STUDENT LEADERS AND LEADERSHIP SKILLS IN MANAGING STUDENT AFFAIRS IN SELECTED PUBLIC UNIVERSITIES IN KENYA

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Key Words
Leadership Skills, Student Affairs, Student Leaders

Abstract
Student leadership is an integral part of governance in public universities in Kenya. Universities have their own way of managing student affairs which in most cases involve a shared responsibility between student leaders and university management. The effective provision of student services continues to be a challenge in public universities, owing to the students’ protests over management of student affairs. The study sought to evaluate the leadership skills required of student leaders in executing their leadership functions. Transformational leadership theory advocated by Kouzes and Posner guided the study. The study adopted the descriptive survey research design. Stratified random sampling was used to select student leaders in four public universities. The sample size comprised of 19 members of student governing councils, 50 class representatives and 79 clubs and society leaders, making a total of 142 respondents. Data collection instruments were questionnaires. Quantitative data was analysed using both descriptive and inferential statistics. Data was presented using narration and frequency tables. The result revealed that 56.3% of student leaders exhibited informed confidence in the leadership competence to organize activities to transform their institutions while 43.7% did not. The study concluded that in institutions of higher learning, student leaders are not fully empowered to effectively perform their leadership tasks. The study recommended that the student leaders should receive regular leadership training prior and after students’ elections to equip them with necessary leadership competency.
INTRODUCTION
Leadership can be described as the ability of an individual to influence, motivate and enable others to contribute towards the effectiveness and success of an organization or group of which they are members (Spendlove, 2007). Okumbe (2007) adds that leadership is the ability to influence individuals to work toward, attaining organizational objectives. Leadership is the incremental influence one individual exerts over another, above and beyond mechanical compliance with routine directives. Leadership is a major way in which people change the minds of others and move organization forward to accomplish identified individual and organizational goals.

Leadership skills are defined as the combination of knowledge, talents, traits and attributes that collectively enable someone to perform a given task (Zenger & Folkman, 2002). Yukl (2006) has based leadership skills on the ability of a leader to: set an example in appreciating diversity; encourage respect for individual differences; promote an understanding of different values, beliefs and traditions; explain the benefits of diversity for the organization and support those who promote tolerance of diversity. Smith (2007) asserts that shifting demographics today place less emphasis on managers of process, but more emphasis on leaders of people. She further maintains that leaders, who have been coached, in turn coach others and have more impact on results by virtue of their soft skills.

Whereas it is important to be able to function in a group, it is also important to demonstrate leadership skills when necessary. While in university the ability to assume the lead when the situation calls for it is a necessity for anyone who hopes to draw upon their knowledge and "hard" skills in a position of influence. Pascarella and Terenzini (2005) indicates that students can and do increase their leadership skills during the college years. Some of the variables that can predict various leadership outcomes from the college experience would include: amount of involvement while on campus, leadership training and participation in discussions of socio-cultural issues. Firms and companies desire to hire leaders, not followers. Therefore, the best way for student leaders to develop leadership skills as they prepare for employment is to search and enhance their leadership capacity. This could mean, among other things, doing their best in the responsibilities given such as acting as captain of an athletic team, becoming involved in student government or leading an extracurricular group.
STATEMENT OF THE PROBLEM
Management of student affairs continues to be a major challenge to student affairs’ professionals, university management, ministry of education, government and all stakeholders of university education in Kenya. Students’ protests over the provision of student services have caused incalculable destruction both financial and social to the public and university. Property of unknown value is lost through destruction and malicious damage. Students are suspended for a period of time which lengthens their stay in university and this also causes a lot of anxiety to parents and sponsors. This necessitated the researcher to evaluate the leadership skills required of student leaders for effective management of student affairs in selected public universities in Kenya.

PURPOSE OF THE STUDY
The study sought to establish the effectiveness of student leaders in managing student affairs in selected public universities in Kenya.

OBJECTIVE OF THE STUDY
The objective of the study was to evaluate the leadership skills required by student leaders for effective execution of their functions in selected public universities in Kenya.

LITERATURE REVIEW
Leadership Skills and Performance of Functions
Student leaders are expected to demonstrate leadership competency that have a stronger influence on the students (University of Northern Philippines, 2013). On average students’ knowledge and understanding of the concept of leadership, what it means to be a leader at any level in an institution and how to cultivate one’s own leadership skills is minimal (Kinyongu, 2007). The Kenyan media has tended to focus its reporting mainly on political leadership thus equating leadership with positions of wealth, authority, power and fame. This is confusing young people to the extent that they lack role models and knowledge of what makes an individual a leader within one’s sphere of influence. On contrary, many adults do not know how to involve youth in meaningful leadership opportunities Although they may offer seemingly positive remarks such as “someday you will be a good leader” this continues to imply leading is something that adults do and not youth (Nelson, 2010). Leadership should start at early age so as to gain experience in the process.

The needs of our learners and of the societies that our universities serve are constantly mutating there is need to re-train current student leaders and to systematically prepare
them for new emerging role. Leadership skills are fundamental components in positioning student leaders to make considerate decisions about their union's mission and goals and appropriately allocate resources to achieve those directives (Zenger & Folkman, 2002). Student leaders are expected to demonstrate competencies, especially leadership skills, in order to have a stronger influence on the students. Problem solving skills are necessary in leadership position. Student leaders are faced with a number of unexpected challenges in life and receive little or no aid in overcoming them. They ought to be able to solve problems in creative ways and to determine solutions to issues with no prescribed formula. Student leaders who are accustomed to learned processes and who cannot occasionally veer off-course, will struggle to handle unanticipated setbacks. Student leaders can improve problem-solving abilities by participating in activities that use experiential learning rather than rote memorization. They should also try new pursuits that place them in unfamiliar and even uncomfortable situations, such as team building, organize workshops and seminars for students.

University administration also needs reform by moving from highly centralized, standardized and command driven forms of management to more decentralized and participatory decision making, implementation and monitoring at the lower levels of accountability (Nyaigotti, 2001). Institutions of higher learning should rise to the immense prevailing challenges by designing learning programs and support the creation of a learning environment that foster the skills required to provide effective student leadership in a turbulent environment where change is inevitable (Zenger & Folkman, 2009). Effective provision of student services requires student leaders who are well equipped with knowledge and skills relevant to these fields. Collaboration enhances leadership skills. It of essence for work-bound student leader to function efficiently and appropriately in groups, collaborate on projects and accept constructive criticism when working with others. Student leaders who succeed only when working alone will struggle in workplace and beyond, as the majority of careers require collaboration. Student leaders can develop the skills necessary to effectively work with others in several ways, including organizing and participating in: community outreach activity, team-based projects, cleaning exercise, helping the needy, games and sports, athletics and other extracurricular activities.
Training and Effective Leadership

Training is an organized activity aimed at imparting instructions to improve the student leaders’ performance. It is an exercise that teaches student leaders the skills necessary to do their representative role effectively. A university exists not only to train students academically but also to develop them holistically. Effective learning takes place when the student leaders are exposed to quality instruction nurtured in a healthy training environment. The academia is a training ground for future professionals and leaders of the community and the country. It is important that the institution provide student leaders with an enriching campus life by exposing them to various programs, services and activities designed to explore, enhance and deepen their full potential for personal development, leadership skills and social responsibility (University of Northern Philippines, 2013).

An additional concern would also be to offer participation training at the university itself, providing specific training for student leaders. Lizzio and Wilson (2009) agree that certain skills and attitudes are required for fulfilling the duty of representation, which is why it would be convenient if universities were to regularly provide training and mechanisms for acquiring and improving these skills. The methods of realizing this could include student leaders receiving credits for participation, promoting peer mentoring networks, or making use of the educational space provided by the classrooms themselves (Wilson, 2002). This daily and constant space is without doubt the place where much can be learnt with regard to participation and if possible, long before entrance to university.

The primary means to successfully leading others is the ability to know and lead oneself by exploring ways to understand and enhance the abilities for self-management and ethical decision-making. When leading others, you require the understanding of the concepts of organizational development, visioning, group dynamics, goal-setting, processes and procedures, role modeling, delegation of responsibilities and accountability (Zenger & Folkman, 2009). Student leaders given the serious responsibility of being the voice of their peers must hone their leadership qualities in order to bring about positive changes and serve as a role model, whom other students can emulate in order to become charismatic individuals. Along with the positive traits of a charismatic person is honesty, responsibility, religious, knowledgeable, innovative and competitive.
Student leaders have a role of helping their peers to attain these qualities and realise the university's vision of becoming a model university in the international level with its own national identity. Together with these dynamic qualities, student leaders should also be well versed in various fields to be able to grasp the different skills and knowledge, which are useful in facing challenges to achieve a common goal. Valuable leadership skills include the ability to delegate, inspire and communicate effectively. Other leadership traits include honesty, confidence, commitment and creativity (Yukl, 2006). A student leader should have strong leadership, organizational and public speaking skills. He/she should be organized, deadline-oriented, able to build consensus and helps bring the diverse student body together as a community through social and cultural events.

Kenyan students receive minimal training or mentoring on leadership skills (Kinyongu, 2007). Yet these students are expected to take on leadership roles in their institutions and society as they enter the workforce and start climbing the ranks of employment. Universities, the producers of leaders, have an important mandate and role to play in shaping and moulding self-motivated citizens as leaders, empowered as change agents who can be counted upon to positively impact their organizations, communities and beyond. Kenny, Aluede and McEachern (2009) affirms that students in higher institutions of learning have many concerns and therefore students’ advisors and trainers should routinely assess students’ concerns and make available information and services that would be helpful in alleviating their concerns. For that reason, workshops on: negotiation skills, management of student crises, time and stress management, career planning and job searching could be offered to students leaders as an adjunct to their academic work, in order to assist their colleagues.

Student leaders should also receive training on time management. Whatever structure students may have had in high school to organize their work and complete assignments in a timely manner (Bear, 2010) has been largely absent in universities. The ability to track multiple projects in an organized and efficient manner, as well as intelligently prioritize tasks, is also extremely important for students long after graduation. Along with universal concern of students, the greatest pressure which students face on campuses is time-management concern (Kenny, et.al, 2009). It is imperative that student leaders be fully self-sufficient in managing their time and prioritizing actions.
On communication skills, a common complaint among employers in Kenya today is that young people do not know how to effectively carry on a conversation and are unable to do things like ask questions, listen actively and maintain eye contact. The current prevalence of electronic devices has connected young individuals to one another, but many argue it has also lessened their ability to communicate face-to-face or via telephone. Communication and interpersonal skills will again be important not only in college, where students must engage with professors to gain references and recommendations for future endeavours, but beyond as well (Zenger & Folkman, 2002). An inability to employ these skills effectively translates poorly in college and job interviews in future, for instance.

Student leaders can improve these traits by conversing with students, lecturers and university administrators in one-to-one settings or in a group. This is also excellent training for speaking with college professors. Obtaining an internship in a professional setting is also a wonderful method to enhance communication and interpersonal skills. Good communication should be enhanced within meetings so that there can be cordial working relationship within the council. In terms of day-to-day operation, there ought to be a fair representation. Fair representation may be measured in terms of the extent to which student leaders solicit and reflect the views of the fellow students/constituents, rather than just assert their own personal opinions (Luescher-Mamashela, 2013). This will improve their leadership credibility and effectiveness. There is a significant difference between channel of communication among management, staff, students and other stakeholders in private and public universities.

According to Standa (2007) quality management involves effective engagement with relevant stakeholders in order to gain their confidence. Secondly, it involves the existence of any policies or procedures for assessing overall student performance. Lack of effective communication with stakeholders is a hindrance to effective implementation of future plans and projects. This has impacted negatively on provision of quality of services which depend on adoption of management decisions by the stakeholders. Awiti (2010) noted that education does not nurture problem solving and analytical skills required for innovation. Institutions have not adapted to students` non-academic needs. Instructors tend to be examination oriented hence the
curriculum does not cater for the holistic development of students. There is need for development of teaching skills to include non-examinable aspects such as social and spiritual development. Kristin (2012), on nurturing student leadership skills affirm that the students in our Kenyan Universities are barely sensitized nor prepared for the real challenges awaiting them outside the lecture-halls. Students generally come out from universities strong in the academic disciplines, but with little or hardly any leadership skills. These young Kenyans are well equipped with skills and knowledge centred on their areas of study.

Protests over unsatisfactory provision of student services as well as constant closure have become a common feature of Kenyan public universities (Republic of Kenya, 2015). Students continually complain of increased fees, poor conditions of residential facilities, limited representation in university governing bodies such as the council and senate and poor communication channels with university authorities (MOEST, 2014). Although, the scarcity of resources is real, some of issues are matters of organization culture. Management of student affairs requires rational student leadership action more than financial resources. The key to unlock these challenges is by harnessing student leaders, enhance their leadership capacity to enable them provide effective student services and positions them at the centre of management of student affairs. Student leaders assist in management, improving staff and student relationships, reduction in indiscipline cases, unrests and improved performance in both academic and co-curricular programmes UNICEF (2013). Such student leaders provide leadership that can transform institutions from crisis to success, have the ability to break away from inflexible, stereotyped thinking and use optimistic, energetic approaches to problem solving.

THEORETICAL FRAMEWORK
The study was guided by transformational leadership theory advocated by Kouzes and Posner (2002). They revealed that leaders who consistently demonstrated extraordinary accomplishments within their organizations on a long-term basis tended to follow certain well-defined practices. The five practices of exemplary leadership continue to prove its effectiveness in cultivating and liberating the leadership potential in any student who chooses to accept the challenge to lead. The first fundamental leadership practice is to model the way. This means that successful leaders consistently and conscientiously project an appropriate example for their
followers. Such leaders tend to model effective leadership when they are seen as dealing with complex issues in a thoughtful and incremental manner. As a leader, you also must help identify and affirm the shared values of the group. Student leaders should be courageous and aggressive in modelling the way for the others to follow, while they encourage and involve students in various activities.

The second important leadership practice is to inspire a shared vision. This denotes the importance of precipitating a collective commitment to the future of the organization. Such student leaders create and inspire a shared vision for where the institution is going and mobilise students to align behind that vision. They have genuine concern for students and always advocate for steady and gradual improvement of students’ welfare. Their decision making is informed based as they gather all the facts before making decisions. Enabling others to act is the third fundamental leadership practice. It refers to the importance of empowering followers in order to nurture true collaboration. Effectual leaders help their followers connect to, and become supportive of a common mission. Successful student leaders develop trusting and participatory relationships which inherently involve and value everyone in the organization. Without constituents to enlist, a prospective leader is all alone, taking no one anywhere. Without leaders, constituents have no energizer to ignite their passions, no followers and no compass by which to be guided.

The fourth practice is to challenge the process, which implies that successful leaders are willing to take calculated risks. Effective student leaders also encourage and motivate their followers by providing challenges that constitute opportunities for personal growth and development. They view a failed attempt as a learning opportunity. They constructively challenge the processes that may hinder success within and outside university. They search for opportunities by seeking innovative ways to change and improve the environment. They experiment and take risks by generating small wins and learning from mistakes. They foster collaboration by promoting cooperative goals and building trust amongst students.

The last fundamental leadership practice is to encourage the heart. This refers to the importance of recognizing and celebrating the efforts and accomplishments of followers. Rather than focusing solely on formal rewards, effective leaders are quick to share the credit with others and to compliment followers in order to validate their
contributions, enhance their credibility and further motivate them. This is one of the defining characteristics of a leader, one of the things that make constituents willing to be led. They feel that the leader has their best interests at heart and wants them to be as successful as possible.

**METHODOLOGY**

The study employed epistemological research philosophy and was guided by positivism paradigm. The study adopted the descriptive survey research design (Creswell, 2003). Stratified random sampling was used to select student leaders in four public universities in Kenya. Target population consisted of 446 student leaders and 30% of the accessible population was used to get the sample size of 142 student leaders. Questionnaire was used to obtain important information about the population. Items on the questionnaire were structured for quantitative data. Quantitative data was analysed by use of both descriptive and inferential statistics such as percentage, means, standard deviation and correlation coefficient. Data was presented using narration and frequency tables.

**RESULTS AND DISCUSSION**

The study objective was to evaluate the leadership skills required by student leaders for effective management of student affairs in selected public universities in Kenya. The results of study are presented in the table below.
Table 1: Leadership skills required by student leaders

<table>
<thead>
<tr>
<th>Skill Description</th>
<th>Freq</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Mean</th>
<th>Stdv</th>
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</thead>
<tbody>
<tr>
<td>Student leaders identify one’s own strengths and challenges as a leader and seek</td>
<td>69</td>
<td>24</td>
<td>6</td>
<td>19</td>
<td>20</td>
<td></td>
<td>3.428</td>
<td>1.312</td>
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<td>training to develop leadership skills.</td>
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<td>Student leaders build mutually supportive relationships with colleagues and</td>
<td>11</td>
<td>8</td>
<td>16</td>
<td>59</td>
<td>41</td>
<td>3</td>
<td>3.822</td>
<td>1.171</td>
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<td>students across similarities and differences</td>
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<td>Student leaders promote positive communication with university administration and</td>
<td>63</td>
<td>42</td>
<td>11</td>
<td>11</td>
<td>11</td>
<td></td>
<td>3.826</td>
<td>1.183</td>
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<td>students</td>
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<td>Student leaders effectively manage and lead meetings through the use of agenda</td>
<td>14</td>
<td>27</td>
<td>19</td>
<td>36</td>
<td>42</td>
<td></td>
<td>3.471</td>
<td>1.368</td>
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<td>management strategies.</td>
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<td>Student leaders’ exhibit informed confidence in the capacity of individuals to</td>
<td>34</td>
<td>9</td>
<td>8</td>
<td>52</td>
<td>35</td>
<td></td>
<td>3.696</td>
<td>1.111</td>
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<td>organize and take action to transform their institution.</td>
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<tr>
<td>Student leaders encourage students to engage in team and community building</td>
<td>9</td>
<td>18</td>
<td>9</td>
<td>68</td>
<td>34</td>
<td></td>
<td>3.725</td>
<td>1.164</td>
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<td>activities.</td>
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<td>Student leaders develop practical and realistic welfare programs</td>
<td>57</td>
<td>20</td>
<td>16</td>
<td>11</td>
<td>31</td>
<td>3</td>
<td>3.326</td>
<td>1.215</td>
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<td>Student leaders accept and utilize suggestions from students to improve</td>
<td>60</td>
<td>30</td>
<td>16</td>
<td>15</td>
<td>15</td>
<td>2</td>
<td>3.552</td>
<td>1.258</td>
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<td>performance.</td>
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<tr>
<td>Student leaders display integrity in all areas of human relationships</td>
<td>60</td>
<td>32</td>
<td>10</td>
<td>11</td>
<td>22</td>
<td>3</td>
<td>3.593</td>
<td>1.242</td>
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<tr>
<td>Student leaders demonstrate flexibility by adapting to different situations</td>
<td>14</td>
<td>11</td>
<td>23</td>
<td>54</td>
<td>36</td>
<td></td>
<td>3.630</td>
<td>1.239</td>
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</tbody>
</table>

**Strengths and challenges for a leader**

The study sought to find out whether student leaders identified one’s own strengths and challenges and sought training to develop leadership skills. The result revealed that 93 (67.4%) of the respondents disagreed, 39 (28.3%) agreed and six (4.3%) were undecided. This implies that student leaders’ inability to identify ones strength will result to inadequate leadership skills. Inadequate leadership skills will weaken their capacity to lead. Kinyongu (2007) concurs that Kenyan students receive minimal training or mentoring on leadership skills. Nevertheless, these students are expected to take on leadership roles in their institutions and the society as they enter into the workforce and start climbing the ranks of employment. For a student leader to be exemplary in his execution of mandate and to be accepted by the student body, he needs to undergo training, should be guided by rules and procedures of work and there should be clear enumerated responsibilities.
**Building supportive relationships with colleagues**

The study sought to find out whether student leaders built mutually supportive relationships with colleagues and students across similarities and differences in the universities. In regard to above statement, the result revealed that 100 (72.5%) of the respondents agreed while 19 (13.8%) disagreed, 16 (11.6%) were undecided and three (2.2%) did not respond. This empirical evidence demonstrates the positive aspects of student leaders as supported by UNICEF (2013) that they assist in management, improving staff and student relationships, reduction in indiscipline cases, unrests and improved performance in both academic and co-curricular programmes.

**Promotion of positive communication**

In relation to communication 105 (76.1%) of the student leaders disagreed that they promote positive communication with university administration and students, 22 (16%) agreed and 11 (8%) were undecided. This implies that there is a challenge of communication among the university management, staff, students and other stakeholders in public universities. According to Standa (2007), quality management involves effective engagement with relevant stakeholders in order to gain their confidence. It also involves proper communication on the existence of any policies or procedures for assessing overall student performance. Lack of effective communication with stakeholders is a hindrance to effective implementation of future plans and projects. Ineffective communication may have impacted negatively on the provision of quality services which depend on adoption of management decisions by the stakeholders.

**Effective management of meetings**

The study sought to establish whether student leaders effectively manage and lead meetings through the use of agenda management strategies. The result showed that 78 (56.5%) of respondents agreed, 41 (29.7%) disagreed and 19 (13.8%) were undecided. This demonstrates a positive aspect of student leaders’ ability to manage and lead meetings which is an element of good communication strategies. Communication should be enhanced within meetings so that there can be a cordial working relationship within the group.

**Confidence in the capacity of individuals**

The research sought to establish whether the student leaders’ exhibit informed confidence in the capacity of individuals to organize and take action to transform their institution. The results indicated that 87 (63.1%) of the
student leaders agreed, 43 (30.1%) disagreed and eight (5.8%) were undecided. In order to lead others successfully, one need the capacity to lead oneself by exploring ways to understand and enhance the abilities for self-management and ethical decision-making. When leading others, you require the understanding of the concepts of organizational development, visioning, group dynamics, goal-setting, processes and procedures, role modeling, delegation of responsibilities and accountability. Sarua (2009) concurs that, development of the leadership capacity within higher education is to enable student leaders to build confidence and respond to challenges within the student body.

**Encouragement to engage in teamwork**

The study sought to find out whether student leaders encouraged students to engage in team and community building. In regard to teamwork, the findings revealed that 102 (73.9%) of respondents agreed while 27(19.5%) disagreed and 9(6.5%) were undecided. This demonstrates a positive aspect of students’ ability to build teamwork. According to Kouzes and Posner (2010) the ability of student leaders to inspire and motivate other students and transform them into committed contributors to the organization is the function of student leadership.

**Development of practical and realistic welfare programmes**

The study sought to establish if the student leaders developed practical and realistic welfare programs for students. The result indicated that 77 (55.8%) of respondents disagreed while 42(30.5%) agreed, 16(11.6%) were undecided and 3(2.2%) did not respond. This reveals a weak aspect of student leaders’ inability to track multiple projects in an organized and efficient manner as well as intelligently prioritize tasks.

**Utilization of students’ suggestions**

The study sought to investigate whether student leaders utilized suggestions from students to improve performance of the university. The result revealed that 90 (65.2%) of respondents disagreed while 30 (21.8%) agreed, 16 (11.6%) were undecided and two (1.4%) did not respond. Student leaders need to enhance a positive attitude on different organisational levels towards students’ proposals and establish a trusting working relationship with them. For student leaders to improve performance, consideration should also be given to provision of spaces and time to inform and consult students. In terms of the day-to -day operation, there ought to be a fair representation. Fair representation may be measured in terms of the extent to which
student leaders solicit and reflect the views of the fellow students rather than just assert their own personal opinions. This will improve their leadership credibility and effectiveness.

**Student leaders display integrity in all areas**

The study sought to find out if student leaders displayed integrity in all areas of human relationships. Results indicated that 92 (66.7%) of the respondents disagreed while 33 (23.9%) agreed, 10 (7.2%) were undecided and three (2.2%) did not respond. According to Zenger and Folkman (2002) some competency are associated with leadership effectiveness in an organization. These include character (displaying integrity and honesty), problem-solving ability, innovation, responsibility for outcomes, effective communication, concern for others’ development, collaboration, ability to champion change and ability to relate well to outside stakeholders.

**Demonstration of flexibility**

The study sought to find out whether student leaders demonstrate flexibility by adapting to different situations. Results showed that 90 (65.2%) agreed while 25 (18.1%) disagreed and 23 (16.7%) were undecided. This implies that most of student leaders have the ability to adapt to different situation within the university. Universities exist in a changing environment; campus life is dynamic and students needs and interests keep on changing. This is in line with Kamugisha (2013) who affirms that as the internal and external environment changes, leadership tactics need also to be revolutionized to enable student leaders to design new strategies that assist students to adapt to the changing environment. Student leaders having the serious responsibility of being the voice of their peers must hone their leadership qualities in order to bring about positive changes and serve as role models whom other students can emulate.

**CONCLUSION**

The result revealed moderate level of leadership skills among respondents as 56.3% of student leaders exhibited adequate leadership competence to organize welfare activities to transform their institutions while 43.7% did not. Inadequate leadership skills implies that some of student leaders are unable to discharge their duties effectively which has translated to ineffectiveness in some areas like developing realistic welfare programs and promoting effective communication between students and university administration. The study concluded that in institutions of higher learning, student leaders are not fully
empowered to effectively perform their leadership tasks.

RECOMMENDATION
Arising from the findings of the study, the following recommendation is proposed;
There is need to empower the student leaders by inculcating skills through induction and training. This is by developing a student leaders’ training manual that covers all areas of interest dealing with student leadership. Formal and regular training before and after an election is required to equip student leaders with knowledge, skills and attitude that they require to become active in their campus and community.
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