

Assessment of Student leadership Training program based on Student Leaders Perceptions: Case of a Private Secondary School in Zimbabwe.

Constance Chifamba, Florence Zimunya , Tafadzwa Nembaware;, Naume Dimairo
Solusi University, Zimbabwe

Abstract

The purpose of this was to evaluate the effectiveness of Student Leadership training program carried out for the newly elected student leaders of a private secondary school in Zimbabwe. A qualitative descriptive case study was used in this study. Ten 10 student leaders were purposively selected from a total of 24 student leaders. In-depth interviews were used to solicit the student leaders' perceptions on the effectiveness of the student leadership training offered to the newly elected student leaders. Data collected was analysed using thematic Analysis. Findings of the study indicate that the student leadership program was deemed effective as it became an eye opener for most of the student leaders as it helped some to change their attitudes for better. The major strengths of the training program that were highlighted include that firstly the timing was very appropriate, coming soon after the installation and inauguration of the new leaders, before they assumed duties so they could be adequately equipped so as to avoid making blunders. Secondly, the training included team building activities and thirdly, that it was grounded on Christian principles such as honesty, integrity and Commitment to serve and uphold the school rules in an exemplary way. This equipped the budding leaders with key leadership skills and competencies such as interpersonal skills, effective communication skills, decision making strategies, problem solving skills as well as collaborative skills. Most participants opined that they got to understand their duties and responsibilities better and could feel confident to function as liaison between student body and faculty. On the other hand, the student leadership training had a major limitation of time constraint. Hence some of the topics were scantily covered and others such as issues of punishment were not covered at all. In conclusion, student leadership training should be considered seriously as an essential training not only of student leaders but as an opportunity to nurture and groom budding leaders for tomorrow. The study recommends that in future, the training could be more effective if it is carried out for 2-3 consecutive days or if it is split into 2 distinct phases, thus allowing for more interactive team building activities.

Key words: Student leader; Distributed leadership; Systems theory;

1. Introduction

In almost all disciplines, to a great extent, the success of the organization is determined by the quality of leadership. In educational institutions, the quality of leadership determines the motivation of teachers which in turn determines the quality of teaching in the classroom as well as the way the day to day activities are performed in the whole school (Sergiovanni, 2001). Leadership is a way of influencing people to successfully achieve desired goals. Northouse (2004) defines leadership as a process of influencing people to achieve common goal(s). It is the act of directing a group towards a desired end. Leadership as a system concerns with components connected and interconnected, whose job is oriented towards to the goal (Ramosai & Berisha, 2014). Student leadership is a process where students work under school administration to lead fellow students. Student Leadership is leadership of students by their fellow students leaders. Student leadership entails some students shepherding their colleagues to pursue common affairs and enhance their welfare

(Kuranchie & Affum, 2021). Student leadership forms an interface leadership between the school leadership and student body. The training of student leaders ensures that there is a smooth running of the school day to day activities with student leaders being directly involved. Student leadership training is a way of nurturing and grooming students for leading fellow students. While these budding leaders are groomed into mature leaders they may also be prepared to be successful future leaders in the wider sphere. Hence the process of training these young leaders need to be taken seriously as it lays the foundation for future leaders (Kambuga and Omollo, 2017). Unfortunately there is dearth of literature on student leadership. Few studies available posit that there is limited studies that have been conducted on the prefects (Tsikati & Magagula, 2019; Otieno 2001). This effectively means that schools around the world must collaborate in studying the work of prefects. Wambulwa (2004) found that the involvement of learners in school administration and operations results into school improvement.

1.1 Statement of problem

Every year schools elect or appoint student leaders. This group usually comprises of some incumbents and some new student leaders. Hence there is always a need to train and retrain student leaders every year. However, even after the training some student leaders still face challenges in some grey areas as they perform their duties. What could be the reason for this? One possibility is that there could be some gaps in the focus of the training. This study seeks to evaluate the effectiveness of the student leadership program recently offered to a private secondary school.

1.2 Purpose of study

The purpose of this study is to evaluate the effectiveness of student leadership training rendered to a group of student leaders from a private secondary school. The main aim of carrying out this exercise is to improve the training of student leaders and ensure best practices when the student leaders perform their duties.

1.3 Research Objectives

The major aim of the study was to evaluate the effectiveness of the student leadership program by achieving the following objectives;

1. To establish the benefits from the student Leadership training program.
2. To analyse the strengths of the student leadership program
3. To determine the gaps in the student leadership training program.
4. Make recommendations on how best to improve the student leadership training program

1.4 Research Questions

The study sought to answer the following research questions.

1. How did student leaders benefit from the Student leadership training program?
2. What are the strengths of the Student leadership training Program?
3. What are some gaps observed in the student leadership training program?
4. How best could the student leadership training program be improved?

2.0 Literature Review

The study is informed by two important theories. These are; the Social systems theory and the Distributive leadership Theory. These two theories underscore the significance viewing the school as a subset of society. With this view in mind, the school as a mini society has a similar hierarchical structure. Leadership functions

are considered more efficient when roles and responsibilities are distributed respecting the social structure and its leadership hierarchical roles and responsibilities.

2.1 The Social Systems Theory

The social systems theory, in sociology views the society as a complex arrangement of elements, including individuals and their beliefs, as they relate to a whole (e.g., a country). Social systems theory focuses on the study of society as a macro system with its smaller micro social system components. Social Systems Theory originated during the 19th century as the product of two key sociologists, Hebert Spencer and Emile Durkheim as an interdisciplinary approach of explains how social systems function in general (<https://www.britannica.com/topic/systems-theory>). Society is considered as a complex systemic structure comprising of many subsystems and subunits

In this case the school is viewed as a microcosm of the larger society. It is considered a vibrant, active social system, which consists of a hierarchical structure (school head, departmental chairpersons, teachers, ancillary staff, student leaders, students and other key stakeholders) positioned in different statuses and performing different roles so as to achieve the desired educational goals in a stable social system (Kasowe & Dambudzo, 2016; Kuranchie & Affum, 2021).

Each sub-unit in the school system is assumed to work collaboratively and coherently to achieve set goals. In the performance of their roles,

Based on the social systems theory, the sub- units are inter-dependent, and network with each other to achieve the common goals. For a stable and effectively functional school, the Social Systems Theory emphasizes the need for the all sub-units to work in a co-ordinated and coherent manner for the entire school system to accomplish its goals (Kuranchie & Affum, 2021). Lack of such coordination among the sub-units of the whole will render the school as a social system, to be considered as dysfunctional.

In the hierarchy of the school social structure, student leadership Is a constituent of the larger school system. This sub unit of the larger school leadership system rightly needs to be recognised, appreciated, permitted and supported in order for the duly appointed leaders to execute their duties with efficiency (Kuranchie & Affum, 2021). Hence the need to have a well-structured student leadership trainings before they assume their responsibilities was very imperative.

2.2 Distributed Leadership theory

Another important supporting theory for the practice of engaging students in school leadership is distributed leadership theory developed by Edwin Hutchins in the 1990s

Despite the varied definitions of distributed leadership, Dampson, Havor & Laryea (2018), posit that it ranges to shared leadership between school administrators to shared leadership and responsibilities with a wider network including administrators, teachers, students and support staff. According to Woods, (2004) distributed Leadership is practically shared leadership practice. In other words, since shared leadership involves the flattening of the hierarchical leadership structure it is associated with several benefits to the educational institution (Harris, 2007). Such benefits include multi-agency capacity building (Kasowe & Dambudzo, 2020). When school that increases collaboration among key stakeholders (school administrators, teachers and prefects). Most of these benefits associated with distributed Leadership are further elaborated in the next section under the subheading significance of the study.

2.3 Significance of Student leadership

Studies indicate that student leadership plays a pivotal role in school governance by building essential leadership skills such as confidence, motivation, discipline and interpersonal skills (such as teamwork, social intelligence, effective communication) among the students. The use of trained student leaders is associated with several benefits. Research indicates that there are several benefits associated with grooming student leaders (Kasowe & Dambudzo; Gupta, 2018; Tsikati & Magagula, 2019). Student leaders should be given training on leadership skills so as to allow them to perform their duties diligently because future leaders of our society are today's leaders in schools (Kambuga and Omollo, 2017; Kuranchie & Affum, 2021). If properly practiced, students leadership creates growth of trust between teachers and students, which in turn helps to develop relationships (Kirea, 2015).

1. Engaging different stakeholders in leadership who have a role to play in the management of the school as demonstrated in distributed Leadership promotes capacity building in schools. This in turn increases leadership efficiency as the key leaders are relieved of excess pressure.
2. In addition, shared leadership and shared vision increases collaboration among key stakeholders (school administrators, teachers, and prefects) who contribute to the development means of leadership capacity in the school (Woods, 2004).
3. Engagement of these key stakeholders in leadership enhances development of the spirit of unity and excellence in capacity building across the school system (Kasowe & Dambudzo, 2020)
4. Student leaders help school administrators to enforce discipline behaviours to their colleagues inside and outside the classroom, in dormitories and in the dining hall (Njue, 2014).
5. In addition, student leaders may play a role of assisting teachers to organize and maintain order in different activities in a friendly manner amongst the students (Lou, 2004; Morapedi & Jotia , 2011)
6. The training of student leadership not only prepares student for leadership but also for good followership (O'Brien, & Kohlmeier, 2003).
7. Involvement of students in leadership helps learners to develop a sense of belonging as they e get involved in participating in some decisions on the affairs of their institutions. This creates a friendly and congenial learning environment (Kyei-Badu, 2010)
8. Student leadership promotes the distributed leadership attitude of shared leadership and shared vision this promotes unity among school administrators , teachers and students (Kasowe & Dambudzo, 2016; Kuranchie & Affum, 2021).
9. Furthermore, students also become more positively predisposed towards school goals and objectives when governance is shared (Obondo, 2000).
10. There are also psychological benefits associated with student leadership in through fellow peer counseling from student leaders other students may boost self confined, gain self-concept, self-esteem and further develop decision making skills. These softskills are ore great assets when one leaves school and joins the world of work (Kuranchie & Affum, 2021)

2.4 Training of Student Leaders

Training is very essential as it exposes student leaders to their responsibilities and empowers them to know their parameters of their jurisdiction as guided by instructions and rules of work and there should be clearly stated tasks they would perform (Kyungu, 2009). As an effective leadership training helps to efficiently and harmoniously lead students from diverse socio-cultural and economic backgrounds.

In addition, training of student leaders equips them with contemporary leadership skills and competencies that enhance their effectiveness as they perform their roles. Such competencies include interpersonal skills, communication eloquence, etiquette, patience and empathy, articulate public speaking, ability to establish positive, productive rapport with fellow students,

Training enables student leaders to be abreast of their roles and responsibilities. It also helps them to know their limits. It is highly relevant for school authorities to expose prefects to their functions and scope within which they would operate (Okumbe, 2009). Furthermore, training of prefects helps them to efficiently and harmoniously lead students from diverse socio-cultural and economic backgrounds.

2.5 Components of Leadership training program

The components of a leadership training program are determined by the roles they are expected to play. The general roles of student leaders may include but are not limited to the following outline according to Kuranchie & Affum, 2021.

1. Function as liaison between administration and student body. Working in Liaison with teachers and students (Representing of both teachers and students), they are expected to be cooperative, helpful, well-mannered, trustworthy, and responsible.
2. Support the ethos of the school and promote the school rules, school regulations and school core values
3. Be good time managers- Be punctual for duties and attend all academic appointments as well as student leader meetings where possible
4. Be role models in all areas, in life style, in academics as well as in grooming and orderly behavior.
5. Demonstrate a life of integrity: Unflinchingly standing for the right and vying for justice for all students.

An ideal student leader is expected to possess or demonstrate the above outlined qualities. The qualities are generally used as criteria for selection of student leaders. However, as the old debate goes “are leaders born or made?” some of these qualities may not always be naturally there in some student leaders. Indeed effective leaders are both born and made. There is need for training them. This helps to sharpen these leadership skills and competencies. The training of student leaders focuses on the following leadership skills and competencies. Research also indicates that good discipline, confidence and academic competence are the main qualities that teachers used to select a student to be a leader. Studies indicate that effective student leaders develop a good rapport with both administrators and students so that they work as liaison between the two groups (Fogleman, 2006; Gupta, 2018; Njue, 2014; Wambulwa, 2004)); although studies in Botswana, by Morapedi & Jotia (2011) seem to contradict these findings.

Other studies emphasize time management. This is well supported even from the biblical text from Ecclesiastes 3:1 which clearly states that “*to everything there is a season; A time for every purpose under heaven*”. It is important for all leaders to be role models of time management by being in time rather than be on time. Effective leaders should never be time-wasters for time is a valuable commodity. Results of poor time management include; inability to maintain balance between leadership responsibilities and academic expectations. This usually leads to stress burnout and poor performance in all areas (Rampton 2020). This is detrimental not only to the health of the individual but to the health of the whole institution. Hence student leaders are encouraged to develop a balanced lifestyle of self-disciplined, effective time management.

As the liaisons between student body and school administration, student leaders are also expected to develop effective interpersonal skills. This entails good rapport and effective communication. Such communication skills include listening and knowing when to say what to say. Since students come from diverse backgrounds, some just need someone who can listen to them. Otieno, (2001) asserts that an effective leader listens more than talking and probes more than pushing. Developing the art of communication helps leaders to solve

problems diplomatically and amicably. Otieno goes on to insist when student leaders are good listeners, they can be flexible and open to a variety of perspectives this helps them to creatively resolve issues. To sum up, a student leader may be described as liaison person, a motivator, encourager, a role model as well as an inspirational leader who is respectful, obedient, optimistic, diplomatic and responsible so that he firmly leads but without force or coercion .

Based on these expected roles of student leaders, the components of the training program were determined. These included the following topics; Roles and responsibilities of student leaders, Interpersonal communication, time management, healthy lifestyle & grooming, Motivation. In addition, team work and cooperation were taught through practical team building activities where all the student leaders were engaged.

3. Research methodology

The study followed an interpretive paradigm. Since its main aim was to evaluate the effectiveness of the training program, a qualitative approach using descriptive case study was the best to use in order to get the participants perceptions. According to Yin, 2009, case studies are preferred in the following situations where they provide answers to questions such as who, how and why. In addition cases studies are best in situations where researcher has very little control over the events and the focus is on a contemporary phenomenon (Yin 2009). Since Case studies aim to analyze specific issues within the boundaries of a specific environment, situation or organization (Cresswell, Maxwell,) this design was considered the best suited since this study sought to analyze the effectiveness of a leadership training program offered to a specific private College.

Ten of the 24 student leaders were purposively selected so that there is representation of the key leaders as well as gender balance. Semi structured interviews were used to get responses from the participants. Data collected was cleaned, coded and transcribed so as to get the themes. Themes were organized into clusters and inductive thematic analysis was carried out.

4. Results and Discussion of Findings of Student Leadership Training

The participants were coded (Using letter P and a number) as each was interviewed. The obtained data was transcribed and analyzed for recurring themes. The major theses based on the response to the research questions were the benefits from the training, the possible gaps in the program and the recommendations for improving the program. Since this study is an evaluative case study, the participants responded to the questions posed and also gave suggestions and recommendations for improving the training program.

4.1 Main Research question

What are the Student leaders perceptions about the effectiveness of the student Leadership training (SLT) they received?

There were mixed observations about this question. While most student leaders indicated that the training program was an eye opener, yet they still feel that there is need to improve some aspects of the training program. This is evident from the following responses...

The Leadership training program was described by these budding leaders as an “eye opener for learning leadership techniques” (P9). The training of budding leaders before assuming duty was considered very appropriate by most of the participants as it resulted in helping bring “change of attitudes on how to handle issues among the students & prefects “.

Although there are few areas that need improvement, the general consensus of the student Leadership training program is that it was quite effective as indicated from the participants responses “ it was effective to a greater

extent as it made most student leaders change their ways of handling situation for a good cause and be able to lead by example” (P5). Another respondent echoed a similar observation as follows, “to a great extent the training was considered very effective” (P10).

4.2 Research Question One

What are the benefits realized from the student leadership training program?

Almost all the participant of the study indicated that the leadership training program was very beneficial, especially for those who had not been prefects before. Even those who had been in leadership previously testified that the training “*was an eye opener*“. The training was greatly valued as it came soon after installation and inauguration of the student leadership. Several participants, P1, P2 . P3, P6 and P7 indicated that it clearly spelt out “*the roles, duties and responsibilities of student leaders*”

In addition the young leaders indicated that they learnt the importance of developing key leadership traits and skills such as integrity, living exemplary lives and teamwork (P10) especially through the team building activities. This is well supported by Kyungu (1999) who posits that prefect candidates are expected to be polite, honest, reliable, punctual and hardworking at all times.

Another critical attribute of leadership which some respondents commended the leadership training was that it emphasized that student leaders should live as role models whether at school or outside school . P9 stated that “we learnt to lead by example, be empathetic working as liaison between faculty and students. This is in line with Kyungu, 1999, who asserts that prefects should also be exemplary and disciplined as they uphold school rules

Additionally, some participants indicated that they learned problem solving and strategic decision making skills (P1, P5). One of the key strength mentioned was the emphasis on ability to “organize, plan and strike a balance between leadership responsibilities and academic responsibilities” so as to stay motivated and avoid leadership burn out.

Furthermore, some student leaders indicated that they benefitted well from the training as they were oriented on the significance of their role as liaison between faculty and students body. Some indicated that they learnt the importance of developing interpersonal skills, effective communication and giving timely feedback (P8) so as build rapport between these two groups. This concurs with other studies on roles of student leaders. (Njue, 2015 ; Gupta 2018 , Wambulwa, 2004) who emphasized the role of prefects as link pin, not as spying on the students; but rather to establish and nurture collaborative relationships between the students and school administration.

Respondents P3 and p 5 echoed the same sentiments stressing that the training helps young leaders to develop strategic decision making skills, interpersonal skills, “ dealing with people of different. Developing effective communication and good interpersonal skills in turn helped boost confidence on “*how to effectively give feedback, how to be caring leaders who are empathetic, who listen to students , who are responsive to people’s problems so as to motivate others and inspiring some* “(P5, P10).

4.3 Research Question two

What are the strengths of the Student leadership Training program?

The student leadership program was organized a few days after the installation and inauguration of the student leaders. The timing was appropriate, before the new student leaders assumed duty and make blunders; as P2 & P8 indicated that “*we were taught about the expected leadership duties and how to discharge them with*

integrity “ (P2), “*providing guidelines for leadership roles and expected behaviour such as punctuality, communications, respect courtesy time management, integrity*” (P8).

Commenting on the expected leadership behaviour P4 added. “*We were taught about how to gain or earn respect and not force*” students to obey or respect leadership. Another strength pointed out was that the training was founded on Christian values as P10 puts it they learnt “*leadership skills, Christian Moral values, integrity, honest n uprightness*” . P1 also added that we learned about the importance of integrity, “*how to differentiate good from bad behaviour*”

Lastly another major strength of the program was that it was conducted by well-seasoned competent experts from different fields, including, Business management, Education and Theology. This was indeed impressive as one of the participants pointed it out in appreciation. ”Thanks to our training team” (P7)

4.4 Research Question Three

What are some gaps that were not addressed by the student Leadership program.

Considering that this student Leadership training was carried out in one day means some of the crucial topics on leadership had to be left out. Among the key topics that were not well covered in the Student leadership training is conflict resolution and dealing with offenses, “*how to handle issues that require punishment*” as pointed out by some of the respondents

4.5 Research Question Four

How best could the student leadership program be improved?

In the interest of time, the program was conducted in an indoor environment. Considering that the day was packed with activities it was recommended by most of the participants is that it might be better if the program was spread over 2-3 days as a campout. This way it could improve the program in the following ways;

- a. Allow more time for more interactive learning and question and answer segment,
- b. Provide opportunities for learning in a refreshing relaxed atmosphere.

Another recommendation suggested by participants was that if possible the student Leadership training could be split into two phases; first phase before the new leaders assume duty and second (follow up) phase after 3-4 months. This could help assist the young leaders on any new unexpected leadership issues that may have risen that the budding leaders may need guidance on.

5. Limitations of the study

This study was conducted during the time when the Covid 19 pandemic was not completely under control the data was collected through online and telephone interviews. However, since the participants were readily accessible some follow up questions were done with the participants and their key leaders.

6. Ethical considerations

Informed consent was obtained from the school authorities. All the 10 participants of the study were assured of confidentiality and that participation is voluntary. The authors are not conflicted in any way since they are not affiliated to the institution under study.

7. Conclusion and Recommendations

It can be arguably concluded that training of student leaders is of paramount significance for educational institutions (Otieno, Njue, 2015; Tsakati & Magagula, 2019; Kasowe & Dambudzo, 2016). The study

explored the effectiveness of the Student leadership training program conducted at a private educational institution. Most of the participants confirmed that they greatly benefitted from the training exercise. However, there were some gaps observed in the training. Of particular note is how to handle issues that require punishment of students. The study recommends that the training could be further improved by spreading it over 2-3 days or offering the training in 2 distinct phases.

Recommendation for further study,

The study recommends that a similar study could be carried out using quantitative approach to assess the effectiveness of the Student Leadership training program.

8. References

1. Brady, B. (2007) Developing children's participation: Lessons from a Participatory IT Project. *Children and Society*, 21, 31-41.
<https://www.britannica.com/topic/systems-theory>.
2. Dampson, D.G., Harvov, F.M. and Laryea, P.
3. Distributed Leadership an Instrument for School Improvement: The Study of Public Senior High Schools in Ghana *Journal of Education and e-Learning Research*, ISSN(E) 2410-9991 / ISSN(P) 2518-0169. DOI: 10.20448/journal.509.2018.52.79.85
4. Gupta, A. K. (2018). Impact of leadership position in high school on student outcomes – An evaluation. *IOSR Journal of Humanities and Social Science*, 23(6), 31-38. Retrieved from www.iosrjournals.org. DOI: 10.9790/0837-2306013138
5. Fogleman, G. R. (2006). The leadership-integrity. In concepts for air force leadership. Retrieved from <http://au.af.mil/au/awc/awcgate/au-24/fogleman.pdf>
6. Kambuga and Omollo; *ARJASS*, 2(3): 1-10, 2017; Article no.ARJASS.32037
7. School administration should endeavour to involve student leaders in their decision- making.
8. Kasowe, R & Dambudzo, I (2016). An Analysis of Distributive Factors Related to Affective Organisational Commitment of Secondary School Teachers In Mashonaland Central Province of Zimbabwe. *International Journal of Innovative Education Research* 4 (3):5-12, July-September, 2016 www.seahipaj.org ISSN: 2354-2942 <https://seahipaj.org/journals-ci/sept-2016/IJIER/full/IJIER-S-2-2016.pdf>
9. Kuranchie, A., & Affum, P. K. (2021). The Pathways to Student Leadership and Effects of Training on Students' Leadership Competence. *International Journal of Academic Research in Progressive Education and Development*, 10(1), 114–129.
10. https://hrmars.com/papers_submitted/8329/the-pathways-to-student-leadership-and-effects-of-training-on-students-leadership-competence.pdf
11. Kireia H. M. (2015). Challenges faced by prefects in managing students' discipline in secondary schools in Buuri sub-county, Kenya. *International Journal of Economics, Commerce and Management United Kingdom*. 2015;3(7):552-565.
12. Lau S. (2004) *Leadership training for prefects in a secondary school: An action research*. The University of Hong Kong; 2004.
13. Njue N.K. (2014) Prefects as a link between the students and the administration in the upholding of discipline in public secondary schools in Gatundu North District in Kenya. *Online Journal of Social Sciences Research*. 2014;3(5):94-101.
14. Morapedi Z, Jotia A. (2011) Building democratically active citizens through the prefectship system in Botswana schools. *Current Issues in Education*. 2011;14(1). Available:<http://cie.asu.edu/ojs/index.php/ceatasu/article/view>
15. Northouse, P. G. (2004). *Leadership theory and practice*. (3rd ed.). London: Sage Publications.128

16. Obondo, A. (2000). *Politics of Participatory Decision-Making in Campus Governance*. Nairobi: University of Nairobi.
17. Otieno, J. (2001). *How to establish an effective prefects system in your school*. Kenya, Kapsabet: Kenya Educational and Technical Publishing Services.
18. Rampton, J. (2020). *How time Management can help you avoid Burnout*
19. <https://www.entrepreneur.com/living/how-time-management-can-help-you-avoid-burnout/345091>
20. Sergiovanni, T., 2001. *Leadership: What's in it for schools?* , London: Routledge Falmer
<https://www.routledge.com/Leadership-Whats-In-It-For-Schools/Sergiovanni/p/book/9780415230711>.
21. Tsikati, A.F &. Magagula, T.F. (2019). *Leadership Skills Needed by High School Prefects in the Manzini Region of Eswatini*
22. https://journalofleadership.org/jole_articles/leadership-skills-needed-by-high-school-prefects-in-the-manzini-region-of-eswatini/
23. United Nations International Children's Emergency Fund [UNICEF]. (1989). *The United Nations Convention on the Rights of the Child*. Retrieved from <https://www.unicef.org.uk/>
24. Wambulwa, E. (2004). *The role of prefects in school administration in secondary schools in Kakamega District* (Unpublished thesis). Baraton University, Kenya.
25. Watt J. Student leadership and school improvement: How can school leaders involve students in the school improvement
26. process through developing students as researchers? Research Associate Summary Report; 2008. Available:www.ncsl.org.uk/publications
27. Yin, R. (2009) *Case Study Research: Design and Methods*, fourth edition, Thousand Oaks, CA: Sage Publications. https://www.sagepub.com/sites/default/files/upm-binaries/46240_Farquhar.pdf