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DIPLOMA PROGRAMMES



**ASSESSING THE FACTORS PREVENTING STUDENTS FROM TAKING
LEADERSHIP ROLE IN HOLY FAMILY NURSING AND MIDWIFERY TRAINING
COLLEGE, BEREKUM**

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BEREKUM]**

AFFILIATED TO KNUST, KUMASI

HOLY FAMILY NURSING AND MIDWIFERY TRAINING COLLEGE, BEREKUM






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2022

DECLARATION

We hereby declare that this submission is our work towards the Diploma in General Nursing and that, to the best of our knowledge, it contains no material previously published by another person nor material which has been accepted for the award of the diploma of the University, except where due acknowledgement has been made in the text.

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ABSTRACT

The study focused on the factors preventing students from taking leadership role in Holy Family Nursing and Midwifery Training College, Berekum. A descriptive study was used to collect in-depth information for the study. The respondents were obtained using the convenient sampling method. A total of 50 students were sampled for the study. The data for the study was collected by administering a questionnaire to the participants. The study found that all (100%) the respondents indicated they have heard of leadership role before. They were asked where they actually got the information from and about 72% of the respondents indicated that they had it from school, 16% indicate the church, 8% indicated Media, 2% also indicated sport and lastly to another 2% indicated their parents told them. Majority (96%) of the students indicated they have taken up leadership role before. In view of that 6% strongly agree that respecting students are is a major way of promoting their interest in taking leadership role with 94% agreeing. Also 80% strongly agreed that toleration of their views is another factor and 20% also agreed to that fact. Giving them authority was another category where 10% strongly agreed. The study recommended that the Management team of the school should participate in student government, the student leaders must live exemplify life in order to gain more respect from the student and the leaders must be given at least incentives and packaging to motivate them. The study concluded that respondents had adequate knowledge on leadership role. The leading source of information for respondents was the school. A significant number of the respondents had taken leadership role before. Most of these leadership roles were taken in school and churches.

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CHAPTER ONE

INTRODUCTION

1.0 Background of the study

Current leadership theories suggest that leadership development is a learning process (Brown & Posner, 2020). Despite the difficulty in teaching leadership, students benefit from exposure to the diverse perspectives of leadership theory and practice (Anderson, 2021). The importance of leadership education for today's undergraduate students cannot be underestimated. In their future careers, undergraduate students will experience the unpredictable global market of today's work-environments (Kunz & Garner, 2017). To succeed, students will need these aspects of leadership: the ability to find and synthesize diverse sources of information, to manage self, and to empower others. Thus, models of leadership education, integrating theory, training, and experience are necessary (Hartman, Conklin, & Smith, 2007; Molt, 1995). Although many undergraduate students will become leaders in their profession, there are limited opportunities for leadership development and education (Walker, 2006).

The leadership literature includes more than 10,000 books and articles seeking to describe, define, and assess leadership theory, practices, and processes (Yukl, 1994). Two of the most widely accepted leadership propositions offer distinct perspectives. One is that good leaders must have the "right" qualities or traits to lead including vision and commitment. The other perspective holds that leadership is situational, dependent upon the people and the setting involved (Bolman & Deal, 2008). Researchers have produced an abundance of studies on effective leadership. While no characteristic is universal in these studies, some show up more often, such as the importance of articulating a vision, creating focus and direction, and showing commitment or passion (Kouzes & Posner, 2017). Beyond vision, passion, and trust, agreement

amongst scholars dissipates. The leadership literature has generated a long list of attributes associated with effective leadership: self-confidence, various interpersonal skills such as friendliness and kindness, intelligence, decisiveness, authenticity, etc. (Bolman & Deal, 2008). Koner (2018) found that honesty was first on a list of traits people most admired in a leader. Some research suggests that the best leaders are smarter and work harder than others (O'Reilly & Chatman, 1994). Komives, Lucas, and McMahon (2019) maintain that the most effective leadership occurs through a relational process of people working together to accomplish a common goal. A few studies have even suggested that beauty could be a hindrance in attaining leadership positions (Horton, 2017).

This study, therefore, will explore the views of student leaders of the Holy Family Nursing and Midwifery Training College, Berekum regarding the interplay between their leadership roles and academic performance.

In today's 21st century world, the importance of education in society's evolution cannot be overemphasized. Thus, universities and colleges across the world, generally have a mandate to, among other things, provide their students with technical skills, subject knowledge for their chosen professions and opportunities to develop the competencies needed to succeed in life (Kuh & Lund, 2019). According to Kwatey (2016), the complex nature of universities' mandate makes it impossible for their administration to achieve the mandate alone without relying on the collaboration, partnership and teamwork of all stakeholders. One of the stakeholders whose involvement is critical in university administration is the students (Kwesi, 2016). Likewise, Kuh and Lund (2019), assert that the formulation and implementation of decisions by schools in their attempt to discharge their responsibilities require the active involvement of students. The assertion of Kuh and Lund (2019) is premised on the finding of their study that students' involvement in school governance system normally has positive effects on the overall school environment. They further asserted that student involvement in school administration could

serve as a major strategy in curbing students' indiscipline and preventing protests. Interestingly, the United Nations (UN) provides an overarching international policy context for the incorporation of student leadership into school governance through the Convention on the Rights of the Child. This Convention provides the foundational direction to engage students in decision making. Thus, Article 12 of the convention demands that children who are capable of forming their views should be allowed to express themselves freely in all matters affecting them (UN General Assembly, 1989). This notion engenders the provision of opportunities for students to participate in making decisions on issues that matter to them. It, therefore, stands to reason that all matters, in terms of education provision and delivery, are therefore matters that students should be empowered to participate in. In line with this reasoning, universities across the world are becoming increasingly interested in engaging students in every facet of their educational process through their representatives (Mukiti, 2016). Student representatives are the officially recognized institutional organizations of the student body which goes by names such as Students Union, Students' Guild or Students' Representative Council (SRC) (Luescher-Mamashela & Mugume, 2020).

1.1 Problem Statement

Generally, student representatives or leaders are made to play an active role in improving dialogue between staff and students in addition to highlighting student's needs, improving their welfare and promoting a peaceful school environment. Captivatingly, in the context of Ghanaian universities, student leaders are engaged in the management of their universities. In other words, the structure of Ghanaian universities ensures relative opportunities for student representatives to participate in the Universities' administration. This is evidenced in the fact that the composition of most administrative committees within Ghanaian universities as well as University Councils consist of students representatives which have a legal basis. For example, in the case of the University of Cape Coast (UCC), the legal basis for including

students representatives in the University's Council and other committees is captured in statute 50 clause of the Statutes of UCC (2016). According to the Statutes, the SRC shall be responsible for "nominating student representatives to serve on appropriate University bodies and committees".

1.2 General objective

To investigate the reason why students fail to take up leadership role in Holy Family Nursing and midwifery Training College, Berekum.

1.3 Specific Objectives

1. To assess the knowledge level of students on leadership in Holy Family Nursing and midwifery Training College, Berekum.
2. To identify factors that prevent students from taking up leadership role in Holy Family Nursing and midwifery Training College, Berekum.
3. To identify ways of promoting students interest in leadership role in Holy Family Nursing and midwifery Training College, Berekum.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter contains is to review of the relevant literature related to the research topic “factors preventing students from taking leadership role in holy family nursing and midwifery training college, berekum.” It comprises books, journals and online articles, research reports as resource of this chapter. (Mathew, 2020)

2.1 Overview

Leadership development is a focus of schools, universities, and businesses, yet “there are almost as many different definitions of leadership as there are persons who have attempted to define the concept” (Stogdill, 2016). Research on the topic has taken many approaches, with a plethora of models, theories, and perceptions seeking to define and explain the leadership concept (Gregoire & Arendt, 2019). Leadership, while not clearly defined, is a sought-after trait among employers searching for job candidates and a necessary ability once students are employed (Frazier, 2017). The importance of leadership qualities such as creating and managing change, learning to learn, and interpersonal skills such as collaboration are firmly established in the literature (Kouzes & Posner, 2017; Johnson & Johnson, 2003). According to The Partnership for 21st Century Skills, which is a consortium of business, education, and media groups, there is deep concern among U.S. employers that young people are not adequately prepared with the skills to compete and thrive in the global economy (2016). An overwhelming 81% of employers polled indicated that leadership was “very important” for new entrants with a four-year college diploma. For both two-year and four-year college graduates, lack of leadership was the second most frequently reported applied skill “deficiency” (Partnership for 21st Century Skills, 2006). Although many authors and employers have

stressed the need for strong leadership skills for workforce readiness, a clear definition of leadership remains elusive (Frazier, 2017).

2.2 Knowledge level of students on leadership.

Marcketti and Kadolph (2017) conducted a study to gain an understanding of undergraduate students' leadership beliefs in Iowa University. The study used quantitative and qualitative methods (n=76). Findings suggest undergraduates' perceptions of leadership encompass trait and situational perspectives of leadership. The modules influenced students' understanding of the varied definitions of leadership and empowered them to consider that the behaviors, beliefs, and attitudes of leadership were attainable.

This is the a study conducted by Barton and Cox (2019) investigating administrative the knowledge Candidates who successfully complete principal preparation programs should possess the requisite knowledge and skills to assume leadership positions in schools. This study was designed to assess self-reported growth in knowledge of effective school leader practices connected to the California Professional Standards for Educational Leaders (CPSELs). A total of 82 candidates participated. Results indicated significant differences in pre and post knowledge disaggregated by CPSEL, total years of professional experience, and degree of change. Included are implications and future plans to improve the assessment of candidates based on these results.

2.3 Factors that prevent students from taking up leadership role.

Astin's (2018) conducted a study to observe the impact of the environment on a student's college experience and limiting from taking up leadership role in Taylor University, India. First, input refers to the characteristics, qualities, and developmental level of the student when first arriving to the institution. Second, the environment denotes the various programs, leadership activities, policies, and campus climate to which the student is exposed during his

or her collegiate experience. Lastly, outcome relates to the developmental growth that results from being immersed in the college environment. The more interaction students have with their peers, the more invested students are in participating and being involved in clubs and organizations on campus.

A recent study conducted by Holzweiss et al. (2017) reported noninvolvement of students in decision making but are supposed to comply. According to the study, 92% indicated being rule out of decision Lloyd (2006) discovered that 71% of students reported that their participation in clubs and organizations positively contributed to their success in college instead of taking a leadership position. As a result, students who invest efficient time and energy into participating in their own matters gain a variety of positive benefits.

2.4 Ways of promoting students interest in leadership role.

Kimlee (2019) conducted a study in Lagos, Nigeria aiming to find solution we faced a need to solve inconsistencies between: social need for experts with professionally conditioned level of social activity; a skill of prompt reaction for changes, data analysis, prediction of further events; ability to make relevant decisions and act according to them; ability to interact according to modern demand of the society – and lack of attention of pedagogic theory and practice towards the problem of student’s personal becoming through development of leadership potential; - formation (by the professors) of a need for development of leadership potential in a student – and insufficient scientifically grounded pedagogic strategies for activation of this potential within education space of a pedagogical university; - available potential of the institution’s educational activity, allowing to increase efficiency of personal becoming of a future expert with highly developed leadership skills – and insufficient methodological support of this process. Taking into account the importance of the problem, the idea of our study lies in the search and choice of pedagogic possibilities promoting development of student’s leadership potential within education space of a pedagogical university.

CHAPTER THREE

MATERIALS AND METHODS

3.0 Introduction

This chapter details, the study area and study population, study design, sampling techniques, data collection method and instrument, data analysis techniques, ethical consideration, and the limitations of the study.

3.1 Study area

The study was carried out at the Holy Family Nursing and Midwifery Training College, Berekum. The College is located in the western part of Berekum, on the premises of The Holy Family Hospital. The College has a student population of 688 students comprising 112 males and 576 females. There are 30 teaching staff and 55 non-teaching staff. The College runs three Diploma programs; Registered General Nursing (RGN), Registered Midwifery (RM), and a two-year Post Basic Midwifery (NAP/NAC). The College authorities have made provisions for several veronica buckets at various vantage points on campus to aid in handwashing in fighting COVID-19.

3.2 The study population

The target population is the nursing and midwifery students of Holy Family Nursing and Midwifery Training College, Berekum whereas the accessible population is all second year students of the College with a population of 243 which 96 are Registered Nursing students, 94 are Registered Midwifery students and 53 are Post Basic Midwifery students.

3.3 Study design

A descriptive study design was used for the study. This design was used for the study because there was the need to describe the characteristics of the phenomenon being studied. The

design also allows for us to observe the students in their natural and unchanged environment. The data collection in descriptive research allows for the gathering of in-depth information about the research problem.

3.4 Sampling technique and Size

A total of fifty (50) students were selected for the study. The respondents were obtained using the convenient sampling method. This method was used because it is inexpensive and respondents are easy to reach. The first 50 students who were readily available were selected.

3.5 Data collection methods and instruments

Data collection was done through the use of structured questionnaires consisting of both closed-ended and open-ended questions for easy expression of views and ideas. This was chosen as the method of data collection because it is relatively cheaper, avoided embarrassment on the part of the respondents, and the complete anonymity of respondents. Questionnaires were shared with the students in their various classrooms during the class period. We explained to them how the questionnaires were to be filled. Each student used a maximum of 20 minutes to complete the questionnaire.

3.6 Data analysis techniques

The data obtained from the study were checked for accuracy, utility, and completeness. The data were coded and analyzed using SPSS version 27 and the results were presented in tables or figures.

3.7 Ethical consideration

An introductory letter was obtained from the College before we conducted the study. The respondents were well informed about the purpose of the study and their consent was sought. Respondents were assured of anonymity and confidentiality by not providing any form of identification on the questionnaire. However, identification codes were used to represent the

respondent according to their chronologic entry into the study. Respondents were allowed to participate and withdraw from the study voluntarily at any time without any penalty.

3.8 Limitation of the study

The limitations to this study were, the limited time with which we had to complete the study and the smaller sample size that was chosen for the study. Because the sample size was small, we could not generalize the study findings.

CHAPTER FOUR

DATA ANALYSIS AND RESULTS

4.0 Introduction

This chapter presents a detailed analysis of the data gathered from the field. The results are presented in tables and figures. The analysis of data was done according to the specific objectives of the study. The results are categorized into the demographic characteristics of the respondents, knowledge level of students on leadership, actors that prevent students from taking up leadership role and ways of promoting students interest in leadership role at Holy Family Nursing and Midwifery training college-Berekum.

4.1 Demographic Characteristics of Respondents

Table 1: Age Distribution of Respondents

Variable	Categories	Frequency (n)	Percentage (%)
Age	18 - 21 years	17	34
	22 - 25 years	25	50
	26 - 30 years	6	12
	Above 30 years	2	4

Less than half of the respondents (34%) were aged between 18 - 21 years, 50% of the respondents were aged between 22 - 25 years, 12% of the respondents were aged between 26 - 30 years, and 4% of the respondents were aged above 30 years.

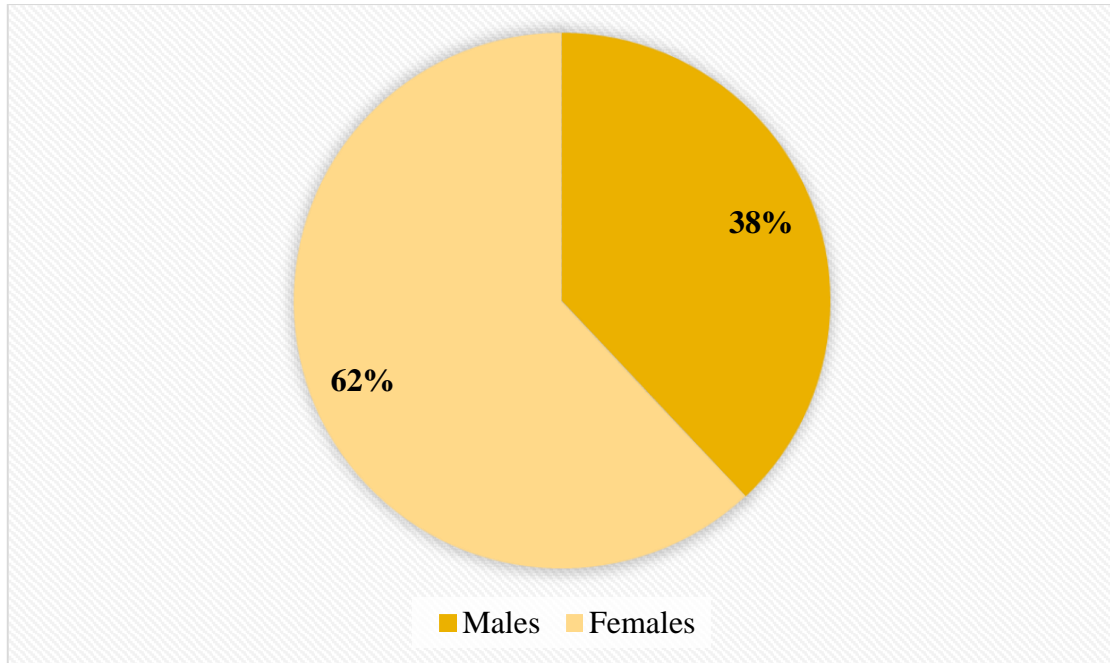


Figure 1: Gender of Respondents

Most of the respondents (62%) were females and 38% of the respondents were males.

Table 2: Marital Status of Respondents

Variable	Categories	Frequency (n)	Percentage (%)
Marital Status	Single	24	48
	Married	25	50
	Divorced	1	2
	Widowed	0	0

Most of the respondents (50%) were married, 48% of the respondents were single, 2% of the respondents were divorced and none of the respondents were widowed.

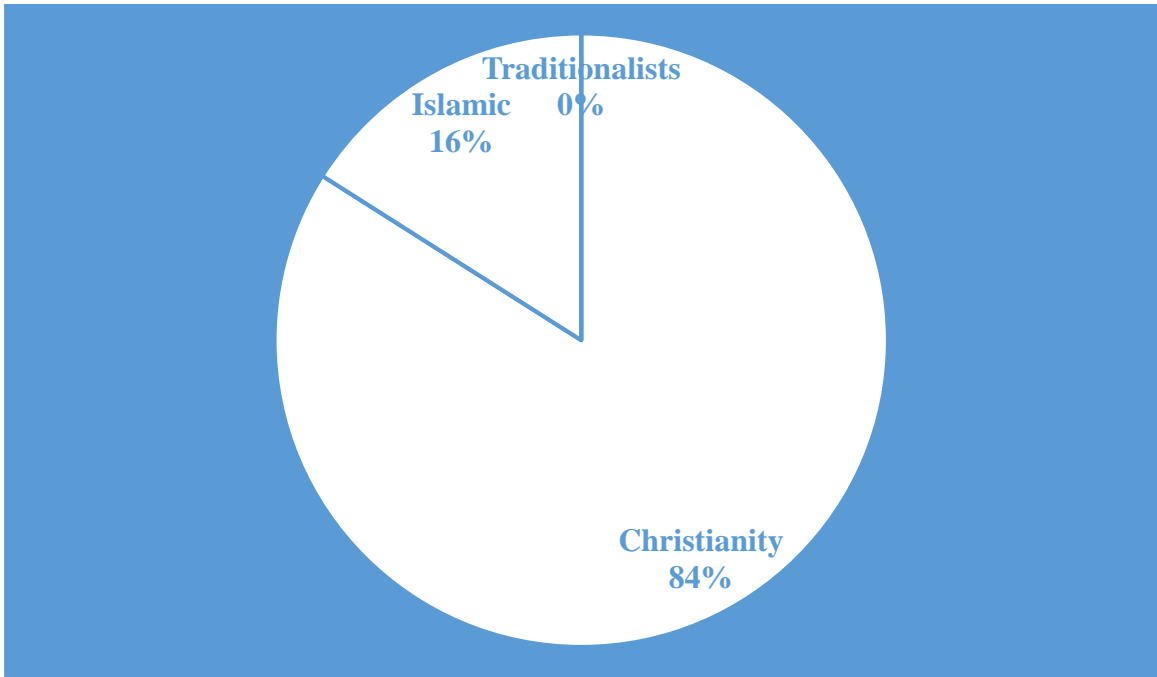


Figure 2: Respondents religion.

Most of the respondents (84%) are Christians, 16% of the respondents are Muslims and none of the respondents are Traditionalists.

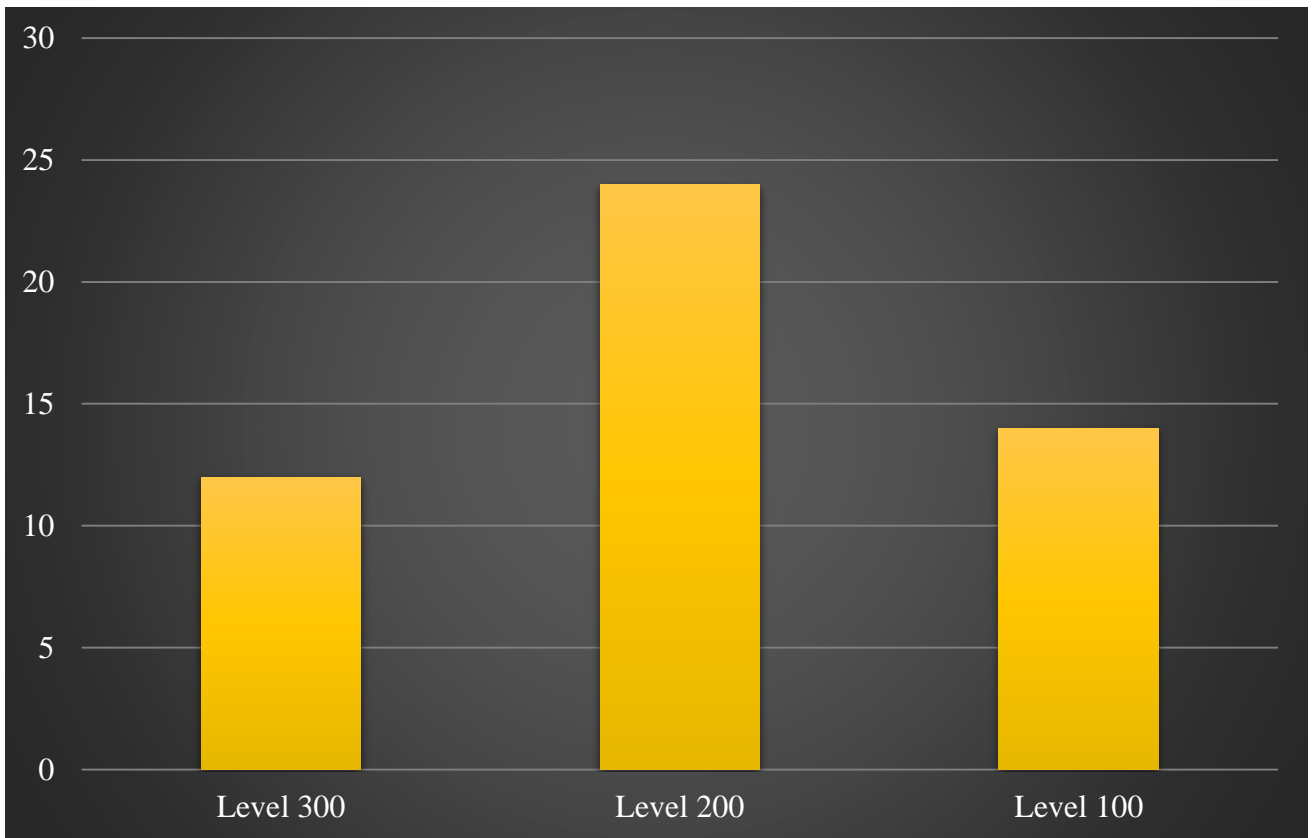


Figure 3: Level of Respondents.

Respondents were asked of their levels with regards to their class in the school, about 24% indicated they are in the level 300 meaning they are final year students. Then 48% indicated they are in second year which means that the second years were the highest and lastly the level 100 were also in the 28%. This clearly shows that most of the participants were all.

4.2 Knowledge level of students on leadership.

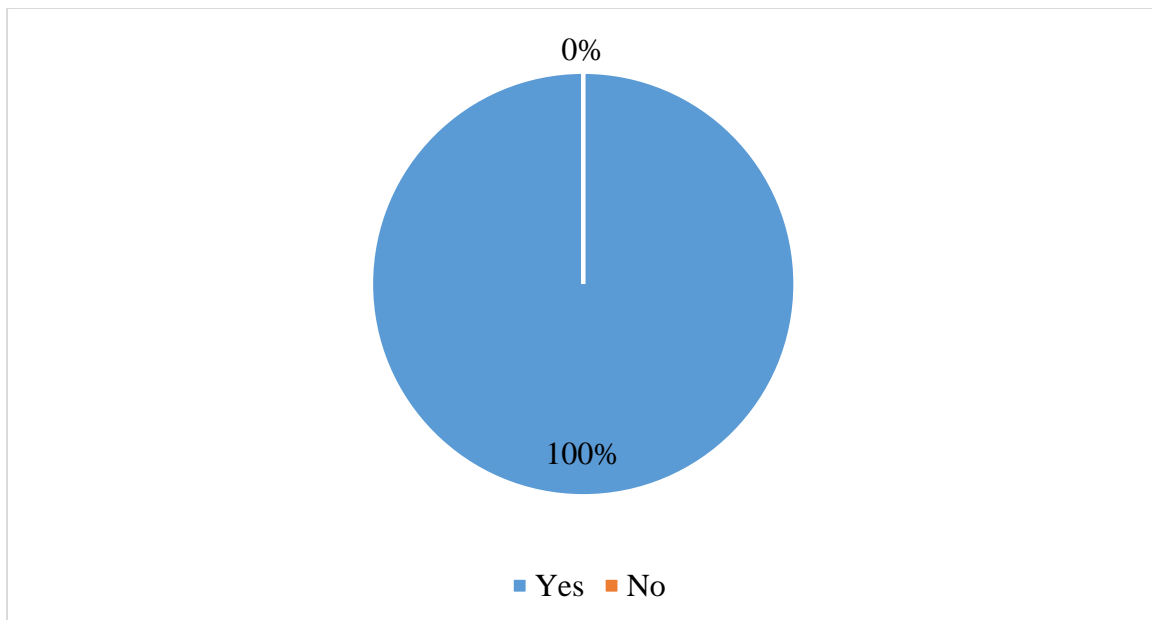


Figure 4: Respondents knowledge on leadership.

To know whether respondents have knowledge about leadership by asking whether they have heard of leadership role before, all (100%) the respondents indicated they have heard of leadership role before.

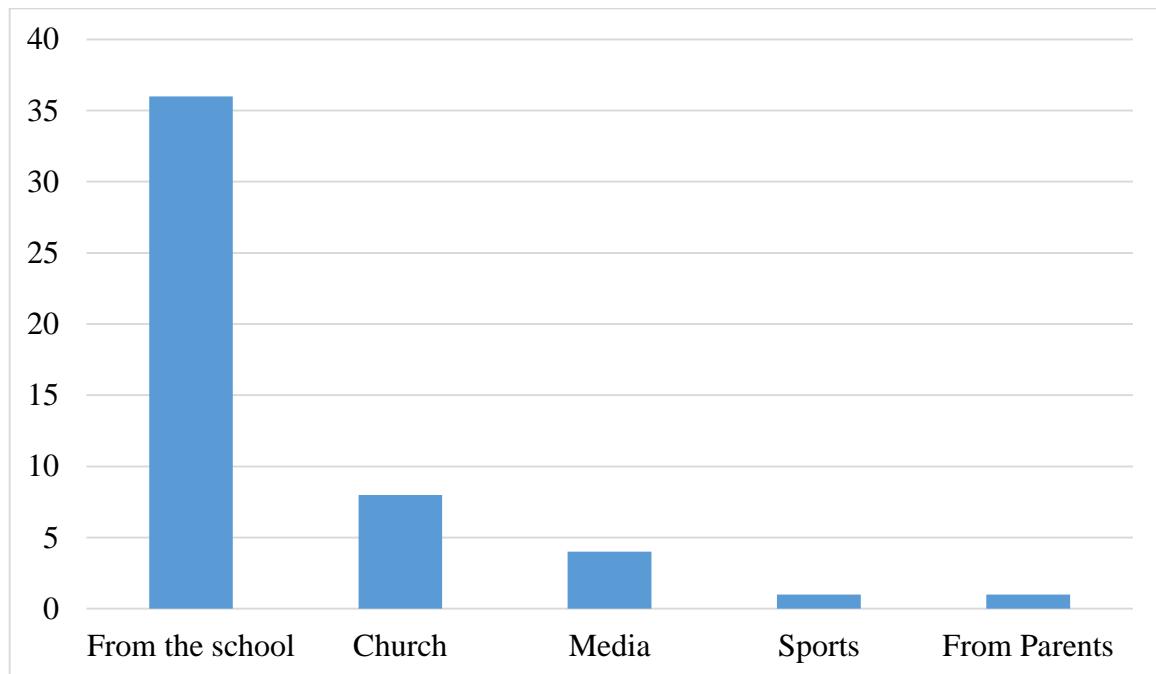


Figure 5: Respondents source of information.

They were asked where they actually got the information from and about 72% of the respondents indicated that they had it from school, 16% indicate the church, 8% indicated Media, 2% also indicated sport and lastly to another 2% indicated their parents told them.

4.3 Factors that prevent students from taking up leadership role.

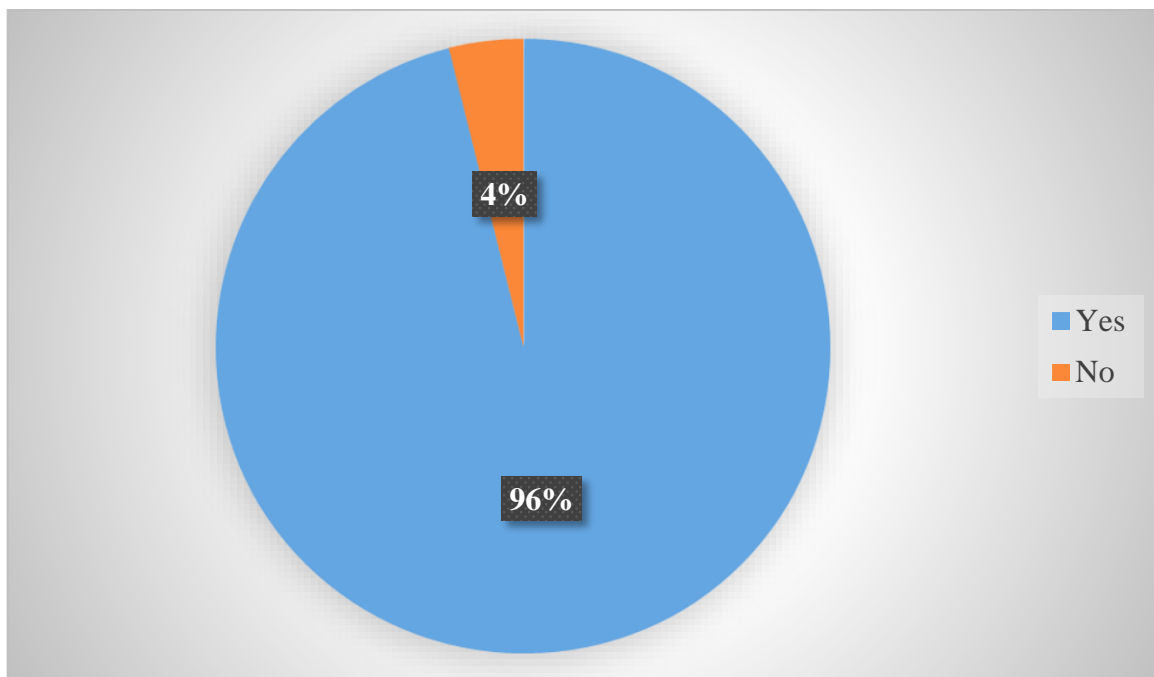


Figure 6: Respondents view whether they have taking leadership role before.

Under the factors that prevent students from taking a leadership role students were to asked whether they've taken any leadership or before and most important thing 96% of the students indicated yes which means they have taken leadership role before and just 4% also indicated that they have not taken any leadership role.

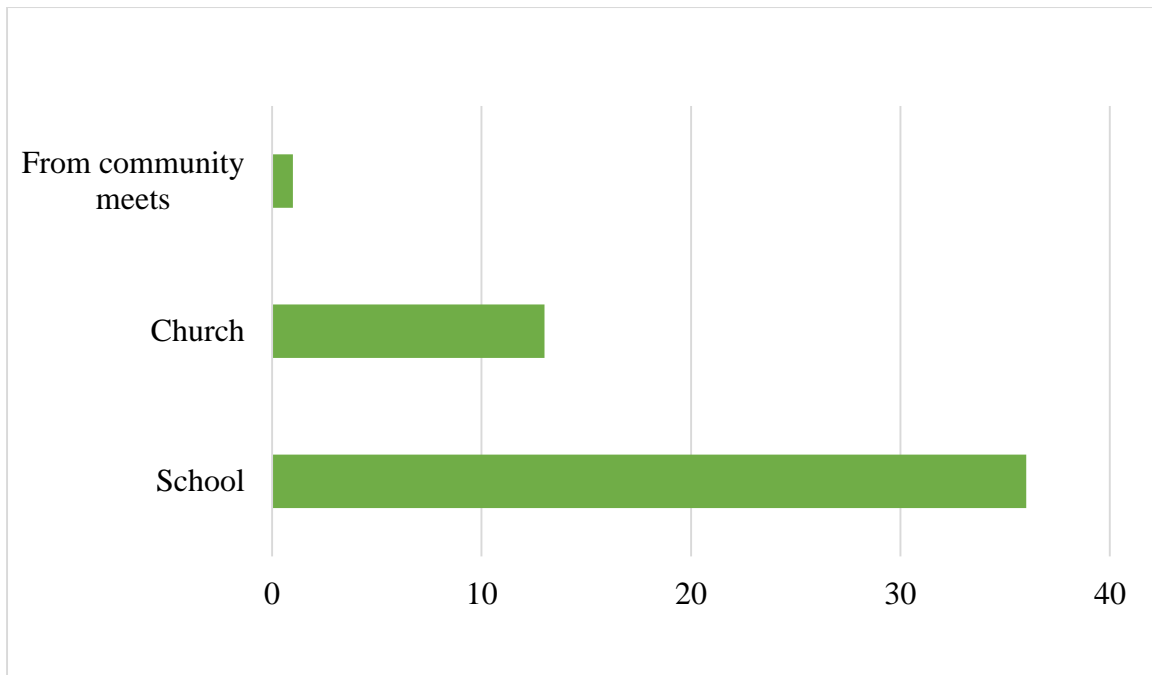


Figure 7: Areas where respondent have lead before

Figure seven shoe that, majority of the respondents (72%) have taken leadership roles mostly in their current and formal schools, 26% of them from their various churches and 2% from their community meetings.

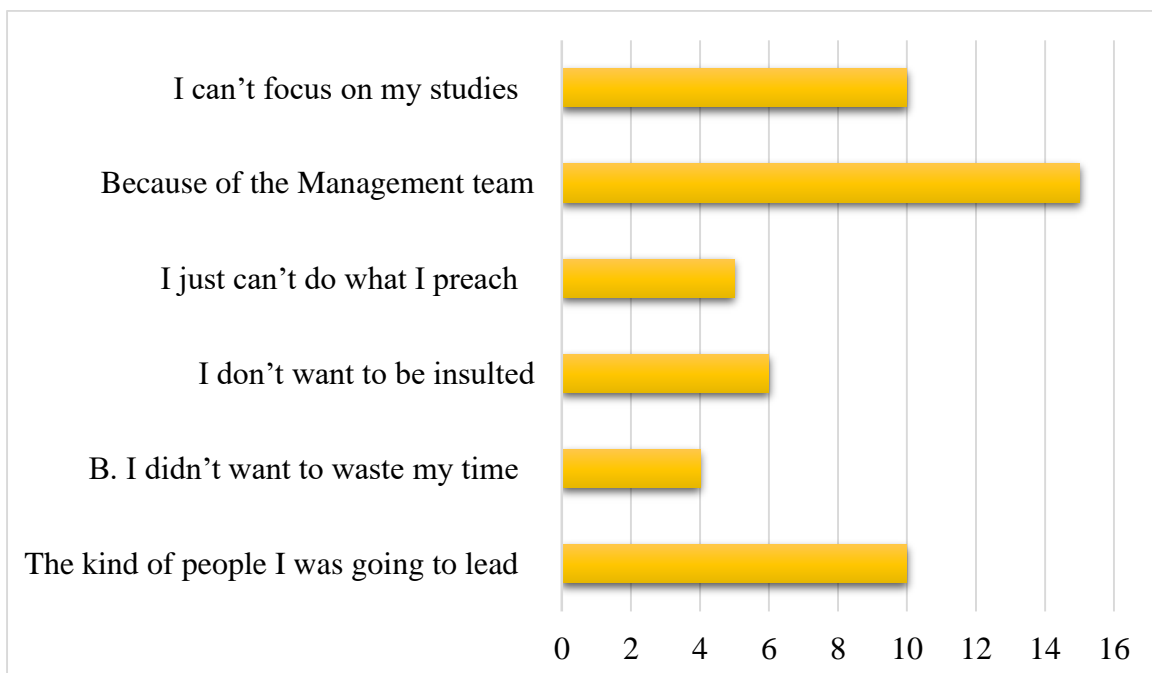


Figure 8: Reasons why taking leadership role is difficult for some people.

From figure eight, reasons why people find it difficult to take up leadership roles was accessed within these participants. And among all the respondents majority, that is 30% of them indicated that it's because of the management team of the school that's why they finding it difficult to take up any leadership roles. The same way 20% indicated that the kind of people they were going to lead and some also indicated that they can't also focus on their studies so they find it difficult take role. Twelve percent (12%) also indicated that they don't want to be insulted, where 10% also percent indicated that they just can't do what they will preach and lastly I didn't want my time to be wasted was also chosen by 8% of the respondents as their response.

4.4 Ways of promoting students interest in leadership role.

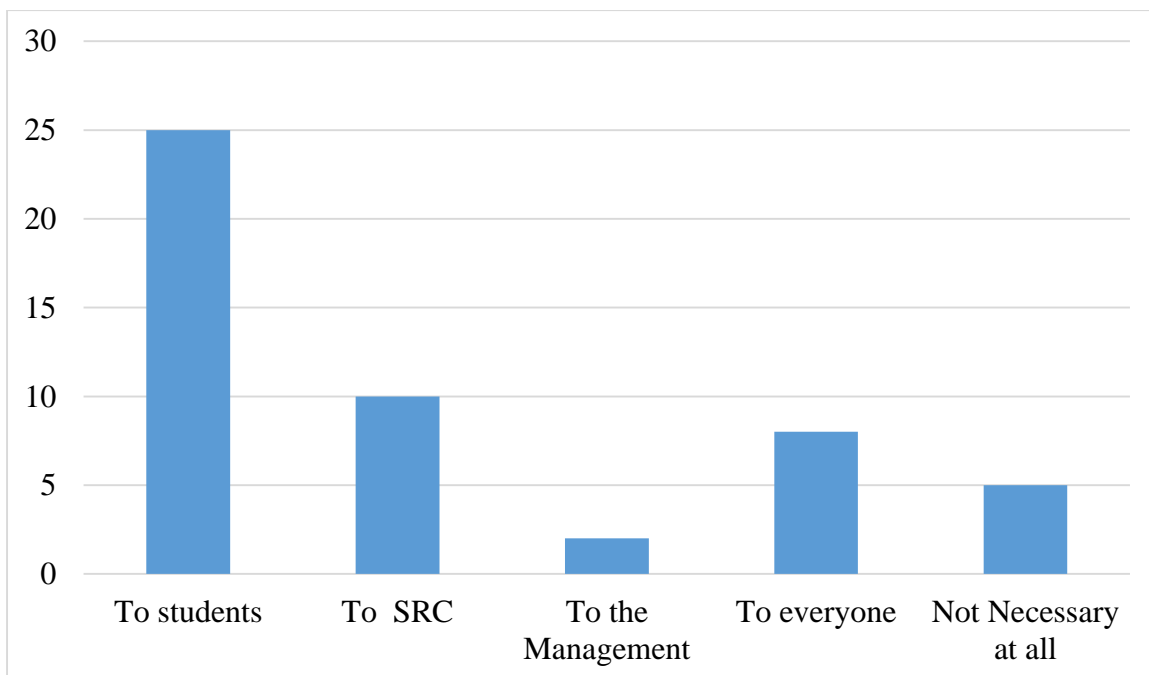


Figure 9: Respondents view on who leadership is important to.

With regards to who leadership is important to, about 50% indicated that leadership is important to students and 20% also indicated that it is important to the SRC, 4% of the

respondents indicated that it is important to the management moreover it is important to everyone was also indicated by 16% of the respondents also just 10% also indicated that it is not necessary at all to be a leader.

Table 3: Ways of promoting students interest in leadership role.

No	Ways of promoting students interest in leadership role.	SA	A	D	SD	TOTAL
1.	Respecting them	3	47	0	0	50
2.	Toleration their views	40	10	0	0	50
3.	Giving them authority	5	12	8	25	50
4.	Providing them sitting allowance	36	4	5	5	50

From table three, respondents were asked of the ways where we can promote student interest in leadership role. In view of that 6% strongly agree that respecting students are is a major way of promoting their interest in taking leadership role with 94% agreeing.

Also 80% strongly agreed that toleration of their views is another factor and 20% also agreed to that fact. Giving them authority was another category where 10% strongly agreed, 24% agreed, 16% of them disagreed and about 50% strongly disagreed that giving them authority is not a way of promoting their interest. Another category was providing them with sitting allowance after every meeting were 72% strongly agreed with 8% agreeing, also 10% strongly agreed and another 10% agreed.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

5.0 Introduction

This chapter provides an in-depth look at the major findings that emerged out of the research, comparison of the analyzed data with findings from other literature, conclusions, and recommendations.

5.1 Discussions

5.1.1 Knowledge level of students on leadership

In the current study to know whether respondents have knowledge about leadership by asking whether they have taken up a leadership role before and all the respondents (100%) indicated yes they have taken a leadership role before. Consistently, Marcketti and Kadolph (2017) in their study on undergraduate students in Iowa university have heard of leadership role.

In the present study most (72%) of the respondents indicated that they had their source of information about leadership from school followed by church (16%), Media (8%), sport (2%) and parents (2%). This finding affirms to Barton and Cox (2019) report which opined that students' source of information on leadership is the school. They added that students obtain the requisite knowledge and skills to assume leadership positions through organized programs in school.

5.1.3 Factors that prevent students from taking up leadership role

Under the factors that prevent students from taking a leadership role students were asked whether they've taken any leadership or before and most important thing 96% of the students indicated yes which means they have taken leadership role before and just 4% also indicated that they have not taken any leadership role. Consistently, Marcketti and Kadolph (2017) in

their study on reported that majority of the students had in one way or the other been leaders before. The study established that leadership skills significantly contributed to effective provision of student affairs services. In the present study majority of the respondents (72%) have taken leadership roles mostly in their current and formal schools. Similarly, a study conducted by Astin's (2018) found that the school environment provides a perfect platform for students to take up leadership roles.

The current study found that majority (30%) of the participants indicated that they find it difficult to take up any leadership roles because of the management team followed by the kind of people they were going to lead (20%) and some indicated they can't also focus on their studies (20%) so they find it difficult take leadership roles. Twelve percent (12%) also indicated that they don't want to be insulted, where 10% also percent indicated that they just can't do what they will preach and lastly, I didn't want my time to be wasted was also chosen by 8% of the respondents as their response. Similarly, these finding affirms to recent study conducted by Holzweiss et al. (2017) reported noninvolvement of students in decision making but are supposed to comply. According to the study, 92% indicated being rule out of decision Lloyd (2006) discovered that 71% of students reported that their participation in clubs and organizations positively contributed to their success in college instead of taking a leadership position. As a result, students who invest efficient time and energy into participating in their own matters gain a variety of positive benefits.

5.1.4 Ways of promoting students interest in leadership role.

The present study found that with regards to who leadership is important to, about 50% indicated that leadership is important to students and 20% also indicated that it is important to the SRC. Consistently, Astin's (2018) reported that the more interaction students have with their peers, the more invested students are in participating and being involved in clubs and organizations on campus. This makes reports provides the basis for the fact that leadership role

is beneficial for students because it provides the platform for students to address the issues of their peers in school.

Respondents were asked of the ways where we can promote student interest in leadership role. The current study found that majority (80%) of the respondents strongly agreed that toleration of their views is a major factor for promoting student interest in leadership role. Exactly half (50%) of the respondents strongly disagreed that giving them authority is not a way of promoting their interest. Another category that respondents strongly agreed was providing those who take up leadership role with sitting allowance after every meeting (72%). This finding contradicts to Kimlee (2019). It was reported that the need for taking up the role of leadership should come be inwardly driven so as to enable the individual give out his or her best when given the opportunity to lead.

5.2 Conclusion

The study concluded that respondents had adequate knowledge on leadership role. The leading source of information for respondents was the school. A significant number of the respondents had taken leadership role before. Most of these leadership roles were taken in school and churches. The leading reason for not wanting to take up leadership role was because the management of the school does not hold the office of the SRC in high esteem and hence the SRC doesn't have the autonomy they would like to have.

5.3 Recommendation

From the study, the following recommendations were made:

1. The Management team of the school should participate in student government.
2. The student leaders must live exemplify life in order to gain more respect from the student.
3. The leaders must be given at least incentives and packaging to motivate them.

REFERENCES

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APPENDIX
QUESTIONNAIRE

Dear Respondent,

We are students of the Holy Family Nursing and Midwifery Training College, Berekum researching the topic; “assessing the factors preventing students from taking leadership role in Holy Family Nursing and Midwifery Training College, Berekum.”

Kindly answer the under-listed questions by ticking (√) the appropriate box or writing in the space provided. Any information you provide is confidential. Your opinion is neither considered right nor wrong. You can choose to withdraw your participation at any time without any penalty. It will take approximately 20 minutes to answer this questionnaire.

Thank you.

PLEASE TICK [√] THE APPROPRIATE BOX WHERE APPLICABLE

SECTION A: DEMOGRAPHIC CHARACTERISTICS

1. Age:

A. 18-21 [] B. 22-25 [] C. 26-30 [] D. above 30 []

2. Sex:

A. Male [] B. Female []

3. Religion

A. Christianity [] B. Islamic [] C. Traditionalist []

4. Marital status

A. married [] B. single [] C. divorced D. widow

5. Program of study

A. RGN [] B. RM [] C. POST NAC/NAP []

- 6. Level of respondents
 - A. Level 200 []
 - B. Level 100
 - C. Level 300 []

SECTION B: KNOWLEDGE LEVEL OF STUDENTS ON LEADERSHIP.

- 7. Have you heard of leadership?
 - A. Yes []
 - B. No []
- 8. Where did you hear it?
 - A. From school []
 - B. Church []
 - C. Media []
- 9. Being a leader is good.
 - A. Sure []
 - B. Never true

10. How do you define leadership?

.....

.....

.....

SECTION C: FACTORS THAT PREVENT STUDENTS FROM TAKING UP LEADERSHIP ROLE.

- 11. Have you taken up any leadership role before?
 - A. Yes []
 - B. No []
- 12. If yes, where were you given that leadership role?
 - A. In school []
 - B. At church []
 - C. In my community []
- 13. If no to number 10, what put you off?

- A. The kind of people I was going to lead []
- B. I didn't want to waste my time []
- C. I don't want to be insulted []
- D. I just can't do what I preach []
- E. Because of the management team [] []
- F. I can't focus on my studies []

14. Can you list any other reason?

- i.
- ii.
- iii.

**SECTION D: WAYS OF PROMOTING STUDENTS INTEREST IN LEADERSHIP
ROLE.**

14. Student leadership is very necessary

- A. To students []
- B. To the SRC []
- C. To the management []
- D. To everyone []
- E. Not necessary at all []

Indicate your position on the following statements by ticking (√) the appropriate option NB:

SA= Strongly Agree, A= Agree, SD= Strongly Disagree, D= Disagree

No	Ways of promoting students interest in leadership role.	SA	A	D	SD
5.	Respecting them				
6.	Toleration their views				
7.	Giving them authority				
8.	Providing them sitting allowance				

NATIONAL CATHOLIC HEALTH SERVICE (DIOCESE OF SUNYANI)
**HOLY FAMILY NURSING AND MIDWIFERY TRAINING COLLEGE
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Our Ref.
Your Ref. HFNMTC/GC/011/100722

Date October 7, 2022

Joseph Appiah
Holy Family NMTC
Post Office Box 21
Berekum

Dear Mr. Appiah

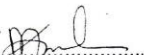
PERMISSION TO CONDUCT RESEARCH

With reference to your Memorandum dated September 22, 2022, I write to notify you that the students listed below have been granted permission to conduct their research in the College on the topic "Assessing the Factors Preventing Students from Taking 'leadership Role in Holy Family Nursing and Midwifery Training College, Berekum'".

1. Effah Godfred
2. Dinko Winpoa Portia Freda

Thank you.

Yours faithfully


.....
Monica Nkrumah (FGCNM)
Principal

PRINCIPAL
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MIDWIFERY TRAINING COLLEGE
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