Contribution of the Right to Student Participation in the Classroom to Promoting Leadership

Joseph Ndayisenga[1], Juma Shabani[1], Mamadou Dramé[2], Roger Muhindo Binzaka[3], Joseph Ndayisaba[1,4], David Wanguwabo Byamungu[1,5] & Ildephonse Sindayigaya[1,6]

[1] Ecole doctorale, Université du Burundi, Bujumbura, Burundi

[2] Université Cheikh Anta Diop Dakar, Senegal

[3] Université Libre des Pays des Grands-Lacs

[4] Faculty of Psychology and Educational Sciences, University of Burundi, Bujumbura, Burundi

[5] RDC Université du Cinquantainaire de LWILO

[6] Lecturer in Master's degree, Université de Ngozi, Ngozi, Burundi

Correspondence: Ildephonse Sindayigaya, Ecole doctorale, Université du Burundi, Bujumbura, Burundi. E-mail: isinda1986@gmail.com

Abstract

This study aims to search out the contribution of the participation of children in school places, especially in the classroom in front of teachers in life. It is a result of the documentary technique The promotion of the children's right to participation in the school milieu or classroom is a key to participative leadership but can also lead to laissez-faire leadership even though it opens the door to visionary leadership. These children who rejoice in their right to participation practice coaching-based leadership, affiliative leadership, and the democratic. There is also a large place for participative leadership and directive leadership. In the future, society will be characterized by transformational leadership and transactional leadership.

1. Introduction

The importance of student participation in the classroom is multidimensional. Certainly, through oral expression and manual and/or physical activity, children prepare to solve the problems that arise in society(Mperejimana & Sindayigaya, 2023; Ndayisenga & Sindayigaya, 2024a; Ndericimpaye & Sindayigaya, 2023). By getting used to expressing their opinions from an early age, children develop the ability to take part in the life of their community as obliged by Article 4 paragraph 2 of the African Charter on the rights and welfare of the child(Sindayigaya, 2024a). Indeed, under the International Convention on the Rights of the Child, participation enables children to train themselves in the decision-making process as stated by articles 12, 15, and 17 of the Convention on the Rights of the Child. It means getting used to leading or guiding other individuals or organizations, directing, influencing, and inspiring, others to achieve certain objectives(Nduwimana & Sindayigaya, 2023b, 2023a). In carrying out our work, we want to show the contribution that exercising the right to student participation in the classroom makes to promoting leadership in its various styles, namely authoritarian leadership, participative leadership, laissez-faire leadership, visionary leadership, coaching-based leadership, affiliative leadership, democratic leadership, leader leadership, directive leadership, transformational leadership and transactional leadership(Asana, 2024; Ndayisenga & Sindayigaya, 2024b; Sindayigaya, 2023b, 2024b).

A teacher's authority, and more specifically how he or she delivers the lesson, can have a positive or negative influence not only on the success of the pupils but also on the personality of the pupils in their social life. For example, if the teacher doesn't take into account the characteristics of each of his students, he subjects them to lectures, and this approach infantilizes them, who are content merely to hear and memorize what is being taught. This is mistrocentrism, which sees the teacher as the sole possessor of knowledge, whereas, if we were to apply the Socratic maieutic, the teacher would learn a great deal from the students through the answers they give to the

questions asked. This latter approach is defined as the art of questioning, the aim of which is to show those who believe themselves to be ignorant that they are savants or knowers; in other words, it's the art of leading the interlocutor to discover and formulate the truths within him or her(Sanchez et al., 2025; Sindayigaya, 2023a, 2025). A good teacher should then favor pedo-centrism, which is an educational and social approach that places the child at the center of concerns and decisions(Bijleveld et al., 2020; Ndayisenga & Sindayigaya, 2024b) and thus involves maieutic. However, authoritarian leadership does have certain advantages, especially when the leader is the most competent member of the team. These include the ability to complete projects to tight deadlines, and efficiency in taking decisive action. This leadership style also has consequences, and these can have a negative influence on the student's personality in the school and social sphere. For example, this style inhibits students' creativity, and if this inhibition is not lifted, the consequences can be seen in the child's daily life, even outside school. In short, the authoritarian leadership style may not be encouraged in the education system, especially as the realities that underpin it have changed, and it could influence the personalities of these students in their working lives.

2. Methodology

Throughout this research, we deployed techniques and methods.

2.1 Techniques

This study used documentary techniques to inquire what are the ways through which children's participation in the context of school life and especially in the classroom develops their leadership. These techniques survey the conventions and treaties seeing what the UN systems and African Union consider the child's right to participation and the context in which students intervene or participate in school life.

2.2 Methods

This study is a result of the exegetical method which consists in searching for the meaning and the inmost sense that the author wanted in the text describing or providing children's participation in school life. The casuistic method has been used with a deductive approach viewing children's participation and its fruit which is spread to the case of school children's participation contribution in the formation of the future human being leadership.

3. Results

The promotion of the children's right to participation in the school milieu or the classroom is a key to participative leadership but can also lead to laissez-faire leadership even though it opens a door to visionary leadership. These children who rejoice in their right to participation practice coaching-based leadership, affiliative leadership, and democratic. There is also a large place for participative leadership and directive leadership. In the future, society will be characterized by transformational leadership and transactional leadership.

4. Discussion

4.1 Contribution of the Right to Student Participation in the Classroom to Participative Leadership

Participative leadership welcomes everyone's opinions and encourages collaboration. Although they may have the last word, these leaders share responsibility for decision-making(Asana, 2024; Mezmur & Kahbila, 2018; Ndayisenga & Sindayigaya, 2024a). That said, they often have the last word. A participative leader is aware that the opinions of others strengthen his or her position, and that in the event of disagreement, everyone's opinion must be listened to, and a solution reached together(Bookchin et al., 1984). On the downside, however, teams led by a participative leader are not productive. Participative leadership is particularly suited to contexts where innovation and collaboration are essential; it fosters a climate where employees are more inclined to get involved and actively contribute to projects, which ultimately improves collective performance(Gréselle-Zaïbet, 2007; Sindayigaya, 2024b, 2024a, 2025). In the teaching-learning process, a teacher of this type encourages the participation of various educational players(Bahodirovich & Romilovich, 2021; Ndericimpaye & Sindayigaya, 2023; Sabiraguha et al., 2023), especially the students, who in turn can encourage their colleagues when the time comes(Gendreau, 2006).

4.2 Contribution of the Right to Student Participation in the Classroom to Laissez-Faire Leadership

Also known as delegative leadership, the leader gives team members total freedom in the decision-making process(Asana, 2024; Chaman et al., 2021). This leader gives very little direction to the group; sometimes, team members may even completely forget their superior's presence. The leader lets the group decide what is best for them and expects a final product. This approach is beneficial if all team members are experts. In the teaching-learning process, there are times when a teacher grants students total freedom, especially when giving them practical work(Kaye, 2004; Ndayisenga & Sindayigaya, 2024a). In principle, every teacher should provide

a framework for any educational activity. Otherwise, while not denying that through the spirit of collaboration, students can achieve a reliable result, there may be cases where less intelligent students feel left to their own devices and feel disgusted to continue the work(Ndayisenga & Sindayigaya, 2024a; Sabiraguha et al., 2023; Zhao et al., 2023). This can hurt their social life once they've left school(Sindayigaya, 2022).

4.3 Contribution of the Right to Student Participation in the Classroom to Visionary Leadership

Visionary leadership takes a long-term vision and seeks to make it a reality, inspiring and motivating others. It is characterized by the creation of contingency plans to deal with challenges posed by external factors. The leader is not discouraged by one-off problems, because he or she always keeps the end goal in mind(Gendreau, 2006; Ndayisenga & Sindayigaya, 2024a). We are often faced with situations where a teacher formulates a problem and addresses it to the students. This problem may have links with other problems solved in class, but with a specificity that requires more thought and research on the part of the student. In docimology(known as the art of testing), such an exercise is designed to distinguish between highly intelligent, moderately intelligent, and less intelligent students. A student who participates and succeeds in this type of exercise acquires a sense of determination to succeed in life(Arfa, 2024; Gendreau, 2006), and can create similar situations that benefit the people in his or her community.

4.4 Contribution of the Right to Student Participation in the Classroom to Coaching-Based Leadership

The leader-coach advises team members to help them improve. This leader must possess certain qualities, notably creativity, a spirit of collaboration, and the ability to give his or her opinion without detour. He or she must also know how to stand back and grant a certain autonomy to his or her collaborators(Asana, 2024; Benhessou et al., 2021; Nduwimana & Sindayigaya, 2023a; Sanchez et al., 2025). Such situations can be observed among some teachers. For example, when students are given a math exercise to solve on the blackboard, some teachers take no action and leave the student to fend for himself. In this way, there are cases where a student fails at the last stage and loses points that he could have gained if he had received coaching(Fréchette-Simard et al., 2020; Mperejimana & Sindayigaya, 2023). However, other teachers accompany their students when they are faced with this kind of exercise, without taking their place; this coaching is important insofar as it enables the student to straighten up and achieve a good result(Boutet & Villemin, 2014). A student who exercises his or her right to participate in this way develops and can serve as a guide for others in his or her community, whenever such a situation arises.

4.5 Contribution of the Right to Student Participation in the Classroom to Affiliative Leadership

The teaching-learning process is characterized by a variety of situations, in this case, one marked by open collaboration between teacher and students. Sometimes these actors work so closely together that, if the teacher doesn't create a certain distance, the students can merge with their educator. Students learn to collaborate with their teacher, which can inspire them as to the type of leader they should embody in their daily lives(Beaumont et al., 2010; Benhessou et al., 2021). This type of relationship-centered participation gives rise to affiliative (collaborative) leadership. This leader intends to create harmony within his or her team, striving to establish and encourage healthy relationships to foster a more positive and collaborative work environment(Asana, 2024). This type of leadership boosts morale through positive feedback and offers opportunities to resolve potential conflicts quickly.

4.6 Contribution of the Right to Student Participation in the Classroom to Democratic Leadership

In some education systems, students who are judged to be more intelligent than others are sometimes selected. This is the case in Burundi, notably for schools under contract, where admission is conditional on a specific mark. The creation of schools of excellence at fundamental and post-fundamental levels and of poles of excellence would be in line with this logic(Amboulé-Abath et al., 2023; Bonneau, 2021). In this case, everyone is called upon to play an active role in the teaching-learning process, especially as no one should feel inhibited about expressing themselves(Alam et al., 2021; Boutet & Villemin, 2014; Zhao et al., 2023). This creates a situation of democratic leadership which, by its very nature, works well for highly skilled teams in which every member contributes his or her know-how and relevant ideas(Asana, 2024; Sindayigaya, 2023b, 2024a). After leaving school, students who have attended such establishments can serve as role models for the creativity and innovation that are the fruits of democratic leadership.

4.7 Contribution of the Right to Student Participation in the Classroom to Leadership

The exercise of participation in the classroom follows the leader-leader model if, and only if, the teacher's authority embodies a model; thus, students seek inspiration from his or her authority to achieve his or her level of excellence(Beaumont et al., 2010; Donaldson, 2008). In this way, the teacher must set clear expectations and

gain the trust of his students, because if they are stressed, the situation changes. Generally speaking, with this type of leadership, if the employees can't keep up, the leader has to come in to support them so that the tasks can be carried out properly.

4.8 Contribution of the Right to Student Participation in the Classroom to Directive Leadership

When it comes to student participation in the classroom, directive leadership, which is comparable to collaborative leadership, can be observed in a classroom situation where the teacher formulates clear goals and objectives, communicates them to the students, and expects them to relate their activities to these objectives(Aguilera-Hermida, 2020; Kaye, 2004; Ndayisenga & Sindayigaya, 2024b). A student who has developed this type of leadership at school may find it easier to lead a team in the workplace. The nuance worth pointing out is that directive leadership is best reserved for teams whose members have no specialized skills or expertise in a particular field; it is to be preferred in emergencies when discussion is impossible due to lack of time(Ciza & Sindayigaya, 2023; Mpabansi, 2023; Ndericimpaye & Sindayigaya, 2023; Sindayigaya, 2025).

4.9 Contribution of the Right to Student Participation in the Classroom to Transformational Leadership

This type of leadership is essentially characterized by four transformational behaviors: idealized influence, inspiring motivation, intellectual stimulation, and individualized appreciation(Aguilera-Hermida, 2020; Arfa, 2024; Fortin & Mercier, 1994; Ndayisenga & Sindayigaya, 2024a). In applying this type of leadership, the leader must use coaching and encouragement, and employees must be given a great deal of freedom. In the teaching-learning process, students who are subjected to a teacher of this kind are made aware of world change through the initiation of their innovations and creativities. In other words, a graduate of such a system can be a good visionary through the structural transformations he or she brings to his or her community(Boudreau & Luc, 2024; Pirot & De Ketele, 2000). They would learn not to ask for jobs, but rather to create them.

4.10 Contribution of the Right to Student Participation in the Classroom to Transactional Leadership

Some teachers seek to motivate their pupils by offering rewards to those who manage to find the solution to the problem posed while reserving reprimands for those who fail. Beforehand, they give clear instructions and hope for better results; students are supervised and expected to follow instructions(Beaumont & Garcia, 2020; Éliane, 1989). This approach has both advantages and disadvantages. Those who are accustomed to being rewarded every time they find the right answer may be disappointed in life if they end up in another establishment or community where this practice does not exist; consequently, the risk of reduced enthusiasm for distinguishing oneself cannot be ruled out. The same applies to those who strive to occupy a place of choice, but fail to do so. This system can lead its winners to transactional leadership, whose main characteristic is to motivate subordinates by giving rewards or reprimands.

5. Conclusion

The effective implementation of the child's right to participation in the classroom is the path to structuring the personality he or she will have in practical life. Consequently, every teacher should adopt the type of leadership to be embodied in the classroom that is likely to inspire the pupil on a leadership model to be applied in life. Of course, each of these 11 leadership styles has advantages and disadvantages, which would mean that a good teacher should be able to choose which leadership style to implement according to the situational variables of his or her classroom and other socio-environmental realities. We must bear in mind that the behavior of tomorrow's leaders depends very largely on that of the educators to whom their education is entrusted today.

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