THE CONTRIBUTION OF STUDENT LEADERS TO THE LEADERSHIP AND MANAGEMENT OF INSTITUTIONS OF HIGHER LEARNING IN UGANDA: A CASE STUDY OF MAKERERE UNIVERSITY

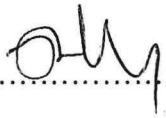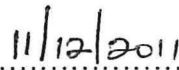BY

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DECEMBER, 2011

DECLARATION

I, Billy Janet, hereby declare that this is my own work. It has not been submitted to any University or Institution of Higher Learning for any academic award.

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APPROVAL

This dissertation submitted by Billy Janet has been prepared under my supervision and hereby recommend that it be accepted as satisfying the dissertation requirement for the degree of Master of Education in Policy Planning and Management

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Mr. Enosi Ssemanda

Supervisor

...... 13ᵗʰ December, 2011 ......

Date

DEDICATION

This work is dedicated to my dear husband Daniel K. Mulindwa and my beloved daughter Victoria Zorah Nabakooza.

ACKNOWLEDGEMENT

My greatest appreciation goes to God the Almighty who has been so kind to me throughout my life. It is purely by His Grace that I have come this far.

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I know I cannot exhaust all of them, but by these lines, may they all know that I am doubly grateful for their contribution and support. God bless you all.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

Page

ABSTRACT

Institutions of higher learning are expected to develop their students for future leadership. However, few empirical investigations have been conducted thus giving impetus to this research. The purpose of this study was to explore the contribution of student leaders to the leadership and management of Makerere University, Kampala.

Data for the study was collected from the Dean of Students, 3 Wardens, and 43 student guild leaders using questionnaires and interview guide. It was computed using SPSS10 and analyzed both qualitatively and quantitatively. the objective of this study was to explore the role of student leaders towards the smooth leadership of the University.

Among the findings was that student leaders' involvement in the policy formulation and the management of student affairs ensures good representation, commitment to decisions taken, and offers a healthy leadership environment in the University. The study concludes that the interest of the students once not represented can be costly so involving them means reducing the costs and events like strikes.

Therefore, it is recommended that more research should be done on the role of student leadership causing student unrests in Institutions of Higher Learning. This study should be done because the present study indicated that sometimes students Involvement in policy implementation is counterproductive. A similar study should be conducted in a Private University because the present study was done in a Public University therefore its conclusions may not be validly generalized to the Private University setting.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

In this chapter a detailed justification (theoretical, contextual, conceptual perspectives) for the study, the statement of the problem and the purpose the study were outlined. Then significance and scope of the study are also explained. It further delved into an explanation of the key terms.

For this study, student leadership was understood to be a trust and responsibility the students' body entrust to some few members amongst them for the purpose of representation to the University leadership. Student involvement was therefore used to refer to the input of the student's body (those to whom they have entrusted the responsibility of voicing their plea). It implies involving students in meaningful ways both in and beyond the lecture room. It is providing opportunities for students to demonstrate their talents, skills, and interests while continuing to develop new skills. It is also about giving students more ownership of the programs they attend and the institution they belong to.

1.2 Background to the study

1.2.1 Theoretical background

Leadership has been defined in many perspectives. In the student perspective, leadership is defined as a trust, (a psychological contract between a leader and

his followers where the former will try his best to guide the latter, and protect and treat them justly, (Baker, 1997). Leadership is a process of inspiring and coaching voluntary followers in an effort to fulfil a clear as well as shared vision. Leadership, then, entails a strong adherence to principles that are geared towards serving the people, (Guimba, 2011). This becomes more meaningful when stakeholders play a participative role in deciding on the issues that concern them.

Armstrong (2004) defines leadership as the influence, power and the legitimate authority acquired by a leader to be able to effectively transform the organization through the direction of the human resources, which are among the most important assets, leading to the achievement of desired purpose. This can be done through the articulation of the vision and mission of the organization at every moment, and influence the staff to define their power to share this vision.

Shashkin (2003) describes this type of leadership as visionary leadership. He further points out that the concept of leadership that matters is not limited to those at the top of the organization/institution, for instance the Vice Chancellor, University Secretary, Chairperson of Council, among others, but depends on certain characteristics of the leader. In the above regard therefore, student leaders also offer paramount services in management of institutions.

Student leaders do not only serve as a link between students and administrators but they also give feedback. Students' leadership can be relevant if students have innovative and constructive ideas which the authorities are called on to respect.

Thus, leadership incorporates the accomplishment of the task, which is the organizational requirement. Maicibi, (2003) contends that, without a proper leadership style, effective performance cannot be realized in schools. Even if the school has all the required instructional materials and financial resources, it will not be able to use them effectively, if the students are not directed in their use, or if the teachers who guide in their usage are not properly trained to implement them effectively (Maicibi, 2003). Since policy has been defined as guidelines of an organization (Owolabi, 2006), this points to the need for appropriate policies that are properly implemented. In turn, this means that for educational institutions to be effective, the implementing agents of their policies and the groups of persons that are likely to be affected by these policies have to accept them.

1.2.2 Contextual Background

Educational leadership and management in institutions of higher learning are very important in the economic, political and educational sectors of Uganda. It is therefore necessary to look into the situation of the education system in

Uganda. Particularly, the role of students in the leadership and management of higher learning institutions is worth pursuing. Today, the increasing multicultural situation of higher institutions of learning in Uganda makes this need more pronounced than ever before. This is so because Uganda's Institutions of higher learning continue to attract students from other countries in East Africa as their destination for learning (Afful-Broni, & Noi-Okwei,2010).

Established in 1922, Makerere University has metamorphosed from a simple Technical College to Uganda's flagship national higher education institution. The University boasts of an estimated population of about 40,000 students, enrolled in twenty-two faculties (Wikipedia, 2010). At its inception, the University (a college at the time) was mandated to train a cadre of Africans (in East and Central Africa) that would help in the colonial leadership machinery (Tiberondwa, 1998; Ssekamwa, 1998). Indeed, over the years, the University has had a vibrant students' guild and many of its past members like Julius Nyerere, Benjamin Mkapa, and Mwai Kibaki among others took on highly placed leadership positions in East Africa and beyond. In the recent past, Makerere has undergone numerous transformations possibly with significant contribution of the student leadership in the transformation.

In the context of the study therefore, which was concerned with the role of student leaders in the formulation and implementation of policies in their institutions, it was noted that the student leaders are part of the people that might be affected by the same policies (i.e. policy publics). For example, student leaders may participate in the making of rules and yet they are also expected to comply with the requirements of the same rules.

For the smooth running of any institution of higher learning, greater involvement of students' leadership is of utmost importance. At the levels of policy formulation and implementation, students' input is key. But to access useful input requires that the quality of student leaders be good enough. In due course, not only will academic performance of the institution improve but also the day to day management and running of the institution. In the process, not only is the leadership of the institution smoothened but also students are trained into better leaders/managers.

1.2.3 Conceptual Background

According to the Government Education White Paper on Education (1992), one of the main objectives of institutions of higher learning in Uganda is the training of future political and civic leaders. Besides providing their students with study program was in the areas of leadership, these institutions also provide the students with an opportunity to participate in leadership activities

through students' guilds, clubs and disciplinary and identity-based associations like *"Baganda Nkoba Za'mbogo"* and Uganda Medical Students Association. Though this involvement arises out of the students' right to representation in the making and implementing of decisions that might affect them, the involvement is also intended to provide the students with a training ground in the areas of leadership, in these institutions and in the future, as organizational, civil society and political leaders.

Mass education at tertiary education level, however, may require new leadership approaches in order to enhance efficiency and effectiveness. Improved efficiency is needed and can be achieved through management reforms; raising the learner-teacher ratio, increasing teachers' time on task, reducing repetition and improving accountability (Nsubuga, 2003). Twenty five percent or more of studying days may be lost each year in poorly managed higher institutions of learning. Leadership at work in education institutions is thus a dynamic process where an individual is not only responsible for the group's tasks, but also actively seeks the collaboration and commitment of all the group members in achieving group goals in a particular context. Leadership in that context pursues effective performance in schools, because it does not only examine tasks to be accomplished and who executes them, but also seeks to include greater reinforcement characteristics like recognition, conditions of service and morale building, coercion and remuneration (Balunywa, 2000).

1.2 Problem statement

In today's climate of heightened expectations, administrators of institutions of higher learning need to ensure collective input of all stakeholders if they are to come up with relevant and meaningful decisions and policies that see to the day to day healthy running of the institution. They are expected to broker the often conflicting interests and needs all stakeholders to ensure a smooth administration. Student leaders constitute one element of stakeholders as mandated by the Universities and other Tertiary Institutions Act 2001. However, anomalies in the University administration, often resulting into various forms of student bred unrest have continued to thrive in Makerere University on the basis of neglect of students' input (Ahimbisibwe, 2010; Sseremba, 2009). Often times, the disharmony has had adverse effects on university processes that have raised questions as to whether the students leaders ever take a part in the University administration. The state of affairs has tended to breed a semblance of discontent and unrest which manifests itself time and again leaving the university administration always wanting.

1.3 Purpose of the Study

The purpose of the study was to establish the relative contribution of students to the leadership and management of Makerere University.

1.4 Objectives of the Study

The study was guided by the following objectives:

i) To establish the purpose of student leaders in the management of student affairs at Makerere University.

ii) To explore the role of student leaders in the formulation of policies at Makerere University.

iii) What are the relative effects of student leaders' activities on policy implementation at Makerere University?

1.5   Research Questions

The following research questions were investigated and guided the study.

i) What is the purpose of student leaders' involvement in the management of student affairs at Makerere University?

ii) What role do student leaders play in the formulation of policies at Makerere University?

iii) To what extent do student leaders' activities impact on the implementation of policies at Makerere University?

1.6   Significance of the study

The study informed the efforts to increase the effectiveness of leadership development among students at Makerere University. Managers of other higher education institutions in the country will also find the study useful, since they are also involved in the training of students for future leadership. In a broader

8

sense, educational policy makers, educational planners, scholars and officials of the National Council for Higher Education and Directorate of Education Standards (DES) will also find the study beneficial. This is expected to happen in such a way that the study could alert the various categories of people to any inadequacies in leadership training. The study will further help the various categories of people to appreciate that the purpose of student involvement is for establishing better channels of communication, fuller representation and hence a smoother University leadership. In relation to this, the study enriches theory development. For, in calling for the involvement of student leaders, the study demonstrates the usefulness of the theory of participative leadership hence giving more meaning to the concept of leadership.

1.7   Scope

The study was conducted in Makerere University. Makerere was purposely selected by virtue of its being the oldest public university in the country. Secondly, it also has a vibrant students' leadership body that has continued to breed influential leaders throughout its existence. Makerere University has also seen a lot of unrest most of which has had a link to misrepresentation of student issues. Again its accessibility helped to make data collection relatively easy. Data was collected in the last quarter of 2010 and focus was given to the role that students play in the formulation of policies, their implementation and management of student affairs. The study in its coverage was limited 1 year

period (activities of the then current regime of student leaders) and was restricted to the contribution of student leaders towards the smooth management of the entire University.

1.9 Conceptual framework

The framework (diagrammatized below) was developed to help conceptualize the purpose of the study (the relative contribution of student leaders to leadership and management of Makerere University).

```
┌──────────────┐    student            ┌──────────────────┐
│              │  leaders input/feedback │                  │
│ Student      │ ───────────────────────▶│ University       │
│ leaders      │ ◀────────────────────── │ Administrators   │
│              │   Feedback/consultations│                  │
└──────────────┘                         └──────────────────┘
                       Leadership is
                       Participatory
                   ┌──────────────────┐
                   │ Smooth leadership│
                   │ and management   │
                   │ of the University│
                   └──────────────────┘
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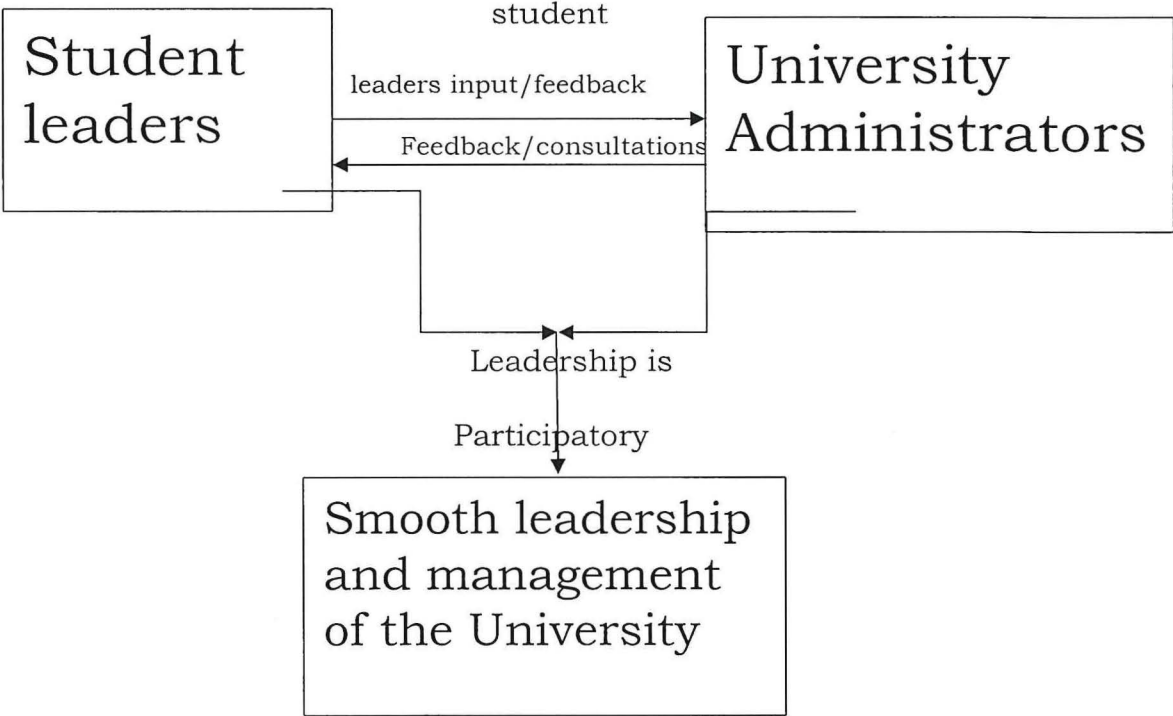
In this framework, the kind of administration and leadership that shares views/ideas/input tends to result into a smooth, chaos free environment. When student leaders are allowed to input their ideas on various issues in

policy making, they feel more involved. Again, when management consults the students' body through their leaders, participation is exercised and feedback between the two groups creates excellent communication. The end result is a smooth leadership environment.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In order to establish the contribution of students to the leadership and management of Makerere University, there was need for a thorough survey of literature on the issue. This chapter explores the literature that relates to the study for purposes of allowing deeper insight and understanding of the issue. It is divided into three sections, namely, purpose of student leaders in the management of student affairs; role of student leaders in policy formulation; and effect of student leaders' activities on policy Implementation.

2.2 Purpose of the Involvement of Student Leaders in the Management of Student Affairs

According to the Universities and other Tertiary Institutions Act, 2001, students have a role to play in the management of their institutions. Specifically, the Act stipulates that students are entitled to be represented in their Institutions' Management Committees, especially those that make and implement decisions that could affect the students in very direct ways. Subsequently, higher education institutions in Uganda provide for the representation of students on their decision making and implementing committees. Indeed, in Makerere University, students elect their leaders at

various levels and, depending on their level, the leaders sit on various committees of the University.

Makerere University is one of the institutions of higher learning with a vibrant student leaders' forum. Nevertheless, a disturbing dilemma is that the University continues to face student affairs related tensions, despite the fact that the students are 'represented' in the management of these affairs. In Makerere and other universities, the dilemma of students causing unrest when they are included on their universities' management committees with the view of averting such unrest has brought the purpose of student leaders to question. In fact, some of the university managers have expressed concern that the student leaders in their institutions put overriding interest on causing unrest and that is why they sometimes expel them when tensions arise between the leaders and the managers (Businge, 2010).

Aikman and Unterhalter, (2005) maintained that although Universities and other Tertiary Institutions Act, 2001 recognized the provisions requiring the representation of students on their universities' management committees; it was not clear on the purpose of their representation. It only indicates that students have to be represented, leaving the purpose for which they are represented unarticulated. They maintained that the Act should be very clear to articulate the purpose and mode of operation for students' leaders as they take part in their institutions' leadership.

2.3 Role of Student Leaders in Policy Formulation

Formally defined, policy refers to the dos and don'ts of an organization (Owolabi, 2006). This suggests that, keeping other factors constant, policy influences everything in the life of an organization. In the context of the study, which is concerned with the contribution of student leaders in the leadership and management of institutions of higher learning in Uganda, Ssempebwa (2006) notes that majority of the conflicts between the student leaders (and the student in general) and the managers of their institutions have been related to policy issues, with students resisting policies that have been decided on by the managers.

Ssempebwa (2006) further observes that the same students that rebel against their institutions' policies are supposedly represented in the meetings where these policies are proposed, debated and adopted for implementation. Upon critical consideration, this irony presents two possibilities, he noted. First, it suggests that the student leaders may not be actually represented in the making of the policies that govern their institutions, despite the presumption that they are basing on the Universities and other Tertiary Institutions Act, 2001, which provides for their representation. Second, it also suggests that the student leaders may be passive in the policy making processes, despite being represented at the various policy making committees. Similarly, it is possible

14

that their views are submerged by the rest of the members on the council or its committees.

Nsubuga (2008) observes that it is important to understand the actual role that the student leaders play in the making of their institutions' policies. Information on this could be useful in understanding the irony of student resistance against their institutions' policies despite being represented in the committees that make the policies. However, that this information is generally inadequate. He went on to highlight that besides being very few, past researchers on student leadership in the country have primarily focused on student representation but not what these representatives actually do when it comes to the formulation of their institutions' policies. It is possible to think of situations in which delegates to policy making committees are passive.

2.4 Effect of Student Leaders' Activities on Policy Implementation

Sseremba (2009) and Komives (1994) assert that the effect of the leaders on the implementation of these policies is equally important. This is because these student leaders are usually influential among their fellow students and could, therefore, make or mar policy implementation, irrespective of whether they were involved in the formulation of the policies or not. Hence the question of what is the role of the student leaders in the implementation of their institutions' policies arises. It is important to understand as to whether these leaders have helped or affected the implementation of policies, so that relevant

actions are undertaken. This is especially true when it is taken into account that many institutional policies have not realized successful implementation and students have been ostensibly blamed for their failure, albeit without arraigning evidence of how this has been the case. This points to the possibility of the role of student leaders, or lack of it, being used as a scapegoat to explain away policy failure when in fact it is not true that it is the students failing policies, something that needs to be well understood. In particular, the researcher is interested to understand the role of student leaders in policy implementation success and failure.

A compelling body of literature (including Owolabi, 2006; Armstrong, 2004; Brooks, 1999) argues that the cooperation of the publics of a policy enlisted through their leaders is key to policy success and that the lack of it could lead to policy failure. Indeed, according to Ssempebwa (2006), this is one of the main justifications underlying representative democracy in the management of educational institutions. Clearly, the proposition of these scholars is plausible. Nevertheless, in the case of the effectiveness of policy implementation in Uganda's institutions of higher learning, available literature does not disaggregate the role of student leaders in policy success and failure. Even where students are reported to be resisting the implementation of policies in their institutions the literature falls short of pinpointing how the student are actually contributing to the failure of the policies. Besides, even where the

policies are being successfully implemented, the literature does not segregate the contribution of student leaders to such success, yet it would be useful to know so that relevant attributes in those particular policies are replicated for the effectiveness of even more policies at the institutions.

CHAPTER THREE

METHODOLOGY

3.1   Introduction

This chapter presents the approach in methodology that was used to achieve the set objectives. It deals with the research design, population, sample size and selection, data collection method and instruments, validity and reliability of the instruments, research procedure and data analysis.

3.2   Research design

The study was carried out using both quantitative and qualitative methods. A descriptive survey design was employed to investigate the research questions. The design was chosen because the study was interested in establishing the nature of the situation when student leaders are involved in the leadership and management of an institution of higher learning. It takes into account the opinions, attitudes and feelings of the people interviewed. Both approaches were best suited to establish the relationship between the variables (students leadership and university management). In this research approach, the use of questionnaire and interview guide was paramount.

3.3   Population and Sample

The study was conducted in the oldest higher institution of learning in Uganda, Makerere University. The population of the study included the student leaders

(members of the students' guild – 46), the Dean of students and 6 wardens, making the total population 53. From these a sample of 47 respondents was selected. The sample of study is supported by Krejcie and Morgan (1970)'s sample size estimation table. The student leaders were particularly targeted because they are representatives of the student populations at the university, especially with regard to the issue of leadership. The dean and wardens of the university were interviewed in the study, because they are directly in charge of the students' affairs. Information about the sample of respondents is given in the following subsections.

3.3.1 Gender of student respondents

Table 1: Frequencies and percentages for the gender of the student respondents.

Gender	Frequency	Percent
Male	24	51.1
Female	23	48.9
Total	**47**	**100.0**

The majority (51.1%) of the student respondents were males.

3.3.2 Distribution of Respondents by Age

Figure 1: Bar graph showing age group distribution of the student respondents

19
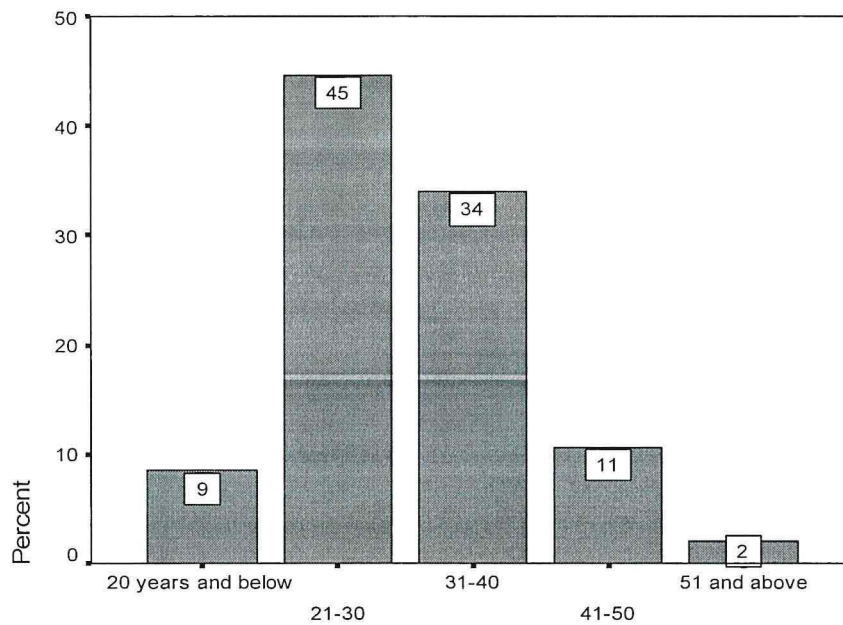
Most of the students were in the age range of 21-30 and 31-40 constituting 45% and 34% respectively. Those aged 51 and above were only 2%.

3.3.3 Respondents' Level of Education

PIE CHART SHOWING EDUCATION LEVEL OF THE RESPONDENTS

Masters 7%

Certificates 17%

Diplomas 30%
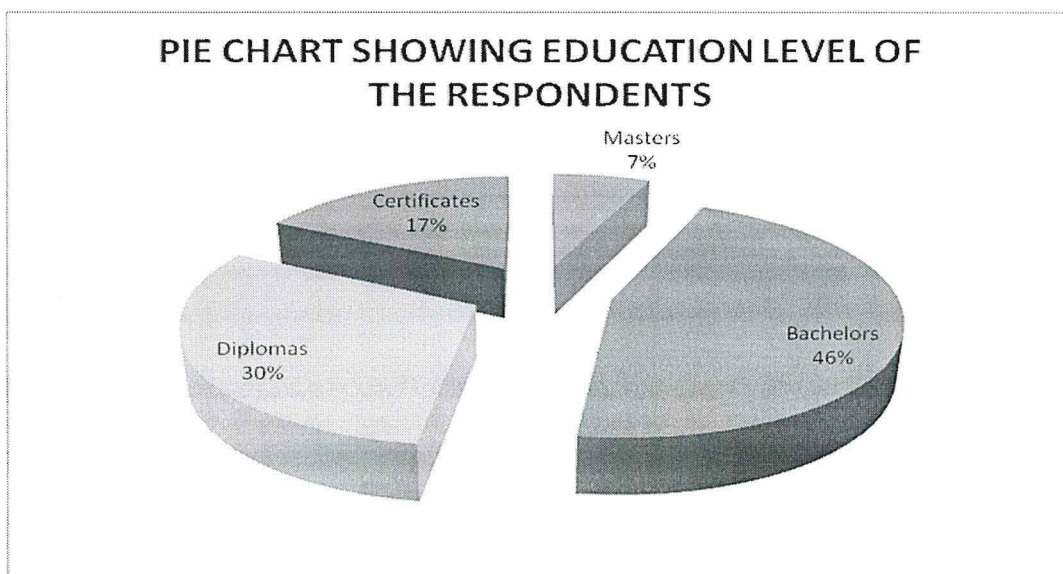
Bachelors 46%

Most of the students were Bachelors and Diploma holders with (46%) and (30%) respectively. Only (7%) of them had master degrees.

3.3.4 Duration of service

Figure 3: Bar graph showing duration of service in the university
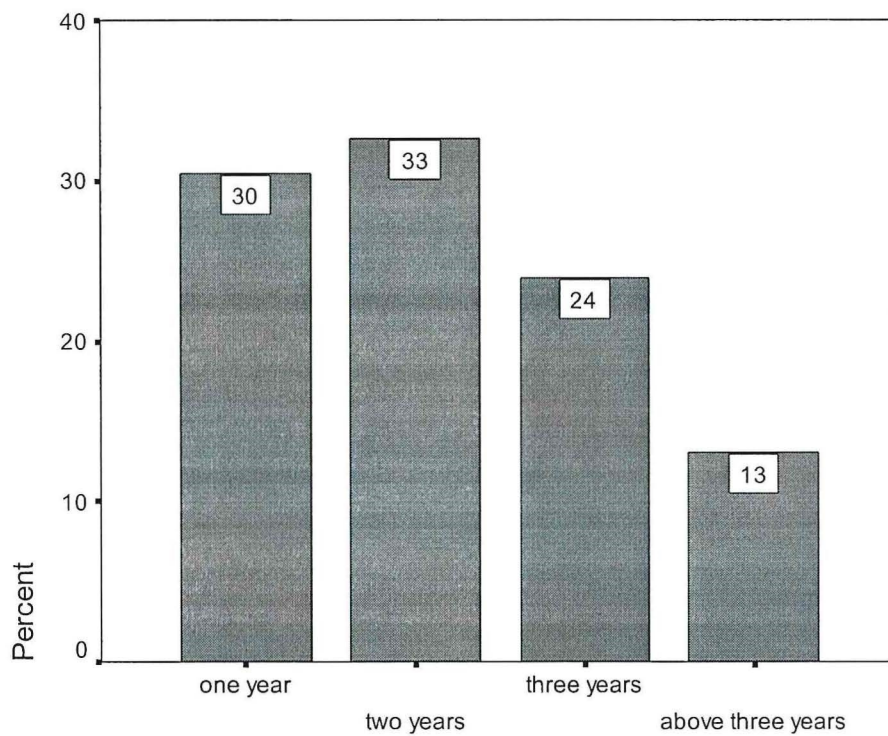
Majority (63%) of the managers had served in the University for one to two years constituting (30.4%) and (32.6%) respectively. Only (13%) of them had served for above three years.

3.4 Instruments

Data was collected using two structured self administered questionnaires. One questionnaire helped to collect data from students' leaders and another from

University Dean and wardens of Makerere University. The instruments were self-administered questionnaires. These two instruments were jointly conducted with the respondents so as to acquire more information for this study. In addition the researcher reviewed various policy documents relating to the study.

3.5 Validity and reliability of instrument

The validity of the instrument was established by face validity and construct related evidence. Reliability of the instruments was established using Cronbach's alpha internal consistency to be 0.83.

3.6 Research Procedure

The researcher obtained a letter of introduction from the Department of Educational Planning and Management at Kyambogo University to introduce her to Makerere University authorities. Permission was obtained from the office of the Dean of students to conduct the study in the University. The researcher explained the purpose of the research to the respondents (students) as purely academic and assured them to handle their responses with utmost confidentiality. She then administered the questionnaires. After data collection, data were checked for errors and organized for analysis. Draft reports was written and submitted to the supervisors for assessment before a final report was submitted to the Graduate School.

3.7 Data analysis and presentation

All data from the filled questionnaires was compiled, sorted, classified and then entered into the computer for analysis. This involved the use of Statistical Package for Social Scientists (SPSS) version 10 for data processing. Data analysis involved the use of descriptive statistics (frequencies and percentages).

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

In this chapter, the research findings are presented and interpreted. The purpose of the study was to establish the relative contribution of students to the leadership and management of Makerere University. It was guided by three objectives namely; i) to establish the purpose of the involvement of student leaders in the management Makerere University, ii) to explore the role of student leaders in the formulation of policies at Makerere University and iii) to examine the relative effects of student leaders' activities on policy implementation at Makerere University. The findings are presented objective by objective. The interview guide was used to triangulate the information given in the questionnaires.

4.2 Objective One: The purpose of involving student leaders in the management of the university.

Table 2: Frequencies and percentages for item I and 2 of objective one.

Item	Level	Frequency	Percentage	Cumul %
The purpose of involving students' leaders in the management is to ensure the representation of other students' views on issues of concern to them	s/ disagree	4	8.9	8.9
	disagree	4	8.9	17.8
	s/agree	21	46.7	64.4
	agree	16	35.6	100.0
	Total	**45**	**100.0**	
The students are involved in the affairs because they are the customers of the university	s/ disagree	8	17.8	17.8
	disagree	8	17.8	35.6
	uncertain	10	22.2	57.8
	s/agree	13	28.9	86.7
	agree	6	13.3	100.0
	Total	**45**	**100.0**	

Most of the students were in support of the statement that the purpose of involving students' leaders in the management was to ensure the representation of other students' views on issues of concern to them. 46.7% of them strongly agreed with the statement and 35.6% of the respondents agreed with the statement. Only 17.8% of them were in disagreement with the statement.

In the same way, the output above shows that 42.2% of the students were in agreement with the statement that the students are involved in the affairs

because they are the customers of the University. On the same note, 28.9% strongly agreed and 13.3% of them agreed. However, up to 22.2% of them were not certain about the statement.

The results from the interview of the student leaders were in agreement with the findings from the questionnaires.

Table 3: Frequencies and percentages for items 3 and 4 of objective one.

Item	Level	Frequency	Percentage	Cumul %
The interest of the students once not represented can be costly so involving them means reducing the costs and events like strikes	s/ disagree	6	12.8	12.8
	uncertain	2	4.3	17.0
	s/agree	24	51.1	68.1
	agree	15	31.9	100.0
	Total	**47**	**100.0**	
The purpose of involving the students' leaders in management is to negotiate terms on behalf of students to management	s/ disagree	6	12.8	12.8
	disagree	6	12.8	25.5
	uncertain	11	23.4	48.9
	S/agree	11	23.4	72.3
	agree	13	27.7	100.0
	Total	**47**	**100.0**	

The majority (83%) of the students agreed with the statement that the interest of the students once not represented can be costly and that involving them meant reducing the costs and events like strikes. From the above analysis, we can also see that the majority (51.1%) of the students were in support of the

statement that the purpose of involving the students' leaders in management was to negotiate terms on behalf of students with management. However, up to 23.4% of them were uncertain about the statement. This means that some students were not aware of the purpose of the student leaders.

Table 4: Frequencies and percentages for items 5 and 6 of objective one.

Item	Level	Frequency	Percentage	Cumul %
The students' leaders are involved in the affairs just to please them	s/disagree	16	36.4	36.4
	disagree	15	34.1	70.5
	uncertain	4	9.1	79.5
	s/agree	2	4.5	84.1
	agree	7	15.9	100.0
	Total	**44**	**100.0**	
Management involves the students in the management of university because they are part of the stakeholders in the university	s/disagree	6	13.0	13.0
	disagree	8	17.4	30.4
	uncertain	12	26.1	56.5
	s/ agree	10	21.7	78.3
	agree	10	21.7	100.0
	Total	**46**	**100.0**	

The majority (70.5%) of the students were in disagreement with the statement that students leaders are involved in the affairs just to please them. This means they believed that there was a purpose for which the student leaders were constituted. Similarly, it can be seen that 26.1% of the students were uncertain about whether management involves the students in the

27

management of the University because they are part of the stakeholders in the university or not. However, 42.1% of them supported the statement. The remaining 30.4% did not support the statement.

Table 5: Frequencies and percentages for items 7, 8 and 9 of objective one.

Item	Level	Frequency	Percentage	Cumul %
Students' leaders are involved in the management of the university because the university and other tertiary institutions act 2001 requires it	s/disagree	1	2.2	2.2
	disagree	10	21.7	23.9
	uncertain	13	28.3	52.2
	s/agree	10	21.7	73.9
	agree	12	26.1	100.0
	Total	**46**	**100.0**	
Students are included in the management for the purpose of attaining good will for the university but in actual sense their views are not considered	s/disagree	5	10.9	10.9
	disagree	10	21.7	32.6
	uncertain	3	6.5	39.1
	s/agree	12	26.1	65.2
	agree	16	34.8	100.0
	Total	**46**	**100.0**	
Airing out the concern of the ordinary student is the main reason why students leaders are involved in the management	s/disagree	2	4.4	4.4
	disagree	6	13.3	17.8
	uncertain	4	8.9	26.7
	s/ agree	16	35.6	62.2
	agree	17	37.8	100.0
	Total	**45**	**100.0**	

28

The above analysis shows that 28.3% of the students were not certain about the statement that Students' leaders were involved in the management of the university because it is the legal requirement of the university and other tertiary institutions act 2001. However, 47.8% of them were in agreement with the statement. This also shows that some students were not well informed about the purpose for which the student leaders are in place.

The majority (60.9%) of the students were in agreement with the statement that students were included in the management for the purpose of attaining good will for the university but in actual sense their views were not considered. This implies that most of the students felt that the roles of the student leaders were very limited in the management of the University. Only 32.6% of them did not support the statement.

The majority (73.4%) of the students were in support of the statement that airing out the concern of the ordinary student was the main reason why students' leaders were involved in the management. Only 17.7% of them did not support the statement. This means that most of the students were aware of this concern of the student leaders. Other views of the students were that management involved student leaders in management to lie to the students that they were concerned about their views in the University management.

They also reported that involving students in the management of the University helps to reduce load of roles and activities in management. Involving students in the management of the University also helped to give students the chance to express the devastating obstacles by the administration but not to show some threats that worked down the students' thirst for freedom of expression and their rights.

From the interviews conducted with some members of the guild council, the stress was on articulating those elements on how students would like to have those issues of concern to them to be handled by the administrators as the purpose of the involvement of student leaders in the management of the university. They assert that many issues are either misinterpreted or not given due concern a thing which does not go well with them.

4.3 Objective 2: The role of the student leaders in the formulation of policies in university

Table 6: Frequencies and percentages for items 1 and 2 of objective two.

Item	Level	Frequency	Percentage	Cumul %
Negotiating is one of the roles played by student leaders in the formulation of policies at universities	s/disagree	1	2.2	2.2
	disagree	13	28.9	31.1
	uncertain	6	13.3	44.4
	s/agree	9	20.0	64.4
	agree	16	35.6	100.0
	Total	**45**	**100.0**	
Student leaders play the role of explaining the policies of the universities	s/disagree	4	8.5	8.5
	disagree	6	12.8	21.3
	uncertain	8	17.0	38.3

to their fellow students	s/agree	14	29.8	68.1
	agree	15	31.9	100.0
	Total	**47**	**100.0**	

From the above analysis, it can be seen that most (55.6%) of the students were in agreement with the statement that negotiating is one of the roles played by student leaders in the formulation of policies at the university. Up to 31.1% of them did not support the statement.

The majority (61.7%) of the students were in support of the statement that student leaders played the role of explaining the policies of the university to their fellow students. Only 21.3% of them did not support the statement. This implies that the student leaders were serving this purpose fairly well.

Table 7: Frequencies and percentages for items 3 and 4 of objective two.

Item	Level	Frequency	Percentage	Cumul %
The student leaders play the role of information dissemination to the different stakeholders like the parents and the community	s/disagree	3	6.5	6.5
	disagree	10	21.7	28.3
	uncertain	20	43.5	71.7
	s/agree	8	17.4	89.1
	agree	5	10.9	100.0
	Total	**46**	**100.0**	
Student leaders participate in the process of discussing the policies	s/ disagree	6	12.8	12.8
	disagree	5	10.6	23.4
	uncertain	16	34.0	57.4

	s/ agree	3	6.4	63.8
	agree	17	36.2	100.0
	Total	**47**	**100.0**	

From the above analysis, it can be seen that up to (43.5%) of the students were uncertain about the statement that the student leaders played the role of information dissemination to the different stakeholders like the parents and the community. Only 28.3% of them were in agreement with the statement. The implication of this is that a good proportion of the students did not know whether such services are offered by the student leaders.

The above analysis showed 42.6% of the students in support of the statement that student leaders participate in the process of discussing the policies whereas 34% of them are not certain about this. The implication of this is that a good proportion of the students did not know whether student leaders were involved in discussing policy issues of the University or not.

Table 8: Frequencies and percentages for items 5 and 6 of objective two.

Item	Level	Frequency	Percentage	Cumul %
Student leaders act as a link between the parents or guardians and the university administrators	s/disagree	6	13.6	13.6
	disagree	15	34.1	47.7
	uncertain	9	20.5	68.2
	s/ agree	10	22.7	90.9
	agree	4	9.1	100.0
	Total	**44**	**100.0**	

Student leaders play a role of representing the students on committees that govern the university	s/disagree	3	6.4	6.4
	disagree	3	6.4	12.8
	uncertain	12	25.5	38.3
	s/ agree	8	17.0	55.3
	agree	21	44.7	100.0
	Total	**47**	**100.0**	

The above analysis shows that 47.7% of the students were in disagreement with the statement that student leaders act as a link between the parents or guardians and the university administrators and 20.5% of them were uncertain about this statement. This means that the student leaders did not play a sufficient role in this aspect of responsibility. As far as governing the University is concerned, 61.7% of the students were in support of the statement that student leaders play a role of representing the students on committees that govern the university. Only 12.8% of the students did not support the statement.

Table 9: Frequencies and percentages for items 7, 8 and 9 of objective two.

Item	Level	Frequency	Percentage	Cumul %
Student leaders help in the interpretation of the policies to the fellow students because they participate in their formulation	s/disagree	5	10.6	10.6
	disagree	5	10.6	21.3
	uncertain	7	14.9	36.2
	s/ agree	10	21.3	57.4
	agree	20	42.6	100.0
	Total	**47**	**100.0**	
The students' leaders play a role of organizing students' events related policies in the university	s/disagree	2	4.3	4.3
	disagree	4	8.7	13.0
	uncertain	8	17.4	30.4
	s/ agree	13	28.3	58.7
	agree	19	41.3	100.0
	Total	**46**	**100.0**	
The student leaders are used as spies by management of the university	s/ disagree	14	29.8	29.8
	disagree	4	8.5	38.3
	uncertain	12	25.5	63.8
	s/ agree	10	21.3	85.1
	agree	7	14.9	100.0
	Total	**47**	**100.0**	

The above analysis shows that 63.9% of the students were in agreement with the statement that student leaders help in the interpretation of the policies to the fellow students because they participate in their formulation. Only 20.6% of them were in disagreement with the statement. This means that this role was being played well according to most of the students.

The majority (69.6%) of the students were in agreement with the statement that the students' leaders play a role of organizing students' events related policies in the University. Only 13% of them are in disagreement with the statement.

From the Table 9 above, it was observed that 38.3% of the students were in disagreement with the statement that the student leaders were used as spies by management of the university, 25.5% of them were not sure about this and up to 36.2% of them are in support of the statement. This implies that a good proportion of the students did not have trust in their leaders.

Other suggestions from the students were that the University should not use divide and rule method but instead ought to have the opinion of the student leaders.

Student leaders interviewed conceded that negotiation of better terms with the university administration was their key role. They also stipulated that they receive, organize and discuss students' views before they present them to the administration. Student leaders interviewed also considered it their role interface between the students' body and the administration to enable the two sides speak the same language as their role.

4.4 Objective Three: The effect of student leaders' activities on policy implementation

Table 10: Frequencies and percentages for items 1 and 2 of objective three.

Item	Level	Frequency	Percentage	Cumul %
The activities of student leaders sometimes delay the policy implementation in the university	s/ disagree	4	8.5	8.5
	disagree	9	19.1	27.7
	uncertain	13	27.7	55.3
	s/ agree	7	14.9	70.2
	agree	14	29.8	100.0
	Total	**47**	**100.0**	
The activities of student leaders speed up the policy implementation exercise in the university	s/ disagree	4	8.5	8.5
	disagree	8	17.0	25.5
	uncertain	9	19.1	44.7
	s/agree	10	21.3	66.0
	agree	16	34.0	100.0
	Total	**47**	**100.0**	

Up to 44.7% of the students were in support of the statement that the activities of student leaders sometimes delay the policy implementation in the university. However, 27.7% of them were in disagreement with this statement leaving the rest uncertain about the statement. Thus there was need for the student leaders to justify the cause of such delays.

From the above analysis, it was seen that the majority (55.5%) of students were in support of the statement that the activities of student leaders speed up

the policy implementation exercise in the university. However, 19.1% of them were not certain about this, the rest did not agree with the statement.

Table 11: Frequencies and percentages for items 3, 4 and 5 of objective three.

Item	Level	Frequency	Percentage	Cumul %
Activities of student leaders create a conflict between management of the university and the students' community	s/disagree	10	21.3	21.3
	disagree	9	19.1	40.4
	uncertain	1	2.1	42.6
	s/ agree	16	34.0	76.6
	agree	11	23.4	100.0
	Total	**47**	**100.0**	
Student leaders' activities sometimes result in strikes that delay policy implementation	s/ disagree	3	6.4	6.4
	disagree	3	6.4	12.8
	uncertain	6	12.8	25.5
	s/agree	21	44.7	70.2
	agree	14	29.8	100.0
	Total	**47**	**100.0**	
Some policies are constrained by the inadequacy of students' representation	s/ disagree	4	8.5	8.5
	disagree	5	10.6	19.1
	uncertain	10	21.3	40.4
	s/agree	11	23.4	63.8
	agree	17	36.2	100.0
	Total	**47**	**100.0**	

The majority (57.4%) of the students were in agreement with the statement that the activities of student leaders create a conflict between management of the university and the students' community. However, 40.4% of them did not support the statement. This calls for the need to streamline the roles and

activities of the student leaders and make them clear to them to clarify the above perception.

From the above table, it can be seen that the majority (74.5%) of the students were in agreement with the statement that student leaders activities sometimes result in strikes that delay policy implementation.

The majority (59.6%) of the students were in agreement with the statement that some policies were constrained by the inadequacy of students' representation. Only 19.1% of them were in disagreement with the statement. The rest were uncertain about this. This means that the management of the University needed to include the student leaders in all the policy making bodies in the University. The other suggestion was that student leaders' activities help to make policies that are student friendly.

On the effect of the activities of student leaders on policy implementation, guild members interviewed boasted of very successful implementation of policies of any sort whenever they were thoroughly involved.

4.5 Report from the Dean of students and Wardens

Of all the University administrators interviewed, 66.7% of them were male. With majority of them aged 41-50 years and had master degrees. Most of them had worked in the University for two years.

4.5.1 The purpose of involving student leaders in the management of the university

On the purpose of involving student leaders in the University management, all the administrators interviewed were in agreement with the statements that students were involved to improve participation of stakeholders and because they are customers of the University. In addition to that, they all agreed that involving students in the management is a legal requirement as per the Universities and other tertiary institutions act 2001, and that it is aimed at ensuring representation of other students' views on issues of concern to them which help further to know the concerns of the ordinary students.

In addition to the above, the majority (67%) of the administrators supported the statement that the interest of the students once not represented can be costly therefore involving them means reducing the costs and events like strikes.

Figure 4: Administrators' views on involving students in University management
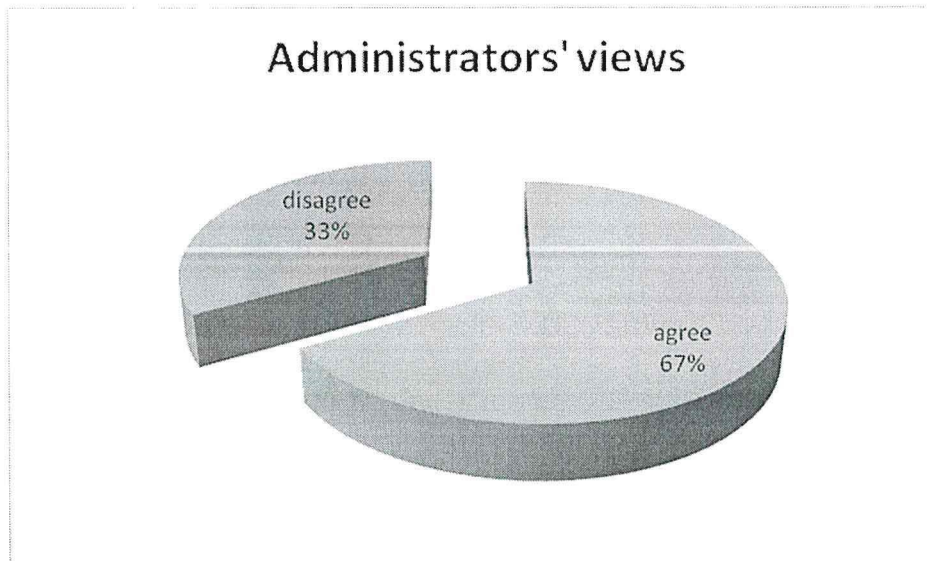
The same proportion of the administrators supported the statement that the purpose of involving the student leaders in management is to negotiate terms on behalf of students to management. However, the same proportion of the administrators interviewed were in disagreement with the statement that students are included in the management for the purpose of attaining good will for the university but in actual sense their views were not considered

From the interview, administrators presented other reasons as to why students should be involved in the management of the University were; to enable students have good bargaining power with them, and to reduce students' unrest because student leaders will have aired out students' concern since they

are directly in touch with the students. This enables smooth flow of information from the administration to the students and vice versa.

4.5.2 The role of student leaders in the formulation of policies

On the role of student leaders in the formulation of policies, the Dean of students and three wardens interviewed were in agreement that the student leaders help management in revealing the interest of the students which were incorporated in the policy formulation, and they also help in the interpretation of the policies to the fellow students because they participate in their formulation and discussions.

The interview further revealed all administrators conceding that student leaders play the role of explaining the policies of the universities to their fellow students and disseminate information to the different stakeholders like the parents and the community since they act as a link between them. They also play the role of representing the students on committees that govern the university and in organizing students' events related policies in the university.

However, the majority (66.7%) of the administrators were in disagreement with the view that the student leaders were used as spies by management of the university.

Figure 5: Administrator's views on students' leaders taking a role in policy formulation
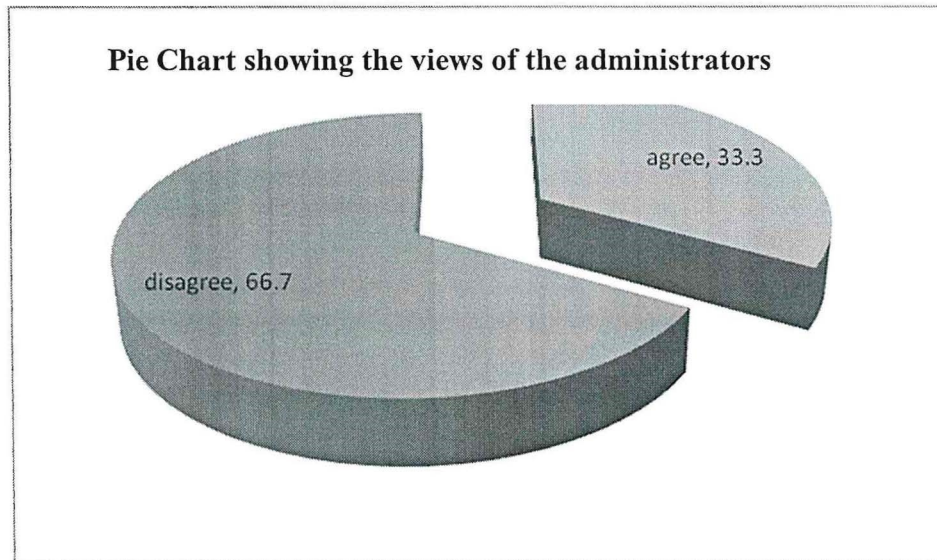
Pie Chart showing the views of the administrators

agree, 33.3

disagree, 66.7

Other roles played by the students as advanced by the administrators were that the students play the role of identifying policies that are student friendly which can be incorporated in the policies of the University to make policies that are suitable for all.

4.5.3 The effects of student leaders' activities on policy implementation.

On the effect of student leaders' activities on policy implementation, all three Wardens and Dean of students disagreed with the statement that the activities of student leaders create unrest within the university, a situation that compromises management and delays policy implementation in the university. The majority (66.7%) of them were also in disagreement with the statement

42

that many institutional policies did not realize successful implementation and students were held responsible for their failure.

From the interview, administrators argued that whenever student leaders were actively involved in the policy making as required by the Universities and Institution's Act 2001, they often helped speed up the policy implementation exercise in the university. However, student leaders' activities sometimes resulted in strikes which delayed policy implementation.

Table 12: Frequencies and percentages showing the views of the administrators.

Response	Frequency	Percent
disagree	1	33.3
strongly agree	1	33.3
agree	1	33.3
Total	**3**	**100.0**

The interest of the students once not represented can be costly therefore involving them means reducing the costs and events like strikes. Some additional effects of student leaders activities given by the Dean and three Wardens were that sometimes the students' leaders are very unrealistic and they may formulate policies which are not friendly or may not benefit the institution at all.

CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the discussions, conclusions based on the findings from the research. In order to establish the relative contribution of students to the leadership and management of Makerere University, the study investigated three objectives namely; i) to establish the purpose for the involvement of student leaders in the management of student affairs, ii) to explore the role of students in the formulation of policies, and iii) to examine the relative effects of students leaders' activities on policy implementation, at Makerere University.

5.2 Discussions

5.2.1 Objective 1: To establish the purpose for the involvement of student leaders in the management of student affairs at Makerere University.

The results from chapter four indicated the students' perception about taking part in the University management. They believed that it is appropriate and indeed necessary for them to participate for these basic reasons: First, as customers to the University, the students must have a stake in the way their affairs are run at the University and this cannot be done without impacting the entire University management. Secondly, the students believed that it is their fundamental right to participate in the running of their affairs at the University. This is in accordance with the Universities and other Tertiary

Institutions Act, 2001 which mandates that structures for students are a requirement. Being as students of an institution prepared to assume responsibility in due time and at various levels, participating in the running of affairs that concern them opens them up to the challenges of life and hence minimizing their vulnerability. Thirdly, students believe that this participation allows them a forum to voice up their interests and point of concern to the administration. This is in line with Burns, (1978) who observes that participatory leadership of stakeholders is bound to yield results and offer a convenient environment for operation. Such an environment is a requirement for successful operations at Makerere University to facilitate the attainment of results.

Again the results revealed that their participation is not just about making them happy but it helps to groom upcoming leaders as well as contributing to a smother management of the University. This is very important since University education is intended to train the whole person in all aspects including leadership and yet not everything is learnt in class.

5.2.2 Objective 2: To explore the role of student leaders in the formulation of policies at Makerere University

Results also indicated that student leaders play an important role in the formulation and successful implementation of policies at Makerere University.

Particularly, student leaders often take on the role of explaining the policies of the university to their fellow students. It is for this reason that they should be involved in the policy formulation and implementation. This is seen to concur with Ssempebwa, (2006) who stresses the importance of student representation in policy formulation. He points out that students tend to own the policies and hence ease up the implementation because their representation builds in them a certain degree of satisfaction.

Similarly, it was established from the results that when student leaders participate in policy formulation, they not only help the administrators to understand students' interests but they also help in the dissemination of information to all stakeholders (fellow students, parents, guardians...). Student leaders therefore, create a link among all concerned and thus ensure good communication of issues. This concurs with Surrindge and Stonghton, (2000) who maintain that successful and people oriented policies must to a great extent always incorporate the views of those for whom they are made. This, they believed increases policy acceptance and facilitates the process of implementation.

Again, the results indicated that students' leaders help with the role of policy interpretation to fellow students. It is easier for these leaders to speak more authoritatively about the requirements, duties, obligations and the implications

of the policies if they participated in the process of making them policies. They will be in position to explain and clarify as need may be, in order to make implementation smooth. This line of thought is in agreement with Posner and Brodsky (1998) assertion that the inclusion of policy publics in the process of policy making through established channels often initiates clear conceptualization of the policy in question.

5.2.3 Objective 3: To examine the relative effects of student leaders' activities on policy implementation at Makerere University

The study further established that the activities of student leaders tend to speed up the policy implementation exercise within the University. This is usually the case when the policy finds favour with the students' body. Having participated in the making of the policy, the leaders will usually be keen on what is in the students' interest and hence lobby well to make the policy popular among all students. This finding is in agreement with Owolabi, 2006; Armstrong, 2004; Brooks, 1999 who argue that the cooperation of the publics of a policy enlisted through their leaders is very instrumental in successful policy implementation just as the lack of it could lead to policy failure.

The results also indicated that sometimes the nature of students' leadership tends to constrain certain policies. This is so when the leaders are themselves not well focused and lack proper guidance as they may not be able to argue out

issues and instead be driven by emotions. This usually results into a deliberate move to strangle the policies as they come up. Shashkin (2003) is in support of this statement as he illustrates that the quality of leadership at any level often plays a great role towards the success of failure of policies. In similar words, Haplin and Croft (1963) speculates that well intentioned and focused leadership is the key the success of any policy no matter its nature and assumed impact on the peoples.

5.3 Conclusions

In this research, it has been established that the purpose of involving students' leaders in the management is to ensure the representation of other students' views on issues of concern to them and that they are customers of the university.

It has also been established that the interest of the students once not represented can be costly so involving them means reducing the costs and events like strikes. It also helps them to negotiate terms on behalf of students with management. Furthermore; airing out the concern of the ordinary students is the main reason why students' leaders are involved in the management.

Findings revealed that involving students in the management of the University helps to reduce load of roles and activities in management. It also helps to give students the chance to express the devastating obstacles by the administration but not to show some threats that degrade the students' thirst for freedom of expression and their rights.

It has also been established that students are involved in the management of the University to improve participation of stakeholders in the University. In addition to that, they all agreed that involving students in the management is a legal requirement as per the Universities and other tertiary institutions act 2001. Interviews of key members of guild council and administrators were in agreement with the results from the questionnaires.

The research revealed that negotiating is one of the roles played by student leaders in the formulation of policies at universities and the student leaders play the role of explaining/interpreting the policies of the universities to their fellow students since they participate in the formulations of these policies. They also play the role of organizing students' events related policies in the university.

Another role played by the student leaders is representing the students on committees that govern the university. They also help in disseminating

information to the different stakeholders like the parents and the community since they act as a link between them.

Other roles played by the students as advanced by the administrators were that the students play the role of identifying policies that are student friendly which can be incorporated in the policies of the University to make policies that are suitable for all.

From the research, it has been found that activities of student leaders speed up the policy implementation exercise in the university. However, it has also been found that the activities of student leaders sometimes create conflict between management of the university and the students' community, in other words student leaders' activities sometimes results in strikes that delay policy implementation.

Some additional effects of student leaders activities were that sometimes the student leaders are very unrealistic and they may advocate policies which are not friendly or may not benefit the institution.

5.4 Recommendations

The study findings and discussions above inspired the researcher to make the following recommendations:

i. Both the student leaders and the University management should sensitize the students' community on the purpose of involving student leaders in the management of the University and on the roles the student leaders should play in the management of the University. This would help to clarify doubts where some students believe that the student leaders are used as spies by management of the university.

ii. University management may need to consider including the student leaders in all the policy making bodies in the University in order to have the students ideas on the various issues. This will require the administration to initiate and promote the selection of competent and well focused leaders who can argue issues maturely in objectivity. That way, inadequacy in the representation of students' leaders could be checked.

iii. Both University and students' leadership should clearly articulate to the students' community to make them aware that they are part of the stakeholders in the Universities and therefore have a legal right to representation in running of their affairs at the University. This would help to clear some uncertainties prevailing among the students who doubt being part of the stake holders or not and those who do not believe that they part of the stake holders.

iv. The Government through the Ministry of Education and Sports should establish clear channels to ensure University and other Tertiary

Institutions' Act 2001 which spells out the mode of operation is strictly adhered to including the issue of students' representation. When this is enforced, there is likely to be minimal unrest and therefore offer a conducive environment for learning. in doing this accountability on both the University management and students' leaders will be enhanced and hence processes streamlined.

v.   The University management should try to invite some professional bodies like the Uganda Law Association, Uganda Workers' Union among others to assist them highlight those areas where both the University administration and students' leaders may need to shape up in order to ensure that good leadership not only thrives in the University but also good leaders are trained in students.

5.5   Suggested Areas for Further Research

It is recommended that more research should be done on the role of student leadership causing student unrests in Institutions of Higher Learning. This study should be done because the present study indicated that sometimes students Involvement in policy implementation is counterproductive. A similar study should be conducted in a Private University because the present study was done in a Public University therefore its conclusions may not be validly generalized to the Private University setting.

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Appendix: A

QUESTIONNAIRE FOR STUDENT LEADERS

Dear respondent

You are humbly requested to participate in this study by filling in this questionnaire. All the answers that you will provide shall be treated with the confidentiality it deserves and will be used for only academic purposes.

SECTION A: BIO DATA

1. **Gender of the respondents?**

Options	Tick best options
Male	
female	

2. **Age of Respondents?**

Options	Tick best options
20 years and below	
21-30	
31-40	
41-50	
51 and above	

3. **Highest education level attained?**

Options	Tick best options
PHD	
Masters	
Degree	
Diploma	
Certificate	

4. **How long have you been in this University?**

Options	Tick best options
One Year	
Two Years	
Three Years	
Above Three Years	

Note: The following abbreviations are used in the questionnaire sections that follow SDA= Strongly Disagree, **DA**= Disagree, **U**=Uncertain, **SA**=Strongly Agree, and **A**=Agree

Section B (The Purpose of Involving Student Leaders in the Management of Makerere University)

	Statements	SA	A	U	DA	SDA
1	The purpose of involving students leaders in the management is to ensure the representation of other students views on issues of concern to them					
2	The students are involved in the affairs because their the customers of the university					
3	The interest of the student once not represented can be costly so involving them means reducing the costs and events like strikes					
4	The purpose of involving the students leaders in management is to negotiate terms on behalf of students to management					
5	The students leaders are involved in the affairs just to please them					
6	Management involves the students in the management of university because they are part of the stakeholders in the university					
7	Students leaders are involved in the management of the university because it's the legal requirement of the universities and other tertiary institutions Act 2001					
8	Students are included in the management for the purposes of attaining good will for the university but in actual sense their views are not considered					
9	Airing out the concerns of the ordinary student is the main reason why student leaders are involved in the management					

57

If any other please specify

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Section C (The Role of Student Leaders in the Formulation of Policies at Makerere University)

		SDA	DA	U	SA	A
1	Negotiation is one of the roles played by student leaders in the formulation of policies at universities					
2	Student leaders play the role of explaining the policies of the university to their fellow students					
3	The student leaders play the role of information dissemination to the different stakeholders like the parents and the community					
4	Student leaders participate in the process of discussing the policies					
5	student leaders acts as a link between the parents or guardians and the university administrators					
6	Student leaders play a role of representing the students on committees that govern the university					
7	Student leaders help in the interpretation of the policies to the fellow students because they participate in their formulation					
8	The students leaders play a role of organizing student events related policies in the university					
9	The student leaders are used as spies by management of the university					

58

If any other please specify ....
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Section D (The Effects of Student Leaders' Activities on Policy Implementation at Makerere University)

		SDA	DA	U	SA	A
1	The activities of student leaders sometimes delay the policy implementation in the university					
2	The activities of students leaders speed up the policy implementation exercise in the university					
3	Activities of students leaders create a conflict between management of the university and the students community					
4	Student leaders activities sometimes result in strikes that delay policy implementation					
5	Some policies are constrained by the inadequacy of students representation					

If any other please specify

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Thank you

QUESTIONNAIRE ADMINISTRATORS

Dear respondent

You are humbly requested to participate in this study by filling in this questionnaire. All the answers that you will provide shall be treated with the confidentiality it deserves and will be used for only academic purposes.

SECTION A: BIO DATA

1. **Gender of the respondents?**

Options	Tick best options
Male	
female	

2. **Age of Respondents?**

Options	Tick best options
20 years and below	
21-30	
31-40	
41-50	
51 and above	

3. **Highest education level attained?**

Options	Tick best options
PHD	
Masters	
Degree	

Diploma	
Certificate	

4.   **How long have you worked with this University?**

Options	Tick best options
One Year	
Two Years	
Three Years	
Above Three Years	

Note: The following abbreviations are used in the questionnaire sections that follow SDA= Strongly Disagree, **DA**= Disagree, **U**=Uncertain, **SA**=Strongly Agree, and   **A**=Agree

Section B (The Purpose of Involving Student Leaders in the Management of Makerere University)

		SA	A	U	DA	SDA
1	The purpose of involving student leaders in the management is to improve participation of stakeholders					
2	The student get involved in their affairs because they are the customers of the university					
3	The interest of the student once not represented can be so costly therefore involving them means reducing the costs and events like strikes					
4	The purpose of involving the student leaders in management is to negotiate terms on behalf of					

61

	students to management					
5	The students leaders are involved in the affairs just to please them					
6	Management involves the students in the management of university because they part of the stakeholders in the university					
7	Student's leaders are involved in the management of the university because it's the legal requirement as per the universities and other tertiary institutions act 2001.					
8	Students are included in the management for the purposes of attaining good will for the university but in actual sense their views are not represented					
9	knowing the concerns of the ordinary student is the main reason why student leaders are involved in the management					
10	The purpose of involving student's leaders in the management is to ensure the representation of other students views on issues of concern to them.					

If any other please specify

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Section C (The Role of Student Leaders in the Formulation of Policies at Makerere University.)

		SA	A	U	DA	SDA
1	The student leaders help management in revealing the interest of the student which are incorporated in the policy formulation					
2	Student leaders play the role of explaining the policies of the university to their fellow students					
3	The students leaders play a role of information dissemination to the different stakeholders like the parents and the community					
4	Student leaders participate in the process of discussing the policies					
5	student leaders act as a link between the parents or guardians and the university administrators					
6	Student leaders play a role of representing the students on committees that govern the university					
7	Student leaders help in the interpretation of the policies to the fellow students because they participate in their formation					
8	The student leaders play a role of organizing student events related policies in the university					
9	the students leaders are used as spies by management of the university					

If any other please specify ....
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63

Section D (The Effects of Student Leaders' Activities on Policy Implementation at Makerere University)

		SA	A	U	DA	SDA
1	The activities of student leaders create unrest within the university a situation that compromises management and delays policy implementation in the university					
2	The activities of student leaders speeds up the policy implementation exercise in the university					
3	Activities of students leaders create a conflict between management of the university and the students community					
4	Students leaders activities sometimes result in strikes that delay policy implementation					
5	Some policies are constrained by the inadequacy of students representation					
6	Many institutional policies have not realized successful implementation and students have been held responsible for their failure.					

If any other please specify...

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Thank you

APPENDIX D

INTERVIEW GUIDE FOR UNIVERSITY ADMINISTRATORS

Dear respondent

You are humbly requested to participate in this study by responding to this Interview. All the answers that you will provide shall be treated with utmost confidentiality it deserves and will be used for only academic purposes.

1. What is your name?

2. Gender?

3. How old are you?

4. What is your highest level of education?

5. Could you please tell me your job in this Institution?

6. How long have you held the position you are holding?

7. Which is your hall of residence?

8. How many student leaders do you have in total?

9. What challenges do you find in executing your duties?

10. What is the purpose of involving student leaders in the management of their affairs in your Institution?

11. In your opinion how does student involvement in policy formulation impact on the management of your Institution?

12. what are the relative effects on student participation in their activities at your Institution ?

(Probe deeper)

APPENDIX E

INTERVIEW GUIDE FOR STUDENT LEADERS

You are humbly requested to participate in this study by responding to this Interview. All the answers that you will provide shall be treated with utmost confidentiality it deserves and will be used for only academic purposes.

1. What is your name?

2. Gender?

3. How old are you?

4. Which office do you hold in the guild Cabinet?

5. Could you please tell me   which faculty you belong to?

How long have you held the position you are holding?

6. Which is your hall of residence?

7. How big is your constituency?

8. What challenges do you find in executing your duties?

9. What is the purpose of your involvement in the leadership and management of your Institution?

10.   In your opinion how does your involvement in policy formulation impact on the management of your Institution?

11.   What is the relative effect of your activities on policy implementation at your Institution?

APPENDIX: F

R. V. KREJCIE AND D. W. MORGAN (1970) SAMPLE SIZE ESTIMATION

TABLE

N*	S†	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	1000000	384

* N is the population

† S is the sample size

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FACULTY OF EDUCATION

DEPARTMENT OF EDUCAITONAL PLANNING AND MANAGEMENT

Our Ref:

Your Ref:

Date: 1st November 2010

TO WHOM IT MAY CONCERN

This is to certify that **Ms. Billy Janet** is a student in our department. She is carrying out research as one of the requirements of the course. She requires data and any other information on this topic entitled:

"The Contribution of Students to the Leadership and Management of Institutions of Higher Learning in Uganda: A cases Study of Makerere University"

Any assistance accorded to her is highly welcome. She is strictly under instructions to use the data and any other information gathered for research purposes only.

Thank you

Okongo Wilberforce
HEAD OF DEPARTMENT