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Student Leaders' Perspectives on University Training, Contribution to the University and Challenges Faced in Uganda

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Abstract: *Student leaders serve as key intermediaries between the university administration and the students' body, yet their dual identity as leaners and leaders often creates exceptional pressures. This paper therefore explored student leaders' perspectives regarding the efficacy of their university provided training, their perceived contributions to the campus administration, and the systematic challenges they encounter. Using a qualitative approach and a phenomenological research design, data were collected from 22 student leaders and three administrators in charge of students' affairs from the dean of students' office. The findings indicate that while training programs effectively address skills such as administrative tasks, they often lack depth in skills such as conflict resolution and emotional intelligence. Participants identified key contributions such as policy influence as their primary impact while citing challenges such as academic burn out and inadequate administrative support as significant barriers to success. The study concludes that universities should shift from generic, task-oriented training toward comprehensive capacity-building models that prioritize emotional intelligence and structural support. To ensure student leaders can successfully balance their academic and administrative roles, institutions must invest in ongoing mentorship programs, proactive conflict-resolution frameworks, and institutionalized workload relief.*

Keywords: *Students' leaders, Student leadership in Universities, Preparation of students for leadership, Contribution of student leadership, Challenges of students in leadership*

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1. Introduction

Student leaders occupy a critical and delicate position within higher education institutions, serving as the primary conduit between the university administration and the general student body (Klemenčič, 2014). In an era where universities increasingly emphasize student-centered governance, these leaders are no longer mere figureheads; they are active partners in institutional decision-making, policy formulation, and campus stability (Lizzio & Wilson, 2009). However, this dual identity simultaneously navigating the rigorous demands of being a learner while bearing the heavy mantle of leadership exposes them to a unique set of institutional and personal pressures. Despite the growing reliance on student governance to maintain campus harmony, the institutional support structures designed to prepare these leaders often fall short. While many universities offer introductory or task-oriented training programs, these initiatives frequently focus on bureaucratic procedures and administrative tasks, leaving student leaders ill-equipped to handle the complex, emotionally charged realities of their roles. Literature suggests that gaps in critical competencies such as conflict resolution, emotional intelligence, and crisis management can lead to widespread frustration, strained relations with university management, and severe academic burnout

(Al-Youssef, 2021; Rosch & Collins, 2019). Furthermore, systemic barriers such as bureaucratic bottlenecks and inadequate administrative backing often stymie their ability to effect meaningful change, undermining their perceived contributions to campus administration. While existing research acknowledges the administrative utility of student governance, there remains a notable empirical gap regarding how student leaders themselves experience and evaluate the efficacy of the training they receive, the impact they believe they make, and the systemic bottlenecks that hinder their success. Understanding these subjective experiences is crucial for creating sustainable campus leadership models. The purpose of this study is to explore student leaders' perspectives on their leadership experiences in two public universities. Specifically, this study seeks to understand how student leaders perceive the institutional training they receive, the nature of their contributions to the university community, and the specific challenges they encounter while balancing their academic and leadership responsibilities.

1.1 Research Questions

The study was guided by the following research questions:

1. What skills and training do student leaders receive to prepare them for their leadership role in universities in Uganda?
2. How do student leaders contribute to the management of universities in Uganda?
3. What are the challenges encountered by student leaders in their leadership role?

2. Literature Review

2.1 Empirical Review

Some of the earliest universities in medieval Italy were established and managed by students (Ayele, 2016; Oanda, 2016). However, they were simply unable to provide the leadership and long-range perspective needed. Nonetheless, in some countries such as France, universities were faculty-dominated. Furthermore, student movements, introduced or strengthened student participation in governance especially in Germany (Oanda, 2016; Ayele, 2016 Meanwhile, in African countries, African students focused on pursuing social, cultural issues and agitating for better conditions students and quality of education rather than political objectives (Ayele, 2016). It is significant to note that universities in all European countries turned to the reforms of the 1960's, and today students in general have a voice, but not major power in governance (Oanda, 2016). With few exceptions, students have little, if any, power over basic academic decisions in universities worldwide. However, they have significant control over fellow students' welfare affairs. It is worth noting that students' leadership roles are evolving with more and more roles emerging in learning institutions (Njaramba, et al., 2022). It has therefore become more demanded in the 21st century than ever before worldwide because the higher education environment has become volatile, uncertain and ambiguous and with increased complexity (Njaramba, et al., 2022). This has made the development of good student leaders in university a pressing matter (Haniff & Daya, 2023). According to Joseph et al., (2008) student leadership is an integral component of modern university management, therefore supporting student leaders is not only necessary but also crucial because they are the secret weapons in supporting students (Dubber, 2024). It is therefore important to empower student governments and their elected leaders in order to be effective in university decision making.

In Uganda's higher education institutions, student leadership derive their mandate from the Universities and other Tertiary Institutions Act, Cap 262 part 69. The Guild President heads the cabinet and is elected by students annually. The Guild Representative Council, which is the student parliament is at the center of student governance (Mugume & Luescher, 2017). In most of the African universities, the major roles of student leaders include; assisting management in decision making, serving as a link between the student body and management, consulting and debating with the student body on issues of mutual interest and guiding the students responsibly (Bosire et al., 2008).

Muthoni, Njagi, & Wambugu, (2018) assert that reinforcing student leaders is vital for successful management of student affairs. This can be done by training, mentorship, assigning leadership roles and developing a reward system to acknowledge students' efforts. Through training, leaders gain critical skills and information that enhances them to undertake roles effectively hence, good performance. Similarly, Dubber, (2024) affirms that student leaders contribute to policy that support student welfare and societal change into action in African universities. He further avows that student governance creates a system of checks and balances in both the national government and university management. It is therefore crucial that higher education equips student leaders with an enlightening university life such as presenting them to different projects, exercise for the purpose of enriching and expanding their maximum capacity for self-awareness and social obligation.

According to Aquinos, (2025), leadership roles help student leaders to understand the significance of responsibility, as they balance their academic duties with their leadership obligations. Their participation in the governance of higher education as key stakeholders is crucial for the well-being and survival of higher education (Ayele, 2016). Hence, Universities need to support student leaders because they are the makers of leaders for society. They have an indispensable mandate to play in shaping self-propelled citizens, empowered as

change specialists to reform their institution and society (Ayele, 2016; Kamuzora, 2012; Muthoni et el, 2018).

Ayele (2016) emphatically avers that, students form a big body within higher education and without their participation in the governance of institutions, they cannot adequately achieve their missions of teaching, learning, research and community service. Owing to this, Muthoni, et el, (2018) argues that student leaders need to be supported to gain critical thinking skills which contribute to holistic development. The author further suggests support in form of a reward system to reward student leaders with exceptional performance in various areas of influence.

In a study by Dick, Muller & Malefane, (2022) it was revealed that the university provides leadership development and training in academic, administrative, financial and communication skills. This provided valuable training, prepared student leaders for their roles and contributed to their performance. The study further indicated that financial training was provided, and student leaders appreciated the University the Trainings and other skills gained such as conflict resolution, time management, and dealing with diversity. However, Dick, et al (2022) cautioned that the training should not only occur at the beginning of the term, but that some developmental and support program should also be initiated in the middle of the term as well. Asesa, (2016) stated that universities engage student leaders on university committees and this is one way of administratively training the students because they are listened to and involved in internal decision-making processes.

Regardless of the importance of training student leaders, Muthoni, et al., (2018) vows that student leaders at some institutions get insignificant mentoring on leadership, yet they are relied upon to take up leadership roles in their institutions and society. In a similar vein Dubber, (2024) states that currently many student leaders start their roles without adequate support and preparation, and there was lack of consistency about where and how they were involved in university committees.

3. Methodology

The study was carried out in Uganda in two public universities among guild leaders who were currently in the leadership.

3.1 Research approach and design

It adopted a qualitative research approach employing a phenomenological research design to generate in-depth insights into student leaders' perspectives as regards their experience on the training they get from the university, their contribution to the same and challenges they face. A phenomenological research design was deemed appropriate as it enabled a detailed exploration of the phenomenon across two universities while incorporating multiple data collection methods.

3.2 Sampling and samples

The study population comprised 22 and 6 staff from the office of the dean of students in the two universities. Participants were purposively selected and this sampling method facilitated the identification of information-rich participants capable of providing detailed insights into the phenomenon. Eleven students' leaders and three staff members were selected from each university resulting in fourteen participants per university and a final total of twenty-six participants.

3.3 Data collection tools and procedure

Data were collected using semi-structured face-to-face interviews, Follow-up focused interviews were conducted document check was used to corroborate interview data and provide contextual information. The documents such as gender policies to find out how gender representation in students' leadership is guided, strategic plans, policy on student's leadership and student's welfare manuals from both universities were used.

3.4 Data Analysis

Data were thematically analysed raw data from the written notes and recorded voices were coded, as per similar patterns, analyzed and organized into themes that formed the findings of this study

3.5 Ethical Consideration

Prior to the interviews, informed consent was obtained from the participants to safeguard the identities of the participants and maintain strict institutional confidentiality, pseudonyms such as GL1, GL5, and GL13 were assigned to all student's leaders and were masked throughout the reporting of the findings.

4. Results and Discussion

The findings are presented and discussed according to; skills and training provided to student leaders, Contributions of student leaders to university management and Solutions to challenges faced by student leaders in universities

4.1 Skills and training provided to student leaders

The study findings revealed that public universities provide cross cutting capacity building programs to student leaders, collaborating with external Julius Nyerere leadership institute, the emerging leaders

program and resource persons identified from the community. Thematic analysis revealed eight key competency domains developed through these institutional training measures as indicated below.

Strategic communication and presentation: Communication emerged as the most heavily emphasized training domain. Participants noted that training shifted their approach from aggressive activism to structured diplomatic dialogue as GL13 observed:

> "*We were trained on good communication skills, how to clearly articulate students 'concerns in meetings with administration so that they understand clearly what the students need".*

This concurs with Muthoni et al (2018) that training in communication skills prepares leaders to undertake their roles effectively.

Leadership, governance and structured mentorship: according to findings, universities utilize high level external expertise to ground student leaders in macroeconomic and geopolitical governance models. Discussing this exposure, GL5 stated that:

> *The university organised a training on several matters of management and leadership, Professor Bismarck with American Ambassador trained us on leadership and how America reached where it is now. Then on forming a youth wing under the Pan African women organisation, this was by Grace Kabayo who mentored on various issues.*

The above voice emphasises the universities' efforts to train students in preparation for their leadership roles, by bringing in professional leadership trainers.

Continuous training paradigms: the study findings revealed that interactive forums that allowed for intellectual peer exchanges are highly valued as collectively shared by participants GL6, GL8, and GL1 that; they were taken through leadership trainings organized by organizations like Emerging Leaders Program, and Julius Nyerere Leadership Institute. Then, we were trained through organising workshops, symposiums or conferences in which interactions and exchange of ideas happened and such interactions were very useful to us as leaders. We were also invited by leadership organisations such as Julius Nyerere leadership Institute.

Interpersonal dynamics, ethics and team building: the participants informed that the training programs they were exposed to targeted behavioural changes, emphasized accountability, collective leadership and ethical boundary setting. In line with the above, participants GL12 and GL13jointly explained that they received mentorship on ethics, integrity, self-respect, accountability, teamwork and delegation which holistic preparation enabled them to effectively represent students, manage resources responsibly, and engage with both university administration and national stakeholders.

Organizational infrastructure and financial management: participants said that since student leaders manage public funds via guild allocations, understanding public finance regulations is vital. This was emphasized by GL1, GL5 and GL13 by sharing core training insights as presented: GL1 trained on budgeting dynamics by preceding executives within the specific ministerial office, GL5 gained operational knowledge regarding public procurement acts and accountability and GL13 acquired skills in financial management in public universities, proper utilization of guild funds and planning procedures.

Advocacy negotiation and technological literacy: advocacy training combined peer to peer mentoring with structured institutional training.in reference to this, GL7 noted, "*speaking for students and presenting their grievances to the relevant authority was taught to me by fellow leaders"* while GL13 added "*I learnt advocacy, lobbying and negotiation skills through workshops to well lobby for students' interests."* Furthermore, technical updates were provided to help student leaders manage internal digital spaces. GL1 and GL3 explained:

> *"We were taught by information and communication technology (ICT) officials how to create our portals; this made our work easy and we also taught other students who did not know how to create their portals."*

Community and value-based engagement: Participants informed that value centred institutions, most especially campus chapels, mosques and youth organizations, provided an ethical foundation for leadership.GL3 shared, *"churches and mosques preached honesty, humility, selflessness and doing what is right in order to be good leaders."*

Though the study findings indicate that student leaders in public universities are involved in their management, their inclusion is rarely seamless. It is usually complicated by broader socio-political tensions, regional factions and shifting political dynamics within higher education. This situation is emphasized by (Tongwa et al, 2013) that in many African contexts, constructive democratic engagement can degrade into disruptive student activism.

Contrary to the findings, literature demonstrates that though students acquire leadership knowledge and skills, student representation can easily become compromised by internal and external political forces. Oanda, (2016) observes that rather than championing the collective interests of the student body, some student leaders use their positions for personal, financial or political gain. Such an observation is not so different from what is happening in the two public universities studied.

Conversely, external political factors frequently disrupt campus politics. National political parties often finance student's guild campaigns to install compliant student leaders who serve external agendas rather than local student interests as observed by Suleh et al, (2024); Oanda (2016) that this external interference can compromise representation and alienate student leaders from their peers despite the leadership skills gained. Such is a common phenomenon in the two universities studied.

In public universities across Uganda, guild elections are highly contested spaces that closely mirror national party politics. This is especially when student leaders become tied to external party agendas, their accountability shifts away from the student body a situation that reflects misuse of the acquired leadership skills in the eyes of the students' assembly. Additionally, when student bodies feel their voices are systematically ignored by management, they often resort to strikes, property destruction and civil unrest, straying from constructive political engagement and disrupting university calendars. Despite the challenges, the findings reflect that the leadership skills acquired enhance students' participation in university governance making it a powerful learning experience. It helps students to build professional relationships, clarify civic identities and develop lifelong leadership skills as observed by Tucay et al, (2020); Ravasini, (2017) and Rosch and Collins, (2017) that when universities establish open, accessible which builds alignment decision making structures, student leaders can engage constructively which builds alignment with broader institutional goals which is also in congruence with Muthoni et al, (2018).

4.2 Contributions of student leaders to university management

The study findings confirmed that student leaders contribute significantly to the operational continuity, policy design of the overall stability of public universities. This aligns with the findings of Joseph et al, (2008) and Ayele (2016, who argue that universities cannot attain their operational goals without student participation. The contributions based on the findings are as given below.

***Institutional governance, committee representation, and its structural limits*:** student leaders serve as the primary link between the student body and the university administration. GL1, GL16, GL18, GL20 and GL21 observed*: "student leadership is key because student leaders act as a conduit through which students' issues are forwarded to the administration."* However, it is important to that while committee representation is a primary mechanism for internal engagement as Asesa, (2016) contends, it can easily become tokenistic exercise designed merely to fulfil statutory requirements rather than grant genuine decision-making power something Patrick (2022) concurs with. Furthermore, student representatives often lack the technical expertise required to navigate complex institutional management issues as observed by Asesa, (2016). In this study, participants (student leaders) expressed their frustration with their limited representation on high-level university committees. They felt their voices were easily outnumbered and marginalized on major governing bodies like the university council and senate as GL21 noted:

> "*Only two people! Are they really sufficient for this these big student numbers? Do they really do good work for the entire students' population of the university?"*

This vulnerability is worsened by the asymmetrical power dynamics inherent in university committees. Nonstudent members hold substantial institutional authority over grades and disciplinary actions, which can be used to quietly silence student representatives an issue which Mugume and Katusiimeh, (2016); Sanchez, (2020) allude to.

Student welfare advocacy, peer support, and event organization: participants reported driving initiatives to ensure the institution respects and protects students' rights. Student leaders also supplement university services by organizing peer counselling, financial aid drives for disadvantaged students, and major campus events which aligns with Yuanjuan et al, 's (2014) findings. They often serve as a more immediate, relatable and trusted communication channel for students than the established formal university administration. For instance, GL1 and GL 15 detailed this involvement:

> *"we participate in university activities such as welcoming year one students on day one, health weeks, social events, bazaars, cultural galas, workshops, seminars, sports and the fresher's ball, which build community spirit and student identity. We coordinate events for students to increase unity and inclusivity."*

GL13 further added:

> "*We spear head initiatives in mentorship, innovation and community outreach, complementing the university's efforts to create a holistic learning environment. In this way, our contribution enhances inclusivity, transparency and student- centred management within the university system."*

Policy formulation and feedback loops*:* student leaders provide essential ground level feedback that shapes university regulations. GL3, GL5, GL12and GL22 noted: through representation on university councils, committees and boards, we contribute to policy discussions on issues such as student welfare, academics and governance. We contribute to policy making by consulting students and forward their views to management.

Conflict resolution, peer discipline, and psychosocial support*:* the study findings revealed that student leaders actively mediate conflicts and diffuse campus tensions before they escalate into open unrest. However, such a

situation can cause social strain. On this, GL1, GL3, GL10 and GL14 stated:

> "*We take part in disciplining fellow students because we members of the various disciplinary committees. We try resolve conflicts amongst students; we mediate and therefore calm tension and unrest in the university. However, sometimes, we instead create enmity with our fellow students which is really disturbing."*

In addition, student leaders provide psychosocial counselling to peers facing financial and academic stress.GL9 observed: "*sometimes we do guidance and counselling to assist students with various problems especially failure to get tuition in time; they need support. We refer hard cases to the professional counsellors of the university."*

Diversity advocacy and inclusive awareness: the research findings indicated that student leaders informed the concerned university staff on the needs of marginalized student groups, pushing the institution towards greater structural accessibility. GL3 and GL7 stated: we inform staff in the office of the dean of students and some lecturers on the needs of students with disabilities because some of them may not know how to handle these students.

Challenges encountered by student leaders in the execution of their leadership mandates.

Interviews with staff from the offices of the deans of students and student leaders confirmed that in each of the two universities formal induction programs are conducted at the beginning of each leadership term. These inductions are reinforced by ongoing guidance on public procurement rules, asset management and budget planning and tracking to prevent deficit spending. It was established that administrators explicitly encourage student leaders to use formal diplomatic channels such as written memos and scheduled consultative meetings rather than resorting to disruptive strikes as a primary negotiation tactic. They also support student participation in external symposia to build leadership capacity, while campus leadership groups reinforce values of integrity, honesty and institutional care. This aligns with Aquinos, (2025) observation that student leaders are constrained during the course of executing their mandates.

Despite the supportive frameworks, student leaders face significant structural challenges as given by the participants below

Budgetary constraints: participants pinpointed out inadequate funding allocations for students' activities; delayed disbursements as some of the issues disrupting planned guild projects.GL21 noted: *"due to inadequate funding and persistent budget cuts, many of our planned activities are not accomplished. This leaves students whose planned activities are affected frustrated with low morale to continue pursuing those activities."* The voice contradicts with Kamuzora, (2012); Muthoni et al, (2016) who argue that student leaders should be fully supported by their universities because they have an indispensable mandate to play in shaping self-propelled citizens, empowered as change specialists to reform their institution and society.

Asymmetric power dynamics and disrespect: participants raised the issue of condensation and disrespect from university staff, social alienation and accusations of co-option from peers as key challenges to their participation in administrative actives with in their respective universities.GL1 observed: *"sometimes we are not taken seriously and many times our proposals and ideas are trashed as being childish yet we carry the voices of the whole student's assembly."*

Academic and leadership role conflict: Participants acknowledged severe role strain, difficulty in balancing academic performance with demanding governance schedules all of which impacted on the overall execution of their leadership roles.GL22 said: *"sometimes our fellow students label us as non-performers, but the actual fact is that they do not know what we go through, they forget that sometimes as they are busy attending lectures we are in meetings either negotiating with management or giving reports on their issues"* Such a situation may prevent some students from taking on leadership positions.

Marginalization on governing bodies: Tokenistic representation whereby participants reported that they were not happy with having only two student members on the university council and senate as this always influences their meaningful voting power. They argued that they have such a large constituency, yet they are given very few slots on the key decision-making bodies of their respective universities. This greatly impacts on their influence in making key decisions that affect students in their respective universities.

Interpersonal friction and social strain: participants reported that student leaders are often faced by resistance and peer resentment generated when they enforce institutional discipline or mediate internal conflicts.GL10 commented:

> *"Whenever you try to guide students to comply with university rules and regulations, they see you as an enemy or as someone who is conniving with management while others allege that you are bribed. The situation makes governance difficult because students always want you to follow whatever is in their favour whether it is right or wrong."*

Discontinuous training models: participants said that orientation training is isolated and usually done at the start of the semester leaving student leaders unsupported as new institutional challenges arise.GL11 noted:

"It is true at the beginning of each new semester; orientation training is organised for the fresh students after no efforts are made to organise further continuous training yet new issue that call for new interventions keep on arising throughout the semester. This creates a need for formative training sessions to counter new challenges as they arise."

4.3 Solutions to challenges faced by student leaders in universities

On the challenges faced by student leaders during the course of executing their responsibilities, participants had the following views; on the issue of budgetary constraints, participants proposed that university management should expand and ring fence direct funding for the student guild ecosystem.GL17 noted: "*there should be a well streamlined financial processes within the university finance offices".*

Meanwhile, GL15, GL16, GL17, GL19 and GL20 proposed that universities should launch institutional sensitization campaigns regarding the formal role of the student guild and promote mutual respect workshops for staff and student representatives.

On the concerns over academic and leadership role conflict, the study findings revealed the following proposal; the university should introduce a modular, flexible academic planning for serving student executives. This rhymes with Murage, (2019), observations that management of universities need to train student leaders right from the beginning indicating to them the challenges ahead, especially emphasizing this conflict between academic pursuits and leadership roles. This would help to avoid leaders who get surprised when already in office as supported by Tucay et al, (2020) as well. The participants further emphasized the implementation of structured counselling.GL16 observed: "*the university should provide structured academic counselling and priority registration options as one of the ways of helping student leaders to balance academic and leadership roles".*

The participants further proposed that student leaders' marginalization on governing bodies can be reduced through amending university statutes to increase the number of students' seats on major decision-making bodies. This was stressed by GL15: *"to ensure that student votes carry structural weight on welfare related decisions, our voting power needs to be enhanced by having more positions on the key decision-making bodies of the university." Despite their insights on their increased representation, the power dynamics in universities reflect that this is most unlikely* as Murage et al., (2019) observed that student leaders' views are at times disregarded by management. Murage et al., (2019) further contributes that student leaders' input in management of university affairs is minimal as well as opportunities to exercise their leadership abilities and chance to develop managing capacity. This could lead to frustration and incitement to violence. This withstanding, it should be noted that, at times, leaders are not knowledgeable and informed about university policies or culture. Additionally, Murage, (2019) affirmed that it was true that student leaders were ignorant of university policies and statutes. They therefore present ideas without due consideration to the existing guidelines set, leading to their input contradicting both national and university policies. At times such inputs were disregarded due to the contradiction.

Finally, the findings revealed that participants proposed the implementation of continuous midterm development modules and ongoing mentorship checks in order to eradicate the challenge of discontinuous training modules. GL5 commented: "*our university should establish a permanent leadership development center to provide formative mentorship programs."*

5. Conclusion and Recommendations

5.1 Conclusion

The study demonstrates that student governance is essential to the university vitality, operational management and overall stability of public universities in Uganda. Student leaders contribute well beyond simple representation; they act as critical policy makers, conflict mediators, counselling agents and event coordinators.

Universities make clear efforts to equip these leaders with essential skills in communication, financial management, and strategic advocacy.

However, the current student governance model is constrained by structural limitations. Student leaders are often marginalized by tokenistic representation on major university committees hampered by inadequate funding and strained by the competing demands of leadership and academic performance.

To transition student governance from reactive crisis management to proactive institutional governance, public universities must move beyond superficial inclusion and invest in deeper structural support.

5.2. Recommendations

Based on the findings, the study offers the following recommendations:

1. In order to facilitate more skills acquisition, the universities should implement continuous training frameworks by moving away from isolated orientation programs at the start of the academic year. Instead, they should introduce continuous, mid-term leadership modules and

structured mentorship clinics in partnership with specialized institutes.

2. To increase contributions towards decision making, it is recommended that the universities should restructure representation on governing bodies. This should be done through amending internal regulatory frameworks to expand student representation on the university council and senate. This will ensure their inclusion moves beyond mere tokenism and provide a meaningful voice in institutional governance.
3. The universities should establish clear financial channels: the universities financial departments should ring fence student guild allocations and streamline disbursement processes to prevent delays that disrupt student welfare projects.
4. 4. To ease role strain, university registries should offer serving student executives structured academic support, including flexible assignment deadlines, priority course registration and tailored academic counselling.

5.3 Areas for further Research

Further research can be conducted on student leaders after 3 to 5 years of their graduation to assess how effectively their university leadership training and experiences translated into career professional competencies, civic engagement, and community leadership in their respective immediate communities.

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