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Context-Responsive Training for Prefects and LRC Members in Namibia: A Qualitative Multiple-Case Study of the Conscious Mind Training Institute

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Abstract: This qualitative multiple-case study examined how the Conscious Mind Training Institute (CMTI) designed and delivered workshop training to suit the contexts of prefects and LRC members in selected Namibian public schools. The study was guided by Contingency Theory, which highlights the influence of school-specific conditions on training design, facilitation, and perceived relevance. Purposive sampling was used to select the participants, namely the CMTI coordinator and four liaison teachers from four public schools in the Kavango East Region of Namibia. Semi-structured interviews were conducted to collect data, and these were analysed using reflexive thematic analysis. The findings indicate that CMTI did not deliver the workshop as a fixed, one-size-fits-all package. Instead, the institute engaged with schools before the workshops to understand each school's needs, challenges, and context, and then used that information to tailor the training programme's content and facilitation accordingly. Participants reported that these adaptations addressed differences in learner maturity, discipline issues, teamwork needs, communication styles, and language requirements, making the workshops more relevant to the everyday realities of their schools. Some participants also noted that certain topics were too broad and that the two-day format limited deeper engagement. The novelty of this study lies in its focus on how learner leadership training was adapted in practice across different school settings, rather than merely affirming the importance of such training in general. In doing so, the study contributes empirical insight into how context-responsive leadership training for prefects and LRC members can be designed and delivered in ways that are more meaningful to school realities in Namibia. The study makes the case that leadership training for school prefects and LRC members is more likely to be useful when facilitators tailor their programmes to each school's needs and to the real situations that learners face.

Keywords: Context-Responsive Training, Prefects, LRC Members, Liaison Teachers, Learner Representative Council

Introduction

In the Namibian public education system prefects, in primary schools, and Learners' Representative Council (LRC) members, in secondary schools, are expected to be supported by the school to maintain discipline and assist in facilitating communication between learners and teachers, alongside representing learner issues of concern, as well as bringing their contributions to school life in tangible form [1], [2]. These responsibilities thrust young people into visible leadership roles from a young age, often in school contexts shaped by disciplinary pressures and disparities in resources, languages of instruction, and expectations about learner participation.Holding office does not necessarily mean that they will lead effectively. Without deliberate preparation, learner leaders might find themselves confused about their role and unsure how to handle the relationships that emerge among peers or real school challenges [3], [4], [5].

Existing studies show that learner leadership makes a difference in schools. In Namibia, studies have provided clarity on the management and leadership roles that come with LRC membership; appreciation of desirable qualities among effective learner leaders; and documentation of challenges such as limited support for learners in leadership positions, peer pressure, gaps in policies around LRCs, and discipline [6], [7], [4], [5]. Related work also suggests that supported structured developmental interventions can strengthen learner leaders' understanding of their roles, improving participation in school governing bodies [8], [9]. Outside of learner leadership, broader educational leadership studies point to how practice and professional learning are contextualised rather than determined by formal role or standardized programme [10], [11], [12]. Likewise, studies conducted in African settings show that weak links between leadership development contexts and local realities make such interventions less useful and lessreadily transferable to practice [13], [14].

What is less clear, however, is how external training providers actually accommodate these realities in preparing prefects and LRC members. While the literature acknowledges the necessity of developing learner leadership, it says little about how training is conceptualised to accommodate differentiation across schools, or how providers interpret local needs before and during delivery. That gap matters because leadership responsibilities are exercised within specific school contexts, not in abstract policy terms. A training model that disregards school culture, student maturity, communication styles, and real-world constraints may feel too generic to be useful [10], [11], [12], [13], [14]. Thus, this study addresses an important empirical gap by exploring how the Conscious Mind Training Institute designed and delivered context-responsive training across four public school cases in the Kavango East Region of Namibia.

Since the study aimed to explore meanings, decisions, and experiences rather than measure them, a qualitative approach was deemed more suitable. Qualitative inquiry is particularly apt when the purpose of a study is to understand how participants make sense of or interpret a phenomenon, how practice can be shaped by context, and how processes unfold in real-life contexts [15], [16], [17]. Here, we were interested in how contextual information was collected, what adaptations to the training process were made, and how these adaptations were perceived by key stakeholders.

The issue examined in this paper, therefore, is that although leadership training for prefects and members of an LRC in Namibia is generally regarded as important and necessary, little empirical knowledge exists about how those who design thetraining tailor it to the realities of various Namibian schools.

Literature review

Learner leadership in Namibia has been the subject of research, and we know that prefects and LRC members have important yet demanding roles to play in school life. They are supposed to serve as role models, act on behalf of learners, facilitate communication, and generally take part in school governance processes; however, they do so with little or no preparation and inconsistent institutional support [6], [18], [7]. Among the persistent constraints identified in existing studies are ambiguous roles, weak direction, peer resistance, and structural limitations that render learner leaders ineffective in practice [4], [5]. This work is helpful because it proves that learner leadership is not a mere title. It is framed by school culture, adult support, and the day-to-day realities in which learners wield responsibility.

A few studies also go beyond description to explore how learner leadership can be cultivated. Developmental interventions create space for enhancing leadership of learners at school levels, as shown in previous work [8], whereas purposive and structured training can positively impact students' leadership competencies, as revealed in prior research [3]. Much like previous work in Namibia [9], other participants also highlighted the importance of learners' voices and participation in their own school leadership in Namibia. Prior research in South Africa [19] argues that formal representation does not guarantee meaningful participation, where learner leadership is limited by tokenism or control by adult stakeholders. More recent work [20] found that learner representatives are also expected to respond to challenging disciplinary situations without necessarily being sufficiently empowered or prepared for those roles.

While the existing literature affirms the need for learner leadership support, several questions remain unaddressed. Most of the studies talk about roles, challenges, or traits of learner-leaders. Much less is known about how training is actually designed in its relationship to school-specific realities. That is a key omission because schools are not uniform settings. Each school has differences in learner age, school climate, disciplinary patterns, and language use, both within schools and in the broader society, along with other contextual factors, that influence the leadership needs of diverse learner groups. Broader research on educational leadership has shown time and again that leadership practice is mediated by context; responsive forms of leadership are more meaningful when contextualised in local conditions than when framed as universal, fixed abstractions [10], [11], [12]. In addition, studies from African contexts also suggest the need for leadership approaches that consider history, culture, and local realities rather than relying on imported assumptions or generic interventions [13], [14].

What is particularly lacking is perspective from those most closely involved in planning and running training for prefects and LRC members. Existing studiessaylittle about how training providers gather contextual information, how they frame school needs, what adjustments they make before and during the course of a workshop, and how adult partners on site understand these processes [10], [11], [12], [13], [14]. These are not minor questions. They speak to what relevance means in leadership development, and whether that development is connected with the situations learner leaders encounter.

This study addresses that gap by examining how one external provider, CMTI, has designed and implemented context-responsive training across four Namibian school settings. In doing so, it shifts the conversation from a broad claim that learner leadership training is essential to a more detailed look at how such training is structured, adapted, and experienced in specific school settings.

Theoretical Framework

The study was informed by Contingency Theory, which posits that there is no single best way to lead or respond to organisational challenges from a management perspective because effectiveness depends on the alignment between action and context [28], [29]. This perspective is especially helpful in an educational context because schools have different needs, cultures, learner populations, and institutional pressures. What may be appropriate practice in one school is less suitable in another. This understanding leads to a view of leadership and its development as context-sensitive rather than universally fixed [10], [11], [12].

Because this study sought to understand how participants made sense of context-responsive training, Contingency Theory served as a theoretical mirror through which the analysis began. It drew attention to what the CMTI coordinator and liaison teachers understood about school realities, how they described differences across cases, and how they made sense of the relationship between those differences and the form that training took. Instead of determining whether any particular training model was fundamentally superior, the framework enabled the study to examine participants' meanings and experiences regarding fit, responsiveness, and situational adaptability.

Therefore, this framework was suitable for the study because it explored adaptations of training across schools, rather than testing a standardised intervention. The central question was whether leadership training for prefects and LRC members was designed to mirror the actual conditions under which those learner leaders operated. Because of this consideration, Contingency Theory provided an appropriate theoretical basis for interpreting why participants in the study valued flexibility, differentiation, and contextual alignment in regard to both design and delivery of the workshops [10], [11], [12].

Research Questions

1. How did the Conscious Mind Training Institute coordinator and liaison teachers describe the process through which leadership training for prefects and LRC members was designed in response to school-specific contexts?
2. How did the participants explain the ways in which the training content and facilitation were adapted to the needs, realities, and challenges of different schools?
3. How did the participants perceive and interpret the relevance of context-responsive leadership training for prefects and LRC members in their respective school settings?

Methodology

Research Design

This study used a qualitative multiple-case study design. A qualitative approach was appropriate as the study sought to understand how context-responsive training had been interpreted, organised, and experienced among those directly involved in it rather than testing causal effects or quantifying outcomes [15], [16], [17]. And, as context was paramount in the inquiry, the multiple-case study design was appropriate because the phenomenon under investigation, the design and delivery of CMTI's professional development, was examined across four school settings. A case study is a research method designed to gain a detailed understanding of a contemporary phenomenon within its real-life setting, especially when the boundaries between the phenomenon and its context are unclear [21], [22]. Each participating school represented a case in this study, and the training provider was the cross-case point of connection through which adaptation patterns could be explored across sites.

Research Setting

The study was undertaken in four public schools in Namibia's Kavango East Region that had received leadership training from the Conscious Mind Training Institute. The schools were not named for confidentiality reasons. Instead, the study referred to them by non-identifying case labels and general descriptors, including school phase and context. This was pertinent as qualitative research needs to strike a balance between sharing sufficient contextual detail to allow others to interpret findings, whilst protecting participants and institutions from undue exposure [17]. The settings mattered because they enabled the study to analyse how a single training provider responded to variation across schools, rather than assuming that all learner leadership contexts were the same.

Sampling and Participants

Purposive criterion sampling was used to select cases and participants who would provide information-rich sources with firsthand knowledge of the phenomenon [15], [17]. Schools were eligible if they were public schools in the Kavango East Region, had previously received CMTI training for prefects or LRC members, and were willing to participate in the study. Across those schools, only one liaison teacher from each site was chosen because liaison teachers were directly involved in arranging the workshop program, observing, or supporting learner leadership before and after the workshops. Also, the CMTI coordinator was included as a key informant due to direct involvement in planning and adapting the training. The final sample thus included five participants, one coordinator, and four liaison teachers across four cases. This was a small, purposively selected sample because the study prioritised depth, contextual detail, and cross-case interpretive comparison over breadth.

Data Collection

The data were generated via semi-structured individual interviews. To ensure that each interview guide captured the participant's role, while also aligned with the research questions and theoretical lens of the study, separate interview guides were created for both the CMTI coordinator and liaison teachers. Given the need to explore common issues across participants, but also probe, clarify, and elaborate on school-specific experiences [23], [17], semi-structured interviews were appropriate. The questions were open-ended and transitioned from descriptive prompts to more reflective ones as a means of encouraging participants to first recount what took place, then interpret its significance.

Permission to conduct the study was obtained from the Regional Director of Education in the Kavango East Region before data collection began. Written informed consent was subsequently obtained from all participants prior to scheduling interviews. Interviews were performed one-on-one in environments that facilitated privacy and minimal disruption. Interviews were audio-recorded with participants' permission, and brief field notes captured contextual details and issues for clarification later. Transcriptions were made word-for-word and verified for accuracy against the corresponding audio files. Where clarification was needed, limited follow-up contact was made with selected participants. These processes helped maintain data quality and worked to allow participants' accounts to be preserved as accurately as possible [23], [24], [17].

As the interviews asked participants to reflect on training already undertaken, care was taken to minimise recall issues and socially desirable responses. Participants were encouraged to refer to specific events, examples, and decisions rather than general summaries. They were also required to clearly differentiate between what occurred before, during, and after the workshops. Also, we used neutral probing throughout to keep the interviews from veering into endorsement or overly simplified retrospective accounts.

Data Analysis

Data were analysed using reflexive thematic analysis. This approach was warranted because it aimed to develop patterned understandings across participant accounts while remaining responsive to contextual variation within and across the four cases [25]. Repeated reading of the transcripts and field notes was undertaken to develop familiarity with the dataset before coding began. Inductive initial codes were then generated from the dataset, with particular attention to how participants described contextual details, training modifications, and the perceived relevance of those modifications. Similar codes were then clustered into common patterns, and candidate themes were developed. These themes were then integrated, refined, and defined through repeated movement between the coded data, full transcripts, and analytic notes. This was non-linear and recursive, aligned with reflexive thematic analysis as an interpretative approach [25].

Cross-case comparison was also included in the analysis. Each school was initially examined as its own unique case, and then similarities and distinctions were explored across the four cases. The school-based and provider-based orientations of the descriptions were also verified by reading the accounts of the liaison teachers and those of the CMTI coordinator together. This helped enrich the study's interpretative depth by ensuring that emerging findings were not based on a single participant or a single school.

Trustworthiness and Ethical Considerations

Credibility, transparency, and careful handling of participant accounts were employed to enhance the study's trustworthiness. Where necessary, follow-up clarification, information-rich participants [26], comparison of data sources clustered by role, cross-case analysis, and verbatim transcription were used to support credibility [27], [17]. The clarity of the relationship between the research questions, interview guides, coding process, and final themes supported dependability and confirmability. Reflexivity also played a crucial role in this project, as interpretation is never divorced from the researcher's decisions and positioning in qualitative research. For this reason, the analysis was undertaken with analytic caution, particularly regarding more positive descriptions of training participants; therefore, the final interpretation was interpretive rather than promotional [25], [24].

On the ethical front, the study was guided by the principles of voluntary participation, informed consent, confidentiality, and respect for participants' accounts. No school or participant was named in the reporting of findings. To reduce recognisability while retaining the study's context, pseudonymous case labels and participant identifiers are used throughout.

Methodological Boundaries

This study aimed to clarify how adult stakeholders who were directly engaged in the planning, coordination, or support of such context-responsive training described and interpreted it. It was meant neither to indicate training impact nor to rank CMTI against other providers. As such, conclusions are best seen as contextually grounded interpretations of how training was designed, adapted, and understood in four cases, rather than as evidence for generalisable effectiveness. The lack of learner participants also means that assertions about learner outcomes must be guarded and necessarily restricted to what adult participants reported.

Results

The findings are organised around the three research questions. Across the four cases, participants consistently described context-responsive training as a process that began before the workshop, continued during facilitation, and shaped how the sessions were experienced. Three themes emerged from the analysis: understanding the school context before and during training, adapting content and facilitation to school realities, and participants' views on the workshops' practical relevance and limitations.

Table 1: Participant and Case Profile

Participant & School Identifier	School Type	Learner Leadership type	Years of Teaching Experience	Years as Liaison Teacher	Qualifications of the Teachers	No. of learner-leaders	Workshop Training Dates
L1 / S1	Secondary school	LRC	11 years	4	B.Ed. (Honours)	14	27-28/02/2026 2 Days
L2 / S2	Secondary school	LRC	12 years	3	B.Ed. (Honours)	18	7-8/03/2026 2 Days
L3 / S3	Combined school	Prefect system	15 years	5	B.Ed. (Honours)	24	13-14/03/2026 2 Days
L4 / S4	Secondary school	LRC	16 years	8	B.Ed. (Honours)	18	20-21/03/2026 2 Days
P1	CMTI coordinator	Not applicable	11	11	B.Ed. (Honours) , M.Ed. in Educational Leadership and Management	N/A	Worked across all four workshops

Source: Field data (2026)

The school-based participants had first-hand responsibilities in guiding learner leaders before and after the workshops (*see Table 1*). Participants also reported that even when learner leadership structures existed, formal preparation focused on supporting prefects and LRC members had been scarce.

Theme 1: School context was seen as something to be understood, rather than assumed

Although all schools received workshops from the same provider, the training was not described as a fixed package that would necessarily be delivered in an identical manner at each school. Instead, they represented CMTI as first looking to understand the environment at each school, leadership challenges, and expectations before determining what to prioritise. P1 explained:

"*A few weeks after the learner leaders were elected in October 2025, we began engaging with the four schools through the principals and liaison teachers to understand their specific context. We asked about teamwork issues, disciplinary concerns, and other challenges affecting both the newly elected and former prefects and LRC members. At two of the four schools where we later trained, the principals invited us to spend a full day observing the environment beforehand. We also had an opportunity to talk to the learners. That allowed us to gain a clearer view of the school atmosphere, learner interactions, and leadership challenges on the ground... This early understanding helped us tailor the workshop content to each school's specific needs*." (P1)

The liaison teachers supported this account. L4 described early contact with the provider:

"About a month before the scheduled training date, a CMTI official contacted us to ask for information about which training we needed for our LRCs and what we expected them to perform at our school after the training." (L4)

L3 emphasised that the school did not experience the process as a simple booking exercise:

> *"They seemed to take the training of our school prefects very seriously because it was not simply a procedure of booking a workshop date and showing up, but rather they made an effort to gain an understanding of our school background beforehand."* (L3)

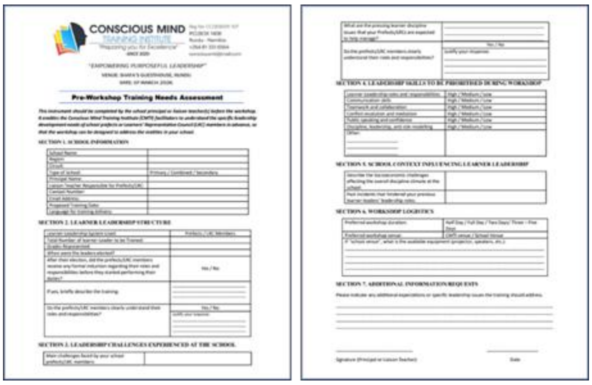
Participants also suggested that contextual understanding continued throughout the workshop. L1 noted:

> *"It was impressive because even after I had already completed the form of training needs assessment in January, during the training... I noticed that the facilitators still kept taking notes on how the learners responded, listening carefully to their input as well."* (L1)

Similarly, L2 said:

> *"When some of my LRCs spoke about struggling to work as a team, not always understanding their roles clearly, and finding it difficult to deal with other learners who were disrespectful or unwilling to listen, the CMTI facilitators amended the programme to address the need that was just raised."* (L2)

So altogether, these accounts suggest that participants experienced contextual diagnosis as ongoing rather than one-off.



CONSCIOUS MIND

Pre-Workshop Training Needs Assessment

Figure 1: A sample page from the CMTI's pre-workshop needs assessment form, which was sent to schools ahead of the training. The form requested detailed information from liaison teachers and principals on school-specific challenges, including learner discipline, teamwork issues, and key areas for leadership development.[used with permission].Source: Field data (2026)

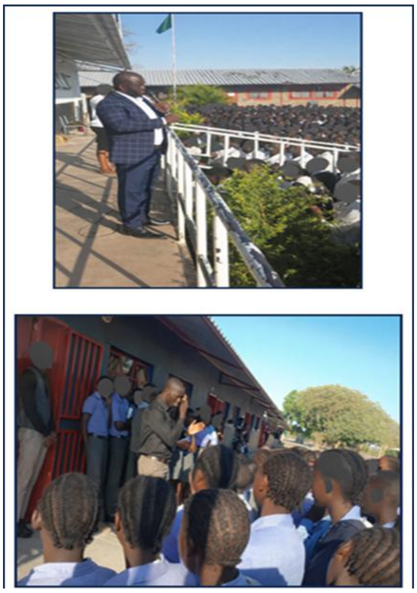


Figure 2: CMTI representatives visiting and observing school assemblies at two of the four schools during a pre-workshop visit. These visits allow facilitators to observe learner interactions, school culture, and learner-leadership challenges first-hand. [used with permission]. Source: Field data (2026)

Theme 2: Training was adapted through content, facilitation, and participation strategies

The second theme concerns how participants described the actual adaptation of the workshops. P1 explained that while some broad topics appeared across all schools, the workshops were not facilitated in the same way:

"Even though some of the school workshop programme content was similar, for me, they were never facilitated in the same way. What also helped a lot is that CMTI has six facilitators, and all of them were present at each workshop. Each person brings expertise from a different area... Because of this, we could decode that, with S1, we needed to focus more on confidence and discipline... S2 was different... S3, as a primary school, needed a softer approach... S4 had its own set of issues around teamwork and responsibility." (P1)

This account was reinforced by the liaison teachers. L3 described real-time adjustment when learners raised issues that were not originally on the agenda:

"Some of the concerns my prefects raised during discussions... were not part of the agenda, [so] the facilitator quickly adjusted his slides from what he was initially delivering about school authority and leadership to focus more on practical examples of how former Prefects/LRCs overcame or endured similar challenges raised by my prefects." (L3)

L1 gave another example of adaptation around peer conflict:

"When my LRCs raised anxieties about being insulted and misunderstood by peers at our school, the facilitators spent more time discussing how the LRCs could maintain order in our school without giving the impression of being authoritarian." (L1)

Participants also described flexibility in participation strategies. L1 said:

"The facilitators allowed my outspoken LRC members to debate briefly in some sessions on topics... Also, they gave the quiet LRC members a reasonable time to write their thoughts down first; it was just super inclusive." (L1)

L3 similarly noted the use of varied activities:

"Even my prefect, who sometimes struggles to focus in class, was locked in because the facilitator kept switching activities." (L3)

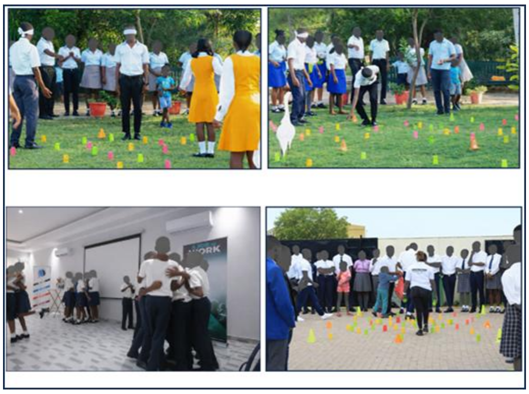


Figure 3:Learners participating in a collaborative group activity during the CMTI workshops. The activities illustrate how the workshops incorporated participatory strategies to address teamwork-related concerns identified in the school context and raised during the training process. [used with permission]. Source: Field data (2026)

Participant *L3*also pointed to language responsiveness:

"At first, I was worried that some of my prefects wouldn't understand everything because English is not their first language. But the facilitators noticed it and often switched to Rukwangali whenever learners seemed not to understand certain concepts, explaining those difficult terms in their vernacular." (L3)

L2 highlighted pacing and session flow:

"The short breaks helped a lot because the learners stayed focused; it was just a smooth transition from one activity session to another, no pressure." (L2)

These accounts indicate that contextual responsiveness was visible not only in topic selection but also in language use, facilitation pace, and methods of participation.

Figure 4: CMTI facilitators delivering workshop sessions to learner leaders during training. The figure illustrates the structured presentation of content and reflects the study's finding that workshop delivery was adjusted to match identified learner needs, school realities, and levels of participation. [used with permission].Source: Field data (2026)

Figure 5:Learner leaders actively engaging in discussion during the CMTI workshops, sharing experiences, concerns, and school-based challenges. The figure demonstrates the interactive nature of the training and shows how learners' contributions helped shape the discussion around issues relevant to their leadership roles and school contexts.[used with permission].Source:Field data (2026)

Theme 3: The workshops were viewed as practical and relevant, but not without limits

Participants generally described the workshops as useful because they connected leadership ideas to situations learners actually faced in their respective schools. L2 explained:

"What stood out for me was that the learners could actually relate to it. They were not being taught something far from their world. They could see themselves in the examples... the discussions sounded like their own experiences, not like borrowed examples from somewhere else." (L2)

L4 made a similar point:

"It was very interesting because throughout the workshop, it connected broad leadership principles with the actual realities of our school situation. Even my LRCs could immediately link the content to their own roles, responsibilities, and the challenges they face in school. It reflected our reality when it dealt with specific examples of time-management, mitigating ill-discipline, organising assemblies, school functions, campaigns, and special events." (L4)

Some participants also described what they saw as positive changes after training, though these remain reported perceptions rather than independently verified outcomes. L1 said:

"Before CMTI, I was just struggling to guide these learners... Now I finally have practical tools like their books and other handouts given to us after the workshop. When I witnessed my LRCs applying what they had learned as soon as they were back at school, especially in handling disrespect without becoming authoritarian... I nearly cried." (L1)

L3 also reported a perceived change:

"My prefects came back from that training more motivated and confident. Now, even the troublesome learners at our school appear to be respecting them. And honestly? I learned too. For the first time, I feel like I'm actually preparing these kids for leadership, not just giving them badges." (L3)

At the same time, participants did not portray the workshops as flawless. L3 identified a limitation:

> *"Some portions of the training were a little too broad and theoretical. When leadership skills were discussed in large conceptual terms without linking them to the prefects and their school situations, some learners became less engaged."* (L3)

L1 raised a concern about time:

> *"I felt the two-day training was a bit short because I felt like the topic about school fundraising activities needed more time to be taught, but the facilitator had to rush through it because time was running out."* (L1)

These accounts suggest that participants valued the workshops most when the content stayed closely tied to school realities, but they also show that relevance depended on sufficient depth and time for engagement.

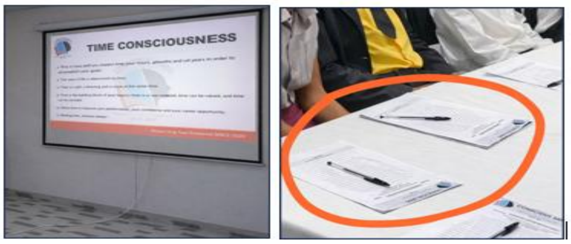


Figure 6: Workshop content on time consciousness presented during a CMTI training session. The figure illustrates one example of the practical leadership topics covered in the workshop, emphasizing personal discipline, time management, and self-awareness as important dimensions of learner leadership in school settings.[used with permission].Source: Field data (2026)

Discussion

The most striking aspect of these findings was that participants valued the CMTI workshops not just for the leadership content they offered, but for how that content was framed in the context of their everyday school life. In all four cases, context was described to the provider as something they had attempted to understand before the workshop and continued to read the room during facilitation through needs assessment, early engagement, observation, and iterative adjustments. This is important because it shifts leadership training from a one-size-fits-all delivery model to a more responsive development approach grounded in the realities of how prefects and LRC members operate [10], [11], [12], [13], [14].

This finding is consistent with broader literature indicating that context mediates leadership practice and leadership learning. Educational leadership research indicates that effective leadership work is not defined by a set of clear steps; rather, it depends on sensitivity to the particular organisational and cultural conditions present [10], [11], [12]. Academics have also warned against decontextualised approaches in African settings that fail to account for local realities, history, and institutional conditions [13], [14]. This paper expands on that discussion in the context of learner leadership, illustrating how participants negotiated contextual fit as key to the workshops' relevance.

A second key finding is that responsiveness was not confined to planning. Participants characterized it as evident in facilitation moves, ranging from shifts in examples, pacing, language, participation structures,and emphasis between schools. This is significant because context-responsive training involves not only identifying needs in advance but also recognizing emerging needs during facilitation. Indeed, the results support Contingency Theory as participants evaluated the training favorably when it seemed attuned to situational differences rather than dependent on a universal script [10], [11], [12].

The findings also engage the studies on learner leadership in a productive way. Previous Namibian studies indicate that prefects and LRC members often face vague expectations, inadequate support, peer resistance, and logistical challenges in carrying out their roles [6],[4], [5]. Other studies have demonstrated that structured developmental interventions can foster adaptive learner leadership when they are purposeful and contextually meaningful [3],[8], [9]. The current study provides specificity by describing how one institute that trains prefects and LRC members translated that principle into practice across multiple schools.

At the same time, participants recognized boundaries. Some sessions were too wide and abstract, and the two-day footprint sometimes limited depth. This implies that responsiveness is not only a function of content relevance but also of ample time, pacing, and depth of engagement. It also reminds us to be cautious in interpreting the findings. The research is based on the accounts of adults participating in the study, and thus claims about changes in learners should be understood as perceived rather than independently verified outcomes. Nonetheless, the findings suggest that prefects and LRC members are most likely to find training useful when it is flexible, school-sensitive, and grounded in practical detail about what happens in schools.

Conclusion

The study yielded five main findings that explain participants' understanding of context-responsive leadership training across the four school cases.

1. The training was not a pre-packaged programme, but was instead process-oriented and tailored to the context of each individual school.
2. Participants said the training was most helpful when it tied directly to real challenges in school.
3. Adaptation was evident in content, facilitation and delivery, use of language, internal pacing or timing, and participation strategies.
4. Some parts of the training were seen as too broad or too theoretical.
5. The two-day format was considered too brief for more in-depth coverage of certain topics.

Informed by these findings, the study identifies five recommendations for schools and other training providers to support more sustainable leadership solutions for future prefects and LRC members.

1. A school-based needs assessment should be the starting point for any workshop intended for prefects and LRC members to ensure that the workshop's initial design is grounded in the unique concerns of each school.
2. Training for prefects and LRC members should be relevant to the reality of each school.
3. Facilitators of Institutions or organizations that train school prefects or LRCs should be flexible in delivery and adapt examples, pace, and ways of using participation as appropriate.
4. Institutions or organizations that train school prefects or LRCs should provide training content that is practical and relevant to school settings, rather than focusing solely on abstract leadership concepts.
5. Institutions or Organisations that train school prefects or LRCs should offer longer workshops so the topics can be studied in greater depth and follow-up sessions to consolidate learning, monitor practical application, address emerging challenges, and strengthen continued development.

Like any qualitative study, this research has boundaries that should be acknowledged when interpreting the findings.

1. The study was conducted with a relatively small sample and was limited to one training provider and four schools.
2. Data were collected only from adult participants, and the direct perspectives of prefects or LRC members were therefore not included.
3. The findings are based on participant perceptions, not independently verified outcomes.

The study's limitations also point to several promising directions for future research on the development of prefects and LRC members. Future studies could include prefects and LRC members as direct participants to capture their perspectives on leadership training and practice. Comparative research could also examine different training providers and explore how leadership training is shaped across primary, combined, and secondary school contexts. In addition, longitudinal studies are needed to investigate how training influences leadership practice over time and to identify which forms of contextual adaptation are most meaningful to learner leaders.

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