



RESEARCH PAPER

Comparison of Class Representatives' Leadership Skills of Students in Higher Education

¹Mobeen-Ul-Islam* ²Laraib ³Khalid Saleem

1. Department of Education, University of Gujrat, Punjab, Pakistan
2. Ph.D. Scholar, Department of Education, University of Gujrat, Punjab, Pakistan
3. Department of Teacher Education, University of Okara, Punjab, Pakistan

PAPER INFO	ABSTRACT
Received: February 28, 2022 Accepted: April 10, 2022 Online: April 15, 2022 Keywords: Class Representatives, Higher Education, Leadership Skills, Students Semester *Corresponding Author drmobeen.islam @uog.edu.pk	Leadership skills strengthen the leadership qualities of a leader. Higher education institutions play an important role in developing leadership skills in students. This study is quantitative. Two-stage random sampling techniques were used to select the study sample from the University of Gujrat. For data collection, an adapted questionnaire was used consisting of a five-point Likert type scale with 28 statements. One Way between groups analysis of variance (ANOVA) was used to calculate the difference in leadership skills of class representatives among students of the different semesters. The study's findings show a significant difference in class representatives' leadership skills among students of the different semesters. But when the researcher ran the post hoc Tuckey test to find out the difference between students of different semesters, the researcher observed a statistically significant difference between 2 nd and 6 th -semester students and in 2 nd and 8 th -semester students, no statistically significant difference.

Introduction

The leadership skill of any leader is the capability to influence the individual behavior in a team. Different leadership skills are the primary needs of a leader to motivate the personals working with him. Leadership skills help leaders get more work from their followers (Allen & Hartman, 2008). Leadership is an art to influence others that they do what you desire to do with you. Leadership skills differ in people due to differences in abilities and circumstances. For example, we can observe different leadership skills in political leaders, community leaders *etc.* (Morrison, Rha, & Helfman, 2003).

Leadership skills are essential to motivate, persuade, and engage in buying objectives, goals, or vision. When we talk about leadership skills while motivating and guiding others, leadership skills are tools, behaviors and qualities that a person needs to make an organization successful. However, true leadership skills include a little more; the capability to help people raise their qualities. We can say that successful leaders motivate others to attain goals (Davis, 2007).

Students of the class participate in electing class representatives to develop unity, the linkage between their teacher and class, departmental heads, arrangement of functions *etc.* Class representatives have to forward their class fellows' views to other people. Class representatives must be fair, efficient, effective organizers, good listeners, and good communicators (Canessa & Jacobsberg, 2006).

Class representatives have four main jobs/ responsibilities for their class fellows. These have to collect different views of class fellows and forward them to teachers. Inform

the class about what goes on in the meeting with the teacher. Take an active part in class activities, listen to class fellows' issues, and forward them to the teacher. Help the students directly anywhere they need help (AUSA Advocacy, 2016). There exists a list of different factors of leadership skills of class representatives. Still, in this study, the researcher studied only five more effective factors for developing leadership skills in class representatives in higher education. Those factors are enlisted in the research methodology, and further detail is given below paragraph.

According to Burnard (1989) the interpersonal skills of class representatives correlated to the interactions between one individual with other personalities. It initiates a suitable attitude and reaction for positive internal negotiation that occurs inside the mind. Affirmations, meditation, visualization, and prayer are the interpersonal practices that people use to evaluate the situation, sort out that situation/ problem and give the solution for improvement. Awareness of the individual's internal dialogue is the first and most important step toward improving personal skills. Pavord and Donnelly (2015) defined different benefits of interpersonal skills: being aware, taking responsibilities, increasing individuals' self-confidence, developing good friendships, and effectively working with others.

Barbara (2009) defined motivational skills as strategies or actions that will develop a desired response or behaviour. Motivational skills differ specifically by the motivator style, their connection with the motivation target, and the person's behaviour to be motivated. Motivational skills enable the individual to develop a motivation towards accomplishing the goals. A leader can help the follower to learn different techniques and tips that can make him stress-free. He explained the foundation of Internal and external motivation. You can feel encouraged inside only when you have boiling requirements to accomplish. Exterior motivation comes from supervisors, spouses, peers, or parents. Motivational skills play a significant role for the leaders to lead from the front to attain the mission efficiently; motivational skill plays (Ratelle et al., 2010).

According to De Vries, Hoff, and De Ridder (2006), communication skills are important for all who give and receive information and take our ideas and views with those around us. It is important to grow various skills for communicating with others and learning how to understand the information received from others. Knowing our audience and accepting how they need to obtain information is alike important as knowing ourselves. Muste (2016) described that Communication skills are compulsory for improving self-advocacy and self-determination and significant skills for lifetime victory. In the end, the activities in the study suggest many chances for youth to practice interconnecting their talents and assets while learning how to reduce any supposed blocks to work.

Burke and Collins (2001) defined that a good manager needs technical, conceptual, diagnostic, political and human skills. These skills are more important for good management. Human skills are the ability to understand others' problems, communicate with others, and motivate the other fellows and the groups. Technical skills are essential to accomplish particular activities. Through diagnostic skills, a good manager diagnoses the problem and finds out the solution. Cognitive ability is a conceptual skill in which a manager looks at the overall system and develops a relationship between the individuals. Political skills are the capabilities to attain power, which are essential to achieve objectives (Worrall & Cooper, 2000; Whetten & Cameron, 2005).

This study would be helpful for the teacher, heads of the institution, Students, and curriculum developers. The teacher would plan different activities in the class to improve leadership skills. The head teacher would organize different seminars for the class

representatives' in which they actively participate and enhance their skills. Curriculum developers at university-level design and include different activities in students' courses.

Class representatives are elected in the first semester of the Session for the help of students and teachers. The study was conducted to "Compare Class Representatives' Leadership Skills among students at Higher Education". Class representatives are the most important part of the class. They are representatively selected at the beginning of the Session in each department of the university for the representation of the class as a leader. They play an important role for the class fellows and the teacher, especially in conveying the teacher's message to class fellows and class fellows' teacher because it's very difficult for the Head/Teacher to communicate with all class students. Class representatives represent their class. They create a link between the staff and the students at the university level. Class representatives are to play a significant role in class. Leadership skills are a prerequisite for a class representative to perform their duties. Current study is designed to compare class representatives' leadership skills of 2nd, 6th, and 8th-semester students enrolled in the University of Gujrat.

Hypotheses of the Study

1. There is no significant difference in leadership evaluation of Class Representatives' among 2nd, 6th, and 8th-semester students?
2. There is no significant difference in Class Representatives' motivational skills among 2nd, 6th, and 8th-semester students?
3. There is no significant difference in Class Representatives' interpersonal skills among 2nd, 6th, and 8th-semester students?
4. There is no significant difference in Class Representatives' communication skills among 2nd, 6th, and 8th-semester students?
5. There is no significant difference in Class Representatives' management skills among 2nd, 6th, and 8th-semester students?
6. There is no significant difference in Class Representatives' leadership skills among 2nd, 6th, and 8th-semester students?

Material and Methods

This study was quantitative. The study population was the students of the University of Gujrat who were enrolled in the B.S. (Hons) programme. Two-stage random sampling technique was used. First stage faculty of social sciences and faculty of natural sciences were randomly selected, and in the second stage, two departments from these two faculties were selected randomly.

The main variable of the study was the leadership skills (continuous) of class representatives. To explore the leadership skills of class representatives, the researcher used an adapted questionnaire consisting of 28 items. The student's questionnaire on leadership skills consists of five factors (a) Leadership Evaluation, (b) Motivational Skills, (c) Interpersonal skills, (d) Communication Skills and (e) Management Skills. The statements in the student's questionnaire on leadership skills were validated through an expert's opinion. In the light of feedback received from the experts, the student's questionnaire on leadership skills was finalized.

The researcher personally visited the selected department of faculty of Natural sciences and faculty of social sciences at the University of Gujrat. The class teacher was

informed about the visit. Students were asked to fill in the questionnaire. The students collected data about their class representatives' leadership skills. The direction was given to the students about filling out the questionnaire. They were asked that the information provided be kept confidential and just used for researcher purposes. Data of the study were tabulated in SPSS (version 21). One way between groups analysis of variance was calculated to determine the difference in leadership skills scores for 2nd, 6th, and 8th semester (categorical variable) class representatives. The analysis was conducted on the whole sample, with three semesters of students.

Results and Discussion

Hypothesis 1

There is no significant difference in leadership evaluation of Class Representatives' among 2nd, 6th, and 8th-semester students?

One way analysis of variance was run to compare/find out the leadership Evaluation among students of three different semesters. Table 1.1 revealed that $F(2, 247) = 4.056$ was significant because $p = .018 < \alpha = .05$. Therefore, our null hypothesis "There exist no significant difference in leadership evaluation of Class Representatives' among 2nd, 6th, and 8th-semester students" is rejected. Hence there exists a significant difference in class representatives' leadership evaluation mean score among 2nd, 6th and 8th-semester students.

Table 1
Comparison of Leadership Evaluation of class representatives' across the different semester

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	11.418	2	5.709		
Within Groups	347.691	247	1.408	4.056	.018
Total	359.109	249			

Since differences among the groups do not exist, a post hoc Tuckey test was run to determine whether a difference between different groups exists.

Table 2
Multiple comparison of Leadership Evaluation of class representatives'

Variable	Student Semester	Mean	S.D.	Mean Differenc	Sig.		
Leadership Evaluation	2nd semester	3.86	.763	-.14279	.754		
	6th semester	4.00	1.59				
	2nd semester	3.86	.763	-.48592*	.019		
	8th semester	3.52	1.07				
	6th semester	4.00	1.59			.34314	.150
	8th semester	3.52	1.07				

The table shows that the difference in leadership evaluation of class representatives' mean score between different students of 2nd semester (M=3.86, S.D=.763) and students of 6th semester (M=4.00, S.D=1.59) was not found sig ($p = .754 > \alpha = 0.05$) moreover difference of leadership evaluation of class representatives' mean score between students of 2nd semester (M=3.86, S.D. =.763) and students of 8th semester (M=3.52, S.D=.1.07) was found significant

($p=.019 < \alpha=0.05$) moreover/furthermore difference of leadership evaluation of class representatives' score between different students of semester students of 6th semester ($M=4.00$, $S.D. = 1.59$) and students of 8th semester ($M=3.52$, $S.D. = 1.07$) was not found significant ($p=.150 > \alpha.05$).

Hypothesis 2

There is no significant difference in Class Representatives' motivational skills among 2nd, 6th, and 8th-semester students?

One way analysis of variance was run to compare/find out the motivational skills among students of three different semesters. Table 1.2 revealed that $F(247, 2) = 9.349$ was found significant because $p=.000 < \alpha.05$. Therefore, our null hypothesis "There exist no significant difference in motivational skills of Class Representatives' among 2nd, 6th, and 8th-semester students" is rejected. Hence there exists a significant difference in class representatives' motivational skills mean score among 2nd, 6th and 8th-semester students

Table 3
Comparison of Motivational Skills of class representatives' across a different semester

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	18.751	2	9.375		
Within Groups	247.691	247	1.003	9.349	.000
Total	266.442	249			

Since differences among the groups do not exist, a post hoc Tuckey test was run to determine whether a difference between different groups exists or not.

Table 4
Multiple comparison of Motivational Skills of class representatives'

Variable	Student Semester	Mean	S.D.	Mean Difference	Sig.
Motivational Skills	2nd semester	3.66	.826	-.03418	.977
	6th semester	3.69	1.00		
	2nd semester	3.66	.826	-.56863*	.001
	8th semester	3.12	1.09		
	6th semester	3.69	1.00	.53445*	.002
	8th semester	3.12	1.09		

The table shows that the difference in motivational skills of class representatives' mean score between different students of 2nd semester ($M=3.66$, $S.D=.826$) and students of 6th semester ($M=3.66$, $S.D=.826$) was not found sig ($p=.977 > \alpha=0.05$) moreover a difference of motivational skills of class representatives' mean score between students of 2nd semester ($M=3.66$, $S.D=.826$). Students of 8th-semester ($M=3.12$, $S.D=1.09$) were found to have a significant ($p=.001 < \alpha=0.05$) moreover/furthermore difference in motivational skills of class representatives' score between students of 6th semester ($M=3.69$, $S.D.= 1.00$) and students of 8th semester ($M=3.12$, $S.D.= 1.09$) was found significant ($p=.002 < \alpha.05$).

Hypothesis 3

There is no significant difference in Class Representatives' interpersonal skills among 2nd, 6th, and 8th-semester students?

One way analysis of variance was run to compare/find out the interpersonal skills among students of three different semesters. Table 1.3 revealed that $F(247, 2) = 9.349$ was found significant because $p = .002 < \alpha = .05$. Therefore, our null hypothesis "There exist no significant difference of interpersonal skills of Class Representatives' among 2nd, 6th, and 8th-semester students" is rejected. Hence there exists a significant difference in class representatives' interpersonal skills mean score among 2nd, 6th and 8th-semester students

Table 5
Comparison of Interpersonal Skills of class representatives' across a different semester

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	10.599	2	5.299		
Within Groups	209.872	247	.850	6.237	.002
Total	220.471	249			

Since differences among the groups do not exist, a post hoc Tuckey test was run to determine whether a difference between different groups exists or not.

Table 6
Multiple comparison of Interpersonal Skills of class representatives'

Variable	Student Semester	Mean	S.D.	Mean Difference	Sig.
Interpersonal Skill	2nd semester	3.96	.786	.11359	.744
	6th semester	3.85	.928		
	2nd semester	3.96	.786	-.35220*	.032
	8th semester	3.50	.992		
	6th semester	3.85	.928		
	8th semester	3.50	.992		

The table shows that the difference in interpersonal skills of class representatives' mean score between different students of 2nd semester (M=3.96, S.D=.786) and students of 6th semester (M=3.85, S.D=.928) was not found sig ($p = .744 > \alpha = 0.05$) moreover a difference of interpersonal skills of class representatives' mean score between students of 2nd semester (M=33.96, S.D=.786) and students of 8th semester (M=3.50, S.D=.992) was found significant ($p = .032 < \alpha = 0.05$) moreover/furthermore difference of interpersonal skills of class representatives' mean score between different of students of 6th semester (M=3.85, S.D=.928) and students of 8th semester (M=3.50, S.D.= .992) was found significant ($p = .004 < \alpha = 0.05$)

Hypothesis 4

There is no significant difference in Class Representatives' communication skills among 2nd, 6th, and 8th-semester students?

One way analysis of variance was run to compare/find out the communication skills among students of three different semesters. Table 1.4 revealed that $F(247, 2) = 7.313$ was

found significant because $p=.001 < \alpha .05$. Therefore, our null hypothesis "There exist no significant difference in communication skills of Class Representatives' among 2nd, 6th, and 8th-semester students" is rejected. Hence there exists a significant difference in class representatives' communication skills mean score among 2nd, 6th and 8th-semester students

Table 7
Comparison of Communication Skills of class representatives' across different semesters

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	11.869	2	5.934		
Within Groups	200.424	247	.811	7.313	.001
Total	212.292	249			

Since differences among the groups do not exist, a post hoc Tuckey test was run to determine whether a difference between different groups exists or not.

Table 8
Multiple comparison of Communication Skills of class representatives'

Variable	Student Semester	Mean	S.D.	Mean Difference	Sig.
Communication Skills	2nd semester	3.60	.834	-.15792	.550
	6th semester	3.76	.914		
	2nd semester	3.60	.834	-.49879	.001
	8th semester	3.26	.930		
	6th semester	3.76	.914	.34087*	.040
	8th semester	3.26	.930		

The table shows that the difference in communication skills of class representatives' mean score between different students of 2nd semester (M=3.60, S.D=.834) and students of 6th semester (M=3.76, S.D=.914) was not found sig ($p=.550 > \alpha = 0.05$) moreover difference of communication skills of class representatives' mean score between students of 2nd semester (M=3.60, S.D=.834) and students of 8th semester (M=3.26, S.D=.930) was found significant ($p=.001 < \alpha = 0.05$) moreover/furthermore difference of communication skills of class representatives' score between different students of semester 8th (M=3.26, S.D.= .930) and students of 6th semester (M=3.76, S.D.= .914) was found significant ($p=.040 < \alpha .05$).

Hypothesis 5

There is no significant difference in Class Representatives' management skills among 2nd, 6th, and 8th-semester students?

One way analysis of variance was run to compare/find out the management skills among students of three different semesters. Table 1.5 revealed that $F(247, 2) = 7.912$ was found significant because $p=.000 < \alpha .05$. Therefore, our null hypothesis, "There is no significant difference in class representatives' management skills among 2nd, 6th, and 8th-semester students", is rejected. Hence there exists a significant difference in class representatives' management skills mean score among 2nd, 6th and 8th-semester students.

Table 9
Comparison of Management Skills of class representatives' across a different semester

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	10.534	2	5.267		
Within Groups	164.434	247	.666	7.912	.000
Total	174.968	249			

Since differences among the groups do not exist, a post hoc Tuckey test was run to determine whether a difference between different groups exists or not.

Table 10
Multiple comparison of Management Skills of class representatives'

Variable	Student Semester	Mean	S.D.	Mean Differenc	Sig.
Management Skills	2nd semester	3.50	.941	-.12462	.635
	6th semester	3.62	.703		
	2nd semester	3.50	.941	-.46310	.001
	8th semester	3.16	.802		
	6th semester	3.62	.703	.33848*	.021
	8th semester	3.16	.802		

The table shows that the difference in management skills of class representatives' mean score between students of 2nd semester (M=3.50, S.D=.941) and students of 6th semester (M=3.62, S.D=.703) was not found sig ($p=.635 > \alpha=0.05$) moreover a difference of management skills of class representatives' mean score between students of 2nd semester (M=3.50, S.D=.941) and students of 8th semester (M=3.16, S.D=.802) was found significant ($p=.001 < \alpha=0.05$) moreover/furthermore difference of management skills of class representatives' score between different students of semester 8th (M=3.16, S.D.= .802) and students of 6th semester (M=3.62, S.D.= .703) was found significant ($p=.021 < \alpha.05$).

Hypothesis 6

There is no significant difference in Class Representatives' leadership skills among 2nd, 6th, and 8th-semester students?

One way analysis of variance was run to compare/find out the Leadership skills among students of three different semesters. Table 1.6 revealed that $F(247, 2) = 10.950$ was found significant because $p=.000 < \alpha.05$. Therefore, our null hypothesis" There exist no significant difference of Leadership skills of Class Representatives' among 2nd, 6th, and 8th-semester students" is rejected. Hence there exists a significant difference in class representatives' Leadership skills mean score among 2nd, 6th and 8th-semester students

Table 11
Comparison of Leadership Skills of class representatives' across a different semester

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	12.078	2	6.039		
Within Groups	136.230	247	.552	10.950	.000
Total	148.308	249			

Since differences among the groups do not exist, a post hoc Tuckey test was run to determine whether a difference between different groups exists or not.

Table 12
Multiple comparison of Leadership Skills of class representatives'

Variable	Student Semester	Mean	S.D.	Mean Difference	Sig.
Leadership Skills	2nd semester	3.72	.637	-.06918	.844
	6th semester	3.78	.787		
	2nd semester	3.72	.637	-.47373*	.000
	8th semester	3.31	.771		
	6th semester	3.78	.787	.40455*	.001
	8th semester	3.31	.771		

The table shows that the difference in Leadership skills of class representatives' mean scores between different students of the 2nd semester (M=3.72, S.D=.637) and students of the 6th semester (M=3.78, S.D=.787) was not found sig ($p=.844 > \alpha=0.05$) moreover a difference of Leadership skills of class representatives' mean score between students of 2nd semester (M=3.72, S.D=.637) and students of 8th semester (M=3.31, S.D=.771) was found significant ($p=.000 < \alpha=0.05$) moreover/furthermore difference of Leadership skills of class representatives' score between students of semester 8th (M=3.31, S.D.= .771) and students of 6th semester (M=3.78, S.D.= .787) was found significant ($p=.001 < \alpha=0.05$).

Conclusion

This study is concluded there exists a significant difference in leadership evaluation, motivational skills, interpersonal skills, communication skills, management skills and overall leadership skills of class representatives' among the students in higher education. Further, by using the post hoc Tuckey test, the researcher found no significant difference between 2nd and 6th-semester students between 2nd and 8th-semester students' exists a significant difference.

The study results revealed that students of the 4th year scored higher than the students of the 3rd year. Furthermore, 3rd-year students scored higher in leadership skills/practices than the students of 2nd year (Kristin et al. 2011). The results of the study are similar to this current study.

Recommendations

This study shows a significant difference among 2nd, 6th and 8th-semester students regarding motivational skills. It is recommended that these skills be improved/developed among the students and their curricular activities. Such activities may be planned for the purpose.

Results of the study show a significant difference among the 2nd, 6th and 8th-semester students regarding interpersonal skills. So it is recommended that students be given more chances to interact with the students to improve their interpersonal and motivational skills.

As conclusion of the study shows a significant difference in leadership and management skills of class representatives'. Based on the conclusion, it is recommended that

teachers plan such activities and give different tasks to the students so they can properly manage the things to enhance their management and leadership skills.

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