STUDENTS' INVOLVEMENT IN ADMINISTRATIVE DECISION-MAKING: IMPLICATIONS FOR LEADERSHIP DEVELOPMENT

A CASE STUDY OF THE UNIVERSITY OF EDUCATION, WINNEBA, GHANA.

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ABSTRACT

Leadership has been identified as one of the key factors that determine the atmosphere that exists in most organizations. Among the core functions universities are tasked to perform is the training of the people who eventually but not exclusively become leaders, administrators and managers of most organizations all over the world. The purpose of this study was to examine how the concept of student leadership is being used as a model for training and developing leadership skills and abilities in the Ghanaian context, using the University of Education, Winneba, Ghana, as a study setting.

As an autonomous and multi-faceted institution with varied interests and stakeholders, decision-making and implementation at the University of Education, Winneba, requires a participative approach where student leaders, who, being the mouth-piece of the general student body are given the opportunity to make inputs into administrative decisions that affect their lives on campus. Various interpretations were given to justify the application of democratic principles in leadership. This includes the fact that leadership has taken a paradigm shift from the influence of an individual to a shared responsibility devoid of intimidation and acrimony.

A qualitative approach was used in the study. Interviews and observation were the main tools used in data collection. In addition, relevant documents were analyzed. In all, ten respondents comprising seven student leaders, two faculty and administrative members and a past student leader were used. To maintain a balance of approaches, various methods were used in data collection. The data collected was analyzed using an inductive approach to determine how leadership theories are applied in practice.

The findings show that the application of democratic principles in tight bureaucracies is relative since power cannot be effectively shared among university administrators and student leaders. The existence of a bureaucracy in itself is a check on how stakeholders exercise their discretion. However, the existence of a stable academic atmosphere suggests that student leaders are well represented in all decision-making levels of the University of Education, Winneba.

It has also been established that on-the-job training is an effective means of developing commitment and capacity for leadership. Similarly, past student leaders seem to be exhibiting

good leadership and management abilities, a situation that can partly be attributed to their experiences as student leaders. It is therefore recommended that the University of Education, Winneba, should promote leadership development not only using the student leadership concept but also as an academic discipline in a bid to empower the youth of the country in general. Additionally, interest in women leadership should be given special attention to encourage women participation in decision-making at all levels in the Ghanaian society.

DEDICATION

This piece of research work is dedicated to my son, Kelvin Kwesi Obour Manu to serve as an inspiration for his academic journey.

ACKNOWLEDGEMENTS

DECLARATION

I wish to state that I personally authored this work. As much as possible, all ideas and sources of information have been duly referenced in line with the ethics of academic honesty. I wish to declare emphatically that this work has not been published either in part or whole for the award of any academic degree. I bear exclusive responsibility for any omissions, errors and weaknesses that might have been found in thesis.

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Daniel Arnold Kwesi Manu.

ABBREVIATIONS USED

U.E.W   University of Education, Winneba.

S.R.C   Student Representative Council

N.U.G.S   National Union of Ghana Students

G.N.A.T.O.C   Ghana National Association of Teachers on Campus

G.R.A.S.A.G   Graduate Students Association of Ghana.

P.R.O   Public Relations Officer

I.U.S   International Union of Students   All-Africa Students Union

W.A.S.U   West African Students Union

I.C.T   Information and Communications Technology

M.O.E.S.S   Ministry of Education, Science and Sports

G.E.T fund   Ghana Education Trust fund

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1.0 Introduction

The success stories of some institutions, organizations and societies can be linked partially to the role played by their leaders. This not withstanding, the topic on leadership has become even more important in today's highly complex and technologically-based world since people need instructions to act in the way they do especially at work places. The simple fact that institutions are structured in such a way that authority diffuses from the top, using a top-down approach to the subordinates even makes the discussion of leadership more relevant. Leadership therefore exists in every community, organization or institution, be it formal or informal, ancient or modern, simple or sophisticated (Afful-Broni, 2004:127).

Organizations are constantly changing to meet the changing needs of the modern world. As leaders retire from their positions, there is the need to replace them with enterprising and well trained persons to continue to steer the organization towards the achievement of its goals. Hence, leadership development has become a key component of co-operate life. People who understand the culture of an institution having worked in such institutions for some time could be more effective in the management of such institutions due to the wealth of experience they might have gained. This assertion gives a justification to leadership development. Leadership development is therefore relevant in all sectors of a country's economy. This thesis examines how the involvement of students in the administration of the University of Education, Winneba, Ghana, is imparting on their acquisition of leadership skills. The focus is mainly on the various interpretations that can be given to the justification of involving student leaders in administrative matters that deal directly with student welfare since it is these interpretations that set the tone for how student leaders are empowered, trained and integrated into the university administration.

1.1 Background to the study

Leaders are seen as symbols of the life of the institutions or organizations they lead. There is a common notion that the success of organizations depends on the directives of hard-working, knowledgeable, just and firm leaders. Alternatively, others see institutions of

higher learning as "the long shadows of great leaders or who assert that our future rests on the bold, decisive leadership of college and university presidents nationwide" (Birnbaum, 1988:21). As a result, the role of leadership in an institution cannot be overemphasized.

One decision a leader makes can change the direction of the institution and more so the final responsibility rests with the formal leaders. History has show, and expects have confirmed, how on many occasions and in many ways, the paths of communities and entire nations have been paved very much by their leaders (Afful-Broni, 2004; Starratt, 1995; De Gaulle, 1968). For some institutions, their coming into existence was master-minded by individuals whose ingenuity and boldness led to their establishment. Leadership, as a generic term is conceptualized differently giving the cultural and prevailing conditions within which it is being applied. In a small primitive community, the elderly are conferred with this responsibility whereas in democratic modern states, leadership is earned through majority decision by voting. Using the Ghanaian context for example, leadership can be conferred through inheritance as in the chieftaincy institution, election or by a popular recognition given to the emergence of a charismatic leader.

One particular case in point is the declaration made by the first President of the Republic of Ghana, Dr. Kwame Nkrumah on the eve of Ghana's independence celebration that:

> *"the independence of Ghana is meaningless unless it is linked up with the total liberation of the African people"*(Dr. Kwame Nkrumah, 6th March, 1957)

With this charismatic declaration, he was able to sow the seed of freedom from colonial rule into the African continent. In the case of South Africa, Nelson Mandela had to sacrifice his personal life and liberty to officially bring apartheid to an end. Leadership can also be described as a process of persuasion or example by which an individual induces a group to pursue objectives held by the leader or shared by the whole group (Afful-Broni, 2004; Gardner, 1989). This assertion suggests that the leader cannot only rely on the guidelines and principles regarding behaviours and principles of management and work ethics to achieve success. His or her character though plays an important role in getting things done.

Within the academic circles, there has been a growing desire to understand and to give a clearly defined definition of leadership and in particular explain its essence. As such, researchers and scholars have come out with publications that have addressed this concept. However, most of these explanations have centred on a single person and his or her personal qualities, skills and characteristics. Researchers in the social sciences have endeavoured to identify the abilities, behaviours and traits that have contributed to determine how efficient and effective a leader will be (Rost, 1993).

The word leadership in itself connotes a source of authority and figures wilding such authority. Through an evolution of the concept of leadership, there has been a shift in paradigm of the concept of leadership from the power and influence a single person has to a collective decision of all members of an institution in question. In fact, contemporary definitions reject the notion that leadership is centred on the leader's abilities, visions, styles and charisma. Much more focus has been placed on the interaction between the people involved in the process of leadership within the institution; that is the leaders and the followers or subordinates. Thus, leadership is not the work of a single person but can be explained and defined as the "collaborative endeavour" among group members and hence the essence of leadership is not the leader but the relationship existing between the leader and his followers (Rost, 1993).

The University of Education, Winneba, is a multi-faceted institution with satellite campuses in Winneba, in the Central Region (the seat of central administration), Kumasi and Mampong, both in the Ashanti Region. As such, its administrative structure is very complex. If leadership is to be very effective in this circumstance, then Rost's argument of a good relationship between the unit heads will much more be needed than the personal qualities the leader of the amalgamated institutions has. This university has the responsibility to train teachers for the country's schools.

By the nature of the teaching profession, at least in the Ghanaian context, teachers are also seen as opinion leaders in the communities they serve hence there is the need to train them in

this respect. On a smaller scale, student leaders are better placed in taking leadership positions since they have the opportunity of leading their colleagues to take vital decisions concerning their lives as students. The extent to which their leadership skills are being developed through their involvement in the administrative decision-making in the university is what this study seeks to address.

1.2 The University's Mission

Universities all over the world are set up with a mission statement. They are usually established to address a particular national need. These needs are countless and may include training the manpower needs of a country and serve as scientific research centres. Castells (2001:206) points out clearly that "universities are institutions that in all societies, throughout history, have performed basic functions that are implicit in the role that is assigned to them by society through political power or economic influence". These missions assigned these universities may have resulted from the history of educational development of specific countries or the culture and ideological dispensations of the country. Castells therefore identified four main functions of universities. Universities have been used as ideological apparatuses for governments where nationalism and patriotic spirits are developed in students.

Universities have also served as media for the selection of dominant elites. Beyond this selection function is the "socialization process of those elites, the formation of the networks for their cohesion, and the establishment of codes of distinction between these elites and the rest of the society" (Castells, 2001:207). This function has led to the creation of the elite social class. Apart from nations that practice monarchy, leadership in most, if not all democracies today, usually revolves around the aristocrats and the university has had a role to play in the phenomenon.

Today, countries have moved from the dependence on natural resources as the mainstay of their economies to the creation and use of knowledge in order to enhance their productivity and competiveness. In the global knowledge economy, countries that have invested more in their universities in terms of research and technology have had to use the products of science

and technology in their dealings with other countries. The 'Silicon Valley syndrome' in the United States is a good example here. However, this is an exception. Less developed nations are yet to make this part of their national agenda. The ability of the university to generate research while disseminating it to the industrial world was critical for the university to keep its training function with its scientific function (Wolfe, 1972).

The fourth function of the university according to Castells (2001) is the training of the bureaucracy. This is perhaps the most important of late. Hence, universities are linked to professions to help train and re-train the manpower needs of different sectors of the economy. Ghanaian universities find themselves mostly focused on this function.

In the case of the University of Education, Winneba, it has been tasked with the training of teachers to fill teaching vacancies in the country's schools. As a multi-campus, multi-site university with campuses and learning centres in other parts of the country, the University of Education, Winneba, (UEW) is committed to the development of education in Ghana through the training of her human resource. It is made up of twenty-nine academic departments, six centres and six faculties.

It also boasts of twelve distance education regional study centres throughout Ghana. UEW was established in 1992 as a public institution with a motto: "Education for Excellence". The amalgamation was made possible by drawing together seven diploma-awarding institutions (college of education) to constitute the University of Education. The spread and strategic locations of the campuses across various regions in the country is seen as an opportunity to draw closer to communities to help in the developmental programme of the country. The university provides programmes in mathematics and science, business and technology, agriculture, creative arts, guidance and counseling, cultural studies and educational administration and leadership. A breakdown of the university's organization is given as follows. The College of Agricultural Education comprises the departments of Agricultural Engineering, Animal Science Education, Interdisciplinary Studies Unit and Soil and Crop Science Education. Business Education and Interdisciplinary Studies fall under the Faculty of Business Education. In an attempt to strengthen technical and Vocational education, the University has a faculty devoted to technology and information technology education.

Furthermore, the University has opened a new faculty to train students in Basic Education, Early Childhood Care and Development Psychology and Special Education. In addition, the faculty of Social Studies Education has been expanded to include Social Science Education. As part of efforts to sustain the study of Ghanaian Languages, the Faculty of Languages Education offers Akan-Nzema, Applied Linguistics, English, Ewe, French, Ga-Damgbe and Gur-Gonja Education. Health, Physical Education, Recreation and Sports, Home Economics, Mathematics and Science Education are provided in the Faculty of Science Education. The University of Education, Winneba has a couple of schools which include school of Creative Arts and the School for Research and Graduate Studies. In addition, the University runs an Institute for Educational Development and Extension for students enrolled for long distance programmes.

1.3 Student Leadership in the Ghanaian context

Institutions of higher learning or education are setup to fulfill specific objectives. Their complex nature makes it impossible for their administration to only be dependent on the basic skills the leader possesses. Co-ordination of activities relies so much on collaboration, partnership, teamwork and empowerment of all the various actors engaged in the process. One of the actors whose involvement is rather critical in the university administration is the student leadership or student personnel.

Afful-Broni (2004) refers to students personnel administration as "the process whereby the school administration, recognizing the importance of students' imput, and believing in the fact that since these students are the majority as well as the major subjects of the school, ought to be involved in the life of the school" (p.192). This acknowledgement gives credence to the fact that the university inadvertently makes room for leadership development among a selected few since the general student body cannot be represented in the student leadership. By accepting this fact, leaders of institutions are able to put in place some favourable conditions in addition to policies, to enable this administrative arm function as expected.

In cognizance of this, the Student Representative Council (SRC) has a legal basis for its existence. This is captured in statute 39 clause (1) of the Act of parliament that established UEW:

> "*In pursuance of section 26 of the Act, there shall be a Student Representative Council (SRC) GRASAG, elected by and representing the Junior Members of the university*".

The statute again spells out the responsibilities and powers the student representative council has in the administrative issues of the institution. The SRC has also got a constitution that guides its composition, operation and exercise of authority. As a multi-campus institution, it has a rather complex SRC structure. Articles (5) of the Constitution of the Students Representative Council (SRC 2006), gives a breakdown of student administration structure.

1. General Assembly

This consists of the executive committee, Judicial board, Local NUGS president, local GNATOC president, local sports organizer, local PROs, one member of Graduate Students Association from all learning centres, local financial secretaries, Electoral Commissioners of the three centres, two student representatives, local welfare officers, local NUGS Women Commissioners, one member of the foreign students from each learning centre and one member of the physically-challenged students of the university.

2. The Executive Committee

It comprises the president, two vice-presidents, secretary, two deputy secretaries, PRO, Treasurer and financial secretary. It is the highest decision-making body of the student level administration.

1.4 Statement of the problem

University management and/or administration has been a controversial issue in many

countries since its inception. A look at the German model shows that the state had a greater control in the administration of the university. Through policy formulation and implementation, state influence on management dominated. A statist ideology permeated throughout the universities in Prussia and "in the eyes of the state, the universities existed to train bureaucrats, ministers and other professional groups for civic life" (Turner, 1971:145). Even the appointment of professors had to be sanctioned by the state in order to realize the dream of creating an elite higher education system under state control. In recent years, university management and/or administration has gone through transformation to give recognition to all actors involved in its existence.

Many governments have found out that "it is simply no longer viable to 'run' a system from one national control centre…" (de Boer, H & Goedegebuure, L 2003:189). The new public management introduced into university administration recognizes the claims different groups make on higher education. This situation is referred to as the stakeholder society (de Boer & Goedegebuure, 2003; Enders, 2002; Neave, 2002; van der Wende, 2002). This assertion means students involvement in university management or administration is of great importance since they form the majority of the university community and without them the existence of the university will be a mirage.

Based on the considerations above, my research questions were formulated on the state of affairs of the decision-making and implementation in the University of Education. Thus, the interest of this study centres on one specific problem. The research problem is formulated as follows:

> *How can the role of student leaders in university administration be interpreted and justified?*

From the research problem, guiding questions for the study include:

1. How does the principle of democracy apply in the administration of the university?
2. How does the university authority respond to the suggestions offered by student leaders?
3. What are the specific roles of the student leadership in university administration?

4. What are the student leaders' opinions on their involvement in the administration of the university in terms of the leadership skills they are acquiring?
5. Is the students' leadership involvement in university administration meant to train them for leadership?

1.5 Objectives of the study

In every community with large numbers of subordinates, the issue of representativeness becomes paramount. This is because conforming to rules and regulations require that all sections should feel they are part of the decision-making body. Even though it is a fact that students are learners and have to pay attention to their institutional authorities they have to be given the opportunity to make inputs into the decisions that affect them. One cannot rule out the fact that university students are adults hence in one way or the other, they have some responsibilities outside the campus which pose leadership tests. If students are not offered an opportunity to have a taste of what leadership is all about, the societies in which they will serve suffers when they assume responsible positions (Afful-Broni, 2004).

This study therefore seeks to bring to light the state of affairs of student leadership representation in administrative decision-making and implementation in the University of Education, Winneba. It is worthy to note that university communities are made up of administrators, faculty, other staff and students who form the majority. This will pose a challenge to educators and administrators to rethink of the nature of student leadership as a commendable means raising future leaders.

Furthermore, the study is an attempt to contribute to existing literature on student involvement in university administration. It does this in the context of a young university that has a rather complex administrative structure. In fact, student leadership involvement in university administration has not received the needed recognition, until recently and in consequence literature on the subject is porous and scanty at least at the level of a specific case study (Afful-Broni, 2004). Moore (1994) contends that it is only in recent years that student participation in university administration has been given attention.

This work is a novelty centred on student leadership in university administration at the University of Education, Winneba. As the first of its kind, it seeks to stimulate further research into this area of academic discourse. The New Public Management introduced into university management coupled with cost-sharing initiatives implies that democracy should rule in higher education institutions if student unrest is to be prevented. This gives a justification to student leadership participation in university management. Moreover, the study offers suggestions on how to improve student participation in administration. It is worthy to note that lack of substantive student participation denies students valuable, intellectually challenging learning experiences and deprives institutions of useful student perspectives (Afful-Broni, 2004; Terrell & Cuyjet, 1994).

CHAPTER TWO

REVIEW OF RELEVANT LITERATURE

2.0 INTRODUCTION

The paths organizations tread can sometimes be attributed to the actions, decisions and pronouncements made by their leaders who are vested with the authority to lead. History has shown that it took only instant declarations of some great leaders to effect drastic changes in societies or organizations. For example, in a military coup d' état in Ghana on 31st December, 1981, it is only the leader who claimed responsibility and the success of it was credited to him. In other instances, leaders' influences on their subordinates have been gradual but effective. A leader of an organization may not have the charisma as in politics for example but is able to exert considerable influence on workers. In the world of business, the success story of Bill Gates of Microsoft incorporated is another classical case. This chapter is devoted to a review of relevant literature for this piece of research. In addition, theories of management, organizations and leadership are discussed as well as other concepts of leadership trainee leaders have to be aware of as part of their skill and knowledge acquisition in leadership in order to apply them as situations demand.

2.1 The University as a Hierarchical Institution

Universities are formal institutions that are hierarchically structured. At the top of the administration is the rector or Vice Chancellor. Below him or her is the Pro-Vice chancellor, the Registrar and others below the hierarchy. The faculty level has its own structure as well. In the American Higher Education system for example, the President of a university heads the administration which is most often based on the new public management policy introduced into higher education management (Birnbaum, 1988).

Power and authority is exercised at different levels within the hierarchy and hence a bureaucracy is established. In his discussion on how universities and colleges work, Birnbaum, (1988) noted that through internally generated norms, actors within the university

are able to coordinate their activities effectively. Larger institutions tend to have a more complex administrative structure as new faculties and programmes are introduced. In fact, "rules and regulations become the important mediators of interaction and administrators become specialists in distinctive areas" (p.107).

University of Education, Winneba, which comprises three big semi-autonomous campuses, fits into this description. It has three Pro-Vice Chancellors with many institutes and schools. As a large-scale institution, its administrative functions are systematically coordinated in such a way that power is distributed from the leadership (Vice Chancellor) through to the head of student leadership. By this act, student leaders are inadvertently given the exposure of how to manage even more complex bureaucracies.

The bureaucratic structure of the University of Education is rather complex and complicated. The central administration is headed by the Vice-Chancellor who is appointed by the President of the Republic upon the recommendation of the university council. He or she should be a senior member with a proven record. Usually the term of office of the Vice-Chancellor is four years subject to renewal for another four years.

At the campus levels, the administration is more centred on the Pro-Vice-Chancellors. Here, "the hierarchical structure seen at many institutions, which emphasize precision and efficiency in decision-making" (Birnbaum, 1988:88) can be seen operating. Below is a simple chart showing how the administrative structure of the University of Education, Winneba is organized.

Administrative Structure of the University of Education, Winneba.

Vice-Chancellor

Pro-Vice Chancellor   Pro-Vice Chancellor   Pro Vice Chancellor

Registrar

Deputy Registrars (Academic &Administrative)

Dean of students Affairs

Student Leadership (S.R.C President)
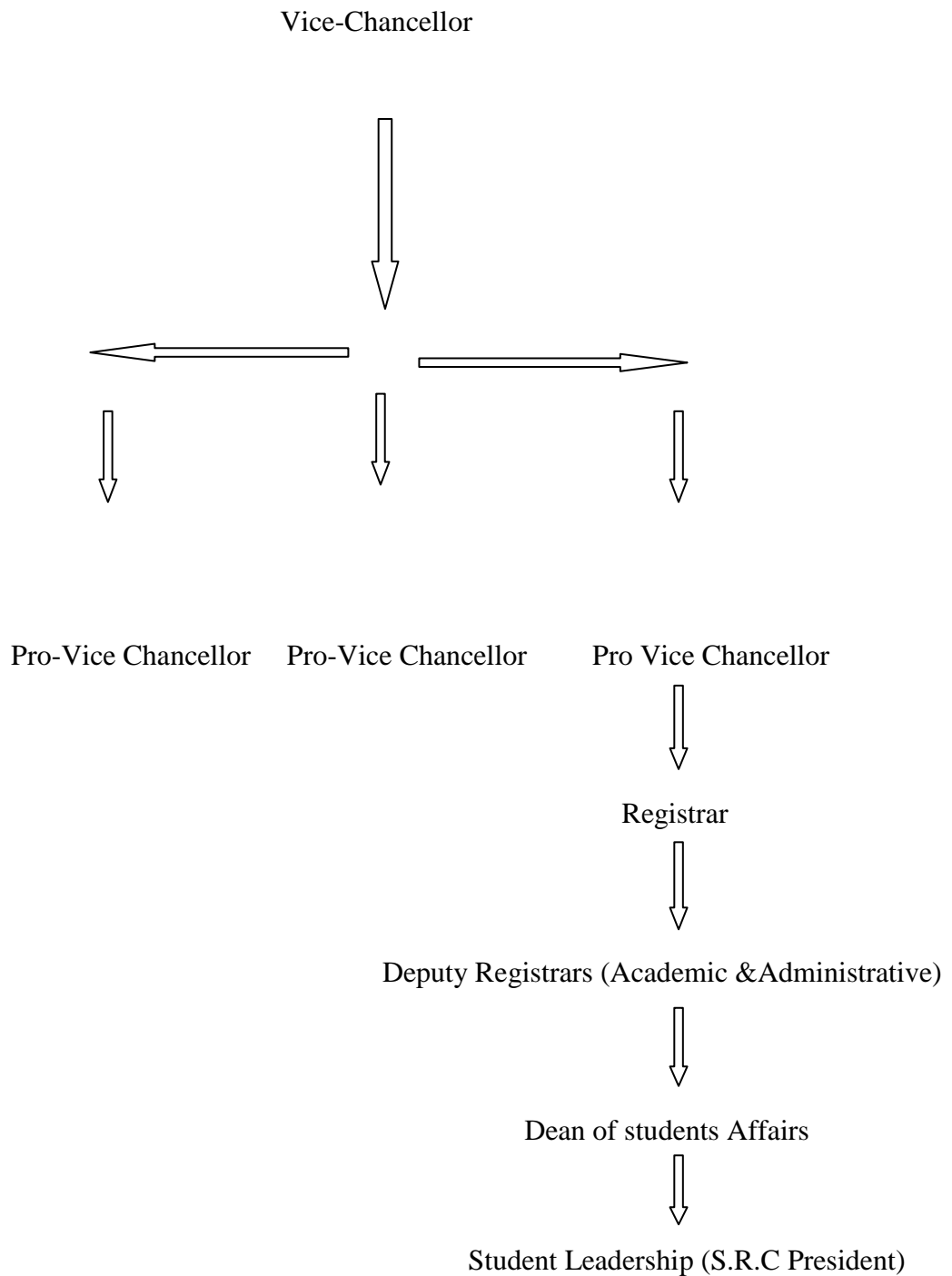
Figure 1*: Administrative structure of the University of Education, Winneba.*

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2.2 Operational Definition of Leadership

The crust of any form of leadership rests on the kind of decision-making and implementation that exists in an institution or organization. The behaviour and style the leader adopts become the driving force of the general behavoiur of all subordinates. There is an assumption that all rational beings have the ability and capacity to decide and act even if the result is not the desired outcome. This means everybody can be a leader to an extent. However, this is not the case when considering management of people. Hence the operational definition of leadership in this context is viewed as the form of influence other people have on others when it comes to getting things done. Institutional leaders should not only be effective but also efficient. Leaders must be creative, flexible and open to changing times and needs but must not assume super humanness (Afful-Broni, 2004; Grove, 1988).

2.3 Conceptual Framework

Institutions all over the world have their internal culture. Their systems and management is thus influenced by the culture within it. Higher education institutions cannot be left out of this assertion. In a university, leadership is mainly about giving strategic directions as to how resources should be used to achieve a greater outcome.

However, the actions of leadership follow a laid-down procedure. Maassen (2003:33) contends that "governance is about the frameworks in which universities and colleges manage themselves and about the processes and structures used to achieve the intended outcomes". A leader of a higher education therefore does not make unilateral decisions but rather administers the institution through laid down procedures that involves all sectors of the institution which includes students.

Contrary to popular thinking that leadership revolves around the skills, abilities, traits and behaviour of an individual, contemporary view on leadership focuses on a collective pull of

efforts of a group (Rost, 1993). This study uses this as the framework within which the effects of participation in leadership has on students who are involved in it. A look at some theories of leadership reveals that a great number of leaders were trained to develop their competencies while some others were born with the characteristics of leadership. It must however be noted that to an extent, every individual has a certain degree of leadership skills inherently. This makes it possible for an individual to be able to make decisions and implement them.

2.4 Communication: A tool in Leadership

Leadership through accountability has been in growing demand in contemporary societies. The evidence of this is based on a transparent organizational management. This demand is related to a number of practical and ideological changes affecting the structures and operations of institutions such as a university (Miller, Dingwall and Murphy, 2006). Efficiency and effectiveness of leadership can easily be assessed based on a cordial relationship between administration and staff on one hand and students on the other hand. The ability to influence a group of people may depend on the way information is packaged and presented. This means a certain degree of skill is required to be able to cajole followers to act in the direction of a leader. Communicating is indeed one of the major elements of success in any human relation (Afful-Broni, 2004:65). In fact, people tend to exhibit a better social co-ordination when the channel of communication is more flexible and open.

In a university certain, the rector or the Vice-Chancellor can employ negative communication skills by deliberately denying not only students of relevant information regarding latest developments within the institution but also faculty members. Any group which feels maligned or excluded may resist any attempts by the leader to carry out any developments which require the majority's decision to be implemented. Afful-Broni(2004) could not have stated it better when he noted that " in social science, inquiry in the area of interpersonal communication has contributed immensely to the understanding of the difficult and challenging roles that administrators have to keep people together and informed without tearing them apart through too much or less communication"(p.66).

One instance where proper communication has been assessed more in the University of

Education, Winneba, is during Students-Staff Consultative Committee meetings. Even the constitution of the representativeness of the various groups shows the democratic atmosphere within which discussions are made. However, as an organization, communication has to follow a bureaucratic order when grievances are to be expressed. The figure below illustrates.

<u>Communication Channel</u>

Administration

Dean of students Affairs

Students' leadership

Fig 2: *Simple Communication Channel within a hierarchical organization.*

As illustrated above, it is required that this laid down procedure is strictly followed if any concern from the student body is to be accepted and addressed. This top-down and bottom-up approaches foster a continuous flow of interaction that will promote trust and a peaceful atmosphere for academic work. As delicate as communication is within an institution, it is also required that other means of receiving information stay open so as to allow members of the general public to make inputs into the running of the institution.

In fact, communication is not merely a matter of action and reaction; it is a transactional exchange between two or more individuals (Osapah Mankoe, 2003:107; Hanson, 1991:252). In the view of Hellriegel et al. (1992:482) cited in Osapah-Mankoe (2004:107) communication is the transmission and reception of ideas , facts, opinions, attitudes and feelings through one or more information media that produces a response. To them, accurate interpersonal communication takes place only if the ideas, facts, attitudes, feelings or meanings that the sender intended to transmit are the same as those understood and

interpreted by the receiver. According to Costley et al. (1994:120) communication is "the vehicle through which human abilities and physical resources are combined to produce outputs and attain objectives".

In the University of Education, Winneba, communication is mostly between the Dean of Students' Affairs and the administration. The effectiveness of communication and its flow is very expedient in promoting and maintaining institutional peace and harmony. A simple model of a communication channel that affects students directly within the University of Education is illustrated below.
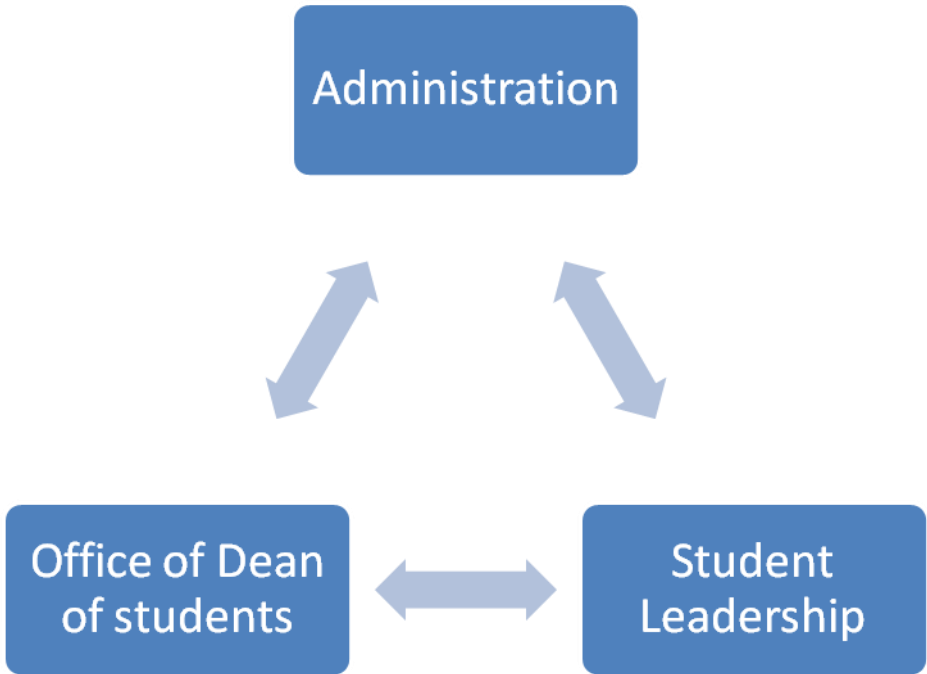
Figure 3: *Communication within the University of Education, Winneba.*

2.5 Theories of Management and Administration

Leadership as a concept is widely considered to be a process and is continuous. There cannot be management of people if the act of leadership becomes finite. Organizations or institutions are constantly going through evolution as the demands on them become even more complex. There are a number of factors that should be considered when managing people. Before then, every action taken by leaders or followers is based on some assumptions. In view of this, leaders' actions or inactions result from what theories, principles and schools of thought which in their estimation have influenced and taught them most (Afful-Broni, 2004; Heil, Bennis, & Stephens, 2000). Sometimes, leaders see themselves as social scientist based on the fact that through experiences, they have learnt to become better managers of people and can imagine the results of certain actions with a limited amount of error. As a result, actions of leaders have their foundations on theories, assumptions, hypotheses or some generalizations of a kind.

A number of scholars have put forward their views on the need to give equal attention to the concepts "administration" and "management" just like any field of study. Administration and management cut across various fields of human endeavour such as education, business, military, politics, etc. People who gain appointment to occupy leadership positions should be well versed with the requisite knowledge on how to deal with human relations in order to apply them perfectly. A number of schools of thoughts have been discussed but for the purpose of this research which is centred on how students learn the art of leadership in an educational setting, much more discussion will be in the direction of student leadership in university administration.

According to Owens (1987), educational administration is not generally considered as a discipline within academic circles and that until recently there were no educational institutions that devoted themselves to the art of professional practice of administration at least at the faculty level. Owens further observed that the concept was only taught within a framework of school or institutional education and was only an aspect of a major course.

In the view of Osapah Mankoe (2002), educational administration has been pursued as a course of study at the undergraduate levels of some institutions while an in-depth study of

the theory and practice of educational administration and management has been achieved at the graduate level. This is to expose students to the challenges and complexities that exist in organizations and institutions. Students are imparted with the skills as to how to handle institutions in case they get the opportunity to become institutional leaders. However, there is a vast difference between theory and practice. This gives an advantage to student leaders who have had the chance to be involved in the administration of no less an institution as a university.

All behaviours and actions within institutions purport to be based on some principles and theories and within educational administration, this fact is recognized. Scholars have published extensively on how the art and science of administration and management began in various institutions and organizations. In this chapter, three major schools of thought are presented. These are the classical or scientific management school of thought, the human relations school of thought and the structuralist school of thought (Osapah Mankoe, 2002). It must be noted that these schools of thought have all impacted on the administrative and management procedures of institutions and organizations.

2.5.1 The Classical or the Scientific School of Thought

As early as 1887, Woodrow Wilson put forward an argument for recognition to be given to administration as a formal profession in his essay "*The Study of Administration*". According to him, a person placed in charge of an organization will perform well on condition that the person had studied the art and science and the techniques of administration as a profession as in the case of medicine, law or architecture. This is aimed at rescuing executive methods from the confusion and costliness of empirical study and set them upon foundations laid deep in stable principles (Osapah Mankoe, 2002:22; Owens, 1987:4). Wilson therefore advocated for the study of administration to be included in the curriculum of universities and studied as a course on its own.

One other pillar, who made extensive contributions to the study of administration, is Frederick W. Taylor, an American engineering consultant. Taking a cue from Wilson and the wealth of experience he had as a labourer, clerk, a machinist, foreman, chief draftsman and later as a chief engineer, Taylor refined the principles of administration and management in a publication he entitled "Scientific Management" which was adapted into educational

administration (Osapah Mankoe, 2002). He pointed out some principles administrators are to follow which include the elimination of guesswork of the rule-and-thumb, use of more scientific and systematic means of selecting workers and training them, establishment of a concept that unifies a clear vision of responsibility between management and workers and the institution of a discipline that allows management to set objectives that must be accomplished with worker cooperation (Owens, 1987).

In propounding these thoughts however, Wilson and Taylor did not put the psychological and sociological variables within the workplace into account. Taking inspiration from these principles, managers thus used rigid rules in getting work accomplished while turning a blind eye to the creation of an interpersonal relationship that will boast labour efficiency. This early thinking was re-enforced by Henri Fayol.

Fayol was motivated by Taylor's arguments. Using a scientific approach to administration, he concentrated his study on the middle level of management of institutions or organizations which he thought would benefits organizations most. His contention was that if those placed on top of administration- the administrative group were given better training, they would be in a better position to improve the daily operations of the organization (Osapah Mankoe, 2002:23). Consequently, as he sought to establish himself as a modern organizational theorist, he wrote in a book entitled *General and Industrial Management* stressing the need for administrative ability to be acquired in a like manner as technical ability, initially in the school and later at the workshop (Owens, 1987). The use of or lack of theory and its application is an indication of the good and bad practices we find in organizations. According to Hoy and Miskel (1987), Fayol's definition of administration was keyed in five functions including planning, organizing, commanding, coordinating and controlling. Luther Gulick modified this definition in an acronym (POSDCoRB- Planning, Organizing, Staffing, Directing, Co-ordinating, Reporting and Budgeting) to widen the scope of administration (Owens, 1987).

2.5.2 The Human Relations School of Thought

The human relations school of thought was first pioneered by Douglas McGregor, Elton Mayor and Mary P. Follet. To them, studying administration will help give a better explanation and understanding to the behavior of human personnel in an organization.

McGregor (1960) in a publication, *The Human Side of Enterprise*, developed a theory of management based on two basic philosophies of human behaviour in organizational management (Afful-Broni, 2004; Osapah-Mankoe, 2002).

He referred to the two basic philosophies as Theory X and Theory Y. McGregor's theories are believed to have been influenced by Abraham Maslow's "*Theory of Human Motivation*". Maslow used a needs-based framework in analyzing the behaviour of employees at work. He contended that "there are general types of needs (psychological, safety, love, esteem) that must be satisfied before a person can act unselfishly, honourably and be better able to contribute to the organization's work" (Afful-Broni, 2004:96).Thus, McGregor categorized *Maslow's Hierarchy of Needs* into "lower order"(Theory X) needs and "higher order" (Theory Y) needs. In an organization, a manager must have a good knowledge of these since failure to meet these needs may result to losses stemming from poor production.

In the view of McGregor, Theory X and Theory Y lie at the extreme ends of what happens within an organization. These theories of motivation have been used in human resource management, organizational behaviour and organizational development. He held the view that only two different leadership styles exist in an organization and these elicit either a positive or a negative response from people within an organization. Theory X leadership assumes a posture of distrust in viewing workers in the organization (Osapah Mankoe, 2002; Wiles and Bondi, 1986) while the opposing style , holds a positive view of workers and hence gives a different view of what leadership means (Afful-Broni, 2004). In applying Theory X, management assumes employees as being lazy and would avoid work if possible. There is little enthusiasm, motivation and ambition on the part of employees without an enticing incentive package.

Managers believe that employees work for the sole purpose of getting paid. Hence employees are always blamed for any problem at work without giving consideration to whether it may be the system, policy or even lack of proper training that should be critically examined. A manager who subscribes to Theory X does not trust employees and views their efforts with pessimism thereby resorting to the use of an authoritarian leadership style based on the threat of punishment.

Motivation has been seen the underlying factor that drives Theory Y assumption. Here, management assumes employees may be intrinsically-motivated, ambitious and are anxious even if not capable to accept greater responsibility in getting work done. They feel empowered and exercise great self-control at work and are willing to bring their creativity to bare if the need arises. The possibility that there will be greater productivity is assured since workers have a free environment to exhibit their skills. Managers put in a conscious effort to remove any barriers that prevent employees from actualizing themselves to the fullest. This can be interpreted to mean that managers would stay open and adopt a positive attitude towards workers. In practice, a manager is not restricted to the application of either theories but can use both when and where necessary.

A study which has complimented McGregor's work but drew criticism to the rigidity of theories X and Y was done by a Japanese-American, William G. Ouchi in 1982. He propounded another theory he called Theory Z out of his study of the American and Japanese contemporary culture of organizations (Osapah Mankoe, 2002). This research interest became popular at a time when there was an economic boom in Asia in the 1980s. American cooperate bodies were by then finding solutions to the stiff competition the Japanese economy was providing by comparing and contrasting the management styles adopted in America and Japan (Owens,1987). He noticed a significant difference in the approaches in terms of the human relations existing in the two cooperate worlds. Ironically, American managers thought increased productivity was only as a result of technological advancement.

 Ouchi came to a conclusion that some of the Japanese managerial styles could be adapted to the advantage of the American cooperate system. Theory Z management holds the idea that tends to promote a stable employment environment coupled with a high productivity as well as a high employee morale and satisfaction. Management's commitment to workers by way of providing humanizing working conditions is of paramount importance. Theory Z culture is therefore characterized by shared values of intimacy, cooperation, teamwork and egalitarianism (equal rights) (Osapah Mankoe 2002:27). The organizational characteristics of Theory Z according to Hoy and Miskel (1987:251) are "long term employment, slower promotion rates, participative decision-making, individual responsibility for group decisions and holistic orientation".

2.5.3 The Structruralists' School of Thought

The third school of thought on organizational management that has been examined in this thesis is the structuralists' school of thought. According to this school of thought, a social organization is made up of several sub-groupings that interact with each other. These sub-groupings possess common interests but are incompatible on some of the interests and may thus create conflicts. As a result, some groups may cooperate on a number of issues, but on others they compete. Theories on administration and management from the strcturalists' point of view have their basis in the assumption above.

Max Weber was one of the earliest thinkers who put this across. As a great sociologist, a politician and an eminent economist he propounded the theory of authority structure that exist in organizations today which he called bureaucracy (Osapah Mankoe, 2002). An application of this authority structure brought bureaucracy into educational institutions. Initially it was perceived that the exercise of authority would not breed coercion since administrators would have undergone an elaborate training programme as to how to be effective leaders. This theory has become the most useful in contemporary organizational settings. In Weber's estimation, some managers will still want to use autocratic means of handling employees hence when a structure is established within the workplace, it would check arbitrary decisions that might be made by some management staff within the hierarchy. This will infuse some fairness and impartiality in the organization.

Osapah Mankoe (2002:28) quotes Bondi (1986:28) who summarized the main characteristics of a monocratic bureaucratic system as:

- administrative efficiency which has the ultimate purpose of establishing coalitions that will help to achieve the organization's goals.

- unity of purpose that enhances the effectiveness of attaining clearly defined goals of the organization.

- standardization since there would be the existence of a regular routine for all administrative operations within the organization.

- stability due to the culture of maintaining policies and procedures until they are evaluated.

- a single executive which becomes the pivot around which all activities are coordinated

- unity of command that clearly defines the roles of each individual and what they are responsible for.

- division of labour that leads to specialization and ultimately enhancing productivity.

- delegation of authority/responsibility to subordinates to further decentralize operations within the organization.

- span of control which has to do with assigning a limited number of person to an administrator for supervision.

- security that would inform workers that their interests are well protected.

Just at the time when the structuralists' ideology was becoming popular in the administration and management of institutions, another great scholar emerged in the person of Karl Marx. Karl Marx, whose theory provided a great intellectual basis for a radical transformation often criticized organizational theorists as being dupes of capitalism, of consciously or unconsciously playing active role in degrading the worker, of being mindlessly empirical, of

neglecting the body of social thought, of downplaying the significance of class relationships in contemporary society, of neglecting the importance of the state and of employing analytic models that stress equilibrium and the status quo rather than the dynamic change and conflict (Osapah Mankoe ,2002:28 cited in Hoy & Miskel,1987:26). Putting the arguments of his theory forward, Karl Marx noted that the inclusion of an employee in the factors of production could cause chaos and conflicts at work since the employer does not own the employee. Inevitable conflicts that may arise should therefore be resolved amicably. Marx strongly rejected the idea of an independent social reality that knowledge cannot be generalized and social reality cannot be constructed as mental imagery of individuals.

Making an inference of this submission to educational administration, the perception is to achieve understandings, interpretations and meanings of particular contexts within an institution through inductive and qualitative modes of enquiry and not the development of general explanations or giving predictions to some aspects of organizational life (Osapah Mankoe, 2002:29).The educational administrator will be in the best position to comprehend the actions of subordinates and not resorting to the application of scientific laws on labour issues. Through pragmatic and systematic inquiry the administrator would be able to change some practices that do not promote better interpersonal relationship between leadership and subordinates.

2.5.4 Implications of Theories X and Y on Educational Administration

Human beings are naturally endowed with capabilities. In relating these natural capabilities of humans to the two extremes of Theory X and Theory Y, McGregor admonishes leaders to be mindful of fairness and not apply rigid control mechanisms in the organization. A great amount of flexibility which will enhance interpersonal relationship between the leader and the subordinates should be observed. Afful- Broni (2004) advises that it will be unwise for the head of an institution to limit him/herself to one particular theory. It is safer to stay open-minded in the approach to the functions within the organization. As and when necessary a particular theory may be applied.

Furthermore, experts have argued that educational institutions are unique communities in which family life qualities must be planted and nurtured (Starratt, 1996). An educational institution is not a factory where objects are fabricated. Its products are the communities' greatest assets. The human materials that educators deal with are so delicate and precious that impersonal and mechanical approaches of leading them are not always the best. A good amount of interpersonal relationship ought to take place. In order that this might occur, leaders ought to be more open to what theory Y offers but must also bear in mind that "strategies suggested by theory X need to be applied only in extreme cases but with caution" (Afful-Broni, 2004:108).

The stability institutions such as the University of Education, Winneba enjoys attests to the fact that administration is more skewed towards the application of Theory Y principles. For

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the past six years, at least, students' unrests on the campus which is as a result of some administrative decision that seem to address students' welfare have been witnessed. There is nothing as permanent as the word change itself. Institutions are constantly going through change in terms of policies. One of the perceptions viewed from the lenses of theory X is that people generally resist change especially if it has to do with sacrifices. A leader needs to be aware of this basic fact. In implementing changes, the leader should be tactful in order not to side-line any stakeholder of the institution. In doing this, he or she would be able to foster co-operation and teamwork to develop the institution.

2.6.1 The Concept of Leadership

The assertion that leadership is required in any situation where two or more people who have a common objective come together through an activity in order to attain that objective cannot be over-emphasized. A basic example can be seen in marriage. However, this statement has come under criticism in today's world of technology. Dubrin (2006) argues that computer-aided technology and monitoring is reducing the relevance of a supervisor's leadership function. Most employers would consider the ability of personnel who would work with less supervision as one of the criteria for employment. According to Pfeiffer and O'Reilly (2000), leadership in some organizations is becoming irrelevant. Rather, it is those factors such as intrinsic satisfaction of employees that have a larger impact on business outcomes and not the unilateral control of the leader whose influence revolves around obligations. In organizations or institutions, issues concerning leadership however are very important since some persons should be given some form of responsibility and authority to be able to maintain a working atmosphere and curb or prevent any confusion that may arise (Osapah Mankoe, 2002)

Several authors have given definitions, meanings and explanations to the concept of leadership. According to Mescon, Albert & Khedouri (1988:494), leadership is simply the ability to influence individuals to work toward attaining organizational goals. An individual within the organization is given the mantle to manage by way of guiding, conducting and institutionalizing a general behavior to be followed to the attainment of the organization's goals. Other definitions of leadership as noted by Osapah Mankoe (2002:32) are

- An influence process directed at either an individual or a group.

- Filling the gap between subordinate desires and abilities on one hand and organizational goals and requirements on the other.

- Ability to get others to behave as the manager intended.

- A manager realizing his intentions and satisfying the needs of his employees at the same time.

- Inducing employees to do what they don't want to do (Cohen et al. 1984:265).

These simple definitions of the concept of leadership reveal so much about what a leader can do to get things done. It requires a great amount of tact, discipline and focus for a leader's influence to be exerted. One basic requirement a leader needs is power to be able to influence his subordinates.

2.6.2 Power

Afful-Broni (2004) explains power as "the ability to do something, or act upon oneself, another individual or a thing" (p.132). Power is most often seen in intrinsic terms. The simple fact that leaders are able to push through with their visions even in the face of opposition means without the internal energy and a character leadership cannot be effective. The exercise of power is either voluntary or involuntary. The acquisition and application of power does not come accidentally. It accrues from having access and control of resources others may need, admire, desire, envy or hate (Afful-Broni, 2004). The use of power can either result in positive or negative consequences.

Based on the sources from which power is derived, power can be classified as legal, expert, referent, reward and coercive powers. Each has its own means of legitimacy and how heavy it weighs on subordinates. Power can be shared by a group or enforced unilaterally- coming from one source.

The exercise of power requires some kind of legal basis. Legality is derived from well documented and generally recognized set of rules, regulations and norms. This is institutionalized in organizations so as to control behaviour of the members of the organization. Usually, these norms, rules and regulations are written. An example of the

source of legal power is the constitution. It specifies what action is permitted within the confines of the law. By virtue of the position a leader occupies, he automatically wields legal power. Once a person, through a contractual agreement, willfully joins an organization, it shows he or she recognizes the legal powers of the leader and consequently submit himself or herself for directives and where possible punishment for the betterment of the organization. Legal power is the pivot around which stability and progress revolve. Once the legal power of the leader is attacked and questioned, it can trigger unrests of all kinds (Afful-Broni, 2004).

Another form in which power is used is through expertise. Expert power is a kind of power that is based on the belief that an individual has certain unique skills, talent and capabilities which when used in organizing people could lead to the accomplishment of organizational goals. It should be noted that this capability is beyond the ordinary staff member. Expert power can be found within the university setting. Some professors have distinguished themselves so well in their academic achievements. In addition, they have demonstrated excellent social skills that have earned them a high degree of trust, recognition and respect not only among their colleagues but also students and the university community alike. This situation can boast the ambitions and chances of such professors in their bit to become vice-chancellors and rectors of universities (Afful-Broni, 2004).

Moreover, there is a common believe that some individuals possess certain characteristics with which they attract people who they want to be identified with. This is the source of referent power. It often connotes charismatism. This power is demonstrated through "an attractive and extraordinary physical appearance, impressive eloquence, outstanding friendliness, kindness or warmth, and the ability to energize others" (Afful-Broni 2004:135). These characteristics are used to charm followers to submit to the leadership.

Reward can also be considered as a source of power. Subordinates within an organization subscribe to this type of power based on the assumption that they stand to gain some incentives that are usually material when they repose power in the leader. By sharing this belief, the subordinates become willing to fulfill certain conditions that will prompt management or leadership to honour their promises for which they have performed some tasks. The expected reward to the subordinates should be "positively reinforcing" (Osapah-

Mankoe, 2002:33) in order to elicit the desired behaviour. This is what is referred to as reward power.

Subordinates within an organization may be subjected to coercive power. Coercive power connotes the use of force and ruthlessness in leading a group of people. One outstanding attribute here is fear. Subordinates within an organization have a strong belief that the leader has the ability to reward them negatively if they disobey or fail to follow instructions to the latter. Perceived consequences could range from demotions, freezing of salaries, lack of respect and out-right dismissals. In organizations where coercive power operates, subordinates submit to leadership just because they want to avoid abuses of the leader and not because of their dedication and love for what they do (Afful-Broni, 2004; Osapah Mankoe, 2002).

It is important if not expedient for leaders undergoing training to have a firm grasp of these types of power in order to apply them when and where necessary to be effective leaders who will leave footprints in the history of organizational and institutional leadership.

2.6.3 Leadership Styles

Organizations by their nature operate within a general framework that spells out how members have to behave. Leadership style is therefore seen as the manner and approach of providing direction and implementing an organizational road map with the view of motivating the subordinates to perform to the maximum of their abilities. Leadership as identified by Birnbaum, (1988:22) should be treated as "something that is tangible, measurable and efficacious" especially within higher education institutions which have the training and raising of leaders who will shape vision and influence the members of their societies as one of their main goals.

 The efficacy of leadership therefore means that leaders have to adopt certain actions that will steer the organization to success. It should be possible to quantify the success achieved using a certain criteria. The style some leaders adopt is sometimes closely linked to the

circumstances through which they became leaders. Some leaders emerged through the use of charisma. Charismatic leadership requires charm and grace to be able to create a strong

followership. One very important basis on which charismatic leadership thrives is the self-belief the individual has and a strong personality and a power which is perceived as divinely bestowed (Osapah-Mankoe, 2002). A charismatic leader has the skill of assessing his environment and using characteristics such as height, complexion, and deep voice, is able to influence the masses to follow them. Musser (1987) contends that a charismatic leader does not only devote himself to his course of action but also commits himself to an ideological goal. Through persuasion and bodily gestures he is able to inspire people into action. Osapah Mankoe (2002:38) has identified personalities such as Presidents John F. Kennedy, Ronald Reagan and Kwame Nkrumah as people who used charisma in their leadership.

Based on the style used, the atmosphere created and for the purposes of this study, three styles of leadership can be identified namely autocratic, democratic and laissez-faire. These styles are analyzed in relation to what happens within the higher education institution and specifically the University of Education, Winneba. .

It is worthy to note that styles leaders adopt and the ways in which they conduct themselves as well as the motivation they have should be known to people who are being trained to become institutional leaders. Whether people see themselves as born leaders or they become leaders by circumstances, it is important to note that the effective way to build leadership is through a teaching and learning process where people are challenged with new opportunities and supported with feed-back and coaching and where mistakes are treated as learning opportunities and not condemned. Authentic leadership that leads to the realization of the full potential of the individual should make room for training.

2.6.3.1 Authocratic Leadership Style

A leader is said to be autocratic if he exerts his total will on his subordinates. He is also said to be dictatorial and uses a domineering style in his administration. In applying autocratic

leadership style, a leader single-handedly sets a vision for an organization, draws a road map and the policy framework within which set goals are to be achieved, assigns roles to subordinates without prior consultations and supervises work outcomes. In fact, duties are imposed on subordinates whose chances of making contributions to the running of the organization are very limited if not blocked completely. In this situation, communication can only be seen within a top-down perspective. Associated with this style of leadership is the

power of coercion. The autocratic leader does not only undermine the capabilities of his subordinates but also has a negative view of them such that a considerable amount of compelling force should be applied to get things done. This style is skewed towards McGregor's theory X model on management and administration (Afful-Broni, 2004; Osapah-Mankoe, 2002).

It can also be said that this style is a defensive mechanism the leader uses to build security for him even though this can lead to a greater productivity of work outcome. Nevertheless, in today's world of work, autocratic influences are much less felt since knowledge of how best things should be done does not reside in the head of leadership only. Drafting of policies and implementation within higher education institutions therefore requires the participation of all actors and stakeholders for the leader to be able to derive the maximum cooperation of constituents and subordinates which includes student leaders (Afful-Broni, 2004).

2.6.3.2 Democratic Leadership Style

Underlining the term democracy is the feeling of freedom and a sense of popular and participatory government. In the application of democratic leadership style power is shared while responsibility is collectively owned. Leadership here is reduced to guidance instead of strict directives. As situations demand, the leader may fuse different styles without disturbing the democratic atmosphere that allows for participation of all members. Subordinates feel empowered amidst enthusiasm and are able to utilize the creativity of their colleague and co-workers for the betterment of the organization. This is what Rost (1993) refers to as "interaction". In this sense, leadership is seen as a continuous interaction based on a relationship (interpersonal and cordial) and through a collaborative effort, organizational goals are achieved (Afful Broni, 2004).

The democratic leader adopts a style that addresses higher level needs and challenges subordinates to desire to reach self-actualization rather than rewards to be gained. Hidden and undiscovered talents and capabilities of individuals can be unearthed as a result. This leadership style is characterised by delegation of duties and therefore ensures an open-bottom-up as well as top-down communication channel. Worthy of note is the fact that this leadership style is based on McGregor's theory Y assumption which places the subordinates at the heart of management and decision-making (Osapah-Mankoe, 2002).

The advantages associated with democratic leadership style are numerous but has its demerits too. Afful-Broni (2004) has elaborated some advantages and disadvantages of democratic leadership style. Among the merits are the trust and optimum cooperation the organization experiences and possible innovations subordinates may bring. However, decision-making may be slow if members have to be consulted on every issue as well as the tendency that subordinates may consider leadership to be ineffective and thereby develop a degree of resistance when changes are to be introduced. In some cases, leadership is often thought of as service to the people. Leaders have the responsibility of providing certain services to the subordinates. This operates mainly in situations where leaders are seen as representatives of a people and have been elected to articulate the views of that group of people. According to Spears (2002:5) "this class of leaders uses the following skills: listening, empathy, foresight, persuasion, stewardship and commitment to growth and community building".

2.6.3.3 Laissez-faire Leadership Style

Laissez-faire is a French term that can be explained literally as "allow them to do what they wish". This style operates on a principle of indifference. Rules of behaviour are relaxed for subordinates to act in ways they may choose. There is virtually a high degree of freedom of choice of tasks and means of evaluating performance. The leader may be seen to be acting merely as a liaison between the organization and the outside world (Osapah-Mankoe, 2002; Kossen, 1991). This situation of leadership may occur when the leader did not assume leadership on merit but as a result of a favour from some stakeholders who want to infuse a change of direction in the organization.

The possibility that subordinates may act in ways that will create anarchy is very high since duties and responsibilities may not be felt as given but granted without accountability. Co-ordination becomes a problem whereas efficiency in output may be lacking. This style could be a potential for conflicts within an institution or organization since roles will not be clearly defined. Behaviour becomes a critical issue as subordinates may to feel "pressured" to act in ways that demonstrate professionalism and a good organizational conduct (Osapah Mankoe, 2002). Though negative as this approach may seem it is most helpful in situations where work is being done by seasoned experts who do not need water-tight control to perform. The university system which includes the University of Education, Winneba, is one unit within

which this style can be adopted when and where possible considering the fact that it is run by a team of experts in various fields (Afful-Broni, 2004).

However, if the leader continues to show indifference over a long time, his authority will be undermined and can lead to serious problems within the institution such as declining productivity, apathy, mismanagement and even bankruptcy.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

Research, just like any academic discourse, has a road map that should be followed in order to gain credibility. Every bit of information gathered has to be analyzed using recognized procedures. Data has to be collected, analyzed and a conclusion has to be drawn. There are two main types of research strategies. Bryman (2004:19) simply explains research strategy as "a general orientation to the conduct of social research". My research looked at students' leadership involvement in university administration decision-making and how this collaboration develops leadership skills and competencies in student leaders. It employed a qualitative research strategy.

This chapter presents and discusses the overall methodological framework I employed in the thesis. Also, it presents information about the research design, description of the target population and sampling, data collection methods and instruments used. In addition, the main study and the general data organization is discussed.

3.1 Research Design

In order to have an in-depth study as to whether students who are trained by involving them in administration become better in leadership that emerging ones for example, a case study design was used as the most suitable. The methodology used in this thesis and the design for the study as well as the approach used in getting the information and my own reflections on the interpretations and analysis taken are discussed. Silverman (2000:88) states that methodology is the "general approach to a research topic". This statement implies that every research work has to follow a kind of procedure. In light of the statement above, the research on the impact of leadership skills development using administrative representative system was carried out using a qualitative research approach. This is due to the fact that my research requires an understanding of how universities function. The next section examines the

importance of the choice of the qualitative research approach for the study.

3.2 Qualitative Methodology

Studies have shown that there is always room for knowledge production and research is the vehicle for acquisition of knowledge from somewhere by looking at a new phenomenon while combining the known and the unknown in a bid to produce new knowledge. One important decision which I had to make before conducting the field study was making a choice between qualitative and quantitative research approaches as the means of collecting data. Before making this choice, it became necessary to acquire basic knowledge of the two methodologies in order to differentiate between them. The search for not just knowledge but that which is relevant in today's context especially in educational research has been characterized by two different views of social science research: positivism and interpretivism. Qualitative methodological argument is based on the interpretivism tradition which mainly applies to the social sciences.

Bryman (2004:11) contends that positivism is "an epistemological position that advocates the application of the methods of the natural sciences to the study of social reality and beyond". It is clear from this argument that the positivistic paradigm is characterized by numerical and measurable quantities and objectives, universal definitions, often much associated with the physical sciences. The assumption here is that the social world can be studied in the same way as the natural world.

In another vein and in contrary to positivism, interpretivism argues along the qualitative paradigm. It is characterized by subjectivity, particularity and reflexibility. This is in sharp contrast to the positivist view which is often criticized for not recognizing the difference between natural objects and human-beings, people and their institutions (Bryman, 2004; Cohen et al, 2000; Neuman, 2000). As earlier discussed, this study is situated within the qualitative paradigm and hence requires an understanding of how institutions and organizations function. This implies that I am looking at a particular case in order to gain an in-depth insight into the case. The insight that is gained here can be applied to instances with similar conditions. The qualitative methodology therefore, focuses on the meanings of social

interactions and processes, underlying in various ways that reality is created and given meaning as experienced by my key informants such as the university administrators, faculty members and student leaders.

It is therefore argued that human beings cannot be studied as natural objects since they interpret situations differently and give meanings as required (Cohen, et al 2000; Creswell, 1998; Neuman, 2000; Silverman, 2006). The interpretation of the text that is elicited from this research was in the form of interviews that was conducted on administrative staff, leaders of some institutions and student leaders. In this respect, responses from the interviews can serve as a huge source of knowledge. Despite the fact that Silverman (2001:1) affirmed the proposition that human perceptions are better studied using the qualitative research approach, there are situations where it becomes exceedingly complex to decide on the use of either the qualitative or quantitative research approaches especially when investigating a social issue like education and leadership which could be dealt with by either of the approaches or both simultaneously.

However, a decision to choose one methodology can be influenced by a consideration of how to handle the complexity involved in finding answers to the research questions guiding the study as well as the resources at my disposal. A clear knowledge of what my research wants to uncover has guided me to choose the right approaches to use. Hence, it is my believe that the answers I am seeking were obtained from interviews, observations and documentary analysis.

3.3.1 Limitations of Qualitative Research Approach

Qualitative research has been identified as the most suitable means of conducting a study that addresses any phenomenon dealing with human perspectives. However, this methodology has been criticized for some weaknesses. Bryman (2004) has noted that qualitative findings rely too much on the researcher's often unsystematic views about what is significant and important and often the researcher's biases could influence the research findings. This is portrayed in the use of open-ended questions that are used as interview tools.

Secondly, no single person possesses knowledge more that the larger society. This means knowledge that is acquired through the qualitative approach is on the assumption that it is easier in comparing it to the quantitative approach which has mathematical tools for verification and generalization. Hence, this study does not only depend on the use of numerical values such as averages or percentages in drawing conclusions. Qualitative research strategy lacks a degree of transparency. It could be difficult to tell what the researcher actually did to arrive at a conclusion. This lack of transparency is seen in how respondents were chosen. Interviewees could sometimes provide false information consciously thereby causing a great danger in the justification of the knowledge so acquired.

Furthermore, it is often suggested that the scope of qualitative research is restricted to single cases. This makes it difficult to generalize the findings let alone thinking of replicating the findings in other similar situations. Thus, justification for knowledge gained through qualitative research is questionable taking into consideration of the fact that interviews and observations derived from qualitative research are normally uncontrolled and informal.

Even though these criticisms are factual, there is no doubt in ascertaining that qualitative research has been recognized as an authentic means of generating scientific knowledge that does not require statistical presentations and explanations since research sometimes relies on the number of respondents in order to be able to generalize the findings.

3.3.2 In-depth Interviews

Student leaders' involvement in university administration sometimes results in conflict of interest and lack of understanding. This has the potential to undermine the trust student leaders have for university authorities. By using the qualitative approach, I was able to dig deep by reframing interview questions in different ways to find out the possible existence of this phenomenon and how this may affect the leadership training the leaders were undergoing. Bryman (2004) contends that the contextual approach and the prolonged involvement of the qualitative researcher can engender rich data.

3.4 Sampling Procedure

There are various ways of determining the number of respondents to use in a study. For this study, I used the purposive sampling technique. Purposive sampling is a strategic attempt to establish a corresponding relationship between the research questions and the interviewees (Bryman, 2004). I used this technique because qualitative inquiry typically focuses in-depth on relatively small samples and that studying information-rich cases yields insights and in-depth understanding rather than empirical generalizations (Patton, M.Q 2002:230). In addition, the study focused only on student leaders of the 2007/2008 year group of the University of Education, Winneba. The study involved two faculty members, one past student leader and seven student leaders. To ascertain the effect of leadership training, majority of the respondents chosen were student leaders.

3.5 Ethical Issues

In this study, I sought consent and approval from the university authorities, some faculty members and students' leadership before the interviews were conducted since the study deals with a very thorny issue of how universities allow student participation in administration. This was done by giving interview guides to the respondents ahead of schedule interviews. To clear any misconceptions about the intentions of the study, an explicit overview of what the research entailed and how the results will be utilized, was given to the respondents. I promised to offer privacy and confidentiality to the informants to gain confidence from them.

Tierney (1991) contends that data gathered through in-depth interviews require the researcher to protect against interviewer misperceptions and to avoid informants that are out of the ordinary, or who lack credibility. In order to ensure that interview data are consistent with the researcher's conclusions, constant checking with informants during and after an interview was done. To help address inconsistencies, lines of communication were left open between the researcher and the informants throughout the study. Much as there are no perfect measures and principles, I tried to keep all minor transgressions in check to make the

findings authentic.

3.6 Problems Encountered

During the cause of this study, a lot of challenges were encountered. In the first place, I experienced data loss though a virus attack. During data collection, I had to travel several times to some faculty members to be able to elicit the information I needed from them. I realized the responsibilities of the faculty members as well as the student leaders were so great. However, incessant probing and continuous solicitation for co-operation helped to achieve success. One other challenge was the accessibility of relevant documents but the office of the dean of students' affairs was of great assistance.

3.7 Research Respondents

The respondents were made up of seven student leaders, two academic/staff members and a past student leader. This was done to be able to collect views on what various actors within the university administration think of the involvement of students in university administration. Unfortunately, assess to the top administrators was not possible since they had a very busy schedule as at the time the data was gathered. It must be emphasized that all the respondents were males since the only female targeted informant was on a national assignment.

3.8 Accessing Information and Data Delivery

Research based on grounded theory requires that much information should be elicited from the targeted respondents as much as possible. This is to make it possible to be able to fit theory to data. Getting access to information from the student leaders was relatively easy since they could identify that the study focused mainly on their concerns and therefore the release of vital information. On the part of faculty members and past student leaders, it is fair to say that their heavy schedules had to be taken into account before booking appointments to talk to them. The Dean of students' Affairs was very supportive in the release of some documents whose analysis is very vital to what this research seeks to uncover or establish.

Information delivery from respondents is of great importance in qualitative research. All studies woven around this procedure should be tactfully handled in order to get information for analysis. Having established this fact, student leaders were interviewed individually. The information each student gave seem to compliment what a previous responded had given. This gave a confirmation to the concerns the research sought to address such as having a deliberate leadership training scheme for student leadership, the practice of democracy at the university and degree of acquisition of leadership skills through the training.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION OF THE FINDINGS

4.0 INTRODUCTION

The previous chapter was devoted to the presentation of the various methods used in data collection. The purpose of this study is to examine the linkages that exist between skills acquisition and training on one hand and implementation of the skills in real life situations on the other. In this chapter, attention is focussed on the presentation, analysis and discussion of the findings. The presentation first looks at the responses interviewees gave to questionnaire items and the leadership issues related to the student leaders. Data analysis was done using the induction method as a bottom up approach where themes ideally arise naturally from the data bearing on the research questions (Blanche and Durkheim et al., 1999). This is to reflect a study based on the framework of the use of grounded theory since data to this specific case study could not be found anywhere. The answer to the use of grounded theory in this study is given by Bryman (2004:401) is his definition of grounded theory as "theory that was derived from data, systematically analysed through the research process". In this method, data collection, analysis and eventual theory stand in close relationship with one another (Strauss and Corbin, 1998:12).

Furthermore, the iterative approach was sparingly used to balance the deduction and inductive processes. In consequence, not all issues discussed in the interviews are presented in the findings but rather those that seemed most relevant to the research questions. Implementation of acquired leadership skills by student leaders is given an extensive attention. Faculty members' perceptions of the leadership training student leaders are undergoing is also presented and finally, literature backing the claims on the issues under discussion is presented. The presentation is made using a general consensus the student leaders came to on how they perceive the training programme and their performance as a group.

4.1 Interviews with Student Leaders

In reaction to the question as to whether individual student leaders have had the chance of being leaders prior to becoming student leaders at the University of Education, all responded in the affirmative. One of the student leaders had this to say:

"I have held leadership positions throughout my education right from the primary school to this level. In the primary and secondary school, I was the school prefect. At the training college, I resisted the attempt of leading but my colleagues persuaded me into going in for the hall prefect. In fact, the members of the social organization I belong to have canvassed for the vice-president position for me even though I declared initially to them to spare me the opportunity. They can tell better what leadership qualities they see in me for me to be enjoying this support."(Interview, student leader, March, 2008).

On the definition of who a good leader is, all student leaders identified three characteristics that should be visible in a leader; humility, participative and firmness. One respondent had this to say:

"*In my opinion, a good leader can be defined as someone who is knowledgeable, patient accommodating and has the readiness and capacity to serve the people he leads. Anything short of this will not promote good human relationship and can thus undermine co-operation and encourage disturbances on campus"*(Interview, student leader, March, 2008).

I went further to enquire from the student leaders what experiences they have acquired prior to becoming student leaders in the University of Education, Winneba. They all confirmed their life streams have presented some opportunities for each of them to hold some positions in their earlier years. Here are the words of one respondent:

 "Mr Researcher, as you know everybody is a leader at least to the level of leading oneself but to talk about leadership where a person influences another, I was the school prefect at the Junior High School and then a Hall Prefect at the Training College. The experiences I

gained convinced me I can lead people therefore I decided to stand for elections and the students voted for me to lead them" (Interview, student leader, March, 2008).

In order to assess the theme of this research (student involvement in administration and its impact on leadership development, I posed the question of internship and continuous training to the student leaders. The following citation is captured from one leader which represents the general view of all the student leaders:

"After being elected, we were summoned to an intensive leadership internship programme for one week. We were taken through university bureaucratic procedures, financial management, channels of communication, conflict resolution techniques, etc. In fact, this was an eye-opener for me to really get to know what goes on in university administration. The benefits, I cannot express with words" (Interview, student leader, March, 2008).

The act of leadership is not static and finite. It is a process. As a result, giving a onetime tuition on the art of leadership cannot develop leaders. This assumption made me enquire whether there is a regular process through which student leaders are given the opportunity to practice the skill of leading. To this, one student leader had this to say:

"I agree to the fact that the best way of learning is through practice. I must say that student leaders are represented on the university council, the academic boar and, various committees' meetings. Since the university is a multi-campus one, we sometimes have up to half of the members of such committee meetings being student leaders. Well, this is not surprising since our constituents form the majority of the university community. By this we learn how to negotiate through debates and built consensus. This ingredient is very vital in managing people."(Interview, student leader, March, 2008).

Leadership in its real sense is measured from the efficiency point of view. This goes to say that any leadership programme which is not seen to be having an impact on the trainees is not fulfilling what leadership development is about. On this I asked the student leaders how their views, which are the voice of the students, are accepted and implemented. One critical student leader observed the following:

"This is the main issue. When it comes to decision-making and implementation, the authorities sometimes disregard our contributions and go ahead to implement decisions that

favour them. An example is in the payment of user fees within a regulated period of time. However, we have been able to use counter proposals and lobbying to overturn some of these decisions on some occasions. I will therefore say that our views, if not always, are considered in decision-making and I have personally perfected this skill above for my future life" (Interview, student leader, March, 2008).

On my assessment of student leaders' position on whether leaders are born or trained to become, most of them argued that both situations produce leaders. One of them had the following elaborative experience to share:

"To me I see myself as someone who has become a leader as a result of the training I have had and the experiences I have gone through. I cannot clearly say that it is only the training that has made me a leader because there are some characteristics I was born with and other training or experience I acquire is built on these internal characteristics. However, when it comes to making decisions within my family all of them look up to what I have to say. This is not because I have money which I could use as a source of power to influence but just that they want me to lead them in finding solutions to family problem even though I am not the eldest"(Interview, student leader, March, 2008).

In response to the question as to whether involvement in university administrative matters is a potential means of whipping up interest to aspire to become co-operate leaders, all student leaders were optimistic. To this a respondent observed the following:

Well, for the fact that I am being trained as a teacher puts me into the seat of leadership within the community I am going to serve after I graduate. Personally, the exposure and the networks I am building here through this administrative involvement gives me the encouragement to aspire to go into leadership even at the national level by becoming the Member of Parliament of my constituency in future"(Interview, student leader, March,2008).

4.1.1 Interview with Former Student Leader

This study also looked at the life of former student leaders to ascertain whether student leaders really become leaders after their education as well as the responsibilities they assume. Due to time constraints only one was reached and interviewed. When asked to

comment on the impact of university administrative involvement on current position and responsibilities, the respondent had this to say:

"I did not assume this position by chance or on favour. The Curriculum Vitae I presented gave me the urge over other qualified applicants. For the fact that I have been involved in administrative issues at the university level showed I could perform on my present job. I also know some other managers of both public and private organizations who were instrumental student leaders. This might have catapulted them to the positions they occupy now. The experiences I gained in financial and human resource management have played important role in the successes I have achieved in this office". (Interview, former student leader, March, 2008).

The formation of the Student Representative Council (S.R.C) and the need to present a unified voice was identified as one of the strongest tools students can use to get their grievances addressed. Its importance is captured in the following argument:

The Student Representative Council (S.R.C) is the highest decision-making body at the students' level and it is led by its President who is elected through a democratic means. I must say that the S.R.C President has a larger constituent to manage. If there is no student body there cannot be a Vice-Chancellor no matter what degrees or qualifications he/she might have. (Interview, former student leader, March, 2008)

Probing further to find out what innovations can be introduced into the training programmes of the internship given to elected student leaders, the response was as follows:

During my tenure as a student leader a lot was done in terms of the exposure to administrative issues but I will recommend that the rights of students be it administrative or academic, be respected by university authorities. A case in point is when examination results are not released before the registration for a new semester. Imagine that a student fails ENG 111 but is not given the result in time and goes ahead to register for ENG 121 in the next semester. In fact, the student is not allowed to do ENG 121 unless he/she passes ENG 111 but is not given the result in time to know this. Has the academic board got the moral right to fail the student then? This is one issue I would have addressed strongly if I had the chance to become a student leader again. (Interview, former student leader, March, 2008)

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This response justifies the point that there is still much to be done to improve administration and student relationship but commenting on the issue of leaders being born or trained to become the response skewed towards training as in the following:

When we talk about leadership, we are not just saying something about a person telling others what they should do. Leadership is a role and is specific to what kind of function is to be performed. If I am to lead masons, the knowledge I will need is far different from being a leader in the military. By this it is obvious that I will need training to gain knowledge in the specific role I will be assigned to. I will quickly add that even though people are born with some characteristics, they have to be nurtured into what role they will play if they become leaders. It is the absence of this among other factors that has caused some leaders to fail woefully (Interview, former student leader, March, 2008).

The relationship between theory and practice of leadership can be determined by the reality as observed on the ground. To ascertain whether student leaders really apply the theories of leadership they learn through the internship programme and experiences in the involvement of administration when they assume leadership roles after their university education, the response was:

As a leader I have been reading much about leadership and am able to apply theories of leadership to my subordinates. In this office, there are people who work under me. I have to create a democratic atmosphere and encourage them to work as a team. I have been making sure that there is a good inter-personal relationship among staff members. I sometimes tell them knowledge is not in one person's head and so they should use their creativity to bring innovations into our work. However, discipline and respect for authority is maintained. Some of this skills and knowledge were acquired through the experiences I have had and can say that my involvement in University administration played a major a role in making me who I am today (Interview, former student leader, March, 2008).

4.1.2 Interview with Academic/Administrative staff

The concerns expressed by the student leaders were not different from those of the academic/ administrative staff who granted responses to interview. Commenting on a programme that seeks to consciously train student to become leaders, the respondent noted:

If I understand what you mean by training, then I will say yes there is. We as a staff think the orientation we give to the office holders is enough for a start. Through the meetings we do have and the pieces of advice we have been giving to them, I would say yes, we are helping them to become better leaders even after school. Recently, a new course has been introduced in management and administration and I think this is a step in the right direction to offer an opportunity to the general student body to study more on this issue. In the case of the student leaders, much is being done. (Interview, former student leader, March, 2008)

I then posed a question on the representation of students' views on administrative matters to assess the level of democracy in the university. The response is as follows:

Democracy is a beautiful thing. Let me tell you if the students' concerns are not catered for in the decisions we make in this university there would have been disturbances every now and then on campus. We have had about seven years of uninterrupted academic years and I can say without fear of contradiction that this can be attributed partly to the democratic atmosphere that exists in the university. There may be a few disagreements here and there but this is a human institution and such things cannot be avoided but generally there has been peace on campus (Interview, former student leader, March, 2008).

Generally the responses elicited suggest that there is a programme in place that is meant to give student leaders some insight into how the administrative machinery of the university is organised. The bureaucratic hierarchy in terms of authority is well established and communication has to follow this structure.

Some documents that were made available clearly prove that there are rules governing conduct of behaviour. All office holders are accountable to a kind of authority and thus have to function as per the declarations they have appended their signatures to.

4.2 The University's Leadership Training Programme

Through documentary review and responses got from student leaders, it cannot be disputed that the university is making everything possible to offer student leaders some kind of training to become good and responsible leaders. Even though the findings are not analysed statistically, the responses suggest that there is a positive correlation between the training the

university is offering and the skills the student leaders are assimilating for implementation in the future. Though courses are not organised after the internship to teach student leaders how to manage organizations, opportunities are given to them to observe and to take part in decision-making processes while in school. One clear case is financial management at the Student Representative Council level where student leaders are given the opportunity to draw up programmes and implement them. Student leadership has a greater constituent to administer in terms of the numbers on whose behalf decisions are to be made. However, this is done in collaboration with the university authorities who have a final say on students' welfare on campus.

If indeed leadership is seen as a process, then past experiences student leaders have had can be said to have played a vital role in their training process. Avolio, (2005:179) argues that "leadership can be presented as a strategic process obviously driven by the actions and behaviour of people". This claim maintains that accumulated experiences over time can shape the character of leaders and influence the manner in which they respond to situations and finding solutions to seemingly difficult issues. Having said this, leadership cannot be actualized until the individual makes himself or herself available. Making oneself available to a series of training over a period of time creates a kind of life stream that prepares an individual to take up leadership roles. This is to say that the training programme the university offers student leaders is an addition to the preparations they might have gone through earlier in their lives and not exclusively what is meant to equip them to be able to lead.

Roles in leadership can be specific. The creation of portfolios such as secretary, president, treasurer, financial secretary, etc, within the student administrative level is a demonstration of the specificity of acquisition of skills and knowledge. It therefore requires that the training the university gives to student leaders be tailored towards specific roles they will be performing within the communities or organizations they will have the opportunity to lead. The portfolios student leaders occupy meets the requirement of specific skill acquisition. In a university setting, student leaders who are seen as would-be organizational or community leaders are quickly exposed to a wide range of different groups with their interests and values, belief systems, religious dispensations and their cultural backgrounds. Getting access to these broad human attributes is a good ground for student leaders to be able to test the

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general assumptions they might have held about followers and begin to build capacity to accommodate and to change their perspectives about what kind of followership they might encounter.

By getting access to work with university authorities, student leaders' management decisions are influenced. In society, younger generations, at least in the Ghanaian context, sometimes look to older ones to cultivate certain acts and behaviours. It was found out that student leaders paid much attention to individual university administrators in order to learn specific characters. As individuals, university administrators show personal characteristic. Learning in itself is difficult to measure until the expected behavioural trait is seen to be repeated constantly over time.

This goes to confirm the widely held believe that regardless of the genetic base of an individual, external forces can have a great influence on the predispositions of a youngster. Through learning and copying, leadership instincts can be developed in an individual. Avolio, (2005:3) explicitly argues that regardless of the predisposition a person has to become a leader through some kind of genetic combination, it cannot be preordained unless learning and leading go hand in hand to achieve a full potential leadership development.

Within the university system, new student leaders look to other senior members (faculty) to provide the needed inspiration. This is sometimes done by consultations to seek advice and to observe aspects of the human relations university authorities' exhibit in dealing with administrative matters. Though this may not be formal, it is an important aspect in the training they offer to would-be community and organizational leaders. Having said this it is worthy to recognise that there are many components to be considered in looking at what actually goes into making an individual the kind of leader he ultimately becomes. There is no best method of preparation or a one-shot-fits –all mechanism used in raising leaders even in the university setting.

4.2.1 The Link between Democracy and Decision-Making

As a highly structured organization, the university is full of institutions that constrain the actions of student leaders especially on the belief that they act on delegated legislations. Leadership is systematic and is result-oriented. Industrial harmony and peace is most often

achieved when followers have the conviction that their leaders are implementing policies that are human-centred, progressive and viable. In this respect, student leaders have an urge and an opportunity to draw up programmes, implement and evaluate the success or otherwise of their shot-comings. Looking at the varied interests to be considered, student personnel administration becomes a good step to test the implementation of decisions that affect the well-being of not only thousands of people but academics who cannot be taken for a ride. Any gains made at this level can serve as valuable experience for their future leadership roles. This was explicitly pointed out by the former student leader.

Even though the student leadership concept can be seen as a means of raising leaders, the formation of the student leadership group can be controversial. First of all, students have to contest in an election in order to get the chance of representing students at any decision-making level in the university. The fact that the choice of a student leader has some political undertones means that, it may not really matter who seems to be endowed with visible leadership skills genetically and is trainable. Popularity of an individual matters most and this has become good grounds to nurture political ambitions often with large sums of money involved in lobbying (Afful-Broni, 2004). On this basis, it becomes difficult to ascertain the impact of the training the university offers to a student leader. Obviously, some individuals have come out as student leaders to become the worse community leaders while people who never had any experience as student leaders have performed creditably well. This submission seeks to question the use of democracy through elections to select people to be trained for leadership roles.

Birnbaum (1988:132) argues that "in a more complex institution, member groups tend to be more specialised and heterogeneous, with divergent interests and preferences". Politics is not only observed at the student administration level, but it runs through the whole university since political systems depend on social exchange and, therefore, on mutual dependence (Birnbaum 1988:132). Based on tribal, group and social considerations, students cast their vote to elect who should lead them. Democracy then becomes the will of the people not based on tried and tested character. If democracy is interpreted to mean representation in terms of numbers, then the university is seen to be applying the principle fairly. In a given committee, student leaders are well and fairly represented in arriving at decision bordering on student welfare.

4.2.2 Student Leaders in the Administration of U.E.W

The justification given to student representation in university management can be based on two assumptions: that the student representatives do reflect student views and perspectives and that these views and perspectives differ from that of faculty and administrators (Trow, 1970). Often times, university authorities see this differences to be problematic since universities sometimes become fragile and vulnerable to disruptions. In higher education institutions today, student governance can be more radical especially in very large universities such as the University of Education, Winneba.

Student leaders do not have the same commitment to academic freedom and learning with the senior staff and administrators. Because of this, university administrators are very careful in handling student issues. Universities all over the world are set up with a mission statement. While some universities are oriented towards teaching, others are research-based or both. During the data gathering period, it was observed that members of some committees were not regular at meetings. This could be attributed to the heavy workload on some individuals who double as faculty members as well as administrators. This does not give student leaders much opportunity to have experiences from such individuals.

Student level administration itself involves a heavy responsibility. As an affiliate member of such organizations as the International Union of Students (IUS), All-Africa Students Union (AASU), West African Students Union (WASU) and the National Union of Ghana Students (NUGS), student leaders have series of meetings, seminars and conferences to attend within the one year period of their tenure of office. It is worthy to note that the international seminars and conferences give the student leaders an international exposure and broadens their scope on different interests leaders would have to deal with. By virtue of representing their colleagues at the local levels, their leadership skills acquisition goes beyond their national boundaries. This development gives a good justification for involving students in administrative matters as a way of building capacity for leadership.

Regardless of who individuals become in future, the training they might have received and the kind of institutions that offered this training has a very important role to play. The society has values, norms and expectations an individual is required to meet in order to gain recognition. Going by this rule, a learner is exposed to what is acceptable behaviour and

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what is not. Reinforcement is given to the acceptable way of doing things while bad behaviour may be negatively rewarded. In-directly, this is what the university is doing using student leaders as a sample.

Learners have less experiences but society expects so much from them and therefore have to be trained. From the findings it was recognised that the university has a structure in place that allows student leaders to plan and implement programmes at the student administrative level. Furthermore, the principle of democracy has been applied on various occasions in implementing decisions on students' welfare. The university as an organization has its own culture. It has a very complex bureaucratic structure.

Channels of communication are sometimes frustrating especially when seeking approval to something student leaders think will serve the best interest of students but administrators do not buy into that idea. The observance of a water-tight communication channel as is often characterised by most organizations can be learnt at this level. Often, it requires tact and patience to be able to convince administrators. These are skills student leaders are acquiring to be carried into their future working life as leaders.

Democracy is a principle that wins the day. Students by virtue of being learners would have been told to rather observe and learn from what the administrators do and not being in the fore front of decision-making. However, the best way to learn a skill is practicing it and until this is upheld, training would not achieve the desired outcome. Student leaders would be willing to co-operate with university administrators when student leaders are given guided opportunity to influence decisions.

4.2.3 Leadership Styles and Leadership Training

In the study, student leaders revealed the kind of leadership type they would want the training to help them to become. The dynamism of societies as well as the constant nature of change in the co-operate world calls for leaders who can transform their followers. The transformational leader is identified as the most influential. Ackoff, (1999) defined a transformational leader as one who formulates an inspiring vision, encourages shot-term sacrifices, and makes pursuing the vision a fulfilling venture (p.21). The students' responses

seem to suggest that in their leadership roles, they expect to show the capabilities of a transformational leader.

In a related study on workers'/follower's commitment to an organization, it was strongly suggested that there is accumulating evidence to show that transformational leadership is positively associated with work attitude and behaviours at both an individual and organizational levels (Dumdum, Lowe, & Avolio,2002; Lowe Kroeck, & Sivasubramaniam, 1996). Efficiency and effectiveness of leadership relates directly to organizational harmony which student leaders would want to experience when they become leaders in the future. Organizations and institutions need transformational leaders who focus on change and improvement of old organizational structures in a view to motivate stakeholders of higher education to give off their best in all aspects of university life including leadership development. It is therefore safe to conclude that transformational leadership can be learned and it can and should be the subject of management and training and development (Bass, 1990:27).

Student leaders agree that leadership goes with a high degree of responsibility. Generally student leaders recounted the different challenges they go through each day. Students have various needs either as individuals or groups. It is expected that their representatives should be able to find answers to all the needs. The failure of past student leaders to get ready-made answers to the general student problems sometimes served as a basis to challenge the effectiveness of student administration and thereby undermining institutional democracy.

Though leadership training may not be the main aim for advocating for student leadership representation in committees dealing with administrative matters, it goes a long way to expose them to the nitty-gritty of management.

4.2.4 Perspective-Taking Capacity Development

The university is the place most young people think they should be allowed to start developing a perspective–talking capacity. Higher Education training is not just about gaining knowledge but the application of the knowledge in real life situations matters most. Students have to develop an intellectual exploration capacity to begin to have independent thought and discover their true identity (Avolio, 2005:71). This can be done when the

opportunity is made available. This concern was advocated for by student leaders. Student leaders argued strongly that they have gained much self confident in the capacities in which they work. This goes to support the argument of strategic leadership development. The various offices and capacities student leaders occupy serve as good training grounds to develop a better understanding on the demands of those positions in other departments after school. If indeed leadership involves decision-making, then having an independent thought in taking a decision and assuming responsibility for its success or otherwise should start at a level where guidance is available.

4.2.5 Empowerment of student Leadership and Implementation of Leadership Skills /Abilities

In an organization, the ability and capacity to act is most often backed by law. The institution of student leadership in Higher Education has therefore been recognised as such. This is clearly established by the Constitution of the Students' Representative Council. Nevertheless, student leaders have to seek confirmation from University authorities to be able to act. This bureaucratic structure makes student personnel administration sometimes ineffective. In some universities, graduate students are sometimes employed as teaching assistants. This implies that they become part of the faculty.

The incorporation of senior students into the faculty is a form of training students are given to take up future positions as faculty members. By the statutes of the University of Education, Winneba, students cannot take part in decisions having to do with academic matters. This poses a dilemma in terms of what decisions students can be part of. As stated earlier, the bureaucratic structure within the university set up involves a lot of bottle necks which student leaders argued was impeding on their authority. Somehow, this structures are put in place to prevent student leadership from becoming radical and political (Trow, 1970) in their exercise of power. This is done to sometimes limit the legitimate power of students and to prove the efficiency of the university administration to student leadership and to the general student body.

Even though student leadership sometimes became radical in their demands, there are some bases for going to the negotiating table in order to strike compromises. Students have the right to form their own government which is often recognized by the university on the grounds that the constitution of the republic of Ghana guarantees it (Article 58, Section 4 of the 1992 constitution). This is an important way of building capacity for leadership at the national level.

The study sought to assess the effectiveness of the leadership training student leaders go through. This was done by delving into the performance of student leaders in some social organizations they are members of in addition to their roles as student leaders. Though some of the student leaders complained of time and heavy workload, members of such organizations still found it necessary to involve them in the leadership of these social groupings. These included old student associations, clubs of various kinds, religious groups, teachers associations, etc. Positions some held in these groups ranged from secretaries, welfare officers, treasurer, vice-president and organizer. This is attributed partly to their leadership attributes and the fact that they take part in university administrative matters. The argument here was that their proximity to university authorities will help the course of the various social organizations they belong to.

It was also observed that student leaders' involvement in the welfare of their fellow students improved. Though some pointed out that they never anticipated a condition where they had to sacrifice so much for their followers (fellow students), the demands and the understanding of leadership has given them a meaning of leadership as an activity that demands involvement in the lives of the students they lead. This buttresses the point that leadership is a process through which individuals act upon each other with a view of attaining a common goal. While leadership development and management are treated separately in most organizations, leadership training in the University of Education infused management into the kind of training student leaders were receiving. This is because while they seek to institutionalise order in the organizations they will be working in, they also have to be seen to be providing a progressive change. As teachers and future community leaders therefore, it is imperative they are given insights into both management and leadership.

There was however a problem of establishing different roles as managers and leadership since student leaders had no management challenges to deal with during their tenure of office. Student leaders expressed the concern that considering the duration they act as student leaders, their impact on decision-making in the universities is not very much felt since some issues they had to deal with were what their predecessors could not complete. Most often they are not able to see the full implementation of some projects they might have started. The short tenure of office also does not offer them ample time to gain much experience in leadership while management is not even attempted.

This notwithstanding, their inborn leadership qualities are reshaped towards a better personality development. It was generally acclaimed by some students that application of leadership skills and styles over the past four years (at least by their observation) have improved tremendously. This situation was attributed the open communication channel university authorities have created in dealing with student welfare issues.

4.2.6 Group Dynamics and Leadership Training

The study dealt with the leadership skills student leaders were able to accumulate within the period they served as student leaders. These leaders served at different capacities and were of different gender. These two factors showed that different skills were learnt by different leaders. While some improved on their negotiation and communication skills, others become better in organizing and mediation. The dynamics within the group helped to augment the effort of their leadership. In a large organization such as a university, synergies of efforts are very necessary and but not only what an individual can offer. This is because the individual student leaders have unique personalities with individual differences existing among them.

Personality can be explained using human characteristics and the dynamics that exists between persons. According to Rychman (2004) personality includes a person's dynamic and well organized characteristics that influence his motivations, behaviour and cognitions at various times and in different situations. In training student leaders, personality types becomes very paramount since the motivations people have can be used as a defining factor in determining how efficient they will be able to perform. The student leaders confirmed that there has been an increased motivation for serving as leaders. It was evident in the conversations I had with each individual student leader that each has a different disposition

in terms of their natural traits and the environmental influences that had previously influenced their capabilities. While some are introverts, others are more out-going (extroverts).

The university administrators used this as a key indicator in dealing with each student leader. It was gathered from the history of past disturbances on campus that student leaders who showed more characteristics of extroverts were able to incite students more easily than the introverts. Consensus building in making decisions on student welfare had to be adopted as a way of holding the extroverts to check and maintaining a peaceful atmosphere on campus. By this, it can be argued that character formation is mutually compatible with any leadership programme that is organised at any level for leaders.

4.2.7 Student Administration, Leadership Development and Management

Student administration has become a key ingredient in developing a young university such as the University of Education, Winneba. Over the years, the Student Representative Councils (S.R.Cs) of various universities in Ghana have initiated various development projects in an attempt to lessen the difficulties students go through during their course of study. Among the tangible contributions the S.R.C of U.E.W has made to the development of the university are halls of residence built through the initiative of the S.R.C, acquisition of means of transport (buses), establishment of computer laboratories, among others. There is the belief that this student initiatives are made to compliment the effort of the university authorities in making students life better.

Apart from the physical materials, student leadership has been able to prevent massive student disturbances (Afful-Broni, 2004) on issues pertaining to student welfare. Additionally, it was gathered that the participation of student leaders in university administration holds a great promise for the country especially now that democracy has taken a deep root at the national level (Asiedu-Akrofi, 1978). The fact that students have the legitimate rights to form associations gives credence to the Students Representative Council.

The study took a look at how leadership is applied in management by involving past student leaders who have taken management position in the research. A clear difference between

students as leaders and past student leaders as managers became evident. While student leaders were seen to be playing a more mediating role between the student body and university administrators, leaders as managers applied theories of management in dealing with their subordinates. Though the application of theories of management was not taught while training as student leaders, it became operational as soon as a role of leadership was assumed. Past student leaders are able to apply theories X and Y (McGregor, 1960) in dealing with their subordinates. Having dealt with different personalities and characters as student leaders, they have been able to understand leadership and management as separate concepts. Whereas leadership solely deals with an influence a person may have on another, management goes beyond to address decision-making (Osapah Mankoe, 2002).

4.2.8 Values and Ethics in Leadership

In dealing with management and leadership, the setting and conditions of an organization needs much consideration. Experiences shared with a representative of the past student leaders shows that since every organization has its own culture, values and ethics, it is expedient that current student leaders are exposed to an all-round management style instead of just making student leaders mediators between university administration and the general student body. For example, during the orientation period, student leaders were exposed to some of the values of the university as an organization. Among them are academic excellence and leadership through service.

These values have to be assimilated and expressed while undergoing leadership training. As teachers and potential future community leaders nothing less is expected from them as people of integrity and highly committed to the people they will have the opportunity to serve. Baring their imperfection as learners, student leaders are expected to minimise errors in the collective decisions they make. With a long standing reputation of playing a partnership role with university authorities in administrative matters, student leadership has gained an increased recognition and commendation not only from the administrators and the general student body but also from the community within which the university is situated.

Organizational harmony is protected through the recognition and application of ethics. The university has its own ethics just as any other organization. Student leaders were made to understand this. The use of a laid down procedure in channelling a grievance had to be

followed. Even though student leaders were met with frustration on some occasions in having to follow bureaucracy in dealing with petty issues, they were full of praise for having had the chance to experience how bureaucracy works. In their search for jobs some student leaders were of the hope that the curriculum vitae they would be presenting for interviews will give them an advantage especially in working environments that are directly related to the kind of experience they have had.

For the first time in the history of the university, a female was elected as the President of the Student Representative Council for the 2007/2008 academic year. This breakthrough seems to set the pace for the bridging of a long existing gender gap in student leadership. In the past, female representation has only been limited to issues that mainly concerns women. Though the university has no criteria in terms of gender in electing student representatives, the men have always been more influential when it comes to campus political activities thereby making the chances of women limited. This feat has been praised with a call for an affirmative action on increase in women enrolment in the university as well as giving women more leadership opportunities to contribute to student welfare. A meaningful democracy favours the application of equity in gender representation. This is hoped to be fully realised when the capacity for women leadership is embraced in all spheres of public life.

During the course of the tenure of office for the 2007/2008 student leadership, some basic facts emerged. Student leaders had the opinion that leadership is not just a position but a function that is meant to produce more leaders as against followers. Against this background, a collaborative climate was maintained in order to integrate the concept of service learning into the leadership development programme they went through. To be good future leaders they claimed their leadership development would go beyond their lives as students since development is a never- ending process training, experience and self-evaluation.

4.3 Conflict Management and Resolution

As a human institution, the university cannot bar itself from conflicts. It has been established that power is exercised at different levels within the administrative hierarchy. The opposing views various constituencies hold on how their contributions to administration should be embraced serves as a potential source of conflict. Student leadership sometimes disagreed

with university administrators on some policies the university implemented. At certain times, the procedure and the time of implementation of a policy became controversial. Student leaders sometimes felt victimised for taking an entrenched position on what they considered arbitrary use of powers. However, through conflict management mechanisms, consensus was always reached.

Student leaders gave accounts of the rich experiences they acquired during such events pointing out that among the conflict resolution mechanisms they were exposed to, negotiation seemed to have worked best. According to Colosi & Berkeley (1992:3) cited in Effah & Mensah-Bonsu (2003:30):

> *"Negotiation is the process which affords the disputants an opportunity to exchange*
>
> *promises and make binding commitments in an effort to resolve their differences".*

Having an effective mediation is also closely-linked to an open communication devoid of any form of intimidation and mistrust. The university authorities have done enough to uphold this tenet in order to maintain its trustworthiness. Through admonition and pep-talks, student leaders have developed a sense of realization that the prize they have to pay for greatness is being responsible for their collective actions and inactions.

4.4 Failures

Student leaders saw leadership and learning to be indispensable to each other. As learners, they were bound to make errors in their judgments. As much as they fought for recognition in the implementation of administrative decisions, they confessed that without guidance, some decisions they made could have jeopardised their administration. There was intense pressure from the general student body whose views they represented and in a bit to satisfy their fellow colleagues had to be radical at certain times.

In previous years, some student leaders embezzled and misappropriated funds meant for development activities. Taking a cue from this, university authorities have been much alert in scrutinizing the projects and activities of student leaders in order to prevent the occurrence of bad leadership. The amount of money students had to pay as S.R.C dues and what projects

it had to be used for had to be sanctioned by the university authorities in order to legitimise its collection.

4.5 E-Leadership Training

Advancement in technology, having taken over all aspects of human endeavour, cannot exclude leadership training and development. Internationalization in leadership requires that leaders gain full control of the use of Information and Communications Technology (I.C.T) in leadership practice. Though this has not started as yet, university authorities mentioned future plans that have been put in place to include electronic leadership training (e-leadership) into the internship programme to broaden the capacity of student leadership. Not considering the fact that this is a new concept, students felt it is indispensable if they are to aim at taking strategic leadership positions as Vice-chancellors, Members of Parliament, Chief Executive Officers, etc.

CHAPTER FIVE

CONCLUSION, SUMMARY AND RECOMMENDATIONS

5.0 Introduction

The previous chapter dealt with a discussion of the findings. Various interpretations were given to the practice of democracy and application of decisions within the University of Education, Winneba. This chapter presents a conclusion and a summary of the findings. In addition, recommendations for improving student involvement in university administration as a means of capacity building for leadership development are discussed.

5.1 Summary of the Study

The overall objective of this study is to examine how democracy is practiced in the University of Education, Winneba. Specifically, the study sought to find out how student representation in university administrative decision-making and implementation was impacting on their leadership training and management skills development. The expectation was that having an opportunity to work closely with university authorities give an exposure to student representatives as to how bureaucracies operate. The study was guided by a number of questions including: How does the principle of democracy apply in the administration of the university? How does the university authority respond to the suggestions offered by student leaders? What are the specific roles of the student leadership in the university administration? What is the student leaders' opinion on their involvement in the administration of the university in terms of the leadership skills they are acquiring? Is the student leadership involvement in university administration meant to train them for leadership positions in the future?

Qualitative research approach was used to gather information. Interviews were conducted with student leaders on individual basis. There was also analysis of available documents that dealt with the main issues that were raised. The data retrieved from respondents was adapted

to the theories of leadership and management. Data analysis and interpretations were done qualitatively.

In all, three categories of respondents were used. This was made up of student leaders, a representative of past student leadership (now in a management position) and some members of the university administrators. Student leadership comprised seven of the respondents while the administrators were two and one past student leader. The composition of the respondents was purposely structured this way in order to focus more attention on the views expressed by student leaders who had to learn the act of leadership and management while they strive to present their contribution to decisions that bother on their welfare on campus. A number of observations and findings were revealed.

On the practice of democracy at the student level, student leadership commented that they came to power through a clean, recognized, free and fair election which represented the will of the student body. This therefore gave legitimacy to their tenure as the student leadership for 2007/2008 academic year. On the other hand, student leadership expressed lack of consensus building on the part of the university authorities saying that most often university authorities saw them as learners, inexperienced and sometimes unable to make decisions without the full involvement of the university authorities. The response given to the suggestions they collectively offered as the student representatives were most of the times refined before implementation. This was done to suit the university administration. Student leadership felt their views on administrative issues were not representative enough considering the fact that the university existed because of them.

Secondly, even though there was that suspicion that student leaders were sometimes aggressive in their demands, the role they played in terms of the suggestions they offered at most of the consultative assembly meetings were well taken and commended. University authorities relied on the authority invested in the student leadership to get some decisions well explained to the student body thereby averting campus disturbances. For example, the university administration got the student leadership very much involved in fixing the academic facility user fees paid by each student.

Regarding strategic leadership development, both student leaders and university authorities said they believed that the creation and institution of student leadership is a sound and very

solid means of training leaders for the future. They contended that the university is an autonomous institution with its own culture and that any student who by virtue of representation is given the opportunity to make inputs into its administration has the potential of becoming a good and successful leader or manager either in a community or an organization. Reference was made to some past student leaders who have become good ambassadors of the student governance concept.

Structures that should help student leaders in becoming abreast of the use of I.C.T in leadership have been put in place. Over the years, communication has become more effective between the student leadership and university administration. The university is increasingly even though inadvertently, using their students' performance in public life to market itself both at the local level and to the international community. In assessing their preparedness for leadership roles, the student leaders mentioned some skills and attitudes they have acquired within their tenure. This includes negotiation and communication skills. Student leaders have also gained a better grip on various roles they are expected to occupy as future leaders. Leadership in contemporary times requires that leaders understand the description, prescription and the societal expectations demanded of them. In this sense, the university has laid a good foundation for a take-off.

It has also been established that leadership cannot be well exercised without managerial knowledge. The constitution of a decision- making group on any administrative matter and the frequency with which student leadership has been involved has served as a platform to give student leaders some management skills.

This has fostered teamwork and better commitment to the course of the university. This by no small means has empowered student leaders to function very well in their capacities. Student participation has increased considerably hence the peaceful academic atmosphere.

Furthermore, the study revealed that past student leaders of the University of Education, Winneba have acquired and well implemented good leadership and management abilities in their current positions. In most cases, democracy permeated their leadership. Practical application of the theories of leadership and management has ensured the build-up of a participative atmosphere in the organizations the head. Much of these have been attributed to the various leadership roles they have played in life including student leadership.

5.2 Conclusion

Student involvement and participation in university administration in the University of Education, Winneba has been given different interpretations. Based on the findings above, it can be partly concluded that democratic principles in leadership in the University of Education, Winneba is increasingly becoming popular as a means of gaining legitimacy to represent students at any decision-making level within the university. Even within and among the rank and file of the university administration, power seems to be shared to increase the participative role of administrators. As a multi-campus institution, with various actors and functions, roles have been decentralised. For example, hall managers have been given all the responsibity in dealing with allocation of rooms to students, maintenance of a clean environment around the halls, provision of toilet facilities, among others. This is done in conjunction with hall level student leadership.

At certain times, management decisions have been directives from the government through the university council. Government uses a tool through the Ministry of Education, Science and Sports (M.O.E.S.S) to get some decisions implemented. Student leaders have always become aggressive when this does not favour their well-being. For example, the disbursement of the Ghana Education Trust fund (G.E.T fund) has been met with acrimony especially from student leadership nationwide, which includes the leadership of the University of Education.

Democracy in its strict sense has not been fully realized in terms of the fact that most positions even within the university administration itself is by appointment and not by an election of a sought. However, the participatory approach has been achieved. This makes it easier for the appointing authority to have a strong influence on the behaviour and actions of the appointees. If indeed, the University of Education, Winneba purports to be implementing the New Public Management strategy in its administration and management, then most positions should be attained to reflect the will of the subordinates through an electoral college that will include student representatives.

It has also been established that student leaders have had an added advantage when it comes to election or appointment of leaders or managers for various positions after school. This can

be attributed to the rich experience organizations feel they will bring into their fold or the linkages they might have established while they were student leaders. The best way leaders have emerged is through learning by practice. This is a proof that the concept of student governance is an effective tool for raising strategic leaders and managers which should be embraced by all stakeholders of higher education institutions in Ghana. The nation's political leaders can be groomed through this concept. The leadership styles university authorities adopt in dealing with student welfare issues holds a central key to effective leadership development. Student leaders observe what university administrators do and are motivated to cultivate praiseworthy leadership behaviours. Having a listening ear and being attentive to the needs of a people is one basic principle that drives democracy. Generally, student leaders and university administrators alike have come to agree that leadership should not centre on their skills and abilities but should rather be viewed as collaboration. This is unequivocal in pushing forward the university's agenda of training the manpower needs of Ghana. This can be achieved in a spirit of give and take.

5.3 Recommendations

In view of the findings made, a number of recommendations are suggested to improve student and administration collaboration. Application of the suggestions will go a long way to increase student participation in university administration.

Participation has to be redefined in terms of the role student leaders' play in university administration. The scope of participation should be widened to include mental and emotional involvement (Owens, 1987) so as to derive greater commitment, passion and devotion from all stakeholders especially student leadership in the administration of the university. Student leadership would abide by rules, regulation and decisions they can claim ownership of. On a broader scale open fora should be organized for the general student body to air their views on some policies that address student welfare directly.

Apart from being invited to consultative assembly meetings, student leadership should be well defined to include specific roles they have to play within the university administration. Since students have the right to information, it becomes incumbent on university authorities

to use any available and convenient channel to disseminate information particularly those that affect the life of student directly.

As a highly structured bureaucracy, student leadership should be aware of the fact that it is required of them to be ethical in their official duties. Confidential and classified information have to be treated as such. Student leaders need to come to terms with the fact that change is inevitable and that when it does happen, some privileges would have to be sacrificed in order to minimize conflicts. While calling for a participatory approach to decision-making, managers of higher education institutions should adopt a combination of leadership styles to elicit the right responses not only from the student leadership but faculty members as well.

University authorities should see student leadership involvement in the university management as a complete training field and be prepared to offer them with all the needed guidance so as to fully integrate the concept of service learning into leadership development. As experienced personnel, university administrators must show maturity in their behaviour for student leaders to exemplify. As role models, university authorities must create an atmosphere of friendliness to bridge the gap between students as subordinates and administrators as superiors to enhance coexistence.

The use of I.T.C in leadership at both student and administrative level needs to be speeded up to make information delivery much easier. In-service training programmes should be organized periodically to update student leaders with the latest leadership concepts through the use of I.C.T to help close the digital gap existing between student leaders of the University of Education, Winneba and their international partners.

One Critical consideration both student and university administrators should come to terms with is the fact that as a human institution, there is bound to be heated debates and arguments when student make certain demands. As a test, administrators should handle such situations with the needed tact and employ workable conflict management mechanisms to maintain sanity on campus. It is essential for university authorities to uphold and display strong leadership values while embracing student creativity, teamwork, accountability and co-operation. In realising leadership as a collaborative effort, leaders have to surround

themselves with the best and available people they can find, delegate authority and eschew interference so long as the policy they have agreed on is being carried on (Ronald Reagan).

5.4 Recommendations for further Research

This study sought to find out how democracy works within a university. As a generic term, democracy can be interpreted using different perspectives. It also assessed the extent to which the university develops leadership through the student Representative Council model. Considering how universities operate, more students and faculty members should have been included in the study to be able to assess the impact of democracy, leadership and management since all groups within the university act upon each other to create a congenial atmosphere for academic life. It is suggested that similar studies should be done in other higher education institutions.

5.5 Limitations of the Study

The respondents were purposively sampled for the study. This has reduced the scope to which the findings made can generalized. This is because policy formulation and implementation in a university setting goes beyond what university administrators and student leadership agree on. The influence of the university council, alumni and the faculty play a strong role in the management of the university. In fact, universities have many stakeholders and their influence in one way or the other determines how consensus is reached on which decision will best serve the needs of all stakeholders.

The limited time for field work coupled with financial constraints as against the objectives of the study determined the choice of sampling technique and methodology to adopt. Time and financial constraints made it impossible for me to reach as many past student leaders to assess the impact of the skills they acquired as student leaders on their new capacities.

Furthermore, it was difficult to elicit information from especially some university administrators. Excuses for inability to honour interview appointments included busy schedules, travels and apathy. In some cases, I had to spend several hours to be able to talk to a respondent. One other huddle I had to cross was getting access to official documents to

review how certain decisions were arrived at. Such documents were of great importance to this study.

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APPENDIX A: STUDENT LEADERS' INTERVIEW GUIDE

<u>Interview Guide for Student Leaders</u>

Interview Guide for student leaders on the topic: Students' Involvement in Administrative Decision-making: Implications for Leadership Development. A case study of the University of Education, Winneba, Ghana.

Office of responsibility:

Sex of respondent:

What is your definition of a good leader?

What experiences have you acquired as a student leader?

How does your position affect your academic work?

What have been your challenges as a student leader?

Do you think your views are well represented when it comes to implementation of decisions? If no, what steps are you taking to address this?

What previous positions have you held before this?

Have you undergone leadership training sessions prior to becoming a student leader? Do you get an internship leadership course after winning elections before assuming duty?

If yes, how do you assess the programme?

Is there anything you miss in such a programme?

Do you think your leadership skills are being developed well enough for other challenges after school?

Do you have ambitions to become a leader in your future working life?

If yes, has your experience as a student made you better prepared in a professional occupation?

To what extent has your experience as a student leader been important to your future working life?

Have you been a member of a committee or board where academic and administrative staffs are represented?

What were your experiences of being part of a collegial body together with other kinds of representatives?

Some people are of the view that leaders are made and not born. Your comments on this.

Has there been an occasion where you felt your views were disregarded by the university authorities? What was your reaction?

How often are you consulted on administrative matters of the university?

 What makes you think the student body has confidence in you?

Thank you, for your co-operation and assistance.

APPENDIX B: PAST STUDENT LEADERS' INTERVIEW GUIDE

Interview Guide for Leaders of businesses/departments/former student leaders.

Interview Guide for leaders of businesses/departments/former student leaders on the topic: Students' Involvement in Administrative Decision-making: Implications for Leadership Development. A case study of the University of Education, Winneba, Ghana.

Office of responsibility:

What position did you hold as a student leader?

What is your definition of a good leader?

What leadership skill(s) did you acquire when you were a student leader?

How have the skills helped you in your present position?

The student representative council is crucial in university decision-making, what is your opinion on this?

If you have the chance to be a student leader again, what innovations would you introduce to improve student-administration relationship?

Do you think your leadership skills are in-born or the experiences you had as a student leader has had a great influence on you?

Student leaders are easily influenced by university authorities in taking decision that student would have resisted, what is your opinion on this?

The work of the Student Representative Council is crucial in university decision-making; your comments.

Thank you for your co-operation.

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APPENDIX C: ACADEMIC/ ADMINISTRATORS' INTERVIEW GUIDE

Interview Guide for Administrative/ Academic staff

Interview Guide for administrative/ academic staff on the topic: Students' Involvement in Administrative Decision-making: Implications for Leadership Development. A case study of the University of Education, Winneba, Ghana.

Office of responsibility:

Sex of respondent:

What is your definition of a good leader?

What are your experiences in dealing with student leadership?

What criteria do you use to determine student representation when constituting a panel or committee on administrative matters?

Is there any conscious effort on the part of the university to train student leaders as future leaders of the nation?

Have you been a student leader before, what were your experiences?

If you have been a student leader before, how did your participation in administrative issues develop your leadership skills?

Student Representative Councils (S.R.Cs) are relevant to decision-making that affects students, your comments.

What is your assessment of how the student representatives work in committees and boards?

Can you comment on the relevance of S.R.Cs in decision-making that affect students?

What about other general matters?

Thank you for your co-operation.