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# Student governments and enhancement of higher education quality

Manja Klemenčič  
Department of Sociology, Faculty of Arts and Sciences  
Harvard University

# I Definition of student governments

**Student representative associations – student governments**, councils, guilds, bodies, parliaments, governments – are those whose **primary aim is to represent and defend the interests of the collective student body. They organize, aggregate and intermediate student interests, provide services for students and organize student activities.** They operate on different levels of HE governance: from the sub-institutional, institutional, regional, national to supranational level.



## II Student Representation on the National (and/or Regional) Level

- Logic of membership and logic of influence (cf. Schmitter and Streeck 1981)
- Typology of national student associations: as student movements vs. as interest groups
- National system of student representation: statist, corporatist, neo-corporatist, pluralist – formalised and informal



# III Student Representation in Institutional Governance

- Key defining characteristics: autonomy and representational structures
- Student capital/resources: professional expertise, legitimization of policy outcomes, social control of their members, and services valued by the authority
- Institutional pathways and cultural repertoires

# IV Student involvement in quality assurance

- Capabilities approach (Amartya Sen) to explain students' real opportunities and positive freedoms to act, intervene in and thus influence institutional quality
- Hirschman's (1970) "Exit, Voice and Loyalty" – student's exit, passivity or voice
- Loyalty built on belonging:
  - perceived insider status ("I am an important part of my university")
  - psychological ownership ("I own my university")
  - organisational identification ("I am defined by my university")

## THE ROLE OF THE STUDENT in QA

“[Students’] fundamental role in ensuring quality education is by taking their studies seriously and also capitalize on the conducive teaching and learning environment created within the school system in order to pass their exams as expected. They are therefore enjoined to eschew all actions that are counterproductive to the full realization of their educational potentials like truancy, academic and examination malpractices, intellectual dishonesty, resorting to violence as a means of seeking redress to their grievances among several others.

In as much as we charge on government and the other stakeholders to ensure that the necessary teaching and learning facilities and resources are provided to schools, we also think that it behooves on the students to take proper care and maintenance of these facilities in the interest of all. Students must also strive to adhere to high disciplinary standards and live above reproach in all their educational dealings **since there is a direct relationship between discipline and academic progress.**

January 27, 2015

The image shows a promotional graphic for 'NUGS WEEK CELEBRATION 2015'. At the top, there are four stars and a small logo. The main text 'NUGS WEEK' is in large, bold, red letters. Below it, 'CELEBRATION' is written in white on a red banner, with '20' on the left and '15' on the right. A white box contains the theme: 'THEME: ENSURING TOTAL COMMITMENT TO QUALITY EDUCATION; THE ROLE OF STAKEHOLDERS'. At the bottom, there are logos for 'Sponsors' (including 'rush!', 'VERNA', and 'MARINA MALL') and 'Media Partners' (including 'RADIO', 'WATSUPTEK.COM', 'EVENTGUIDE', 'myJCR.com', and 'BASE TV').

<http://nugstoday.blogspot.com/>

Signed by Rhodalyn Eshun,  
Communication officer and Prosper  
Dzitse, President of The National Union of  
Ghana Students

# Thank you!

Contact: [manjaklemencic@fas.harvard.edu](mailto:manjaklemencic@fas.harvard.edu)

