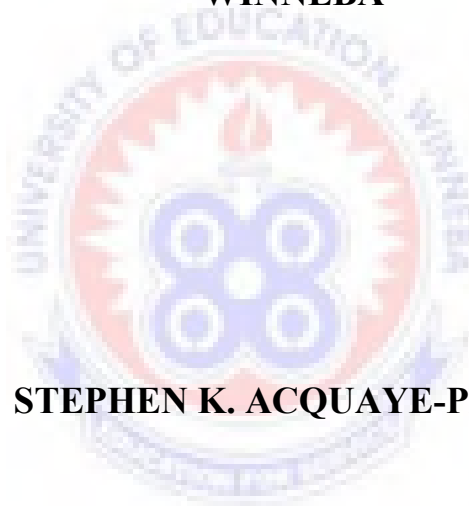


UNIVERSITY OF EDUCATION, WINNEBA

**THE ROLE OF STUDENT LEADERSHIP IN HIGHER
EDUCATION: A CASE OF UNIVERSITY OF EDUCATION
WINNEBA**




STEPHEN K. ACQUAYE-PRATT

2017

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**STEPHEN K. ACQUAYE-PRATT
(7141770060)**

**A PROJECT REPORT IN THE DEPARTMENT OF EDUCATIONAL
LEADERSHIP, FACULTY OF EDUCATION AND COMMUNICATION
SCIENCES SUBMITTED TO THE SCHOOL OF GRADUATE
STUDIES, UNIVERSITY OF EDUCATION, WINNEBA, IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR AWARD OF THE
MASTER OF ARTS (EDUCATIONAL LEADERSHIP) DEGREE**

AUGUST, 2017



DECLARATION

Student's Declaration

I, **STEPHEN K. ACQUAYE-PRATT**, hereby declare that except for the references of other people's work which have been cited, this action research is the result of my own effort, and that it has neither in whole or in part presented elsewhere.

Signature.....

Date.....

Supervisor's Declaration

I, **PROF. FRANCIS OWUSU MENSAH**, hereby declare that the preparation and presentation of this research work was supervised in accordance with the guidelines on supervision of dissertation, as laid down by the University of Education, Winneba.

Signature.....

Date.....

ACKNOWLEDGEMENT

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I wish also to thank individuals who helped in diverse ways to have this work written

To lovers and admonishers I say God richly bless you.

DEDICATION

This Project Paper is firstly dedicated to the Almighty God for His Wonderful work, my children Stephen William G. Pratt and John E. K. Pratt and my wife Veronica Acheampong.



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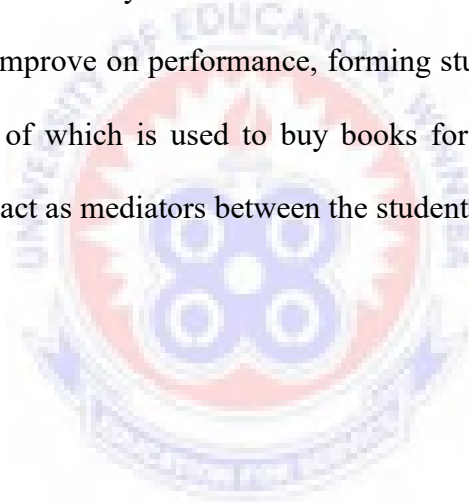


ABSTRACT

It is obvious that students' leadership in higher institutions has not been given much attention. The current study focuses attention on the role of student's leadership in higher education with respect to University of Education, Winneba.

Questionnaire was used mainly for data collection. In all 250 respondents were used for data collection. These include SRC Executive, Hall executives, social clubs and Associated religious leaders as course representatives.

The results or the findings of the study revealed that student leaders perform varied roles in assisting the University. These roles include conducting of inspection to enable the student leaders improve on performance, forming students clubs and the payment for SRC dues, part of which is used to buy books for the library, refuse cans and furniture. They also act as mediators between the student body and authorities.



CHAPTER ONE

INTRODUCTION

Background to the Study

Leaders need to ensure sustainable environment that increases an organization's ability to manage and overcome on-going challenges. This means more than just sustaining a competitive advantage and strengthening profitability. It also means establishing ethical standards, ensuring that the organization is fostering a safe and equitable work environment, as well as attending to its civic responsibility.

Leadership is simply the ability to influence individuals to work toward attaining the organizational objectives. Leadership is vested in an organizational leader who both leads and manages effectively. A leader is a guide, a conductor or a commander of an organization. Thus an organization leader's objective is to influence others to do the work of the organization.

A person who leads requires power to influence. If a leader does not possess sufficient power to influence those on whom his performance depends, he or she cannot obtain the resources needed to formulate and attain organizational objectives through others. Leaders have power that enables them to perform their functions. This is what Rost (1991) seems to be alluding to when he describes leadership as an "influence relationship" among leaders and followers. Within this definition lies the understanding that by nature of his office, the leader exerts an influence and power over others, who then are to be loyal followers and partners in creating an effective and productive organization.

The description of leadership as a human performance that influences a group of individuals in an effort to attain the goals of the group is also in line with this

thought. To Harry Truman, a past American president, leadership is simply the ability to induce employees to do what they do not want to do and like it Cohen (1976). Besides acting on behalf of the group and influencing them, leaders also occupy positions of high responsibility for they are charged with the tasks of bringing positive changes into the organizations that they lead.

Leaders emerge from within the structure of the informal organization. Their personal qualities, the demands of the situation or a combination of these and other factors attract followers who accept their leadership within one or several overlapping structures. Instead of the authority position held by an appointed head or chief, the emergent leader wields influence or power. Influence is the ability of a person to gain cooperation from others by means of persuasion or control over rewards. The basis of leadership is capacity of the leader to change the mindset, the framework of another person. A leader is a person who influences a group of people towards a specific result. It is not dependent on little or formal authority. Leaders are recognized by their capacity for caring for others, clear communication and a commitment to persist. An individual who is appointed to a managerial position has the right to command and enforce obedience by virtue of the authority of his or her position. However he or she must possess adequate personal attributes to match his / her authority, because authority is only potentially available to him. In the absence of sufficient personal competence, a manager may be confronted by an emergent leader who can challenge his or her role in the organization and reduce it to that of figurehead. In recent years, there has been fresh and growing concern with life in school communities, especially in relation to the social forces that help shape lives. Carl (1997) explained that leadership is particularly effective when it includes the use of creative visualization. Leaders expect

to become successful, resolve difficulties, find solutions, create opportunities, and attain goals.

The president of the Hunger Project, Joan Holmes, in the October, 1993 edition of the “African Framer” commented that “Leadership is the pivotal force behind all great achievement in history”. This underscores the fact that leadership structure is key machinery through which things get done, be it at the individual level or at the community, regional, and national levels.

There is poverty of ideas, of imagination compassion and concern for others when effective leadership is lacking in the society. Ralph (1981) claims that, strong evidence indicates that leadership is useful in promoting and guiding development. The outlook of Ralph (1981), agrees to a large extent with the late view of Udeasi (1990), who contends that development is not obtained by the presence of natural resources or by the acquisition of infrastructure, but rather by the awaking of one’s consciousness to one’s existential situation or predicament and by the utilization of the right methods with specific reference to the significance of leadership education, he asserts that leadership is critical to participation. Unless a community can collect, analyze, formulate and communicate data and goals and can also implement decision through its leadership personnel and through proper leadership education methods, it will in fact remain highly dependent (Udeasi, 1990). It is increasingly becoming clear in this era that, development does not start with goods, building, materials and cash. Leadership education which provides a guidepost is the fulcrum of the development process. Development start with people, the development of their leadership skill by appropriate methods, their education and training, the orientation of their attitudes and how they pursue societal objective, all of these basic factors have the valve of

increasing the productive capacity of the people, and without this basic elements, development will remain as it has not been fully exploited.

Leadership education is very vital in translating the blue print of the national economic plan into viable acts of development. It serves as a channel through which planned objectives can be communicated, understood and accepted. Some would argue that it is due to poor leadership styles or methods including methods of instruction and implication, that some developing countries spend huge sums of money on excessive armament at the expense of other sectors such as agriculture, health and education. Quoting from the experiences of national development plans of the new states were the products of political expediency. New electorates were deemed to need such symbols of independence as new airports, parliament and presidential places. Such innovations were probably inevitably and possibly excusable as a means of achieving the immediate aim of creating some sense of independence and national identity. Less excusable, however, have been the attempts to achieve results by similar methods in the absence of sound leadership education, the basis of national economic development (Sadler, 1997).

Statement of the Problem

The involvement of student's leadership is to create a congenial atmosphere in any University system. It limits students' agitations and confrontations since they are part of the decision-making. However, it appears student leaders are not fully involved to promote effective university administration.

It also seems University administrators do not realize the effectiveness of students' leadership in university administration and sometimes poses impediments on their way. The researcher therefore sought to find out the role student leadership play in

the University administration in the University of Education, Winneba (South Campus), and its associated challenges and come out with strategies to solve them.

Purpose of the Study

The purpose of this study was to find out the role of students' leadership in University of Education, Winneba.

Objectives of the Study

The specific objectives of the study were:

1. To find out what roles student leaders play in the administration and development of the institution at the South Campus of the University of Education, Winneba.
2. To find out how students' leadership get involved in the administration and development of the University of Education, Winneba.
3. To find out the challenges student leaders face in discharge of their duties in the University of Education, Winneba.
4. To find out the strategies that can be adopted to solve those challenges.

Research Question

The following research questions were raised that guide the study:

1. What roles do student leaders play in the administration and development of the University of Education, Winneba (UEW)?
2. How are the students' leadership involved in the administration and development of the University?
3. What are the challenges student leaders face in the administration and development of the University of Education, Winneba (UEW)?

4. What strategies can student leaders adopt to solve the challenges faced in the administration and development of UEW?

Significance of the Study

The results of this study would help to identify the factors that influence the involvement of students' leadership in administration and development of the University of Education, Winneba (UEW).

In particular, the results of the study would help identifying what specific roles students' leadership play in University administration. The relevance issue is therefore that, the results of the study will provide evidence based accounts of how in reality the involvements of students' leadership influence university administration. This perhaps will enable the university authorities and other stakeholders in education to reflect positively on how to address whatever inherent challenges that may be creating barriers to the involvement of students' leadership in university administration and development. This would further help find out the importance of involvement of students' leadership in university administration and development.

In addition, the results of the study would bring to light the ways in which student leaderships are involved in University of Education, Winneba administration development. The results of the study will help in finding out the strategies which students' leadership could adopt to solve the challenges in the course of their involvement in the administration and activities of the university. Results of the study will add to existing literature for other researchers interested in similar research studies.

Delimitation

Even though, there are several issues affecting students' leadership roles in tertiary education in the country, this research work is limited only to University of Education, Winneba.

Organization of the Study

The study is organized as follows: Chapter one covered the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, delimitations, and organization of the study. Chapter two focused on the review of both theoretical and empirical related literature of the study. The chapter explored literature around the following areas; theoretical framework, specific roles played by students' leaders, the influence of student leaders in university administration and development, ways students' leadership are involved in university administration and development challenges facing them, and the strategies adopted to solve those challenges. Chapter three focused the research design, the population, sample size, sampling techniques, instrumentation. Chapter four looked at procedure for data collection and analysis and chapter five highlighted the summary, conclusions, and recommendations of the data.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter presents the literature reviewed for the study. The following sub-headings were covered: the theoretical framework, roles played by student leaders, the influence of student's leaders in university administration, ways student's leadership is involved university development and challenges factors that affect their involvement in university administration and development.

Theoretical Framework

In the field of education, particularly in leadership many concepts are used. These, according to Leithwood and Duke (1999: p. 68), are instructional leadership, transformational leadership, contingent leadership, managerial leadership, and participative leadership. Similarly, there are as many theories regarding leadership as there are definitions. Rubenstein (2005) identified eight of these concepts after examining the work of Peter Northouse in 2004. These are: situational model, contingency theory, path-goal theory (also known as the motivational theory), the leader member exchange theory, transformational leadership, team leadership, leader of leaders approach, and value-based leadership theory.

For this study therefore, the theoretical framework involved the servant-leadership theory by Greenleaf's (2003). The theory considers the building of trust as the central issue for leadership by means of service (Greenleaf, 2003: p.36). Servant leadership theory reflects the Biblical message that says "man is here for the sake of other men" (Greenleaf, 2003). The leader and every other individual are here to serve the rest. The theory begins with the natural feeling one has to serve. One

therefore, consciously decides to aspire to lead. This brings to mind the hierarchical principle of organizational leadership which Greenleaf reports began with Jethro, Moses' father-in-law. Greenleaf noted that this hierarchical system "still dominates everything that is organized including armies, churches, government, schools, universities, businesses" (p. 43). He asserted further that this is still the environment within which university students find themselves as they move from being a student to citizen. According to Greenleaf, the success of a servant leader depends on a number of attributes. These include: individual initiative and goal setting; trust; acceptance and empathy of their followers; art of intuition; ability to bridge the gap between what is known and what is needed; foresight or the ability to predict future patterns, ability to meet the stress of life; be persuasive and able to get things done (Greenleaf, 2003).

This theory was considered appropriate for the study because any university system involves those in administration, lecturers, other workers, and students. Students on one hand are elected because the university system creates those positions. By creating those positions like students representative council president, vice president, secretary, women commission financial secretary and so on means that student leaders are equally important to serve others. Their roles in university administration development become important which have been the bases for this study.

Democratic Leadership Style

This leadership style is participatory-therefore a complete departure from the autocratic leadership. It lays emphasis on group decision and the performance of the group as a whole. There is a process of decentralization and delegation of leadership functions.

As one would expect, this leadership style adopts the use of influence on others to have a task performed. It is therefore not surprising that democratic leadership is based on the following assumptions put forth by Mankoe:

- Avoids imposing his/ her will on subordinates; Shares decision making actively with subordinates;
- Allows subordinates to define their own objective;
- Acts as liaison between the group objectives and those of the organization;
- Creates a climate of openness and trust; and
- Practices a two-way communication and plays developmental and guidance role (Mankoe, 2007).

Some common arguments in its favour constitute the fact because workers participate in decision-making, they feel a sense of self-esteem and therefore are more committed. Second, collective efforts and combined knowledge often give birth to new ideas. Yet, it may be fairly argued that some workers according to Mankoe (2007) may not be receptive to the participatory approach, thinking that management uses the approach to manipulate them, or that the manager or leader is ill-qualified. Moreover, often, group members whose ideas have been rejected may feel rejected.

Leadership Qualities and Challenges of the Leader

Adesina believed that a firm agreement on what the qualities of the leader are does not exist. There is consensus; however, that leadership should revolve around what a person is as well as what a person does. Thus the qualities of leadership can be categorized under two major headings; tangible and intangible. Tangible qualities centre on acquired skills, techniques and other cognitive qualifications. Intangible

qualities, which are less obvious, constitute the precepts of human beings and the leader's general understanding and interpretation of life (Adesina, 1990).

Successful leadership must reflect the interface of a leader's ability to manage himself and manage others. He must manage their values and aspiration. In short, a good leader manages diversities as expressed in the views of Adesina who observes that, good leadership has to do with certain qualities and attributes some of which cannot be easily acquired even though persistent reading and studying. Some of these qualities are a leader's love and consideration for others. Progressiveness, motivational techniques, respect for subordinates, good intentions for others and so on.

McCarthy (1998) underscores the fact that if there should be a curriculum outline for refugee leadership education program, the qualities stated above should be emphasized. To enlarge upon the view of Adesina and McCarthy is the view expressed by Jenkins and Jenkins (1998):

A leader is not guided by personal preferences, private whims or private interest - not even by that sense of the good that might rule in one to one personal engagement (p.103).

No doubt, some should agree that a good leader, regardless of his personal shortcomings, should ensure that his followers are challenged to reach and attain the maximum effectiveness through an increase in their self-esteem and staff-concept predicated by the leader's love. Leadership is people's development' but the people must feel that sense of love by the leader. Explanations have been advanced in many instances about selfish leaders as the most obvious practical obstacle to organizational progress.

The general conviction is that the purpose of leadership is to enable people in groups, in communities, and as individuals to become self-reliant, creative and self-motivating. This requires that a leader employs great skills in coordination, and this implies enabling people to reach their goals transform their own situations and carve their own future. It is worthy to record that study of leadership places great emphasis on the superior quality of the personality of the leader and the character, which separate him/her from his followers. This, all by itself; though essential, is not leadership. A leader's ability to influence should exceed personal charisma. A big part of leadership is consistency, letting those who work with you and others you lead know that you will be there for them through good and bad times. Viewed from the perspective of adult groupings an adult education, Waterman and Peters (1978) articulate that in the exercise of leadership one must treat people as adults; treat them as parents, as peers and as partners. Treat them with dignity; treat them with respect. Treat them not as capital spending and automation as the primary source of productive gains.

Leaders are those who have a vision of what needs to be done, as well as the appropriate manner of communicating this vision to others to get them to act together towards a common goal. Trait theory is also known as "the great man theory". This theory states that the most effective leaders all over the world, no matter in what organization, have certain characteristics in common. Bennis (1998), for example states that leaders are people who are "able to express themselves fully". They know what they want, why they want it, and how to communicate what they want to others, in order to gain their cooperation and support. Lastly, they know how to achieve their goals. In studying the lives of those labeled as effective or great leaders, it becomes clear that they have very unique qualities. We think of individuals like, Nelson

Mandela, Margaret Thatcher, Dr. Kwame Nkrumah, and Mahatma Gandhi, to name but a few, who have exhibited such abilities.

This theory gives the impression that if we could carefully identify those traits, characteristics or unique qualities, then we could say that any particular leader who possessed them would be effective, no matter in which organization. Some common traits which the scholars in this suggest are: good looks, height, academic achievement, intelligence, social status, and wealth. In this study of a large number of North American organizations and leaders, Gardner (1989) came to the conclusion that there were some key qualities or attributes that good leaders possessed. Gardner even went further to state that anyone who exhibited these unique attributes could be an effective leader.

In spite of the many contributions, and as convincing and compelling as this theory or approach may seem, there have also been identified problems with it by other scholars, (Saddler, 1997; Wright, 1996; Rosener, 1997). These scholars claim that we do not seem to have research of a compelling amount and quality on the trait theory to demonstrate its validity. For example some of the criticisms indicate that it is simply unrealistic to expect leadership characteristics that work on a battlefield to apply in a classroom. Some think that the characteristics are not comprehensive enough, while others also believe that certain individuals who possess these qualities are not necessarily effective leaders. There is even a critique that the work is male-biased. There is also the argument that a person's traits must bear some relationships to the people and the situation within which the person finds himself. What is important, they argue, is how the leader behaves in his situation, and that they think, will lead to more effectiveness.

Roles Played by Student Leaders

The Student Representative Council (SRC)

The need for student participation in university governance, particularly at the tertiary levels, has been recognized for decades. Student governance has usually taken place through the organization of a governing body - the student representative council (SRC). Asiedu-Akrofi (1978) observes that student participation in universities governance today represents a period of great promise in our society with strong democratic aspiration. Students at the youthful level learn to be democratic in their preferences and demands in their education. The adult section of society no longer views students as people with too feeble and immature minds whose various needs must be unilaterally planned, decided on and provided by the adult members. On the contrary, in modern times, students have often questioned the wisdom behind some of the things their parents and other adults did for them, recognizing the need no longer to perceive students as incapable of taking good decisions, management of university accept the important roles which students can play in the day-to-day operations of the school.

Students' participation in university administration, it may be argued, is a constitutional right. Section 44 of article 58 of the 1992 constitution of Ghana, for example, stipulates that the President of Ghana should be assisted by others who act in his name. This requirement implies that other citizens should of necessity participate in running the affairs of the country. It therefore makes sense to inculcate this constitutional requirement in the running of a university which is training the youth to participate later in the affairs of the larger community. It is also a cardinal principle in

any civilized society today that those who are affected by administrative decisions should participate in making those decisions.

The SRC is a representative body of the students, with important officers as the president, vice president, secretary, treasurer, as well as other offices depending on the needs of the particular institution. It is a means of promoting social life of the institution and giving students some training in leadership roles and democratic principles of society. It provides healthy self-respect among students.

Student's participation implies recognition which creates commitment which in turn motivates them to provide some facilities such as means of transport of their own, use pavilions, televisions, furniture and other items for the university. These are usually produced through payment of dues. Student leaders' involvement eliminates dictatorial tendencies of university authorities and instills in students the practice of democracy. Involvement of university administration and student leaders, particularly in the use of scarce resources such as money, promotes probity, accountability, and transparency. Positive attitudes which students build through their involvement encourage organizations.

Students are able to understand and appreciate university problems. The SRC, for example, meet to discuss problems objectively and make informed decisions. Quantitative decisions are made which students do not consider as being arbitrarily imposed on them. The youthful suspicion of the adult is removed. A sense of responsibility is instilled in students and ensures that they willingly obey school rules and regulations. If one wants to command, one should know how to obey. Students discipline becomes self-imposed. Immorality is reduced when students obey rules that they have had hand in making. Participation satisfies students' need for recognition

and attention. Such contentment helps students to create democratic attitudes and learn to be self-directing and law abiding.

Students respect a leader who tolerates participation in decision making and regards his views as carrying weight. They are able to see their criticisms and disagreements as moves for dialogue and not as causes for disrupting university administration. A channel is created to smoothen disagreements. The preparedness of students to relay their problems to their own leaders is higher than to the staff. Hence most of the students' grievances are heard and steps are taken to address them.

Finally, students' participation makes a link between university authorities and the student body. This link establishes mutual trust between university authorities and students making the university community run by committees of staff and students. Students are able to control affairs in the absence of the staff. They perform certain delegated roles thus creating a "we feeling" and a sense of belongingness". The administrative roles of staff often take a big chunk of their instructional time; the delegation roles therefore lessen the administrative burden on staff which gives them ample time to deal with academic work seriously.

The administrative structure in any educational institution makes provisions for students' leadership. In line with this provision, students' Representative Councils (SRC) is formed in universities. In most cases, the representatives are elected by the students themselves after students have put themselves forward as candidates from the various positions. Student leaders exhibit some unique characteristics that endear them to the heart of their colleagues. They may be great orators who sound very convincing. They seem to know all such problems. A careful analysis of events however, revealed

that all the characteristics displayed by most student leaders are just displayed for the purpose of winning the confidence of their colleagues which are expected to be translated into votes for them.

Leadership is a process of social influence in which one person can enlist the aid and support of the other in the accomplishment of common task (Keith, 2010: p. 68) to manage people, the aspect of leadership has to be considered, there are therefore various factors which have to be taken into consideration. Actions taken by the leader and those involved are from what theories, principles and schools of thought which in their estimation have influenced and taught them most (Heil, Bennis, & Stephens, 2000). It is therefore, logical to state that the behaviour of leaders is based on theories, hypotheses or some kind of generalizations.

Leadership whether shared or individual, plays an important role in the university administrations' effectiveness and satisfaction of its members. Universities are organizations populated by humans and their roles especially those in leading positions such as student leaders, is of crucial importance for institution wellbeing.

Bolman and Deal, (2001), emphasized that organizations exist to serve human needs. As administrative structures in universities are changing, the roles of the students' leaders need to be taken into consideration in order to serve others. As representatives they should explicitly be seen to be playing their roles.

In tertiary institutions, students organize themselves into governing body known as the Students Representative Council (SRC). The SRC is a representative body of the students, with important officers such as the president, vice president, secretary, treasurer as well as other offices depending on the needs of the particular

institution. Such organization is a means of promoting social life of the institution and giving students some training in leadership roles and democratic principles of society. It provides healthy self-respect among students. The SRC performs various roles through student committees on the SRC as a representative body consisting of executive members as well as representatives for the various halls (hostels) and chair persons of the various committees. The mode of electing student leaders to serve on the SRC itself is one important measure of inculcating in students democratic principles in the larger society. The specific functions of the student representative council are:

- i. To promote the well-being of the university
- ii. To ensure that students understand issues that falls within on matters of their competence.
- ii. To act as intermediary by conveying students' position on matters of their concern to the university authorities and vice versa.
- iii. To act as moral guard of the university through the enforcement of university rules and maintenance of cordial relations between the students and the university.
- iv. To provide leadership in the organization of university functions such as sports and entertainment.

Student leaders are generally expected to compliment the efforts of the university administration in effective running of their institutions. They also serve as mouthpiece of students in the promotion of cordial relationship between student and the administration. Research has provided sufficient information about the key characteristics of student leaders. However, there is growing need for continued improvement and reflective practice on the continuous development of leadership

skills. It has been observed that much time is expended by student leaders in the performance of their roles to the detriment of their academic work.

The Influence of Students' Leaders in University Administration and Development

Decades of academic analysis have given many definitions to leadership. Leadership continues to be a concept everyone seems to be acquainted with but no one can define. Many theories of leadership are still in the system for referencing - some looked at the leader, and others looked at the situation. None has stood the test of time.

An interpretation of the above suggests that no consensus exist among scholars about a single criterion to be applied in defining leadership. With the context of the academic flurry, this study takes a stand for a criterion which may be useful in distinguishing leadership from other concepts, and that criterion is "influence" or the ability to influence as a key variable to leadership is expressed by Mankoe (2007), who underscores that leadership is simply the ability to influence individuals to work towards attaining organizational objectives. Leadership is vested in an organizational leader who leads and manages effectively. A leader is a guide, conductor, or commander of an organization. Thus, an organizational leader's objective is to influence others to do the work of the organization. Influence is any behaviour on the part of one individual which alters the behaviours, attitudes, feelings and so on, of another, (Mankoe, 2007).

The use of the phrase "the capacity and the will rally" in Marshall's perception, all the more demonstrate the overlapping tendencies of various meaning of the term and even gives credit to Adesina (1990)'s assertion that "leadership is indeed a long standing and widespread topic of concern"

Perhaps, it could be said that few issues have received as much concerns and attention from various writers. Mankoe (2007) indicates that there is obvious leadership requirement where two or three are gathered for a common objectives, and thereby engaged in some actions to achieve the objectives. There are leaders in business, entities, in university, in social political institutions, organizations and systems etc. yet there is little consensus on universal meaning of leadership indeed, no universally accepted definition of the word has yet been reached.

Certainly, the divergence of opinions is understood and accepted. There may be people who perceived leadership purely in economics terms; others give leadership socio-political consideration, while others view the concept in psychological terms. In these diverse situations, the leader could be conceived as the person liked best or hated or the person offering the best guidance (Adesina, 1990).

From whatever angle leadership is viewed, the point of convergence that stands out is that the leader must possess the ability to get things done with the support and cooperation of individuals and groups within the organization. This can be realized by enlisting the energies of others and by psychologically motivating them to achieve organizational goals (Adesina, 1990).

A clarification of what constitutes leadership than otherwise is cited in this well-known formula.

- i. The boss drives his men: the leader inspires them
- ii. The boss depends on authority: the leader depends on good will:
- iii. The boss evokes fear: the leader radiates love;
- iv. The boss says “I” the leader says “we”

- v. The boss known's how it is done: the leader shows what is wrong.
- vi. The boss how it is done; the leader shows to do it and
- vii. The boss demand respect: the leader commands respect: the leader, contrasted with the boss in this sense, has qualities which are inspirational, good, living, collective, and empathetic, based on taking initiative and demonstrating respect for others. To fit the specific circumstances of the ability to influence, Cohen emphasized the definitions of leadership under the following categories:
 - a. Filling the gap between the subordinate desires and abilities on one hand and organizational goal and requirement on the other;
 - b. An influence process directed at either an individual or group.
 - c. A manager realizing his intensions and satisfying the needs of his employees to do what they do not want to do and like it (Cohen and Bradford, 1990).

From Cohen et al, (1990) as cited above, one identifies certain area of similarities and more to speak, convergence from the observation of Ralph Stodgill, who also categorized leadership under ten headings. These are;

- i. Leadership as focus on group processes;
- ii. Leadership as personality and its effects;
- iii. Leadership as the art of inducing compliance
- iv. Leadership as an art of influence
- v. Leadership as an art of behavior
- vi. Leadership as a form of persuasion
- vii. Leadership as an instrument of good behavior
- viii. Leadership as an effect of interaction

- ix. Leadership as a different role; and
- X. Leadership as an initiation of structure (Ralph, 1981) cited by Mankoe (2007).

These analytical categories underscore a philosophical stand point which suggest that a leader is one who knows the way, shows the way and goes the way. In other words good leadership will take place when others are willing to work through some influence that is triggered by interpersonal relationship with a group. It might be held that one of the main functions of a leader is that he/she is more of a change agent through a policy framework. This advice could be applied to profit and non-profit organizations, educational institutions, charity organization and religious organizations. The “good people” suggest people of principles, beliefs, and values that are so positively strong that they dare to abandon certain leadership positions in the world. Certainly, leaders cannot afford to leave the world at the mercy of unprincipled people. Leaders are apt to “do something” that require full understanding of those opposed to human progress and how to deal with them.

This requires courage and vigilance. Leadership then is an art of combining ideal, people, things, time and faith to achieve predetermined objective. Here, leadership, as an influence and active force become an art of getting things done either to people, for people or through people. The foregone analysis is that nothing moves or happens without leadership and the most misery and deviance is caused by unsatisfactory human relationship resulting from failure in leadership. For every thousand hacking at the leave of evil, there is one striking at the root. We can only achieve quantum improvement in our lives as we quite hacking at the leaves of attitude,

the paradigms from which our attitude and behaviours flow. Good leadership is the remedy for this (Covey, 1990).

In his philosophical passage, the seven “Habits of Highly effective people” powerful lessons in personal change discerns that one can confront evil attitudes and behavior directly, but indirectly by showing examples of good leadership. Perhaps a recent illustration of this point is the life and work of South Africa former president, Nelson Mandela and Black civil Right leader in the U.S.A. Martin Luther King, Jr. The essential and lasting value of this approach is that a leader is one who sees more than others see, and who does more than other do. The two cited statements embody political leadership, but leadership obviously transcends politics.

Jenkins and Jenkins (1998), acknowledged that if anything, that stakes are even higher, when we take about the promotion of certain essential communal values - education, spirituality, health, the welfare and protection of children and the elderly, advocacy for the poor, ethnic minorities and women, the ethnical formation for youth, and care for the mentally disabled.

Leadership is more relevant because people in organizations must make a difference in the world to improve the quality of life of others and make their marks for the betterment of society. This line of thought brings us to the point where it seems necessary to summarize the conceptual clarifications of leadership as a necessary end for human progress. We may have managers and administrators who think both of the present and the future. We may have administrators and managers, who take the short view; we may have managers and administrators who set the pace, but we need leaders who set the tone and direction (Bennis, 1998).

Organizations, by definition, are social systems in which leaders help with norms, shared beliefs, values and paradigms of what is right and what is wrong and how things are done. We may have managers and administrators who focus on the “how” but we need leaders who focus on the “what” and “why”. We may need managers who think in terms of maintenance and the present, but we need leaders who think in terms of innovation and development for the future. Finally we need managers and administrators who set pace, but we need leaders who set the tone and direction (Bennis, 1998).

The need for student participation in institution governance, particularly at the tertiary levels, has been recognized for decades. Student governance has usually taken place through the organization of a governing body the student representative council (ASRC). Asiedu-Akrofi (1978), observes that student participation in university governance today represents a period of great promise in our society with strong democratic aspiration. Students at the youthful level learn to be democratic in their preference and demands in their education. The adult section of society no longer views students as people with too feeble and immature minds whose various needs be unilaterally planned, decided on and provided by the adult members. On the contrary, in modern times, students have often questioned the wisdom behind some of the things their parents and other adults do for them. Recognizing the need no loner to perceive students as incapable of taking good decision, management of universities accept the important roles which students can play in the day-to-day operation of the university.

Students’ participation in university administration, it may be drugged, is a constitution right. Section 4 of Article 58 of the 1992 constitution of Ghana, for example, stipulates that the president of Ghana should be assisted by other who acts in

his name. This requirement implies that other citizens should be of necessity participates in running the affair of the country. It therefore makes sense to inculcate this constitutional requirement in the running of a university which is training the youth to participate later in the affairs of the larger community. It is also a cardinal principle in any civilized society today that those who are affected by administrative decisions should participate in making those decisions.

Students participation implies recognition which create commitment which in turn motivate them to provide some facilities such as means of transport of their own use instead of always relying on the university vehicles, furniture, study halls or pavilions and library books. These are usually produced through students' dues. Student leaders' involvement eliminates dictatorial tendencies of university authorities and in tiles in students the practice of democracy. Involvement of lecturers and student leader, particularly in the use of scarce resources such as money, promote probity, accountability, and transparency. Positive attitudes which students build through their involvement encourage some organizations to willingly come to the aid of the university.

Students are able to understand and appreciate university problems. The SRC, for example, meet to discuss problem objectively and make informed decisions. Quantitative decision is made which students do not consider as being arbitrarily imposed on them. A sense of responsibility is instilled in students and ensures that they willingly obey university rules and regulation. If one wants to command, one should know how to obey. Students discipline becomes self-imposed. Immorality is reduced when students obey rules that they have had hand' in making. Participation satisfies students' need for reorganization and attention. Such contentment helps students to crate democratic attitudes and learn to be self-directing and law abiding. Students

respect a leader who tolerates participation in decision making and regards these views as carrying weight. They are able to see their indecisions and disagreement as moves for dialogue and not as causes for disrupting university administration.

A channel is created to smoothen disagreements. The preparedness of students to relay their problems to their own leaders is higher than to the lecturers or staff. Hence most of the students' participation makes a link between university authorities and the student body. This link establishes mutual trust between university authority and students making the university a community run by committees of staff and students. Students are able to control affairs in the absence of the staff. They perform certain delegated role thus creating a "we feeling and a sense of belongingness". The administrative roles of staff often take of big chunk of their instructional time; the delegation roles therefore lessen the administration burden in staff which gives them ample time to deal with academic work seriously.

Asiedu-Akrofi (1978), declared that students have rights to form government which are related to tights of free association and assemble. These rights include the right to form student governments, to vote for representative office just as obtains in the larger society. Related rights include the freedom it by not paying the associational fees. The right to exercise this freedom, however, appears not to be well exercised in Ghanaian universities since the payment of SRC dues, for example, is obligatory and students do not seem to have right not to pay the stipulated fees. Membership is also compulsory at the moment a student gets admitted to an institution and registers to peruse a programme of studies. How can a student enroll in an institution and not benefit from privileges that derive from the efforts of the students' leadership? For example, it is unthinkable that a student can opt out in the use of a lecture hall or a

library established through SRC funds. Hence, it is probably not appropriate (not unlawful) in Ghana for a student association which is expected to embrace all student. Every strategy in administration that is adopted in university is a miniature copy of what happens in the larger society since the university is a small society within a larger society - a microcosm within a macrocosm.

As future leaders of society, students in their youthful days must be exposed to the intricacies for handling administrative problems and effort at finding solutions. Students should not be made to behave like babies who simply cry for whatever they need in today's complex world where every essential resource is in short supply. They should also understand that conflicts in human affairs have become the order of the day and that such conflicts can always be resolved through mature handling by the conflicting parties. These stark realities must be exposed to students in university. The university organization may be likened to a tripod that comprises the academic staff, support (non-teaching) staff and students. A tripod cannot discharge its functions without one stand. Therefore each group has an important role to play in the university's operation to achieve its goals. Involvement does not necessarily mean that students would always attain fulfillment in their deprived conditions, but inasmuch as they understand the ways of such deprivation, peace would prevail, for example, the late or non-payment of quarterly grants by government which has interrupted the provision of some essential services would be understood. Without students, there can be no university. They form the hub around which every decision resolved. If university exists because students exist, then students must be involved in all administrative matters that affect them.

Students must therefore participate in decisions that have to deal with matters like the academic calendar, examinations, time tabling, choice of subjects, library, entertainment, sanitation and discipline.

Ways Students Leadership are Involved in University Administration and Development

Students are very important when we talk about stakeholders in university administration. As stakeholders, students need to be involved in the administration and smooth management of the university programme. Astin (1985), stated that the more students are involved in student activities, including leadership activities, the greater their success in learning and personal development will be. On student leadership position and academic performance, Cress (2001), concluded that all students have leadership potential and that institution of education can uncover and develop this potential with targeted programs that will also increase the students' educational success. They also asserted that educational institutions will be successful in developing tomorrow's leaders when they provide connections between academic programs and community activities and express a strong desire, through their stated mission, to create a "legacy of leaders in businesses, organizations, governments, universities and neighbourhoods.

Student involvement is a practical philosophy that informs the way educators and administrators approach learning, teaching, and leading in universities in efforts to improve universities. This offers a powerful roadmap that provides students with a sustainable, system-wide approach to engaging fellow and future students as leaders in university change. It also deliberately and actively engages students at all levels and in all subjects as stakeholders and partners in the teaching and learning process, and

throughout the education system as a whole. Overall, this helps continually validates the experience, perspectives and knowledge of all students through positive participation in university improvement (Adams, 2003)

Student involvement emphasizes the practical and empowering involvement of students throughout education in order to promote greater academic achievement, close the current engagement gaps in gender, class, and race, and create supportive learning environments for all students. This does not happen in isolation; rather, it is the implementation of a set of interrelated strategies and activities that is infused with other efforts directed towards increased university success for all students. It also depends on a sustainable structure of support to build the capacity of educators and administrators in universities to involve students in meaningful opportunities in teaching, learning, and decision-making. Lecturers and administrators become allies with students-adult partnerships in university-wide learning communities which require the consistent support and willingness of adults to integrate students in all aspects of university, including teaching, learning and decision-making.

The roles of the students-lecturer relationship become central to creating supportive learning environments and fostering academic achievement for all students. It engage students in learning, with purpose, individually to strengthen academic performance through relevancy and relationships; collectively, to promote lifelong learning through academic, cultural and civic engagement for all students.

According to Adams (2000), the role of students and lecturer relationship empowers students, their knowledge, perspectives, experience and actions by positively engaging every student in learning and teaching in leading universities today. It makes applied learning relevant through practical application in the university

setting: teaching students about learning, engaging students through active processes, and promoting on-going reflection about learning and teaching by students and educators. There are several ways of involving students in the administration and management of a university. These are:

- a. The committee system is an approach by which a university appoints a small group of people as standing committees to deal with specific problems of the university administration. As noted above, these committees include sports entertainment and discipline. Members of staff usually chair these committees to direct affairs, so that they may carry to assist the university in its policy making.
- b. Durbars are occasions for frank discussions among staff and students devoid of intimidation and victimization. They should not focus only on negative issues and ways of addressing them, but on the positive aspects as well, i.e. what the university is doing well. Firm decisions arrived at should be recorded to direct the university in its development.
- c. The suggestion box is created and placed at a vantage point in the university. Students drop grievances, criticism, and suggestions on issues that bother them into the box without actually indicating their names. Such “dropping” are usually anonymous. It is an effective means for those who feel inhibited for some reasons such as the fear of victimization, to talk openly, but those who have genuine desire to make their concerns known. The box may be opened once a week. Any suggestions made should be addressed by the authorities concerned such as the University Council, University administration or the staff. Students should, however, be educated on the appropriate use of the box so that the system is not abused or used to settle personal scores.

Student Leadership Participation in Development of the University

Participation in development has been found out not only to increase satisfaction to members of community, but also it is capable of yielding results more rapidly with greater benefit to the community as a whole. Participation, however, wears many faces. When we say that one has participated in an activity, to a layman, he or she has “taken part”. It connotes the direct involvement of ordinary people in local affairs. While ‘participation’ may be a vague term its advocates often rely on two key arguments about its value. It:

- Makes for justice in decision-making - people have some say in, and influence on, collective decisions.
- Has an educative value. Through participation people learn (Beetham, 1999).

Midgley, et al (1986: P.23) have laid emphasis on popular participation and community participation which, the authors found, are interlinked. The former is concerned with broad issues of social development and the creation of opportunities for the involvement of people in the political, economic and social life of nation, the later connotes the direct involvement of ordinary people in local affairs.

Community participation is the active involvement of the local population in making decision concerning the planning and implementation of development projects. It is also thought of as centering on specific activities such as the funding campaigns. Furthermore, it contributes in a way towards the broader goal of democracy, empowerment and resource distribution (United Nations, 2007). Community participation, therefore, may be regarded as an active and meaningful involvement of all segment of the population in decision-making process for the formulation and implementation of development strategies and policies. These strategies and policies

should aim at improving the social status of the people and their role as agents and beneficiaries of development and human progress, thereby promoting social integration on the basis of equality (United Nations, 2007). In short, community participation is the means by which ordinary citizens can induce significant social reform which enables them to share in the benefit of an affluent society.

Arnsteiri (1969) also notes that there is ‘citizen participation’ which is the redistribution of power that enables the have-nots, who in the mean time are excluded from the political and economic process, to deliberately be included in the future. It is the strategy in society by which the have-join in determining how information is shared, goals and policies are set, tax resources are allocated, programmes are implemented and benefits like contracts and patronage are parceled out.

The United Nations Economic and Social Council, in its resolution 1929 (LV III), stressed that ‘popular participation’ should be consciously promoted by governments with full recognition of civil, political, social, economic and cultural rights and through innovation measures, concluding structural changes and institutional reforms and development. Hence, most countries in the world over have valued peoples’ participation in development.

The concept community participation even though has a long tradition international arena, received serious attention not too long ago in Ghana. The concept is often substituted or viewed as synonymous with phrases such as ‘popular participation’, and ‘citizen participation’.

Aristotle cited in Kasperson, R.E. and Breitbart, M. (1974) argues that “the people at large should be sovereign rather than the few best....” Permeating these words

is the belief in the autonomous citizen. Aristotle made it clear that participation in affairs of the state by the autonomous citizens is essential to the development and fulfillment of human personality.

At the basic economic level, participation in society can be seen as employment in a profitable occupation. At another level, it is an active involvement in decision making process with regards to plans and priorities for the development of resources and assets. Participation denotes an intimate involvement whereby people critically influence decisions about how, when and in what form they acquire benefits; it implies power transfer to the target group (Mbithi, 1973).

Participation adds value to the development process and is a condition for development to take place. It has to be done consciously, so that the participation is aware of the benefits of participation. He or she must have the means to participate autonomously. His or her participation has to be continual rather than episodic. The common thread that runs through the views on participation is undoubtedly that, participation is a fundamental principle that seeks to ensure that every individual is deliberately included in decision making. Participation of people in decision making implies their involvement in the formulation and planning, implementation, monitoring and evaluation of strategies and policies for social integration.

How Students' Leadership involves in the development of University of Education, Winneba

Leadership is not a treasure in post, but selfless evocations to the service of mankind. Against this background, the 2014/2015 batch of SRC Executives came to office with the alacrity to ensuring the welfare and well-being of UEW students. This

2014/2015 Academic year had its own challenges both recurrent and entirely new developments.

SRC 2014/2015 Contribution to UEW Development and Achievements

As per the SRC constitution of the University of Education, Winneba articles four clause 6, the SRC shall publish a record of student activities and the journal of the SRC at least once a semester. It is in this light that, the 2014/2015 SRC magazine. Campus Lens the month piece of the SRC serves as a medium through which the entire student body can adequately be informed and educated on the activities of the SRC as well as other import out programmes and projects on-going in the University.

Student leadership of the University of Education, Winneba is constituted by SRC Hall Executives of the various halls of the university commonly called Junior Common Room Council JCRC and the department student leaders or executives. The following are the works and the achievements of present students' leadership of the UEW. In the 2014/2015 academic year the student leadership of the University of Education embarked on the following projects/programmes SRC 2014/2015.

- Production of SRC lactose
- Lapel pins
- Summer huts for university
- Purchase of a campus shuttle system
- Donation of SRC sports trophy and new set of jersey
- 40 dustbins donated by SRC

Ghartey Hall JCRC 2014/2015 Achievements

- Purchase two “43” inches Samsung Plasma TV for Block A and B
- Purchase two DSTV decoders for Block A and C

- Purchase three satellite dishes for Block A, B and C
- Purchase full range speaker
- Purchase of a first aid box
- Provided Lacoste T-shirt to 175 sports men and women
- Provided curtains for all the three JCRs
- Refurbished the presidents, vice presidents and treasurers rooms with curtains and carpet
- Printed the Hall Constitution for all level 100 students students
- Provided “KAMIZA T-shirt to all affiliates as souvenirs
- Organized clean up exercise at the various blocks of Ghartey Hall. (Campus Lens 2014/2015)

Previous SRC Contribution to the UEW Development

SRC in UEW has become an agent for infrastructure and transportation development which have shaped the image of the university and the university authority. The previous SRC has contributed to the following development:

2006 / 2007 SRC built Kwame Boadi Memorial pavilion in honour of its president who passed away with shock at the South Campus and other at the North Campus

2009 / 2010 SRC built Directional guide at the South Campus director people where various offices and lecture halls are located.

2010 / 2011 SRC built seven summer hut pavilions four (4) for South Campus and three (3) for North Campus for students to use study areas.

2015/2016 SRC provided gardens and under tree chairs and tables for all the Campuses at Winneba for studies.

2015/2016 SRC also provided the student body of the university with Neoplan Bus.

Kwegyir Aggrey Hall JCRC 2014/2015

The Hall currently is mounting gradually to the top in the field of sports. Recent achievements include

- First position in the female inter-hall fresher's games 2014.
- Second position in the female inter-hall cross country
- Gold and silver medals in the women inter-hall athletics
- Purchase of soccer jersey
- Purchase and stocking of first aid kit
- Purchase of 15 football hose.

In addition to Kwegyir Aggrey Hall JCRC's achievements at the sports sector, the Hall also undertook the following projects:

- Procurement of 600 yards of printed Kwegyir-Aggrey Hall cloth that was sold to members.
- Printed Kwegyir Aggrey Hall you will always find home away from home based on the welfare and sanitation situation at the hall which include:
- The periodic organization of general clean up exercises at both blocks of the hall.
- Ensuring security at the Hall through the fixing of burglar proof fortification at the vantage points in the hall. (Campus Lens 2014/2015)

Simpa Hall JCRC 2014/2015

On assuming office 2014 May to date JCRC can count on several projects and programmes. These can be grouped under the following subheadings:

- Welfare and sanitation
- Project
- Sports and Games
- Entertainment

Welfare and Sanitation

It is an undisputable fact that the members of any group of people, ultimately desire to have their welfare attended to. The present Simpa Hall Executives has long realized this and that has made at possible to undertake the following activities:

- Organizing of clean up exercise at the various blocks of the hall.
- Fixing the street lighting system around the Simpa-roundabout and the electrical problems in the hall itself.
- creating of database for all affiliate to facilitate identification of hallers

Projects

The ultimate aim of students on Campus is to excel in the academic field. The Hall Executives though it necessary to get to the students and a s such the Hall unprecedented gave out.

- Wrist band pen drives as souvenir
- Renovated the female JCR with new set of sofa chairs
- Purchased on LCD projector and a giant projector screen
- Replaced two stolen television and a DSTV decoder (43 inch LCD)
- Purchased complete spinning sound system.
- Purchased a 5000 watts stabilizer for the sound system.

- Printing Simpa customized cloth for sale, two brand new microphones, and curtains for both the male and female JCR.

Sports and Games

In terms of sports, the Hall won all the disciplines at the inter-halls games except men soccer. Its records include

- Gold medal in both men and women cross-counting
- The overall best hall in the athletics field and track events
- Gold and silver in the inert hall games
- Purchasing sports equipment like stop watches and whistles
- Purchasing a set of jersey for the hall
- Purchasing a new first and kit
- Organizing an awards might for the sportsmen and women first of its kind in the UEW at all level. (Campus Lens 2014/2015)

University Hall JCRC 2014/2015

The Hall is currently the largest hall in the entire university with student population of approximately five thousand (5000). The JCRC of the hall was able to work vigorously to attain the following facts:

- Improved sanitation conditions at the Hall through regular clean-up exercises.
- Raised the first-ever female team for the Hall in football, handball, volleyball, badminton, athletic and throws.
- Strengthened the security and lighting system around the Hall.
- Provided shower curtains at Annex to ensure privacy of affiliates.
- Acquired KNAPSACK sprayer and weedicides to control weeds.
- Acquired two LED Television set and accompanying DSTV decoder.

- Had a joint Hall Week celebration with Simpa Hall
- Refurbished and furnished Main Hall and Annex JCRs respectively.
- Mounted signage at the entrance of the various blocks of the Hall
- Established an information system with the hope of developing it into a radio station owned and managed by the Hall in future
- Renovated the summer huts around the Hall
- Served more than half of the affiliates with quality Hall souvenirs
- Embossed all properties of the JCR
- Organized a free and fair election at the Hall. (Campus Lens 2014/2015)

Challenges faced by the Student Leadership in the course of their Involvement in the University Administration and Development

Adam (2003) intimated that, viewing students as passive recipients in learning or as empty vessels to be filled with lecturer's knowledge accounts for the low involvement of students in university administration. Promoting passive volunteering as the only way students can contribute to their universities, and otherwise disregarding students' potential for meaningful contribution within education should given a second thought. Non-involvement of students in university administration creates a communication gap which involved in university administration; they tend to disobey rules and regulations. Even if they do not actually disobey, they do not truly become committed to them as they misunderstand the problems faced by the university. Students become tense and choose to avoid the head and staff. Tension continues to mount like a suppressed volcano which only requires time to erupt ashes and lava to cause massive destruction of its environment. This eruption in a sense may lead to physical

brutalities. Outside observers may then criticize university authorities for perceived high-headedness.

Non-involvement compels some students to display lackadaisical attitude towards university affairs. There is no commitment, for example, towards protection of university property since they distance themselves from the university. Students cannot readily approach lecturers with their academic problems. This ultimately may lead to poor academic performance in the university.

According to Mankoe (2007), there are several factors that affect students' involvement in the administration and management of a university. The following are some of the views:

- i. Student involvement may cause too much bureaucracy leading to delays in making and implementing decisions, particularly when university authorities on one hand, and students on the other, believe that the resultant decision may not be in their interest, when students are unprepared to compromise on an issue, deliberations with students leaders may develop into a deadlock. The effects of deadlock in decision making, if it occurs frequently and the need to assemble all parties before decisions is made, can slow down university progress which might not rise if heads took decisions on their own.
- ii. Confidential information may be leaked to students' prematurely which may cause rebellion by students.
- iii. Students' leaders may incite their colleagues to reject certain university policies and programmes over which they hold strong sentiments and would wish to compel university authorities to comply with their demands.

- iv. University authorities may face problems in trying to maintain levelheadedness among student leaders. Such leaders may not be able to perform to expectation.
- v. Students being aware of the powers they hold may demand more than the university can or is willing to provide. This situation may lead to subversion of authority.
- vi. The referent power student leaders hold may make some of them power- drunk, grow winds and become disrespectful. This may create poor student management relationships. Some student leaders act ultra vises for selfish ends
- vii. Some students leaders may become too vocal and so incur the displeasure of lecturers. Such vocal students may be victimized for doing nothing really wrong.

Some student leaders deteriorate academically. They become so obsessed with their leadership roles that they do not spend adequate time with their books. Such challenges may lead administration to limit students' involvement. But it is believed that for the good of the leadership, the lecturers, the students, and the effective development of the university, students' leadership collaboration must be given all the support and guidance it deserves. As long as the university administration keeps in mind the possible abuses that can result through student involvement and take the necessary precautions against abuses and excesses, this would be good for all in the long run.

The SRC encountered challenges such as delays in procurement of works and goods for SRC back account, level 100 students paying their SRC dues into SRC account instead of adding it to their fees and the biggest of all the erratic electric power supply in Ghana which has a dire consequences on students on campus.

There were challenges at Simpa Hall and the utmost were on securing at the Hall Street lighting system, and sanitation at the Simpa Market. All these need immediate attention from the Hall Management and the university at large.

There were number of hindrances that slaved the pace Simpa Hall JCR wanted to move. These included the delay in releasing JCR funds by the University system and the low patronage of entertainment and sporting activities by affiliate's especially female students.

As a result of the perceived ideas students had about the SRC and the SRC's inability to leave up to the expectation of the students' body in the previous years, it became very difficult for the students to fulfill their financial obligation to the council. Amidst this difficulty, the SRC of 2013/2014 led by their president that would make the payment of the SRC dues as part of their university fees. This ensured that student paid the SRC dues without dodging as it has been the quo. The good news is that this system has made the Office of Dean of Students Affairs a signatory to the SRC Account. It is therefore, palpable that issue of embezzlement, stealing, misappropriation of SRC funds and many other negative acts can be prevented through this procedure though every blessing has its own challenges. The bureaucratic nature of money disbursement to SRC inhibits the progress of SRC activities as SRC executives have to struggle and move up and down to get a simple project undertaking. (Finance Committee Chairman's Report, 2014-2015).

Summary of Literature Review

This chapter has clearly demonstrated what huge difference attitude makes: if administrators recognize the power of the greatest majority on campus, and if they carefully initiate their leaders to be partners in the administration and development of

the university, they would no longer need to do too much. Students know each other best, and there is no better way of reaching out to students than through fellow students. Without getting carried away when initial successes become evident, lest student leaders take over and go too far, university administrators can always tap into their experiences of human relation skills in guiding student leaders. This same optimism is what would carry them to deal effectively with the never ending problems associated with students in universities.



CHAPTER THREE

METHODOLOGY

Introduction

This chapter presents the methods used in conducting the study. These include: research design, population, sample size, sampling techniques, instrumentation, procedure for data collection, and analysis.

Research design

A case study was adopted for the study. Seidu (2012) noted that case studies involve critical studies of aspect of a problem. The case study approach is particularly appropriate because it gives the opportunity for aspect of a problem to be studied in depth within a limited time scale.

A case study also involves an intensive investigation the complex factors that contribute to the individual of a social unit- a person, family, group social institution or community.

An important part of the life cycle of the case study is concerned principally with the interaction of factors and events by a careful study of practical instances to obtain a full picture of the whole. The greatest strength of the case study design is that it allows the researcher to concentrate on specific active processes at work. These processes may remain hidden in a large scale survey but may be crucial to the success or failure of the system or organization.

Population

The target population for a survey is the entire set of units for which the survey data are to be used to make inferences. Thus, the target population defines those units

for which the findings of the survey are meant to generalize while accessible population refers to the population in research to which the researcher can apply his conclusions. This population is a subset of the target population and is also known as the study population. It is from the accessible population that researcher drew his samples.

The target population for this study comprised of all the students of the University of Education while the accessible population refers to those respondents who will have the privilege of being selected for the study.

Sample size

Table 3.1 shows the breakdown of leaders. There were five (5) leadership positions made up of SRC President and Executives, Hall Presidents Course Leaders, Social Clubs and Association and Religious leaders.

Table 3.1: Breakdown of student leaders involved in the study according to the leadership groups in the university.

Leadership groups in the university	No. of female students	No. of male students	Total
SRC President and executive (Winneba Campus)	14	14	28
Hall Presidents	20	25	45
Course leaders (Educ. Admin)	36	36	72
Social clubs and association	22	37	59
Religious leaders	18	28	46
Total	110	140	250

Source: Field data, 2016

Table 3.1: shows the breakdown of leaders involved in the study. There were five (5) leadership positions made up of SRC executives, Hall executive, course Representatives, Social clubs, and associations as well as religious leaders. The number of students leaders involved was two hundred and fifty (250) comprising one hundred and ten (110) female student leaders and one hundred and forty (140) male student leaders.

Sampling techniques

The purposive sampling was used in selecting the participants for the various leadership positions in the university. According to Seidu (2007), in purposive sampling technique, the researcher carefully selects the sample to reflect the purpose of the investigation. The objective of the investigation decides the sample members and the stratification of the sample is arbitrary as it selects only those variables that relates to the objectives of the study.

The researcher employed the purposive sampling techniques because all the selected participants are leaders in the various leadership positions and are important in providing opinions for the study.

Instrumentation

Questionnaires were used for data collection. It was a closed-ended type in the form of a likert scale. The items were built on the key themes raised in the research questions. The closed - ended type of questionnaire helped to determine values, views, attitudes, and experiences of respondents. Also it was possible to report percentages by combining the two side categories (Best and Khan, 1995). Closed-ended type of questionnaire also allowed all the respondents to respond on the same option which led to a form of standard data which were gathered. Further, close-ended questions

enhanced the consistency of responses across respondents, easier and faster to tabulate, easy to use, core and code for analysis on the computer. According to Taylor and Health (1996), it is one of the dominant method for measuring social, political, and attitudes or opinions of people.

The items were anchored on a three-point scale ranging from Agree (A) = 3, Disagree (D) = 2, undecided (UD) = 1. In the questionnaire, items 1 - 8 sought to find out the role of student leaders in the university administration; items 9 - 12 fished out the extent to which leadership promotes teacher - student cooperation in the university; items 13-16 sought out ways the university management involved students in the running of the university; items 17-22 focused on the factors that affected students' leadership involvement in the university administration.

Validity of Instrument

The Validity of this instrument was done by information granted by my peers, for example copies of the instruments were given to my colleague's staff, Students and M.Phil, students in the department of Education and Communication Science Department of Educational leadership. Indeed their comments were favourable and the few suggestions made were effected before the pretesting.

Content Validity

This was granted by experts in the area under investigation. To this end, I gave copies of the instrument to past students, my supervisor and other lecturers with adequate knowledge in the area under investigation. After scrutinizing the instrument, their useful and overwhelming contributions were all included in the development of the questionnaire.

Pretesting of Instrument

Twenty-two of the instruments were pretested at the Regent University College which is outside the study area but participants shared similar characteristics as those of the main study. In order to establish the internal consistency of the instrument, Cronbach's alpha was used and this yielded a high reliability coefficient of 0.85.

Procedure for data collection

Formal permission was sought from the management of the University of Education, Winneba before the researcher administered the questionnaire to the respondents. The entire questionnaires distributed were collected. They yielded a hundred percent (100%) recovery. The Table 3.2 shows the distribution and collection of questionnaires

Table 3.2: Distribution and collection of questionnaires from respondents

Leadership groups in the university	No. of distributed questionnaires	No. retrieved	Total
SRC President and Executives	28	28	100
Hall President	45	45	100
Course Leaders	72	72	100
Social clubs and Association	59	59	100
Religious leaders	46	46	100
Total	250	250	100

Source: Field data, 2016

Data Analysis

The completed questionnaires were given numbers to facilitate easy identification. Tallies were done to find out the number of respondents that responded to each of the items. Responses to items were coded with scores to make them possible to be computerized. The data were coded and fed into Statistical Package for the Social Science (SPSS) software version 17.0. Frequencies were generated from the percentage that responded to each item and the descriptive statistical methods were used in the final analysis of the data.



CHAPTER FOUR

RESULTS AND FINDINGS

This chapter presents the results and findings of the study. Questionnaires in the form of a likert scale type containing 22 items were designed to collect data. The items were designed based, on the key themes raised in the research questions and were built on three (3) ratings ranging from agree (A) = 3, disagree (D) = 2 and undecided (UD) = 1. In the process of data analysis, each research question posed was raised and the results from the calculated frequent distribution expressed as one for discussion purpose.

Research Question 1

What specific roles do students' leaders play in university administration and development?

Results

To answer this research question, the frequency distribution of student's responses to questionnaire items 1 - 8 was used. Table 4.1 shows the frequency distribution of the responses to the items.

Table 4.1 Frequency distribution of students' responses to items 1 - 8 used to answer research question 1.

Research Question 1: What specific roles do students' leaders play in university administration?

Table 4.1

Statement	Agree		Disagree		Undecided	
	F	%	F	%	F	%
1. Explaining university rules to colleagues.	200	80	40	16	10	4
2. Conducting weekend assembly inspection.	185	74	50	20	15	6
3. Supervising weekend general cleaning.	168	67.2	52	20.8	30	12
4. Helping to implement university programme.	244	97.6	0	0	6	2.4
5. Acting as intermediary by conveying students' position on matters of their concern to university authorities and versa.	250	100	0	0	0	0
6. Acting as moral guide of the University through enforcement of university rules and maintenance of university discipline.	236	94.4	4	1.6	10	4
7. Providing leadership in the organization of university functions such as sports and entertainment.	250	100	0	0	0	0
8. Promoting the well-being of the university by ensuring that university properties are properly used by colleagues.	238	95.2	3	1.2	9	3.6

Source: Field data, 2016

Key: F = Frequency, % = Percentage, A = Agree, D = Disagree, UD = Undecided

Table 4.1 shows the frequency distributions of students' responses to questionnaire items 1 - 8 on the roles of students' leadership in university administration and development. These responses were used to gauge the opinions of respondents regarding the specific roles students' leadership play in school administration as the key and independent variable and how the various elements in the new rules to colleagues, conducting morning inspection, supervising general cleaning, helping to implement university programmes, acting as intermediary between students' and university authorities, acting as moral guard of the university through enforcement of university rules and maintenance of university discipline, providing leadership in the organization of university functions such as sports and entertainment and promoting the well-being of the university by ensuring that university properties as properly used by colleagues.

Findings

Regarding questionnaire item number 1 in Table 4.1 that focused on finding out whether explaining rules to colleagues was a way student leaders assist in running of the university, the responses skewed towards the positive values with 200(80%) of respondents agreeing to this responsibility although 40(16%) of total respondents disagreed to it and only 10(4%) of the respondents were undecided on this issue. This is an indication that student leaders have the responsibility to assist in the running of the university through explaining of rules to other students.

As regards item 2 that sought to find out whether student leaders conduct weekend assembly inspection, 185(74%) of respondents agreed with the statement. 50(20%) of total respondents disagreed and 15(6%) were undecided. This response

indicated that student leaders conduct weekend assembly inspection as a way of assisting in the running of the university.

Item 3 focused out whether student leaders supervised weekend general cleaning, a total of 168(67.2%) of respondent agreed with the statement. Also, 52(20.8%) of respondent disagreed and 30(12%) of respondents were undecided. Another responsibility was also chalked here considering the total number of respondents who agree to the statement.

Regarding item number 4 that was designed to find out whether student leaders helped in implementing new university programmes, a total of 244(97.6%) of respondents agreed with the statement while 6 respondents representing 2.4% were undecided as to whether student leaders helped to implement new programmes in the university. These responses from the majority of the respondents confirm that student leaders also play roles in programme implementation.

With regard to item 5 that focused on finding out whether student leaders acted as intermediary by conveying students' position on matters of their concern to the university authorities and vice versa, a total of 250(100%) of respondent agreed with the statement. As regards item 6 that focused on finding out whether student leaders acted as moral guide of the university through enforcement of university rules and maintenance of university discipline, 236(94.4%) of respondents agreed with the statement while only 4(1.6%) disagreed with 10(4%) of total respondents being undecided.

Item number 7 focused on finding out whether student leaders provided leadership in organization of university functions such as sports and entertainment, a total of 250(100%) respondents agreed with the statement.

Regarding item number 8 that was designed to find out whether student leaders promoted the well-being of the university by ensuring that university properties are properly used by their colleagues, a total of 238(95.2%) respondents agreed that student's leaders assisted in the running of the university through the above mentioned ways. There was a clear indication that respondents agreed to all the items placed on this section of the questionnaire.

Discussion of findings on research question 1

Research question 1 focused on finding out the ways in which student leaders assisted in university administration and development. The data analyzed on students' opinions about the roles of their leadership in university administration and development revealed that most of the student leaders in University of Education, Winneba were involved in the running of the university. For instance, the major findings of the study from students' responses on the data analyzed were mostly confirming that student leaders assisted in the school administration and development.

This result confirmed that of Masalazi (1982), who stated that, a university is a cooperative unit involving the principal, teacher, students and non-teaching staff who functions as a team. Also, Afful-Broni (2004), noted that university administrators need to recognize that students are in the majority and they are the direct beneficiaries of the educational enterprise; hence they ought to be involved in all activities of the university as participants. The fact that, there is a high desire to achieve greater level of discipline in any university system makes it imperative for students to be involved in the administration process of any university system.

Research question 2

How does students' leadership influence the effective administration of the university system?

The answers to this research question, students' responses to questionnaire item 9 - 12 were used. Table 4.2 shows the frequency distribution of the students' responses to the items.

Results

To answer this research question on how does effective leadership influence the effective administration of the university, system, the frequency distribution of students' responses to items 9 - 12 were used. Table 4.2 shows the frequency distribution of responses to items 9 - 12 by students.

Table 4.2: frequency distribution of students' responses to items 9 - 12

Statement	Agree		Disagree		Undecided	
	F	%	F	%	F	%
Student leadership influence the effective administration of the university system						
9. Promoting positive academic social and cultural outcomes	248	99.2	0	0	2	8
10. Fostering safe and supportive learning environment.	248	99.2	0	0	2	8
11. Engaging increasingly diverse student population	237	94.8	0	0	13	5.2
12. Bridging the academic achievement gap	245	98	0	0	5	2.0

Source: Field data, 2016

Key: F = Frequency, % = percentage, A = Agree, D = disagree, UD = Undecided

Table 4.2 shows the frequency distributions of opinions expressed by respondents to items 9-12 which were used to explore what opinions students had regarding to the extent to which leadership promoted lecturer - student co-operation in the university as the key independent variable and the various dependent variables such as promoting positive academic, social and cultural outcomes, fostering safe and supportive learning environment, engaging increasingly diverse student population and bridging the academic achievement gap. These opinions expressed were transformed in the frequency counts and percentages were further derived in order to determine how the independent variable (the leadership) and the other key elements in the statements as outlined, influenced student acceptance of the lecturer - student co-operation in the university.

Findings

With regard to item 9 of Table 4.2 which focused on findings out whether the leadership influence promoted positive academic social and cultural outcomes, the responses skewed towards agree (A) with 248(99.2%) agreeing to the statement and only 2(8%) being undecided about the issue. The finding therefore indicated that, leadership's influence promoted positive academic, social and cultural outcomes.

As regards item 10 which sought to find out whether leadership influence fostered safe and supportive learning environment, 248(99.2%) of the respondents agreed with the statement while 2(8%) of respondents were undecided just as in item 9 of Table 4.2. The findings therefore indicated that, leadership influence promoted positive academic, social and cultural outcomes.

With regard to item 11 which sought to find out whether leadership engaged increasingly diverse student population, a total of 237(94.8%) respondents agreed to

the statement while 13(5.2%) respondents were undecided. The responses indicated that leadership engaged diverse student population.

Regarding item 12 which focused on finding out whether the leadership influence bridged the gap in academic achievement, 245 respondents representing 98% agreed with the statement that leadership influence bridged the academic achievement gap while 5 respondents representing 2.0% were undecided.

Discussion of findings on research questions 2

The questionnaire data analyzed to answer research question 2 on the extent to which leadership promoted lecturer - student co-operation in University of Education, Winneba, revealed some findings. The major findings of the study were that effective leadership influenced lecturer - student co-operation in the university resulting to a good tone of the university for academic achievement.

According to Mankoe (2002), leadership is simply the ability to influence individuals to work towards the attainment of organizational objectives. An organizational leader's objective is to influence others to do the work of the organization. Bennin (1988) noted that managers and administrators need to set pace, and need to set pace, and need to set the tone and direction.

Research question 3

In what ways are students involved in university administration and development? To answer this research question, the frequency distributions of students' responses to items 13-16 were used. Table 4.3 shows the frequency distributions of the responses to items 13-16 by students.

Table 4.3

Statement	Agree		Disagree		Undecided	
	F	%	F	%	F	%
Ways which students involve in the university administration						
13. Using the suggestion box	217	(86.8)	28	(11.2)	5	(2.0)
14. Organizing of fora	30	(12)	157	(62.8)	63	(25.2)
15. Using committee system format	246	(98.4)	4	(1.6)	0	(0)
16. Involving student leaders in decision making	249	(99.6)	0	(0)	1	(4.0)

Source: Field data, 2016

Key: F = Frequency, % = percentage, A = Agree, D = disagree, UD = Undecided

Table 4.3 shows the frequency distributions of students' responses to the items 13 - 16 used to answer the research question 3.

Students' responses to questionnaire items 13 - 16 were used to explore their opinions regarding ways student leaders are involved in university administration as key independent variable and the various elements representing the dependent variable such as using the suggestion box, organizing of forums, using committee system, and involving student leaders in decision-making. The opinions expressed were further transformed in to frequency counts in order to determine how the independent variable outlined influenced students' perception of the ways students are involved in university administration and development.

Findings

Findings as regard item 13 which sought to find out whether the university system allowed students leaders to use the suggestion box, 217(86.8%) of total

respondents agreed with the statement while 28(11.2%) respondents disagreed with the statement and 5(2%) of respondents were undecided. The responses to this item revealed that, students used the suggestion box as a means of their involvement in university administration.

Item 14 sought to find out whether students and the university authorities used the organization of forums to involve students in university administration, a total of 30(12%) of respondents agreed with the statement while 157(62.8%) of respondents disagreed with the statement and 63(25.2%) respondents were undecided about the statement. The responses to this item revealed that, the students were not familiar with the use of fora as a means of students' involvement in university administration and development.

With regards to item 15 of Table 4.3 which focused on whether students used the committee systems, 246(98.4%) of total respondents agreed with the statement while 4(1.6%) respondents disagreed with the statement. Majority of the responses showed that students used the committee system effectively.

With regard to item 16 which sought to find out whether students' leaders are involved in decision-making, a total of 249(99.6%) of respondents agreed with the statement indicating that, students are involved in decision-making in university administration.

Discussions of the finding on research question 3

Research question 3 focused on finding out the ways University authority involved students in the running of the university. The questionnaire data analyzed revealed that students were not familiar with the forum system of involving students in the running of the university. For instance, the major findings of the study from the

students' data analysis revealed that apart from the forum other activities such as, suggestion box, committee system, and decision-making were the major means of students' leadership involvement in university administration.

These findings confirm that of Asiedu-Akrofi (1978), who admitted that students' participation in university governance represents a promise in air that has established itself as a beacon of democracy. Mankoe (2007), also noted that the university is a smaller society with a larger society a "microcosm within a macrocosm" students must therefore, be helped to get involved in the practice of democracy right for university to help them grow to appreciate and maintain the democratic achievement of the nation.

Adams (2003) noted that meaningful student involvement is the process of engaging students in every facet of the educational process for the purpose of strengthening their commitment to education, community and democracy.

Research question 4

What are the views of students on the factors that affect their leadership involvement in university administration?

To answer this research question, the frequency distribution of student's responses to items 17-22 was used. Table 4.4: shows the frequency distribution responses to item 17-22 by students on factors affecting their leadership involvement in the university administration and development.

Table 4.4: frequency distribution of students' responses to items 17 - 22

Statement	Agree Disagree Undecided					
	F	%	F	%	F	%
Students views on factors that affect their leadership involvement in the university administration						
17. Lack or break in communication between authorities and students Leadership	249	(99.2)	0	(0)	1	(0.4)
18. Lack of consultation on the part of University administration	249	(99.6)	0	(0)	1	(0.4)
19. Lack of suggestion box	222	(88.8)	10	(4)	18	(7.2)
20. Lack of forum	80	(32)	81	(32.4)	89	(35.6)
21. Lack of guidance and counselling	250	(92.2)	0	(0.8)	0	(0)
22. Inadequacy of facilities in terms of quality and quality in the hall residence	250	(100)	0	(0)	0	(0)

Source: Field data, 2016

Key: F = Frequency, % = percentage, A = Agree, D = disagree, UD = Undecided

Results

Table 4.4 shows the frequency distributions of opinions expressed by respondents to items 17-22 used to answer the research question 4 regarding the factors that affect students' leadership involvement in university administration and development as the independent variable and the various dependent variables such as lack or break in communication gap between authorities and students' leadership, lack of consultation on the part of university administration, a lack of suggestion box, lack of durbars, lack of guidance and counselling and inadequacy of facilities in terms of quantity and quality in the hall of residence. These opinions expressed were

transformed into frequency counts and how the independent variable (the factors) and the other key elements in the statement as outlined influence students acceptance of the factors that affect students leadership involvement in university administration and development.

Findings

Regarding questionnaire item 17, which focused on finding out whether, lack or break in communication gap between authorities and students' leadership, 249(99.6%) of respondents agreed with the statement. The responses to item 17 indicated that lack or break in communication gap between authorities and students' leadership is a break that affects student's leadership involvement in university administration.

Also, item 18 focused on finding out whether lack of consultation on the part of university administration was a factor, 249(99.6%) of total respondents agreed with the statement. The responses to item 18 showed that, lack of consultation affected students' leadership involvement in the development administration and development.

With regard to item 19 which sought to find out whether lack of suggestion box was a factor, 222(88.8%) agreed with the statement while only 10(4%) of respondents disagreed with the statement and 18(7.2%) of respondents were undecided. Responses to item 19 revealed that lack of suggestion box was a factor.

Item 20 which focused on finding out whether lack of fora could be a factor, 80(32%) of respondents agreed with the statement while 81(32.4%) of respondents disagreed with the statement while 89(35.4%) of respondents were undecided. The response of the majority indicated undecided which means most of the respondents did

not know or were not familiar with fora as a means of involving students in the administration of the university.

Regarding item 21 which ought to find out whether lack of guidance and counselling could be a factor, 248(99.2%) of total respondents agreed with the statement while 2(0.8%) respondents disagreed with the statement. The responses to item 21 indicate that, lack of guidance and counselling can affect students' leadership. With regard to item 22 which focused on whether inadequacy of facilities in terms of quantity and quality in the hall residence could be a factor, 250(100%) respondents agreed to the statement. The responses from the students revealed that inadequacy of facilities in terms of quantity and quality is factors that affect students' leadership involvement in university administration.

Discussions on research findings on research question 4

Research question four focused on factors that affected students' leadership involvement in university administration in University of Education, Winneba. The major findings of the study from students' data analysis revealed that students were familiar with factors, such as, lack or break in communication gap, lack of consultation, suggestion box, lack of guidance and counseling and inadequacy of facilities, but most of the respondents were not familiar with organization of forums as factors that affect their involvement in the university administration development. Mankoe (2007) noted that forums are occasions for frank discussions among staff and student devoid of intimidation and victimization. They should not focus only negative issues and ways of addressing them, but on the positive aspects as well, that is what the university is doing well. Firm decisions arrived at should be recorded to direct the university in its development. Furthermore, this study confirms what Adams (2003), expressed that meaningful student involvement is not regarding students as passive

recipients in learning, or as empty vessels to be filled with lecturer' knowledge, but meaningful student involvement is a practical philosophy that informs the way educators and administrators approach learning, teaching and leading in university efforts to improve the university.



CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Introduction

This chapter presents the summary of the findings, conclusion and recommendations for the study.

Summary of Findings

Research question 1

It came out from the study that student leaders perform varied duties in assisting the University. These duties include conducting inspections to enable the student leaders improve on performances, forming students clubs and payment of their students' representative council (SRC) dues to purchase library books, refuse cans and furniture. They supervise weekend general cleaning and also explain university rules to their colleagues.

Research question 2

Research question 2 was about how student leaders influence effective administration of the university system in the University of Education, Winneba. The major findings of the study were that lecturer- student leader relationship was cordial and was promoting positive atmosphere in the university; there was a strong desire to improve the relationship. A sense of responsibility was instilled in students and ensured that they willingly obeyed university rules and regulations. A healthy relationship was created between university authorities and students thus creating a congenial atmosphere for teaching and learning. There was high tolerance as staff and students were prepared to listen to each other's views.

Research questions 3

Research question 3 focused on investigating how student's leaderships are involved in university administration and development. It was found that students involved in the study had different perceptions on the use of forums as a way of involving in the running of the university as a result; they were not familiar with the usage. For instance, the major findings of the study from students' data analysis revealed that: The use of suggestion box, committee system and student leaders in decision-making are means by which student leaders help to assist in the running of the university.

Research question 4

Research question 4 focused on factors that affect students' leadership involvement in university administration in the University of Education, Winneba. The study found that communication, consultation, suggestion box, guidance and counselling and inadequacy of facilities are the major factors affecting students' leadership involvement in the university administration. However, students were not familiar with the use of forums as a factor.

Conclusion

The study sought to find out student leaders' involvement in university administrative and development in the University of Education, Winneba. The study concluded that: Student is crucial to either make the leaders effective or draw many of them into the domain of leadership in our universities. Student leaders empowerment include making students realize their potential in the specific roles they play in university administration such as, explaining new rules to colleagues, supervising weekend cleaning activities, helping to implement new university programmes, acting

as intermediary by conveying students' position on matters of their concern to the university authority and vice versa, acting as moral guard of the university through enforcement of university rules and maintenance of university discipline, providing leadership in the organization of university functions such as sports and entertainment, and promoting the well-being of the university by ensuring that the university properties are properly used by colleagues.

With regards to the students' leadership influence, promoted lecturer-student cooperation in the university, which resulted in the promotion of positive academic, social and cultural outcomes, fostered safe and supportive learning environment, engaged diverse student population in all activities, and bridge the academic achievement gap.

Regarding ways in which students are involved in university administration, included the use of suggestion box, use of the committee system, and the involvement of student leaders in decision-making.

Finally, it was realized that, students' view on factors that affect their leadership in the university administration included; lack consultation on the part of university authorities, lack of suggestion box, lack of forums, lack of guidance and counselling and inadequacy of facilities in terms of quantity and quality in the halls of residence could affect the non involvement of students in the university administration and development.

Recommendations

- On the basis of the findings of the study, the following recommendations are made: The University is a good practice which introduces the youth to democratic principles and for that matter university authorities need to encourage their students to involve themselves in leadership roles in the university.
- It also recommends for university authority to incorporate forums. Forums are occasions for frank discussions among staff and students devoid of intimidation and victimization. Example in students / staff consultative meeting, they should not focus only on negative issues and ways of addressing them, but on positive aspect as well, that is, what the university should do. Firms decisions arrived at should be recorded to direct the university in its development.
- Lastly, the study recommends that, student leader's involvement should be properly organized in university. This will encourage some students who shun university leadership responsibilities on the ground that it interferes with academic work to take up the challenges.

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APPENDIX

UNIVERSITY OF EDUCATION, WINNEBA

QUESTIONNAIRE THE ROLE OF STUDENTS LEADERSHIP IN HIGHER EDUCATION: A CASE OF UNIVERSITY OF EDUCATION, WINNEBA

Dear student,

This research is being undertaken to investigate the role of students' leadership in higher education: A case of university of Education, Winneba. You are to respond to all items as honestly and frankly as possible. You are assured that your responses will be treated confidentially. Thank you.

STEPHEN K. ACOUAYE-PRATT

Male:.....

Female:.....

Age:.....

KEY

A - Agree

D - Disagree

UD - Undecided



)

What specific roles do students' leaders play in the university administration?		A	D	UD
1	Explaining new rules to colleagues.			
2	Conducting morning inspection			
3	Supervising ground work.			
4	Helping to implement new university programmes.			
5	Acting as intermediary by conveying students' position on matters of their concern to the university authorities and vice versa.			
6	Acting as moral guard of the university through enforcement of school rules and maintenance of school discipline.			
7	Providing leadership in the organization of university functions such as sports and entertainment.			
8	Promoting the well-being of the university enforcing that school properties are properly used by colleagues.			
How does students' leadership influence the effective administration of the university system?		A	D	UD
9	Promoting positive academic, social and cultural outcomes.			
10	Fostering safe and supporting learning environment.			
11	Engaging increasingly diverse student population			
12	Bridging the academic achievement gap			
In what ways are students involved in university?		A	D	UD
13	Using the suggestion box			
14	Organizing of durbars			
13	Using committee system			
14	Involving student leaders in decision making			