
**THE IMPACT OF STUDENT LEADERSHIP ON BEHAVIOR CHANGE AMONG STUDENTS IN
SECONDARY SCHOOLS.**

A CASE STUDY OF MAKINDYE SSABAGABO, WAKISO DISTRICT

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Abstract

The study aimed at the impact of student leadership on behavior change among students in secondary schools and it was guided by the following objectives; To examine the concept student leadership, to assess the extent to which student leadership can cause behavioral change among students in secondary schools and to examine the relationship between Student leadership and behavior change in secondary schools. The study of the data also included the use of descriptive statistical methods. This required evaluating how the study population's behavior has changed in relation to the leadership roles of students. From the findings, there was a correlation between student leadership and behavior change in schools, according to both students and instructors. Coordination of student behavior by students. For learners as well as educators, this received scores of 99% and 100%, correspondingly. The administration of the school made sure that student leaders were sufficiently taught in order to affect behavior change among middle school pupils.

Key words: students, leadership and behavior change

Background of the study

Various missionary organizations, including the Church Missionary Society (CMS) from Britain (1877), White Fathers from France (1879), Mill Hill Fathers (1896), and Verona Fathers from Italy (1910), established formal schooling, as reported by Ssekamwa (1984). These four groups of missionaries aided in the establishment of educational institutions like Namilyango (1902), Mengo (1904), Gayaza, and Buddo (1905). Tiberondwa (1978) also notes that the initially bright pupils who were allocated a group of about 20 kids to manage their discipline and behavioral growth can be

identified as the origin of educational management's influence on attitude change. Later, schools began to establish a system of hierarchy with a team of prefects, such as the head boy or head girl, who had duties to carry out on behalf of the managerial staff of the school (Ssekamwa 1984). There were two different kinds of prefects/leaders in the body. These individuals served as class and school prefects. According to Egwel (1989), the student parliament changed when the then-Ugandan People's Congress (UPC) administration initiated political participation among pupils during the late 1960s. National Union of Students in Uganda (NUSU) and National Union of Youth Organization (NUYO), two student parliamentary organizations, came into existence.

Leaders among students are expected to report any type of student wrongdoing (bad behavior change) in order to maintain discipline in Uganda. Additionally, they must impose some minor sanctions on violators. Some schools have established student punishment panels, wherein recommendations made against behavior among pupil's changes are sent to the management of the school for action (Egwel, 1989). They also speak to pupils at presentation on issues related to discipline.

Therefore, the investigator's objective in identifying the numerous ways that student management had an impact on changing behavior among secondary school students was to take the aforementioned observation into consideration.

Statement of the problem

The ability of a kid to keep themselves inspired and thrive in school depends on a number of variables, each of which might have a favorable or negative effect on attitude change. When it comes to changing their behavior at school, adolescents who live in high-poverty urban environments face more difficulties (Murray and Malmgren, 2005). These studies emphasized the influence of behavior changes that may hinder secondary school students' ability to adjust and succeed.

Some pupils were tenacious and overcome the adverse situations they had been subjected to or forced to endure, despite the harmful effects. When discussing how educational leadership affects change in behavior, it may be beneficial to look at how these principles can be fostered among the student body. In order to further foster

change in the learners they supervise, those who oversee student leaders may also be able to modify some of their current methods of instruction. To sum up, by better comprehending whether and how behaviour changed as a result of student leadership experiences, secondary schools have been able to have a greater impact on society at large by developing more competent, self-assured, and prepared individuals.

Specific Objective

- 1. To examine the concept student leadership*
- 2. To assess the extent to which student leadership can cause behavioral change among students in secondary schools.*
- 3. To examine the relationship between Student leadership and behavior change in secondary schools.*

Research Questions

- 1. Examine the concept of student leadership*
- 2. Examine the relationship between Student leadership and behavior change in secondary schools.*
- 3. Assess the extent to which student leadership can cause behavior change among students in secondary schools.*

Methodology

Research design

Both a qualitative and a quantitative methodology were used in this study. In the chosen sample of schools, case studies were used in qualitative methods. Those who participated in the chosen schools provided statements based on the study.

Additionally, the study used surveys as well as interviews to get descriptions from those who participated. In data presentation, such as the use of tables, empirical analysis was applied.

Description of the study area

The study was conducted in Makindye Ssabagabo, Wakiso District, one of Uganda's districts in the country's southern region. Large schools and retail and wholesale stores can be found in this both commercial and residential neighborhood.

There are about 6000 people who live there, most of whom are middle-class. As a resident of Makindye Ssabagabo, the investigator decided to choose this location since it was simple to gather information from the locals.

Sources of information

Both primary and secondary data were gathered.

Primary data was obtained through interviews since it was particularly trustworthy because it came from the original sources and provided current information. In this instance, the investigator used the interview program to ask respondents questions during face-to-face interactions in order to gather data from students and teachers. Secondary data was gathered from already published publications, such as periodicals, newspapers, the internet, and the world wide web. Data was obtained through additional sources since they were cost-effective since they were already in existence, saved time, effort, and money, and also helped to narrow the scope of the primary information gathering.

Sample and Sample size

Sample

Sample refers to selected items, units or elements which the researcher conclusion would be made. As a researcher I used this technique to select the sample items for the topic. In this study the samples included teachers, heads of school's veteran teachers, academic masters/mistresses and students from selected schools.

Sample size

Kothari (2008) defines sample size as "the number of items to be selected from the universe to constitute a sample."

The sample size was derived from the total population, in this study the sample size was 62 respondents from the selected schools. The sample size in this study were to be chosen as follows.

<i>Respondents</i>	<i>Number</i>	<i>Percentage</i>
<i>Teachers</i>	<i>20(5) from each school</i>	<i>32.25%</i>
<i>Veteran teachers</i>	<i>32(16) from each school</i>	<i>51.61%</i>

<i>Heads of schools</i>	<i>4(1) from each school</i>	<i>6.45%</i>
<i>Academic masters/mistresses</i>	<i>4(1) from each school</i>	<i>6.45%</i>
<i>Students</i>	<i>2(1) from each school</i>	<i>3.23%</i>
	<i>62</i>	<i>100%</i>

Sampling techniques

Kombo and Delno (2006) defined sampling as a procedure the researcher uses to gather people, places or things to study. It is a process of selecting a number of individuals or objects from a population such that the selected group contains elements representative characteristics found in the entire group. This study used both probability and non-probability sampling techniques.

Simple random sampling

Under typical conditions, simple random sampling is the best sort of collection because it exhibits no bias. Each of the members of the entire population has a comparable probability of being chosen, and choosing one person does not change the likelihood of choosing someone else.

In order to select two schools for representing the remaining schools, I used this technique as an investigator. I produced the full names of all secondary schools in the chosen district on a piece of paper, folded and combined them, then chose two of the fragments to be used as examples of schools.

Purposive sampling

Purposive sampling, according to Kombo and Tromp (2006), is a sampling strategy in which the investigator specifically seeks a population that will be dependable for the study; in this case, the participants come from various geographic locations.

Key informants such academic masters/mistresses, pupils, heads of schools, seasoned instructors, and teachers were gathered using the purposive sample method. This is due to the fact that these individuals are thought to be pertinent and informed in

order to guarantee pertinent facts regarding the influence of student leaders on changing behaviors among middle and high school kids.

Data analysis

Data analysis is a method of looking at previously gathered data. Data from the field-collected questionnaires and interview transcripts were evaluated for this study.

The study of the data also included the use of descriptive statistical methods. This required evaluating how the study population's behavior has changed in relation to the leadership roles of students. The influence of educational institution variables on behavioral change was taken into account. Additionally, the values of the variables were tabulated and given as ratios and proportions.

RESULTS

Background Information of the Respondents

The study sought background information of the respondents which included gender, their age bracket in Makindye Ssabagabo.

Gender of the Respondents

The study sought to find out the gender distribution among the heads of schools, teachers and student respondents; and whether it had any influence on the role of student leadership in impacting behavior change among students in secondary schools. The respondents were asked to state their gender. The responses of the interviewees were recorded in table 1

Gender	Teachers		Heads of schools		Students	
	(Freq)	(%)	(Freq)	(%)	(Freq)	(%)
Male	5	25	3	75	1	50
Female	15	75	1	25	1	50
Total	20	100	4	100	2	100

Findings in Table 1 above indicated that 3 (75%) of the heads of institutions surveyed were men who participated, while 1 (25%) were female respondents. According to the statistics in table 4.1, 5 (25%) of the instructor participants were male, compared to 15 (75%) female respondents, 1 (50%) male learner, and 1 (50%) female student. This

most likely indicated that there were substantially fewer male instructors than female teachers in Makindye Ssabagabo.

Age Categories of the Respondents

The study sought to find out the age distribution among the heads of schools, students and teachers and whether they had any influence on the role of student leadership on impacting behavior change among students in secondary in Makindye Ssabagabo, Wakiso. The respondents were asked to state their age categories and the results were recorded in table 2

Table 2: Age Categories of the Heads of schools, Students and Teacher respondents.

Age Category	Teachers		Heads of Schools		Students	
	(Freq)	(%)	(Freq)	(%)	(Freq)	(%)
Below 25yrs	0	0	0	0	0	0
25-40yrs	5	25	2	50	2	100
41-35yrs	10	50	2	50	0	0
56-60yrs	5	25	0	0	0	0
Total	20	100	4	100	2	100

According to Table 2, the bulk of the study's school heads were between the ages of 41 and 55, contributing 2(50%). Students made up the majority of the responders who were under 25. The lack of school leaders with appropriate expertise may have a negative impact on kids' conduct.

Similar to table 1, which revealed that the bulk of the study's teacher respondents fell into the 41- to 55-year-old age range, contributing 10 (50%) of the total.

Experience of the student leaders and teacher respondents.

Concept of Student leadership

This research question sought respondents' views on the concept of student leadership. The results on that subject are hereby presented in the tables below.

Item 1: which is the most common concept of student leadership found in schools?

Use the rating below through ticking in the box. 1 very rare, 2 rare, 3common, and 4 most common.

Table 3: student views on the concept of student leadership in schools.

Respondent	Strength of response							
	1		2		3		4	
	F	%	F	%	F	%	F	%
<i>Students' council</i>	35	23	25	31	83	53	06	04
<i>Class captains</i>	-	-	-	-	99	66	51	34
<i>Class representatives</i>	19	13	73	49	58	39	-	-
<i>Committee members</i>	46	31	89	59	05	03	10	07
<i>Class coordinators</i>	38	25	31	21	81	54	-	-
<i>School supervisors</i>	150	100	-	-	-	-	-	-
<i>Councilors</i>	35	23	25	31	83	53	06	04
<i>Prefects</i>	-	-	-	-	-	-	150	100

Students reported that prefects of the were the most common type of student leaders in their schools in table 3. This received an A. The overall score is 100% when replies for common and most common for class captains are combined. School administrators were allegedly negligible in schools, whereas class the coordinators, student council, and councilors rated moderately (54%, 53%, and 53%, respectively). This suggests that prefects and class captains were the two types of leadership among students with the greatest popularity.

Table 5: Teachers' views on the concept of students' leadership in schools

Respondent	Strength of response							
	1		2		3		4	
	F	%	F	%	F	%	F	%
<i>Students' council</i>	34	23	27	18	86	57	03	02
<i>Class captain</i>	-	-	-	-	-	-	150	100
<i>Class representative</i>	15	10	77	51	39	39	-	-
<i>Committee member</i>	42	28	93	62	10	07	05	33
<i>Class coordination</i>	39	26	29	19	55	55	-	-
<i>School supervisor</i>	150	100	-	-	-	-	-	-
<i>Councilors</i>	36	24	25	17	86	57	03	02

Prefects	-	-	-	-	37	25	113	75
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Table 5 shows that the sum of the score for class captains is 100% and the score for most common is 100% when the scores for instructors' replies are combined. School supervisor was allegedly lacking in schools, whereas class managers, students' council, and elected officials got reasonable percentages of 55%, 57%, and 57%, correspondingly. This suggests that superiors and class presidents were the two most prevalent categories of student leaders.

Table 6: The results were shown in table 6 below.

Opinion	Frequency	Percentage (%)
Strongly agree	1	50
Agree	0	0
Disagree	1	50
Strongly disagree	0	0
Total	2	100

From the table 6, 1(50%) of student respondents disagreed that student leaders were qualified, 1(50%) of the student respondents still strongly agreed. This agrees with (Shirundu and Omulando, 1992) that pointed out that students need appropriate training and experience to boost behavior change among students in secondary school's (Marsden, 1976).

Relationship between Student leadership and Behavior change

The goal of the study was to ascertain how behavior change among secondary school students was impacted by the connection among pupil leadership and behavior change. Considering the connection among student leadership and changing behavior in schools, the opinions of head teachers, educators, and learners were sought. Here is a presentation of the outcomes.

Table 7: Correlation between leadership among students and behavior modification (Table 7).

Items	Respondents	Strongly agree	Agree	Disagree	Strongly disagree
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<i>Coordinate student behavior</i>	<i>Students</i> <i>Teachers</i>	- 13 (09%)	77 (51%) 74 (49%)	38 (25%) 40 (27%)	35 (23%) 23 (15%)
<i>Report deviant behavior among students</i>	<i>Student</i> <i>Teachers</i>	41 (27%) 29 (19%)	86 (57%) 91 (61%)	13 (09%) 30 (20%)	10 (07%) -
<i>Punish in disciplined students</i>	<i>Students</i> <i>Teachers</i>	- 08 (05%)	133 (87%) 07 (05%)	- 728 (85%)	17 (11%) 07 (05%)

Table 7 shows that there was a correlation between student leadership and behavior change in schools, according to both students and instructors. Coordination of student behavior by students. For learners as well as educators, this received scores of 99% and 100%, correspondingly. Last but not least, they also proposed that disciplining in disciplinary pupils with its respective proportion of 98% and 100%. They also mentioned reporting deviant behavior among students, which also got 100% and 90% correspondingly.

The factors that were identified and used to test the association between leadership skills and behavior change among secondary school students in influencing behavioral change were different student perceptions.

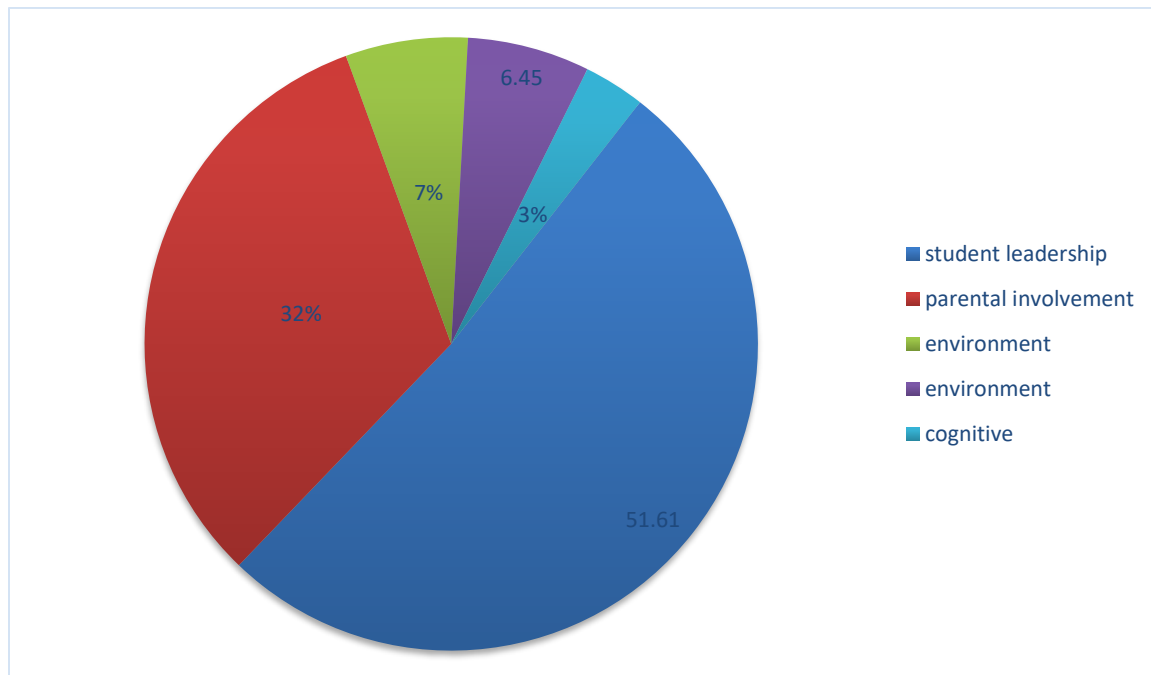
Table 8; Respondents views on relationship between student leadership and behavior change.

<i>Response</i>	<i>Frequency</i>	<i>Percentage</i>
Yes	15	75.0
Not sure	5	25.0
Total	20	100

Table 9: Causes of behavior change

<i>Respondents</i>	<i>Frequency</i>	<i>Percentage</i>	<i>Causes</i>
<i>Teachers</i>	<i>20</i>	<i>32.25%</i>	<i>Parental Involvement</i>
<i>Veteran teachers</i>	<i>32</i>	<i>51.61%</i>	<i>Student Leadership</i>
<i>Heads of schools</i>	<i>4</i>	<i>6.45%</i>	<i>Environment</i>
<i>Academic masters/mistresses</i>	<i>4</i>	<i>6.45%</i>	<i>Environment</i>
<i>Students</i>	<i>2</i>	<i>3.23%</i>	<i>Cognitive change</i>
<i>Total</i>	<i>62</i>	<i>100%</i>	

Figure 9; shows how respondents attribute the cause of behavior change that is; student leadership as a key cause of behavior change in schools as 51.61% of respondents revealed. This is followed by 32.25% who attributed behavior change to parental involvement within the area. 6.45 of respondents said that behavior change is because of the changes in environment while 3.23% of respondents cited cognitive change as a major cause of behavior change within the schools within the area.



The facts revealed by the figures (1) reflect student leadership as the key cause of behavior change. This does not however mean that increased student leadership attain the relevant training to cause/bring about change in behavior.

Further it should be noted that student leadership does not necessarily result in behavior change.

Extent to which student leadership can cause behavior change

Table 10 Extent to which student leadership can cause behavior change

Opinion	Frequency	Percentage (%)
Strongly agree	0	0
Agree	1	50
Disagree	1	50
Strongly disagree	0	0
Total	2	100

From the table 10, 1(50%) respondent agreed that student leadership caused behavior change and 1(50%) disagreed.

The respondents had different perception on the extent to which student leadership caused behavior change among students in secondary schools in the area. (50%) of respondents revealed that student leadership caused behavior change. However, the respondents acknowledged student leadership efforts in causing behavior change among students. Some of the respondents perceived that student leadership was determined to cause behavior change.

Conclusion

Students were encouraged to stop engaging in undesirable behaviors. The study also came to the conclusion that student management was crucial in shaping the actions of pupils. The idea of educational leadership and the connection between it and behavior change also had a significant impact on how students changed their conduct. Numerous issues that society is currently facing need for thorough multidisciplinary solutions. Secondary schools must therefore figure out how to influence students' conduct in the most effective way possible.

Recommendations

The administration of the school made sure that student leaders were sufficiently taught in order to affect behavior change among middle school pupils. The administration of the school will see to it that its student leaders have access to workshops, seminars, and other educational opportunities so they can arm themselves with fresh perspectives on how to influence attitude change. To guarantee that learning goes smoothly, governments along with other humanitarian groups always plan to help the students whose behavior is degrading.

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