Developing Student Leadership in Colleges of Education In Ghana

NanaAsimahAdam-Yawson[1], Emmanuel Kwame Larbi Mantey[2]
Victoria Aba Mensah [3]

[1]Education and Professional Studies Department, Komenda College of Education, Komenda, Ghana
[2]Education and Professional Studies Department, OLA College of Education, Cape Coast, Ghana
[3]Education and Professional Studies Department, Komenda College of Education, Komenda, Ghana

Abstract

Background: Student leadership were given opportunities at the Colleges to have frequent interactions with College Administration so as to learn from them. The researchers placed much emphasis on the definition of leadership, characteristics of good leadership, importance of stakeholders in glooming future leaders, early involvement of students in leadership positions, expectations of today's leaders, and benefits of student leadership at the College of education. The ways to look at leadership includes responding to an idea that the future is unknown and there is not any one specific model for leadership, which prepares the youth for the future by embracing and creating the capacity for change, participate in organized learning and look at collective leadership that helps in the capacity to change.

Materials and Methods: Descriptive research was used for the study with questionnaire used to gather information from 60 Students Representative Council (SRC) executives using census approach. This was made up of thirty SRC executives of 2018/2019 and another thirty executives of 2019/2020 year groups of Komenda and OLA Colleges of education.

Results: It was revealed that management at times take decisions for SRC Executives and so do not always have the opportunity to make their own decisions which affects their initiative taken in their duties as student leaders. SRC Executives were unable to ensure that colleagues in their year group abide by rules but the juniors. Also,systems that develop student leadership skills were not clearly observed.

Conclusion: Leadership is developed from school as such there is the need to put students in some leadership positions where they can be nurtured to become effective leaders. This is found in the SRC Executive established in the Colleges of Education. Due to SRC Executives inability to control all students, especially their class mates, college management turn to dictate for them, thus not making them an independent body as leaders to promote initiative and effective leadership skills development.

Key Words: Leadership skills, SRC Executive, initiative, future leaders

---

I. INTRODUCTION

Leadership qualities have become indispensable for anyone to succeed in the highly competitive workplaces of today. For anyone who wishes to move ahead in their career and want promotion or move to higher position they need to depict good leadership qualities[1]. Every individual in the world over aims at reaching the top management position. Every individual wished to be served. Before one is selected or nominated as a leader, then some amount of leadership skills should be acquired. Mittal in his article "Why it is Important to develop leadership in Colleges" outlined some reason why leadership qualities are to be developed in students. He identifies that people in leadership positions are expected to acquire skills such as: a sense of responsibility, building of confidence, learning to network, ability to sharpen problem-solving skills, be able to inspireand become familiar with being recognized[1].

There are many characteristics of strong leadership based on the needs of the organization. Students Representative Council (SRC) Executives should have strong sense of moral development, leadership qualities, a clear understanding of the dynamics of change, understanding and adherence to group norms. SRC should exhibit academic and emotional intelligence and being able to connect with people, demonstrating a commitment to developing and sharing new ideas and knowledge. Leadership is the process of influencing groups or others to reach their common goal[2]. School leadership is the process of enlisting and guiding the talent and energies of teachers, pupils and parents towards achieving common educational aim[2]. Dampsonis of the view that educational leaders are people who shape the goal, motivations, and actions of teachers, pupils and

---

other stakeholders in the school. With these definitions, SRCs are among the students from the colleges of education who are expected to learn to acquire those leadership skills. A lot of these leadership skills and attributes can be developed in Colleges and the Universities to aid them into becoming the leaders of tomorrow. The basic importance of leadership in an organisation and human life[3] can be outlined as follows:

- Effective leadership helps our nation through times of peril. It makes a business organisation successful.
- It enables non-profit organisation reach its goal.
- Effective leadership of parents enables children to get stronger and healthier and become productive citizens in future.
- Absence of effective leadership may lead to disastrous result.

Other leadership traits include: showing empathy, exhibiting consistency in ones dealings, portraying honesty, demonstrating a sense of direction, effective timely communication, flexibility in decision making and conviction[1]. For SRC Executives to emulate and exhibit good and quality leadership, they should be in a position to apply these stated traits. Leadership is responsible for harnessing people, programmes and facilities to achieve institutional goal[4]. Leadership style consists of a leader's general personality, demeanour and communication patterns in guiding others towards reaching organisational and personal goals[2]. Daampson identified categories of leadership styles as; charismatic, social justice, gender and race, moral, authoritarian, democratic and laissez-faire leaderships. Scholars have not agreed to any of these as the best leadership style. The success of each depends on the leader in question. For one to become a good leader, requires a blend of one's personality and amount of exposure of capacity building from experts and experienced leaders.

There should be common bond that will foster strong leadership. Leadership today is not the position of one individual but should be able to influence the subordinates to achieve their common goal. Stakeholders play a key role in the aim towards effective leadership at the College. Leadership is motivated by the increased complexity of New Colleges of Education reform. There has been need for every individual to play an active role and to tolerate freedom of expression among members. One major responsibility of the SRC Executives is to identify, promote and develop student leadership skills to complement and help fill management gap. There are stakeholders such as alumni (Komenco Old Students Association – KOSA, OLA Past Students Association - OLAPSA), community leaders/supporters, staff (academic and non-academic), students and parents who come together to see to the total development of the students populace. Students' early participation in leadership activities provides opportunities for volunteer services, concerted performance to execute group projects. Today, students are expected to demonstrate effective time management, show ability to set realistic goals, build positive relationships, use effective conflict resolution skills, show an interest in helping others to build their leadership skills.

In her article the 10 reasons to explore the importance of leadership skills, Murtagh outlined that; *You'll Learn About Your Leadership Style, Understanding the Importance of Leadership Skills Can Help You Land a Job, Developing Leadership Skills Can Facilitate Personal Growth, You'll Be a Better Student, Leadership Roles Make for Fantastic Networking Opportunities, You'll Save Money, It's Fantastic for Your Confidence, Leadership Teaches Communication Skills, You'll Learn Skills You Never Thought You would Have, and Leave Your School with a Legacy*[5].

With reference from the assertion made by Murtagh it's impossible to exaggerate the importance of leadership skills.

Kevin in his article the importance of student leadership stated that:The best way to make students prepared for corporate relations is capacity building in student leadership[6]. This assertion made by Kevinadds to what Mittal has earlier made in his article in the importance of developing leadership qualities in Colleges. Kevin identified five advantages of developing leadership qualities in Colleges as; Boosting Leadership Skills, Team Building, Building a unique experience, Inspiring network and Setting role models, Team building and student leadership at colleges or universities equip students with how to build such connections[6]. Leaders get to know a lot of people, including teachers, faculty heads, and heads of student clubs and organizations. It is a fact that leaders among students later become leaders at workplaces more often than those who have not been exposed to prior leadership experience. In Ghanaian parliament there are some past students executives who are now parliamentarians, representing their constituencies. Some of these former leaders are even Ministers of State in the past and current governments.

Truss quoted Eisenhower that, leadership consist of nothing but taking responsibility for everything that goes wrong and giving your subordinates credit for everything that goes on well[7]. He continued that, students leadership is his passion, "teach leadership but not fellowship". He was of the view that, this has to do with servant leadership and being socially responsible citizens of the school and the world at large. He further stated that our leaders of tomorrow are in our classrooms today[7]. This therefore means the students that are in the schools today will be growing up to become the future leaders to hold responsible positions. If the nation is to get good leaders then it is time to take much pain in equipping them well with all the requisite skills now that

they are young. Comenius as cited in Ampadu and Ofosu commented that education should begin in the early years of a child's life to fulfil nature's obligation before their minds get corrupted[8]. Therefore the future leaders should be given the needed attention before it gets late. Teacher and those in authority should not wait till the students get out of school before they are equipped with leadership skills.

The schools and colleges have an onerous task to see to equip the younger generation with requisite and appropriate skills to take up the responsibility in the absence of current leaders. The youth, who are the future leaders of the country, acquire leadership skills which prepare them for the task ahead when they take over from the aged through elections and nomination of prefect[9]. It is expected that the school produces good leaders to fill vacant positions of authorities and responsibilities. As students assume various leadership positions through clubs and societies and vying for positionsto become prefects in colleges, they acquire skills that enable them to function effectively and efficiently, when they assume positions of trust[9].

The rapid expansion of enrolment in Ghanaian Colleges of Education coupled with inadequate resources to cope with the ever-increasing demand for educational provision has made College management a much more complex and difficult venture in Ghana than some decades ago. When all 46 Public Colleges of Education were upgraded into tertiary institutions the intake of students into the colleges increased without increase in infrastructure to commensurate the increase in enrolment. With this Students Representative Council (SRC) in all colleges were mandated to initiate physical and tangible projects for various colleges. Also, to ensure effective and successful school management the head or the Colleges (Principals) are expected to create an enabling environment for participatory decision making in the management of the colleges. The success and improvement of these colleges depend on the way colleges are managed.

The importance for efficient management of Colleges has placed much emphasis on the nature and qualities, skills and competencies of the Principals as the Chief Executive Officers of a team of professional educators. As a leader of such a team, he/she is expected to perform all the functions perform by different managers found in other sectors. They have to be the custodians to both financial, materials and human resources. As they cannot perform all the duties alone, the more opportunities given to members of staff and students to participate in the College administration, the greater and the likelihood to be their sense of commitment to the school organisation.

Students' participation has become an effective step towards fostering responsible attitudes among students and bringing about greater sense of self-discipline within the student body.Throughthe SRC, Student leaders, complementing the work of management and staff in order to foster smooth execution of the affairs of the Colleges. The basic responsibilities of the SRC are to function as general agents of social control in the Colleges. Some of the duties of the SRC include ensuring full participation of student to all social gatherings, seeing to the orderliness of students in the Colleges, organising tidiness of the College compound and seeing to the implementation of College rules and regulations. SRC executives usually have their authority reinforced by some sort of formalization. So as to indicate that college management and National Council for Tertiary Education (NCTE) and National Teaching Council (NTC) have all support that each statutory committee in the colleges has an SRC representation on it. They (SRC) have their own constitution to govern their activities. All these are done to initiate the SRC Executives into the top management level in the near future.

Due to its momentous role they are expected to play in the colleges, a lot of time and resources are spent in order to be able to elect the best possible students leaders to steer their affairs. In the Researchers College, SRC Executives are given week-long orientation to educate them or their expectation and responsibilities. However, the expectations attached to the election of the SRC executives almost every student in the college hold them accountable. They are mandated to render account to the student populace and the college management as well. Also, before they embark on any important decision the Dean of Student Affairs need to give acquiesce to major decision that go with cost. At times the SRC Executive may go beyond their limit as they may not be very familiar with the task given them, may become insecure and apprehensive. In some instances lack of confidence is likely to make them fumble as they go about their normal roles and responsibilities as SRC Executives.

The SRC Executives when elected operate collaboratively as a group with common purpose. Purpose of a group refers to why the group is meeting and what the goals and objectives are. Sometimes goals and objectives are used in place of purpose[10]. The SRC members should abide by the group norms and forge ahead with a common purpose. They (SRC Executives) should build solid relationship, transparency with group cohesiveness. When a group is in high cohesiveness, the relationships among members are on the whole, attractive to them[10].

If individuals are newly employed they may not be quite familiar with their given tasks, the individual become insecure and apprehensive in many ways[11]. Unless the individuals are adequately informed of the way things are done in the system, so as to guide against fumbling, they may have challenges, as such the need for what is called "on the job training". The development of leadership among college students has been one of the goals often cited in the mission statement of the educational institutions.

Positive qualities of a good leader can be explained as: being inspirational, courageous, and confident in what they know and believe in[12]. Good leaders are optimistic, passionate, knowledgeable, and able to use their knowledge to help others, trustworthy, loyal, reliable, selflessness, responsible, genuinely interested in people and their needs, supportive, and empathic. The capacities of good leaders were: being able to take criticism positively, stand-out as a person, lead groups, enjoy being a leader, guide and support people, are balanced and ethical, speak publicly, avoid making uneducated assumptions, and use their intelligence. A good leader should be ever ready to learn new ideas. The development of leadership in student populations is considered to be a positive means of increasing personal, academic, and wellbeing outcomes for students and a further means of enhancing socioeconomic benefits. Teachers reported that their own leadership training increased confidence in facing daily challenges, and improved their skills, which potentially imparts positive mentorship-effects to students.

There is growing research demonstrating that students perform better academically, socially, and emotionally when they are meaningfully engaged, contributing members of a school with a positive, caring, equitable school climate[13]. Consistently and deliberately supporting students to be engaged as co-leaders and co-learners is an essential requirement for successful school climate improvement efforts.A key component is inclusive youth leadership-both as a result of and a building block for a positive school climate. Once students are respected and engaged as active contributors within their school community, the school culture benefits. The more students are engaged, the more they become the architects of activities and initiatives within their schools. Students are ready and willing to obey rule which they have contributed to the formulation of the rules. These invariably see it that their opinions are respected. As a means of recognizing the entire students body's views in management, some collegeshave consultative meetings between the students and the staff, whereby students are given opportunity to ask any question bothering them once in a semester.

National Council for Tertiary Education, in its statute to support the "The College of Education 2012, Act 847, in 2015, recognised the importance and the need for Students Representative Council (SRC) to be recognised as part of the stakeholders. This was enshrined in statute 38.Among their functions were to present the views of students to the appropriate bodies for considerations and to establish links and maintain cordial relationships with students of other Colleges and other tertiary institutions within and outside Ghana. Membership of SRC is made up of all the students in that institution. As the numbers of students in the colleges are so many, some few are elected to represent them.

Further, all the committees established in the Act have some SRC key members representing them. Example of some of these committees are; the Governing Council of the Colleges, The Entity Tender Committee, Finance Committee, Disciplinary Committee among others.

The objective of this study:the study was to find out the extent to whichSRC Executives are made to take initiatives and also to find out the opportunities provided to expose them to attain requisite leadership skills for future positions.

Research Questions
1.   To what extent are SRC Executives allowed to take initiatives?
2.   What opportunities are SRC Executives of Colleges of Education provided to expose them to attain requisite leadership skills for future positions?
Significance of the Study: the results of this study might bring out the gaps in the functions on SRC Executives in Colleges of Education as they are being nurtured to become future leaders, so as to seek for strategies to improve upon the challenges identified.

II. MATERIALS AND METHODS
The method that the researchers used for the study was descriptive survey which was done quantitatively. Descriptive research design aims to accurately and systematically describe a population, situation or phenomenon[10]. Creswell and Creswell defined quantitative research as a method which involves the processes of collecting, analysing, interpreting and writing the result of a study[10]. On the other hand, Leavy claimed that quantitative approach to research has the purpose aimed at achieving objectivity, control, specific and precise measurement that rely on deductive designs that aimed at refuting or building evidence in favour of specific theories[11]. This study aimed at identify the extent to which SRC Executives are made to take initiatives and also to find out the opportunities provided them which is likely to expose them to attain requisite leadership skills for future positions. For this reason a descriptive survey will provide the given state of affairs as fully and carefully as possible which will guide in deciding on how to improve upon whatever the study reveals.

Population/Sample

The researchers used census approach to gather data from all the SRC Executives. Censusis a body of data collection where information is collected from every (or virtually every) member of a population of interest[12]. In this research the researchers used all the SRC Executive as the sample for the data collection. The population for the study was all the SRC members of Komenda and OLA Colleges of Education. The researchers used purposive sampling techniques to select all the SRC Executives as respondents. The sample for the study was all the SRC Executives who served during 2018 and 2019 academic year. They were made up sixty (60) students including both elected and appointed members. The researchers used the 60 SRC Executives as respondents for the questionnaires because they were considered as the most appropriate representative of the student population on leadership issues. This represents 100% of the respondents. This means the researchers used all the SRC Executives of the year under consideration for data collection.

Instruments

The instruments used to collect data for the research was questionnaires develop with the assistance of some research fellows from the University of Cape Coast to ensure validity and reliability of information gathered. Questionnaires are set of questions present predetermined set of stimuli to the respondents which, unlike interview questions, cannot be varied in the light of responses[13]. Questionnaires can also be seen as a designed set of questions that are disseminated to a sample of research respondents in order that the researcher gather clear responses to a given phenomenon, which seems to be straight forward and relatively pain-free information[14]. Weiten viewed questionnaire as a series of written questions designed to obtain information about attitudes, opinions and specific aspects of their behaviours administered to respondents for information[15].The data collected was analyzed using descriptive statistics, such as those measuring frequency and percentages.

III. RESULT

The result wasanalyzed based on the research questions. Data collected were pulled together with strongly agree and agree classified as agree, while strongly disagree and disagree were classified as disagree.
The first research question was:To what extent are SRC Executives allowed to take initiatives?"
The researchers tried to find out the extent to which the SRC executives are offered the opportunity to take initiatives in executing their roles. The results of this can be found in Table 1.

Table 1: SRC Executives taking initiative

Statement	SA		A		D		SD	
	f	%	f	%	f	%	f	%
1. Management help improves confidence level of SRC executive.	10	16.7	10	16.7	25	41.6	15	25
2. Management allow executives to perform their duties without interference	5	8.3	10	16.7	30	50	15	25
3. Management allow SRC to take initiative on their own.	5	8.3	16	26.7	19	31.7	20	33.3
4. Management at times take decisions for the SRC executives	22	36.7	20	33.3	8	13.3	10	16.7
5. SRC executives are allowed to solve their own problems	5	8.3	17	28.3	28	46.7	10	16.7

Field survey (2020)   Strongly Agree – SA, Agree – A, Disagree – D, Strongly Disagree – SA

The results from Table 1 shows that 40 (66.6%) of the executives disagreed that the management of their colleges help improve their confidence levels. Also, 45 (75%) of the SRC executive disagreed to the statement that management allow executives to perform their duties without interference. To buttress this further 42 (70%) of the respondents indicated that management at times takes decisions for them and so do not always have the opportunity to make their own decisions. In addition, as 38 (63.4%) disagree with the statement that SRC executives are allowed to solve their own problems.A mean of 3.4 disagree with the view that SRC executives are allowed to take initiatives in their duties as student leaders. On the other hand, a mean of 1.6 saw them as getting the opportunity to take initiatives.

The second research was "What opportunities are SRC Executives of Colleges of Education provided to expose them to attain requisite leadership skills for future positions?"
In trying to find out the opportunities SRC Executives of Colleges of Education are provided to expose them to attain requisite leadership skills for future positions, the responds views can be found in Table 2.

Table 2: Attainment of requisite leadership skills for future positions

Items	SA		A		D		SD	
	f	**%**	**f**	**%**	**f**	**%**	**f**	**%**
1. I am motivated as an SRC executive to perform	25	41.7	35	58.3	0	0	0	0
2. I have not regretted been an SRC member.	19	31.7	41	68.3	0	0	0	0
3. SRC executives are given orientation about their responsibilities.	35	58.3	25	41.7	0	0	0	0
4. SRC Executives are able to ensure that colleagues in their year group abide by School rules.	5	8.4	12	20	26	43.3	17	28.3
5. There are functional SRC executives	26	43.3	34	56.7	0	0	0	0
6. Clear gender responsive guideline for electing SRC executives.	14	23.3	38	63.3	8	13.4	0	0
7. Full representation of SRC on designated committees	24	40	36	60	0	0	0	0
8. There is gender equity in students' representation on committee.	17	28	43	71.7	0	0	0	0
9. There are systems to develop the leadership skills of students.	12	20	7	11.7	31	51.7	10	16.7
10. There is SRC constitution to regulate student's affairs.	18	30	42	70	0	0	0	0
11. There is dean of students to regulate student's activities.	23	38.3	37	61.7	0	0	0	0

Field survey (2020)   Strongly Agree – SA, Agree – A, Disagree – D, Strongly Disagree – SA

From Table 2, the SRC executive in responding to the statements, "I am motivated as an SRC executive to perform" and "I have not regretted been an SRC member", the entire respondents (100%) agreed to these views. Though on their motivation, 25 (41.7%) strongly agreed to the statement with 35(58.3) agreeing to it. The entire 60 executive indicated that they are given orientation about their responsibilities. There are 58.3% and 41.7% of them who strongly agree and agree respectively to the statement.

On the statement that SRC Executives are able to ensure that colleagues in their year group abide by School rules, 43 executives representing 71.6% indicated that they disagree to this. This not withstanding they (60:100%) indicated that they are functional SRC Executives and also are fully represented on designated committees in their colleges. There were 33(55%) of the respondents who agreed that there are qualified guidance and counselling personnel in the Colleges but 43(71.6%) disagree that there are well structured guidance and counselling units.

On a system that develops student leadership skills, it can be observed from Table 2 that 41 (58.4) of the respondents disagreed to this statement. All the respondents also indicated that they have an SRC constitution that regulates their activities as well as a dean of students to regulate students' activities.

IV. DISCUSSION
The study was to find out the extent to which SRC Executives are made to take initiatives and also to find out the opportunities provided to expose them to attain requisite leadership skills for future positions. It was revealed that student leadership is about preparing young men and women for future leadership roles as such there is the need for management to build the confidence of the student leaders in the execution of their roles. The study revealed that student leaders are not made to be independent in their leadership roles as management interferes in their duties. Management may feel they are guarding against negative attitudes or errors, but it is noted to be discouraging student leaders from taking initiatives which is a very important aspect of a leader.

TheSRC Executives are seen not to be allowed to solve their own problems. In a nut shell, it could be realised that, SRC executives do not have much opportunities in taking initiatives in the execution of their leadership roles. Though the SRC executives generally agreed they are motivated and not having regrets of being SRC executives, majority agreed but did not strongly agree to the assertions. The SRC executives generally agreed that they go through orientation on the responsibilities, it could be realised that a sizable number 25 (41.7%) of the executive agreed to the orientation but not strongly. Could this mean they were not satisfied with the type of orientation they went through or had some challenges on the orientation? These therefore call for the need to identify the needs of the student leaders before taking them through the orientation

before taking up their roles. To presume that the usual way of organising orientations should be same throughout might rob the student leaders of new ways of going about their activities since we are in a dynamic world with more innovative ways of doing things.

On student leaders inability to ensure that their colleagues in their year group abide by School rules, becomes an issue for further discussion. This might mean that the SRC leaders are only able to manage the students in the lower levels but not their own mates. This may be some of the reasons why college management interfere in student leadership roles, because no one is above the law and so if SRC executive find it difficult in seeing to it that every student teacher is under the laws, then they will need more powers and directions to be able to serve as leaders for all and for all the student body to give them the needed respect. Taking into consideration the capabilities of the SRC Executive and their functions which seem only to be on their juniors, it leaves much to consider in our country if leadership and obedience to rules and regulations are only to people of certain class and not all the people. In nation building and leadership in Ghana, this needs to be critically looked at as leaders in Colleges and Universities need to be well trained and developed to be effective future leaders. Bowman states that leadership is a huge responsibility for our education system faced with global challenges such as "self-interest, incivility, greed, coercive power, zealotry, and violent extremism" (p. 59)[16] and he sees leadership as a way to help students make a difference in this world.

SRC Executive have the opportunity to fully participate in various committees in the institutions which helps them learn from the college Management, Academic and Non academic staff which helps them learn a lot though as students.Guidance and counselling is a major component of student development but the results from this study shows that, a lot is not being done in the aspect of guidance and counselling to help the student leaders seek guidance and counselling on what needs to be done in times of challenges. Respondents were of the view that there were no well structured guidance and counselling units in the colleges though there were coordinators to that effect. On a system that develops student leadership skills, majority of the respondents observed that it was not functional. Student leaders may therefore have to employ their own ideas to lead as such the numerous challenges they go through.

The major short-coming the researchers have observed was that, SRC Executives do not seem to have clear cut duties to perform. Although some of them may perform their duties efficiently, they many at times apply trail-and-error basis. This is due to the fact that they may lack initial skills and expertise towards the tasks ahead of them. By the time they are corrected, harm might have been done. Some of the SRC Executives may always depend on their lecturers for instructions and direction therefore their interest is many a time disturbed. Even, when they are to embark on SRC projects, it should be a project that will benefit the management but not mostly the students. Sometimes the SRC Executives may be in a dilemma, either to serve the interest of the students or the management. For instance, if an SRC Executive is representing the students on a board or committee of about nine with only one student representative, his/her voice may not be heard. At times the SRC executives will be blamed by the students for siding with the management while management also blame them for not being sensitive to realities as management sees it but just want to please the student body.

V. CONCLUSION

The study reveals that, leadership is developed from school as such there is the need to put students in some leadership positions where they can be nurtured to become effective leaders. It was realised that although there are student leaders in the colleges (SRC), they have challenges handling their own level mates except their juniors. This practice turn to loosen their capabilities as student leaders and so the college management turn to dictate for them, thus not an independent body as leaders.It is therefore recommended that, SRC executives be made responsible for their positions by organising orientation for them when elected into office. They are to be allowed to take their own decisions and implement them with little or no interference but rather guidance as to how to lead effectively. Course mates should be made to understand that no one is above the law or constitution of the SRC and so the need to abide by them. This will help them to become adults who will in turn respect the laws of the land.

REFERENCES

[1]. Mittal, S., Dhar, R., (2015) Transformational leadership and employee creativity: Mediating role of creative self-efficacy and moderating role of knowledge sharing. https:doi.org/10.11088/MD-07-2014-0464 (Retrieved 10/4/2020

[2]. Dampson, D. G., (2019) *Educational Leadership Theory and Practice.* Kumasi: Prince Appau Ent.

[3]. Quinn, R. E. (2005). Moment of greatness: entering the fundamental state of leadership. *Harvard Business Review 83* (7/8), 74-83.

[4]. Transforming Teacher Education and Learning ([T-TEL], 2016)*Leadership and Quality Assurance of Teaching and Learning:* Leadership and Management of Colleges. G.o.G. M.o.E.-Ghana.

[5]. Murtagh, T., (2019), 10 reasons to explore the importance of leadership skills in Colleges.https://twitter.com/TinaMaryz (Retrieved 12/2/2020).

[6]. Kevin, N., (2017) *Importance of student leadership*. Retrieved from Aboutleaders.com/student-leadership/#gs.46hb.

[7]. Truss, D., (2006) Developing an Effective Middle School Leadership Programme.http//:www.davidtruss.com.student-leadership.(Retrieved 12/03/2020)

[8]. Amapdu, C., &Ofosu, S. (2007). *Principles and methods of early childhood education*. Kumasi: Cita Printing Press Ltd.

[9]. Centre for Continuing Education, UCC (2001) *Philosophical and Social Foundation of Education* (Module one). Cape Coast: CCEUCC

[10]. Creswell, J. W., & Creswell, J. D., (2018) *Research Design, qualitative, Quantitative and Mixed Methods Approaches* (5th ed) U.S: SAGE Publications, Inc.

[11]. Leavy, (2017*), Research Design, Quantitative, Qualitative, Mixed Methods, arts-Based and Community-Based Participatory Research Approach*, Guilford Press, New York

[12]. Pelham, B. W., & Blanton, H.,(2007) *conducting Research in Psychology*: measuring the weight of smoke, Wadsworth Cengage Learning, USA

[13]. Wittrock, M. C., (2006*). Handbook of research on teaching* (3rd ed) New York: Macmillan.

[14]. Castle, K. (2010) *Study skills for Your Masters in Teaching and Learning* Bell & Bain Ltd. Glasgow.

[15]. Weiten, W., (2007) *Psychology, themes & Variations*, (7th) Thomson Wadsworth, USA.

[16]. Bowman, R. F. (2014). Learning Leadership Skills in High School. The Clearing House*: A Journal of Educational Strategies, Issues and Ideas, 87,* 59-63. https://doi.org/10.1080/00098655.2013.842533