**ENHANCING STUDENT LEADERS' CONTRIBUTION TO DISCIPLINE MANAGEMENT: STRATEGIES FOR PUBLIC SECONDARY SCHOOLS IN MOROGORO MUNICIPALITY, TANZANIA**

**Abstract**

This study explored the influence of student leaders’ participation in fostering discipline management in Public secondary schools in Morogoro Municipal, an area facing persistent challenges of student indiscipline, truancy, and a notable rise in student dropouts (e.g., 123 in 2019 to 230 in 2022). Thus, the study addressed strategies to be employed by educational stakeholders to enhance student leaders’ participation in fostering discipline management in public secondary schools. This study embraced a convergent design under the mixed research approach. The study depended on Participatory Decision Making Theory pioneered by notable contributors include Carole Pateman (1970) and the concept of Arnstein's Ladder of Citizen Participation (1969). Different methods including interviews and questionnaires were employed for data collection process. The study’s sample consisted 10 heads of schools, 10 Discipline teachers, 80 Teachers, and 50 student leaders. The sampling techniques used were stratified simple random sampling and purposive sampling techniques. The reliability of questionnaire was established at 0.82 Cronbach Alpha. Quantitative data were analyzed descriptively and presented through frequencies, percentages and mean scores additionally, qualitative data were analyzed thematically and presented using narration and quotations. The study found actionable strategies as, provision of comprehensive training to student leaders’ by school administration, Teamwork and collaboration between student leaders’ and staff. Moreover, valuing student leaders’ and respecting their contributions found to be productive in ensuring their participation. The study concluded that for proper enhancement of school discipline student’s leaders ought to be involved on aspects of discipline management. Subsequently, the study recommended that the Ministry of Education, Science, and Technology to allocate resources for leadership development, which will support student leadership training in all parts of the country.

**Keywords:** Student Participation, Student Leaders, Discipline Management, and Public Secondary Schools.

1. **Introduction**

Student activism in the mid-20th century heightened the importance of student voice in decision-making within schools (Carlton & Bryant, 2024). This saw more focus on student participation and involvement in the learning process. This involvement results in improved grades and student contentment. There exists a multilateral agreement, led by the UN, commonly referred to as the UN Convention on the Rights of the Child of 1989. According to the treaty, children have a right to express their opinions freely on all issues related to them and that adults ought to listen and respect their opinions (Detrick, 2023). Focus on students' rights to be heard and recognized is crucial for the facilitation of student participation in decision-making. Furthermore, it forms the basis of students' involvement in the law. Moreover, the ease of student participation also ensures inclusivity, as adheres to Sustainable Development Goal 4 (SDG 4) aimed at quality and equitable access to education (Johnson & Muzata, 2019). Through emphasizing the need for students to participate, such an approach is in the spirit of SDG 4, whereby student participation in active learning has been quoted as being at the centre of attaining global education goals. In the 21st century, learner participation is increasingly recognized as being one of the pillars of quality education. Educational institutions are now adopting measures to involve learners so that they can participate when they are learning. As Perry-Hazan (2022) acknowledgment that learner engagement matters and added that when learners are involved in decision-making, it enhances their personal, social growth, critical thinking, communication, and self-esteem.

Student participation involves providing them with a chance to contribute their ideas, engage in discussions, and making them actors of collaborative activity. Kagendo et al. (2019) explain that this participation is necessary because it facilitates a sense of ownership and responsibility among the students, and this enhances their learning experience and encourages them to remain actively engaged in academic activity. This means that when students are engaged in decision-making, they are empowered and have a voice needed for them to grow. As stated by Akyol and Erdem (2021), through a study, it has been seen that involvement incorporates children's opinions and decision-making. Through this, children get chances to enhance their learning and social abilities. This is consistent with the recommendation of Urfalıoğlu (2019) that students should have the right to engage in school life as they spend a lot of time at school, apart from their home environment, and are influenced by societal conditions.

The aim of discipline management is to induce socially acceptable and desired behavior among students. This can be achieved with diverse discipline management programs and trained staff (Tekyi-Arhin, 2024). Student councils led by student leaders have a significant role in decision-making, resulting in student value-inclined decisions, as studied by Msweli (2021) in South Africa. The South African Schools Act advocates for involvement in local decision-making that encourages a conducive platform for all stakeholders to participate.

In Zambia, the 2011 Education Act institutionalized Learners' Representative Councils to enhance student participation in school decision-making to ensure effective management across the country (Nkolola & Muzata 2021). In Uganda, Martínez et al. (2022) found that student leaders' involvement in decision-making is apparent through increased performance during curriculum activities, effective school leadership, and reduced strikes, showing their central role. Schools use a variety of strategies to maintain discipline, which have been addressed by various studies. While punitive measures like hard work or suspension are common (Liguluka & Onyango, 2020), they have still been criticized for not being effective and having opposing psychological effects. Schools have turned more towards counseling to solve the root causes of bad behavior (Benward et al., 2024). Furthermore, Parent, community, and school board participation have been also emphasized, but evidence indicates these groups need to become more consistent and effective in their actions (Kobello et al., 2022).

Tanzanian student leaders lead and oversee activities, with Head Prefects being the chairpersons of the student council. They primarily advise and report to the school administration concerning student issues and discipline. Student leaders are thus central to the school life of their peers, and their contributions towards the management of discipline should be recognized. Discipline is declining, despite student leaders having been tried to be involved in the management of schools in Tanzania. Journalist Maricha (2024) stated that the Best Educational Statistics in Tanzania 2024 (BEST) reported that 134,295 secondary students were reported to have dropped out in 2022 and 147,741 in 2023. Maricha adds that the social factor, including school violence, bullying, and conflicts between teachers and students, also contribute significantly to the reported dropouts.

The case is no different in the municipality of Morogoro, where the dropouts at public secondary schools have continued to increase from 123 in 2019, 205 in 2020, 211 in 2021 to 230 in 2022, through indiscipline and truancy (BEST, 2020;2021;2022;2023). This prompts the necessity of an immediate safe and healthy environment in schools where learners are valued. Engaging student leaders to talk about discipline would help in promoting discipline management. Gervais (2023) explains some of the causes of indiscipline in secondary schools, observing that students have no representation in decision-making regarding school regulations, extracurricular activities, and dressing codes. This incapacitates the management of discipline. The researcher then aimed to find out the best strategies to involvement student leaders in the management of discipline in public secondary schools in Morogoro Municipality, Tanzania.

1. **Statement of the Problem**

The presence of order ensures conducive teaching and learning environment within schools. This has not been the case in Morogoro Municipality where public secondary schools are faced with issues of students' indiscipline (BEST, 2023: Yona & Leandry, 2021), with majority of school administrators overlooking the idea that students' leaders are able to be partners in the management of school discipline.

In Tanzania, research on student leaders' participation has been scant. Although school management would reap the benefits of student leaders' profits, student leaders' contribution to the execution of discipline management remains low (Preniq et al., 2021; Gervas, 2023). Methods that have been used to solve school discipline have not been entirely informed by empirical evidence. Thus, this research focused on determining strategies to enhance the participation of student leaders in the fostering discipline management in Public secondary schools in Morogoro Municipality.

1. **Research Question and Hypothesis**

**RO:** To propose strategies to enhance student leaders' participation in fostering discipline management in public secondary schools in Morogoro, municipality.

**RQ:** What strategies can be used to enhance student leaders' participation in fostering discipline management in public secondary schools in Morogoro Municipal?

1. **Theoretical Framework**

The study constituted one theory, Participatory decision making theory, advanced by Arnstein Ladder (1969) and later by Carole Pateman in (1970). The theory focuses on getting individuals involved in decisions that impact their lives, which enhances team work and shared responsibility.

In educational settings including student leaders in decision-making about discipline gives them a sense of ownership, responsibility and enhance better communication which empowers them. The theory has an advantage of increasing the legitimacy of the decisions made as decisions are made through a participatory process. When properly utilized, participation decision making theory results to ownership of decisions reached, students complying to school rules and punishment provided.

1. **Review of Empirical Studies**

A report on developing and enacting student governance and leadership training in higher education by Dollinger and Vanderlelie (2019) in Australia, explored two aspects of developing student partnerships in governance at a research-intensive university in Australia. The report recommended measures to enhance student participation in governance, including promoting transparency and open communication between students and staff, strengthening the consultative role of students in decision-making processes, and implementing structured training programs for student representatives to improve their understanding of governance structures.

Measures such as encouraging genuine participation, fostering authentic participation, ensuring that students feel their voices are genuinely heard and valued, providing opportunities for shared decision-making, and avoiding pseudo-participation have been recommended by (Ott et al,.2023) in Austria. Studies by Dollinger & Vanderlelie (2019) and Ott et al. (2023) focused on higher education in Australia and Austria, respectively proposing various solutions to the challenges of student council involvement. In contrast, this study aimed at secondary education. Also, what they discovered might not be generalizable to the context of Morogoro municipality, and thus, research that is specific to public secondary schools in Morogoro is suggested.

A systematic review by Martínez et al. (2022) in Spain questioned the role of leadership effectiveness in augmenting student academic engagement. The study evaluated articles from various databases and eventually utilized 8 articles for review. The study findings identified effective leadership traits with a significant influence on augmenting students' motivation and participation as involvement, effectiveness, motivation, socio-emotional skills, self-efficacy, and the ability to foster engagement with learning activities. These characteristics create a conducive environment where students feel encouraged to take an active role in their learning process. The focus of the research is largely academic engagement and not the handling of discipline. The findings are commonly applicable to academic work, and therefore, there are some potentiality of how the specified leadership characteristics are applied to handling discipline, creating a positive school culture is fundamental for student engagement. Leaders who prioritize inclusivity, respect, and a sense of belonging foster environments where students feel valued and motivated (Richardson, 2024). Hence, this research assumes relevance.

In Rwanda, Asiimwe and Yoboka (2023) conducted research on head teachers' leadership styles and their impact on student discipline in a sample of secondary schools. Using a descriptive study design, the research confirmed that head teachers' leadership style had a considerable impact on student discipline. Moreover, the study revealed that where there is emphasis on participatory decision-making, task delegation, and active school leadership participation from school heads, this leads to reduced indiscipline. This essentially translates to reduced cases of truancy, incomplete assignments, dress code violations, and disrespect for authority figures. Asiimwe and Yoboka (2023) established the head teacher's leadership skills and styles and how they can create student discipline through their research. However, it must be noted that there has been a gap in the critical identification of the role of student leaders in decision-making related to the administration of discipline in institutions of learning, which implies a need for future studies.

Murage et al. (2019) carried out research on challenges faced by student leaders while managing student affairs in Kenyan public universities. Based on a descriptive survey research design, the researchers utilized stratified random sampling to select the student leaders to be researched. The data were gathered through questionnaires, which allowed the researchers to identify the issues of such leaders and recommend potential solutions. The results came up with several recommendations that entailed promoting innovative leadership through the empowerment of student leaders, training student leaders in skills like delegation, decision-making, and time management, and improving communication with the university administration. While this research provides a comprehensive overview of solutions proposed by student councils, further studies highlighting strategies for involving student leaders in decision-making processes would be useful.

Gathura et al. (2021) proposed interventions to address student council leaders' responses to improving discipline in public secondary schools in Machakos County. Their cross-sectional study indicated interventions like structured roles, fair electoral processes, and ongoing training in leadership and conflict management. Formal conflict resolution mechanisms such as mediation and disciplinary committees were also recommended. These actions may not be applicable in the Morogoro Municipality, hence the need for this study. Lumanija and Mkulu (2020) researched ways of supporting student leaders in Tanzania, where emphasis was put on inclusive policies with proper definitions of their duties and empowerment. Kambuga and Omollo (2017) proposed leadership training for student leaders, students' participation in elections, and close interaction with the school administration. These researches failed, however, to provide specific solutions to involving student leaders in discipline management, which calls for more research to be conducted in this area.

1. **Methodologies**

The study employed concurrent research design under mixed research approach, this enabled a researcher to collect quantitative and qualitative information. According to Hirose and Hirose (2023) the researcher converges or merges mixed data to provide a comprehensive analysis of the research problem. From the targeted population,130 participants were sampled randomly including 80 teachers and 50 student leaders. Also, the purposive sampling technique was used to select 10 heads of schools and 10 discipline teachers, making a total of 150 participants of the whole study. Interviews and questionnaire methods were used in data collection. The study employed content validity to verify if the data collection instruments measure the intended topic. The reliability of the quantitative instrument was tested by the Cronbach's Alpha technique. Cronbach's Alpha coefficients of 0.866 and 0.829 were obtained from student leaders’ and teachers’ questionnaires, respectively. The collected quantitative data were analyzed through descriptive statistics with the help of Statistical Package for Social Science (SPSS), and presented through frequencies, percentages, and mean scores. Qualitative data were analyzed through thematic analysis and presented in the form of quotations and narration. The researcher ensured that confidentiality and anonymity were maintained throughout the research.

1. **Findings and Discussion**

To develop effective strategies for increasing the participation of student leaders, both student leaders and teachers were requested to identify their levels of agreement or disagreement with statements concerning methods to boost student leaders' participation in promoting discipline management within public secondary schools.

Additionally, the perspectives and opinions of school heads and discipline teachers were gathered during interview sessions. The responses are summarized in Table 1

**Table 1: Teachers (n = 74) and student leaders' (n = 50) Responses on Strategies to Enhance SL participation in fostering discipline management.**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **Response in Frequency (F) And Percentage (%)** |  |
| **STATEMENTS** | **Respondents** | **SD****F-%** | **D****F-%** | **UN****F-%** | **A****F-%** | **SA****F-%** | **MEAN** |
| **1.** Training student leaders helps them join in small discipline decisions. | Students l | 4(8) | 7(14) | 1(2) | 17(34) | 21(42) | 3.88 |
| Teachers  | 3(4.1) | 4(5.4 | 4(5.4) | 36(48.6) | 27(36.5) | 4.08 |
| **2.** Clear roles for student leaders boost their part in small decisions. | Students l | 6(12) | 6(12) | 6(12) | 17(34) | 14(28) | 3.55 |
| Teachers  | \_\_ | 3(4.1) | 4(5.4) | 44(59.5) | 23(31.1) | 4.18 |
| **3.** Regular teacher meetings help student leaders make discipline decisions. | Students l | 4(8) | 6(12) | 3(6) | 20(40) | 17(34) | 3.80 |
| Teachers  | 2(2.7) | 4(5.4) | 4(5.4) | 31(41.9) | 33(44.6) | 4.20 |
| **4.** Including student leaders in rule-making increases their role in decisions. | Students l | 3(6) | 3(6) | 3(6) | 17(34) | 24(48) | 4.12 |
| Teachers  | 2(2.7) | 1(1.4) | 4(5.4) | 42(56.8) | 25(33.8) | 4.18 |
| **5.** Rewarding student leaders encourages them to handle small discipline issues. | Students l | 2(4) | 5(10) | 5(10) | 18(36) | 20(40) | 3.98 |
| Teachers  | \_\_ | 2(2.7) | 2(2.7) | 34(45.9) | 36(48.6) | 4.41 |
| **6.** Giving student leaders discipline info improves their decision-making role. | Students l | 1(2) | 6(12) | 2(4) | 18(36) | 23(46) | 4.12 |
| Teachers  | \_\_ | 3(4.1) | \_\_ | 39(52.7) | 32(43.2) | 4.35 |
| **7.** Teamwork with teachers helps student leaders make daily discipline decisions. | Students l | 1(2) | 1(2) | 1(2) | 23(46) | 24(48) | 4.36 |
| Teachers  | \_\_ | 5(6.8) | 2(2.7) | 36(48.6) | 31(41.9) | 4.26 |
| **8.** School rules requiring student leader input ensure their involvement. | Students l | 1(2) | 6(12) | 5(10) | 15(30) | 23(46) | 4.06 |
| Teachers  | 1(1.4) | 3(4.1) | 4(5.4) | 38(51.4) | 28(37.8) | 4.20 |
| **9.** Teacher guidance helps student leaders take part in discipline decisions | Students l | 1(2) | 3(6) | 2(4) | 20(40) | 24(48) | 4.26 |
| Teachers  | 2(2.7) | 1(1.4) | 2(2.7) | 34(45.9) | 35(47.3) | 4.34 |
| **10.** Valuing student leaders’ input encourages their role in small decisions. | Students l | 5(10) | 4(8) | \_\_ | 18(36) | 23(46) | 4.00 |
| Teachers  | 1(1.4) | 3(4.1) | 2(2.7) | 39(52.7) | 29(39.2) | 4.24 |

**Key: SD = Strongly agree, D= Disagree, UN = Undecided, A =Agree, and SA = Strongly Agree**

**Source**: Field data (2025).

Table 1 shows that the student leaders feel that team working with teachers play a supportive role in helping them to make daily discipline decisions, with 23 (46%) agreeing and 24 (48%) strongly agreeing (mean of 4.36). The high rate in the student leaders is also matched by the responses of the teachers, where 36 (48.6%) agree and 31 (41.9%) strongly agree with the statement. This indicates the important part played by collaboration among teachers and student leaders in making discipline more effective. The results align with Shonubi (2024) who confirmed that "collaboration between teachers and student leaders brings about a balance of power relations, facilitating effective communication, sharing of knowledge, and motivation."

This implies that collaboration and teamwork between student leaders’ and teachers are crucial for facilitating student leaders' involvement in daily discipline decisions. This aligns with the head of school D (HoS D) who claimed that "*We have observed that when student leaders work closely with teachers, both parts benefit, as teachers simplify their supervision work while for students, they gain mentorship" (HoS D, Personal communication, March 20, 2025).* Information by HoS D highlights that collaboration between student leaders and teachers enhances discipline management and fosters a supportive environment. This partnership allows the teachers to focus on instruction as the student leaders take up mentoring roles, leading to a positive school environment where students feel valued and teachers have less supervision worries. The proof is corroborated by Tekyi-Arhin (2024), who narrated that engaging children in problem-solving allows them to own their behaviors and identify positive means of addressing problems. This shared process promotes critical thinking and respect for each other. Somewhere along the line, this collaboration brings out the importance of bringing students' voices into decision-making around discipline

Data in Table 1 shows that the majority of student leaders 24(48%) strongly agreed and 20(40%) agreed that teacher guidance helps student leaders take part in discipline decisions by a mean score of 4.26. The majority of teachers support this claim, with 34(45.9%) agreeing and 35(47.3%) strongly agreeing. This denotes that a significant majority of both student leaders and teachers believe that teacher guidance is crucial in involving students in disciplinary decisions. The study is evidenced by Dorothy et al. (2021), who acknowledge that the teachers' guidance and counseling are critical to helping the students make rational decisions and tackle challenges. The study indicates that where the teachers are supportive, the students feel empowered to contribute to the development of discipline. The is a need for schools to provide adequate teacher training on the methods of guidance that will enhance students' participation.

In a similar vein, the information shown in Table 1 reveals that 17 (34%) of student leaders concurred, while 21 (42%) strongly concurred that training for student leaders helps them engage in minor disciplinary decisions. Furthermore, a notable proportion of teachers, 36 (48.6%), agreed and 27 (36.5%) strongly agreed that ongoing training for student leaders is crucial. This entails that there is a strong awareness among both student leaders and teachers regarding the importance of training student leaders to participate in disciplinary decisions. This finding is supported by Gumede et al. (2023) who recommended developing training programs for student leaders to enhance their competencies and effectiveness in fulfilling their responsibilities. On the same note, DT 4 elaborated that "*student leaders are best equipped* *through the provision of civic education and visiting institutions that teach leadership skills like ADEM in Bagamoyo District." (DT 4, Personal communication, March 20, 2025).*

Information by DT 4 signifies that it’s important to conduct comprehensive trainings that combine both theoretical knowledge and practical experiences, this is essential for student leaders who will engage in disciplinary process within their schools. These findings connect to Murage et al. (2019), who proposed solutions, including providing training in leadership skills such as delegation and decision-making skills.

Data in Figure 1 below indicates that most student leaders 23(46%) strongly approved and 18(36%) approved that valuing student leaders' input encourages their role in small decisions, with a mean of 4.00. Concurrently, 52.7% of teachers agreed and 39.2% strongly agreed that valuing student input is essential. The findings align with Kapell (2023), who found strong alignment between teachers and student leaders on the importance of recognizing student contributions in decision-making processes and fostering collaboration and empowerment within educational environments. The findings agreed with DT 1 statements that,

 “As a discipline teacher in this school, I value the ideas from student leaders. Sometimes, I work on their advice and eventually solve some indiscipline case, although not all of us here do so; some teachers don't trust student leaders*." (DT 1, Personal communication, March 19, 2025)*

Another HoS J added that “*We normally take student leaders’ opinions on different matters relating to discipline, sports, cleanliness, and even administration. And sometimes schools give student leaders support, for example, we offer them tea during their meeting” (HoS J, Personal communication, March 25, 2025).* The insights from DT 1 and HoS J imply that while there is some appreciation for student leaders' roles, efforts must be made to build trust among all staff members and ensure that student leaders are given the necessary support and resources. The findings are in support of Ott et al. (2023) findings, who revealed measures such as ensuring that students feel their voices are honestly heard and valued, and avoidance of Pseudo-Participation as crucial strategies*.*

**Figure 1: Student Leaders' Perception on the Impact of Valuing Their Input in Small Decision-Making"**

***Source****: Field data (2025)*

Besides, as shown in Figure 2 below, 17(34%) of the student leaders corroborated and 14(28%) highly corroborated that clear roles for student leaders strengthen their role in small decisions, with a mean of 3.55. Conversely, 44(59.5%) teachers affirmed and 23(31.1%) highly affirmed students' claim. This shows that the teachers also view the clarity in the students' leaders' role as important to effective participation. The findings are backed by a claim by Dollinger and Vanderlelie (2019) that student representative training programs should be conducted periodically by the school administration to increase their awareness of their roles for better participation. Whereas the head of the school, HoS C, narrated.

 "In my experience, student leadership is effective when they clearly know what they are doing and why they are doing it. We provide clear roles FOR each student leader but some are quick to follow while others are slow" *(HoS C, Personal communication, March 19, 2025).*

Hos C highlights the crucial role of clear role descriptions and the benefits of training in promoting cooperative student leadership within the school. The findings adhere to Lumanija and Mkulu’s (2020) recommendations on the importance of creating inclusive policies that clearly define the roles of student leaders.

***Figure 2* : Student leaders’ responses on clear roles for student leaders**

**Source:** Field data (2025)

Additionally, Facts in Figure 3 below, show that most student leaders 20(40%) concurred and 17(34%) strongly concurred that regular teacher meetings allow student leaders to participate and join in the discipline decisions. Teachers also embrace the fact that regular meetings facilitate closer collaboration with student leaders with 31(41.9%) concurred and 33(44.6%) strongly concurred. This implies that student leaders and the teachers acknowledge that regular meetings between the two are necessary for enhanced student engagement in assisting with discipline management. The findings are in agreement with research carried out by Mwangudza and Mbirithi, (2023) whereby they found that teachers indicated that there was a high agreement on student leaders meeting their school administration regularly. The findings were supported by DT 9 who informed;

*“I usually mentor student leaders on matters that relate to discipline during our meetings at each end of the week” (DT 9, Personal communication, March 28, 2025).* On the same note DT 3 also added that *"Meetings with discipline prefects aid in collecting accurate information of students' offenses and providing chances for student leaders' opinion to be heard" (DT 3, Personal communication, March 19, 2025*).

 Information by DT 3 underscore the importance of regular meetings as a means of mentorship and support which eventually enhance student leaders’ participation on fostering discipline. The results are in abide with Dollinger and Vanderlelie (2019) indorsed measures to enhance student participation in governance including promoting transparency and open communication between students and staff. These findings link with participatory decision making theory which insist on including all stakeholders during decision making process (Soken-Huberty & Soken-Huberty, 2023). In this case teachers to involve students’ leaders in decision making process will result into fruitful outcome.

***Figure 3:* Student Leaders' responses to regular teacher meetings**

**Source**: Field data (2025)

1. **Summary of Findings**

It is against the background of the challenges that student leaders face in participation on improving discipline that the study determined several strategies to boost their involvement. It recognized that intensive training by the school administration is critical in equipping student leaders with competence for effective management of discipline. In addition, research highlighted the need to promote teamwork and collaboration between staff and student leaders, which plays a most critical role in enhancing effective communication and enabling student involvement. Additionally, research highlighted the need to value the contributions of student leaders substantively to enable their active engagement. It added that teachers should not take student leadership lightly and minimize tokenism. When the school management identifies and values the work of student leaders, it becomes more willing to get involved in management of discipline. Moreover, the study identified teacher mentorship, regular interaction between teachers and student leaders, and assigning clear roles to student leaders as essential strategies for promoting their participation in discipline management.

1. **Conclusions**

Research concludes that discipline management is neither a privilege of teachers nor of administration but thrives in a favorable ecosystem with active student leaders being involved and empowered. Specifically, the study strongly vouches for, and emphasizing on close cooperation and coordination among student leaders and teachers, stressing careful teacher guidance, having organized and routine training programs for student leaders, ensuring a respect and appreciation culture for student leaders' ideas, and establishing clear and well-defined roles and responsibilities for student leaders. Then by purposefully enacting these interdependent actions, public secondary schools in Morogoro Municipality will greatly enhance the involvement of student leaders, leading to a more favorable, positive, and constructive discipline management system for all stakeholders

1. **Recommendations**

To the Ministry of Education, Science and Technology (MoEST), Integrate student participation into national education policies and to allocate resources for leadership development, which will support student leadership training in all parts of the country. Also School Administration to develop clear role descriptions by formally define the roles and responsibilities of all student leadership positions related to discipline. Teachers to foster a collaborative environment with student leaders see them as valuable partners rather than mere subordinates. Additionally, the study recommends, student leaders to embrace their role actively: by understanding that their participation is crucial for effective discipline management. To be proactive in identifying issues and proposing solution

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