | 55% | 10% | 3.89 | 0.83     |
| 4. Student leaders participate in enforcing rules and regulations |     | 10% |   | 70% | 20% | 4.12 | 0.95     |
| 5. Student leaders suggested rules and amendments are considered. | 10% | 25% |   | 45% | 20% | 3.89 | 0.83     |

**Source:** Primary data, 2024

The findings in table 4.1 above did indicate that 70% of respondents agree that student's leaders participate in drafting new rules and regulations while 30% did decline. Additionally, the table findings further show that 65% of respondents did indicate that student leaders participate in rules amendment and their suggested amendments to rule and regulations are considered while 35% did have opposite opinion. Lastly, 90% of respondents did indicate that student leaders participate in enforcing rules and regulations while only 10% did disagree. The findings on mean and standard deviation also indicates that most activities on rules and regulations attracted a mean of above 3.5 almost 4 with a standard deviation of less than 1 for majority of respondents indicating generally agreement among respondents on student leaders' involvement in rules and regulations activities of the school. These findings indeed are an indication that students are involved in drafting rules and regulations to a greater extent in schools even

though averagely more than 20% did indicate non-involvement of student leaders in most of the activities on rules and regulations of the school.

From the interview session by the deans of discipline, they did indicate that students are actively involved in coming up with rules and regulations of the school. Additionally, they are involved if amendment of rules and regulations are necessary. They are allowed to give their opinions in amendments so that they don't feel left out since students are the ultimate beneficiaries of such amendments Adesoji and Adetoro (2015) did argue that it is critical to involve students in decision making more so in formulating rules and regulations since they are the final consumers and those rules directly affect them. This according to the Author positively contributes to discipline in universities. Lack of student involvement leads to unrests in universities and this interrupts learning activities. However according to Mwikali, Okoth and Njagi (2015) in his study on student involvement in formulating rules and regulations and discipline among students did question the role of students and was not in support of involvement of students in school decision making. He viewed students' opinions as very immature and doesn't stand the test of waters in terms of decision making. He further opined that students should remain passive and follow the rules of the administrators and parents. therefore, students' involvement in formulating rules and regulations is insignificant in shaping discipline among students in schools.

#### Student leaders' involvement in time keeping and discipline management in secondary schools

The second objective dwelt on examining involvement of student leaders in time keeping and its effect on discipline management. descriptive statistics was presented to ascertain students' involvement in time keeping in secondary schools and this is summarized in the following table.

**Table 4.2:-** Student leaders' involvement in Time Keeping.

| No | Statements                                                                      | SD | D   | N | A   | SA  | Mean | Std dev |
|----|---------------------------------------------------------------------------------|----|-----|---|-----|-----|------|---------|
| 1  | Student leaders enforce time management                                         |    | 10% |   | 50% | 40% | 4.08 | 1.02    |
| 2  | Student leaders are in full control of time schedules                           |    | 10% |   | 60% | 30% | 4.08 | 1.02    |
|    | Student leaders enforce strict adherence to timetable                           |    | 15% |   | 55% | 30% | 4.01 | 0.92    |
| 3  | Student leaders participate in adjustment to timetables                         |    | 20% |   | 40% | 40% | 3.96 | 0.87    |
| 4  | Student leaders participate in drafting teaching timetables                     |    | 30% |   | 50% | 20% | 3.89 | 0.84    |
| 5  | Student leaders participate in disciplinary issues regarding time mismanagement |    | 10% |   | 60% | 30% | 4.08 | 1.02    |

**Source:** Primary data, 2024

The findings regarding student involvement in time keeping are in table 4.2 above. The findings show that 90% of respondents did agree that student leaders enforce time management, they are in full control of time schedules and they participate in disciplinary issues regarding time management. However, 10% did decline to agree with the three statements. Secondly, the table show that student leaders enforce strict adherence to time table supported by 85% of respondents while 15% did disagree. Lastly, 70% of respondents did agree that student leaders participate in drafting teaching timetable while 30% declined. The mean for the statements were approximately 4 with a standard deviation of approximately 1 an indication that respondents generally agreed that student leaders participate in time keeping even though between 10-30% of respondents didn't agree with the statements.

The researcher did have an open interview with the deans off discipline for the 10 schools. From the interview sessions, the deans of discipline for all the schools did indicate that student leaders are very helpful in time keeping in their respective schools. They are in charge of ensure control of time in the schools, timetabling of schools' activities are done with their consultation and they actively take charge in ensuring strict adherence to timetable and time schedules by students and teachers. these findings are in agreement with those of Sagie and Kowlosky (2009) who conducted a study in USA, UK and Netherlands focusing on the role of student involvement in time keeping in schools. According to the findings, in Netherlands, involvement of student leaders to facilitate punctuality was perceived as social responsibility while in USA and UK it was viewed as way of ensuring smooth running of schools' activities. Therefore, involvement of student leaders in time keeping had a greater influence in discipline management in schools. However, these findings are not in support of the findings of Anjchi (2016) who did not see any significant role of student involvement in time keeping in schools towards discipline management.

### Student leaders' involvement in disciplinary meetings and discipline management in secondary schools

The last objective dwelt on determining effect of student leaders' involvement in disciplinary meeting on discipline management in secondary schools in Nyarugenge district Rwanda. Researcher first ascertained involvement of student leaders in disciplinary meeting in secondary schools through descriptive statistics presentation. The findings are presented in the following table.

**Table 4.3:-** Student leaders' involvement in disciplinary meetings.

| No | Statements                                                                                  | SD | D   | N | A   | SA  | Mean | Std Dev |
|----|---------------------------------------------------------------------------------------------|----|-----|---|-----|-----|------|---------|
| 1  | Student leaders attends disciplinary meetings                                               |    | 5%  |   | 80% | 15% | 4.32 | 1.02    |
| 2  | Student leaders' opinions count in disciplinary meetings                                    |    | 10% |   | 70% | 20% | 4.12 | 0.96    |
| 3  | Student leaders are free to give opinions in meetings                                       |    |     |   | 80% | 20% | 4.5  | 1.05    |
| 4  | There are rules that makes it mandatory for student leaders to attend disciplinary meetings |    |     |   | 80% | 20% | 4.5  | 1.05    |
| 5  | Student leaders decisions sometimes carry the day in disciplinary meetings                  |    | 20% |   | 50% | 30% | 4.01 | 0.89    |

**Source:** Primary data, 2024

The findings regarding student leaders' involvement in disciplinary meetings summarized in table 4.3 above indicates that 95% of respondents did agree that student leaders attend disciplinary meetings while only 5% did disagree. Secondly, all respondents did agree that student leaders are free to give opinions in meetings and that its mandatory for student leaders to attend disciplinary meetings according to rules and regulations. Additionally, 90% of respondents did agree that student leaders' opinions count in disciplinary meetings while only 10% decline the statement. Lastly 80% of respondents did indicate that they are in agreement sometimes student leaders' decisions carry the day in disciplinary meetings while 20% did disagree. The means for all the statement on student involvement in disciplinary meetings was approximately 4 with a standard deviation of approximately 1 indicating that respondents largely agreed that student leaders do get involved in disciplinary meetings.

The researcher had an open interview with the deans of discipline for each of the 10 schools and from the discussion, deans of students largely indicated that student leaders in their schools are represented in disciplinary meetings and that they are allowed to give their opinions and sometimes the decisions of the meetings goes their way.

These results are similar to those of Moepya (2020) in South Africa who found that University students were represented in the governing body and participated in governing process by attending disciplinary meetings though they did not have the final say. However, the final decision rested with the management. They could hear and be heard in meetings but their views carried less weight in the final decision. This was viewed as compromising the discipline level in the universities. The findings also were in concurrence with those of Mati et al. (2016) who opined that student participation in disciplinary issues helps them grow responsibly and accept the consequences of their own decisions and actions. Therefore, there is positive association between students' participation in disciplinary meetings and discipline management in schools.

### Discipline Management in Schools

The study did assess on the state of discipline management in schools and descriptive statistics utilized included percentages, means and standard deviation. The findings are summarized in the following table.

**Table 4.4:-** Discipline management in secondary schools.

| No | Statements                                                        | SD  | D   | N | A   | SA  | Mean | Std Dev |
|----|-------------------------------------------------------------------|-----|-----|---|-----|-----|------|---------|
| 1  | Students highly respect teachers and other education stakeholders | 10% | 20% |   | 40% | 30% | 3.85 | 0.84    |
| 2  | There is no/limited use of drugs by students in the               | 10% | 20% |   | 50% | 20% | 3.84 | 0.81    |

|   |                                                    |     |     |  |     |     |      |      |
|---|----------------------------------------------------|-----|-----|--|-----|-----|------|------|
|   | school.                                            |     |     |  |     |     |      |      |
| 3 | The rate of absenteeism among students is very low | 10% | 10% |  | 50% | 30% | 3.89 | 0.91 |

**Source:** Primary data, 2024

From the above table 4.4, 70% of respondents did indicate that students highly respect teachers and other education stakeholders while 30% denied. Additionally, 70% of respondents also indicated that there is limited or no use of drugs in their schools while 30% declined. Lastly 80% did indicate that the rate of absenteeism is very low in their schools while 20% did disagree with the statement. The mean for the statements averaged 4 and indication of agreement among respondents with standard deviation of less than 1.

From the interview session 7 deans of discipline out of 10 did indicate that students highly respect teachers while accounting for 70% while 8 deans of discipline indicated that the use of drugs in their schools is very limited. Concerning absenteeism, 7 deans of discipline did indicate that their students attend classes regularly and rarely absents from school accounting for 70% while 3 deans of discipline accounting for 30% did indicate that they still have absenteeism issues. These results generally indicate that the rate of discipline management is above board accounting for over 70% in selected schools though still room for improvement was identified for some few schools where lower discipline management issues were reported. The findings were in against the findings of Asiimwe and Niyikiza (2023) who did find low student discipline in Nyagatate secondary schools and found that there is weak relationship between head teacher leadership styles and student discipline.

### Regression analysis Findings

The study objectives aimed at investigating effects of student leaders' involvement in drafting rules and regulations, time keeping and disciplinary meetings on discipline management in secondary schools in Nyarugenge district Rwanda. the researcher utilized regression analysis model to achieve this by regressing discipline management on student leaders' involvement. the findings are presented in form of Model summary, ANOVA and regression coefficients tables respectively.

**Table 4.5:-** Model Summary.

| Model | R    | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|------|----------|-------------------|----------------------------|
| 1     | .918 | .843     | .791              | .1269                      |

**Source:** Primary data, 2024

The model summary (table 4.5) indicate that the value of R is 0.918 and R squared is 0.843 which explains the proportion of dependent variable changes that is accounted for by the independent variables in the model. In this findings, 84.3 % of variations in discipline management is explained by student leaders' involvement in decision making particularly in drafting rules and regulations, time keeping and involvement in disciplinary meetings. This clearly show that student leaders involvement plays an integral part in management of discipline in secondary schools.

**Table 4.6:-** ANOVA.

| Model      | Sum of Squares | Df | Mean Squares | F      | Sig. |
|------------|----------------|----|--------------|--------|------|
| Regression | 5.408          | 3  | 1.803        | 50.083 | .000 |
| Residual   | 1.257          | 35 | 0.036        |        |      |
| Total      | 6.665          | 38 |              |        |      |

**Dependent variable:** Discipline management

The findings of the analysis of variance (ANOVA) in table 4.6 indicates that the f calculated value is 50.083 with sig value of 0.000. This implies that the linear regression model used to explain the relationship between discipline management and student leaders' involvement in decision making is suitable.

**Table 4.7:-** Model Coefficients.

|          | Unstandardized Coefficients |            | Standardized Coefficients |       |      |
|----------|-----------------------------|------------|---------------------------|-------|------|
| Model    | B                           | Std. Error | Beta                      | T     | Sig. |
| Constant | .405                        | .237       |                           | 1.709 | .176 |

|                                |      |      |      |       |      |
|--------------------------------|------|------|------|-------|------|
| Drafting Rules and regulations | .269 | .124 | .206 | 2.169 | .001 |
| Time keeping                   | .301 | .239 | .182 | 1.653 | .004 |
| Disciplinary meetings          | .328 | .246 | .267 | 1.333 | .001 |

**Dependent variable:** Discipline management

Table 4.7 above shows the beta coefficients of regression and the p values. From the table 4.9, the regression coefficients for independent variables including drafting rules and regulations, time keeping and disciplinary meetings are 0.269, 0.301 and 0.328 respectively while the coefficient for the constant term is 0.405. The corresponding p values for the three independent variables respectively are 0.001, 0.004 and 0.001. the coefficients for independent variables are all positive and disciplinary meetings exhibits the highest coefficient, followed by time keeping and lastly drafting rules and regulations. Additionally, the p values are all less than 0.05 for all the independent variables of the study. From these results the fitted model in chapter three can be completed by inserting the beta coefficients as follows

$Y = 0.405 + 0.269X_1 + 0.301X_2 + 0.305X_3 + \varepsilon$  where  $X_1$ ,  $X_2$  and  $X_3$  are drafting rules and regulations, time keeping and disciplinary meetings.

From this model, it can be derived that keeping other factors constant, 1% improvement in drafting rules and regulations, time keeping and disciplinary meetings leads to a 26.9%, 30.1% and 30.5% improvement in discipline management in secondary schools. Additionally, when there is no involvement of student leaders in decision-making specifically in time keeping, drafting rules and regulations and disciplinary meetings, the level of discipline management is at 40.5% which is below average. Therefore, involvement of student leaders in decision-making greatly and positively affect discipline management. Since the P values are all less than 0.05, it implies that the positive effects of student involvement in time keeping, drafting rules and regulations and disciplinary meetings are significant.

Interview sessions by the deans of discipline in 10 schools did reveal that 100% of deans of discipline did indicate that student leaders' involvement in decision making particular in time keeping, drafting rules and regulations and disciplinary meetings positively enhances discipline among students in schools as they feel part and parcel of management and a sense of value. These findings are in support of the studies by Sagie and Kowlosky (2009) in USA, UK and Netherlands who opined that student involvement in time keeping is perceived as social responsibility and a way of enhancing punctuality in schools hence accelerating smooth running of schools' activities. This ultimately leads to improved discipline in among students in schools. Additionally, the study findings concur with those of Mati et al. (2016) who promoted that student participation in disciplinary issues helps them grow responsibly and accept the consequences of their own decisions and actions hence they are able to change and be disciplined. Lastly the study also supports the findings of Apollo and Okoth (2017) who also reported that there is positive effect of student involvement in drafting rules and regulations on discipline management and recommended that administrators should actively involve student leaders in formulation of rules and regulations in an effort to achieve discipline among students in schools.

## Conclusions and Recommendations:-

### Conclusions:-

From the findings above the study came up with conclusions based on objectives of the study. First the study concluded that there is positive significant effect of student leaders' involvement in drafting rules and regulations on discipline management. The higher the student leaders' involvement in drafting rules and regulations the better the discipline management becomes in a school. Therefore, to improve discipline in schools there is need for improved student involvement in drafting rules and regulations of the schools.

Secondly the study concluded that there is positive significant effect of student involvement in time keeping on discipline management in schools. If time keeping is enhanced in schools involving student leaders, discipline improves among students. Discipline in terms of attending classes regularly is greatly contributed by time keeping.

Lastly the study concludes that there is positive significant effect of student leaders' involvement in disciplinary meetings on discipline management in schools. if student leaders are highly involved in disciplinary meetings, this

greatly improves discipline management in schools. students gain confidence if they have their representative in disciplinary meetings who is able to stand and fight for any unfair decisions levelled upon them in terms of indiscipline.

### **Recommendations:-**

The study came up with some recommendations after presenting the conclusions on objectives of the study

First this study recommends that head teachers should ensure students are involved in decision making if they are to achieve higher discipline level in schools. they should ensure students leaders participate in disciplinary meetings by making it mandatory policy, ensure students leaders participate in time keeping by putting them in control of time schedules and tables. Additionally, they should ensure student leaders participate in rules and regulations drafts and amendments to enhance discipline in schools.

The government should also make it mandatory policy that students get involved in various decisions made in schools. this means there should be an amendment of schools' policies by the government through ministry of education to enhance participation of students' representatives in school activities. This will go a long way in combating discipline which has proved to be a perennial thorny issue in schools

### **Area for further research**

This study dwelt in effects of student leaders' involvement in decision making on discipline management in schools. Further studies can be done on comparative analysis if public and private schools in terms of discipline management in schools and student involvement to unearth the difference.

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