

Original Research Article

FACTORS INFLUENCING YOUTH PARTICIPATION IN LEADERSHIP IN SECONDARY SCHOOLS IN IRINGA MUNICIPALITY, TANZANIA

Abstract

Youth participation in leadership activities is a continuous discussion to emphasize in our Tanzanian community. There are limited research findings on factors contributing to youth participation in leadership in ~~the~~ secondary schools. This results to lack of confidence, communication skills, leadership skills, team working, social participation to the students. Therefore, the study examined the factors influencing youth participation in leadership in secondary schools in Iringa Municipality. The study research adopted an explanatory research design to conduct the study. The study covered a sample of 300 respondents drawn from a target population of 1400 students of secondary schools in Iringa Municipality. Data analysis was done by use of descriptive and inferential statistics; frequencies, percentages, correlation and multiple regression. The study revealed that; social influence, social media and civic education have positive but weak relationship with youth participation in leadership in secondary schools in Iringa Municipality. This is because the correlation coefficients (r) on the relationship between social influence, social media and civic education with youth leadership participation were 0.159, 0.139, and 0.099 respectively which shows positive significant but weak. This is because in estimating the required relationship the results yielded p values greater than 0.05 which justify insignificant contributions. The practical implication is that these constructs should be improved in their application in order to provide significant contribution on youth leadership in Iringa Municipality. In addition, all factors; which hinder the effectiveness of these three constructs; should be addressed for improving their contribution to youth leadership participation in Iringa Municipality. Based on these results, the study recommends advanced policies and division of resources to address youth marginalization in the distribution of opportunities for leadership participation. The resources to be addressed should cover both financial and non-financial resources. The study also recommends that schools should encourage leadership skills, mentoring and trainings across all activities and programming to advance youth's self-confidence, agency, and voice to advocate for their issues and engage in civic discussions

Keywords: Leadership, Social Influence, Civic Education and Youth Leadership Participation.

1. Introduction

Leadership is regarded in many cases as a complex, multi-component advanced competency rather than a fixed personality trait. Within this definition leadership is regarded as a dynamic procedure, which can be developed by means of appropriate interventions (Sisk, 1993). Youth, as a concept varies from culture to culture and from society to society. According to the National Youth Policy (2007), youth in Tanzania is defined as young men and women from the age group

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Comment [DC7]: have a positive but weak relationship. . .

Comment [DC8]: comma

Comment [DC9]: positive significance

Comment [DC10]: What does required relationship mean?

Comment [DC11]: a significant contribution to. . .

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Comment [DC15]: Anthropomorphism. The study cannot recommend based on the results. You can. Based on the results, the author recommends. . .

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1 of 15 years to 35 years. The youth participation of leadership activities is understood by means
 2 of engaging youth in social activities, teamwork, building self-esteem, confidence, planning and
 3 organizing community welfare issues. Children of all ages can take leadership roles, however,
 4 research concerning leadership development has focused almost exclusively on adult leadership
 5 and there is gap in the literature with regard to how we should develop young leaders.
 6 Wingenbach and Kahler (1997) suggest that secondary school students have the ability to
 7 develop leadership skills by means of decision-making, getting along with others, learning the
 8 organization of self, self-awareness, and working with groups through taking part in many youth
 9 leadership organizations in school and/or community activities. It is useful to examine leadership
 10 during childhood and adolescence as what occurs during the developmental years can have an
 11 impact on the leadership behaviors exhibited later in the workplace as an adult. That means
 12 youth leadership build leaders in future which results into sustainable developments. Realizing
 13 the important of youth leadership, various governments across the World has developed various
 14 initiatives to promote youth leadership developments. For instance, in the United States (US) a
 15 number of youth organizations have played important roles in creating early leadership
 16 opportunities for youth. Tanzania has a population of over 59,242,393 and one third of the
 17 country's population is young people between the ages of 15-24 years. The Tanzanian National
 18 Youth Development Policy (2007) has recognized the presence of youth and has stated that
 19 youth do not participate adequately in decision making bodies. This reflects that there are
 20 challenges for building youth to become leaders. As a result, most of the decisions which have
 21 been made do not take concerns of the youth" (GoT 2007). A report from Unicef from 2012
 22 states that despite recognition by policy and legal frameworks, youth participation has yet to
 23 become a common practice in Tanzania" (Unicef, 2012). Most Tanzania leaders are 50 years old
 24 or older, with some as old as 75. This represents a significant gap between those deciding policy
 25 and those who have to weather its effects. At the parliamentary level, only 14 percent of
 26 members are under 40 years old. Youth leadership in secondary school are important to build
 27 new leaders and committed society for their own country. In Iringa Municipality, youth
 28 leadership are much promoted but the contribution of each factor on youth leadership
 29 participation is questionable. That means there are limited research findings which justify
 30 participation of youth leadership in Secondary school. According to the 2030 Agenda for
 31 Sustainable Development and Agenda 2063 underscore the importance of promoting rights of
 32 young people and meeting their needs, in all their diversity such as leadership. Promotion of
 33 these agenda is done by using social influence, social media as well as civic education with
 34 which in secondary school is questionable. This study assessed the contribution of these
 35 variables on enhancing youth leadership participation in Secondary school in Iringa Municipality
 36 in Tanzania.

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Comment [DC23]: a gap in the literature. . .

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Comment [DC27]: development (it is not a count noun).

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Comment [DC42]: This sentence does not make sense.

Comment [DC43]: these agendas

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Comment [DC45]: secondary schools

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Comment [DC47]: Please use past tenses to describe events that happened in the past.

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Comment [DC50]: Unnecessary comma

Comment [DC51]: influence

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37 2. Literature Reviews

38 2.1 Theoretical Framework

39 Transformational Leadership Theory

40 To study the factors contributing to youth leadership participation the study used
 41 transformational leadership theory. According to Burns, (1978), transformational leadership style
 42 whereby leaders and followers influences each other on achieving objectives. Later, Bass (1985)

1 extended the theory of TL by adding four dimensions that tend to influence organizational
2 performance. He describes the theory by stating that, inspirational motivation, individualized
3 consideration, intellectual stimulation and idealized influence are four determinants of TL that
4 have significant contribution on achievements. Inspirational motivation is a variable of
5 transformational leadership where subordinates are given support. Individualized considerations
6 are social emotional support given by a leader to subordinates. Intellectual stimulations is a
7 variable which influences solving problems under creative thinking. Idealized influence is a
8 central point of transformational leadership which promotes connection between subordinates
9 under influence and communication. Based on this study, social influence, and communication
10 was taken from idealized influence to study its contribution on youth leadership participation.
11 This theory relates to civic education as an objective of this study. This is because it involves
12 imparting knowledge and skills among people to accomplish better performance.

Comment [DC53]: Unnecessary comma

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14 Social Cognitive Theory

15 Social Cognitive Theory (SCT), developed by Albert Bandura in 1986, purports that contextual
16 variable such as social support, which includes friends, family and relatives, influence the career
17 choice of an individual (Choo, Norsia & Tan, 2012). Social persuasion also affects an
18 individual's choice of career (Lent, Brown & Hacket, 2002) because there is dialogue between
19 children and their environment. Similarly, Bandura posited that when individuals watch their
20 peers succeeding, they are likely to believe that they can also succeed (Mills, 2009). In this
21 career development model, a person's background (or contextual factors) and individual
22 characteristics influence his/her learning experiences and consequently self-efficacy (Tang, Pan
23 & Newmeyer, 2008:285). According to Bandura (1989:1) and Alexander, Seabi and Bischof
24 (2010:497), because of the bi-directionality of influence between behavior and environmental
25 circumstances, people are both products and producers of their environment.

Comment [DC61]: variables

Comment [DC62]: (Choo et al., 2012) - See APA
7th edition

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consistent. I assume you wrote the manuscript using
the APA style because you did it correctly in same
places.

27 2.2 Empirical Review

28 Impact of Social Influence on Youth Participation in Leadership

29 E Macri-Yishu published a study to examine whether social groups among other factors had an
30 influence on youth's ability to participate in leadership in Malaysia. Using a conceptual
31 framework, and social impact theory, the study aimed to investigate the possible reasons why
32 most Malaysian youths at secondary and tertiary educational institutions do not actively
33 participate in leadership activities in their communities. The study employed cross-sectional
34 survey and proportionate stratified random sampling method to collect data from 310 youth
35 leaders in north, east, west and south zones of Malaysia peninsula. However, after data cleaning,
36 data for 141 respondents were analyzed through descriptive statistics and regression methods.
37 The study found that social groups had the most significant positive effects on leadership
38 participation among Malaysian youths.

Comment [DC65]: The author did not publish a
study to examine a phenomenon. The author
examined a phenomenon in a study and published
the findings.

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(surround the interrupter by commas).

Comment [DC67]: a cross-sectional survey

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40 Impact of Access and Usage of social media on Youth Participation in Leadership

41 Simpong et al. (2017) conducted a study to examine the effects of access and usage of social
42 media on information, on youth's leadership participation (extra-curricular activities, community
43 associations, social works, political activities) among other variables under the premise of the
44 theory of planned behavior. The study adopted the cross-sectional design and the stratified
45 random sampling method to collect quantitative data from 400 student leaders from selected
46 public universities, colleges, and schools in Peninsular Malaysia. Findings of the study revealed

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1 that access and usage of social media ~~on~~ information have a significant positive on youth's
2 leadership participation. Therefore, the study recommended that to promote youth leadership
3 participation in Malaysia, the government and development agencies should focus on educating
4 the social groups so as to improve the level of youth's involvement in extra-curricular activities.

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The author or researcher recommended.

6 Impact of Civic Education on Youth Participation in Leadership

7 Koon Lin et al. (2018) conducted a study which tended to explain the pedagogical innovations
8 that teachers could use to influence student civic learning and the school level activities that
9 principals can support. The study tested the model of the Hong Kong student data from the
10 International Civics and Citizenship Education Study for which the data had been collected in
11 2009 (ICCS, 2009; Schulz, Ainley, Fraillon, Kerr and Losito, 2010). The study found ~~out~~ that
12 interest in Political & Social Issues exerted a strong, positive and significant effect directly on
13 School Civic Participation; while School Civic Participation exerted a direct, moderate and
14 positive effect on Civic Knowledge. This suggests that where schools deliberately encourage
15 students' interests in political and social issues, perhaps as part of a specific school policy, is
16 likely to increase the average level of student participation in school civic activities.

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the differences between that and which).

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17 3.0 Research Methodology

18 This study was conducted in Iringa Municipal Council. Iringa Municipal Council was chosen to
19 know what factors influencing youth participation in leadership in secondary schools in Iringa
20 municipality. Since youth hold a majority population, as the roles of leaders expand, there is a
21 need to understand factors contributing to youth leadership participation. Since there are limited
22 research findings on factors contributing to youth leadership, this study will be conducted ~~it~~ in
23 secondary school in Iringa Municipality. The philosophical foundation for the study was based on
24 the positivism paradigm, which builds a highly structured methodology to allow generalization
25 and quantifiable observations and evaluate outcomes with the aid of statistical techniques
26 (Creswell, 2014). This study employed quantitative approach. This method was used in this
27 research as its objectives is to firm up and modify knowledge first gained in a fundamentally
28 quantitative way which is consistent with the research objectives (Bryman, 2017). The researcher
29 employed deductive approach because questionnaires used as instruments to strike a balance.
30 Explanatory research design was used because this study involves theory and from theory the
31 research hypothesis developed. Also, the study employed a descriptive research design to assess
32 the factors influencing youth's leadership participation in secondary schools. (Malhotra, 2015).
33 This study employed the quantitative survey strategy to study ~~the~~ youth participation in
34 leadership in secondary schools. The survey strategy involves using a questionnaire administered
35 to a sample, and then the data standardized to allow for easy comparison. The target population
36 is the entire aggregation of respondents that meet the designated set of criteria (Kolen and
37 Brennan, 2014). The target population of the study was form six students from high schools in
38 Iringa Municipality. The total population was 1400. The main reason for the selection of this
39 target group was because they practice leadership at home and school life time. The sample size
40 was 300 as determined through Tabachnick and Fidell (2007). The questionnaire is a basic data
41 collection tool that comprises of questions drafted by a researcher and filled by respondents to
42 accrue research data. The study used several types of statistical tools to analyze the collected data

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Comment [DC89]: involved

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Comment [DC91]: What do you mean?

Comment [DC92]: What do you mean?

Comment [DC93]: Why? How was your sample
size determined? Please describe. How were the
informants recruited? What was the response rate?
Did an institutional review board approve your
study? How many questions were in the survey
instrument? Did you use an existing instrument? Or
did you create the instrument yourself? If you
created your own instrument, did you pilot it for
content validity?

1 in line with the research objectives: - descriptive analysis, factor analysis, and logistic regression
 2 analysis

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7 **4.0 Results and Discussions**

8 **4.1 Results**

9 **Table 1: Contribution of Social Influence on Youth participation in leadership**

Item	Strong disagree		Disagree		Mean(F)	Neutral		Mean (F)	Agree		Strong agree		Mean
	F	Per	F	Per		F	Per		F	Per	F	Per	
Leadership conversation	2	0.8	18	7.4	0.08	66	27.2	0.27	121	49.8	36	14.8	0.65
Social Persuasion	15	6.2	20	8.2	0.14	63	25.9	0.26	120	49.4	25	10.3	0.6
Teamwork	4	1.6	28	11.5	0.13	78	32.1	0.32	110	45.3	23	9.5	0.55
Delegation of power	12	4.9	43	17.7	0.23	89	36.6	0.37	73	30.0	25	10.3	0.4

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10 **Source:** Field data (2023)

11 Contribution of social influence on youth participation was measured by four items leadership
 12 conversation, persuasion, teamwork and delegation of power. The first indicator involved was
 13 leadership conversation between students and parents for sharing knowledge about leadership.
 14 On this indicator, 64.4 of the respondents agreed that the presence of discussion led by parents
 15 on the leadership matters meanwhile 8.2% disagreed and 27.2% of the respondents were neutral.
 16 The second item represented by social persuasion meaning that society persuades students to
 17 become leaders. For this item was observed that which represented by straining being given
 18 through seminars, 60% of respondents agree about these items and 14% disagree and only 25.9%
 19 were neutral. Likewise, 54.8% students agree that there is teamwork between students and
 20 teachers which assist them to learn leadership traits while 13.1% disagree and 32.1% were
 21 neutral. Also, 40.3% of the students agreed that there is delegation of power from teachers and
 22 parents while 22.6% of students disagree and only 36.6% was neutral. These findings show that
 23 social influence has a great contribution on youth leadership participation in Iringa Municipality.
 24 Table 1 expresses the feedback from students relating the contribution of social influence on
 25 youth leadership participation.

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Table 2 : Contribution of social media on Youth participation in Leadership

Item	Strong disagree		Disagree		Mean (F)	Neutral		Mean (F)	Agree		Strong agree		Mean (F)
	F	Per	F	Per		F	Per		F	Per	F	Per	
Sharing Information	12	4.9	23	9.5	0.14	71	29.2	0.29	117	48.1	20	8.2	0.56
Transparency	11	4.5	21	8.6	13.1	65	26.7	0.26	116	47.7	30	12.3	0.6
Facilitating conversations	32	13.2	38	15.6	0.29	78	32.1	0.32	82	33.7	13	5.5	0.39
Content-sharing	16	6.6	33	13.6	0.2	83	34.2	0.34	94	38.7	17	7.0	0.46

6 Source: Field data (2023)

7 The contribution social media on youth leadership participation was measured by four indicator
 8 variables namely access to sharing information, transparency, facilitating conversation and
 9 content-sharing. Generally, about 53.3% of the students agreed that they preferred using social
 10 media for sharing information on learning various matters including leadership participation,
 11 9.5% disagreed and only 14.4% were neutral. In addition, students also agreed that they were
 12 able to use social media for transparency (openness) on learning various matters such as
 13 leadership. For instance, about 60% of students who were respondents were using social media
 14 for transparency matters effectively and efficiently while 13.6% disagreed and only 26.7% were
 15 neutral. Furthermore 45.7% of students agreed that social media facilitated conversations and
 16 learning about leadership while 20.2% didn't agreed and 34.2% were neutral. Also, 39.2% of
 17 students agreed that they were able to share leadership content via social media and
 18 learn leadership while 15.6% were not able meanwhile 28.8% were neutral as expressed in Table
 19 3. Despite the students were able to use social media to learn leadership, it was difficult to access
 20 social media due to economic situations and school bylaws.

Comment [DC100]: of social media

21 **Table 3 : Contribution of Civic Education on Youth participation in Leadership**

22

Item	Strong disagree		Disagree		Mean (F)	Neutral		Mean(F)	Agree		Strong agree		Mean (F)
	F	Per	F	Per		F	Per		F	Per	F	Per	
Civic Knowledge	26	10.7	35	14.4	0.25	88	36.6	0.36	83	34.2	10	4.1	0.38
Civic Skills	45	18.5	55	22.6	0.41	63	25.9	0.26	63	25.9	17	7.0	0.33

Mentoring	36	14.8	25	10.3	0.25	70	28.8	0.29	89	36.6	23	9.5	0.46
Citizen Participation	15	6.2	20	8.2	0.14	63	25	0.26	120	49.4	25	10.3	0.6

1 **Source:** Field data (2023)

2 To analyze the contribution of civic education on youth leadership participation in Iringa
3 Municipality, four indicator variable was used which are civic knowledge, civic skills, mentoring
4 and citizen participation. After statistical analysis findings revealed that Findings from
5 descriptive statistics analysis indicate that about 38.3% of the students agreed that they were
6 knowledgeable about leadership and participation while 25.1% disagree and 36.6% were neutral.
7 In addition, 32.9% of respondents agreed that students were learning civic skills much on
8 leadership participation from parents and teachers while 41.1% disagreed and 25.9% were
9 neutral. Furthermore, 41.1% of respondents agreed that teachers were mentoring students on
10 leading and managements by using various methods meanwhile 25.1% disagree and only 28.8%
11 were neutral. Also, 60% of respondents agreed that students were in community citizen
12 participation activities and making opinion as leaders while 14.5% were not and only 25% were
13 neutral as shown in Table 4. Despite students being civic knowledgeable with skills in making
14 opinions but mentoring, civic participation and training were not able to influence youth
15 leadership participation since the level of agreed was low.

16
17 **Table 4: Correlation between Independent and Dependent Variable**

Variable	Correlation	SI	SM	CE	YLP
SI	Pearson Correlation Sig. (2-tailed) N	1 242			
SM	Pearson Correlation Sig. (2-tailed) N	.431** .000 242	1 243		
CE	Pearson Correlation Sig. (2-tailed) N	.324** .000 242	.471** .000 243	1 243	
YLP	Pearson Correlation Sig. (2-tailed) N	.159* .035 243	.139* .037 243	.099 .134 243	1 243

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

18
19 **Source:** Research findings, (2023)

Comment [DC101]: A Pearson correlation is used when assessing the relationship between two continuous variables. The non-parametric equivalent to the Pearson correlation is the Spearman correlation (ρ), and is more appropriate when at least one of the variables is measured on an ordinal scale.

At least you should test the normality of your data before using parametric statistics.

1 **4.2.1 Relationship between Social Influence and Youth Leadership Participation.**

2 The study used correlation to examine the relationship of variables. On that regard Pearsons’
 3 product moment correlation was employed to examine the relationship of variable. Findings
 4 revealed that social influence (SI) has positive correlation with youth leadership participation
 5 (YLP) with (r = .159*, p = 0.035). This is because the P-value (0.035) is less than the correlation
 6 coefficient (0.05).

7 **4.2.2 Relationship between social media and Youth Leadership Participation.**

8 The correlation between social media (SM) usage and youth leadership participation (YLP) was
 9 (r = .139*, p = 0.037). This indicated that the two variables are linearly related and have
 10 significant relationship since the P-value is less than the correlation coefficient. (0.05).

11 **4.2.3 Relationship between Civic Education and Youth Leadership Participation.**

12 The findings from data analysis show that the correlation between civic education (CE) and
 13 youth leadership participation (YLP) was (r = .099 p = .134) which justify that civic education its
 14 contribution was also positive on youth leadership participation.

15 **Table 5: Testing Hypothesis**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	20.363	1.360		14.973	.000
SI	.135	.096	.093	1.302	.194
SM	.097	.095	.079	1.032	.303
CE	.042	.095	.030	.406	.685

16 **Source:** Research findings, (2023)

17 This study used Likert scale to measure during data collection whereby 5-point Likert scales
 18 involved and was found appropriate for regression analysis. The final functions of the study
 19 based on linear models are well suited to this study. The functions which show relationship are:-

20 $YLP = fo + f1SIi + f2SMi + f3CEi + Ei$

21 Where;

22 SI = Social Influence

23 SM = social media

24 CE = Civic Education

25 E = Error term

1 i = Respondents

2 f = Parameter to be estimated

3 From this function the relationship between independent and dependent variable can be shown
4 from the result obtained during regression analysis. Thus, the relationship between social
5 influence, social media, civic education with youth leadership participation can be shown as
6 follows:

$$7 \text{ YLP} = 20.363 + .135\text{PSi} + .097\text{SMi} + .042\text{CEi} + \text{Ei}$$

8 Based on the findings, it can be concluded that the three independent variable was found being
9 important to enhance youth leadership participation in Iringa Municipality since all three
10 variable has positive contribution on youth leadership participation. Even though findings
11 revealed positive relationship, the rate of contribution was low which indicates that some
12 effort should be done to make sure that these independent variable function in maximum level.

13

14 **4.4 Discussion**

15 **4.4.1 The Contribution of Social Influence on Youth Leadership Participation**

16 The study assessed the contribution of social influence on youth leadership participation in Iringa
17 municipality. This study analyzed whether social influence have positive and significance
18 influence on youth leadership participation in Iringa Municipality. Result as expressed in Table
19 4. show positive but insignificant association between social influence and youth leadership
20 participation in Iringa municipality. The reason of arguing this is that p - values was found being
21 less than 0.05. That means that the contribution of social influence on youth leadership
22 participation is minimum in Iringa Municipality. This means that social influence has little
23 contributing power on youth leadership participation in Iringa Municipality. This is due to the
24 facts that society around youth do not value the sustainability of building tomorrow's leaders to
25 ensure leadership sustainability. They assume that leaders are born and not learn. That is to say
26 building youth leaders are not valued and there is little program for building youth leaders. From
27 these facts social influence has little contribution on youth leadership participation. Discussion
28 between parents and youth are not much encourages at house level relating to youth leadership.
29 There is little delegation of power at house level in order to learn and accomplish directives as
30 young leaders. Also, to some family there is little relationship between house children and
31 parents especially head of house. All these hinder the effectiveness of social influence on youth
32 leadership participation. From these results youth leadership participation promotions should
33 stand as a matter of great concerns to all society in Iringa Municipality in order to build strong
34 youth leaders as well as leadership sustainability.

35 **4.4.2: The Influence of Promotion on Employees Extra Role Performance**

36 The drive for this study was mainly to investigate the contribution of social media on youth
37 leadership participation in Iringa Municipality. To come up with findings the study hypothesized
38 that social media has no positive and significant contribution on youth leadership participation in
39 secondary schools in Iringa Municipality. The study involved multiple regression analysis and

1 findings revealed that social media has positive but insignificant contribution on youth leadership
2 participation in Iringa Municipality. This is because; the score of the statistical analysis in
3 regression has p value greater than 0.05 which indicates the insignificant result. That means
4 usage of social media on youth leadership participation has little contribution. There are some
5 factors which were hindering the effectiveness of social media on influencing youth leadership
6 participation. For instance, youth at school and home level were not allowed to stay and own
7 phones which assist to interact with leadership professional and gain leadership knowledge.
8 According to government directives youth in secondary school are prohibited to own mobile
9 phone. These situations hinder the effectiveness of social media to contribute youth leadership
10 participation. In addition, most youth are not conversant they afraid using social media because
11 their authority at school are not ready to allow youth to use mobile in social media. Due to that
12 youth lack support from using social media to learn leadership matters. Also, even when youth
13 are allowed to utilize mobile most of them look for games and interesting channel. Leadership
14 channel to them is not a prior. Social media are not contributing factors on youth leadership
15 participation in Iringa Municipality.

16

17 **4.4.3 The Contribution of Civic Education on Youth Leadership Participation**

18 This study analyzed the contribution of civic education on youth leadership participation in
19 Iringa Municipality. In order to come up with findings the study hypothesized that civic
20 education has no positive and significant influence on youth leadership participation in
21 secondary schools in Iringa Municipality. The multiple regression analysis was used and results
22 indicate positive but insignificant relationship between civic education and youth leadership
23 participation. This means that the provision of civic education to youth have no contributing to
24 youth leadership participation in Iringa Municipality. That means provision of lack some
25 contributing power to influence youth leadership participation. For instance teacher's
26 commitments on civic education are not a prior compared to others subjects. This concludes that
27 the way civic education is given and the way youth receives training cannot provide youth
28 leadership participation. The study findings indicate that civic education is not given to youth to
29 increases the level of understanding leadership situations. In addition, youth are not provided
30 with other leadership training such as being patriotic to build youth to become leaders. Mostly
31 youth are provided science subject, arts subject but for civic education. Due to that there is some
32 weakness which hinders youth leadership participation.

33

34 **5.0 Conclusion and Implications**

35 The study concludes that, social influence, social media and civic education have positive
36 contributions on participation of youth in leadership though the contribution is not very
37 significant. These constructs have little power to be significant for providing significant results.
38 This is because in estimating the required relationship, the results yielded a P values greater than
39 0.05 which justify insignificant contributions. This study has theoretically and empirically
40 evaluated research framework by incorporating three dimension which are social influence,
41 social media and civic education. Furthermore, various measurements have used to measure
42 main construct. The study has evidenced the following: Social influence, social media and civic
43 education have insignificant contribution on youth leadership participation in Iringa
44 Municipality. Therefore, the practical implication is that these constructs should be improved its
45 use in order to provide significant contribution to youth leadership in Iringa Municipality. In
46 addition to that all factors, which hinder the effectiveness of these three constructs, should be

1 addressed to ensure to enhance its contribution to youth leadership in Iringa Municipality.
2 Therefore, the study may assist researchers in section such as data collection instrument, validity
3 and reliability, selection of variables and sampling procedure which may enlighten researchers
4 on the methodological aspects of obtaining data based on relationship of variables.

5

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