



Promoting Integrity and Accountability through PCCB Clubs in Tanzanian Secondary Schools: Evidence from Dar es Salaam City

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Abstract: Prevention and Combating of Corruption Bureau (PCCB) clubs are intended to help young Tanzanians move from learning about corruption to practising integrity in everyday life. This article examines how students and school staff understood this role in four secondary schools in Dar es Salaam. The study used an interpretive qualitative multiple-case design and drew on four 60-minute focus-group discussions involving 24 student club members, as well as five interviews with teachers and a school matron. Data were analysed thematically by comparing experiences across the four schools and examining areas where student and staff accounts supported or differed from one another. The study revealed that participatory activities—including drama, debate, discussion, songs, role play, seminars, guest speakers, media activities and study tours—made ideas about integrity and accountability easier for students to understand, remember and apply. It also revealed that club participation strengthened students’ honesty, confidence, awareness of rights and responsibilities, willingness to discuss corruption, and sense of responsibility towards their schools and wider society. Staff reported that club members participated more confidently in classroom discussions about corruption, ethics, rights and accountability. However, limited time, materials, teacher preparation, student attendance and PCCB support reduced the clubs’ effectiveness. The findings suggest that PCCB clubs can strengthen integrity and accountability when schools provide protected time, trained teacher patrons, meaningful student leadership and sustained PCCB involvement.

Keywords: *Anti-corruption education; accountability; integrity; PCCB clubs; secondary schools.*

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1. Introduction

In Tanzania, corruption is often discussed as a legal, political, or administrative problem. It is also learned socially. Long before young people enter public service or formal employment, they form views about fairness, favouritism, public duty, rights, and responsibility from what they see at home, at school, in their communities, and in public life. A school may unintentionally normalise shortcuts and unequal treatment, or it may help students develop the confidence to recognise and resist them. International guidance similarly treats integrity education as more than the memorisation of rules: it brings together knowledge, skills, attitudes, values, and opportunities to act (UNESCO & UNODC, 2024).

Tanzania's Prevention and Combating of Corruption Bureau (PCCB) has a national mandate that includes public education and corruption prevention. School clubs offer one way of reaching young citizens before corrupt practices become accepted as ordinary (PCCB, n.d.). In secondary schools, these clubs occupy an important space between the timetable and the wider life of the school. They revisit ideas taught in Civics and Tanzanian History and Moral Education, and bring those ideas to life through drama, debates, songs, oral poetry, games, seminars, and study tours.

That combination matters. A student may be able to define integrity or accountability in an examination but still be unsure what to do when a classmate loses property, a student leader favours friends, or someone asks for an improper payment. A weekly club gives students time to talk through such situations, perform them, question one another, and try out responses in a relatively safe setting. It also allows learners to create anti-corruption messages themselves instead of receiving every message from an adult.

However, the existence of a club does not by itself create a culture of integrity. A club can become ceremonial if students only repeat slogans, if membership remains small, if adults behave differently from what they teach, or if the club is regularly displaced by other school activities. It is also unfair to place the whole burden of fighting corruption on students. Calls for personal honesty must be matched by fair school procedures, trustworthy adults, and safe ways of raising concerns. Social-norm research further warns that constantly saying corruption is everywhere can unintentionally make it appear normal (Tankard & Paluck, 2016).

Empirical research specifically examining PCCB clubs from Tanzanian secondary students' perspectives remains scarce. Existing work more often addresses corruption in education systems, professional misconduct, public-sector awareness programmes, or general character education.

Educators and prevention agencies therefore know relatively little about which activities students experience as useful, how clubs connect with classroom subjects, which forms of ethical agency students report, and what organisational conditions sustain participation.

This article addresses that gap through a qualitative case study in Dar es Salaam. It asks: What integrity and accountability activities are implemented through the club? How do activities complement teaching in Civics and Tanzanian History and Moral Education? What opportunities and challenges shape perceived effectiveness? The article argues that participatory performance, peer dialogue, and guided reflection may support ethical agency, but the pathway from participation to durable behaviour depends on institutional reinforcement and cannot be inferred from testimony alone.

The study is deliberately grounded in four urban secondary schools in Dar es Salaam. Its 24 student participants and five staff members provide views from inside club meetings, classrooms and school administration. This makes it possible to compare what students experienced with what adults understood about timetables, teaching, resources and PCCB support. The study offers a richer picture than a single-school account, but it should not be treated as a national measure of PCCB-club effectiveness.

2. Review of Literature

2.1 Integrity, Accountability, and Anti-Corruption Education

Integrity concerns consistency between professed ethical principles and conduct, whereas accountability concerns obligations to explain actions, accept scrutiny, and face consequences within relationships and institutions. The concepts overlap but are not identical. A student may show integrity by refusing to keep lost property; accountability additionally involves acknowledging responsibility, reporting, correcting harm, or participating in fair procedures. Anti-corruption education is strongest when it connects moral character with institutions that make answerability possible.

Corruption in education damages more than budgets. It can distort access, assessment, staffing, procurement, and the allocation of learning opportunities, thereby weakening trust in public institutions and in schooling itself (Hallak & Poisson, 2007; Heyneman, 2004). When learners observe favouritism or impunity, lessons about honesty may lose credibility. Integrity education cannot therefore be confined to messages directed at children; it must align with transparent school routines, ethical adult conduct, and responsive leadership.

UNESCO and UNODC (2024) recommend approaches that cultivate critical thinking, empathy, ethical behaviour, justice, and the capacity to act. The pedagogical logic is participatory: learners engage cases, dilemmas, discussion, and activities connecting public values with real situations. Rather than presenting corruption only as a prohibited act, such teaching enables students to examine pressures, affected parties, rights, consequences, and feasible responses.

Integrity education also requires conceptual precision. Corruption should not become a label for every disliked action, and reporting should not be taught as accusation without evidence. Learners need age-appropriate distinctions among unethical conduct, rule violations, abuse of entrusted power, conflicts of interest, and criminal corruption. They also need procedural knowledge: where concerns can be raised, what confidentiality means, and why fair investigation protects both complainants and accused persons.

2.2 Experiential, Social, and Civic Learning

Experiential learning theory proposes a cycle involving concrete experience, reflection, conceptualization, and experimentation (Kolb, 1984). Drama, debate, games, and study tours can populate this cycle. A dramatic scenario makes a problem concrete; guided discussion enables reflection; links to classroom concepts support conceptualization; and student-led action creates opportunities for experimentation. Educational value lies not in activity alone but in structured movement between experience and meaning.

Social cognitive theory emphasises observation, modelling, self-efficacy, and reciprocal interaction between persons, behaviour, and environment (Bandura, 2001). Students may learn ethical scripts by observing teachers, leaders, and peers, and build confidence by publicly rehearsing speech and action. modelling cuts both ways. Ethical messages may be weakened if adults seldom attend, officials remain remote, or ordinary school procedures contradict club values.

Communities-of-practice scholarship adds that learning involves becoming a participant in a social practice, not merely acquiring information (Lave & Wenger, 1991). A club provides identity positions such as member, chairperson, performer, discussant, or anti-corruption ambassador. These positions can make integrity publicly recognizable and socially supported. Membership boundaries nevertheless matter. If a club is small or disconnected from the wider school, new norms may remain localized.

The theory of planned behaviour suggests that attitudes, perceived norms, and perceived behavioural control shape intentions and behaviour (Ajzen, 1991). Club

activities may influence attitudes by discussing harms, norms by presenting honesty as valued by peers, and control by teaching reporting or rights-claiming responses. Intentions and self-reports are not observed conduct, however. Evaluation should triangulate testimony with observation, scenario-based tasks, artifacts, school records, and longitudinal follow-up.

Open classroom discussion has been associated with civic knowledge and engagement when learners perceive that multiple viewpoints can be expressed (Campbell, 2008). Debates and facilitated dialogue are therefore more than entertainment. They require learners to articulate claims, listen, challenge, and justify. For anti-corruption education, dialogue can connect bribery to rights, public services, responsibility, and everyday fairness while revealing disagreement that slogans conceal.

2.3 Arts, Dialogue, and Moral Rehearsal

Drama and arts-based methods create low-risk simulations of difficult situations. Students can portray a bribe giver, recipient, observer, harmed citizen, and accountable authority, making consequences visible from several positions. Performance combines emotion, memory, language, and peer recognition. When followed by questioning, it can expose tacit assumptions. Without reflection, drama may simplify corruption into villains and heroes rather than examine incentives, power, ambiguity, and institutional remedies.

Songs, dance, and oral poetry can translate abstract language into culturally resonant and memorable forms. Their collective character may communicate that integrity is a shared expectation rather than a solitary virtue. Yet repetition does not guarantee understanding. Facilitators need to unpack the meaning of lyrics and slogans, invite students to test their limits, and relate them to concrete procedures.

Study tours add an institutional dimension by making prevention work visible. Interaction with officials may increase procedural knowledge and perceived accessibility. The value of visits depends on preparation, participation, and post-visit reflection; a ceremonial trip may produce enthusiasm without deeper learning. Student demand for tours is pedagogically meaningful and organizationally challenging because transport, safeguarding, and coordination require resources.

2.4 School Clubs as a Curriculum-Practice Bridge

Extracurricular organisations extend curricular time and allow learners to take roles ordinary lessons rarely provide. Members may select topics, prepare performances, lead peers, and repeat activities. These features can strengthen ownership and circulate learning through assemblies or community outreach. Clubs can complement

subjects introducing ethics, citizenship, rights, government, and social responsibility.

Complementarity is not automatic. A club may duplicate definitions without adding practice, or become entertainment detached from curricular concepts. Strong integration requires deliberate mapping: teachers and student leaders identify relevant outcomes, choose an activity that activates them, and conduct reflection that returns experience to concepts. Light-touch assessment through reflection notes, portfolios, peer feedback, or scenario responses can make progression visible.

The literature suggests a multilevel model. At learner level, clubs may affect knowledge, confidence, identity, and ethical reasoning. At peer level, they may shape perceived norms and collective scripts. At instructional level, they may deepen content through active methods. At institutional level, credibility depends on adult modelling, resources, safe reporting, and procedural fairness. This model guides the analysis.

3. Methodology

3.1.1 Research Design and Case Boundary

An interpretive qualitative multiple-case design was used because the study sought to understand PCCB clubs as students and staff experienced them in their own schools. Case study is especially useful when an activity cannot be separated neatly from its setting (Yin, 2018). In this study, school timetables, teacher-patron involvement, student leadership, curriculum content, equipment, and access to PCCB officials all shaped club practice. The four institutions are reported as Schools A-D.

The unit of analysis was students' shared account of club activities, curricular connections, perceived behavioural influence, and implementation conditions within and across the two schools. The design is descriptive and mechanism-oriented rather than causally evaluative. It asks how participants understood the clubs' contribution; it does not estimate intervention effects or compare members with non-members. Cross-case analysis was used to identify convergence, variation, and context-sensitive implementation needs.

3.2 Participants and Data Source

Student data came from four 60-minute focus-group discussions, one in each school. Each group included six PCCB-club members, giving a total of 24 students: 12 girls and 12 boys from Forms I-VI. Students are identified by school and number (A1-A6, B1-B6, C1-C6, and D1-D6). Gender and form are not attached to quotations because these details could identify participants within small clubs.

Five semi-structured staff interviews were also analysed. Four participants were teachers and one was a school matron with club-supervision responsibilities. Three

were women and two were men, and their professional experience ranged from 7 to 20 years. Two staff members came from School A and one from each of Schools B-D. They are reported as T1-T5 rather than by their original codes, roles, subjects, or schools. Interviews and FGDs were conducted between 17 and 21 July 2026.

The nine unique transcripts were primarily in the participants' first language, with occasional English terms. Exact duplicate files were removed before analysis. The final corpus consisted of four FGDs and five staff interviews. It did not include observations, club documents, or behavioural records, so claims about change remain perceptual.

The four FGDs and five interviews followed three common research questions concerning club activities, links with classroom teaching, and the opportunities and challenges that influence effectiveness. Student prompts focused on participation and perceived experience, while staff prompts explored planning, facilitation, curriculum alignment, observed change, school support, PCCB collaboration, resources, and training.

3.3 Data Analysis and Translation

All nine unique transcripts were analysed using reflexive thematic analysis (Braun & Clarke, 2006, 2021). Analysis moved from familiarisation and initial coding to within-school summaries, participant-group comparison, cross-case theme development, and review against the full corpus. Deductive codes followed the research questions, while inductive codes captured active learning, student leadership, curriculum gaps, peer teaching, rights awareness, ethical behaviour, adult role ambiguity, guidance, attendance, motivation, resources, media exposure, institutional visits, and collaboration.

Short responses were treated cautiously, and frequency was used only to identify emphasis within groups. Student and staff accounts were compared for convergence, complementarity, and contradiction. Quotations were translated by meaning into simple English and checked against the original-language source. The analysis retained participants' intended meaning while removing repetition and identifying details.

4. Findings

Five themes brought the student and staff accounts together: active methods made integrity understandable and memorable; students and adults shared responsibility unevenly; clubs connected curriculum with practical and civic experience; participants described ethical and behavioural change; and club effectiveness depended on a fragile mix of time, people, materials, motivation, and institutional support.

4.1 Learning Integrity Through Performance and Exposure

Across the four schools, students described a lively but uneven range of activities: drama, debate, discussion, role play, songs, dance, oral poetry, games, seminars, teacher explanations, guest speakers, case studies, reading materials, radio or television programmes and study tours. Staff confirmed many of these activities and also mentioned demonstrations, articles, leaflets and examples drawn from public corruption cases. Students responded most strongly when an ethical problem could be seen, discussed, performed or linked to a real institution rather than presented only as a definition.

Students did not value every activity in the same way. In some schools, drama was popular because a scene was easy to follow and remember. Elsewhere, students preferred debate because it allowed them to test different arguments, or a study tour because it showed how courts, police and PCCB offices dealt with corruption. Teachers made a similar point when they called for practical work, guest speakers, media programmes, case studies, digital resources and visits. The shared message was straightforward: students wanted to encounter integrity as something people do, not only something they describe.

“Drama is easy to understand, while debate expands the way we reason.” (Student C2)

“The activities are carried out through debate, drama, dialogue, and guest speakers.” (T2)

The two schools did not value every activity in the same way. At School A, drama stood out: three students said it was the activity they joined most often, and four called it the most useful. At School B, four of the six students chose study tours. This difference is revealing rather than contradictory. Drama lets students practise difficult situations within school; a study tour lets them see where anti-corruption work happens and meet people connected to it.

“We act, and we compose songs for fighting corruption.” (Student A1)

“We discuss corruption, its effects, and how to avoid it.” (Student A2)

“We learn the meaning and causes of corruption, and how to prevent and combat it.” (Student B1)

Songs, dance, oral poetry, games, and slogans gave learning a public and mnemonic dimension. A participant recalled the slogan “corruption is an enemy of health,” showing how condensed language circulated outside the meeting. Debates and extended discussions created time to explain reasoning and connect corruption with consequences. Performance attracted and rehearsed;

discussion interpreted; teacher explanation clarified; and tours promised institutional exposure.

Usefulness was linked to active participation rather than enjoyment alone. Drama, debate, discussion, and games placed learners in consequential roles. The strong School B preference for study tours and repeated requests for visits in both schools show that institutional exposure was not a recreational extra. Students wanted to see how prevention operates, meet credible role models, and connect school messages with public practice. Clubs may therefore need regular low-cost rehearsal alongside occasional resource-intensive exposure.

4.2 Students and Teacher Patrons Shared Responsibility

Each school had a place for clubs on the timetable, usually once a week, although the day, timing and duration differed. Some meetings took place on Thursday, one school used an 80-minute Friday period, and another met after the midday break or during a debate period. Students and elected club leaders often planned, facilitated or performed activities. Teacher patrons, subject teachers, matrons and school leaders supervised, advised, protected time or arranged content, while visiting PCCB officers occasionally provided specialist input.

Distributed facilitation positions students as producers rather than passive recipients. Preparing songs, drama, debates, and discussions requires members to interpret messages for peers. The chairperson’s mobilizing role demonstrates peer leadership as an implementation resource.

“We are guided every week to prepare the work we will do in the club.” (Student A3)

“The club chairperson also encourages us to attend every week.” (Student A4)

“Our leaders are the ones who plan the work to be done.” (Student B1)

Adult involvement varied considerably. Some subject teachers regarded the club as the responsibility of its patron and became involved only when invited. Others used club members as classroom resources, asked them to explain what they had learnt, or adapted songs, drama and debate for lessons. Students noticed this difference. Some described teachers as present and encouraging; others said help was limited. The quality of the club therefore depended partly on whether responsibility was shared across the school or left to one enthusiastic adult.

“The club is mainly the responsibility of the teacher patron; as a subject teacher, I am not directly involved.” (T1)

“Club members often answer questions accurately, so I use them to help explain issues of

corruption, integrity, and accountability to the class.” (T5).

4.3 Bringing Classroom Ideas Into Practice

Across all four schools, students and staff connected PCCB activities with Civics and Tanzanian History and Moral Education. They linked the clubs with corruption, good governance, citizenship, rights and duties, national values, equality, peace, dignity, patriotism, responsibility and misuse of public office. Students said the club helped them revisit classroom ideas through discussion and performance. Teachers said members often entered lessons with stronger examples, a wider ethical vocabulary and greater confidence in talking about public issues.

Students described reinforcement when the same concepts appeared in class and club; elaboration because members could discuss in depth; and application through performance, games, seminars, and tours. The clubs did not simply add content—they changed the mode of knowing.

“It helps us do things more practically.” (Student A5)

“We get time to discuss in greater depth.” (Student A6)

“Many of the songs we sing connect directly with what we learn in Tanzanian History and Moral Education.” (Student A1)

“In the club we learn more through practice; in the classroom it is more theoretical.” (Student B5)

“In Civics we learn to be good citizens, to have integrity, and to work hard, so the club helps us understand.” (Student B2)

Confidence was another benefit. One student said the club helped members become self-confident, which matters because recognising wrongdoing is insufficient if a learner cannot speak, question, refuse, or report. Participants linked club and classroom learning bidirectionally: experience helped them understand teaching, while curricular concepts gave language to activities.

The curriculum connection was clear, but it was not organised in the same way everywhere. Some teachers used PCCB leaflets and club examples in lessons, invited members to teach their peers, or reused songs, drama and debate. Others recognised the link but did not actively build it into teaching. One teacher explained that corruption was no longer an explicit topic in the revised curriculum, which made the club particularly important. In practice, the strength of the classroom–club connection often rested on the initiative of an individual teacher.

“The club helps students understand classroom topics in a practical way.” (T2)

“The corruption topic is no longer explicit in the new curriculum, so students now learn much of it through the club.” (T5).

4.4 Growing Ethical and Civic Confidence

When students described change, they began with familiar school situations. They spoke about returning lost property, refusing to copy assignments, discouraging examination cheating, avoiding favouritism, caring for others and following rules. They also spoke about claiming rights, helping people who were treated unfairly, reporting bribery and recognising how corruption damages equality and development. Several saw themselves as anti-corruption ambassadors or young people who could influence others.

“Before the club I did not receive enough education about corruption. I have learned many things about how to fight it.” (Student A4)

“I have learned to educate the community about corruption; if I see someone giving a bribe, I report it to the relevant authorities.” (Student A1)

“Personally, it has helped me because now I cannot buy my rights.” (Student A3)

“If I see a pen that has fallen, I ask whose it is instead of taking it; I announce that someone has dropped a pen.” (Student A1)

“Now I do not show favouritism in my school leadership.” (Student B2)

“It has helped me become more responsible.” (Student B3)

“It has made me more patriotic; now I attend national events such as the National Torch ceremony and Independence Day celebrations.” (Student B4)

“I have become a good ambassador for the anti-corruption club.” (Student B5)

“I now know my rights.” (Student B1)

“I know that corruption is an enemy of development.” (Student B6)

The example of the lost pen may appear small beside a national problem such as corruption, but that is precisely why it matters. It shows how a large public value can enter an ordinary school moment: a student sees another person’s property, resists the temptation to keep it, asks who has lost it, and helps return it. Learning to claim one’s rights without “buying” them moves the same value from personal honesty towards civic confidence.

Staff broadly supported the students’ accounts, although they were more cautious about claiming behavioural change. One teacher said that change could not

always be seen directly, but club members appeared to act as ambassadors in school and in their neighbourhoods. Others had noticed members identifying warning signs of corruption, calling for authorities to act, contributing more confidently in ethics lessons and becoming less vulnerable to manipulation. The school matron offered a different insight: performance raised morale and gave students a chance to show talents that ordinary lessons might not reveal.

“I no longer copy assignments from classmates because I understand that it is dishonest.”
(Student D6)

“When I find lost property at school, I return it instead of keeping it.” (Student D4)

“You cannot always see change directly, but club members become good ambassadors at school and in their neighbourhoods.” (T1).

Students said the club influenced the wider school through slogans, fair treatment, and the idea that learners become anti-corruption ambassadors. Ambassador language suggests an identity carrying responsibilities beyond meetings. Yet the transcript does not establish how non-members responded, whether reporting channels were safely used, or whether described changes persisted. The evidence supports perceived proximal agency, not verified reduction in corruption.

A tension appeared between obedience and critical citizenship. One School A student viewed greater obedience as positive, while others emphasised demanding rights and reporting wrongdoing. School B’s references to non-favouritism and patriotism broadened integrity from private honesty to leadership and civic participation. Integrity education needs rule-respect and reasoned scrutiny. Responsible citizenship should not equate accountability with unquestioning compliance; students need to learn when to follow legitimate rules, how to question unfair practices, and how to use evidence and due process.

4.5 Keeping the Clubs Active Amid Practical Constraints

The practical conditions of club work differed sharply, even within the same school. Students described meetings cancelled during examinations, clashes with other school programmes, small membership, weak attendance, limited equipment, rare visits from PCCB officers and sessions that became repetitive or too theoretical. Staff added competition between clubs, limited follow-up, lack of training, low motivation and the absence of a clear operating guide. These accounts show how easily a club can lose momentum when it depends on one teacher’s energy or on an occasional visitor.

“We do not have the working materials needed to run the club.” (Student A1)

“We use more theory than practice because of shortages of equipment such as a television or projector.” (Student A3)

“The number of club participants is small; the school has many students, but members are few.”
(Student B1)

“Sometimes the class period overlaps with club activities.” (Student B3)

Schools generally provided a timetable period, appointed teacher patrons and, in some cases, paid teachers’ travel costs for training. PCCB support included coordinators, visits, leaflets and advice, but it was not experienced consistently. Some participants said officers rarely visited or that schools lacked a clear guide; others felt that time and materials were adequate. Rather than cancelling one another out, these accounts point to uneven implementation across schools and between different roles within a school.

“They provide leaflets, but there is no clear guide for running the club.” (T1)

“PCCB officers should spend more time visiting students instead of waiting for teachers to invite them.” (T3)

Participants proposed a consistent set of improvements: training and guidance for teacher patrons; more seminars and visits from PCCB officers; study tours; inter-school competitions; certificates or awards; protected meeting time; practical and media-based activities; adequate books, posters, projectors, televisions, laptops, and leaflets; broader recruitment; and better coordination with other clubs. Students wanted clubs to feel active, visible, and connected to real institutions.

Students named sufficient materials, teacher-student cooperation, protected time, study tours, recruitment campaigns, competitions, television-based club showcases, participation in national events, and regular PCCB visits as supports. Motivation included recognition, teacher-patron encouragement, games, entertainment, invited public figures, drama, tours, and opportunities to demonstrate an active club. Engagement was social, affective, civic, and instructional.

Several suggestions are feasible with modest resources. A protected weekly slot, rotating roles, printed scenarios, debate prompts, peer-produced posters, reflection journals, and teacher attendance do not depend on advanced technology. Visits, projectors, transport, and guests require coordination. A tiered model could secure a low-cost core while scheduling periodic high-impact experiences.

Students wanted more learners to join. Recruitment matters because normative influence depends on visibility and connection to the wider school. Open performances, class mini-dialogues, assemblies, and ambassador activities could extend influence without requiring universal membership. Inclusion should be monitored so participation does not become limited to already confident students.

5. Discussion

First, the clearest finding across the four schools was that students wanted to do something with ethical ideas. Drama, debate, role play, songs, seminars, case discussions, guest speakers, media and visits turned corruption from an examination topic into a situation involving choices, rights, duties, consequences and institutions. Teachers largely agreed, noting that club members were often better prepared to discuss ethics and corruption during lessons.

This finding supports UNESCO and UNODC's (2024) call for active learning, but it also shows what active learning can look like in a Tanzanian school. Oral poetry, songs, dance, and drama are not decorative additions; they are familiar ways of telling stories, teaching peers, and holding attention. Their value grows when the teacher patrons help students discuss what happened after a performance: Who was harmed? What choice was available? Who had power? What could a student safely do?

The club was also a social learning environment. Students observed adults and peers, took leadership roles, and publicly rehearsed ethical positions. Bandura's (2001) account of modelling and self-efficacy explains why confidence appeared alongside knowledge. The student who described reporting bribery articulated perceived capacity to act. That capacity requires accurate procedures, confidentiality, protection against retaliation, and clear boundaries between suspicion and evidence.

Second, students and staff described a reciprocal bridge between clubs and Civics or Tanzanian History and Moral Education. Classroom lessons supplied concepts, while clubs offered rehearsal, examples, peer teaching, and institutional exposure. The bridge was strongest where teachers deliberately invited members to explain ideas, reused club methods, or connected public cases with classroom competencies. It remained weak where subject teachers saw the club as solely the patron's responsibility.

Transfer should not be assumed from thematic similarity. Singing about integrity is not the same as choosing integrity under pressure. The theory of planned behaviour suggests attitudes and norms interact with perceived control (Ajzen, 1991). A student may value honesty but lack a safe reporting channel, fear exclusion, or expect adults to ignore a concern. Integration should therefore include scenario complexity and institutional

competence: whom to approach, how to document, when confidentiality applies, and what due process requires.

The lost-property example indicates near transfer into daily conduct and suggests an assessment route. Schools could supplement knowledge questions with age-appropriate scenarios, observed club tasks, reflective portfolios, and peer-service projects. Assessment should remain developmental and avoid turning moral education into surveillance or public ranking.

Third, taken together, the accounts suggest a movement from awareness towards agency. Students described refusing dishonest academic behaviour, returning property, challenging favouritism, claiming rights, helping others and reporting bribery. Staff noticed stronger participation, wider knowledge, ambassador roles and a greater ability to identify signs of corruption. These are encouraging signs, but the study did not observe the students over time and therefore cannot show whether the reported changes were sustained.

Integrity education should not place responsibility for systemic corruption on children. A club can cultivate voice, but schools and public institutions must provide responsive systems. If officials rarely visit or procedures are inconsistent, students may learn that integrity is celebrated symbolically but weakly supported. Research on corruption in education underscores that credibility depends on transparent management, professional standards, and accountability across institutions (Hallak & Poisson, 2007; Heyneman, 2004).

Norm messages require careful framing. Repeating that corruption is everywhere can create a descriptive norm that wrongdoing is common. Social-norm interventions work better when they identify credible reference groups and achievable positive behaviour (Tankard & Paluck, 2016). Clubs can emphasise that peers value fair treatment, many students act honestly, and collective procedures exist for addressing concerns.

Four, students and staff were remarkably consistent about what would help: protected time, trained teacher patrons, a clear operating guide, engaging materials, study tours, guest speakers, media activities, inter-school competitions, certificates, broader membership and regular contact with PCCB. Their different views about whether time and materials were adequate also suggest that support should begin with a school-level needs assessment rather than the assumption that every club faces the same problems.

A feasible model has four layers. Schools protect a weekly period and appoint a trained patron with a backup. Students rotate leadership and maintain an activity portfolio linking each session to a curricular concept and practical skill. The club conducts at least one school-wide activity per

term and recruits inclusively. PCCB or district partners provide age-appropriate materials, periodic visits or remote interactions, and a referral protocol for questions beyond a teacher's mandate.

Standardisation can support accuracy, safeguarding, and continuity, but over-scripted material may weaken ownership. A modular pack could combine cases, reporting information, reflection questions, drama templates, debate motions, song or oral poetry prompts, and low-technology alternatives. Study tours should include preparation and reflection so they function as learning sequences rather than rewards.

At school level, integration requires collaboration among subject teachers, the patron, and leadership. School-wide procedures should model values through transparent selection, clear rules, accessible complaint channels, and respectful responses. Adult conduct is part of the curriculum students experience.

For PCCB, occasional visits are unlikely to sustain a multi-school programme. A workable regional model would provide a concise operating guide, annual orientation for teacher patrons, cluster-based visits and competitions, age-appropriate print and digital materials, and clear referral information. Monitoring should examine participation, quality of activities, curriculum links, institutional responsiveness, and student reasoning—not only the number of registered clubs.

Teacher development should address facilitation of controversial discussion, drama debriefing, safe management of disclosure, age-appropriate legal concepts, and nonpartisan instruction. Teachers need clarity about referral responsibilities if students disclose suspected wrongdoing. For researchers, future studies should compare schools, include non-members, observe sessions, interview adults, analyse artifacts, and follow learners over time.

6. Conclusion

Taken together, the four schools show that PCCB clubs can bring anti-corruption education into the ordinary life of a Tanzanian secondary school. Students and staff described learning through drama, debate, role play, songs, discussion, seminars, media, guest speakers, reading materials and study tours. They connected these activities with honesty, equality, rights, responsibility, good governance, patriotism, dignity, peace and accountability.

The clubs' strongest contribution was not another slogan about corruption. It was a recurring space where students could speak, perform, question, lead, and connect public values with school life. Staff evidence shows that this space can also enrich classroom teaching, but only when teachers recognise club experience as a resource rather than an activity belonging solely to the patron.

For PCCB clubs to last, schools need protected time, prepared teacher patrons, active student leadership, simple operating guidance, clear links with Civics and Tanzanian History and Moral Education, practical materials, regular contact with PCCB, safe information about reporting, inclusive recruitment and fair school procedures. These four Dar es Salaam cases do not provide a national verdict. They do, however, show that integrity education becomes credible when students can practise it, teachers can connect it with learning, and institutions respond consistently and accountably.

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