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**LEADERSHIP AND STUDENT LEARNING IN
HIGHER EDUCATION**

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Tiivistelmä – Abstract

Motivated by the many schools the Presbyterian Church in Cameroon has from primary, post primary and recently a university, I as a member of the academic family join many to acquire leadership skills useful to the students. The goal to influence the students academically and morally calls for much investment in leadership. More so, as a young university, older universities can serve as lenses for our leadership insight.

Hence, the research is done in a Finnish university. The research intends to have an in-depth knowledge of how various leadership roles in a university influence student learning.

A qualitative method of research has been considered for these findings, using the semi-structure interview method for data collection. Interviews have been done with some staff members who are either faculty/departmental leaders or teaching staff. A qualitative thematic analysis has been used for this process.

Five prominent themes that showed different leadership roles were as follows: the role of the stake holder, the leadership role at the university level, leadership roles of the faculty, departmental level, and the role of the teaching staff. The roles paved the way for the sources enhancing student learning. In a nutshell, leadership roles in universities affect student learning directly or indirectly while the intrinsic source of motivation remains as the responsibility of the student. Administrative staff influence students more indirectly while the teaching staff does it more directly.

Asiasanat – Keywords
Leadership, Student Learning, Higher Education

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1 INTRODUCTION

Higher educational institutions are springing forth all over the world. Many old institutions are fully-fledged while new ones keep expanding greatly. Both old and new universities have many students from different backgrounds. More so, the increasing number of disciplines and faculties are serious indications to university leadership tasks. Higher education exists either in university or non-university establishments. Higher education institutions in non-university establishments are as diverse as the courses they offer. Examples include Economic, Agricultural, Paramedical, Social Service, Arts, Teaching, Maritime Higher Education Institutes and more. However, it is noted that some of them do have characteristics of a university. (Mohr, 1990, pp. 12-13.)

My focus is on the university higher educational sector. Also, within the context of university higher education, there are public and private universities. One might ask whether learning is more effective in public or private universities or is it the same in both. Commenting on the situation of private universities in the context of California, an *eHow* contributor mentions their existence allover California along with many public universities. He says their existence offers "potential students a wide range of options with regard to location, school size and academic programs" (Warshaw, 2014, p.1). This presupposes that private universities also impact students enormously. However, in this study, I have chosen a public university as my case. This will give me a bigger picture as I intend to work in a private university.

Studying leadership at University level and this topic in particular, is vital for my Church. The Presbyterian Church in Cameroon has many schools all operating in the context of private education sector in Cameroon. The Pre-Nursery, Nursery, Primary, Secondary and High Schools had long been in existence. Recently, the Church took a giant step and founded a University. (Presbyterian Church in Cameroon, 2014, pp. 76-

77.) The University is called The Cameroon Christian University (CCU). Some of the core ideas for a Christian University are to ensure high quality education and to influence the students with ethical ideas as seen in the mission statement below:

> The Cameroon Christian University will pursue unfettered knowledge through teaching and research and provide service to humanity predicated on the core values of the Christian faith. The University is committed to produce life-long learners equipped to face the challenges of the present millennium by educational principles that underscore innovative thinking, problem-solving and efficiency. (Presbyterian Education Authority, 2007)

There are many challenges for The Cameroon Christian University. Among the challenges faced is the establishment of a solid educational leadership that will enhance student learning. A focus on leadership in higher education institution in a Finnish university will give me an insight in how university leadership operates and the possible impact on student learning. This knowledge will be useful as I will intend to apply it, in my context. This is justifiable in the sense that some organizations do advance while others stagnate (Holbeche, 2006, p. 160) making it possible for one organization to learn from the other.

I have chosen Finland in particular because of the Finnish quality education. Finland is outstanding in PISA results, a reflection of a good preparation of her university students. Besides the background of quality students, Finland has a good historical background of academic development. Commenting on the history of higher education in Finland as a whole, the following is mentioned;

> In the Finnish case, a specialized educational research institute was established in 1968, in the University of Jyväskylä, which had been upgraded to a university from a former teacher training college a few years earlier as part of the Finnish expansion of the Finnish higher education. (Ahola & Hoffman, 2012, 12.)

Finland is doing much in regard to internationalization of higher education and the facing of global challenges. (Crawford & Bethell, 2012, p. 189). Some institutes like Educational Leadership are not common globally. Finland has this institute and it is operating internationally. Evident is me being part of this international academic

community. However, having international students on campus is not sufficient to conclude that an institution has accomplished internationalization. (Crawford & Bethell, 2012, p. 193). The Finnish Ministry of Education and Culture has pursued this internationalization course for more than ten years. (Crawford & Bethell, 2012). Limiting the idea in the context of Europe, there is a new phenomenon of Europeanization. (Pelkonen & Tuula, 2013, p. 53).

Previous studies and existing literature surrounding higher education present a multifaceted and multi-dimensional picture for anyone who ventures in any studies on this field. However, much of the literature do not come out directly with higher educational leadership roles and their corresponding effect on student learning. In this regard, I seek to have an in-depth study of the phenomenon in one Finnish university. The study aims at having an in-depth knowledge of how different leadership roles in Higher Education affect student learning. The research questions for the study are; 1. How does leadership in Higher Education affect student learning? 2. What could be done to enhance learning through leadership roles in higher Education? The theoretical review shows that most universities have similar structure which stratify the levels from staff to department, faculty and at the top level is the rector. Most of the stake holders operate at the top level.

Hence, the first section of the literature review which marks the second chapter of the study briefly looks at higher educational leadership. This is followed by leadership roles in the university at different levels. The leadership roles are examined starting from the top levels. These include the leadership role of the government and other stakeholders, followed by the university rector, the faculty, the department, and the teaching staff.

The second section which marks the third chapter, looks briefly at student learning, followed by the sources and motivation for student learning process, within which are the elements of how leadership enhances student learning. In addition to the enhancing role of leadership is the intrinsic factor for student learning.

After having examined the theories that unveil leadership roles and student learning perspectives, it is clear that the university leaders are dedicated keepers of the students entrusted to their care. The leaders envision, direct and support the students to achieve good academic outcomes. The students are expected to positively response to

all the efforts and provision and together with the intrinsic motivation, should be able to achieve good learning outcomes.

Chapter four focuses on the design used for this study. A qualitative method of research has been considered for these findings, using the semi-structure interview method for data collection. Interviews have been done with some staff members who are either faculty or departmental leaders or teaching staff. A qualitative thematic analysis has been used for this process. A qualitative enquiry is justified for this single case as it allows the researcher to get a deeper insight of the study. (Walter & Meredith, 1989, p. 24; Dyer & Wilkins, 1991, pp. 614-616).

The data results are presented in chapter five. The reality from the results justifies the relevance of this research topic and the chosen methodology. The thematic analysis shows evidence of leadership roles influencing student learning. The five themes from the theoretical review do support the insight gained from the data results. It is eveident that each leadership level has an influence on student learning.

 Chapter six reveals the discussion being condensed into three main parts which are the direct, indirect and intrinsic motivations to learning. Chapter seven concludes the work. The perspectives in this chapter include the concluding remarks, reviews of the quality of the study, ethical considerations and the limitation of the study. This chapter ends with the recommendations for further study.

2   HIGHER EDUCATIONAL LEADERSHIP

This section begins with an overview of concepts and theories related to leadership in higher education. This is proceeded by leadership roles at different levels in the university. These include the leadership role of the government and other stakeholders, the leadership role of the university rector or president, faculty leadership role, departmental leadership role and the leadership role of the teaching staff.

2.1   An overview of concepts and theories of leadership in higher education

Leithwood, Seashore, Anderson and Knapp (2012, pp. 5-6) classify leadership into two categories namely; leadership in school context and leadership in non-school context. Those classified under non-school context are *contingent leadership* where leadership must relate its styles to their setting, *participative leadership* which is concerned with how leaders *involve others in organizational decision, transformational and charismatic leadership* concerned with leadership influence on colleagues or the leader follower situation. With regard to leadership in school, one of them is *instructional leadership* which is more task oriented with a focus on classroom practice. Here, leaders constantly give feedback to teachers with the hope of improving the classroom practice. However, evidence shows that this type of leadership is now losing its grip. Unique studies have revealed *learning leadership*, *constructivist leadership* and *change leadership* all being a product of sustained line of enquiry. (Leithwood et al., p. 6).

The aims of higher education are classified by Bligh, McNay and Harold (1999, p.7) into three areas. Firstly, to influence the student's *attitudes, values, emotional integrity and personal skills*. The second is *cognitive* where the student develops the power to think while the last is the *adaptable occupational skills* which relates to employment.

However, the concepts and theories are not an indication that higher education realities are same in all contexts. In the three Nordic Countries, higher education institutions have taken a more central role than the previous transmission of political intentions to academic processes and outcomes. Presently, Higher Education institutional leaders around the Nordic region are empowered and do serve as mediators who hold the power to design preconditions and to define the space of action for academics' work and equally norms and values. The expectations from these leaders in higher institutions range from innovation, quality-minded and self-regulated institutions. (Askling & Henkel, 2000, p. 115.)

Ibarra (2001, p. 3-4) anticipates points for the reframing of the higher education context and asserts that there should be no political influence in higher education. Using the context of America, he criticizes "discrimination and institutional racism" on campuses with its bitter feelings. He also mentions that it is males in majority holding "preponderances of faculty and administrative positions". He also feels that leaders in university setting should consider the aspect of students, faculty and staff from a cross section of the national population to be represented on campus to meet the expectations of the "rapidly increasing ethnically diverse national population". (Ibarra, 2001, p. 4)

A critical observation shows that Higher Educational leadership has a complex role of managerial accountability and the enhancement of learning (Hanney & Kogan, 1999, p. 195). In some institutions, the selection of leaders is sometimes not based on scholarly reputation but rather on personal reputation. Here, the leader's vision and fortitude counts most in the selection process. The complex task of higher institutional leadership that weighs so much on the leaders has been the concern of the Nordic countries in the past years. In respect to this situation, senior managerial teams are built to handle more of executive tasks. (Askling & Henkel, 2000, p. 117)

Educational leadership has both direct and indirect influence on those in lead. (Carol, 2012, p. 102). The direct influence results from the interaction and communication with those in lead. The indirect influence comes as the result of the

distance between the main administrator and those involved in implementation because of the multi-functions of the leadership structure.

Instructional leadership is an example of leadership with enormous influence on those in lead. Six instructional functions of leadership are seen as important namely; setting academic goals, increase effect of instructional organization, hiring supervision and evaluation of teachers, protection of instructional time and its programs, setting standards for achievements, creating a good learning climate, monitoring achievement levels and evaluating programs. Of all these, the setting of goals is the most important because it touches every other points. (Carol, 2012, pp. 102-103.) Carol goes further in relation to instructional leadership and mentions that the roles of leaders include setting of direction, development of people, leading change and ensuring a managerial order.

Furthermore, Carol (2012, pp. 102-103) has published reviews from research related to effective leadership. Carol focuses on principals but his views can be used in a university setting. He says that the job of principals has to be redefined and that distribution of tasks should involve teachers, parents, and district staff. He also mentions that leaders, like principals should be encouraged toward leadership distribution. More so, he says significant support is needed as the settings are larger and more complex and that policy makers should not maintain a fixed development program.

Many present scholars are convinced in their cry for new leadership styles in higher academic institutions. Longo and Gibson (2011, pp. 3-4) inspired by research in many university campuses, uphold the idea that leaders should inculcate in themselves values like transparency, collaboration and globalization. They draw inspiration from the Hart Leadership program in Duke University which brings together activities in civic engagements with a leadership curriculum that amalgamates both local concerns with academic study. They are also inspired by the new approach to leadership which inculcates gender sensitivity in Spelman College. New courses, like service learning, have emerged and have proved to be effective. Furthermore, they mention summer fellowships for students as innovations brought by leadership. A glaring example is the case of Tufts University. All of the above represent unique cultures of campuses, and are simply an ongoing effort in the field of leadership innovations. Emphasis is on relationship and not position, on action and not attainment, on public purpose and not on income, on the horizontal arrangement or collaboration and not on hierarchical structures (Longo and Gibson, 2011, pp. 3-4).

However, the effect of Higher Education leader's decisions depends on the leader's position in the university or faculty structure. The leader's decisions cut through the administrative ladder and has a bearing on student learning. The Universities now have Rectors, Vice Rectors, Faculty Leaders, Departmental Heads, Lecturers and a host of other employed staff for specific functions. Whatever role they have in educational leadership, there is an enormous task for every leader. No doubt that Mulford (2004, p. 1) says educational leadership at the moment involves several concerns. He sees pressures from globalization concerns, cultural concerns, technological and economic concerns, as well as political factors. But at the same time, the educational leaders are having increasing responsibility within their institutions.

2.2   Leadership roles in a university

The various levels of the university have been described as subsystems and have been observed as loosely coupled yet providing order and certainty. (Vuori, 2011, p. 49). However, the roles of the staff at various levels will be examined below, starting from the stake holders, through the university level, faculty, departments and lastly, the roles of the teaching staff.

2.2.1   The leadership role of the government and other stakeholders

Even though the classification I have made about stakeholders is generally under state or organizations, a deeper understanding of stakeholders shows they could be classified under the following categories. They include "dormant, discretionary, demanding, dominant, dangerous, dependent definitive and as well non stakeholders" (Kantanen, 2007, p. 59). The examples for these classifications respectively include:

> 1. Other ministries, 2. Family friends, 3. Activist groups- parties in crisis situations, 4. School graduates (alumni) enterprises, 5. Any group, community partners (journalists, employers), 6. Ministry of education (staff, student, academic community, local leaders, and 7. financiers. (Kantanen, 2007, p. 61).

The concept of the stakeholder is relatively new even though universities have always operated in complex situations. (Kantanen, 2007, p. 59). Looking at the stakeholder

perspectives on rational for internationalization of higher education in the Russian context, Gunsyma (2014, p. 60) presents facts that show how the government has all the four rationales ranging from political, social or cultural, economic and academic. The university on the other hand, has only two being the academic and the economic. Walker and Downey (2012, P. 16) espouse that the "involvement of parents and communities, and institutional level collaborations" can enhance student learning.

In a study conducted by Kantanen (2007, p. 174), she advocates for more consideration of stakeholders besides students and staff in the ongoing *reorganization* of higher education institutions in Finland. She advises the universities to listen to the stake holders in a more *sensible and appreciative way*. The various settings for this to happen could be during the:

> reorganization of the advisory boards, through new roles given to specialist of regional engagement or public relation professionals, or through working methods that emphasize the creation and maintenance of personal relationship. (Kantanen 2007, p. 174)

In the American context, a report based on material from the university of Minnesota states that "higher performing schools generally ask for more input and engagement from a wider variety of stakeholders" (University of Minnesota, 2010). These stakeholders include governments and organizations. The way these stakeholders provoke changes in universities, has direct and indirect impact on the leadership of the institutions. Kogan (2000, p. 7) though in the context of the United Kingdom makes an assertion that these different changes on the academic working and values do influence student learning accordingly. Levin, (2003, p.78) reveals that such changes in the the American context have been a result of changes in the government's funding mechanisms. Firstly, he says that by the mid 1970s, the student grants for qualified undergraduates reached its highest point but soon started observing a steady decline, paving the way for the increased dependency on student loans. Secondly, he mentions that with regard to university-based scientific research, the government decisions have favoured research that has connection with immediate practical or commercial application over against research that deals with fundamental scientific investigations.

More so, the congress and the executive branch are making changes to the principles that had governed science policies since the 1940s (Levin, 2003, p. 78).

The situation is not very different in the European context. Although direct public funding still constitutes a substancial share of the various countries' budgets, there is growing tendency "to encourage Higher Education Institutions (HEIs) to rely increasingly on private sources of funding". (European Commission, 2008, p. 47). The 27 EU member states used a total of 1.14 % each of their Gross Domestic Product on higher educational expenses in 2003. Finland with neighbouring countries like Demark, Norway and Sweden experienced a total of up to 2% in the tertiary sector. This served as a motivating factor of learning especially in the tertiary sector. (European Commission, 2008, p. 17)

Again in the context of the United Kingdom, other stakeholders like Quality Assurance Agency for Higher Education (QAA) and the Higher Education Funding Council for England (HEFCE) play a very important in enhancing student academic learning. (Sheffield, 2014, p. 1)

> The QAA conducts international audits, providing public information on quality learning opportunities and on academic standards of the awards that the university offers. HEFCE is driving a range of measures to help students reach an informed decision about which degree to choose and where to study, through the publishing of Key Information Set (KIS) for each full and part-time undergraduate course offered. (Sheffield, 2014, p. 1)

2.2.2 The leadership role of the university rector or president

The role of the university rector or president will obviously be centered on the mission of the university he or she leads. These missions differ from one country to another and on the kind of university being run. The missions reflect the areas of interest in a nation. In the case of America, they expect their universities:

> To preserve the cultural heritage, to pass it on to the next generation and to educate the young to assume leadership position… expects universities to perform the work of socialization. But it also expects universities to be oases of

> free inquiry and free expressions, safe harbors wherein the young can test their
> ideas, experiment and explore. (Levin, 2003, p.85)

Airini, Collings, Conner, Midson, McPherson and Cheryl (2008, p. 3) espouse that effective leadership is crucial for the sustainability of the university.They point out that leadership should be dynamic, sensitive to changes, especially when it comes to funding and performance evaluation of the staff. Commenting on the university leadership, Bruggencate, Luyten, Scheerens and Sleeper, (2012, p. 704) point out that effective leadership is guided by a vision, and that vision gives direction. They reveal the duties of the rector being "understanding and developing people…, redesigning the organization, managing the teaching and learning programs" (Bruggencate et al., 2012, p. 704). Concerning the management of teaching and learning programs, they explain further that the rector should create:

> a productive working environment for both teachers and students, promoting
> organizational stability, guaranteeing effective leadership with the focus on
> learning, appointing teachers and supporting staff to implement the curriculum
> and monitoring school activities and performance. (Bruggencate et al., 2012, p.
> 704).

It is worth noting that there are various types of universities in different countries.They include public, private and even entrepreneurial universities. The university rector in an entrepreneurial university has the role of fulfilling three missions simultaneously. These include teaching, research and entrepreneurship. (Urbano, 2013, p. 43). In this case, the university leader ought to see the institute as "a natural incubator providing support structures for teachers and students to innitiate new ventures: intellectual, commecial, and conjoint". (Urbani, 2013, p. 43)

    Airini et al. (2010, p. 45) explain that leadership is crucial for the sustainibility of the universities. They praise the recent changes in politics and fundingof university research in vaious countres, and believe that "there has been an increase in direct measurement of research output". They suggest further that:

> This increase focuses on performance evaluation, creates new work identities,
> functions and priorities. Traditionally peole who had the knowledge established

themselves in positions of power that maintain manergerial hierarchies. (Airini et al., 2008, p. 45)

The explain further that the above hierarchies have to an extent been replaced by those which are more oriented to *"performance measurres such as research output and grant acquisition".* (Airini et al., 2008, p. 46)

2.2.3   Faculty leadership role

Academic staffs in faculties have different responsibilities according to their institutional goals and individual positions. Wheeler (2012, p. 8) presents a paradigm that includes every faculty members' responsibility. This means faculty success is a collective venture.

Commenting about the dean's role in academic programs, Bright and Richards (2001, pp. 178-198) observe that the dean has to review programs, handle special problems, maintain the curriculum while maintaining a special responsibility to students. The quality of the dean's work is assessed depending on how he or she constantly maintains the college's mission, quality control, consistence of practice, coordination with the school and the review of programs.

However, the faculty's general roles are striking in each university. For instance, in the University of Sheffield, the faculties' roles in enhancing student learning include: overseeing the work of the departments, disseminating information between the university and the departments, disbursement of funds to the departments, bids for funds to support projects especially those under their respective faculties. They are a major stakeholder in managing quality assurance within the university. (Sheffield, 2014, p. 1). In the university of Southern California, the faculty has the role to create committees to enhance teaching and learning. (USC, 2007, pp. 37-38)

Faculties also promote the idea of professional services to enhance learning and teaching. These professional services vary from country to country, and in the UK, they usually include student services, career services and academic learning services. These services work with faculties, departments, and in some occasions with individual academic staff members. In some countries like the UK, there are not just learning and teaching committees, but there are also "Policies of good practice guides for the delivery of academic programs". (Sheffield, 2014, p. 1)

The examples above show that university faculty roles differ from one country to another. This could be the result of the influence from different traditions. A striking example is individualism that characterizes most American University Faculties. The outcomes are that, in faculties, research becomes more valued than teaching and there is competition either for the brightest student, top faculty or funding. (Astin & Astin 2000, pp. 3,6.)

2.2.4   Departmental leadership role

The work of a department chair can easily point out the leadership role of a department. Gmelch and Miskin (1993, pp. xi, 5) say that those who have accepted the position of Chair of the department have often done so without pre- training for leadership and awareness of demands both on academic career and one's personal life. Their acceptance of the position is motivated extrinsically or intrinsically. Extrinsic because some chairs receive external force from either deans or other colleagues to accept the position. In this position, they are unlikely to serve another term. Intrinsically because such chairs are willing to help the department, other staff, bring innovation or wish to face new challenges and sometimes for financial gain. These are those who likely serve another term. Dilts, Haber, and Bialik (1994, p. 4) observe that acceptance is either with empirical evidence or theoretical construct.

Gmelch and Miskin (1993, pp. 9-11) also observe that the role of a departmental chair is inexhaustible. They include supervision of curriculum, departmental funds, and distribution of teaching research load, recommendations for promotions and salaries and others. This makes a departmental chair a developer, manager, teacher and scholar.

However, Wheeler (2012, pp. 7-8) in pointing to some unsuccessful leadership models, gives a striking example of how a chair of department becomes overwhelmingly busy with administrative tasks. Here, the skills of a successful research professor are not enjoyed by staff and students alike. He sees two reasons that account for this crisis. Firstly, the departmental chair is expected to handle everyday issues that inevitably arise. Secondly, it is observed that they are professors who are often externally connected and are always away for purposes of building and maintaining their research work. This is a reason for which the drastic change in the life of an appointed professor has been described as:

One from solitary to social, focus to fragmented, autonomy to accountability, manuscript to memoranda, private to public, professing to persuading, stability to mobility, client to custodian, and sometimes austerity to prosperity. (Gmelch & Miskin, 1993, pp. 14-15.)

However, the prosperity mentioned in the list could be an illusion for the simple fact that the departmental chair does not exercise much control over departmental resources. The reality from Gmelch and Miskin's view is that the departmental chairs would find it difficult to merge their administrative and academic life.

Departmental goals therefore give impetus to academic staff. In addition to the department's administrative role and the control of other academic processes, is the heavy financial responsibility (Gmelch & Miskin, 1993, pp. 9, 68). In the University of Shefield for example, it is the duty of various departments to address issues of accreditation in disciplines and this responsibility is placed under the Director of teaching and learning. (Sheffield, 2014, p. 1)

2.2.5   The leadership role of the teaching staff

Observations show that departmental goals give impetus to the academic staff. Staff members on the other hand hardly take full responsibility. However, setting individual goals for staff does help to communicate departmental directions. Individual staff goals should focus on activities and programs to support student learning, faculty achievements, internal systems for the improvement of academic process and support system to build constituent relationship. These tasks make team work and accountability very imperative. (Gmelch & Miskin, 1993, pp. 67-68.)

Garvis (2012, p. 1) in illuminating the experience of teachers in Higher Education say they face tension working in an "increased professional landscape" for various reasons. These reasons include:

Higher teaching loads, increased expectation of research output, and changing social and economic structures that shape the way students view their tertiary education have a profound effect on university teacher's work. Garvis (2012, p. 1)

The teacher's use of past and present knowledge is common but they need to be futurologist (Garvis, 2012, pp. 7-8). This will enable the teachers to prepare the students

to face the challenges that lie ahead of them. Any higher education teacher must be able to trace the past he or she comes from and at same time develop strategies to navigate the future.

Looking at the teacher's roles in terms of relationship, Vuori, (2011, p. 51) says the roles are in three directions namely, teachers work as interaction with students, colleagues and administration. Sullo (2009, 5-153) on the other hand writes extensively about the role of teachers advancing the following important points. He says teachers have the role to eliminate fear from class rooms and to minimize use of coercion. The teachers should also eliminate external reward and rather seek to discover the power of internal motivation. More so, teachers should teach routines, rituals and procedures and they should be enthusiastic as well as enjoy what they do. They should build positive relationships with students and create relevant lesson plans with realistic expectations. The teachers should Plan the lessons with the students' needs in mind and help the students to consciously self-evaluate themselves. They should help their students to know the components of behavior and should teach less, teach deeply and as well create their professional identity. (Sullo, pp. 5-153)

The teacher innovatively leads the learning process. Doyle (2008, p. 2) emphasizes teacher's consciousness when taking new approaches in teaching by asking the most important questions, "Does the new approach enhance student learning?" for instance, if the teacher wants to consider using small groups, then the following questions are to be considered:

> Does the student understand why I want them to learn in small groups? Do they know how to work together in small groups? Do they know how to communicate with each other without my guiding the interaction? Are they able to figure out on their own what role each member is to play in their group? Doyle (2008, p. 2)

3   STUDENT LEARNING

The chapter begins with the concepts connected to student learning in higher education. This is followed by sources and motivations to student learning which are classified under intrinsic and extrinsic. The intrinsic source is mainly the student's will while the extrinsic factors are classified under the impact from teachers, the creation of good learning environment, the availability of learning resources and the creation of a community of learners.

3.1   Concepts on student learning in higher education

Pritchard (2008, pp. 5-6) brings to light concerning the undergraduates in the beginning of their university studies that despite their:

> obvious success in formal learning, evidenced by the passing of exams and by arriving at university, new awareness of learning and explicit consideration of personal preferences and approaches have given new impetus, in many cases, in tackling the study challenges of higher education. Pritchard (2008, pp. 5-6)

He equally says that there is formal and informal learning. Unlike informal, formal education "takes place within the educational and training institutions of the world". The institutions include "schools, colleges, universities and Training centers". More so, the responsibility of learning is more in the hands of the students at the university level

than school level (Pritchard, 2008, p. 7). Moore and Murphy (2005, p. 1) advance the point that :

> "When you are a new student, you more or less know what is expected of you. What you don't know is exactly how to produce it. There is so much to learn not just the formal course work, but about life, work, yourself, and other people……." (Moore and Murphy (2005, p. 1)

Pritchard (2008, pp. 8-9) also mentions that there is "deep and surface learning". Unlike the shallow learning, deep learning has to do with the involvement of the learner in the task undertook. However, in addition to deep and shallow learner, there is the achieving learner whose target is to answer examination questions.

Many theories about learning abound. Pritchard (2008, pp. 9-10) singles out the main theories and relates them to learning in a university setting. The first being the *constructivist theory* which states that learning is an interactive process between knowledge already acquired and that still to be acquired, and as well as social, situated and metacognitive processes. Considering the first kind of process which deals with the knowledge already acquired and that still needs to be acquired, the constructivist would say that individuals have:

> Mental constructs or models of a vast number of items of knowledge and understanding. Each construct sometimes referred to as the schema is related to a topic, - a fact, a concept, a skill or an attitude perhaps, and represents the individual's current state of knowledge and understanding in relation to the central theme of the schema. (Pritchard, 2008, p. 11)

In this process, there are assimilation and accommodation. Assimilation relates the gathering of facts, ideas and skills while accommodation relates the making of changes to the already existing structures after encountering new information.

On the other hand, social constructivism emphasizes "the importance of dialogue and social interaction" in the learning process. The situated process emphasizes that learning is achieved in a particular context while metacognitive relates ones awareness to his or her patterns of thoughts. (Pritchard, 2008, p. 13)

Student learning should be seen from two perspectives. Students learn in class and also from interactions with other students. Astin and Astin (2000, pp. vi, 19) point out

the fact that learning involves both the individual and the institution. When students in higher institutions see themselves as learners and teachers, they become more responsible in their learning process as well as create a favorable environment for each other.

Zmuda (2010, p. 92), an advocate of innovation for student success, observes from class room visitations, workshops on staff development and meetings connected to leadership, that immense efforts are put in by educators but less achievements are made in relation to students' learning. He says that students are bored and disengaged and that teachers, and administrators are worn down due to serving multi purposes. In his opinion, these boredom and breakdown conditions of students and teachers will affect the learning agency respectively.

The idea of learning and the processes involved in universities, remains an enormous task for students, teachers and administrators. Zmuda (2010, p. 92-93) makes an assertion that it is possible for students to be drifted from natural learning desires. This way, students become less creative, less assertive and not idealistic. He has designed three tasks for measuring of mission driven goals and also ways that encourage students to achieve those goals. They are as follows: Firstly, students' creativity should be encouraged when solving problems in product development as well as expression of opinions. Secondly, students should specialize in areas of interests, preferably those having a link to previous studies. Here, self-acquisitiveness and personal future aspiration should be respected. Thirdly, revision should be a central part of class room activity and should become a policy. Fourthly, the system for grading and reporting should offer a true measurement of achievements. Lastly, there should be a well-developed electronic system that guarantees student access to the records of accomplishment upon graduation. On the other hand, he espouses that tasks should be authentic, be of quality, result in records of accomplishment, engender struggle yet enjoyable. The above mentioned points also serve as indicators to completion rates in higher institutions (Zmuda, 2010, p. 92-93). Devlin (2013, p. 234) opines that university success would depend on the quality of teaching, learning as well as experiences of students. This eventually has a bearing on the retention, progress and completion rates of students. In this case, drop outs will not be registered or will be minimal.

3.2   Sources and motivation for student learning

The sources and motivation of student learning discussed in this section are both intrinsic and extrinsic. Almost all of what is done by the staff, affect students extrinsically.

3.2.1   The intrinsic motivation

The effect of student learning comes from different aspects. Ronald (2007, p. 16) examines this from three directions namely the will, being the student and being a teacher. He points out that without the will, nothing happens at any level academically. He further says that for a student to undertake long term academic pursuits, is not something ordinary. Here, the enormous commitment is seen from several angles. Worth mentioning is the time created for the study. This is practical commitment where the student gives herself up for the challenge to study. More so, there is the ontological commitment where the student offers himself or herself to the discipline that studies bring. The will is a prerequisite for success. The moment the will drops, the likelihood of drop in academic achievement becomes a reality. (Ronald, 2007, p. 16)

Kwo, Moore and Jones (2004, pp. 101-102) point out that deep approaches to learning are conventionally associated to intrinsic or internal motivation and has greatly shaped recent educational innovation to focus on this direction. Hence, the construction of learning environment with key elements of building the curriculum content that is intrinsically based, instituting assessment practices that are fair, and implementing teaching practices that are able to "facilitate collegial/collaborative student learning activities". (Kwo et al., 2004, p. 102)

Moore and Murphy (2005, p. 1) on the other say that the student should treasure his or her CV. Moore and Murphy (2005, p. 23) also espouse that students should develop their own personal coding systems. They also mention that students should work harder and create structure and action for themselves. "If the teachers do not give you anything during a lecture, then you need to create engaging learning activities for yourself". They go further to emphasize that "Nothing is intrinsically boring" (Moore & Murphy, 2005, 22). Doyle (2008, p. 4) says "great teachers maximize the opportunities

for students to learn but even the greatest teachers cannot guarantee learning. The final outcome of what is learned in any course will always be the student's responsibility"

Covington (2002, pp. 169-170) espouses the idea of intrinsic motivation when he points to the negative effects of tangible rewards to students. He says that such rewards "adversely affect intrinsic interest and subject-matter appreciation". He further uses the theories against some aspects of extrinsic motivation to make his point clearer. The first view focuses on many extrinsic motivation as *culprit-extrinsic* as "such payoffs as social recognition and monetary prizes are typically unrelated to the act of learning itself and thus are likely to draw attention away from the inherent benefit of learning. The second view focuses on the subjective meaning of this kind of reward. This view uses the *self-determination theory* which points that offering reward for one's academic performance diminishes "freedom, autonomy and competency". Lastly, the self-perception theory suggests that beyond self-satisfaction, and further extraneous reward will rather cause the students to devalue their actions. In all of the above, the student will become *less persistent* in studies, *less adaptive* in problem-solving and less engaging in difficult assignments. (Covington, 2002, p. 170)

La Guardia and Ryan (2002, p. 195) argue in favor of a Self-Determination Theory for Development not only in schools but also within the family and society. They mention relatedness, competence and autonomy as vital ingredients to optimize student learning. Elsworth (2009, p. 116) mentions the cognitive goal theory wherein individual goals are the principal source of optimizing learning.

On the other hand, Sullo (2007, p. 8) mentions that these are psychological needs besides the physical needs which range from "Belonging or connecting, power or confidence, freedom and fun". Sullo, (2007, p. 8) gives light to Guardia and Ryan (2002, p. 195) as he says it is the need for belonging that encourages us to seek for relationships. He goes further to mention that the need for power is different from the need to dominate and this power is gained through "competence, achievements and mastery". He says about freedom being inherent to intrinsic motivation and that it is one reason why we "evolve, adapt and thrive". Lastly, he says learning something new is intimately related to fun and this motivates the student to learn even more. Here, joy and inspiration go together. The same enjoyment is mentioned by Karabenick and Urdan (2010, pp. 105-106). However, they say the joy should not be looked at from the hedonic view point but as a by-product of full immersion of oneself in the learning

activity. This means the student with immense curiosity, *spontaneously and volitionally* seeks optimal challenges. (Karabenick and Urdan, 2010, p. 106)

3.2.2   The impact from teachers

The teachers exert a lot of influence on student learning. Their impact on the students is multidimensional but categorized into two sections namely: the teachers' inspiration and the teachers' learning at work.

The teacher's inspiration
Teachers are often frustrated in the presence of academically unmotivated students. Elsworth (2009, p. 114) presents this fact stating that it is a challenge for teachers in higher education. Shernoff (2013, p. 335) in a quest for o*ptimal learning environment,* expands that models related to *Expanded Learning Time and Opportunities s*uggest that youth engagement in the future will likely blend "academic, physical, social and emotional goals".

The teacher can build or ruin a student's academic career. Ronald (2007, pp. 115,122.) opines that when a student focuses on an inspirational teacher, the student discerns that the teacher's spirit is rather caught and not taught. For the teacher's part, he goes forth adding that the teacher has to be explicit with regard to the subject, implicit with regard to care for the students and lastly communicate to some effect such that students come to their own experiences genuinely. This thought is also shared by Bolkan, Alan and Griffin (2011, pp. 339-340) who affirm that teachers intellectually stimulate students to deep strategic ways of learning through their behavior. They can make students persist in their tasks longer, have critical thinking, a great orientation towards self-improvement through self-testing. These effective approaches to study bring quality to learning results. The approaches include interactions with students, challenging students and provoking of individual thinking. The Association for Supervision and Curriculum Development (ASCD) accepts this view and goes further to propose a study guide structured to motivate learning. Here, the teacher's lesson will be inspiring when each lesson includes questions followed by sections capable of "activating and engaging, exploring and discovering, and organizing and integrating" (ASCD, 2010, p. 1)

Doyle (2008, p. 5) uses the definition of learning to show the process of knowledge acquisition. He says since learning relates "the neural network changes in

the brain" due to "exposure to new patterns of signals from the outside world", when new information is connected to the student's previous knowledge, new networks are developed in the brain representing the previous information.

Figure 1 below shows the influence of teaching staff on student performance. The figure combines two models; one by Bruggencate, Luyton, Scheerens and Sleegers who write on "The influence of Teaching Staff on Student Academic Performance" and the other from Mascal Blair who presents a lecture on "How school Leadership affect Student Learning".
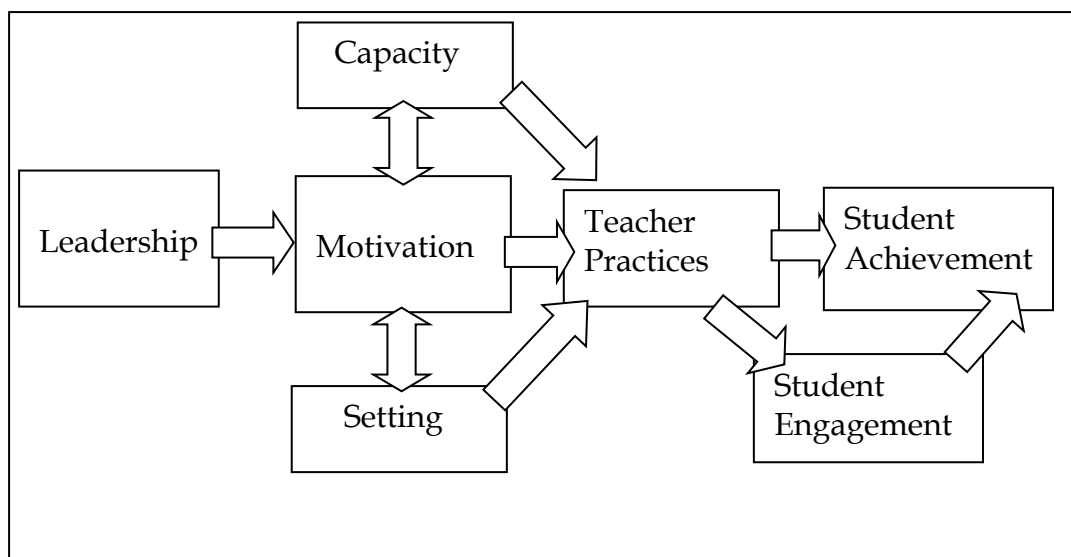
Figure 1. How leadership influence student achievement (Mascal, 2013; Bruggencate et al., 2012, p. 707).

As explained by Bruggencate et al., (2012, p. 629) the human relation model plays a very important part. They believe that "engagement leads to efforts". From their views, both the teachers and the students have to play their respective roles. Mascal Blair on the other hand first identifies that a teacher is a leader. He says that among others who provide leadership, a teacher does the same in defined roles, in teams or as individuals without defined roles. He goes further to say that the motivation,capacity and the setting in which the teacher operates influence teacher practices thereby serving as determining factors to student achievements (Mascal, 2013). He says that the enhancing agency of student learning will be strong if there is:

Motivation in areas of teacher efficacy, teacher trust, and context belief; capacity of the teacher in areas of knowlegde and skills, curriculum and pedagogy; and setting in which teachers work with great consideration of school resources, school structures, school cultures, collective school capacity and collective teacher efficacy. (Mascal, 2013)

The teacher practices are perfect as the teachers will turn to exercise either shared, distributed, democratic or team teacher leadership. This allows students to benefit from their shared vision and collaborative practices. From questionnaires and surveys by teachers on this aspect, conclusions were made that the aspects of motivation, capacity and setting improved student learning (Mascal, 2013) . In the Finnish context, the motivating aspect aimed at building the capacity of teachers in higher education became more serious as from 1994. Välimaa, (2001, pp. 67-90) analyzes the employment and working conditions of academic staff in Finnish higher education and points out as the most influential the reforms of Doctoral training since 1994. The provision of grants over the years has improved research and academic output. In this case, the reforms improved the capacity of the teaching staff. Gender sensitivity among staff is also evident. The capacity of both males and females are improved, giving Finnish students high performance in academics.

Leithwood and Jantzi (2012, p. 16) has a similar model that deals specifically with the influence of collective leadership on student learning. According to them, collective leadership will positively impact teachers in terms of knowledge and skills, motivation and work setting. However, unlike knowledge or skills, motivation and work settings will greatly influence student's achievement.

Learning at work enhances student learning
Two ways exist through which people learn at work. The first is known as the *standard* way where the human mind is stuck with new knowledge while the other known as the *emerging* occurs when learning changes not only the learner but also the environment. In other words, learning is either acquired or gotten through participation. (Hökkä, 2012, pp. 26-28.) Learning at work in challenging times is yet another field to be fully researched on. Bisschoff and Watts (2013, p. 22) see that leaders need to attend to their learning and equally encourage others to learn. They have built a triangular relationship between values, actions and behaviors with trust at the center. This implies strategies

and actions are based on leadership values which are moral and dedicated to the welfare of learners. In their conclusions, they have added emotional resilience to trust as a vital element for improved efforts. (Bisschoff & Watts, 2013, pp. 24-25.)

Another element worth noting that has to do with learning at work place is intercultural capabilities. Frawley and Fasoli (2012, pp. 316-317) mention capabilities that deal with the sense of self in the intercultural world. Relational capabilities on the other hand deals with building intercultural relationships. Professional capabilities are also mentioned. They focus on developing and applying personal skills for action in changing situations. More so, they need organizational capabilities wherein focus is on the leader's ability to respond to complex situations. Lastly, Intercultural Capabilities are mentioned as the sum total of all for they are found in all those mentioned above. All these capabilities will enable the leader to work well in the intercultural education context. In this context, the leader seeks to work best with educators, community members as stakeholders, parents, children and even administrators. Hence, Intercultural capabilities can improve shared leadership. A good example is that of Seashore, Dretzke and Wahlstrom (2010, pp. 315-323) whose survey in the US indicates that shared leadership and focused instructional leadership complement each other in improving student learning.

Worth mentioning is the obligation of the learner at work. Learners have the obligation to know the importance of the subject learnt, should know how to direct themselves through information, should feel comfortable with content learnt and it should relate to their past experience, and lastly should focus on the application of the knowledge acquired. (Carol, 2012, p. 102.)

3.2.3 The creation of good learning environments

Where the learning environment is conducive, the students will easily generate their notion and conceptions of leadership from what is intentionally or unintentionally taught. Weaver (2008, pp. 67,75) says that such an environment should be created for the learner and should either be physical, virtual or temporal. This is because different students have varied needs as will the same student at different moments.

The size of a class is another important aspect to consider for learning to be effective. The effect of non-consideration is drastic as the following results may be observed. The students may tend to rate both the course and the instructor low, the

interaction of student with lecturer is also almost absent and a deteriorating quality in student performance of such higher education will be visible. (Gibbs & Jenkins, 1992, pp. 14-16.)

Claes, McMahon & Preston (2008 p.136) define school climate as "the physical and psychological aspects of the school that are more susceptible to change and that provide the preconditions necessary for teaching and learning to take place". Parkkila (2013, p. 94) in a search for ways to improve the working climate says open and appreciating interaction is the main factor to achieve it.

A good higher education climate for the faculty or department could be enhanced by inculcating the following values. Astin and Astin (2000, pp. 11,32) see these values as having a very high impact on student learning. Firstly, they point out that a supportive environment is needed where people can grow, thrive and are peaceful with one another. Worthy of noticing is the fact that people cannot lead well or learn in a turbulent environment. Secondly, promotion of harmony with nature is essential as this provides sustainability for future generations. Lastly, a community of reciprocal care and shared responsibility should be created. The welfare and dignity of everyone in this case is highly esteemed. All these make faculty and departmental leaders modelers of academic and social excellence. Uusiautti (2013, p. 482) believes that positive emotions or feelings such as "joy, and engagement …, support problem solving skills and the ability to act in an innovative and engaged way".

Conflicting thoughts are common when human beings come together. Ramsden (1998, p. 8) confirms this point while elucidating where the tension comes from. He says tension arises from managing conflicting priorities. Also worth mentioning are the concerns over the realities of academic organizations contradicting team concept. Gmelch and Miskin (1993, p. 22) mention the following to elucidate this fact. Firstly, they see academic departments being very discipline driven with multiple faculty interest. Secondly, they express the tension that exist when faculties give lip service to departmental concerns. Thirdly, the climate in departments quite often is turbulent favoring rather short term goals. More so, these multiple goals are often contradicting, unclear and even imposed on the staff. Lastly, they see the stakeholders as pluralistic, unpredictable and constantly changing. All these should be handled with care to avoid having a non-conducive study environment.

Ashwin (2009, pp. 51-52) in using the *activity theory* says the *teaching-learning environments* has in the past been "conceptualized through the approaches to learning and teaching perspectives". This has so far limited the analyses of how "teaching-learning environments are initially produced in teaching-learning interactions" or the characterization of *teaching-learning interactions* in terms of *teaching-learning environment*. Analyzing this relationship will pave the way to optimizing student learning.

3.2.4   The availability of learning resources

Many learning resources abound. The resources are either infrastructural, electronic as well as human. Examined below are e-learning facilities, academic staff and librarians as major sources.

Availability of E- Learning facilities in Higher Education
E- Learning has become an important tool in learning both for the disabled and the non-disabled students. Service provisions are therefore a solution to aid especially the disabled to be able to succeed in their academic pursuits. The technological world is intensely drifting resources in Higher Education to provide students a means of learning that facilitates research. A stress on accessibility should not however be limited to removing barriers to participation and engagement in the online experiences but also the degree to which someone can access the internet in a state of disability and as well regardless of technology or environment. (Jane, 2006, pp. 10,29,100.)

The mass media has been equally mentioned as having an impact on learning. Gavish and Oplatka (2012, p. 87) have a view on mass media and the head teacher which could be applied to leaders in higher institutions. He says the development of media and practical skills need to be channeled in school goals.

Another source closely linked to e- learning is distance studies which have become a global phenomenon. Nowadays, the world is experiencing a fascinating picture wherein the educational culture is in a huge transition. Europe is not left out. Szucs and Jeankins, (1999, pp. 1,227) points out the fact that higher education plays a key role in the openness between Central and Eastern Europe and also East-West corporation. Distance education has become the most appropriate means for realization of the dream. The advantages range from being fast, very flexible and of high quality for varied professional fields and the capacity to enroll more learners including those in

employment. All these, pose a very big challenge in higher educational leaders especially as the demands from learners both on campus and distant, increase every day. Ko and Rossen (2010, pp. 173-176) have researched on instructional activities best for online or blended courses. They suggest group activities especially for large classes and icebreaking activities that will ignite the student's willingness for a community online.

Advantages and disadvantages abound with regard to online learning communities. Kear (2011, p. 55) asserts that social contact is increased through online communities, a very important ingredient for collaborative learning. The benefits range from flexibility of communication, peer to peer opportunities, engagement and motivation and a strong sense of belonging. Even though these advantages abound, there exist some problems like overload, low participation and impersonality which can be minimized.

Academic Staff and Librarians
Academic staff and librarians are great indicators in the field of information literacy. This has a huge influence on student learning. The academic staff and librarians have that great potential, to make students able to determine access, evaluate, incorporate and use information effectively to achieve a desirable outcome or purpose. (Lloyd, 2010, p. 56.) In this way, the academic staff and librarians help students to get the right books for their studies.

3.2.5   Creating a community of Learners

A community of learners plays a vital role in student learning. This can be created through staff and student mentoring, collaboration between staff and students, servant leadership roles as well as caring leadership roles.

The Mentoring role enhances student learning
There is a strong claim for mentoring as an enhancing factor in student learning. Ramsden (1998, p. 9) sees that for higher education to ensure scholarly productivity, every staff must be mentored. Here the goals which ultimately affect student learning are achievable. Student mentoring is also important for academic growth. (Longo and Gibson, 2011, pp. 3-4).

Brockbank and McGill (2007, p. 318) point out that real mentoring incorporates the key aspect of reflective dialogue offering a context in which any higher education teacher as mentor would facilitate reflexive learning both for colleagues and students.

Dialogue is in two directions; One between the mentor and the administration and the other with the mentored. This is because the staff and student mentors may obviously ask the aim or purpose of activities. Here, three approaches of mentoring in higher education have been cited namely; *functionalist, engagement and evolutionary*.

Firstly, Brockbank and McGill (2007, pp. 319-320) say functionalist mentoring is more a single loop or instrumental learning where client personal views remain unexplored. The engagement mentoring on the other hand lays emphasis on the subjective world of the client but institutional objectives are imposed by the mentor on the client. Here, dialogue is possible with respect to the client's view but no possibility of space for challenge and for transformational learning. The last and the most cherished method for higher education is evolutionary mentoring. Here, every activity is carried through mutual agreement where goals are generated by and for the client.

Secondly, Brockbank and McGill (2007, pp. 321-322) go further to mention that mentoring of teachers and students by teachers can be formal and informal. Mentoring is formal in the following three conditions. The first is where the newly appointed staff has to undertake a teaching qualification. The second is where the newly appointed staff may even have experience in higher education and does not need qualification but needs sufficient support within their probationary period. The last is where mentoring is offered as, a learning environment to staff that have enrolled in new and higher studies.

Leadership apprenticeship is another indicative of the formal and informal ways that leaders learn at a work place. The ideas of leadership apprenticeship for future leaders is very prominent. If the mentored must be successful, then the following should be put into consideration. The internship time should meet the trainee's needs and should reflect the trainee's existing skills and experience. Alternating assignments are necessary in the course of the program. Every intern should be directed to the right mentor. Only schools or departments that have time should be handed trainees. All of the above mentioned points benefit the trainee. But we need to acknowledge the skills and values from the trainee that would enrich the staff of the institution and the students. (Earley, 2009, pp. 307-310.)

In conclusion, we can say that management and leadership does have a big role to play in mentoring. Rhodes (2006, pp. 163,167) has researched and come out with feedback that shows learning mentors have shown different experiences after observing

the impact of management and leadership on their perceived role. This calls for attention when exercising mentorship.

The enhancement of student learning through collaboration
Devlin, (2013, p. 237) points out how "integrated curriculum design" plays a big role in the Australian Academic reforms. The process here is interactive. They adapt from a wider spectrum of research to the Australian context known as success oriented theory and this has not only influenced students but equally benefitted from what the students bring to the learning environment. I see this as a form of a triangle, where lecturers influence students, who intend to influence both students and lecturers. The outcome is positive as both lecturers and students will build themselves cognitively, linguistically, knowledge wise and culturally. Here, the lecturer is a facilitator of the interactive process. The strength and differences of students are considered for purposes of encouragements, to enrich potential, previous knowledge, skills and understanding.

There are great wishes for the creation of effective schools. Capacity building comes through leaders' willingness to learn and governments are investing on this field. The present trends of restructuring is therefore, a striking response to some previous teacher paradigms. If decision making is participatory in nature, a better perception for accountability is attained wherein learning opportunities for teachers will provide positive student outcome. (William, 2004, p. 2.) A look at his major research questions reveals that two of them are worth noticing. One of the questions seeks to deal with the relationship between the academic and non-academic outcomes of schooling. The other seeks to know whether school leadership or learning in organization could contribute to better student outcome.

Servant Leadership role motivates learning
Most faculties and departments have often seen their role as a calling, have been purposeful and have remained a powerful force in the development of young people's career. This is one of the kinds of leadership that Uusiautti (2013, p. 483) advocates. A survey by American Association for Higher Education is cited by Astin and Astin (2000, pp. 33-34.) indicating that the calling of a faculty in the academic career should be based on the joy of teaching, the great opportunity to interact with students and to shape the society's next generation. This will model students' individual qualities with regard to self-awareness, authenticity, empathy, and commitment, collaboration,

networking in their daily interaction with students and colleagues of same institution or others.

Caring leadership role enhances learning
Uusiautti (2013, p. 483) advocates the use of different leadership styles such as caring leadership, authentic leadership and servant leadership. She also believes that positive feedback boost intrinsic motivation and she explains that feedback should come from followers, employees and managers. She explains further that caring leadership accomplish goals and their actions promote common good and she thinks that feedback should be given in context. She concludes that when team members are "Excited and inspired by the task, and reaching for a common goal, a successful outcome may produce the most delightful experience". (Uusiautti, 2013, p. 492)

In summarry, the role of University leaders are clearly a response to numerous stimuli. First is the powerful effect of information technological changes. Secondly, we have the changes that abound in the university funding programs. Thirdly, the university's user payments do have an impact on the attendance and engagements. Fourthly, students' expectations and diversities are rapidly changing. Lastly, there is increased accountability and standards. Higher Education therefore has both Higher Education leadership role and Higher Education student role. (Devlin, 2013, p. 235.)

More so, the current conversations are revealing and are equally focused on students' learning. Commenting on the role of Higher Education in public Leadership conclusions are made that though with right intentions, Higher Education is still distant from changing directions. Accordingly, there is much focus on what students can do than what they might do. (Longo & Gibson, 2011, p. 122.)

4   RESEARCH DESIGN

This section presents an overview of the qualitative research design, followed by the case study approach. The chapter continues with the data collection method, the modes of selection of participants for the interview, the interview procedure and is concluded with the data analysis.

4.1   Qualitative research design

Research Designs differ from each other depending on whether it is for qualitative or quantitative research. However, Gall, Gall and Borg, (2003, pp. 23-25) explain that there are three major methods of research in any serious academic discipline all over the world. These include quantitative, qualitative and mixed methods depending on what the researchers are interested in. Malcolm (2003, p. 173) says any consideration adopting a particular research design should depend on the:

> Nature of the research questions, the type and amount of knowledge already available on the question and resources for conducting the research and analysis. While the research design is question-led, it is resource-driven. (Malcolm, 2003, p. 173)

Silverman, (2005, pp. 126-127) describes quantitative as the form in which the researcher makes generalization from the sample population. The population sample under the study covers large number of participant representing the entire population.

Questionnaires, telephone interviews are means whereby the quantitative researcher solicits information from the interviewees. Here, the researcher dives deep into social realities by collecting numerical data and statistical analysis. On the other hand, Creswell (2007, pp. 36-46.) points out that the qualitative research approach focuses on the interpretation of the social context.

Gretchen and Marshall (2010) state that when asked how one might incorporate a qualitative method in o a design, the first question that comes to mind is whether qualitative methods are the overall design or the researcher seeks to integrate the qualitative method into a mixed method design? She reiterates that the research question should drive the real consideration of a qualitative research method. They both raise a number of issues for one who is ready to engage in a research. In the proposal, the researcher needs to think about *access* into the *rich mixed things in the world*, how to get people to help you there, how to project oneself as a research instrument? Issues of time, setting, ethical considerations, management of data and analysis are worth considering from the very beginning of research and as the research progresses.

Keith (2000, p. 84) says working deductively following the hierarchy of concepts could be of great help. These concepts from the most general to the most specific paves the way for the emergence of a deductive six steps model for a research proposal:

> "Select a research area, develop one or more topics within that area, select one from among these topics to keep your project manageable, develop research questions, general and specific, for this topic, determine what data will be required to answer each specific research questions, select research design, data collection and data analysis procedures in order to do this." (Keith, 2000, p. 84)

The above mentioned facts summarize the steps I have taken for the realization of the study. I noticed that the aspects related to student learning in higher education were so many but decided to research on the effects of leaders' roles to student learning. After I had determined the topic, I went further and developed research questions and the type of data to answer the questions. The research design was properly chosen and the data collection and analysis were carefully carried out. Uwe (2008, p. 37) points out that in qualitative studies, there are several ways to undertake research design. The qualitative researcher focuses on interpretive materials to see things or several realities in the society. The field notes, interviews, conversation, photographs, recordings and memos as means can be used by a qualitative researcher to find the social realities of this earth. This results in the use of explanations and interpretations to see things in the social settings in the world. Hence, the social

phenomenon is studied which results in useful outcomes for the readers. Again, this method seeks to answer questions, collects evidence and produces for a particular phenomenon to perfect the society. More so, the researcher obtains information in cultural specific for examples, opinions, behaviors and values in the world. (Creswell, 2007, pp. 36-46.) Scruggs and Mastropieri (2006, p. 3) also state that qualitative research is extensively used in anthropology but goes further to point the five most used design being "ethnography, grounded theory, biographical, case study and phenomenological".

This explains why qualitative research is more likely to study the individual case rather than across individuals. This creates the opportunity to discover an idiosyncratic set of values as well as feelings and beliefs because of the heavy inquiry on a particular person, school, culture or any institution. (Walter & Meredith, 1989.) Even though descriptions of qualitative research vary e.g., naturalistic, ethnographic, subjective or post positivistic, all emphasize an in-depth interview or participation of researcher in the social world. (Astin & Astin, 2000, pp. 33-34.) It is for this reason that I chose the single case and a few departments to have an indepth reality of leadership roles and their respective effect on student learning.

Have (2004, pp. 3-4) also mentions that qualitative methods in social research differ according to goals and research strategies. In addition to qualitative and quantitative, he adds the comparative method. He makes the differences clear by saying that the qualitative studies communalities, comparative research focuses on diversity while quantitative research investigates the phenomenon within a *large data* set. Here, a few number of features can be studied across a large number of cases. Keith (2000, p.3) with Phyl and Harris (2002, p. 109) on the other hand state that qualitative research is one wherein data is collected in the form of words unlike with numbers as the case with quantitative. Phyl and Harris (2002, p. 109) also add that data in qualitative method can be gathered through observation. They equally point out that qualitative research even though descriptive, can have both theory generalizability while quantitative can both be data and theory generalizability. Phyl and Harris (2002, p. 109)

Phyl and Harris (2002, p. 110-112) espouse that in qualitative research, there are key issues to be observed like *staying open to surprise*, expectation of large amount of data, consciousness of *reliability* and *validity* (which has to do with *conformability* and the examination of the *authenticity* of the interpretation of data). Scruggs and

Mastropieri (2006, pp. 2-3) as well present some facts concerning qualitative research design. The state that some qualitative designs "depend on consistent and multiple direct observations of behavior and its contexts" and with the naturalistic studies, the researcher is completely immersed as *participant observer* so that he or she *feels* all aspects of the *phenomenon*. I stayed open to surprises, got a huge amount of data just as Phyl and Harris (2002, p. 110-112) mention. The aspects of reliability and validity were highly considered in the process of data analysis.

4.2   The case study approach

The description of a phenomenon in qualitative case study is the main motive of the qualitative researcher and information is gathered from many sources like audio materials, observations and empirical documents. (Silverman, 2005, pp. 126-127.)

In a study by Curtis, Gesler, Washburn and Smitha, (2000, p. 1006), they explain that their selection of international healing places "resulted from various combinations of influences, in addition to satisfying the requirement of lasting reputation, library sources, accessibility, and different historical circumstances" (Curtis et al., 2000). In answering the question "when should a researcher choose a qualitative approach", Gretchen and Marshall (2010) point out that this method can be used in the exploration of questions where *there is little known* or were previously examined with different population or when focusing on *complexities of a particular issue* or within an *organization* or *social group*.

The case study is a university in Finland, selected because of its rich education, admired worldwide. It has competent personnel and experts who were willing to take part in the interview. Based on careful consideration, I agreed to get experts in that institution because of their expertise in the field of education and other subject disciplines. The interviewees were contacted by emails and telephone. Those experts who failed to honor the invitation were replaced by other leaders within the same field.

4.3   Data collection method

The interview method was used in order to get conceptualization from the leadership and staff members of the selected institution in Finland. Gall, Gall and Borg, (2003, pp. 223-233) point out that interviews are used in a qualitative data collection to ascertain social facts and realities in the world. Again, behaviors such as experience, opinions, values and likes are not observable so the researcher designs the interview question which fits the phenomenon for interviewees to express their opinions and thoughts as well as feelings about the phenomenon. (Gall, Gall & Borg, 2003, pp. 223-233.) In addition, semi-structured interviews were the option rather than questionnaire because of its suitability and adoptability. Probing questions were used for the research questions prepared. The probing questions helped the researcher to clarify ambiguous questions during the interview process (Silverman, 2005, pp. 126-127). There was flexibility as the Semi-Structured interviews did not have a meticulous guide. I asked some follow up questions to have a deeper understanding of the participants' views. An advantage exists here as the interviewer is not under any compulsion (Walter & Meredith, 1989, p. 396.)

Gill, Stewart, Treasure, and Chadwick (2008, p. 291) conclude that "Semi-structured interviews consit of several key questions that help to define the areas to be explored, but also allows the interviewer or interviewee to diverge in order to pursue an idea or response in more details". (Gill et al., 2008, p. 292)

Keith (2000, p. 3) says while *quantitative* research is *empirical* research where the data is represented in numerical form, *qualitative* research is also *empirical* but data are in the form of *words*. However, the greatest problem in qualitative method is to collect data that can be analyzed with ideas. (Have, 2004, p. 56). Phyl and Harris (2002, p. 110) though writing in the context of management, mention some qualitative data collection methods frequently used ranging from:

> Structured interviewing, semi-structured interviewing, unstructured interviewing, non-participant observation, company documents already written and documents written specifically for the research, for example, diaries and journals. (Phyl & Harris, 2002, p. 110)

4.4 Interview procedure

The research participants were selected based on a careful consideration of their availability. Gaining access to the field and the individual participants require several steps. In order to gain access to carry out the research work, permission was sought from the leadership of my institution as well as the various personalities in the institution where the interviews were to be carried out. A detailed proposal explaining the procedure for the task was presented to the interviewees for acceptance or rejection. The interviewees were given adequate time to respond to the proposal. (Creswell, 2007, pp. 126-127.)

Experts in the position of leadership were selected and were contacted by emails explaining the details of the research. After the acceptance of the interviewees to take part in the research, the venues for the interviews were then arranged. Prospective interviewees who did not respond to the emails were replaced. The researcher made follow ups to develop rapport with the prospective interviewees. Individual interviews were used in this research. The case was concentrated mostly in one faculty and six interviewees participated.

Qualitative individual interviews were used in this research. The letters of consent were issued to all prospective interviewees to brief them on the details of the research and anonymity. I explained to them what my research was all about and my research questions. I also promised them not to make known the name of the case study institution. Most of the interviews took place in the interviewees' offices and the rest at the reception rooms. Each interview lasted between 50-1:20 minutes – all conducted in the case study institution.

During the interviews, there was an interview protocol (Appendix 3) wherein while the questions were being posed, and the researcher took notes. Probing questions were asked to clarify or dig deeper to clarify situations. Open ended questions were used to allow the researcher to pose follow up questions. However, there was caution as the researcher was inspired by Gill, Stewart, Treasure, and Chadwick (2008, p. 291) who espouse that the researcher should ask valuable questions that "address the aim and objective of the research".

Making sure that the interviews be properly carried, I predetermined the interview questions and the order of posing of the questions and recorded every question and the

responses that followed. The interviews were recorded or audio-taped in a conducive environment to avoid noise pollution which could affect the quality of the recordings. I thanked each participant after the interview and arranged the interview field as it was before. I transcribed the audio taped interviews and direct quotations were maintained. However, the interviews were completed a little late due to a long struggle by some participants to reconcile when to have interviews with me. Notwithstanding, I had developed a very strong urge to do the work as fast as possible to meet up with my Personal Study Plan (PSP).

A number of things to be considered by the researcher when planning for interviews are projected by Margot (1991, p. 59). These include what the researcher knows or should know about the interviewees, how to access and to explain confidently the issues of anonymity, how to influence the setting to ensure privacy, the amount of time to request for the interview process and the means of recording the message, the conclusion and possibilities for follow ups of the interviews till the desired outcomes are registered.

Margot (1991, pp. 57-58) unveils both informal and informal interviews in qualitative research. The informal often flow from a situation without any previous plan while the formal is well planned and usually in settings that both the researcher and the participant can talk in peace and in immense depth. However, some researchers do:

> Choose ethnographic interviews as their central data gathering method and do less far-ranging observation-participation, confining it to the interview situation itself. Whatever the kind and circumstance, interviews are at the heart of doing ethnography because they seek the words of the people we are studying, the richer the better, so that we can understand their situations with increasing clarity. (Margot, 1991, pp. 57-58)

Syend (2013, p. 2) states that care must be taken when going through an interview study. He says there must be a thread that runs through the interview project which connects the research questions with the "preparation, interviewing, analysis and reporting". Flexible and inductive research methods are necessary as one would be able to have an iterative design which gives the possibility of designing as the research progresses. (Syend, 2013, p. 2) Researchers should be conscious of the difference that lies between

qualitative research and experimental research. In this case, the researcher deals with questions that have to do with *how* and not *how much*. (Syend, 2013, pp.48-49).

Malcolm (2003, p. 173) says that semi-structured interviews are worth considering if the researcher intends to interview few people. Syend (2013, pp. 49-50) in addition to this view, says the questions suitable for qualitative research in particular, are of five broad kinds: "What should be studied? Why is it relevant to do so? How should the subject matter be studied? Who should be interviewed - and how many?" In this light what should be studied should determine the method to be used. The researcher uses the how questions to discover something new about how people do a particular thing, redesign a new way of doing it or show how people experience it. The why of the study has an advantage as it limits the researcher to a particular phenomenon and also because the researcher will make choses whose results will help the world. (Syend, 2013, pp. 49-50)

It is worth mentioning the bridge between the why and the how questions. Since research goes with ethical considerations, the following aspects are worth considering: the first is the possible benefits of the study, obtaining informed consent, protection of participant's confidentiality and the effects of the study to the participant. How the subject matter should be studied is the biggest as it concerns the theoretical, methodological, matters concerning interviews, and practical issues like translating the research questions into clear interview guide. (Syend, 2013, pp. 51-52.)

4.5 Data analysis

Phyl and Harris (2002, p. 113) say in qualitative data analysis, there are two things to bear in mind. The first being the little standardization across the data collected, and the other being the availability of *multiple interpretations* in the data. They further explain that qualitative data analysis depend on the "research questions, the way the data were collected, and, ultimately, what is appropriate to achieve the objectives of the research". (Phyl & Harris, 2002, p. 113). They also mention two basic families of data analysis. These include content analysis and grounded analysis. In the case of content analysis, data collected are "explored to uncover either emergent patterns, evidence of expected patterns or patterns marching between multiple cases". The grounded analysis answers a

specific research question and owes its origin from the approach to management research called grounded theory. The grounded analysis allows "findings and interpretations to emerge from the data whilst searching for the unexpected/emergent patterns". (Phyl & Harris, 2002, p. 113). In all of the above methods, one thing remains evident, and is the fact that qualitative analysis is "insightful and in many ways intuitive". (Phyl & Harris, 2002, p. 114)

Scruggs and Mastropieri (2006, p. 6) advance that some interpretative research use *triangulation* which provide *different interpretations* of the research. This approach also use *different sources* and different *qualitative data* collectors. Some interpretative data collection are computer assisted with programs like the *NUD*IST* and The *Ethnogragh*. Partington (2002, p. xix) espouses a strong bias in his book towards research designs which focus on "interpretive and action oriented end of the methodological spectrum". Murray (1998, pp. 237-239) says any meaning assigned to data be it *content analysis, observations, test, questionnaires, and interviews* whole that different kinds of interpretations can be imposed on different outcomes depending on the kind of questions they seek to answer. Such questions will determine whether data will be interpreted from *descriptive, explanatory, evaluative and predictive* points of view.

There are so many methods in analyzing qualitative data ranging from content analysis, thematic and constructive method. The researcher chooses the available analysis method that he is familiar and comfortable with depending on his knowledge and experience. The researcher resulted to thematic analysis to carry out in the study. Therefore, thematic codes and thematic network was utilized during the data analysis process (Silverman, 2011, p. 213-214.). According to Creswell (2007, p. 148) the qualitative thematic data analysis consists of preparing and organizing the text and transcribing for analysis. The data is then deduced into themes through coding and condensing.

The qualitative data was transcribed. I verified the respondents' answers given to all the questions to make sure that no part was left out. The transcribed data and the jotted notes were integrated to determine the relationships for the buildup of the sub-themes. The preliminary findings analysis begins from here where the jotted notes were compared with the transcribed data. I coded the entire data. Notes were taken during the interviews. Recurrent themes were selected in relation to my research questions and the

conceptual framework. I categorized them and established the sub themes and then reduced to the five main themes. The five main themes were colored red, yellow, green, blue and black.

5 RESULTS

This chapter reveals the results that emerged from data analysis. The first part of the results answer the first research question: "How does leadership in Higher Education affect student learning?" Here, the following roles are examined: the role of the stake holders, the leadership role at the university level, the leadership role at the faculty level, the leadership role at the departmental level and the leadership role of the teaching staff.

5.1 Leadership roles influencing student learning

To register the results of how leadership roles influence student learning the first research question asked by the researcher was, "How does leadership in Higher Education affect student learning?" Based on this research question and a second question to be examined in the area of enhancing student learning, a semi-structured interview was conducted and the results were registered.

However, it is worth mentioning with regard to agreements on ethical considerations, that there were no permissions granted to me to mention the name of the case institution nor the names of the interviewees. In all, six interviews were made wherein four leaders and two teaching staff devoted their time to release much information about their experiences and observations. I will consider the four leaders interviewed individually as A, B, C and D and the two teaching staff as T1 and T2.

The five main themes in the interview were: The role of the government and stakeholders, the leadership role at the university level, the leadership role of the faculty,

the role of department, and the role of the teaching staff, and how these various leadership roles enhance student learning.

5.2   The role of the stakeholders

The interviewees have pointed out that there are in micro level and huge macro level as well as societal issues under considerations at the university level. For instance, the types of laws or legislations existing presently in Finland. They also see the university very connected to organizations around including the city where this university is located. The stake holders here are the state and other organizations.

All the informants agreed on the fact that the state guarantees the resources. This is public education and the university is covered by the state funding. Revelations with regard to funding show that for the last couple of years, there have been an increase in the university funding mechanisms. The university does not complain of losing money when comparing to the society as a whole but in the same time by saying this it is known that the university have come to the end of absolute financial stability. The government is on the way to touch also the science funding this year and the following year as part of the plans to reduce public spending to some two to four billions of Euros. The university leadership staff were afraid and looking forward seeing what this will cause for the university. The university leaders in this case will simply present the entire academic plan and proposed budgets and the state will decide how much to allocate for such funding. The state investment in education however involves all sectors from primary and secondary education to higher education. Leader A viewed that the educational sector built this way, will produce qualified staff who would work in the universities and students will get high quality teaching.

Information gathered from the interviewees shows that the state resources are distributed in relation to the type of resources needed for teaching, the kind of competences needed in the society and working life, and what kind of fields are strategically important for the country's future. But in some sense, universities are quite autonomous. They do plan their own teaching even though there are also different laws which need to be taken into account from above. In different disciplines, there are different roles and laws. All these inevitably regulate the university roles. These roles

are set by the government but somehow the university participates in the processes of creating the laws.

There is a group of stakeholders other than the state where the director of the department is a member. This group comprises of different kinds of stakeholders from the city where the university is located together with other organizations. They together try to find a common ground, how to take into account in our teaching, the working or include areas. For example, whether the students are going to work in the city of the university or in other organizations. There exist an administrative group, giving their voices through shared discussions. In this way, the stake holders in agreement with the university leaders determined some courses that were taught to attain their goals.

5.3   The leadership role at the university level

The university level has more bureaucratic roles put in place to develop student capacities. Guidelines and meetings organizing activities which maintain a university level teaching or standard are frequent. For example, a leader mentioned one of such meetings saying:

> "This morning, I was in a meeting which was for pedagogical directors. And for example we talked about this kind of feedback. It enables some forum to share discussions between different disciplines. This is also indirect influence to student learning." (Leader C)

One role that has emerged is the enhancement of top units. Leader A says having a look at the University level, it is seen that the rector, the president of the university has a strategic way of funding in the university level wherein, there is the investment of extra money for certain areas in the field, in all faculties. Leaders A, C and T1 have mentioned that the university has a strategy to enhance some top units and top research groups and teams who produce high quality research and investigations. Though alternatively, the rector has also said that there is a need for a *"multi-disciplinary university"*. While there is a need for more investment in top units, it is important to consider general, ordinary or usual university teaching. Wherever any department in any

of the faculties has a top unit, the university gives that department a little more funding for that activity.

Leader C says another role at the university level, is the enhancement of two strategic life concepts, namely the *"academic life and student life"*. The Leader said, efforts were being put to *"make our university good place for staff to work and a good place for students to learn."*

The leader further said learning is not just thinking how the classroom works are carried but also how the *"city is thinking about student community."* What opportunities students have for example, for exercising their different hobbies, or taking part in cultural life? Leader A confirms this by saying that in this process, the university offers training to the staff responsible for students' wellbeing. They are obliged to acquire *teaching, learning, and mental competences*. These include:

> "how to study, kinds of projects available to support studies, how to schedule studies, what services are available for students and how to contact different services, what information is available, and what the student can possibly demand for their studies." (Leader A)

The university also had a role which affected the way the city administration was built. As a result, there are good apartments, hobbies and restaurants where one can eat in reasonable prices. Attractive cultural events exist and are carried out with high considerations of students in the city. The university continually influences the city council and the city leaders reminding them that in in the city, there are thousands of students and that there are very important citizens and both the university and the city have to take care of their wellbeing.

The interviewees also mentioned that the university's role extends to the organization of some courses like the language courses. Besides language study opportunities, the university also provides opportunities like student services and working life services. In this way, the students have opportunities to different courses and also know how to apply to some work places. These are open for all the students in the university. Available, are also direct services and teaching for students.

Sponsorship of students

The interviewees said that in Finland, the higher education is free. That students do not have to pay anything for the work of lecturers as the state is giving support to the

students for their studies up to PhD levels. However leader B has stated realities why the university's role in sponsorship of students is so important. The leader says even though education is free, the reality is that as most of the students are already grownups and some have families and apartments. Thus, living cost is high causing the need for grants. Unfortunately, there is always too little of those grants making the universities have more PhD students than they could support them.

However the university mediates between private associations and students when such organizations opt to compliment by giving grants. But not every student can get the grants. In this case, if the student has no grant, it might affect the student's learning. They may cancel their studies and go to work. Here, the university's role demands flexibility with respect to student's duration of studies. However, there are some students who are working and studying to solve the problem. Most of the adult students are surviving this way. Here again, the university needs to be flexible because it takes many years for such students to complete.

Cost-effective management of funds
Leadership in this university has an enormous task of managing the limited funds from the state and the little funds generated by the university itself. The way the funds are managed has an impact on student learning. Leader A says the situation will not be cost effective if all the time we have only small groups of students to lecture. However, the university consider how to organize the teaching situations so that students will also learn well. The strategy employed is to teach the basics in big groups and then to learn the expertise in small groups. This is precisely what the university and the state level do when thinking about the availability and usage of resources. But from all indications, there is a strong link between funding and quality of studies. All my research participants confirmed this fact that there is a strong linkage and that if they are not given enough resources, then they cannot, afford to offer students lectures and studying of high quality level.

5.4 Leadership role at the faculty level

The roles of the dean and the pedagogical director are most influential at the faculty level. They administratively control the academic processes. These processes include

the organization of teaching and learning, balancing teaching and research and the employment of new staff.

5.4.1 The dean's role

Prominent at the faculty is the role of the dean. Leader A points out that the role of the dean is administration and leadership while Leader B compliments by saying that the first role is at the strategy level. Here, the dean has a "*big responsibility in making and putting into practice, the strategy of the department*." That at the strategy level, the decisions that are taken and the directions where the faculty is heading to all have meaning for student learning. For instance, the faculty tries to make a balance in resources put in research, and resources put in teaching. Leader B reiterates saying *that "I think the balance between this two are very important for student learning."*
The second role of the dean is to create a conducive environment both at faculty and departmental level. In saying this, leader B espouses the fact that the faculty exerts positive control and regulates the activities of the department.

> "I think that leaders have important roles in how we talk and for example how we appreciate teachers. If we give credit to teachers that you are doing marvelous job, appreciating their achievements, all these positive feedback and this kind of atmosphere, this have influences on student learning." (Leader B)

Leader B in this case pointed out that the state of the lecturer especially being happy, enhances his or her role and thereby influence students positively. Leader A said that the broader perspective of enhancing student learning is extended to issues aimed at handling students' worry on how much they have the possibilities of meeting teachers, how much teachers conduct lectures and not just reading books for examinations and so forth. All decisions in the faculty are based on these strategies. Worth mentioning is the fact that the Dean is responsible for those strategies. So at one end, there is student learning and at one end is strategy work.

5.4.2   The role of the pedagogical director

Another role within the faculty is that of the pedagogical director. This role was mentioned as a key role and the execution of functions within this position remains an ongoing process. One of the leaders said that the:

> "Pedagogical director's responsibility is an ongoing process to evaluate how department's activities and faculty activities are related to research but also teaching and somehow try to see them from the point of view of students… so that in different processes, their perspectives is taken into account". (Leader C)

Leader C went further to state the willingness to take into account a broader perspective of enhancing student learning by considering the wellbeing of the students of prime importance than just the learning outcomes. The leader said there was a:

> "Need to be aware of all the different strands, how the student guidance is handled in …departments and also …collaboration with the students and try to hear their voices and take them into account and to assure that they can participate in decision making and planning as well. That we all form this kind of community together". (Leader C)

5.4.3   The faculty organizes teaching and learning

Leaders A, B, C and T1 have explained how practically the faculty have influenced student learning from strategy to practical level. Leadership at this level indirectly influences students yet is closer to the student level. The faculty has an important role as it needs to be more effective when organizing teaching for the students. The faculty plays a key role in selecting courses to be taught. Here, the leaders have the responsibility to discuss what kind of courses are to be offered. They brainstorm on the things the teaching staff should concentrate on when teaching.

The strategy of the faculty is to merge some disciplines from different departments and try to organize studies so that pretty much similar studies can be offered once. It would be needless for instance, to organize four times similar studies. When this happens, the faculty tries to utilize the best teaching available. There is also a kind of planning together of teaching, and combination of forces and knowledge, so that

each person can have higher quality courses in this subject. This strategy is working very well as the faculty has now only one group of students for all the faculty's new students

The faculty's strategic roles pave the way for the practical roles. Leaders B and C went further and mentioned *"two educational development groups"* and how they function at the level of the faculty. These two groups have a role to put into effect the plans of the faculty with mainly learning and teaching in their agenda. The first group deals more with strategic issues. These persons do evaluate the quality of all educational strands. The other group is rather operative, more involved in practical matters. It is concerned with how the strategy is put into practice.

These groups have two main present priorities for the near future. The priorities are focused on teaching and learning development. The first priority relates to students' feedback and evaluation. Here, the group seeks to know how to collect feedback and how to utilize the feedback in the best possible way to have an effect on teaching. The second priority is related to the thesis processes. Here, focused is on the development of especially the master's thesis with great considerations on supervision and guidelines for writing a thesis.

5.4.4 The faculty balances teaching and research

Leaders A and B point out that the fear of research and teaching at the same time being able to affect student learning is properly handled in this faculty. That battle is a reality, they uphold the view that students would rather benefit if the research is strongly linked to the subject taught and if especially the teaching staff are really doing the interaction with the students. They voiced that this will make students to get good teaching not only class work but also good supervision with their Master's thesis and also Bachelor's thesis.

Leaders A to D attested to the fact that the faculty has a continuous task to create a balance between the resources put in research, and resources put in teaching. The balance between the two is very important for student learning. The participants attested that as a university, they are a research institution and are very much measured in terms of quality teaching and how much research they do simultaneously. At the same time, it should be noted that the very task of the university is to educate young people and offer them good education. Therefore, at the university, all the teaching should be based on

research. So when we do research, we also have a good basis for good teaching and of course good learning.

Leader B explained that the faculty at the moment, is having much research going on with regard to the most effective ways of learning. The leader said that the areas of research include, "*how teachers can be more effective, how to allocate resources and how to organize learning environments*". All these measures are very central to students' learning. As a matter of fact, when preparing strategy, there is caution that the planning should not harm students' possibilities of learning.

Leader A said that the faculty encourages both research and teaching, but that the strategy of the faculty is "*not such that everybody makes equal share of teaching and research*" because it is clear that some people are "*better as researchers*" while others are *better as teachers*. Leader A also said, the "*faculty should try and be flexible*" in organizing this and in addition, the leader mentioned that this was the responsibility of the leaders. The leaders therefore guarantee and ensure for all the teaching staff support from research perspectives and as well teaching perspectives. All are important, and the faculty cannot live without both of them. Teacher without research means teaching is deficient and research without teaching is keeping the students equally deficient as well. To enhance student learning, both should be kept in balance.

The Faculty also figured out how much of the budgeted funds must be used for teaching and for research. Nowadays, departments are more and more encouraged to support research so that quality research be realized, published and rewarded by the government. Leader A said that the temptation is that departments tend to talk more about research than teaching. Some departmental heads wish to change this situation in their department. A departmental head in one of the departments who is one of the leaders, pr*esently* tells of the plied to guarantee this balance, by educating the people that "*without good research there will be no teaching and teachers also need researchers*" and good research results. This plied is ongoing untill a desirable outcome is registered. The leader went further to point out that, without good teaching, the university has no good legitimate reason to exist because universities have "*to produce knowledge for the country*". However, T1 said it would not be normal for one person to be a teacher, researcher and leader at same time especially as their professional identity is more on the side of teaching and research.

5.4.5   The faculty employs new staff

Leader C said "*the university employs new staff, but the faculty's role is to apply.*" This shows that the role of the faculty is to indicate the vacancies and the need for such vacancies to be fullfilled. The leader however said that the faculty may employ other temporal or support staff as a need may arise. Recruitment is not as easy as one may think. This is owed to the fact that the faculty has several educational strands, leader C said. Recruitment for all these many educational strands or main subjects at the same time is a very big role for faculty leaders. However, they make sure that all personnel who are in teaching positions, are of good quality to ensure that students receive the best of education. Leader C, goes further to say that presently, it is a team of leaders and not an individual who decides on the recruitment. The team of leaders involve the faculty leader, departmental heads, two deputy heads one specialized on teaching and the other on research issues. Leader A pointed out that some issues like the applicant's curriculum vitae and a kind of capability as a researcher this applicant really has are considered.

5.5   Leadership role at the departmental level

Gathered from all the informants, the faculty administratively determines the activities of the departments. The departmental roles below reflect the dreams of the faculty though sometimes it is difficult to separate the faculty roles from departmental roles. The roles range from bestowing or maintaining relationships between staffs and students, carrying on daily administrative procedures and the coordination of the feedback system.

5.5.1   The department maintains a good relationship between the staff and students

Leader C pointed out that in the departments, there are student organizations and also meetings that involve students. With regard to student organizations, there is one found in every main subject. The student union is the umbrella organization to all of them. These organizations take care of student issues. There are plans on the way for the international students who soon will be considered more deeply into the practices of the

student union. The leader views all these as a means of creating a good climate for both staff and students.

While the students seek solutions through organizations, leader B affirms the leaders come in o ensure students' wellbeing especially through collaboration. Here, the faculty takes into account a broader perspective than just the learning outcomes.

Leader C said that the Pedagogical directors especially are the *"creators of collaboration"* between different staff members and also the students. They ensure a kind of relationship between different subjects and units. Workshops are organized always from the perspective of learning. A good example is the primary curriculum which is now being carried out. At the moment of the interview, leader C said that there was a lot of thinking on how *"different kinds of knowledge, and skills and competences are taken into account"* in the new curriculum. Also taken into account is how the students get that kind of qualification that is suitable for future situations especially working and studying in a globalized world. In this planning, the teaching, courses and curriculum are taken into consideration.

5.5.2   The administrative role at the departmental level

Leaders A and T1 went more deeply than others to reveal the numerous roles of the administrative staff at the level of the department. According to them, the heads of the departments are expected to invest most of their time for administration and for leadership. Yet, the reality shows heads of departments having teaching duties as well. Again, the departmental heads also have in their schedule, time for research and supervising doctoral students.

Leader A stated that these roles are not static as the historical development has revealed constant changes in administrative procedures to enhance the learning agency of students. However, the leader has pointed out that care should be taken in every change process with regard to departmental administrative role. Leader A says that earlier in the institution, the *"supportive staff had more responsibility"*. They had the roles like reservations of halls, and schedules for the students, etc. Today, due to departmental decisions, it has become more and more the duties of the teachers. This may account for why the number of administrative staff has decreased.

Leader A said that upon all these recent changes in the administrative set up, some people are complaining but most people are happy because they are independent to say

when they would offer courses. The overall impression is that the staff is quite satisfied as they are not over occupied with administrative tasks. All the things they have to "*fill in are the travelling cost and may be once a month they fill a form about how they are doing in teaching*, *research and so on*". T1 however was not quite satisfied with the observed fact that the practices in teaching and research have developed more quickly than the system or structure. This staff went further to say that power relations or power positions or a kind of historical built structure is working negatively in the organization. According to this staff, departmental administration is not necessary and therefore its existence is a waste as it prevents maximum collaboration within the faculty.

5.5.3   The feedback system

Leader B said that another new thing added to the role of the department was the control of feedback system. In Finland there is a new system that the student feedback will affect the money that the state is going to give to each department. Leader B said this would mean first and famous, listening to student voices. For instance, "if the students say that the teaching is not good, and that they do not see the personnel, because the personnel are just doing research and not teaching, then such very poor feedback will receive less money. This new system that we get the student feedback is gaining a lot of approval.

Leader B pointed out how the feedback system has influenced student learning. Here, the department would receive feedback after every course from students with regard to the lecturer's performance. Leader B however criticized that while the feedback system enhances student learning, there are also limitations to it. The leader said so because feedback determines the amount of money that goes to the lecturer and the department. Hence, the results of this feedback system has brought competition between departments especially for funds. Leader B said that "*competition has always been two sided. One is the idea that everything is money. Nothing matters but money*". The leader pointed out to the fact that every department now wants to be top with the hope that "*if they are there, so they get more money*". The Leader actually exclaimed that this has made research to be "*measured in Dollars or in EUROS*". Leader B views this as negative because, when departments are looking only for the money, they might lose the kind of human feelings which might affect student learning.

But at same time the participant thought that the good thing competition has brought through feedback is that they are competing to get the money, the research and teaching make the students get their credits, and graduate. So the informant believed that competition in this sense helps in quality research in order that the students get their quality studies done. However, leader B cautioned that the students should in the process of learning get good teaching as well as enough counselling.

5.6 The leadership role of the teaching staff

The interviewees accepted that the teaching staff affect students more directly as a result of their contact with the students. The staffs A and T2 emphasized the point that the lecturers are very autonomous people. T2 supported this assertion by comparing personal experiences. The Leader A said "*they are equal*" and that this "*phenomenon is in all of Finland*". A's explanations were simply that no one can go to any lecturer and dictate what the person must study or the topics to teach. The lecturers have to be respected as autonomous experts and most people are satisfied about this condition. The leader further said, lecturers themselves happily make the reservations and schedules for their activities, indicating when and where they would like to have the lectures.

Another general point concerning the role of the teaching staff is pointed out by T1 who says their role is stable. T1 *says*, "*I graduated from this University, I work in the University and very probably, I will retire from the University*". All leaders agree that employment is done at the level of the university not state. This means the students enjoy the services of the particular staff for as long as there are no transfers to affect their studies. However, the very staff mentioned that if they move, it is their own decision and that this phenomenon is in all of Finland. Asking about the benefits of this stable role of teaching staff, the respondent T1 said that it is good because when the students as young researchers start a piece of research with one professor, the advantage is that they can be sure to finish with the same professor. However, this same respondent pointed out that it might be good for students that there may be variations of lecturers to enable the students to gain new insight. This phenomenon goes to more permanent staff unlike the visiting lecturers whose roles are temporal.

5.6.1 The staffs lead the learning process

The teaching staff is quite certain that their main role is to teach. T1 mentioned emphatically that *"my role is to teach"*. Leader A went further to explain that the most critical point is when the teachers meet students, either in lecture halls or in private interactions. The leader said when this happens*, "it is up to that quality of interaction and discussion between the teacher and students"*. The leader said by this it means the lecturer will determine the strategy for the interaction and how much good quality results are realized with regard to student learning.

Leader A said further that to fulfill the ideology of the department under review, teachers in their practical roles in class do not tell students what is important and what the facts are. Rather, the situation is more of opening the books and getting visions how they can learn by themselves and to understand more. Furthermore, questioning is the method in the university. This means that the method among teachers is more of questioning and asking than giving answers. This has a lot to do with pedagogical skills.

All interviewees mentioned with regard to teachers' qualification that pedagogy is an aspect that is legislated and upheld at the university as a requirement for all teaching staff members. They said that first and foremost, the teaching staff must have these pedagogical skills to the desired level. Leader A explained that there is a formal study of university pedagogy, which is 25 credits. The leader also believed this is one way to become a good teacher and a researcher.

5.6.2 Teachers' role as researchers

The informants agreed that teaching should go together with research. Leader B for instance said "*as a university, all the teaching should be based on concurrent research."* But there are disparities of thoughts about one teacher assuming both research and teaching roles. Some of the informants were for the idea while others were only considering it. The interviewees D and T2 were fully for the aspect of a teacher as a researcher. Leaders A, B, C, and T1 while accepting this fact, raised the point that those who want to teach or research should be granted their heart's desire. In connection to this point, they raised the fear that others had, with regard to each member of staff taking both roles. They however believed that this is not impossible. Research focused

on acquiring the material for students would help endow the students with good knowledge.

5.6.3 The counselling and mentoring role

The informants mentioned the existence of guidance and counselling of students in their department. But leader D in particular, stated clearly who plays this role in their department. The leader said that in their department, some staffs including teaching staff are "*selected, trained and used as student counsellors*".

The mentoring aspect exists but some participants appear not to have an idea of the aspect. Leader A for instance, said "*if that happens, I am little so pessimistic.*" On the other hand, leader B revealed that some of the departments have a very high principle that takes care of their students through mentorship. More so, there are student mentors for each 15 students and also teacher mentors when they practice. Though leader B raises the point that there are opinions objecting too much care given to students, most participants think that there are many students who need guidance or who need mentors or simply need teachers available for them. However, there are some students who have expressed that they do not need mentors. Leader B mentioned that these are students who are very sure of how they are doing in their studies and do not need much the mentorship. However, during teaching practice, all the new students are given mentors to whom the students can turn to. Leader D said this role exists in their department but limited to Finnish students because most people in their department come from abroad and many are grownup adults. More so, many of the Finnish students are experienced people, mostly those who have left the work force or are working and partly studying. The informant T2 mentioned personal initiative in some cases.

Leader B went further to say that there is mentoring existing between staffs, where new staffs are mentored by old ones to guarantee effectiveness. These efforts toward the new staff makes the staff efficient and consequently, the students benefit from his or her services. Leader A on the other hand doubted the existence of this kind of mentoring and said about those newly employed lecturers that, "*surely most of these experts are strong personalities who would not change themselves. So we would want to guarantee ourselves before recruiting them.*" By this, leader A is not aware of such a leadership role and the possibility of its impact to the staff and students. But leader B who is convinced of the existence of this role said that there appointed mentors

responsible for those who want to come and work in the department. It is important for this person to understand how to welcome a new member of staff, how to orientate the staff to get used to different roles and equipment available. The leader said this influences students more indirectly as the equipped teaching staff then offers his or her best to the students.

In a separate development, Leader C went further to expatiate on the role of temporal teaching staff and the benefit for student learning. The leader said that there are also temporary posts and decisions for such positions can be made at the level of the faculty. The leader goes further to say that this involves that kind of contract wherein somebody is given few lectures or one course and it is paid separately. He or she in this case does not have a full work contract but only that kind of contract related to specific teaching.

How this part time role helps the student is also mentioned by leader C. Firstly, this leader mentions their supervisory role of thesis and dissertations. Secondly, some of these part time workers come as visiting lecturers. Their roles are made clear while and after the completion of the specific task. Evaluation and feedback discussions are part of the contract and upon completion, the person can still be contacted by email. The informant emphasized that this arrangement should be seen as one way to enrich teaching "as *this involves gurus or special persons who are a kind of experts in some fields*." The university then happily utilizes their expertise to have a good lecture or course. Such persons are identified by administration or different teachers and suggestions or recommendations made in favor of them. However, the informant says they are not so many of them in this department.

5.7   Sources of student learning

The informants revealed that the sources of student learning included reading, studies and research, interactions at various levels which are more extrinsic in nature. The second category of sources is intrinsic.

5.7.1 Reading, studies and research

The respondents agreed to the fact that the main sources of student learning in the departments is reading, studies and research. Leader A in particular says the provision of study materials like books, research reports, dissertations etc., by the university, constitute very big sources for learning. These are the traditional sources. The participants observe that reading and understanding is still the main academic source of learning. Reading, studying and research can equally either be online face to face or online virtual meetings. This is an indication that there are more and more different modes of organizing learning situations.

Many participants testified that research is the basis for the university's existence and at same time is one way to enhance student learning. It is established as one leader said, that the more we know about learning processes and learning styles, learning environments, and methods and the ways how to encourage teachers and how to build in good interactions, the more we develop aspects to enhance student learning. These are all aspects that the researchers in these two departments are doing.

Leader C mentioned that the development of teaching should utilize different resources. In addition, Leader A mentioned that the academic process should be that which combined theoretical knowledge with everyday world where the students will be utilized well after they have completed their studies. All staff asserted that another aspect to take into account is the e-learning possibilities enabling learning and teaching that is not tied to certain places. More so, Leader A mentioned that lectures should not all the time be in huge lecture rooms where everything happens but that internet or mobile devices could be utilized in learning as well.

Another information revealed as enhancing student learning is that the departments should listen to their students. Most of the Leaders believe that their students are the new generation. The way they handle information, what they like, how they feel, differ from the older generation. Leaders B, C, D and T2 have the view that perhaps we, as older generations, are not aware of those things that are good for our students. They advocate for a democratic environment where all the different work groups, or administrative groups and students are seen taking an active role. Administration needs to hear students voices and to have good communication with student organizations and to ensure that they are in every different level in the administration. It is for this reason that the new building for the faculty is constructed

with provisions geared towards enhancing student perspectives. In summary, there are strategy level, atmosphere level and democratic issues.

5.7.2   Interactions

Another source of learning is interaction. Leader A said that with regard to interaction, learning happens when people discuss with other people. This interaction happens between students and also between teachers and students.

The departments believed in reading independently, followed by interacting with others. This is the way that some participants have also seen top universities like Cambridge do. They always organize small group discussions. The nature of the discussions are usually multi-disciplinary. This is how people would really learn best. The process begins with gathering together, followed by starting a discussion on a particular topic.

We need, therefore, to join reading and interaction as well as reading and writing. The reason is that when one reads, it becomes automatic to also learn how to write. There is also interaction in written form. Writing is explaining in written form according to scientific rules and norms that which is found out of study. This needs independent thinking, looking inside core issues, reading and understanding and then putting it down in writing. All interactions both written and spoken are vital for learning.

The teaching staff T1 and T2 with Leader A and C see E-learning as a perfect example that involves the two roles of reading and writing. The process involves looking at the screen and reading, and then by writing facts or comments. Discussions with others can then follow. E-learning observes the basic roles but differs in that it is distant. E-learning is a good tool because it gives more flexibility to organize. Anyone using this as a tool is not bound to be in a certain place and time. These leaders see the internet as an added advantage. They said for instance that the students in this university, like other Finnish universities, had a very big access to internet research services. They mentioned that the most important thing to academic learning is to gain access to research very easily. They also viewed that this has really changed a lot of things in the field of academics in Finland and that worth mentioning is the fact that more and more professional researchers have accessed and used effectively these major sources.

Leaders A, D and T1 and T2 mentioned informal learning in natural environments as common not only in these selected departments but in the entire university. D and T2

mentioned a special program in their department where the course starts informally in form of practice in the city as the beginning of research and later theories are developed from those trips. There are institutions whose classrooms are an environment where students are sent to spend time and observe, participate, and learn what is happening. The above mentioned staff that observed this university, said there were lots of these informal situations. Discussions while having coffee with colleagues was a good learning situation. These could either be in libraries and even in bars and pubs during the weekend. Usually when students meet each other, they start discussions on their own.

Leaders A and B mentioned the existence of the alumna system wherein the departments try to keep in contact with the formal students. They come back to meet the staff and current students to discuss and share more about what they are studying now. This process helps them to teach one another. Some departmental heads have seen this as something to develop more. Learning occurs each time there is contact with these visiting groups of former students. There are also stake holders outside of the university.

Leaders A and B above, see the multicultural context of the departments as a big resource and help for learning. D and T1 have said that in their department, the level of interactions over the years have been very intense as most students have been from international background. Yet in another, interaction is still something that needs to be developed more. This department does acknowledge that they are not doing well in that field would like a development where the international students and the Finnish students will interact more than they do today. This should be a natural part of their studies so that there are classes in English where Finnish and foreign students could participate. There is a discussion at the department presently which is aimed at pointing out ways to get used to the foreign students.

On the other hand, one of the leaders said that most Finnish teachers hesitate giving lectures in English. This leader explained that, "*this is a challenge for me as head of the department.*" This leader has put forth plans to sensitize and implement the most ideal case of every teacher having courses also in English. To the leader, this will enhance interaction in a multicultural milieu.

5.7.3   Intrinsic source

The staff member T1 in recounting the notion of university studies within their generation, revealed the aspect of intrinsic source and motivation to student learning. This teaching staff revealed that nowadays students will say for instance that "*I don't have school Wednesday*". But in *"our generation, we did not go to school. We went to the university to learn from the academic point of view of life".* This interviewee went on further to say:

> "Different academic thinking processes develop within students. If it is not the goal of the student to develop the critical mind of thinking, but the goal to get the degree and go to the work or labor market, this kind of orientation affects the grades, assessment or quality of their studies" (Teaching Staff 1)

Again with regard to inner motivation, T1 said *"for the present generation, university is just one option of a school for them"*. There are also *polytechnics* and students could decide to choose any field or discipline depending on their inner motivation. The participant also acknowledged the *different states of minds* of students, an indication of different self-motivation levels. The participant concluded that *"in any kind of setting, there are differences in the goals and motives"* of students. Leader B reflecting in the same direction, mentioned that it would be necessary to "make students more responsible for their studies". Leader A on the other hand emphasized that when giving orientation to new students entering into university, the students should be informed with these words like, "*it is on your shoulders, for you are responsible that you will learn. It is not the teachers to look that you learn!"* In saying this, he was emphasizing the intrinsic motivation of learning.

5.8   The role of leadership to improve student learning

In answering the second research question "What could be done to enhance learning through leadership roles in higher Education?" most of the leaders pointed out that all of the above roles and the provision of resources are steps to enhance the learning agency. Leader A in answering this point, started by saying *"This is what we have been talking all the time".* The main addition from the interviewees at this point was the emphasis on

the implementation of the various roles by the different categories of leaders. Leader C said "*if we can put into practice all the above roles*" then we can enhance student learning. T1 said, "*Having all these roles in place is one thing, but the implementation is totally another aspect*". This would mean that implementation is a key to enhance student learning.

Leaders B and C for instance, went back to the idea of student life concept and collaboration stressing the idea of making a university a good place for the students and the staff. Leader A reiterated the idea of creating a more favorable study environment for international students and encouraging teaching in English. Most of the Leaders with T1 and T2, mentioned the aspect of interaction and freedom of teachers. In addition to interaction, Leader A added flexibility saying that "*we have to be flexible to use different media, like mobile, and e learning tools, then flexibility to introduce ... different modules, and methods of learning*". Most of the interviewees thought of a new way to link academics or theoretical knowledge to everyday world where most of the students upon completion will be utilized.

However, the teaching staff member T1 gave a new idea on motivation and extended the idea of interaction and collaboration giving more suggestions on how leadership could improve student learning. About motivation, T1 said, leaders are appointed with little or no incentives. Besides no incentives is the fact that leaders are less motivated to this new assignment of leadership which is out of their "*professional identity*".

The teaching staff member T1 in a quest for more interaction among students and collaboration among staff said "*I am not sure we need departments at all*". If the departments are taken away, this will "*flatten the organization*" and "*allow people with same interest, expertise and competences*" to work together as "*engaged keepers for the learning of students*". This staff member used a personal definition of learning as an inspiration to this assertion, saying:

> "I understand learning more broadly as a collaborative, joint, social issue and not only something that happens in the mind of an individual……..It has to do with collective sharing and collective understanding." (Teaching staff 1)

Leader A also mentioned that leadership ideas and innovations should be an ongoing aspect. This will be beneficial to student learning as new ideas will improve student learning. Leader A said,

> "For instance, I am participating in leadership training which is organized, in the University for old and new leaders in faculties and departments. I would say that, that is the most important thing that the leaders in the university must be trained. Because leadership is not such a skill that you automatically know when you are born. It is a skill that you most learn. You must be aware and therefore you have to be trained. This is what I see very beneficial and useful for me as a new head to be trained in this leadership issues. The training is like in service." Leader A

Leader A talking on this point of leadership improvement of student learning also reiterated the aspect of mentoring.

6 DISCUSSION

There is a great relationship between the research questions, the literature and the data results with regard to this research. From the entire data, it has emerged that leadership role influences on student learning is either direct or indirect. The direct and indirect influence enhances greatly the agency of student learning as the student tends to have in addition to intrinsic source, the extrinsic factors of motivation to learn.

Direct leadership roles mentioned here refer to those that have to do with either direct contact with students or with immediate impact on students. On the other hand, indirect leadership roles are those that neither have direct contact or immediate impact. These roles are indirect also for reasons that the plans at the top levels may be executed at the next leadership level as one goes down the hierarchical leadership structure. Some of the indirect roles may be those that rather set a vision and allow the students to reflect with the hope of no definitive impact in the present.

Data analysis reveal three main themes. The first two relates the direct and indirect leadership roles influencing student learning. This direct and indirect influence on student learning has been mentioned earlier in the theoretical review. (Carol, 2012, p. 102). Again, the idea is in line with the views espoused by Kogan (2000, p. 7). He points out that the various stakeholders have both direct and indirect impact on the leadership of the institutions and that this influences students accordingly. These direct and indirect leadership roles represent the extrinsic factors of student learning.

The last part of the discussion is the intrinsic source of motivations for student learning. Both the data and theoretical review contain much information that unearth

more of extrinsic than intrinsic motivation of student learning. Worth noting is the fact that the theoretical review mentions the intrinsic and extrinsic aspects but from the perspective of the leaders. (Gmelch & Miskin, 1993, pp. xi,5.)   This presupposes that both the staff and the students can have both intrinsic and extrinsic motivating factors but my focus within the discussion that follows, will be on the student.

In each of the cases mentioned above; the direct and the indirect leadership roles, and the intrinsic motivating factors respectively, I will show in the discussion that follows, aspects related to research questions one and two. That is, the various leadership roles influencing student learning and the ways to enhance these roles to improve student learning.

6.1   Direct leadership roles that influence student learning

It is visible from data analysis that the influence on student learning can either be direct or indirect. This depends on the level and the specific leadership role the person carries. I have designed the first figure to show the various direct roles to the student learning agency. However, in designing this figure, I only want to indicate the ways leadership influences student learning directly and not necessarily comparing who has more impact on students than the other. The idea has emerged from the data and will be elucidated in the following explanations.
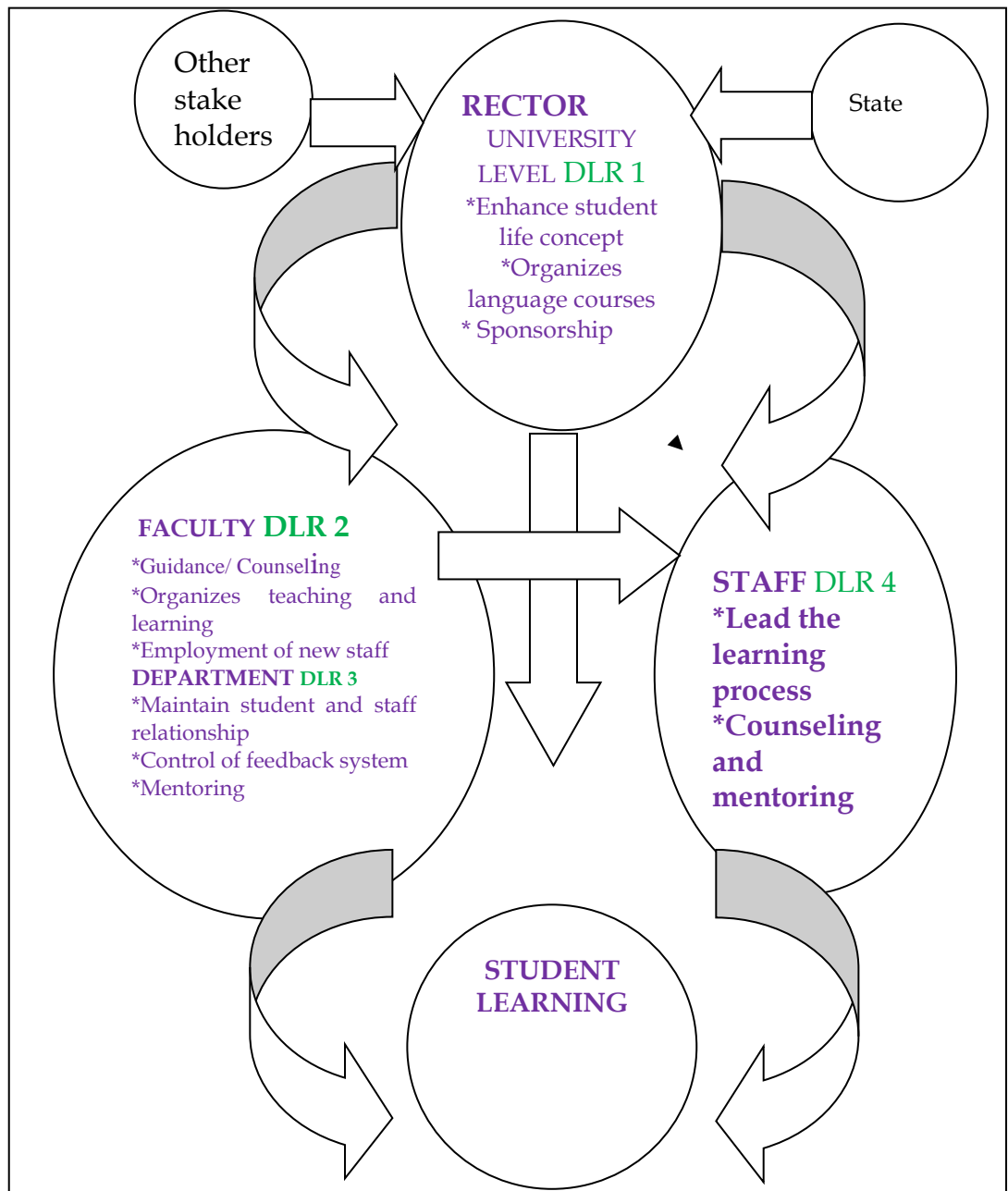
Figure 1: Direct leadership roles influencing student learning

The first direct leadership role (DLR1) is the role of the Rector who functions at the university's top level. The Rector being considered first in the list of DLR, does not mean that the Rector's role is ranked first. However, this position represents the highest administrative position of the university but has less direct influence on the students' learning.

From the data analysis, it came to light that to some extent, due to the fact that some activities and courses are organized not at faculty and departmental level, but at

university level, students can also enjoy some direct influences. However, there are some activities or projects at the university level whose executions run down the leadership ladder through the faculty to the departments. An example from the data include the Student life concept activity which is a university level project for student wellbeing. This role serves either as a compliment or a catalyst for studies in order that students should obtain optimal results. Commenting in the Finnish context, Annala, Korhonen and Penttinen (2012, pp. 313-314) relate guidance and counselling and their positive effect. They observe that guidance and counselling provide a place for the counsellee's voice to be heard and as well empower the counsellee. They equally trace that from policy perspective, guidance and counselling support public policy as well as the nation's educational aims while from student perspective, guidance and counselling meets objectives that are student-centred resulting to better engagements in *studies, personal lives and careers*.

This is the philosophy that Noddings (2005, pp. xiii,xx,xiv) persuades. She says the academic world is passing through a deep social change but experiencing a shallow response. She opposes academic achievements being defined solely on test scores and acquisition of information and urges that an enormous sense of care be inculcated in all learning processes. The data results reveal the institution under review is already fulfilling this aspect. Evident, is the investment in the field of guidance and counselling. However, it is extracted from the data that guidance and counseling is limited to Finnish students. More so, there are three important events which are under the student union for supervision of student interest, but the programs are in Finnish yet to open doors to international students.

Perhaps we could look at guidance and counselling from another perspective. It has been observed that it is difficult to assess human needs. There are reasons for such academic scepticism. But the truth remains, that needs shall always prevail with regard to life and survival. Abraham Maslow (1954) in his theory on human motivation classifies needs in accordance to importance. In his view, the physiological aspects rank first which is immediately followed b safety. Love then follows with self-esteem and lastly, self-actualization. (Maslow, 2005, pp. 172-180). Hence, the basic need for students will eventually supersede the need for studies if all the needs are ranked and satisfied in a scale of preference.

Also, the organization of several language courses provide students with ample choices in their learning processes. These language courses help especially the international students and together with the Rector's plan of a *multi-disciplinary university* makes internationalization of higher education more promising in this university. The provision of these services are therefore vital for students' wellbeing and learning. Without such services, international students especially would not have guidance or a clearer vision for their academic pursuits. However, internationalization is still facing some setbacks. These weak signals are as a result of:

> Decline in the mobility of students, teachers and researchers in the past decades, that HEI has very few non-Finnish teachers and researchers and non Finns' competence and cultural know-how have not been used as resources to enrich the Finnish society, business and higher education system. (Crawford & Bethell 2012, pp. 190-191)

Some aspects to be considered in the enhancement of leadership in the light of internal academic processes mentioned above, are as follows. The data analysis unveils that the rector's hands are administratively very full. The rector cannot possibly handle all aspects personally. Inevitably, some leadership styles like shared leadership or collaboration should be implored to ascertain the benefits that should accrue to the university and its students. In all these, the rector must be open-minded and visionary.

The rector also has a role to ask for funds to be used for the university or for the sponsorship or motivation of students as the rector's grants. One can extract from the data that quality results would attract more funds as well as more funds would attract quality education. Crawford and Bethell (2012, p. 191) disclose how the struggle to give universities, economic and administrative freedom, will attract funds for the universities from both "*national*" and "*international funding*" sources available. This is more reason why top research groups have appeared. Here I can sense that even though competition may emerge with its negative set back, the aspect of quality research could be enhanced. This will ease the role of the rector to obtain more funds for the university. The data analysis unveiled that the university has also developed methods to raise funds through other means since the funds from the state are sometimes insufficient. However,

fear reigns here as seeking funds from within the university could lead to depriving the students from financial stability. This can make the student very unstable to research. Hence, the moderation of financial demands within the university will be an aspect to maintain in order not to affect the student learning agency.

I noticed from the data that sponsorship has such a strong bearing on student learning. But it was brought to light from data that university studies, not only the one where this research is carried out, but in all of Finland, are free. However, rents, travel and other family expenses are reasons to apply for grants. Also, there are several sponsorships. Some are from within the university and some are not. The data analysis revealed that there are young students who immediately after graduation, start their PhD studies but face financial problems that delay them from graduating in four years. This means that the role of the rector in this respect is to offer grants where possible and necessary. This sometimes is based on academic progress or student's needs. This will have an immediate and direct influence on the student. This role in a way could also be considered an administrative role though sorely on sponsorship. Merenluoto and Matti (2012, pp. 143-144) reveal some casesm of prolonged studies in Finland with many reasons accounting for this and one of such is that some students work and study at the same time. Data analysis unveiled that such could be students that have financial constraints even though some could do so for pleasure. Grants offered to such students will likely reduce additional years of study.

A critical observation shows that from all mechanisms put in place for the learning agency of student, the funding mechanism touches nearly all aspects. Keeping the funding mechanism steady, enhances this leadership role. The enhancement of the leadership role has an automatic effect on the learning processes. Above all, the steady funding mechanism maintains a steady research or leaning environment. This brings in the view that academic productivity will depend on the way nations plan their funding mechanisms. Striking examples are seen in the literature review in the context of the United States of America (Levin, 2003) and the European context. (European Commission, 2008)

Worth noting is the fact that so many of the activities carried at the university level, certainly need the collaboration of the faculty and departments. This at times makes it difficult to create a demarcation of roles across various levels. More so, I feel

that especially at this level, a leadership role being direct or indirect, does not make one better than the other. What matters is the fact that the role is enhancing student learning.

The DLR2 reflects the direct leadership role of the faculty. Considerations for the employment of various staff members is one of the roles at the faculty level. This role has direct and immediate influence as the new staff member would immediately involve his or herself in leading the learning process. The faculty also contributes in the guidance and counselling of students. Here, the students also have an impact with regard to their wellbeing. The faculty also organizes teaching and learning. The data analysis unveiled the control of academic processes with two development groups. One of the groups is *operative*, more *involved in practical matters* and is concerned with how the strategy is put into practice. The effectiveness of this group is seen in the enhancement of student learning.

The DLR3 is the leadership role at the departmental level. I found in the data analysis concerning departmental leaders, that administratively, there are lots of practicalities in their register keepings with regard to the schedule of events and activities of students. Such activities from time to time do involve students as there are bound to be individual consultations or scheduled meetings or students needing the services of the administrators. The impact on students' academics comes in when such discussions involve their academic processes. Take away leadership roles in the administrative unit, the students' mind will quickly wander away from the studies when pertinent administrative issues are not settled.

The introduction of the feedback system is one way that will cause direct leadership influence. I understood from the data that the feedback system has been instituted and is obligatory after each course. This is a new development that will enhance student learning. The leadership role of the department is so vital here as the feedback process cannot be effective only between students and teaching staff. There must be an intermediate agency to ensure the proper handling of such an important issue connected to learning. The department best feeds here as the authority over the teachers will bring in proper guidance and control of the feedback system.

The data analysis also uncovered the mentoring role of departmental leadership. The analysis revealed that some of the departments have maintained a very high principle of mentorship which enables them to take care of their students. The data for instance unveiled that in one of these departments, there are student mentors for every

15 students along with teacher mentors. One would definitely extract from this section of the data that some activities are intense by the nature of the reality on the field. Hence, any leadership role related to such a department no doubt would definitely need more mentorship as some processes could even be delicate. The nature of this activity naturally grants direct influence to student learning. The data however unveiled staff mentoring which may rather be an indirect way to influence student learning. Leppisaari and Tenhunen (2012, p. 421) disclose these two forms of mentoring saying that in a knowledge base and changing society, professional development continues both for adults soon to enter the work force and for those already in the work force.

Last but not least important of the direct leadership roles, is DLR4. This is the leadership role of staff to students. The roles I gather from the data reveal that the teaching staff leads the learning process wherein interaction was used as a vital tool to facilitate learning. The supervisory role of learning processes like the supervision of thesis and dissertations were common features. This exerted direct influences on students. Hence contact between teaching staff and students is mostly felt at this level, thereby making it direct leadership role.

It is worth mentioning that the government and other stake holders are represented in the figure but no direct influence to student learning is shown. They will surface in the figure below which shows how their roles affect student learning indirectly.

6.2   The indirect leadership roles that influence student learning

The first indirect leadership roles IDLR1 are the roles of the stakeholder. The rector's external role links the university with other stake holders to achieve optimum results for the university and the student. The upper section of the figure below, shows how stakeholders (S) at the top levels contribute to the university functioning. These are the state and organizations represented by S1 and S2 respectively. Organizations could be companies or the city council. Ahola and Hoffman (2012, p. 11) bring to light that in recent times, there is a growing interest of governments and organisations in university activities, making them principal causes of higher education transformation. They point out clearly that the governments are the principal funders giving them the upper urge to influence leadership. Leppisaari and Tenhunen (2012, p. 421) mention this same role

but in the context of collaboration. They espouse the development of collaboration between higher education and the work life. This links the student to his or her future.Even though much of such consultations are made by the university and stake holders, the end result is the indirect influence on student learning.

More so, it is also implied from data analysis that these stake holders do have a very big influence in the student's career. Puhakka, Rautopuro, Tuominen and Päivi (2012, p. 357) relate this career with employability. Reflecting on the 1999 Bologna declaration, they mention that employability is a by-product of harmonizing higher education systems and that in the Finnish context, there is a focus on statistics since stake holders need them for varied reasons and secondly that the focus on this phenomenon is more international. Other issues related to careers are over-education, skills, realizing appropriate employment and regional mobility. (Puhakka, Rautopuro, Tuominen & Päivi, 2012, pp. 357-359.) The heavy involvement of the stakeholders in university processes are justfified by the aspects mentioned above. This makes the stake holders' indirect influence to the students' learning agency obvious.

The IDLR2 presents the roles of the Rector. From the data analysis of the university, under study it has come up that the role of the rector is more bureaucratic. The bureaucratic role is in the direction of the university's internal academic processes and as well connection to other stake holders. The first Indirect Leadership Role (ILR1) are therefore roles in the highest position in the university. The data results above indicate that there are in micro level and evidently huge macro level as well as societal issues under considerations which relate higher education and all these considerations are handled at the top level of the university. For instance, the data pointed out issues like the types of laws or legislations governing higher institutions existing presently in Finland. The bureaucratic aspects like guidelines, meetings organizing activities which maintain a university level teaching or standard are also there to keep the university functioning.
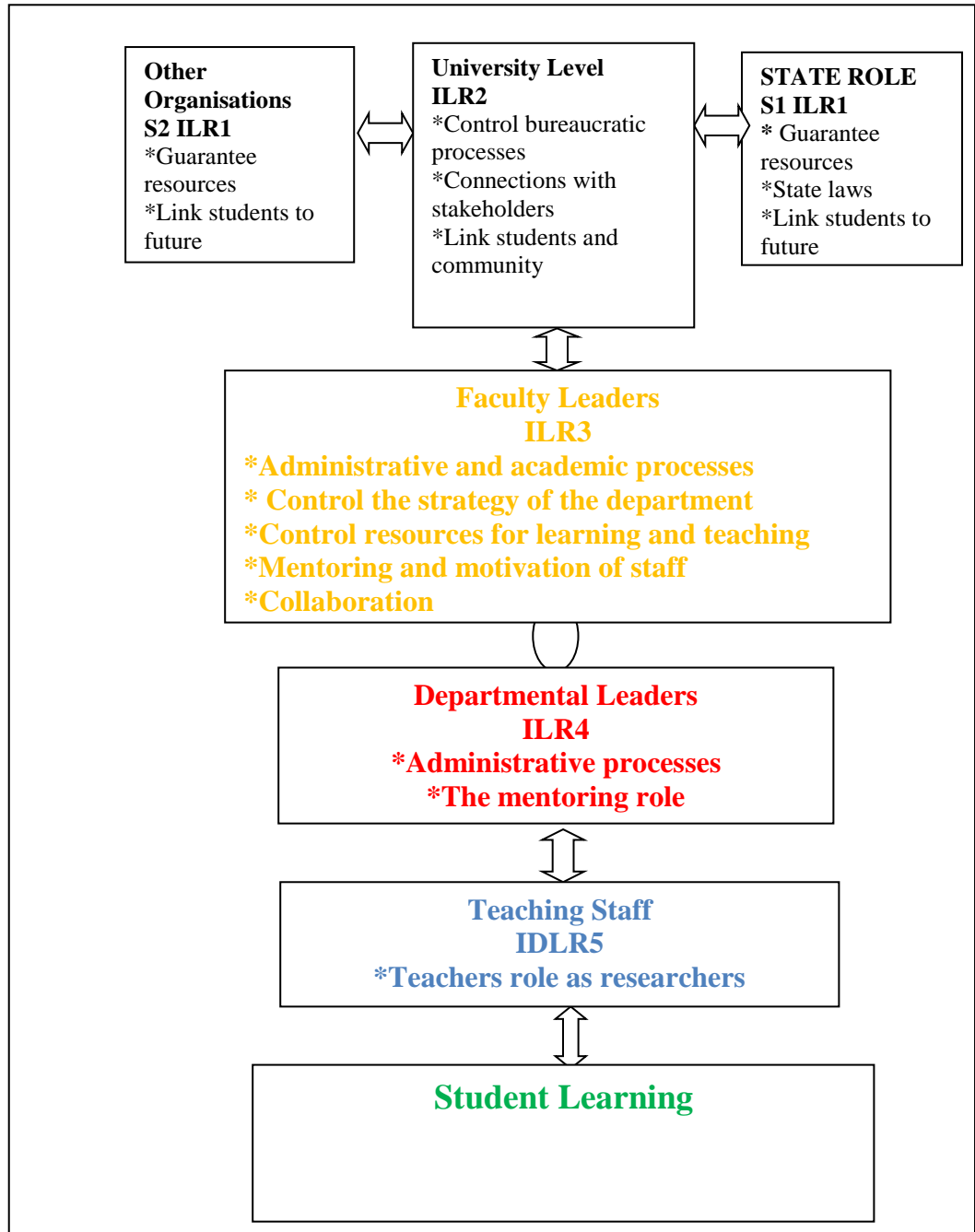
Figure 2: Indirect Leadership Role influencing student learning.

The ILR3 and ILR4 tied together by a knot show the functioning of the faculty and departments in relation to student learning. Here, numerous roles are affecting students indirectly. The many sub themes under faculty and departmental roles testify the rigorous work done at the level of the faculty and the department.

The IL3 shows the heavy responsibility of the faculty with regard to academic processes. One of the responsibilities revealed by the data results show that the faculty does much at strategic level and equally oversees the implementation at departmental level. Linking faculties and departments requires a common vision. Yukl, (2002, pp. 23-26) points out that the success of and organization depends on the flow of communication through job description and other aspects like decision making within a common shared vision. This involves guidance, mentoring and facilitation of activities especially those activities that have to do with student learning. (Southwest Educational Development Laboratory, 1998, p. 1). These strategic planning and follow up of these implementation activities may not involve students, yet the end result enhances the learning agency. This is the same with the resources put in learning and research which are both human and non-human, they follow administrative procedures but the end result benefits the student.

Collaboration is one of the key factors under consideration within the faculty. However, collaboration is implemented but not fully developed. This aspect still need full attention if leadership roles and eventually student learning must be enhanced. An informant attested with full confidence that there are still breaks in the system between people and that these breaks need a separate or at least a pointed leadership system about how leadership in the university should be handled. The informant proposed that this kind of leadership should not focus on money, recruiting new staff members or managerial tasks but about how to work with people. The informant urged that pedagogical leadership dimensions should focus in this direction.

Furthermore, the idea should be extended to bigger units like faculties and departments. The informant has even made a strong claim that the existence of departments do have negative impacts to student learning as they turn to block the chances of collaboration. That in a serious note, only faculties are needed. The participant reflects on what if the departments were not there? That this will flatten the organizational structure to be broader thereby allowing people with same interests to work more freely together. The benefits to student is that it opens more opportunities for students and even teachers to have collaboration between students in different educational sectors.

The ILR4 roles are those executed at the departmental level. I realized from data that the roles range from administrative processes, financial obligations, organization of

studies and maintaining a good relationship between staff and students and mentoring among others. I observed in the data that the qualified staff will have both quality content and quality delivery. As concerns the state of the leader, the happier the staff, the more inspired and interactive the learning process will be. Therefore, the state of the mind has great impact on research, teaching and collaboration. Mentioning about the state of mind of the university leaders in particular, an informant said the leaders needed more encouragement. This informant observed with regret that leadership in the institution had little or no motivation saying that the people with extra leadership role receive less or no pay for it. More so, these people have not invested in leadership as a career. They have the task of research, teaching and leadership but their professional identity is more teachers and researchers. This informant revealed that, they just had a kind of training and intervention for leaders which unveiled from the basis of data that most leaders were struggling with the situation. Hence, they do not get work done in the quality they want. The above mentioned information presupposes that doing what you know and being paid for an extra service keeps the mind encouraged for service. The benefits of good service is felt by the student. This is in line with the views espoused by Mascal (2013) and Bruggencate et al. (2012, p. 707).

There is no doubt then to what is already mentioned, by Gmelch and Miskin (1993, pp. 9-11) who observe that the duties of a departmental chair are inexhaustible. They say that these include supervision of curriculum, departmental funds, and distribution of teaching as well as research load, various recommendations for promotions and salaries among others. Most leaders in their interviews revealed they could not achieve without collaboration from other staff members. Hence, the departmental chair and a host of other staffs are indirectly responsible for fruitful learning outcomes of students. Most of these processes do not need the consultation of students but the efforts are for the improvement of student learning.

The arrow from the faculty and department to the staff together with the knot that ties the faculty and the department, has a significance in that departmental goals give impetus to the academic staff. The administrative, academic and financial processes at the higher level exert control and motivation of the teaching staff (Gmelch & Miskin, 1993, pp. 9-68.)

The ILR5 refers to the roles of the teaching staff. On the other hand it influences the students directly. The presence of the teaching staff in the figure above is due to the

fact that both the faculty and the department use the teaching staff as a bridge to influence the learning agency. The only indirect role of the teaching staff is the research which may also partly be a direct role. This role may only be indirect in the case where the staff is solely a researcher and another responsible for teaching. However,this is not common as most researchers are teachers.

All of the above memtioned direct and indirect leadership roles do enhance student learning extrinsically. The above mentioned extrinsic points fit the views of Bolman & Deal (2004, pp. 122-123) concerning every organization. They outline the assumptions that:

> Any organization exists to serve human needs. - Organizations need people and people need organizations. - People supply organizations with ideas, energy or talents and in return need salaries, careers and opportunities. - A mutual relationship between people and organizations would benefit both. (Bolman & Deal 2004)

The students in the same direction will gain if the functioning of the university leadership is properly handled.

6.3 The leaders' enhancement of the intrinsic source of student learning

The way leaders will handle the aspect of intrinsic motivation will determine whether they are enhancing the learning agency of students. Among the sources and motivation for student learning from the theoretical review, the student's will falls under a separate category. Ronald (2007, p. 16) points out that the will is a prerequisite for success and without it nothing happens academically. That for a student to undertake a long term academic pursuits, it is a big step as the will is needed to create the time for study, offering self to the discipline that the study brings. From the data, this point is raised by T1 who says it is the goal of the student to develop the critical mind of thinking. What comes out of such a student, is the will-power to learn. This will-power to learn is intrinsic as it really represents the basic characteristic of that student. Ronald (2007, p. 16) describes this as the ontological commitment. Again,

Covington (2002, pp. 169-170) points out that the negative effects of tangible rewards to students. This means that the leaders in the university in giving aid to a students, should do so from the stand point of need and not as a reward or pay off for their successes. More of freedom for the students in this case to determine key choices in their academic pursuits is of prime importance.

7   CONCLUSION

Firstly, this chapter presents the concluding remarks followed by the review of the quality of the research. It also presents some limitations followed by the recommendations for future studies respectively.

7.1   Concluding remarks

This research traced the various leadership roles in the context of higher education and showed how the roles influence student learning. A Finnish university context was chosen for this purpose. The study relied on a thematic qualitative approach with five areas of leadership roles identified according to the university leadership structure; the stake holders, the university level, faculty level, departmental and teaching staff.

Findings from the study disclosed that leadership influences student learning directly and indirectly. Both direct and indirect influences are effective in enhancing student learning. Direct influence to student learning came mostly as a result of direct interaction with the students. That is why the influence of the teaching staff is mostly direct. Indirect influences to the learning agencies came as a result of an impact being transmitted to the students through other stages. For example, most influences of the faculty to the students are executed through the departments and those of the departments through the teaching staff. Some agencies like the state and other stakeholders may not be leaders but in association with the top university level, could enhance leadership thereby creating an impact to student learning.

The enhancement of external leadership role is viewed from the rector's capacity to network. From data, I see the presence of a highly qualified, open minded and experienced staff needed at this point to achieve such goals. Hence, the capacity of the rector is a determinant factor and should be seen from the knowledge acquired and the level of university experience. The rector at this point should be highly selective with regard to the organizations' involvement in the university processes. This development takes roots in the Finnish context as the rectors are trying to convince the stakeholders and government about their solid education and that graduates are equipped for today's labor markets.

Data analysis regarding student learning showed that the incentive to learn comes both from the intrinsic and the extrinsic point of view. The extrinsic factor, was exactly the domain where leadership created an impact on the students learning while the intrinsic reflected the student's natural willingness to learn.

Analysis showed that leadership could be enhanced at different levels either through becoming more visionary, developing a collaborative mind, network and the involvement of student in the strategic planning among others. Leadership could also be enhanced externally through motivation from institution or other stake holders. The enhancement of leadership affect students in areas of reading, writing, and research.

Weak signals were identified by the research. Some weak signals were echoed in areas of internationalization of the programs due to language barriers and the existence of some vital programs only for Finnish students. Crawford and Bethell (2012, 190) point out the same weak signal saying "there is the identification of several important deficits in the curent internationalization statutes of its tertiary system".

Hitherto, non-intensive involvement of all students in the leadership processes especially in areas of strategic planning have also been noticed. I can deduce from the data and the theoretical review that with the enormous efforts from students to let their voices be heard, if such opportunities are fully developed, this will create a positive impact first on leadership. Many things necessitates as the data also mentioned, that the students be involved in some strategic planning. I see this important as the student's voice identifies their heart's desires. Their voices being heard creates an encouragement to learn.

The data analysis equally reveals collaboration as one aspect seriously needed at this level to improve the leadership process. I can also extract from the data that multicultural skills are necessary for interactions to make meaning.

Northhouse, (2004, pp. 184-185) says transformational leadership should spread the vision to be able to achieve immensely. On the other hand, Stewart (2006, pp. 1-10) stresses on the aspect of flexibility. The weak signals that may accrue from decreasing amount of funding from the state have brought in new methods of raising funds for the university to augment their budget. In this way, both staff members and students may have to spend more to enjoy some services that were once free of charge or cheap.

The way leadership influenced student learning in this university, revealed the existence of a hierarchical leadership structure. The researcher wonders if the reverse in leadership making it non-hierarchical could be possible and if that were to happen, would the leadership roles improve student learning more. However, the researcher maintains in this study the structure as it is and focuses on the possibility of improving the roles.

7.2   Review of the quality of study, ethical considerations and limitations

Kirk & Miller (1986, pp. 8-14) espouse that qualitative research is a commitment to field activities, as it *is an emperical socially located phenomenon*. They equally assert that it is *socially concerned, cosmopolitan and above all , objective*. Objectivity has gained approval from many qualitative researchers and I included. In this regard, I considered the emic rather than the etic approach so that the results are purely from the perpective of the participant. Kirk and Miller (1986, pp. 14-22) elucidate that objectivity is obtained in two possibe ways. The first point is accessibility of the experience. This means:

> The experience is reported in such a way that it is accessible to others, for example, when reporting an experiment, every effort is made to describe the way the experiment was carried out , just in case someone else would like to try the same thing. (Kirk & Miller , 1986)

The second point concerning objectivity is that the report of the experiment should be "in terms of theoretically meaningful variables…. justifiable in terms of relevant theories" (Kirk & Miller , 1986). My data collection process has been rendered in a detailed manner, deeply reflected in the data results and together with the theoretical review, observed the various aspects of objectivity.

This is closely linked to the aspect of determining the phenomenon under study. It is widely acclaimed that for a phenomenon to be credible, it must be backed by the availability of literature. The references in my case is an eloquent testimony of a credible case for study.

Miller and Salkind (2002, p. 17-18) present a concise and meaningful parameter for *evaluation of research studies* which I have used to determine the strength of my research. Their first point relates the closeness of the theoretical frame to the existing literature and how recent the review is. A critical look at my literature review and my references will reveal that the above-mentioned points are observed.

The following criteria have also been observed in the research, making it credible. Considering *the problem and purpose,* the purpose of the research has been stated so clearly and is deeply rooted in the literature. The *rational* for the research is very visible. Since leadership plays a big role in student learning, the roles are necessary to be identified and enhanced if a greater impact on students must be achieved. The *hypothesis* is explicit and have a clear link between variables. The variables here are leadership and student learning which are capable of changing or improving as a result of the enhancing impact. With regards the *method*, the study process has been fully described and supported with valid data for both variables. *Sampling* rather focused on a small portion of leadership, within the university, to create space for an in-depth study of the phenomenon. In the *results* and the *discussions* section, I have related the results to the literature. The discussions of the results are in line with the data results and are quite close to the research questions. The rules patterning to *referencing* are critically observed. The work is *understandable* and is *clearly written*, *unbiased* with regards *language* and concludes with the limitations to the research and recommendations. (Miller & Salkind, 2002, pp. 17-18) Hence, the entire research has been carried out with a high sense of ethical sensitivity. Margot (1991, p. 218) raises this consciousness when she stresses the fact that a qualitative research is a value-laden endeavor wherein "ethical concerns are woven through every aspect of it". She also raises concerns for the integrity of the research and for the impact on the participants (Margot, 1991, pp. 219-222). With regard to integrity of the research, she stands against *objectivity* and

subjectivity that quite often infiltrate into qualitative research as a result of the researcher's cultural *baggage*. (Margot, 1991, p. 220). On the other hand, she advances three aspects concerning the effects on the participant. The first is the consideration on anonymity, the second is being aware of the effects the researcher may have on the research setting and lastly the researcher should involve the participant more fully on the research process. When the findings are ready, Malcolm (2003, pp. 188-189) says findings are reported to *social* and *non-social science* audiences in a way that convince and show the reliability and validity and secondly should contain the limitations of the findings.

Keith (2000, p. 88) says "it is appropriate to be aware of and to make the reader aware of, difficulties, problems and limitations while not being overly defensive about the research" There are a number of limitations with regard to this study. Firstly, there is the limitation of the higher education type. The topic shows leadership roles affecting student learning in Higher Education. It is worth mentioning that the university is just one part of Higher Education. There are also non-university higher education. (Mohr, 1990). Even in the domain of Universities, there exists private universities whose leadership roles might be different though there could be great similarities as well.

Another limitation is in the area of language proficiency. Few participants faced difficulties in expressing themselves in English. This made interviews a bit strenuous and quite long. A struggle to use google translation could ward off or change meaning of some ideas that could have been important. More so, there are some literature about Finnish Higher Education System which could have been useful, but the books are in the Finnish language.

There is also the limitation of the subject matter covered. There are many other factors influencing student learning that need to be explored. Some of the points from the data results and theoretical review could further form major areas of research.

Another limitation considered is in the number of departments interviewed. It could not have been possible to cover all departments. More so, most of the leaders interviewed were recently appointed and had served only within a quarter of the year. Most of them therefore spoke more from the perspective of their pass experiences and observations as teachers rather than full-blood leadership experience.

7.3   Recommendations for further studies

Some recommendations relate to the limitations while others are tilted towards system thinking. Senge, McCabe, Lucas, Smith, Dutton, and Kleiner (2000, pp. 77-78) point out that system thinking envisions the leaders to look at problems and goals from a different direction.

Future studies in this same phenomenon could consider other factors that influence student learning. For instance, instead of the university leadership roles, it could be the university leadership structure. It could as well be an in-depth study of all kinds of leadership in the university and their impact on student learning. This research has already served as an indication to some of them like the shared, collaborative, instructional, and pedagogical among others.

Equally considering that this study has been made in a public university, the leadership roles may be yielding a different impact from a private university. More so, in the context of the higher education in non-university establishments, a different reality of leadership impact to student learning is foreseeable. But as science demands research before any scientific conclusions, a series of researches are recommended for future studies.

I recommend a revisit of some weak signals within the university so as to ward off any effects which might accrue negatively to some or all students. I see the idea of making the university more international and granting full access to immigrant students in every sphere of the university be it in student associations or in guidance and counselling of prime importance.

Intense study of English language for all university staff to curb any lapses that might occur in terms of transmission of knowledge to students or interaction with other staff members should be considered. If possible, this could be a compulsory aspect.

There could be improved collaboration or an intensive networking within the university leadership to influence student achievement. For instance, it was an amazing discovery that instead of theory to practice or strategy to practice common to one department, the other department exercised practice to theory and they are doing perfectly well. Collaboration and networking would bring in a multiplicity of methods into the academic family.

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APPENDICES

APPENDIX 1. LETTER OF ACKNOWLEDGEMENT

Date: 20-02-2014

Ref.   Mr Fabian Sewoyeba Woyu's research permit request

LETTER   OF   ACKNOWLEDGEMENT

This is to certify that **Fabian Sewoyeba Woyu** is a full time student in our Master's Degree Programme of Educational Leadership as of autumn 2012 and has completed all the studies as required, cumulatively circa 60 ECTS by the end of spring term 2013.

Fabian Sewoyeba Woyu is planning to write his Master's thesis on the topic: **Higher Educational Leadership and Student Learning,** for which purpose he is contacting you to gain access to research data in your institution.

The research topic is fully acknowledged by our institution and the thesis is part of the Master's Degree Programme.

Mika Risku
Director

Tel. +358-400-247 420
Email: mika.risku@jyu.fi

----The permit to pursue data collection for the master's thesis has been given by the 1st advisor of the thesis on …………….., 201

………………………………………….
Signed by 1st advisor

APPENDIX 2. RESEARCH PERMIT REQUEST

20.02.2014

RESEARCH PERMIT REQUEST

I am a student in the Master's Degree Programme in Educational Leadership, where I am writing my Master's thesis on the topic **Leadership and Student Learning in Higher Education.**

The purpose of the study is to explore/find out how various leadership roles in a University do influence students' Learning.

I am requesting for your kind permission to collect the research data in your institution at the time of your convenience within end of February and early March 2014. The research data to be collected would consist of   mainly interviews.

The data is collected and used for research purposes only and will be dealt with anonymously.

Please contact director Mika Risku of the Institute of Educational Leadership in the University of Jyväskylä (tel. 358-400 247 420, email: mika.risku@jyu.fi), if in need for additional information.

****

Fabian Sewoyeba Woyu,
opiskelija / Student
Rehtori-instituutti /Institute of Educational Leadership
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 Tel: +358468866592

Emännäntie 10 M206 A
40740 Jyväskylä

APPENDIX 3. LETTERS OF INFORMED CONSENT

24-02-2014

Letter of Informed Consent

Fabian Sewoyeba Woyu
Faculty of Educational Leadership
University of Jyväskylä

Dear Mr./Madam_____**,**

Thank you very much for agreeing to take part in the Individual Interview session on _____I appreciate your taking the time from your busy working day to participate in the discussion.

As you have been informed, the purpose of this interview is to enable me to collect data for my Master's Thesis on the topic **Leadership and Student Learning in Higher Education.** The objective of the study is to explore/find out how various leadership roles in a University do influence students' Learning.

With your permission, the interview will be audio-recorded as this will enable me to check the accuracy of my note taking. All recorded material will be destroyed after the publication of the study. All discussions will be presented anonymously in the thesis. You may, at any time, withdraw yourself from the study by simply indicating your intention to withdraw. I will email to you a pdf copy of this master thesis when it is ready.

The research findings may be used in presentations and publications as part of the dissemination of the research. If you require any further information or explanation, please contact me using the telephone number +358468866592 and email: woyumusic@yahoo.com or director Mika Risku of the Institute of Educational Leadership in the University of Jyväskylä (tel. 358-400 247 420, email: mika.risku@jyu.fi).

Research Consent
I have read and understood the conditions under which I will participate in this individual interview and give my consent to be a participant and to have the discussion audio-recorded.

I agree that any data contributed by me may be published according to the above principles.

Signature:
_____   Signature: _____

               (*Participant*)   (*Researcher*)

Date:
_____   Date:_____

APPENDIX 4. DATA COLLECTION QUESTIONS

Questions for Departmental Heads, Faculty leaders and Staff

Main Questions

    I.   How does your leadership in the institute affect student learning?

    II.   In your opinion, what are the things that could be done to enhance student learning?

Sub Questions

A.

i. What role do individuals play in student learning?
ii. How do departments influence student learning?
iii. What roles do faculties play to enhance student learning?
iv. What role does the university play on student learning?
v. What role does the state play with regard to student learning
vi. What influence have the stake holders on student learning

B.
i. What are the sources of student learning in this institution?
ii. What role do you play with regard to the availability of sources for student learning?

C.
i. How would you develop Higher Educational Leadership?
ii. How would you improve or develop student learning?