STUDENT LEADERSHIP ROLES AND ITS IMPACT ON ACADEMIC PERFORMANCE

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Abstract

Increasingly, student leadership has been a topic among scholars and more so has become a credible factor in improving student academic performance. By the day, we have seen the evolution of student leadership roles with more and more roles emerging in learning institutions. The above observation encouraged a more definitive focus on the impacts of student leadership roles on their academic performance and particularly three key areas; the demands of student leadership roles, intensified pressure on academic achievement and ethical leadership. The first two factors key in stress as a factor that most likely deters performance and ethical leadership is put to test by these two factors. This research work will employ the method of a survey to collect data from university student leaders, the survey was designed to measure how student leadership is affecting their performance also paying keen attention on how this cumulative pressure affects their ethics as leaders. Data analysis was conducted on statistical package for social sciences (SPSS) and the results proved significant to the study with a p value of <0.001.

Keywords: leadership role demands, academic pressure, academic performance, ethical leadership

INTRODUCTION

The authoritative structure in instructive teaching arranges student leadership. In line with this arrangement, the students' board is found in most instructive education institutions. In most cases, the board is chosen by the students themselves after the school organization assigns candidates for different positions. The association of school organizations within the choice of school leaders stems from the concern around the caliber of students put in administration positions (Ahiatrogah & Koomson, 2013). Heightened weight for scholarly accomplishment has spurred instruction analysts as well as specialists to center on classroom and school components influencing student performance. Stress is a key factor that plays a major role in a student leaders' life. Stress in the form of intensified pressure to perform by learning institutions and also how demanding leadership roles can be to these very students.

Stress among students is multifactorial, arising from both academic and non-academic influences, including socio-cultural, economic, and psychological qualities. For some students, stress levels can escalate to significant proportions to present with anxiety symptoms particularly during tests and examination times. Nonetheless, previous studies indicated a moderate incidence range of 10 to 35 percent of college students suffering mentally impairing rates of examination anxiety (Bedewy & Gabriel, 2015). Leadership is constituted within the intuitive of an organization's performing artists – that's the pioneers and adherents and inserted

in setting. Setting here alludes to the "nature of intelligent and 4 interdependencies among specialists, progressive divisions, organizations, and environments".

Leadership includes leveraging these relations to achieve organizational objectives. Within the school setting, leadership might be arranged within the day-to-day dealings of the performing artists. Understanding school leadership exercise subsequently requires reproduction of the exercises through perception and interviews of the school pioneers and chairmen – who sanction it – and staff – who are involved in it. The common agreement in school leadership considers is that thriving schools have great pioneers/leaders.

This research work will key in on several factors that may influence a student leaders' academic performance while maintaining their role as a leader. Academic performance is paramount in an educational institution and relatively the criteria in which leaders are chosen. This paper will in totality provide an analysis of how these two main components which are, leadership and academic performance rely on each other and affect the average student. Early leadership experience can be very valuable. It is also without a doubt that various variables influence a student's choice of leadership and how that choice affects their academic performance. Every key point, factor or variable in this research work closely works hand in hand to outlay the major areas of the general research work. This study focuses on how student leadership roles impact their academic performance.

LITERATURE REVIEW

Leadership

Leadership is the capacity to impact people toward the accomplishment of a vision or a set of objectives. Leadership may play a key part in making instructive reforms and, possibly, in improving student scholarly accomplishment. In any case, this straightforward claim conceals a complex reality, as there are numerous leadership models and a wide extent of school pioneer characteristics which will bear an effect on their adequacy. Students who take up leadership and still keep in mind that keeping up great scholarly execution whereas carrying out their obligations embody good leadership qualities. It cannot be underestimated how important leadership preparation is for today's students. Undergraduate and graduates must face the volatile global economy of today's work-environments in their potential jobs. Students will need these leadership qualities to succeed: the ability to identify and synthesize different sources of knowledge, handle oneself, and inspire others. Thus, leadership education, integration of theory, training, and experience models are required (Marcketti & Kadolph, 2010).

The term leadership could be a kind of control where one individual can impact or alter the values, convictions, conduct, and states of mind of another individual. In leadership more so

ethical leadership which is described as a display of normatively acceptable behavior through personal acts and interpersonal relationships and promoting such behavior to followers through two-way communication, enhancement, and decision-making" (Kar, 2005). An individual with solid administration capacity will be a good representative to their workers since the said individual who can successfully accomplish results can earn his worker's beliefs, deference and subsequently changes their values, convictions, conduct, and demeanors, as mimicry is the sincerest form of flannel (Grint, 2007). This articulation is additionally bolstered by Northouse (2009), who states that leaders who have solid authority have the quality to impact others to realize the objectives and targets of the organization (Hao & Yazdanifard, 2015).

When students arrive on campus, they can find many opportunities for involvement and growth in leadership. In a review of the W.K-funded leadership programs Kellogg Institute, program participants have seen changes in areas such as civic / social / political understanding, service / volunteering and civic / social / political effectiveness, among others. (Schuh & Laverty, 1983) discovered that in many skills such as planning, organizing, budgeting, and communication, college graduates who were student leaders reported significant improvements. Overall, leadership has become a major topic on many college campuses and so any quality evaluation of how colleges and universities perform in this area has the Potential to be of significant benefit (Shertzer & Schuh, 2011),

Academic Performance

Instructive administrations are frequently not obvious and are troublesome to a degree since they result within the frame of change of information, life aptitudes and conduct alterations of learners (Tsinidou et al., 2010). So, there's no commonly concurred upon definition of quality that's connected to the teaching field. The definition of quality of teaching changes from culture to culture. The environment and the individual characteristics of learners play a vital part in their scholarly victory. The school workforce, individuals of the families and communities offer assistance to students for the quality of their scholastic work. This social help incorporates a pivotal part in the achievement of the execution objectives of students at school. Other than the social structure, parents' association in their child's learning increases the rate of scholarly success of their child. The relationship between gender and the scholarly accomplishment of students has been examined for decades. A study between the accomplishments of boys and young ladies has been found, with young ladies appearing superior performers than boys in certain occurrences. Gender, ethnicity, and father's occupation are noteworthy factors to student success. Theory of Educational Productivity by Walberg (1981)(Fraser et al., 1987) decided three factors of nine components based on emotional, cognitive and behavioral abilities

for optimization of learning that influence the quality of scholarly execution: Fitness (capacity, improvement, and inspiration); instruction (sum and quality); environment (domestic, classroom, peers and tv). There may be a extend of variables that influence the quality of performance of students. An arrangement of factors is to be considered when distinguishing the influencing factors towards the quality of scholastic success (Farooq et al., 2011).

Purpose of Student Leadership

It isn't sufficient for a student to choose that they need to be a leader. The making of a good student isn't something that's acquired. Understudies/students need to work compulsively on their administration skills. Courses preparing such aptitudes ought to be graded. A student ought to ace the elemental angles, such as; communication skills, decision-making skills, organizing skills, action planning, strategic thinking and Risk management. One of the objectives of a student leader is team building. Of course, there are classes and classmates. They all boost a student's capacity to work as a portion of a team. However, student leadership gives individuals much more than that.

Being a portion of a team is very vital. You have a part to fulfill. It is proven that student leaders among students afterward end up leaders at a working environment more regularly than those who have no earlier leadership experience. This is because it is less demanding for them to partake obligation for other individuals as they have prior experience in leading teams etc. Team building and scholar leadership at universities show students how to create credible associations. scholars get to know credible individuals, professors, heads of school clubs and organizations. It is difficult for student leaders to be appreciated by their peers. But if they do, they get to be important role models to their fellow students than even grown-ups. Student leadership brings forth some benefits and even illumes a bright future for those with experience.

Importance of Academic Performance

Academic performance is critical since it is unequivocally connected to the positive results we esteem. People who are scholastically effective and with honorary levels of education are more likely to be utilized, have steady occupations, have more job openings than those with fewer qualifications and win higher compensations, are more likely to have medical cover, are less reliant on social help, are less likely to partake in criminal activity, are more dynamic as citizens, charitable volunteers and are more beneficial and more joyful.

METHODOLOGY

Research Design

A descriptive research study was used since the method gathers data at a particular point in time with an intention of describing the nature of existing conditions. This study used a survey approach with 166 university student leaders. Besides, this approach will use the quantitative data collection process in the form of a survey. Most of the questions highly incline on the quantitative method of data collection since quantitative questions can result in data that is easy to convert into objective, numbers-based analysis. The descriptive study design was ideal since it is concerned with making accurate assessment of the inference, distribution and relationship of the phenomenon. A statistical tool was later employed to analyze the data collected.

Research hypotheses

Student leadership role and academic performance are a vital part of a student leader. Student leadership is an integral part of student success. Ongoing social changes and their educational provision are reflected in the positions, recruitment and growth of school leaders(Jabal, 2006). The hypotheses tested in this paper were;

H1 leadership role demands are positively related to pressure on academic performance.

Student leadership roles can be demanding and more so influence a student leaders' academic performance. It is hypothesized that there is indeed a positive relationship between the demands of these roles and pressure on one's academic performance. The more demanding a role is the more the academic pressure to perform.

H2 Leadership role demands is negatively related to ethical leadership

Student leadership roles can be very demanding leading to a student ethics being affected. The stress or pressure that results from the demands of these roles could lead to unethical leadership on the leader's part.

H3 Academic pressure mediates the negative relationship between leadership role demands and ethical leadership

This hypothesis seeks to investigate whether the pressure to academically perform can mediate the negative relationship resulting from the demands of leadership and ethical leadership.

H4 Leadership role demands negatively relates to academic performance.

This hypothesis would test whether leadership role demands negatively relate to academic performance.

H5 Pressure on academic performance mediates the negative relationship between leadership role demands and academic performance.

The fifth hypothesis was conducted to investigate whether pressure on academic performance brings about a negative relationship between leadership role demands and academic performance.

The Target Population

The total population of interest in this study was all university students who are leaders. According to the survey a number of 166 (*n*=166) university student leaders partook in the survey conducted online. The target population included all leaders who were in the university level of their education.

Table 1 Classification/Level

Classification/level	Frequency	Percentage
Undergraduate students	108	65.06%
Graduate students	24	14.46%
PhD students	32	19.28%
Others	2	1.20%
Total	166	100%

Sampling

The stratified random sampling technique was be used. A stratified sample ensures that individuals from each category are represented in the sample, making it a desirable choice. An online survey in form of a questionnaire was adopted in gathering the information from respondents. The design is proffered since it would be easy to reach as many university student leaders as possible via online platforms. Also, the design gave all the respondents equal chances of responding to the questionnaires irrespective of their location. A total of 166 (*n*=166) university student leaders were included in the study.

Data collection Instruments and procedure

The research study collected both primary data and secondary data. Primary data was obtained by use of a questionnaire which was shared via online platforms to university students and specifically student leaders. The questionnaire was set with clarity and even a Chinese version of the questionnaire developed to ensure that all respondents could partake in the survey. The instructions on the survey also ensured that all respondents understood the questions asked and answered with clarity. Students were asked to rate on a 5-point Likert-type scale (from 1 = strongly disagree to 5 = strongly agree) or on a scale range of (Rarely, Occasionally, Never, Frequently, very frequently). The survey was shared online and took

roughly over a month to get more than 150 respondents. The questionnaire contains four sections; section 1 was soliciting bio data from respondents and section 2, 3 and 4 was seeking information regarding the effect of the researcher's variables on student leaders' academic performance. Questionnaires were chosen because of their simplicity of administration and high reliability as advocated by Babbie (1993). The items on the questionnaire were developed on the basis of the objectives of the study. Secondary data was obtained from books, journals and the internet. The multiple uses of data sources will promote the reliability and validity of this study.

Pilot study

The researcher conducted a pilot study on ten student leaders in a different province and university before formally issuing the survey questionnaire to quickly analyze some key factors that would prove significant during data collection. The researcher needed to know the probable amount of time a respondent would take with the questionnaire in order to be certain whether the length of time taken to answer the survey was reasonable. The researcher also wanted to check the possibility of ambiguity and complexity of the questions asked. This would prove beneficial in seeing whether the respondents understood the questions with ease and clarity. The pilot study was also conducted to test the validity of the questions asked and whether they provided the relevant data required for the study. This was conducted to ensure that all possible errors where rectified before carrying out the actual research.

Validity and Reliability of the instrument

Validity refers to the degree to which data and logic support the interpretation of test results concerning research. The instrument's validity is the degree to which it tests what it is supposed to be measuring. According to Mugenda and Mugenda (1999), validity is the accuracy and concrete inferences that are focused on the findings of the study. This is to what degree the results obtained from data analysis accurately reflect the study variables. The research instrument has been checked in terms of material and face validity. The methodology correlated with content tests the degree to which the items of questions represent the particular areas covered. In comparison, reliability is a research instrument's ability to accurately calculate value characteristics over time. It's the degree to which a research instrument after repeated trails yields consistent results or data. The questionnaire was pretest in testing the validity of the scale. This was aimed at ensuring the scales measures what they were intended to measure. Reliability was obtained through a Cronbach's reliability test**.** All scales with a Cronbach's α of 0.7 and above.

Data Analysis Method

The questionnaire was edited for completeness and consistency before processing. Editing helped in detecting errors and omissions and corrects them to ensure that minimum data quality standards were achieved. The Statistical Package for Social Sciences (IBM SPSS v 26.0) was used to analyze the results of this research work. Data was coded to enable responses to be grouped into categories. Coding involved assigning numbers so that the responses could be grouped into number of classes or categories. The data collected was subjected to descriptive statistics which included frequencies, percentages and means. The data was presented using pie charts, tables and graphs.

Variables and Measurements

Table 2 Variables and Measurements

Variables	Measurements	Authors
Pressure on Academic Performance	Perceptions of Academic Stress (PAS)	Dalia Bedewy and Adel Gabriel(Bedewy & Gabriel, 2015)
Demand of Leadership Roles	Challenges Faced by Student Leaders	Lucy Muthoni Murage*, Johannes Njoka, Michael Gachahi(Murage et al., 2019)
Ethical Leadership	Ethical Leadership Questionnaire (ELQ)	Gary Yukl, Rubina Mahsud, Shahidul Hassan and Gregory E. Prussia(Yukl et al., 2013)

RESULTS

Response

The number of questionnaires issued and answered was (n=166).

Table 3 Response rate

Response Rate	Frequency	percentage
Questionnaires issued and returned	166	100%
Questionnaires not returned	Nil	0%
Total	166	100%

Out of the 166 targeted all questionnaires were answered and submitted to aid in the research work hence the 100% response rate.

Demographics

The profile analysis of the respondents was part of an attempt to comprehend the participants. Demographic variables contain data readily accessible to the respondent and are likely to be correct, provided the respondent is willing to disclose accurate information.

These variables include features such as gender, educational level, ethnicity and grade point average (GPA). They are used to investigate how attitudes, opinions, behaviors, events differ and to verify that the data collected are representative of the total population.

Gender distribution

It was important to establish the gender of the respondents. Gender as a variable was operationalized as male, female and other. Its frequency and percentage were tabulated as shown on the table below.

Table 4 Responses by Gender

Gender	Frequency	Percentage
Male	89	53.61%
Female	77	46.39%
Others	0	0
Total	166	100%

From the findings, it was established that 53.61% of respondents were male. The remaining 46.39% were female. This indicates that a majority of the respondents are male.

Ethnicity of respondents

This information was meant to establish the ethnicity of the respondents/university student leaders. The respective frequencies and percentages are tabulated in table below.

Table 5 Ethnicity of respondents

Ethnicity	Frequency	Percentage
Black/African	115	69.28%
Asian/Asian American	16	9.64%
White/Caucasian	4	2.41%
Middle eastern	2	1.20%
Indian/Alaska	1	0.60%
Native	4	2.41%
Latino/Hispanic	0	0
Multicultural	2	1.20%
Race not included above	22	13.25%
Total	166	100%

From the findings it was established that, 69.28% of the respondents were Black/African, 9.64% of the respondents Asians/Asian American, 2.41% of the respondents White/Caucasian, 1.20% Middle Eastern, 0.60% Indian/Alaska, 2.41% Natives, 1.20% Multicultural and conclusively 13.25% who's race was not included in the survey. From the findings it is evident that a majority of the respondents were Black/African. It is also evident that there were no Latino/Hispanic respondents that partook in the survey.

Level of Education

The researchers sought to establish on the level of education of the respondent, it was operationalized as; undergraduate, graduate, PhD and other. The specific information is presented on the table below.

Table 6 Level of Education

Classification/level	Frequency	Percentage
Undergraduate students	108	65.06%
Graduate students	24	14.46%
PhD students	32	19.28%
Others	2	1.20%
Total	166	100%

From the findings, it was established that majority 65.06% of the respondents were undergraduate students, 14.46% graduate students, 19.28% PhD students and 1.20% were in the category of any other qualification this included those educated but had no certificates, probably dropped out of school but had been student leaders before dropping out.

Grade Point Average of respondents

This information was required to show the GPA of the respondents. The GPA was grouped in different ranges as showcased on the table below.

Table 7 GPA

Grade Point Average	Frequency	Percentage
3.50-4.00	79	47.59%
3.00-3.49	56	33.73%
2.50-2.99	19	11.45%
1.99 or less	3	1.20%
No college GPA	9	5.42%
Total	166	100%

From the findings, it was established that majority 47.59% of the respondents ranged between 3.50-4.00 GPA, 33.73% between 3.00-3.49, 11.45% between 2.50-2.99, the lower percentage being 1.20% from those with a GPA of 1.99 or less and 5.42% having no college GPA yet. Those with no college GPA could be freshmen that have just started their first semester or student interns in universities with leadership roles such as project manager etc.
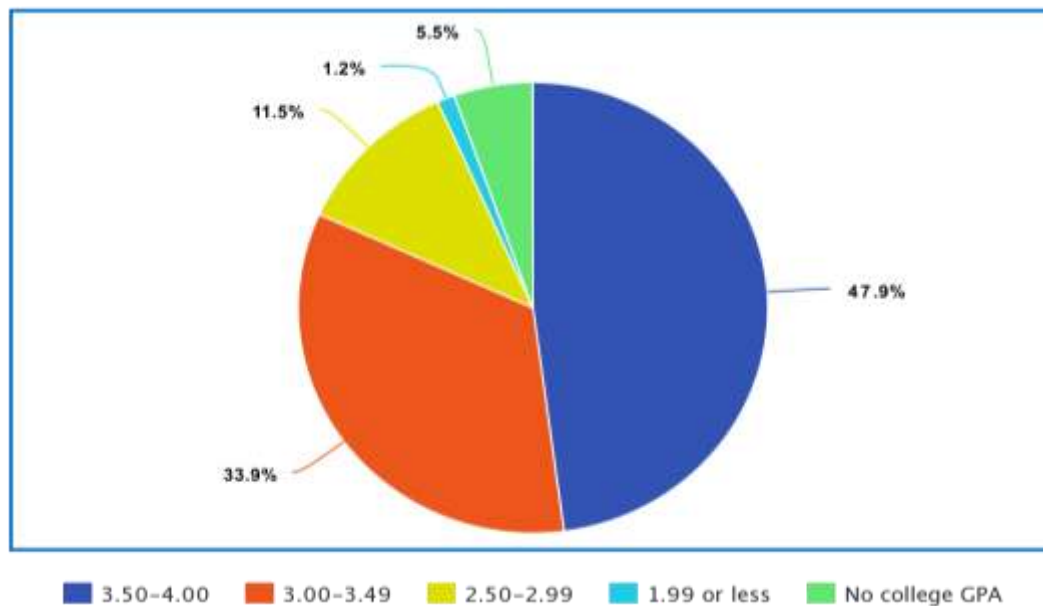

Figure 1 Grade Point Average

Conflict between academic pursuits and leadership roles

It was important for the study to establish the apparent conflict between academic pursuits and leadership roles. Student leaders bear the burden of having to juggle between their academic work and their leadership roles and in both are expected to perform well. The questionnaires issued relayed results showing that most student leaders agreed that, very frequently there is conflict between academic pursuits and leadership roles. This was presented through frequencies and percentages as tabulated.

Table 8 Responses on conflict between academic pursuits and leadership roles

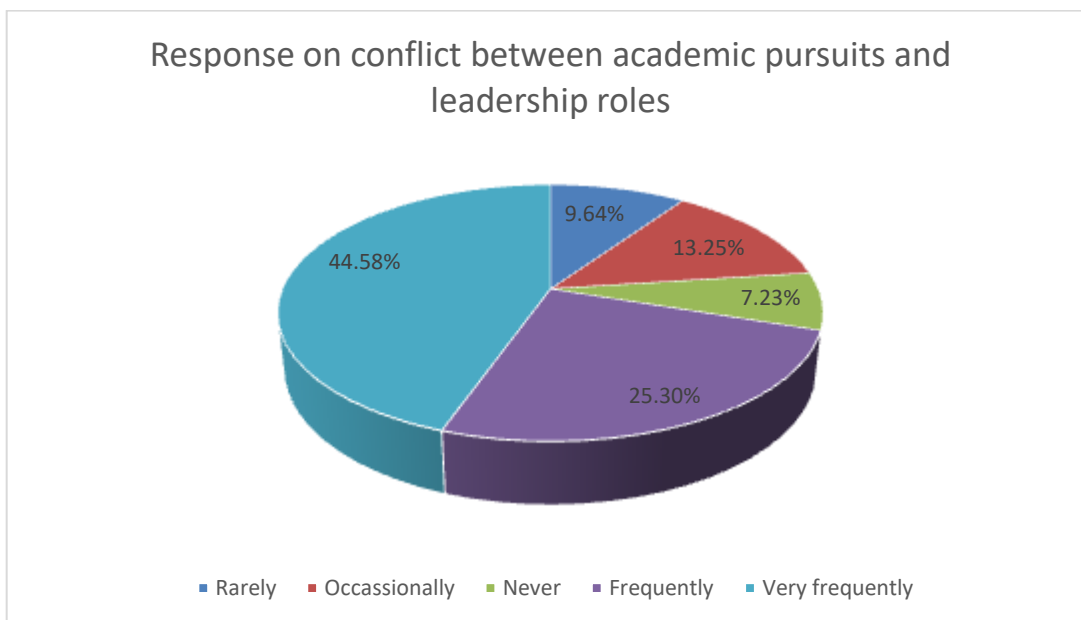| Response	Frequency	Percentage
Rarely	16	9.64%
Occasionally	22	13.25%
Never	12	7.23%
Frequently	42	25.30%
Very frequently	74	44.58%
Total	166	100%

Figure 2 Responses on conflict between academic pursuits and leadership roles

From the findings, out of the total number of 166 respondents (*n*=166), it was established that a majority of respondents feel that very frequently there is conflict between academic pursuits and leadership roles indicated by 44.78%. The other responses follow in a descending order in respect to the extremities, frequently 25.30%, never 7.23%, occasionally 13.25% and rarely 9.64%. It is evident that most of the respondents i.e., student leaders, feel that there is a conflict between their roles as leaders and their academic pursuits.

Measurement Model

Statistical Package for the Social Sciences (IBM SPSS Statistics) was employed to test the validity of the scales used in the survey questionnaire. Through this software the collected data from the survey was able to be analyzed through linear regression and results proved significant in regard to what was tested.

Reliability and Validity Test

Reliability is an important aspect of the standard of analysis and tests the degree to which the instrument of study is accurate. It further explains how a variable or group of variables reliably tests what they are supposed to measure. The Cronbach Alpha values are the metrics used to comprehend the co-efficient of reliability. As shown in the table below, for all models the

Cronbach value is greater than 0.70 so it was concluded that the research measurements are accurate and internally consistent.

Table 9 Cronbach's reliability test

Scale	No. of items	Cronbach's α
PAS	18	0.775
DLR	10	0.886
ELQ	13	0.930

Correlation Statistics

Correlation analysis was run to determine the relationship between the variables as described by the table below.

Table 10 Correlation statistics

	MEAN	SD	1	2	3	4	5
1.GD	0.46	0.50					
2.GPA	3.43	0.38	-0.110				
3.EDL	1.55	0.82	-.221**	.285**			
4.PAS	3.24	0.57	0.103	-0.023	-0.084		
5.DLR	2.98	0.91	0.091	-0.075	-0.139	0.456**	
6.ELQ	3.88	0.92	-0.104	0.158*	.206**	.107	-.201**

Note: Beta = (GD= gender, GPA= grade point average, EDL= educational level, PAS= academic pressure, DLR= leadership role demands, EQL= ethical leadership).

From the table above it is clear that there is a significant positive correlation between pressure on academic performance and leadership role demands ($r = 0.456$, $P < 0.001$) and a significant correlation with ethical leadership at ($r = -0.201$, $p < 0.001$).

Hypotheses Test

H1 leadership role demands are positively related to pressure on academic performance.

After running the collected dataset through SPSS linear regression whereby gender, educational level and leadership role demands where used as independent variables and pressure on academic performance as the dependent variable. The above hypothesis proved significant with a beta value of 0.278, SE value of 0.045 and a p value of 0.000 the results ascertained that indeed leadership role demands positively relate to pressure on academic performance.

Table 11 H1 test results

Model	Variables	B	SE	t	p-value
1	(Constant)	3.262	.112	29.005	.000
	Gender	.087	.091	.960	.338
	Educational level	-.046	.055	-.841	.402
2	(Constant)	2.397	.174	13.751	.000
	Gender	.062	.082	.760	.449
	Educational level	-.008	.050	-.160	.873
	Leadership role demand	.275	.045	6.103	.000

Dependent variable: Pressure on academic performance

Table 12 H1 path

Path	β	SE	p-value
Leadership role demand →Academic pressure	0.275	0.045	0.000

H2 Leadership role demands is negatively related to ethical leadership.

With gender and educational level controlled, leadership role demands and pressure on academic performance were used during the analysis against ethical leadership (dependent variable). After regression analysis the above hypothesis proved significant with a beta value of -0.311, SE value of 0.085 and a p value of 0.000. The more tension a student leader is subject to the more unethical he or she is expected to act.

Table 13 H2 test results

Model	Variables	B	SE	t	p-value
1	(Constant)	4.229	.304	13.922	.000
	Gender	-.113	.143	-.790	.431
	Educational level	.187	.088	2.130	.035
	Leadership role demand	-.200	.079	-2.539	.012
2	(Constant)	3.257	.437	7.454	.000
	Gender	-.139	.140	-.989	.324
	Educational level	.190	.086	2.222	.028
	Leadership role demand	-.311	.085	-3.656	.000
	Pressure academic demands	.405	.134	3.025	.003

Dependent variable: Ethical leadership

Table 14 H2 path

Path	β	SE	p-value
Leadership role demand →Ethical leadership	-0.311	0.085	0.000

H3 Academic pressure mediates the negative relationship between leadership role demands and ethical leadership.

It was also hypothesized that academic pressure mediates the negative relationship between leadership role demands and ethical leadership. Variables such as gender and educational level were used to test this hypothesis. The results collected after the analysis proved the hypothesis significant. It can therefore be concluded that academic pressure brings about a negative relationship between leadership role demands and ethical leadership. The indirect effect of leadership role demand on ethical leadership gave a coefficient value of 0.1116, SE value of 0.0550, using 5000 bootstrap and a 95%CI (confidential interval) of [0.0191,0.2312].

Table 15 H3 test results

Path	COEFF	SE	CI 95%
Leadership role demand→ Ethical leadership (Direct effect of X on Y)	-0.3111	0.0851	[-0.4791, -0.1431]
Leadership role demand→ Academic pressure	0.2753	0.0451	[0.1862, 0.3644]
Academic pressure→ Ethical leadership	0.4053	0.1340	[0.1407 ,0.6699]
Leadership role demand→ Academic pressure→ Ethical leadership (Indirect effect of X on Y)	0.1116	0.0550	[0.0191,0.2312]

H4: Leadership role demands negatively relates to academic performance.

Using controlling variables such as gender and educational level it was again hypothesized that leadership role demands negatively relates to academic performance the results from this analysis proved the test insignificant with a beta value of -0.020, SE value of 0.037 and a p value of 0.590

Table 16 H4 test results

Model	Variables	B	SE	t	p-value
1	(Constant)	3.239	.077	42.171	.000
	Gender	-.032	.061	-.523	.601
	Educational level	.132	.038	3.440	.001

2	(Constant)	3.283	.129	25.423	.000
	Gender	-.031	.062	-.502	.617
	Educational level	.130	.039	3.350	.001
	Leadership role demand	-.014	.033	-.419	.676
3	(Constant)	3.229	.194	16.683	.000
	Gender	-.032	.062	-.518	.605
	Educational level	.131	.039	3.352	.001
	Leadership role demand	-.020	.037	-.539	.590
	Pressure on academic demand	.022	.059	.371	.711

Dependent variable: Academic performance (GPA)

Table 17 H4 path

Path	β	SE	p-value
Leadership role demand →Academic performance	-0.020	0.037	0.590

H5: Pressure on academic performance mediates the negative relationship between leadership role demands and academic performance.

A mediation test was also conducted to find out whether pressure on academic performance mediates the negative relationship between leadership role demands and academic performance the results from this test proved the hypothesis insignificant. Therefore, pressure on academic performance does not bring about a negative relationship between leadership role demands and academic performance. The indirect effect of leadership role demand on academic performance gave a coefficient value of 0.0061, SE value of 0.0223, using 5000 bootstrap and a 95% CI (confidential interval) of [-0.0348, 0.0545].

Table 18 H5 test results

Path	COEFF	SE	CI 95%
Leadership role demand→ Academic performance (Direct effect of X on Y)	-0.0199	0.0369	[-0.0927, -0.0529]
Leadership role demand→ Academic pressure	0.2769	0.0453	[0.1875, 0.3664]
Academic pressure→ Academic performance	0.0219	0.0591	[-0.0949, 0.1388]
Leadership role demand→ Academic pressure→ Academic performance (Indirect effect of X on Y)	0.0061	0.0223	[-0.0348, 0.0545]

CONCLUSIONS

This section discusses the research findings on the thesis conducted. A total of 166 (n=166) questionnaires were issued to student leaders and submitted. From the findings, it was established that 53.61% of respondents were male. The remaining 46.39% were female. This indicates that a majority of the respondents are male student leaders. It was also established that the top participants based on ethnicity were Africans at 69.28% followed by Asians at 9.64% other ethnicities followed with a lower percentage. Based on GPA (grade point average) it was established that, 47.59% of the respondents had a GPA between 3.50-4.00, 33.73% of the respondents had a GPA between 3.00-3.49, 11.45% had a GPA between 2.50-2.99, 1.20% had a GPA of 1.99 or less and 5.42% claimed to have no college GPA. From the findings it is evident that a majority of the respondents had good credible GPA. Such good GPA bracket is crucial to the school institution and also proves that a majority of the student leaders are top performing students in their various universities. This also shows that these institutions of higher learning breed good leaders that result in the success of the institution academically.

In levels of Education, it was established that 65.06% of the respondents were in their undergraduate level, 14.46% graduate level, 19.28% in their PhD level and the remaining 1.20% any other educational level. From the findings it is evident that a majority of the respondents are in their early levels of education and therefore presumed to be young adults. This could mean that most of the student leaders are in their productive years and therefore able to juggle schoolwork and their roles in leadership effectively. This is a good level of education especially for the learning institutions as they have young energetic minds able to run their leadership duties and perform well in their academics with ease.

From the correlation statistics it is observed that there is a strong positive correlation with emphasis on academic success and demands for leadership positions ($r = 0.456$, $P < 0.001$) and a substantial positive correlation with ethical leadership at ($r = -0.201$, $p < 0.001$). Through statistical analysis of the data collected in the survey questionnaire run through SPSS linear regression it is established that H1(first hypothesis) proves significant with a p value of 0.000 and that there is a positive relationship between leadership role demands and pressure on academic performance. There is without a doubt a relationship between the two factors. Leadership roles can be demanding which could result to a student leader feeling stressed and on the other hand the same student is required to academically perform leading to them feeling the pressure to academically perform. Both factors result in a student leader feeling stressed and anxious. After regression analysis the second hypothesis (H2) proved significant with a beta value of -0.311, SE value of 0.085 and a p value of 0.000. The more tension a student leader is subject to the more unethical he or she is expected to act.

Academic pressure was also hypothesized as mediating the negative relationship between leadership role demands and ethical leadership. The findings gathered after the analysis proved the hypothesis significant. So, it can be inferred that academic pressure generates a negative relationship between leadership role demands and ethical leadership. The indirect effect of x on y gave a coefficient value of 0.1116, SE value of 0.0550, using 5000 bootstrap and a confidential interval of 95 percent (CI) of [0.0191,0.2312]. Using control variables such as gender and educational level, it was again hypothesized that leadership role demands contribute negatively to academic success, the results of this study showed that the test was negligible with a beta value of 0.020, SE value of 0.037 and a p value of 0.590 A fifth hypothesis was also conducted stating that pressure on academic performance mediates the negative relationship between leadership role demands and academic performance and the results exhibited that pressure on academic performance does not result in a negative connection between the demands of leadership roles and academic performance. The indirect effect of x on y resulted in a coefficient value of 0.0061, SE value of 0.0223, using 5000 bootstrap and a confidential interval of [-0.0348, 0.0545] of 95% CI.

The research has provided some insight into the impact of student leadership roles on academic performance. The finding indicates that a majority of the respondents were of the opinion that leadership does impact academic performance. 44.58% of the respondents were of the opinion that there is indeed a conflict between academic pursuits and leadership role demands and 83.4% felt they lacked the proper support of their views from their university. 85.6% of the respondents agreed that student leaders frequently ignore university policies and statutes an unethical behavior that could be as a result of pressure/stress to academically perform and also from their demanding roles

The result indicates that student leaders' productivity problems are within the environment. The cumulative pressure to perform and also the demands of their respective roles suggest a subsequent drop in morale and overall performance both in their roles and academia. It is also concluded based on the results that an increase in their leadership role demands could result to unethical behaviors or practices by a student leader. The major challenges are pressure and stress and what it could result to.

The major solutions to these challenges would involve: creating or offering training programs for the student leaders, receiving rewards from time to time for work well done and also taking into consideration student leaders' views. These are among the few things that can help change the stressful environment encumbering a student leader.

RECOMMENDATIONS

Based on the above discussions of the major findings of the study, the following are the recommendations. Learning institutions should pay keen attention to student leadership and offer training to student leaders. Training could help a student leader understand what it means to be in leadership and be able to better manage the pressures that come with it and at the same time perform academically. Student leadership should be seen as investment by learning institutions for these students aid in the success of the institutions. Student leaders should also often be rewarded and encouraged in their work. Learning institutions should also engage and listen to student leaders' views. This are among the few recommendations that would help ease the pressure and stress felt by student leader.

Due to lack of enough literature on the subject of student leadership roles and its impact on academic performance, it is suggested that more studies be undertaken in regards to student leaders and academic performance in all other levels of education especially, primary and secondary education.

LIMITATIONS

The data collection instrument (questionnaire) used is relatively long and without patience the respondents may give up answering all the questions. Some necessary rewards were considered for the respondents in order for them to engage in the survey and this would in turn guarantee the validity of the survey.

Based on the study undertaken, there was lack of enough literature on the subject of student leadership roles and its impact on academic performance resulting to lack of previous research studies on the topic.

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