



UNIVERSITY *of*
RWANDA

**THE IMPACT OF STUDENT LEADERSHIP ON THE WELL-BEING OF
STUDENTS IN THE UNIVERSITY OF RWANDA, COLLEGE OF EDUCATION
(UR-CE),**

A CASE OF RUKARA CAMPUS

By

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**A dissertation submitted in partial fulfillment of the requirements for the
Degree of Master of Education in Educational Leadership and
Management in the School of Education, College of Education, University
of Rwanda**

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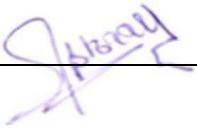
2nd October 2024

DECLARATION

I affirm that this thesis is built by my own work except where precisely acknowledged. It has been put in the anti-plagiarism test and found to be approved to the anti-plagiarism standards, and approved for submission.

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DEDICATION

I devote this thesis to:

To my parents, Mr. Rugaza Ephrain and Mrs. Nyiragaju Esther.

To my wife, Mrs. Nyiramanyana Joselyne,

To my children, Mucyo Soleil, Uwamahoro Allen, Muhumure Heritier, and Esther Precious,
and to my siblings.

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I am indebted to my parents, Mr. Rugaza Ephrain and Mrs. Nyiragaju Esther, who introduced me to the value of formal education and have been my guiding light throughout my academic journey. My appreciation also goes to my dear wife, Mrs. Nyiramanyana Joselyne, whose unwavering support and encouragement have been a great source of comfort. To my children—Mucyo Soleil, Uwamahoro Allen, Muhumure Heritier, and Esther Precious—you have been my constant source of inspiration.

Special thanks go to my brothers and sisters for their unyielding support, standing as pillars throughout my educational journey. Additionally, I am grateful to all my professors at the University of Rwanda, whose teachings and wisdom have enriched my understanding of research.

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ABSTRACT

*First general objective of this work is to analyse the Impact of Student Leadership on the Well-being of Students at the University of Rwanda College of Education, Rukara Campus. The following three detailed objectives were used: To assess the effect of transformational leadership on the well-being of students, to analyze the influence of democratic leadership on the well-being of students, and to evaluate the connection between student leadership and the well-being of students in the University of Rwanda College of Education, Rukara Campus. The descriptive research design with quantitative approach was used. The questionnaire was utilised as an instrument for data collection. A population of 100 students was considered as the study's sample size from all student leaders of the Rukara Campus. The census method was used. The collected data was analyzed using the Statistical Package for Social Sciences (SPSS) version 26.0. Inferential statistics were conducted to investigate the correlation of variables. The results were presented in tables using frequencies, percentages, means, and standard deviation. Nearly all respondents felt that transformational leadership significantly influences students' well-being, according to the findings of the first objective, which assessed the impact of transformational leadership on student well-being, the total mean was 4.47. The findings of the second objective, which evaluated how democratic leadership affected student well-being, revealed that democratic leadership had a sizable impact on student well-being, the total mean was 4.63. According to the findings of the analysis of the link between student leadership and well-being, the linkage between transformational leadership, democratic leadership, and the well-being of students was .947** and .847**, respectively. It presented a high positive correlation between student leadership and the well-being of students. In the University of Rwanda College of Education (UR-CE) Case of Rukara Campus, the results revealed a statistically significant relationship between the variables with a P-value=.000^b, showing a correlation between student leadership and wellbeing. It recommended that the University financially support students' leaders by increasing funding to the student guild to enable them to perform its responsibilities. The researcher recommends that Priority should be given to final year student leaders when assigning internships to ensure uninterrupted services to fellow students. By allocating them to nearby institutions, they can continue to serve while practicing. University leaders should prioritize the well-being of students who live off-campus by establishing a strong partnership with private service providers. This will ensure that the different aspects of student welfare outside the university are not neglected. The research study conducted at UR-CE Rukara Campus has shown that students who live on-campus have access to better facilities and standards of living compared to those who live off-campus. Therefore. It is recommended that student leaders receive additional training in order to better equip them for their responsibilities. Although student leaders receive some training, some may lack knowledge about what their specific roles and expectations are. Therefore, it is important to extend the training they receive during orientation after their election, and to provide refresher trainings throughout their term in order to increase their confidence and knowledge.*

Key terms: Student, Leadership, Well-being

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LIST OF ACRONYMS

AAC&U: American Association of Colleges and Universities

CE: College of Education

HERI: Higher Education Research Institute

SCM: Social Change Model

SPSS: Statistical Packages for Social Sciences

UR: University of Rwanda

USA: United States of America

CHAPTER ONE: INTRODUCTION

1.1. Introduction

This chapter details the roadmap of the study, key terms, issue statement and scope, objectives, research questions, and theoretical and conceptual foundations.

1.2. Background of the Study

In the world, many years ago educational leadership brought new shape towards undergraduate governance (Black et al., 2014). The ideas of guild council in the 21st C has developed (Adams & Velarde, 2018), the appeal for alumni leadership winning in momentum, as different boosted leadership style and an issue are improved for them (Tan & Adams 2018; Tie, 2012) the researchers disclosed that governance in university must become priority to help the students to make a coherent leadership team at early stage (Adams, Kamarudin, & Tan, 2018; Villarreal et al., 2018). In normal perspective student's leadership contribute a lot in the success of higher institution as it contributes to solve some issue of their fellow, this reduces the work of administration.

The USA National Resource Center study gives a wide nation picture of leadership in USA higher institutions. In other countries out of USA, However, has little nation-deep research as to how students' engagement in peer-management may contribute to leadership improvement and learning or to showcase institutional context for future development and bringing of peer authority programs. following to the report they have made which was made as follow up study of peer management that included an international cooperation across higher institutional of learning in six countries the USA, Canada, Australia, the United Kingdom, New Zealand and South Africa, applying transformed version of The National Survey of Peer Leadership (NSPL), which was contextualized for every attended country. This indicated the link between students' leaders and their well-being in higher institutions.

Currently students well-being is given much attention (Govorova et al., 2020; Pascoe et al., 2020). Improving teen and kid's well-being is significant improvement goal (United Nations Educational & Scientific & Cultural Organization, 2016). Even though meaning of learners well-differ, well-being is frequently operationalized as state of pleasure, joy, and positive move touch

(Parviainen et al., 2020). However, ill-being might be characterized by negative mood and psychological anguish, like school burnout. This indicates that as the students' leadership is empowered and is working effectively, students' well-being can be improved because the grievances of the students are highly understandable and are responded to on time depending on their urgency. Promoting undergraduate well-being has nowadays risen as a sensitive educational schedule for institutional systems across the world because of its large reaching profits (Joing et al., 2020). Well-being of the students is treated as an enhancing condition for successful studies in higher institutions of learning and necessary outcomes of 21st century (Govorova et al., 2020).

The research shows that chances for students' leadership improvement in higher education are still challenged and led by educators' decisions over the one of students' leaders. Students assigned formal leadership positions have been manifested to develop maturity soon. However, this strategy spreads the opinions that only a limited number of students deserve of management roles (Neumann, Dempster & Skinner, 2009). Currently, some has been made using a centric approach, welcoming students' opinions in gathering common understanding of what leadership explains to the students (Dempster, Stevens & Keeffe, 2011) and the fact shows that they prefer perceiving leadership like a rational process including pro-social results that can exist in different contexts (McGregor, 2007, Whitehead, 2009) rather than including anyone in formal positions.

One of an individual's force to dominate academic achievement, psychological adjustment, all go hand in hand with students' well-being, in addition as the concept of hope (Gilman, Dooley & Florell, 2006). According to (Snyder et al., 1991). Explained hope as having the ability to correctively conceptualize goals, design specific approaches to attain those goals and maintain motivation utilizing those strategies.

According to (Cárdenas et al., 2022; O'Brien & O'Shea, 2017; Price and McCallum, 2016) ones with good sense of well-being succeed better in class and even when they reach adulthood, may find employment easily, leading a socially joyful life, and participating in building country. Even though the significance of students' well-being was marked as unequivocally (Tobia et al., 2019), the scholars and academicians have not agreed on the same understanding of what is well-being of students entails. Many scholars, however, have proved that it compromises many

multidimensional principles including different domains (Danker et al., 2019; Soutter et al., 2014; Svane et al., 2019).

With the rise of students well-being as an urgent issue in educational practice and policy, the strength to test and make follow up of student well-being have augmented (Svane et al., 2019), the people have to think different domains where one can put more effort so that leadership can become more impactful on the well-being. Currently, inadequate consensus arises about the areas which are appropriate to assess and comprehend students well-being, yielding in a divided body of work (Danker et al., 2016; Svane et al., 2019). Leadership is a deliberate and focused activity of guiding others, as described by Astin and Astin (2000) and Dugan and Komives (2010). According to Dugan (2011), college students who take on leadership roles can acquire life skills that they can use once they graduate. Therefore, assuming leadership roles and overall collegiate experience positively correlate with students who actively pursue their personal development (Dugan & Komives, 2010).

Astin's participation theory suggests that different types of engagement affect a person's experience differently. Astin's involvement hypothesis states that instructors should emphasize the activities, effort, and time students invest in their education and general growth. It also stresses the importance of active student engagement in the learning process. Students get more out of their college experience by investing enough time and effort in organizations and activities (Case, 2011). According to Shook and Keup (2012), students who interact with more experienced and qualified peers can develop a deeper sense of community, better social and academic integration, and a broad network of resources and referrals dedicated to their success. Community plays a vital role in determining a student's performance in college, and a group of students taking turns going on alternating breaks together can form a close-knit community that offers companionship and support to all members.

In African countries for instance, the guild constitution at the University of Zambia was introduced with the mandate of enhancing an effective student leadership by rising issues and matters that disturb students' leadership and its members (students). In as much as the guild constitution was stipulated its effectiveness still remains questioned. This organ has been appreciated by different institutions including the Universities (Clement,2020). Creating a

cooperative group dynamic that incorporates all participants is one of the peer leader's primary responsibilities. When it comes to team-building activities or promoting interaction within a group, having a faculty member lead the effort instead of peer leaders can make it more challenging. This is because community plays a vital role in student learning, retention, and overall success, as supported by various college transitions, student growth, and retention theories (Shook and Keup, 2012). While undergraduate peer leaders typically focus on building a sense of community in college social settings, positive peer influence remains crucial for academic success. Peer leaders have a significant impact on academia because they instruct pre-departure courses. Fellow leadership in educational contexts is less common than in social settings and requires careful handling.

1.3. Statement of the Problem

Worldwide Students' consistent patterns of behavior when given leadership responsibilities are referred to as the student leadership style. Some students take on leadership roles without fully understanding the expectations and, as a result, may rule over their coworkers and take advantage of their positions for their gain. This has resulted in numerous accusations of improper use and misappropriation of funds against student leaders. While some argue that leaders are created, not born, others believe the opposite (Courtney, 2009).

Engaging college students in leadership opportunities within peer-to-peer organizations is a proven method to nurture young leaders and enhance the quality of student life. Student leaders are expected to leverage their positions to impact various aspects of student welfare and behavior positively. Without effective student leadership, educational institutions may struggle to maintain stability and manage student behavior. Student leaders are expected to leverage their positions to impact various aspects of student welfare and behavior positively. Effective student leadership is essential for maintaining stability and managing student behavior in educational institutions. Universities increasingly rely on successful leadership to promote student welfare and maintain a positive campus culture. Insufficient student leadership can lead to low well-being standards among students of all ages, which is a significant problem for higher education institutions, as pointed out by Renn (2009). To develop young leaders and improve the quality of student life, involving college students in leadership opportunities within peer-to-peer organizations is an effective way. Currently students' leadership and well-being is not highly reinforced in some

higher institutions in Rwanda, they are elected however, their role in creating friendly environment in campus is not valued by university leadership. However, Student leaders are expected to use their positions to influence various aspects of student welfare and behavior positively. Without effective student leadership, educational institutions may struggle to maintain stability and manage student behavior, which can be a problem for many developing nations. Based on the research conducted by many other scholars about leadership and students' well-being, none of them worked on the Impact of Student Leadership on the Well-being of Students at the University of Rwanda College of Education, Rukara Campus; this is a gap that must be researched on. That is the reason why the researcher has decided to work on this problem so that will come with possible solution to mitigate the issue.

1.4.Objectives of the Study

The study which has the main the topic entitled as the Impact of Student Leadership on the Well-being of Students in the University of Rwanda College of Education (UR-CE) Case of the Rukara Campus, has general and specific objectives as they are highlighted below.

1.4.1.General Objectives

The main objective of the study was to assess the impact of Student Leadership on the Well-being of Students in the University of Rwanda College of Education (UR-CE) Case of the Rukara Campus.

1.4.2. Specific Objectives

- I. To assess the influence of transformational leadership on the well-being of students at the University of Rwanda at College of Education, Rukara Campus
- II. To evaluate the impact of democratic leadership on the well-being of students at the University of Rwanda –College of Education, Rukara Campus
- III. To analyze the relationship between student leadership and the well-being of students at the University of Rwanda College of Education, Rukara Campus

1.4.3. Research Questions

- i. How transformational leadership influences the well-being of students at the University of Rwanda College of Education, Rukara Campus

- ii. What are the impacts of democratic leadership on the well-being of students in the University of Rwanda College of Education, Rukara Campus?
- iii. What is the relationship between student leadership and their well-being at the University of Rwanda College of Education, Rukara Campus?

1.5. Scope of the Study

This study entitled “Impact of Student Leadership on the Well-being of Students in the University of Rwanda College of Education (UR-CE) Case of the Rukara Campus.” has limitation because it cannot cover everything in terms of time, content, space reason why the scope is subdivided as follows:

1.5.1. Geographical Scope

The study was conducted at the University of Rwanda College of Education Rukara Campus. It may be found in the Kayonza neighborhood. The province's eastern region, Kayonza District, Gahini sector, Urugara cell and Video village. One of the University of Rwanda's colleges focusing on education is called UR-CE. It has a variety of departments, including those for languages, humanities, early childhood and primary teacher education, sports, science, and schools for inclusive and special needs. Two thousand six hundred and thirty-two students attend it.

1.5.2. Content Scope

This study examined the impact of student leadership on well-being and explored various aspects that contribute to student welfare, such as the level of student leadership and the well-being status of students at the university.

1.5.3. Time Scope

The study mainly focused on 3 years from 2021- 2023. In this regard, the research is based on the information of students for the time mentioned above.

1.6. Significance of the Study

This study aims to identify different categories of student leaders at UR-CE Rukara Campus. Its findings will be useful to other universities' administrations in better understanding how to deal with student affairs. By identifying responsible student groups, service delivery can improve through proper structuring of student leadership channels.

The study also highlights the role leaders of different student groups are supposed to play towards the welfare of fellow students, thus improving accountability.

Furthermore, the study will be valuable to educational planners as it provides a general understanding of the level of student welfare at UR-CE Rukara Campus. The recommendations made for addressing different student leadership challenges can serve as a benchmark for educational planners in the country to lay strategies for addressing such challenges in other universities.

Moreover, this study helps student leaders to communicate their challenges to the administration, enabling them to improve services and allocate resources more effectively. Lastly, the researcher found the study important as it allowed him to put into practice the research theories and concepts taught in class.

1.7.Limitation of the Study

During the research process, the researcher faced some limitations. The foremost challenge was the unavailability of respondents. Some student leaders were hard to get in touch with, and their contact details were often unavailable. To overcome this obstacle, the researcher organized a fundraising drive with the help of friends and family to facilitate quick communication. The second challenge was to convince respondents to participate without offering incentives. Many students preferred to receive incentives as encouragement, which led to some of them delaying their feedback to the researcher.

1.8.Organization of the Thesis

The study is constituted of five chapters. Chapter one includes the introduction, background of the study, statement of the issue, objectives of the investigation, research questions, significance of the study, scope and limitations, and definition of key terms. In Chapter Two, the review of the literature is discussed, focusing on the conceptual and theoretical frameworks, as well as empirical review. Chapter 3 covers the following aspects of the research: research methodology including design, study population, determination of sample size, sample size and selection technique, research instrument and administration, data collecting and analysis methods, validity and reliability, and ethical considerations. Chapter 4 covers data presentation and analysis. Concluding Chapter 5 includes a summary, suggestions, and conclusions.

CHAPTER TWO: LITERATURE REVIEW

2.1. Introduction

This chapter summarizes research on the study's variables. It is divided into theoretical and literature reviews pertaining to the objectives, and a conceptual framework.

2.2. Theoretical Literature Review

This part reviews the leadership styles and well-being of students, as well as related factors.

Student Leadership

There was not much research done on the concept of student management since it is a relatively new concept. However, some studies have been carried out on learners' leadership by Adams and Velarde (2018), Komives and Dugan (2014), and Wagner (2016). These studies have shown that research on student leadership can be conducted in various contexts, such as devised or youth leadership.

Distributed leadership refers to a movement away from top-down management and towards organizational schemes that expand the scope of leadership beyond school administrators and main office employees, according to Spillane (2012). Moreover, student leaders act as a means for action, community input, and student voices. Student leadership has traditionally been associated with various roles, including participation in student government, serving as a teacher's assistant, a peer mentor and mediated instructor, or membership in student organizations.

Spillane (2008) suggests that leadership distribution is one of the new methods of leadership that have emerged in response to the increasing pressures placed on schools and the outside world. To help schools meet external standards, students are given opportunities to collaborate in improving their school and community. Youth leadership theory helps to put student leadership into perspective. Youth development and youth leadership are closely linked as they allow youth community organized to participate in the operations of community organizations, educational reform, and civic participation (Catalano et al., 2004). Though, programs that help children learn skills outside of traditional education are usually associated with young leadership. Schools are coming to realize the importance of developing young leadership, but many reputable colleges

offer opportunities for students to improve their leadership abilities while in college (Kezar, 2011; Komives & Fincher, 2011; Seemiller, 2013; Wagner, 2016).

Although the majority of schools do not offer a leadership curriculum, involvement in extracurricular activities like student groups and sports can help students gain leadership experience (Klau, Boyd, Luckow & Associates, 2006; Komives & Dugan, 2014). In the last decade, there has been extensive research on young leadership by Murphy & Reichard (2018), Redmond (2016), and Szoko (2020). This research has led to an increased understanding of student leadership. Student leadership is a way of enabling young people to mentor their peers within the official school setting. Our aim is to build on this growing body of knowledge and focus on high school student leaders to expand our understanding of student leadership beyond higher education and into the wider environment.

Leadership system in informative teaching organizes students' leadership. In the context of this organization, students' committee is seen in most useful education organization. Most of the time, the committee is selected by the undergraduate among themselves after the students' administration assigns nominees for different posts. The connection of institutional organizations within the needs of the school leaders stems from the attention of competence of students put in leadership position (Ahiatrogah & Koomson, 2013). Most of the time school leadership influence life in university because they are the one who rise claims of the students to the administrators for further analysis to see if they can make change where is possible.

Origins of Student Leadership

Distributed leadership theory has been attributed to inspiring student leadership, according to Harris (2009) and Spillane (2012). However, if distributed leadership is not available, children cannot have the chance to take on leadership titles that are typically associated with adults. According to Harris (2009), the idea of decentralized leadership wasn't created until the 1920s. Gronn referenced Gibb's 1954 assertion that "leadership is perhaps best regarded as a group trait" in 2000.

There has been a debate on the effectiveness of distributed leadership since the 1990s. While some experts, such as York-Barr and Duke (2004), claim that indicated that no connection

between the use of distributive leadership techniques and student learning, others, such as Mayrowetz (2008), suggest that there is no link between leadership development, school reform, and distributive leadership practices. However, recent studies have shown that the idea that distributed leadership has no positive effect on leadership behaviors or student learning outcomes is not accurate. According to Day et al. (2009), there is a mediated relationship between distributed leadership and favorable results like increased staff morale, which in turn helps with students' behavior and academic achievement.

Complicated interpersonal connections can also affect how effective distributed leadership tactics are, as per statistics from Leithwood et al. (2009) and Tian et al. (2016). Group dynamics and social constructions have become more important as scholars and practitioners have focused on distributed leadership. Woods (2016) claims that distributed leadership techniques are often influenced by the power dynamics among group members.

Nowadays, students have a say in school leadership, which used to be distributed among building-level leaders, the central office, and teachers, according to Adams and Velarde (2018) and Mitra (2006). This is partly because teens can use social media to get their voices heard by those in traditionally powerful roles and because traditional leaders are seeing the value of student voice in their schools, as noted by Cook-Sather (2006), Mitra (2004 and 2012), and Mitra (2018). This change in power dynamics has given students opportunities to lead. To effectively solve social issues, there will be an increasing demand for integrative solutions that involve collaboration and take into account different points of view, as per Senge et al. (2004). However, the current research does not provide a description of the degree to which student leaders define their activity as collaborative, or whether they see themselves as belonging to a distributive leadership paradigm. Finding out how student leaders define their leadership is the goal of this study.

Educational Leadership

Leadership in schools is based on a distinct vision that is built on beliefs and principles. The first step for leaders is to effectively communicate the vision to staff and stakeholders in order to convince them that the future of the school, its pupils, and its stakeholders will be better. According to Sergiovanni (2007), some leadership theories and practices have limited viewpoints and focus too much on certain leadership traits at the expense of others. Leadership models also imply that school leadership principles are complex and diverse. However, there is no factual

basis for these constructs, as they are artificial differences or ideal kinds, even though they offer clear normative frameworks for understanding leadership. Effective leaders are likely to apply most or all of these strategies in their work.

Managerial Leadership

According to Leithwood (2006), leaders should focus on their roles, responsibilities, and behaviors as they help facilitate the work of other employees. On the other hand, Bush claims that the management leadership model assigns formal roles, responsibilities, and influence based on one's position in the organizational hierarchy. However, this leadership style lacks the crucial element of vision that is present in most leadership theories. Managerial leadership concentrates on managing current activities instead of looking towards the future of the institution. As it emphasizes the effective implementation of external imperatives, particularly those imposed by higher levels of the bureaucratic system, this approach is ideal for school leaders in centralized institutions.

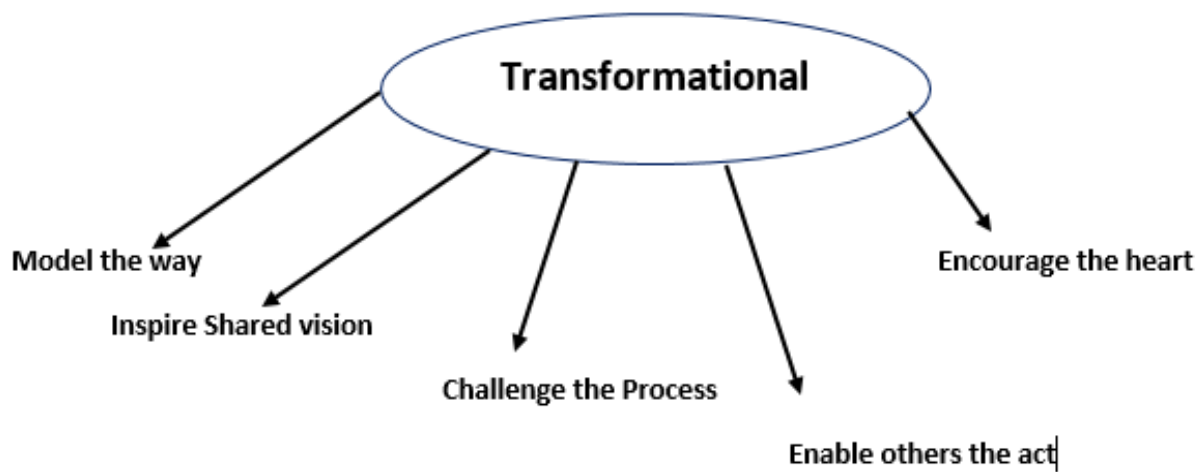
Transformation Leadership

According to this leadership style, the primary goals of leadership should be the commitments and capacities of organizational members. When members are highly committed to organizational goals and possess stronger capacities to achieve those goals, it is projected to lead to increased effort and productivity (Leithwood et al., 2007). Leithwood (2006) outlines eight characteristics of transformational leadership, which include developing a positive school climate, establishing educational objectives, stimulating the mind, offering individualized support, exemplifying high performance expectations, modeling best practices, and modeling important organizational values.

Transformational leadership style, according to Berkovich (2016) has been among the most successful leadership style or model in education perspective over past decades. Before it was considered as leadership model for educational authorities, this model was prepared for political and business authorities. This leadership style is widely seen as the most applied leadership model, because people who utilize it always try to modify, engage, encourage the followers (Hassan, Mahsud, Yukl, & Prussia, 2013). Transformational leadership model is pays less attention on positional power and more about influential one. This type of leadership which is

displaying on the figure below indicates the role of inspiring and encouraging followers to attain a shared vision along with putting more focus on the relationship. Transformational leaders are more encouraged and interested in changing their subordinates into strong people who can take responsibilities. As everyone is responsible as members of community well-being of whole community can be develop because they help one another to build their life.

Figure 1: Transformation Leadership



Source: <https://files.eric.ed.gov/fulltext/EJ1322100.pdf>

2.3. The Social Change Model

In order to discuss leadership development, academics must first establish a definition of what it means to be a leader. The Social Change Model (SCM) of leadership, which focuses on motivation, self-efficacy, and leadership potential, will guide the study. The SCM was developed by a group of professionals in higher education who view leadership as a social process where individuals work together to improve society (HERI, 1996).

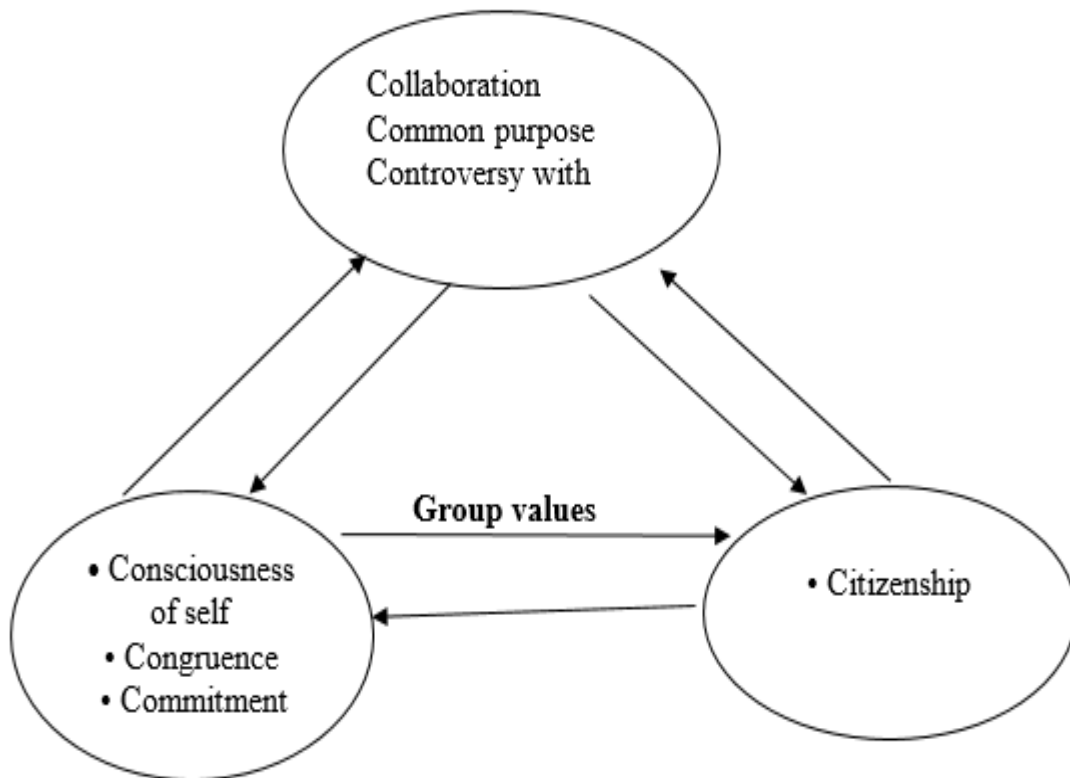
The Student Leadership Challenge Model (SLC) was deemed appropriate for this study as it was designed specifically for college students, with the belief that leadership can be learned by anyone. Moreover, its primary goal is to bring about positive change for communities and individuals.

According to Owen (2012), the Servant Leadership Theory (SLT) is one of the most frequently

used leadership theories in higher education. Due to its underlying assumptions, widespread

application in higher education, and compatibility with the objectives of citizenship development in higher education, the SLT was chosen as the key notion of leadership for this study (AAC&U, 2007; Dewey, 2012)

Figure 2: Diagram of social change model



Source: <https://cpb-us-w2.wpmucdn.com/blogs.umb.edu/dist/b/1275/files/2014/11/Social-Change-Model-of-Leadership-A-Brief-Overview-Wagner-2dgecz3.pdf>

Critical Values of Leadership the working set normally decided that there were 7 critical values (Higher Education Research Institute, 1996) to leadership improvement. As each starts with the letter C, these later were known as the “Seven C’s”. These C’s are grouped into three classes:

- **The Individual:** What people quality could our programs try to create? What individual qualities help effective collective activity and social change?
- **Groups:** What steps do students might have to learn in order to work collectively and

effectively in groups? How can collaboration foster person improvement and social transformation?

- **The Community/Society:** How can engagement in positive change in the community improve team collaboration and promote individual character?

2.3.1. Approaches to Leadership Development

The overlap between Dugan's (2017) integrated model for critical leadership development and Chan and Drasgow's (2001) theory of leadership development provides a framework that supports the proposed study goals. Both models identify various variables that affect the development of leadership, however, Dugan (2017) focuses primarily on the psychological variables of leadership ability, self-efficacy, and motivation. According to Dugan's approach, motivation, self-efficacy, and leadership potential are all interdependent and can be influenced by both social and environmental factors.

The development of a student's psychological constructs can be influenced positively or negatively by various variables. These variables can alter the connections between each construct. Although Chan and Drasgow (2001) use a one-way link between leadership self-efficacy, motivation, and capacity as part of their theory, the general direction of their hypothesis affects the a priori models for my analytical method. Although personality is a model representation of social identity, Chan and Drasgow's theory does not include social identity despite the fact that it affects leadership drive and self-efficacy. To create a framework for my study, I used the core psychological dimensions of motivation, efficacy, and capacity, as well as Dugan's (2017) concept of social identities as a contextual impact. The proposed theoretical link between the constructs suggested by Chan and Drasgow is unidirectional. However, socialidentity is a contextual factor that also influences the relationship between each construct.

2.4. Empirical Review

2.4.1. Influence of Transformation leadership on Well-Being of Students

The purpose of the study was to determine how students' college experiences and wellness are impacted by holding leadership roles in clubs and groups at Indiana State University in

the United States. How does a student's involvement in leadership positions in clubs and groups impact how they perceive their time at college? One of the study's questions. The study explored the impact of taking on leadership roles on a student's well-being. The researchers conducted semi-structured interviews and identified six important themes: the formation of a leadership identity, past experiences and connections, and the development of leadership abilities. Difficult transitions were also identified as a significant factor.

The study concluded that a student's overall college experience and wellness are positively impacted by their leadership responsibilities in clubs and groups (Tricia, 2017).

Currently the most popular topics in field of education are transformational leadership and well-being, in the past decades' research explaining positive effect of transformational leadership on the educators and other people well-being (Maheshwari, 2022, Zhang, Huang & Xu, 2022).). apart from becoming crucial topic, research on these field in Indonesia still has few people who worked on it, and reviews about this filed are still a challenge. Hence the review purpose of this was to summarize and detail the results focusing on the difference between students weilbeing in schools where leaders apply transformational leadership, people perception of the leaders transformational leadership and the effect it has on developing people well-being.

According to Ceri and Paul's analysis of the leadership identity and responsibilities in their study titled, school belonging, academic self-regulation, and hope are all significant predictors of students' wellbeing ($R=0.73$). Regression analyses are used to examine how student leadership roles and behaviors affect motivation and wellbeing. All the predicted predictors taken together explained a staggering 52% of the variance in student happiness. Hope is a strong and substantial predictor of happiness (regression coefficient -0.50), as is school attendance (regression coefficient -0.56). As of now, research show that self-concepts and leadership experiences are related to both official and informal leadership. Students' thoughts of "hope" are only remotely related by tangential ideas and experiences.

The best measures of happiness are a sense of school identity and higher levels of hope. In 2015, Lorna conducted a study on "The Influence of School Leadership Practices on Classroom Management, School Environment, and Overall Influencing Students' Situation and Daily Course Performance." The results showed a significant correlation between the perceived school leadership practices of teachers and administrators as independent variables and the perceived

academic performance and classroom management as dependent variables.

The perceived school leadership practices and the reported school climate were both strongly and favorably correlated. The findings will assist policies that implement leadership frameworks in primary schools that are underperforming, boosting the quality of education in Jamaica. In their study named, Christopher et al., (2009) found similarities between the effect of leadership practices on enhancements in school environments in Primary and Secondary schools.

The Effects of School Leadership on Student Performance. However, compared to secondary schools, primary schools experience a greater direct impact from the Senior Leadership Team's (SLT) leadership on the quality of learning and teaching. According to Leithwood and Riehl (2003), effective school leadership greatly improves student learning. Only a small portion of the diversity in student learning can be traced to school-level characteristics, even though there are many elements that influence student learning (Coleman et al., 1966). High-quality curriculum and instruction tend to have the biggest impact on student learning among the elements at the school level, but school administrators also have a big impact on how kids learn. The learning of kids can be greatly influenced by high-quality curricula and instruction, but leadership has more indirect positive effects on students' accomplishment (Hallinger & Heck, 1999).

In his study on transformative leadership skills, Bass said that some leadership techniques could be used in almost any situation (1998). These procedures should not be viewed as the only tools in a principal's toolbox, but rather as a fundamental prerequisite for giving administration and instructional leadership to any educational institution. Creating a list of cores, essential leadership traits require a lot of work. Researchers have categorized the needed leadership behaviors for principals into three groups based on three independent evaluations of contemporary leadership in school administration. In 1999, Hallinger and Heck established the four fundamental categories of leadership: goals, people, structures, and social systems. The phrases visioning tactics, effectiveness-building strategies, and context-shifting methods were created by a different set of researchers (Conger & Kanungo, 1998).

Ken Leithwood, who worked in the same field as Hallinger, Heck, Conger, and Kanungo before them, recognized the crucial leadership categories of determining directions, rebuilding the organization, and developing people (1999). People development is another crucial core

leadership strategy that is thought to support student accomplishment. Setting overarching organizational goals is a crucial leadership skill for any leader, but it is not the only thing that influences how people behave and how they carry out their jobs. Motivation and work-accomplishment capacity are two essential personal traits for business success. Direct interactions with individuals who hold official leadership positions within the organization, as well as the organizational environments in which they work, have a substantial impact on motivation and competence (Lord & Mayer, 1993).

Offering an acceptable model, offering personalised support, and stimulating the mind are three leadership practices that have been shown to influence how people develop within organizations through their leaders. (Leithwood & Reihl, 2003). Making a suitable example for the people they supervise to follow is a last leadership technique for the essential instrument of growing people. When a principal personally embodies the organizational goals that he or she is attempting to keep the entire organization focused on, the staff takes notice and begins to believe in their own capacity to match the high standards established by their leader.

2.4.2. Impact of Democratic Leadership on Well-being of Students

Resilience is an ability that allow somebody to achieve his objective amidst the challenges. it is a strength to recover from challenges which can affect life and experience and familiarize the circumstances (Connor; Davidson, 2003; Hu, Zhang, & Wang, 2015). it is also give those people to deal correctively and cope with stress. resilience yields positives attitudes and emotions, which might vary according to the short- and longtime of period. research indicates that short- term positive emotions might produce long-term resilience (Cohn, Fredrickson, Brown, Mikels& Conway, 2009).

To this end, resilience is a great skill for facing adversity and augmenting well-being. it is situated at the heart of competent leadership. research shown a high psotive correlation between democratic and well-being as well-being is the results of resilience (Maulding, Peters, Roberts, Leonard & Sparkman, 2012). as successful leader can familiarize to dynamic person behavior and community change by discussing difficult issues which are not easily anticipated (Heifetz & Linsky, 2002). organizational progress and existing are contingent upon utilized leadership team's strategies. powerful leaser, though must create a resilient atmosphere for all

followers to trace their way of adaptability and well-being. this conducive atmosphere as an outcome, would diminish burnout and design conducive environment t even if the obstacles are beyond the availability of resources and capability (Mumford et al.; Hatler & Sturgeon, 2013).

Authority sharing is a key element of democratic leadership style, as noted by Oyetunyi (2008). In this style, management seeks information from subordinates before making a decision, but ultimately has the final say. They may also seek discussion and agreement among instructors or let subordinates vote on a matter before making a choice.

Such a leadership style fosters a climate where all parties can openly voice their opinions and feel included in the democratic decision-making process. This is important because stakeholders must feel that they have a say in what happens at school instead of being subject to the opinions of those in positions of hierarchical control, as noted by Rowley (1997).

School leaders play a crucial role in creating a welcoming and supportive learning environment that benefits both teachers and students. An orderly workplace is ideal for learning, and staff members who behave in an orderly and internally controlled manner improve the environment, as listed by Ubben and Hughes (1997). It is therefore important for administrators to plan and carry out school activities while maintaining a structured and supportive environment. This helps them feel secure in their employment and ensure long-lasting success.

Collaboration among all members of the school community, a well-functioning system for managing student behavior, and support for leadership are key indicators of a positive school environment that fosters high academic achievement among both teachers and students. Many effective leaders in schools with diverse student populations use strategies to promote academic excellence, equity, and social justice (Leithwood & Riehl, 2003). Research suggests that not all students have a history of academic success due to student-related factors. Additionally, students in various organizations value different leadership qualities (Hallinger & Heck, 1999). Students are typically moved by these abilities, which give them the capacity to direct their own educational experiences. When making decisions about matters at the classroom level, effective leaders in many educational settings give the school's commitment to teaching and learning a high priority. (Leithwood & Riehl, 2003). Success starts with the principal modeling these

leadership abilities with teachers and students in order to embody organizational goals, as these classroom challenges are essential for student achievement at any level. The most important factor in forecasting student achievement, according to Leithwood and Riehl, (2003) is the teacher's perception of the student's performance.

When working with students from diverse educational and family backgrounds, it is crucial for instructors to set expectations for success. Administrators of schools that serve various demographics are concerned about the growth of strong communities within the institution. The school comprises two primary communities: the community of adults and students, and the professional community of instructors, administrators, and other specialists. Student motivation is dependent upon developing strong relationships between students and the people they interact with frequently (Lee et al., 1993). Research indicates that strong ties between members of the campus' professional community have a positive impact on students' academic performance. Recent educational studies highlight the importance of principals as leaders for school achievement. According to Sergiovanni (2011), principals are essential for establishing organizational identity and encouraging staff agreement on objectives. Therefore, the behavior of the school's leadership has a significant impact on the school's development.

2.4.3. Factors Affecting School Leadership

Research suggests that school leaders' success is influenced by district or zonal school department features, institutional qualities, and basic characteristics.

Leaders' Characteristics

Background in education: A leader who is good at managing educational institutions must have a wide range of technical, interpersonal, and pedagogical skills. Sergiovanni (1984) classified these abilities into two categories: technical forces and human forces. Technical forces refer to a strong management style and efficient methods for planning, organizing, coordinating, and supervising to achieve the highest level of effectiveness for the institution. Conversely, human forces place a strong emphasis on the value of effective communication skills, effective motivational strategies, and fostering a healthy work environment.

A leader who is good at managing educational institutions must have a wide range of technical, interpersonal, and pedagogical skills. Being aware of the importance of increasing leadership skills of the leaders is directly related to the wish if an organization to hire and retain the best performers. The key of successful leadership practice includes individual skills (growing of self-awareness, management of stress and well-being and conflict management); interpersonal skills (developing cooperation through good communication, acquiring leadership and strength, improving production, and managing tension) and team work skills (encouraging and empowering others, attracting work for successful performance, and adjustment of the progress) (Connolly, James & Fertig, 2019).

To exhibit this behavior, participatory management must be properly applied. Educational forces emphasize the importance of conceptual knowledge of education, which entails identifying educational issues, performing clinical supervision duties, evaluating educational programs and curriculums, conducting staff development activities, and creating effective individualized educational plans for specific children. In general, instructional leaders must be qualified for these challenging operations and have official certification in education.

This type of behavior requires the application of participatory management and knowledge of education. This includes the ability to identify educational issues, carry out clinical supervision duties, assess educational programs, help with the curriculum, perform staff development activities, and create effective individualized educational plans for specific students. In general, instructional leaders should be qualified and have an official education-based certification to carry out these challenging operations. According to Corbally (1961), formal education is believed to equip principals with a variety of skills and an understanding of their leadership responsibilities.

Work Experience of Leaders: Leaders need to foster and develop the ability to learn from experience. School administrators should spend time working as teachers before taking on leadership roles. This will provide them with insights into students, community involvement, instructional obstacles, and administrative challenges that schools face. It is also beneficial for leaders to have real-world experience gained from participating in conversations, panels,

seminars, meetings, or workshops unrelated to academic study. This exposure helps leaders interact with a diverse set of people and can enhance their proficiency in communication. Corbally (1961) and Douglas (1964) both acknowledged that aspiring leaders can improve their comprehension and proficiency by grasping such opportunities. As leaders gain more experience, their effectiveness as instructional leaders improve.

Organizational Characteristics: Organizational elements are factors that already exist in an institution that can impact leadership. The availability of educational assets, such as staff, materials, and funding, should be considered as the first priority. To attain an effective leadership position, it is essential that vital resources such as finance, funding, equipment, teachers, textbooks, and machines are readily available. The function of leadership can be enhanced or limited depending on the resources available for education. Gorton (1993) asserts that a shortage of resources is a significant barrier to effective leadership. Experience has also demonstrated that a lack of knowledgeable instructors makes the leadership development process challenging.

Role diversity is the second organizational feature that most school directors regret. It takes more time and effort to exercise leadership than to run a school or school district (Gorton, 1983). The principal will frequently feel overworked because other obligations often compete for her time and drain her energy. Seymour added that the principal's extensive list of administrative duties frequently overshadows her leadership role in guiding instruction.

There is little research on how school size affects leadership ideas. According to Lashway (2002), small schools are more likely to promote a sense of belonging and community by encouraging active student participation in a welcoming, kind, and caring environment. Cotton (1996) argues that because leadership is more inclined to participate in small schools, connections between people are more positive there.

Decision-making is impacted by a high engagement or high-performance strategy, according to Lawler, Mohrman, and Ledford (1992). Depending on various viewpoints, teacher involvement is a way to prevent the helplessness and job estrangement that can cause stress and burnout. According to the most recent theory, organizational learning, instructor involvement in actual decision-making processes is a crucial tool for effectively utilizing the company's intellectual assets. As a result, better and more carefully considered decisions are made (Dinham & Scott,

2000).

Instructional policies and practices have been affected, in recent years, by a tough love approach to improving student performance in many jurisdictions. This approach frequently entails keeping students in grade until they achieve the bare minimum requirements for passing, which are frequently determined by the outcomes of end-of-grade exams (Dinham & Scott, 2000). Due in part to decreasing the age at which students leave school, this strategy has led to a dramatic decline in high school attendance. However, for students who have a strong sense of academic self-efficacy, raising the bar with clear repercussions for failure might be a motivating factor. When faced with the risk of failure, students with a high sense of college self-efficacy usually become more driven to work harder (Dinham & Scott, 2000).

Small Classes: The advantages of smaller class sizes to student learning are well acknowledged in the academic community. According to research on the impacts of class size, learning outcomes can be greatly improved in classrooms with an optimal size of between 15-30 students. Additionally, evidence suggests that, when accompanied by appropriate educational changes, the first two years of school are the optimum periods to reduce class size (Finn, 2001).
2.1.4 Well-being of Students on Campus

The term "well-being" is frequently used in both popular and academic discourse, and it has many different meanings. Since it is a social construct, its meaning is fluid throughout time and space. Ereaud and Whiting (2008) highlight that the meaning of the phrase "well-being" at any given time relies on the importance placed on various philosophical traditions, worldviews, and systems of knowledge at that time. Despite its complexity, measurability is a necessary component of public policy implementation and evaluation.

The growing number of well-being measurements and indicators that characterize it as a collection of interconnected characteristics reflects this. The UNICEF (2007) Child Well-being Index includes elements for material well-being, health and safety, educational well-being, relationships with family and peers, behavior and dangers, and subjective well-being. Other frequently used aspects of wellbeing include material well-being, social well-being, emotional well-being, psychological well-being, emotional well-being, and spiritual well-being (Awartaniet al., 2007; Pollard and Lee, 2003). Other terms that can be used interchangeably with

well-being include "quality of life," "health," "happiness," "standard of living," and "welfare." The term "well-being," however, is currently and most frequently used, notably in the social sciences. Diener et al. (2009) claim that because the term "well-being" covers more ideas than the others do, it is growing in popularity. In order to explore the complex and multi-dimensional character of well-being, the section that follows discusses some of the common beliefs and perceptions about well-being. According to Evans and Prilleltensky (2007), there are three interconnected levels of well-being: personal, relational, and social needs and goals. The ideas and attitudes that follow can be broadly categorized into three groups: relational (like social capital), personal (like subjective wellbeing), and collective (like social justice).

Social well-being

Social well-being is an important aspect of overall well-being, and is recognized as a component of the larger social-emotional well-being dimension. It is also considered as a part of a broader well-being construct, with typical characteristics including empathy, trust, peer connections, and a sense of reciprocal obligation. Bornstein et al. discussed this in a study in 2003.

Some well-being models combine social and emotional well-being into a single variable based on the hypothesis that emotional well-being frequently manifests as overtly visible social behaviors. This offers a straightforward approach for dealing with conceptions where well-being is broadly construed to include a variety of situational circumstances.

The goal of this research is to create a framework that can measure the well-being of students and assess how well they are adapting to their school community. In order to be included as a separate dimension of student well-being, the interpersonal well-being dimension must be sufficiently distinct from the interpersonal dimension. Various studies such as those conducted by Mooij (2002), Wyn et al. (2000), L. Beckett (2000), Fuller (2001), Leary (2000), have shown that school communities play a significant role in shaping students' ability to function well in their learning environment. These studies also indicate that students' interpersonal behaviors greatly affect their ability to function effectively in school. Pollard and Lee (2003) have measured the level of students' interpersonal well-being as an independent component of their overall well-being within the school community.

Dimensions of Student Well-being

Pollard and Lee conducted a thorough examination of existing literature on children's well-being in 2003. They identified five dimensions that accurately represent the well-being construct, which helped handle the tension between breadth, discreteness, and specificity. It can be helpful to refer to the five domains identified by Pollard and Lee in 2003 when outlining a model for assessing student well-being in a classroom setting. These five components include physical, emotional, mental, and social well-being. Physical well-being encompasses several aspects such as dietary practices, illness prevention, physical activity, physical safety and security, sexual well-being, and drug use. Studies show that school initiatives that promote physical fitness have a positive impact on students' health. Schools have curricular materials in the fields of health and physical education, as well as supplementary activities, to encourage and support students' physical well-being. However, whether physical well-being indicators improve a construct used to gauge student well-being is debatable.

Ideas about students' physical health in a school setting are different from ideas about how well students perform academically.

Physical exams and assessments are important for a student's well-being, but they do not contribute to measuring the effectiveness of the school community as a whole. For example, a bad diet may limit a student's ability to perform well, but diet alone is not an assessment of effective function. Therefore, bodily well-being is a significant concept that merits investigation and objective accounting.

Economic Well-being

In wealthy countries, economic well-being is often measured by factors such as the education and career of parents, as well as financial support received by the family (Pollard & Lee, 2003). On the other hand, measures of economic well-being in impoverished countries tend to focus on indicators like access to clean water and sanitation, having a sturdy floor, and owning basic household items like radios, televisions, and bicycles (Beckett & Pebley, 2002).

While it is widely agreed that a student's economic situation has an impact on their overall well-being, it is not entirely clear to what extent or how exactly this happens (Diener et al., 1999). It's important to note that a student's financial situation is usually beyond the control of the school

community.

Psychological well-being

Psychological well-being is the most common concept in the literature on well-being. It is also considered an important outcome measure of well-being. Psychological well-being has been recognized as both an independent construct of well-being and a component of larger constructs of well-being such as the World Health Organization's Quality of Life and Pollard and Lee's synthesis of child well-being.

Psychological well-being is distinct from social and cognitive well-being, as per the Pollard and Lee concept of well-being. However, interpersonal and psychological well-being can be viewed as interchangeable. It focuses on the aspects of well-being that are most visible in an individual's internalized sense of self and ability to interact with others. Lent (2004) identifies several quantitative characteristics that constitute interpersonal well-being in the classroom, including autonomy, self-acceptance, resilience, contentment, self-efficacy, optimism, and meaning in life. Brettschneider (2000) notes that the school plays a significant role in shaping these interpersonal well-being traits.

This study views interpersonal well-being as a crucial component of a measuring construct that evaluates students' overall well-being in the school environment.

Cognitive well-being

The domain of cognitive well-being encompasses activities that involve receiving and processing information, enabling individuals to interact with their environment (Pollard & Davidson, 2001). Some cognitive well-being models, such as the one proposed by Bornstein et al. in 2003, emphasize personal characteristics like curiosity, motivation for mastery, and creativity. On the other hand, other models, like the one presented by Pollard and Lee in 2003, focus on the constructs of intelligence and reasoning, specifically in the context of academic performance at school.

Schools play a crucial role in shaping students' cognitive health, which is their primary goal and where most of their resources are focused. While schools have various resources and techniques to evaluate the academic performance of their students, cognitive inclination measures are not commonly used.

Pollard and Lee's (2003) cognitive dimension of child well-being does not adequately separate its dispositional components from a larger interpersonal dimension of students' well-being in the context of schools. Therefore, the study includes propensities for cognitive achievement due to the larger interpersonal component of a measuring construct of student well-being in the school community.

Mental well-being

Knowing the connection between learners' mental well-being and academic attainment is the main target of educators, Policy makers and society members in higher institutions of learning. Even if previously thought of as two different domains of functioning, there is fact that mental well-being and academic performance are connected (Jones, Brown, & Aber, 2011; Moilanen, Shaw, & Maxwell, 2010). To be sure, it is that nurturing positive mental well-being in students has been demonstrated to rise academic attainment and many curricula exist that target to develop many competencies through social and emotional studies (Brackett, Rivers, Reyes, Salovey, 2012}. Like constant instruction, the more repeated exposure to social emotional studies, the greater the impact on academic attainment (Zhai, Raver, & Jones, 2015). Recent information gives specific research indicating the relationship between mental health or social emotional capability and school achievement.

Unconducive school environment, of which mental well-being is part of, is linked to lower GPA in both girls and boys (Wang et al., 2014). More than that, school unconducive environment is connected with poor leadership and lower GPAs even when accounting family system (O'Malley, Voight, Renshaw, & Eklund, 2014)

Social emotional learning were the most successful programs at mitigating mental health issues comparing with those ones relates or targeting student behavior or educator students' cooperation, they were demonstrated to have the important effect on student achievement when they had instructor emphasis components (e.g., improving teachers' use of classroom rules and procedures; Korpershoek, Harms, de Boer, van Kuoolaad, 2016).

In case, school mental well-being programs are well put in place effectively and with fidelity, they have been demonstrated to strengthen academic outcomes.

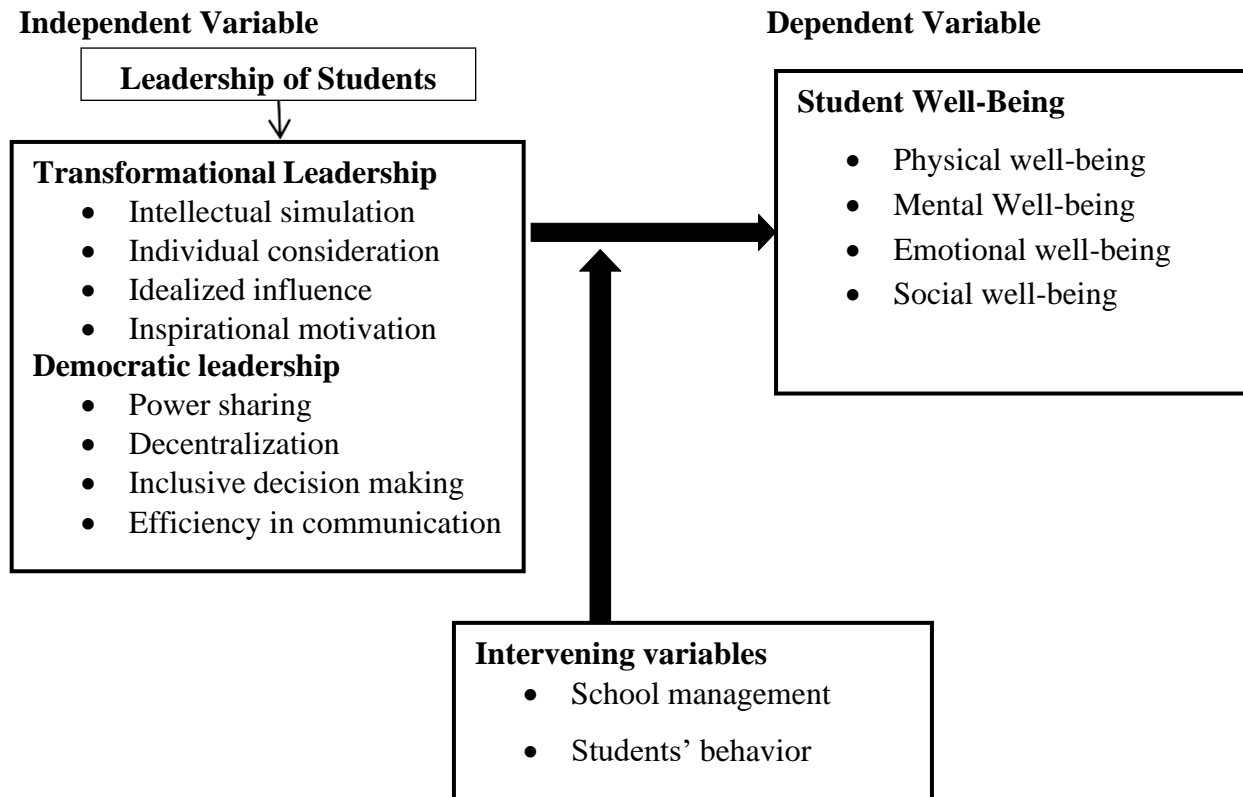
The difference between an successful implemented program, and one that is ineffectively

implemented is equal to approximately 6 month of studies (Dix, Slee, Lawson, & Keeves, 2012).

2.4 Conceptual Framework

As per Mutai's (2000) study, a conceptual framework is presented in a visual and diagrammatic form that expresses the variables involved. The purpose is to make it easy for the reader to comprehend the proposed relationship between concepts. The conceptual framework shows the interconnections between independent, dependents and extraneous variables, which have been used by the researcher as guidance in the whole process of the research. In this study, the impact of leadership styles on students' well-being is being evaluated and thus, a conceptual framework has been developed to facilitate the understanding of this relationship.

Figure 2.2 Conceptual Framework



Sources: Researcher, 2023

The independent variables include **Transformational Leadership**, characterized by the following dimensions:

Intellectual Stimulation: Encouraging students' critical thinking and problem-solving abilities.

Individual Consideration: Addressing the individual needs and personal development of students.

Idealized Influence: Providing a role model for students, fostering trust and respect.

Inspirational Motivation: Motivating and inspiring students to pursue and achieve their academic and personal goals.

Similarly, **Democratic Leadership** is represented by:

Power Sharing: Involving students in the decision-making process, allowing shared authority.

Decentralization: Distributing leadership roles to ensure autonomy across various student groups.

Inclusive Decision-Making: Ensuring the participation of all stakeholders in the leadership process.

Efficiency in Communication: Promoting clear, effective communication between leaders and students.

The dependent variable is **Student Well-Being**, which is broken down into:

Physical Well-Being: Supporting students' physical health through leadership actions.

Mental Well-Being: Addressing students' psychological needs, helping them manage stress and maintain mental health.

Emotional Well-Being: Fostering emotional stability and resilience in students.

Social Well-Being: Promoting healthy social interactions and relationships within the student body.

The relationship between leadership styles and student well-being is further influenced by **Intervening Variables** such as **School Management** and **Students' Behavior**, which can either enhance or inhibit the effects of leadership on well-being. Effective leadership, whether transformational or democratic, plays a key role in improving students' overall well-being, preparing them to be successful both during their academic careers and beyond.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1. Introduction

This chapter describes the techniques used to carry out this study. It covers the following techniques: the research design, the target population, the sample size, the sampling strategies, the data collection methods, the usage of instruments during the data collection process, the reliability and validity of the instruments, data analysis, and ethical considerations.

3.2. Research Design

According to Kumar (2011), **the research design is gradual work plan that the researcher follows to respond the problem validly, purposively, accurately and economically.** Therefore, a predetermined strategy is used to reach the study investigation's conclusion or results. The descriptive survey design was employed in this study. Data collection tools included questionnaires. The results were analyzed, summarized, and interpreted using both quantitative methods. A 95% confidence level and 5% error were employed in the study. The data were analyzed using Statistical Package for Social Sciences SPSS software, version 26.0.

3.3. Description of the Study Area

Rukara Campus of the University of Rwanda College of Education. A University of Rwanda College that is situated in Kayonza District. Kayonza District is located in the Eastern part of the province. UR-CE is the name of one of the University of Rwanda's education-focused colleges. It has a variety of departments, including those for languages, humanities, early childhood and primary teacher education, sports, science, and school for inclusive and special needs. Two thousand six hundred thirty-two (2632) students are enrolled there.

3.4. Study Population

All university students who were leaders, students' representatives and staff members made up the entire population of interest in this study. The survey determined that the target population consisted of 100 respondents who were leaders in all types of group activity. The target population consisted of staff members, students' leaders and students' representatives enrolled in college-level courses at the University of Rwanda College of Education, Rukara Campus.

3.5.Sampling Design

3.5.1.Sample Size

When the sample size is small and reasonable, a survey or census is the most effective method for obtaining exact information from the target population, claims Amin (2005). Giving a true picture of the population and making it easy to collect thorough statistics on the population are two advantages of this technique. The census method was used as a sampling technique in this study, with the entire target population of 100 people include the following: students' representatives, students' leaders and staff members, they were taken into consideration as the sample size.

Table 1: Study Population and Sample Size Determination

Respondents' category	Target Population	Sample Size	Sampling Techniques
Staff members.	10	10	Census
Students' leaders	21	21	Census
Students representatives	69	69	Census
Total	100	100	

Source: UR-CE, Rukara Campus, 2023

3.6.Data Collection and Instruments

A significant source was used to gather the information, as shown below: primary data source
Primary data was gathered using a number of techniques, including the questionnaire.

3.6.1.Questionnaire

This study used a structured questionnaire that was worded in simple terms, making it simple to get the required data. The following section consists of a collection of intersecting questions arranged in a positive sequence with the goal of gathering information from the study's sample size. In essence, it could involve asking the participants both open-ended and closed-ended questions. As opposed to open-ended questions, which require participants to provide their personal thoughts in accordance with the study objectives, close-ended questions allow participants to react by selecting from a variety of options.

3.6.2. Documentation

Documentation is the method the researcher uses to get more information and supplement the existing ones. Information was collected using other methods; this was through reading books, articles, reports, newspapers, magazines and internet. Documentation helped the researcher to study a lot about the records related to impact of students' leadership on well-being, Briefly documentation helped the researcher to get most of the second hands information.

3.7.Sources of Data

The researcher used only the primary data. The section below presents these data and the rationale of their usage.

3.7.1.Primary Data

Primary data sources, which are the most direct sources of information, come from the people or things you are researching, according to Mugenda & Mugenda (2013). Primary data is information that has been obtained directly by the researcher as a result of his research. The information gathered from the chosen respondents using a questionnaire is included as primary data in this instance.

3.8. Data Analysis

The Statistical Package for Social Sciences (SPSS) software version 26.0 was used for the quantitative data analysis technique. The information collected was coded and explored using this program, and tables and frequencies were utilized to explain the results. The mean and standard deviation were utilized to summarize observations in this descriptive study, and correlation and regression analysis approaches were used to examine and interpret the connection between student leadership and students' well-being.

3.9.Reliability and Validity of Data

The validity and dependability of the research instruments employed in this study were examined. The steps taken to ensure the accuracy and dependability of the research instruments are described in the section that follows.

3.9.1.Reliability

Pelorosso (2020) defined reliability as the extent to which measurements can be repeated when

different individuals perform them on a separate occasion, under varying conditions, and with different instruments that measure the same skill or construct. The research employed a measurement tool that applied the test-retest method to determine reliability.

Regression analysis and the correlational coefficient were used to determine the replies given at various points during the inquiry. Using ranking scale instruments' quality criteria, Pelorosso (2020), who is assessing reliability, shows that alpha values between 0.67 and 0.80 are moderate, 0.81 and 0.90 are good, 0.91 and 0.94 are very good, and > 0.94 are excellent. With a rate of 0.914, the findings demonstrated the high quality of the equipment.

3.9.2. Validity

According to Robson (2012), an instrument's validity refers to how closely it measures the variables it claims to explain validity as the level to which tools logically tend to measure the intended variable. For the objective of this project, the researcher composed the questions to allowed the respondents to provide their opinions on Impact of Student Leadership on the Well-being of Students in the University of Rwanda. The questionnaire sent to the supervisor who analysed and comments on details in questionnaire and then questionnaire submitted to the expert in language to check for spelling and grammar and any other error that it may contain. After that the researcher reviewed the questionnaire respecting the comments and then the questionnaire was ready for use.

3.9 Ethical Considerations

Jackson (2018) asserts that scientists who employ people or animals as subjects must consider how their research will be carried out and pay particular attention to any ethical issues. The following difficulties were addressed because this study used humans as responders. Prior to collecting data from the chosen sample, the researcher obtained consent. The researcher also gave careful thought to the techniques of data collection, the presentation and interpretation of the results, and citations and referencing. Once the respondents had given their informed consent, the researcher requested them to willingly engage and provide information. Because of this, participants in the study provided their written consent to participate before the interview. The University of Rwanda also authorized the ethical conduct of the study. The researcher respected

the respondents' rights to privacy and confidentiality and made sure that their identities and addresses were kept a secret. The following procedures were performed to prevent plagiarism: The researcher summarized and reworded information she had read in other sources. In order to avoid plagiarism, proper references and citations were given after every quotes.

At the final analysis therefore this chapter has indicated the research design, validity, reliability, ethical consideration, data collections methods and instruments and source of data. Both indicates and clarify the way chapter three was arranged and how it was done academically.

CHAPTER FOUR: DATA PRESENTATION AND DISCUSSION

4.1. Introduction

This chapter covers the presentation, analysis, and interpretation of the data. It is divided into two main sections. The first section of the report covers the biographies of the respondents, while the second section discusses the objectives of the study when presenting the results. Tables and statistical techniques such as correlation, mean, percentage, frequency, and standard deviation were utilized in the presentation.

4.2. Demographic Characteristics of the Respondents

This section discusses the demographic details of the study's respondents, such as their gender, age, category, and longevity of participation in UR CE.

Table 2: Gender of Respondents

		Frequency	Percent
	Male	41	41.0
Valid	Female	59	59.0
	Total	100	100.0

Source: Primary data, 2023

The table above shows the breakdown of responders by gender. According to the statistics, 59% of all respondents were women, while men made up 41%. This helped in ensuring a balanced representation of viewpoints on student leadership and welfare at the Rukara Campus, also known as the UR CE.

Table 4.2 Age of Respondents

	Frequency	Percent
Below 20 Years	25	25.0
21-25 Years	32	32.0
26-30 Years	33	33.0
Valid		
31-35 Years	4	4.0
36-40 Years	6	6.0
Total	100	100.0

Source: Primary data, 2023

The age range of the respondents can be found in Table 2. The majority of respondents, comprising 33% of all responses, were between the ages of 26 to 30. The next largest group, accounting for 32%, were between the ages of 21 to 25. The remaining age categories included those under 20 with 25%, ages 31 to 35 with 4.0%, and ages 36 to 40 with 6.0%. This suggests that the majority of the respondents are young and may not expect the professionals they interact with to be much older.

Table 3: Categories of Respondents

		Frequency	Percent
	Student	90	90.0
Valid	Staff	10	10.0
	Total	100	100.0

Source: Primary Data, (2023)

The table above presents the distribution of responders across different categories. As per the findings, 90% of all the responses were from students, while staff members accounted for the remaining 10%. This helped in obtaining precise opinions held by the students of Rukara Campus, also known as the UR CE, on the topics of leadership and well-being.

Table 4: Longevity of Respondents

		Frequency	Percent
	0-1 Years	13	13.0
	1-2 Years	21	21.0
Valid	2-3 Years	55	55.0
	3-5 Years	11	11.0
	Total	100	100.0

Source: Primary Data, (2023)

The following text shows the distribution of respondents' longevity based on the length of time they spent at the UR CE Rukara campus. It was found that the majority of the study participants, which is 55% of all respondents, had spent between two and three years at the campus. 21% of the respondents had invested between one and two years, while 13% had spent between one and zero years. 11% of the respondents had spent between three and five years. It's noteworthy that spending this amount of time is sufficient to gain the required knowledge on how the student leadership is organized and how well students are doing.

4.3.Presentation of Findings

As was already mentioned, this section is the second one in this chapter. Results that meet the study's goals are what matter. Referring to those factors that are associated with student leadership at CE Rukara Campus, students' well-being, and the interactions between those factors.

4.3.1.Influence of Transformational Leadership on Well-Being of Students

The study aimed to evaluate the effect of transformative leadership on the welfare of students at the University of Rwanda's College of Education Rukara Campus. The literature review revealed different measures of transformational leadership. The outcomes have been analysed and explained as follows:

Table 5: Influence of Transformational Leadership on well-being of Students

Statement	SD		D		Neutral		A		SA		Total		
	N	%	N	%	N	%	N	%	N	%	N	Mean	Sd
The leaders inspire confidence in the value of their argument	0	0	0	0	0	0	39	39.0	61	61.0	100	4.61	0.490
The leaders are eager to achieve the vision of this the institution	0	0	0	0	0	0	39	39.0	61	61.0	100	4.61	0.490
The leaders set an enviable example for others to Follow	0	0	0	0	0	0	31	31.0	69	69.0	100	4.69	0.465
The leaders demonstrate high personal standards	0	0	5	5.0	3	3.0	46	46.0	46	46.0	100	4.33	0.766
The leaders motivate team Members	0	0	0	0	0	0	48	48.0	52	52.0	100	4.52	0.502
The leaders ask questions to test other's thinking	0	0	0	0	7	7.0	37	37.0	56	56.0	100	4.49	0.628
The leaders provide tasks that are stretching but achievable	6	6	4	4.0	3	3.0	54	54.0	33	33.0	100	4.04	1.034
Overall Mean												4.47	

Source: Primary data, 2023

Note: 5=Strongly Agree, 4=Agree, 3= Not Sure, 2=Disagree, 1=Strongly Disagree

Table 4.5 displays the outcomes of a study on how transformational leadership affects the well-being of students at Rukara Campus of the National University College of Education. The study examined how students perceived transformational leadership, which is considered one of the best forms of student leadership. The goal was to gauge how much students valued and trusted their leadership. The study surveyed 100 students and analyzed the results.

The survey results showed that 39.0% of students agreed and 61.0% strongly agreed that the leaders instilled trust in the merits of their argument. In terms of the leaders' eagerness to realize the institution's vision, 39.0% agreed and 61.0% highly agreed. Furthermore, 31.0% of students agreed and 69% strongly agreed that the leaders set an admirable example for others to follow. Regarding the leaders' personal standards, 5.0% disagreed, 3.0% were neutral, 46.0% agreed, and 46.0% strongly agreed that the leaders had high standards.

The survey also showed that 48.0% of students agreed and 52.0% strongly agreed that the team leaders inspired their colleagues. When asked about the leaders' ability to measure others' perspectives, 7.0% disagreed, 37.0% agreed, and 56.0% strongly agreed. In terms of the leaders' goal-setting abilities, 34.0% strongly agreed, 6.0% disagreed, 4.0% were neutral, and 56.0% agreed that the leaders set challenging yet achievable goals. Transformational leadership positively impacted the well-being of students at the University of Rwanda's College of Education Rukara Campus. Nearly all respondents agreed that transformational leadership was valuable, based on the overall mean of 4.47, which ranged from extremely agreed (5) to agree (4).

According to Hannah, Perez, Lester and Quick, (2020), Bardach, Klassen and Perry, (2022). Well-being can be termed as psychological health which emphasizes on fulfillment of students' potential and acting at optimal level, many others studies also examine also the negative aspects of well-being, but examining constructs such as exhaustion, stress, and emotional signs. In normal ways leaders play a vital impact in the workplace, involving education institutions. Currently leaders have more complex importance in students' well-being. Where they are all expected to the managers of students and other staff as well as being included in many places, such as academic attainments, society plus public relations (Lynch, 2012). Other hand there is a type of leadership style which is transformational leadership where the employees more values

and are appealed in order to mobilize their force and resources to change an institution(Passakonjaras & Hartijasti,2020).

4.3.2. Impact of Democratic Leadership on Well-Being of Students

The second objective was to analyze the impact of democratic leadership on the well-being of students in University of Rwanda –College of Education. The results are presented in the table.

Table 6: Impact of Democratic Leadership on well – being of Students

Statement	SD		D		Neutral		A		SA		Total		
	N	%	N	%	N	%	N	%	N	%	N	Mean	Sd
Leaders make their attitudes clear to the students	0	0	0	0	12	12.0	39	39.0	49	49.0	100	4.37	0.691
Leaders let students know what is expected of them	0	0	0	0	0	0	27	27.0	73	73.0	100	4.73	0.446
Meetings between students and leaders are periodically conducted in order to gather different opinions	0	0	0	0	0	0	34	34.0	66	66.0	100	4.66	0.476
There is maximum involvement of students in decision regarding their future	0	0	0	0	0	0	53	53.0	47	47.0	100	4.47	0.502
Students haven freedom of speech to communicate their concerns	0	0	0	0	0	0	29	29.0	71	71.0	100	4.71	0.456
The leaders organizes meeting with students to see how to improve quality of well-being	0	0	0	0	0	0	26	26.0	74	74.0	100	4.74	0.441
Students are allowed to elect their direct leaders among them	0	0	0	0	0	0	22	22.0	78	78.0	100	4.78	0.416
Overall Mean												4.63	

Source: Primary data, 2023

Note: 5=Strongly Agree,4=Agree,3=Not Sure,2=Disagree,1= Strongly Disagree

Table 4.6 presents the results of a study conducted at the University of Rwanda College of Education, Rukara Campus, on the impact of democratic leadership on students' well-being. Democratic leadership is considered a good style to adopt when exercising student leadership.

The survey found that 49% of respondents strongly agreed, and 39% agreed, that leaders make their opinions known to students. Regarding the statement that leaders communicate expectations to pupils, 73% strongly agreed, and 27% agreed. Similarly, 66% strongly agreed, and 34% agreed that regular meetings between students and leaders were held to acquire different viewpoints.

In addition, 47% of students strongly agreed, and 53% agreed that students were involved in making decisions about their future to the greatest extent possible. The survey also found that 71% of students strongly agreed, and 29% agreed that they have the right to free speech to voice their concerns.

Furthermore, 74% of students strongly agreed, and 26% agreed that the leaders had arranged a meeting with students to discuss ways to improve the level of well-being. In addition, 78% of students strongly agreed, and 22% agreed that students should be able to choose their own direct leaders. The overall mean of 4.63 suggests that democratic leadership had a significant impact on students' well-being at the university. This means the score falls between "agree" and "highly agree".

According to Oyetunyi (2008) authority sharing is a key element of democratic leadership style, in this style, management seeks information from subordinates before making a decision, but ultimately has the final say. They may also seek discussion and agreement among instructors or let subordinates vote on a matter before making a choice. This indicates that when students' leaders apply this style to their colleagues, students well-being can be improved because they are always given time to share what is not good for them so that leadership can work on them.

4.2.2 Assessing students' well-being in UR CE Rukara Campus

The second objective of this study was to evaluate the level of well-being among students studying at UR CE Rukara Campus. For this purpose, various well-being indicators were collected from relevant literature, and the participants were asked to share their opinions on these indicators.

Table 7: Students' wellbeing in UR CE Rukara Campus

Statement	S D		D		Neutral		A		SA		Total		Sd
	N	%	N	%	N	%	N	%	N	%	N	Mean	
Students in this schools have access to health services	0	0	0	0	0	0	32	32.0	68	68.0	100	4.68	0.469
The nutrition for students is well balanced	7	7.0	10	10.0	5	5.0	39	39.0	39	39.0	100	3.93	1.217
Student have the right to do sport activities since courts are available	0	0	0	0	0	0	43	43.0	57	57.0	100	4.57	0.498
There is the functional counseling department to help students with mental health	0	0	0	0	0	0	34	34.0	66	66.0	100	4.66	0.476
The claims of students are listen and solutions are given	0	0	0	0	7	7.0	32	32.0	61	61.0	100	4.54	0.626
students are allowed to practices their regions activities depending on their religious sects	0	0	0	0	0	0	18	18.0	82	82.0	100	4.82	0.386
Overall Mean												4.53	

Source: Primary data, 2023

Note: 5=Strongly Agree,4=Agree,3=Not Sure,2=Disagree,1=Strongly Disagree

Various factors are used to evaluate the well-being of students. After analyzing the data obtained from a survey of 100 respondents, it was discovered that 32.0% agreed and 68.0% strongly agreed that students in those schools had access to healthcare services. Regarding the balance of students' diets, 39.0% agreed and 39.0% strongly agreed, while 5.0% disagreed, 10.0% strongly disagreed, and 7.0% severely disagreed.

The Department of the University has been actively working to provide support for students dealing with mental health issues. After taking into account the students' concerns and suggestions, it was found that 7.0% of them held a neutral opinion, 32.0% agreed, and 61.0% strongly agreed with the proposed solutions. Further, 82.0% of the students strongly agreed that they were allowed to practice their regional customs as per their religious beliefs, while 18.0% had a different opinion. The results revealed that students at the University of Rwanda College Of Education Rukara Campus generally had a high level of well-being, with the overall mean of 4.53 falling between "agree" (4) and "strongly agreed" (5).

According to Zheng, (2022) well-being has turned into apprehension for administration and colleges have been increasingly released as area for motivating well-being which is considerable improvement in inquiries on linking cooperation to learners well-being on mediations linked to students well-being. In this way, the role of leadership has gained clear consideration regarding students well-being, given of instructor-students collaborations. The study went far and indicate that student well-being is among the key factors which lead to the institutional success that is the reason why students' leaders' play vital role in developing well-being. High-quality lecturers-students' connections give a support base for longstanding students' education. Instructor interpersonal behavior that make students feel supported and cared for its known as emotion help.

4.2.3 Relationship Between Student Leadership and Students' Well-being

The third objective of this study was to determine how student leadership affects the well-being of students at UR CE Rukara Campus. In order to achieve this objective, correlation analysis was employed, using a significance level of 0.01.

Table 8: Relationship Between Student Leadership and Student's well -being

Transformational Leadership of Students		Democratic Leadership of Students	Student Well- being
Transformational	Pearson Correlation	1	
	Sig. (2-tailed)		

Leadership	N	100		
Democratic Leadership Students	Pearson Correlation	.883**	1	
	Sig. (2-tailed)	.000		
	N	100	100	
	Pearson Correlation	.947**	.847**	1
Student Well-being	Sig. (2-tailed)	.000	.000	
	N	100	100	100
**. Correlation is significant at the 0.01 level (2-tailed).				

Source: Primary Data, (2023)

Table 4.8 displays the connection between student leadership and the well-being of students at the University of Rwanda College of Education. The student leadership factors that were considered are transformational leadership and democratic leadership. The Statistical Package for Social Science (SPSS) application, version 26.0, was used to perform a Pearson coefficient analysis for determining correlation coefficients. The range of Pearson coefficient is from -1 to 1. When the correlation is positive, the range of correlation can vary from 0 to 1. Correlation can be classified into two types - low positive correlation ranging from -0.5 to 1 and strong positive correlation ranging from 0.5 to 1. On the other hand, when the correlation is negative, it ranges from -1 to -0.5 indicating a high negative correlation. A low negative correlation ranges from -0.5 to 0.

The results of the study conducted at the University of Rwanda College of Education showed that transformational leadership, democratic leadership, and the well-being of students had a high positive correlation. The correlation coefficient for transformational leadership and student well-being was .947**, while for democratic leadership and student well-being, it was .847**. These results suggest that there is a strong relationship between student leadership and the well-being of students at the University of Rwanda College of Education.

Table 9: Model Summary of Students' Leadership and well-being

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.947 ^a	.897	.895	.341
a. Predictors: (Constant), Democratic Leadership of Students, Transformational Leadership of Students				

Source: Primary Data, (2023)

Table 4.9 presents the model summary, which indicates an R Square value of 0.897. The findings suggest that student leadership at University of Rwanda College of Education, Rukara Campus, plays a pivotal role in promoting students' wellbeing, accounting for 89.7% of all the variables. The impressively low standard error of the coefficients (0.341) further validates these results.

Table 10: Analysis of Variances (ANOVA^a) of Students' Leadership and well-being

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	98.113	2	49.056	423.081	.000 ^b
1	Residual	11.247	97	.116		
	Total	109.360	99			
a. Dependent Variable: Student Well-being						
b. Predictors: (Constant), Democratic Leadership Leadership of Students, Transformational Leadership of Students						

Source: Primary data, (2023)

In the University of Rwanda College of Education (UR-CE) Case of Rukara Campus, Table 4.10 displays the ANOVA results for the impact of student leadership on students' wellbeing.

The study found a statistically significant relationship between student leadership and wellbeing, with a regression mean square of 49.056 and a residual mean square of 0.116.

The F-value was 423.081 and the P-value was found to be equal to 0.000. Mean square residual represents the mean squared differences within groups and is a component of F used to test for differences between variables. It is also an estimate of the variance of the errors which helps to measure the variation in the data that is not accounted for by the independent variables in the model.

Table 11: Coefficients^a of Variables

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	-.334	.288		-1.163	.248
1	Transformational Leadership of Students	.962	.074	.904	13.031	.000
	Democratic Leadership of Students	.082	.116	.049	.703	.484
a. Dependent Variable: Student Well-being						

Source: Primary Data, (2023)

The impact of student leadership on the wellbeing of students at the University of Rwanda College of Education (UR-CE) Case of Rukara Campus is displayed in Table 4.11 with the constant coefficients of the independent variables. Given that the P-value was less than 0.05, statistical significance was achieved. With a P-value of .484, the results indicated that democratic student leadership was not statistically significant, whereas transformational student leadership was, with a P-value of .000.

CHAPTER FIVE: SUMMARY, CONCLUSIONS, AND ECOMMENDATIONS

5.1. Introduction

This chapter covers the summary of findings, conclusion, and recommendations. The summary of findings discusses the exact goals of the study, the primary goal of the investigation is discussed in the conclusion, and suggestions are provided for changes that could be made to the subject of the study.

5.2. Summary of Findings and Conclusion

The results of a study on student leadership and wellbeing at the University of Rwanda's College of Education, Rukara Campus, are compiled in this section. According to a survey, 69% of respondents strongly agreed that the leaders were able to inspire confidence in the strength of their case. A similar proportion thought that the leaders provided a good example for others to follow. 52% of those surveyed firmly felt that their leaders drove team members. Furthermore, 56% strongly agreed that the leaders' questions helped to test the thinking of others. Finally, 54% of the participants agreed that the tasks assigned by the leaders were challenging but achievable. The total means were 4.47, indicating that almost all respondents agreed that transformational leadership significantly affects students' well-being. This range falls between agree (4) and strongly agree (5).

In regards to the second objective, which analyzed how democratic leadership influences the well-being of students by informing them of what is expected of them, 73.0% of the respondents highly agreed. 66.0% strongly agreed that regular meetings were held between students and leaders to obtain different perspectives. 53.0% of the respondents believed that students were involved to the greatest extent possible in making decisions about their future. 71.0% of the respondents strongly agreed that students had the right to express their concerns freely and openly. The majority, 74.0%, strongly agreed that leaders had organized a meeting with students to discuss ways to enhance their well-being. 78.0% of students strongly agreed that students should have the ability to choose their own direct leaders.

The results showed that the overall mean was 4.63, which fell between agree (4) and strongly agreed (5), indicating that there was a significant impact of democratic leadership on the well-

being of students.

The third specific objective was to evaluate the relationship between student leadership and the well-being of students. The relationship was analyzed, and the results indicated that the relationship between transformational leadership and the well-being of students, democratic leadership and the well-being of students was .947** and .847** respectively. It showed that there were high positive correlations between student leadership and the well-being of students. The findings confirmed that there was a statistically significant relationship between student leadership and well-being at the University of Rwanda College of Education (UR-CE) Case of Rukara Campus, with the regression mean square being 49.056 and residual mean square being 0.116, while $F=423.081$ and P-value being equal to .000b.

5.3. Conclusions

Based on the data analysis performed in chapter four, this study has concluded that the primary goal of transformative leadership is to impact student wellbeing. The findings have shown that the average rating was 4.47, ranging from agree (4) to strongly agree (5), indicating that nearly all respondents believed that transformational leadership has a significant impact on students' wellbeing. Examining the impact of democratic leadership on student wellbeing was the study's second goal. According to the results, the average rating was 4.53 overall, with agree being rated as low as 4 and strongly agreeing as high as 5, suggesting that democratic leadership has a major influence on students' well-being. The study found a statistically significant relationship between student leadership and the wellbeing of students in the University of Rwanda College of Education (UR-CE) Case of Rukara Campus. The regression mean square was 49.056 and the residual mean square was 0.116. The F-value was 423.081 and the P-value was .000b.

5.2 Recommendations

Basing on the results of this study, researcher gave the following recommendations: The researcher recommends that student leaders be empowered and encouraged at all levels. To accomplish this, financial support should be provided to the student guild through increased funding so that it can better perform its responsibilities. Additionally, student leaders should be encouraged to initiate their own income-generating projects, such as engaging in agriculture, in order to expand the

financial base. Therefore, the researcher recommends that students be given the opportunity to take the lead in these endeavors.

Priority should be given to final year student leaders when assigning internships to ensure uninterrupted services to fellow students. By allocating them to nearby institutions, they can continue to serve while practicing.

University leaders should prioritize the well-being of students who live off-campus by establishing a strong partnership with private service providers. This will ensure that the different aspects of student welfare outside the university are not neglected. The research study conducted at UR-CE Rukara Campus has shown that students who live on-campus have access to better facilities and standards of living compared to those who live off-campus. Therefore, it is crucial for university leaders to take necessary steps to address this disparity and improve the quality of life for all students.

It is recommended that student leaders receive additional training in order to better equip them for their responsibilities. Although student leaders receive some training, some may lack knowledge about what their specific roles and expectations are. Therefore, it is important to extend the training they receive during orientation after their election, and to provide refresher trainings throughout their term in order to increase their confidence and knowledge.

Students can create social saving schemes and cooperatives that combine both current students and alumni to invest in necessary infrastructure such as hostels. The idea is to engage in collective savings with a long-term target of investing in infrastructure that will ultimately benefit students. To ensure the success of these saving schemes, students can partner with willing alumni to pool more funds and start a viable investment that will provide great value to student welfare.

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APPENDICES

APPENDIX 1: CONSENT

Dear Respondent,

I am MUSORE Fred a student at the University of Rwanda College of Education-Rukara Campus who is presently enrolled in the university's master's program in educational management. I'm conducting a study utilizing UR-CE as a case study on the contribution of student leadership to the welfare of students in higher education. Your opinion is crucial because it will only be used for scholarly purposes. Your response will not be shared with anybody or any organization outside of this study project and will be kept private.

MUSORE Manege Fred

APPENDIX 2: QUESTIONNAIRE

Part I: Characteristics of the respondents

Please check the box () next to your selection for the basic information that is required of you.

1. Gender of the respondent

Male	
Female	

1. Age of respondents

Below 20 years	
21-25 years	
26-30 years	
31-35 years	
36-40 years	
41-45 years	
Above 45 years	

2. Category of the Respondents

Student	
Staff	

3. Longevity at UR CE

0-1 Year	
1-2 years	
2-3 years	
3-5 years	
Above 5 years	

Part II: Perception of Respondents on leadership of Students

You are welcome to share your thoughts by checking the boxes next to your replies in the table below, where 1 indicates that you strongly disagree, 2 that you disagree, 3 that you agree, 4 that you agree, and 5 that you strongly agree with the statement on the transformational leadership style utilized by secondary school head teachers. Put a check-mark () next to your selection.

SECTION A: Transformational Leadership

Statements	1	2	3	4	5
	SD	D	N	A	SA
The leaders inspire confidence in the value of their argument					
The leaders are eager to achieve the vision of this the institution					
The leaders set an enviable example for others to follow					
The leaders demonstrate high personal standards					
The leaders motivate team members					
The leaders ask questions to test other's thinking					
The leaders provide tasks that are stretching but achievable					

SECTION B: Democratic leadership

	1	2	3	4	5
	SD	D	N	A	SA
Leaders make their attitudes clear to the students					
Leaders let students know what is expected of them					
Meetings between students and leaders are periodically conducted in order to gather different opinions					
There is maximum involvement of students in decision regarding their future					
Students have freedom of speech to communicate their concerns					

The leaders organizes meeting with students to see how to improve quality of well-being					
Students are allowed to elect their direct leaders among them					

SECTION C: Student well-being

	1	2	3	4	5
	SD	D	N	A	SA
Students in this schools have access to health services					
The nutrition for students is well balanced					
Student have the right to do sport activities since courts are available					
There is the functional counseling department to help students with mental health					
The claims of students are listen and solutions are given					
students are allowed to practices their regions activities depending on their religious sects					

Thank you for your cooperation!

APPENDIX 3 RESEARCH INTRODUCTION LETTER



UNIVERSITY of
RWANDA

COLLEGE OF EDUCATION

RESEARCH AND INNOVATION UNIT

Rukara, 17th June 2022

Ref: 03/DRI-CE/099/EN/gi/2022

The Deans (all)
The Directors (all)
Guild President
UR-CE

Re: Research introduction letter for Mr. Fred Manege MUSORE

On behalf of the University of Rwanda-College of Education (UR-CE), I am pleased to introduce **Mr. Fred Manege Musore**, a post-graduate student at the School of Education and a staff member of UR-CE. Mr. Musore is writing his thesis on **"The Impact of students Leadership on the Wellbeing of students in Universities. A case Study of UR-College of Education"** to complete his Master of Education in Educational Leadership and Management. He wishes to investigate and establish the impact of students' leadership on university students' well-being. This research will involve students, administrative & academic staff, and student leaders selected from the College of Education, Rukara campus.

Mr. Musore's research project passed successfully through an internal collegial ethical process. Thus, the University of Rwanda-College of Education: Directorate of Research and Innovation confirms that this research adheres to ethical standards and principles. Therefore, we kindly request you to accord him your cooperation in this research.

We very much hope to get your usual cooperation.

Yours sincerely,



Digitally signed by
UR (Rukara, Directorate of Research &
Innovation)
Date: 2022.06.17
Time: 13:10:05 +2'00

Assoc. Prof. Eugene Ndabaga
Director of Research and Innovation
University of Rwanda-College of Education
E-mail: ndabagav@ur.ac.rw
Mobile: +250788308862

Cc:

- Principal, UR-CE
- Postgraduate Program Coordinator, School of Education
- Dr. Michael Tusiime

THE IMPACT OF STUDENT LEADERSHIP ON THE WELL-BEING OF STUDENTS IN THE UNIVESITY OF RWANDA, COLLEGE OF EDUCATION (UR-CE), A CASE OF RUKARA CAMPUS

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