

UNIVERSITY OF CAPE COAST

IMPROVING STUDENT PARTICIPATION IN SCHOOL ADMINISTRATION
IN THE NAVRONGO SECONDARY SCHOOL THROUGH
PARTICIPATORY DECISION – MAKING

BY

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Dissertation submitted to the Institute for Educational Planning and
Administration of the Faculty of Education, University of Cape Coast in partial
fulfillment of the requirements for the award of Master of Education degree in
Educational Administration

CLASS NO .

ACCESSION NO.

3 61

DECEMBER 2007

CHECKED FINAL CHECK

DECLARATION

Candidate's Declaration

I hereby declare that this dissertation is the result of my own original research and that no part of it has been presented for another degree in this University or elsewhere.

Candidate's Signature.....Date..05-11-07

Name: George Tiile Badiita

Supervisor's Declaration

I hereby declare that the preparation and presentation of the dissertation was supervised in accordance with the guidelines on supervision of dissertation laid down by the University of Cape Coast.

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ABSTRACT

The study was an action research to help improve student participation in school administration in Navrongo Secondary School in the Upper East Region of Ghana. A sample of 109 students, consisting of 3 students from each class, provided data for the study.

The instrument used to collect data for both the pre-intervention and post-intervention stages of the study was a questionnaire. The pre-intervention was meant to determine the real nature of the problem envisaged as it existed between students and administration. The data results were analysed by taking a frequency count of similar responses. The data were then categorized and expressed in percentages. The pre-intervention data suggested that, some of the prefects did not know their roles as leaders. Thereafter, the activities of the prefects were monitored for three months. Data were again collected and analysed to find out the extent to which the intervention had helped to change the perceptions and attitudes of prefects towards their duties.

It was found out that the orientation, accompanied by a constant reminder of the prefects about their duties would help make them live up to the task. The study therefore recommended that orientation programmes should be organized for newly elected prefects to equip them with leadership skills. The Guidance and Counselling co-ordination should also constantly prompt prefects about the roles

ACKNOWLEDGEMENTS

It is true that such a work full of research studies and analysis could not have been done single handedly. Many people contributed greatly to the success of this work and must be commended as such.

I wish to first of all register my profound appreciation to my supervisor, Madam Baaba Aidoo for taking pains and spending sleepless nights to go through this piece, offering suggestions and making the necessary corrections to enhance the quality of this report.

I similarly owe gratitude to Mr. J. E. Andanye, of the Ministry of Food and Agriculture, Upper East Region who was instrumental in my pursuing this programme. I am also indebted to Agnes Adongo of Navrongo Secondary School who helped to type this work. I equally acknowledge all authorities and columnists from whose works I tapped relevant literature. However, all other efforts put in to complete this work remain mine.

DEDICATION

I dedicate this work to my maker for giving me good health and peace of mind to complete this work successfully.

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CHAPTER ONE

INTRODUCTION

Background of the Study

In any formal organizational structure, the effectiveness of the administrative machinery counts so much on good leadership. The school as an organization in no uncertain terms depends to a large extent on a solid leadership base to enable it achieve its set objectives. Schools with humble beginnings and young populations may not need any complex administrative network, but with time as they grow, the need along the line begins to arise as to the expansion of the leadership brackets, hence the involvement of student leadership. The efficient management of schools depends on the ingenuity of their heads who provide level playing fields for both staff and students to participate in decision-making.

According to Oduro (1999), involving the Students Representative Council (SRC) in decision-making in schools is a healthy way of making them responsible and self-disciplined. The SRC also serves as a communication link between administration and the student body. Student leadership also complements the efforts of administration by helping to enforce certain school rules such as ensuring that, their fellow students attend school gatherings, organizing clean-up exercises, observing preps, lights out, among others.

Considering the key roles played by student leadership in schools, it is worth expending to get the right calibre of student leaders to rally behind school administration to instill discipline and the overall running of schools. In

schools with very small populations, the leadership determines to a large extent, the standard of organization and management of that school. In young schools, the head's leadership style alone may be enough to influence the entire administration. However, as the school grows; there is a need for an expansion of a leadership base. The rapid expansion of some schools in terms of enrolment in Ghana, coupled with the inadequate resources available to cope with the ever increasing demand for educational provisions has made most schools' administration a much more complex and difficult enterprise now than a few decades ago.

For effective and successful school management, the head must create a favourable environment for participatory decision-making in the running of the school, for the success of every school depends to a large extent on the way it is managed. The need for the efficient management of schools has placed greater emphasis on the nature and quality of the work of the head as the leader of a team of professional educators and as the manager who supervises to ensure the effective use of the available human resources. When members of staff and students are given the opportunity in the participation of school administration, there is the likelihood that their level of commitment in school management would be very high.

Student involvement in school management is a step towards fostering responsible attitudes among students and bringing about a greater sense of self-discipline within the student body, through the student representative council or the prefectorial system of that institution. Student leadership therefore complements the efforts of staff in ensuring a smooth running of the affairs of the school.

The fundamental role played by school prefects is to act as general agents of social control in the school. The duties of student leaders include ensuring that their colleagues attend gatherings, seeing to maintain law and order among fellow students, supervising clean-up activities in the school, among others. Prefects are identified by some formalization such as their uniform being different from the rest and also their names listed on the board of past officers of the prefectorial board and this pasted in the administration for reference purposes.

Considering the significant role student leaders play in schools, time and resources are spent to select the best possible leaders. The expectations for selecting, school prefects may not be realized if certain tumbling blocks stand in the way of the prefectorial system in the school. Thus, the important question is not whether the prefects are democratically elected and that they have the same level of authority in the administration of the school, but if they are not familiar with the task given them, they become insecure and apprehensive. Unless they are adequately informed of how the new system works, they are likely going to fumble as they go about their duties in the new role as student leaders.

The major problem commonly observed about student leaders in the schools is that they do not seem to have a clear idea of the roles and duties they are supposed to perform. Even though some may perform creditably in their schedules, it may be realized that they are doing it on trial and error basis and before corrective measures are adapted to remedy the situation, some irreparable damage might have been caused.

Some prefects also work with instructions from teachers and have no initiatives of their own; so in the absence of teachers in the administrative machinery, it means a complete lot of mess in the system.

As Farrant (1997) noted, if the new employee is not quite familiar with the task given him, he becomes insecure and apprehensive of many things. Unless he is adequately informed of the way things are done in the system, he would often fumble. He went on to say that a lot of time and sometimes money may be invested in the selection process and this investment can be dissipated and possibly lost through lack of orientation. That is if the new personnel are not given the chance to contribute to the work of the school.

Navrongo Secondary School

In 1960, the Education Department of the Government of Ghana opened a Government Secondary School in Navrongo (NAVASCO) and it was at that time the second government assisted secondary school in the three Northern regions; with Government Secondary School, now Tamale Secondary School (Tamasco) ranking first. Navrongo Secondary School that has on its crest "LUX BOREALIS" which means "light of the North" has turned out many scholars who have taken up many key positions in the country. This is as a result of the competent leaders the school is blessed with. The first Headmaster of Navasco, Mr. Fiagbe got his student leaders by appointing students he felt could be good leader and made them prefects. This trend continued until 1969 when students went on demonstration, agitating the dissolution of the then prefectorial board because it was not seen to be working in their interest. The entire student population was sent home as a result.

When the students were later called back, a new system of prefectorial selection emerged. Students who were interested in leadership roles registered with the senior housemaster/mistress. They were later vetted, and successful candidates from the screening exercise voted for by the students themselves to fill various positions of trust in the school. This method of choosing prefects in Navasco has since come to stay.

The SRC is a collection of student representation from the various classes and from this selected few they also choose their leaders. The SRC of Navasco is likened to parliament where you have the various ministries e.g. ministry for academic affairs, ministry for information, finance, social welfare and ministry for justice. The ministry for justice sees to it that students enjoy their rights and liberties and not an organ meant for meting out punishment to students who go against school rules. The ministry of finance mobilizes funds from both students and benevolent groups and individuals and undertakes development projects in the interest of the entire school community. For example, beginning from 1998 onwards, the student representative councils have provided a lot of material things to give the school a phase lift. In 1998, the council executive bought a lot of books and replenished the school library. The 1999 group provided steel benches under shady trees for relaxation when the sun is scorching. The 2000 year group of the SRC bought and placed plastic containers at vantage points in the school to take litter, which used to be left all over the place. In the same way the 2001 SRC provided drying lines in all the fourteen houses in the school to cater for drying students' uniform. With the 2002 and 2003 leadership of the SRC, the former erected directional signboards to help visitors find their bearings, while the latter

purchased plastic tiles and covered the top of the school dining hall tables. Information collected from SRC files and SRC file from the headmaster's office.

The "Navascan Horn" which is the school's magazine, contains annual reports by the headmaster various houses, senior prefect, SRC president and reports from the various units in the school. Articles are also invited from interested students and staff. The languages department edits all write-ups before they are published. It is educative and also improves the students' communicative skills.

The school features prominently in national competitions. In the National Science and Mathematics Quizzes, Navrongo Secondary School emerged second in the northern sector in 1996, and has since not found its feet in this direction because of gross indiscipline, disrespect and disobedience on the part of students. In the field of Sports, the school is a super star in the Upper East Region. In both football and athletics, no school in the region can measure up to Navasco.

In the school, the head is ably assisted by his two lieutenants (i.e. assistant heads for administration and academic) who support him with administrative and academic duties. The senior house master together with the housemasters directly ensure the implementation of the school rules and regulations, including seeing to it that sanitation in the school and personal hygiene are observed among other duties. These duties are to be performed with the assistance of the school prefects. The school prefects and the student representative council have the senior prefect as their chairman.

The election of school prefects in Navrongo Secondary School (Navasco) depends largely on good character and sound academic background. This is a healthy practice because a leader must be morally upright in character for the others to emulate. Jessica and Faust (1969) commented that the mode of assessment and evaluation of persons for employment into institutions, professions or occupations require that applicants possess such qualities like honesty, reliability, ability to get along with others, leadership traits, among others. All these areas mentioned in their comment have something to do with good character. It is therefore worth noting that for a student to mount a leadership rostrum in Navasco, he/she must be of a good character. Student leaders are not nominated, appointed or forced on to the student body by the school administration, rather, it is students who express interest in leadership are those given the chance to contest leadership positions through the secret ballot system after thorough screening by an electoral council made up of the teaching staff of the school. The screening exercise looks out for candidates with outstanding academic backgrounds and good behaviour.

There is democracy in the election of prefects in Navasco and no element of intimidation from school authorities is experienced. As Herber (1989) notes, if prefects are appointed by the head and staff, they will have the tendency to immediately look up to the staff as their source of authority.

Statement of the Problem

Student leadership in Navrongo Secondary School is considered as part of the decision-making machinery in the school. Students are represented at all levels of the existing committees in the school.

However these prefects, back at the student level, find it extremely difficult to direct their own colleagues to perform various activities in the school. For instance, cleaning the compound must be done under the supervision of teachers if it is to be successfully done. Prefects find it difficult to organize any clean up exercises in the school on their own. Students break school rules whilst prefects look on helplessly. Attendance to school gathering is only successful when it involves staff supervision. Meetings organized by students themselves are usually very poorly attended except when it is in their own interest.

The above observations seem to imply that the prefects do not have a clear idea of what their duties are. From all indications, the duties of these prefects have not been clearly defined to them. They always have to depend on the staff for instructions and directions. The situation calls for a closer study in order to assess the factors that affect students leadership performance.

Purpose of the Study

The main purpose of the study was to find out strategies to make prefects more effective in discharging their duties more diligently. This study was therefore intended to find out some of the factors contributing to the non-participation of student leadership in Navrongo Secondary School in school administration and participatory decision-making and to put in place the necessary interventions to help remedy or scale down the problem.

The Research Questions

The research was aimed at improving students' participation in school administration in Navrongo Secondary School through participatory decision-

making. The following research questions were formulated to guide the research study.

- a. What are the factors responsible for the apparent non-performance of school prefects?
- b. What is the extent of the non-performance of school prefects?
- c. Would student leadership training and formation of a disciplinary committee improve performance of school leaders?

Significance of the Study

The results of the study suggest that effective student leadership can help the school to achieve its goals. Thus Heads of school may be encouraged to delegate authority to student leadership. Also, allowing students a hand in the running of an educational institution would help equip them with the requisite leadership skills. This will help them when they grow up and take up leadership positions, they would not be found wanting because of the previous leadership experience they have had. For example, personalities like Totobi Quakye and P. V. Obeng who featured prominently in Ghana's political arena for eighteen years (from the NDC era in 1982 the NDC era in 2000) were student leaders during their school days.

In the same way, some petty tensions that build up in students and which lead to riots because channels of communication are not opened to them would also minimize since students representatives can now inform their members on issues affecting them in the school. For example, giving student leaders the opportunity to sit in, contribute, and decide on their colleagues fates on disciplinary issues, is a clear manifestation of a true representation of both staff and students in the decision – making process.

The document, if made accessible to other heads of educational institutions, may help them to consider the degree to which they should involve students in school administration. It may also motivate those who have not yet practiced it to give it a try.

Limitations of the Study

In spite of all efforts by the researcher to conduct a thorough study, some limitations emerged. These include:

- a. the study covered administration, prefects and a handful of other students. It is however possible that other interesting findings could have been made if the entire student body had been covered.
- b. fear of being punished by exposing certain administrative inefficiencies, respondents may not have given the correct responses and this could also render the research findings unreliable and the results cannot be used to address topical issues in leadership drive.

Delimitation of the Study

The area of the study was Navrongo Secondary School in the Kassena-Nankana District of the Upper East Region. Navrongo Secondary School is among a cluster of schools in the district, located in the South Eastern part of the district. The study was limited to Navrongo Secondary School and sought to assess the state of student participation in the administration of the school with the view of helping to improve student leadership in the school through some interventions. The study would therefore yield positive and reliable results from which a possible generalization could be made to other institutions.

Definition of Terms

Some terms are used in the research which are not widely recognized, hence the need to explain them to make this piece comprehensive.

1. **Decision making:-** agreeing on something for the good of all.
2. **Students:-** Inmates of an educational institution.
3. **Prefects:-** Leaders who oversee their fellow students.
4. **Discipline:-** calling people to order by making them obey orders.
5. **Leadership:-** a group of persons who steer the affairs of an organization.

Organization of the Study

Chapter one covers the background of the study, it underscores the importance of students' involvement in school administration. The chapter however looks at problems likely to be encountered by student leaders in the discharge of their duties if they are not given the proper orientation by staff. The emphasis of the chapter is on the following:

1. **Statement of the problem**
2. **Purpose of the study**
3. **The research questions**
4. **The significance of the study**
5. **Limitations of the study**
6. **Delimitation of the study**
7. **Definition of term and**
8. **Organisation of the study**

Chapter Two looks at a review of related studies and observations made by other researchers and writers. The literature review concentrates on the following:

- a) Concept of participatory decision making
- b) Benefits of participatory decision making
- c) Students on duty and work performance

Chapter three (3) discusses the research design and the instruments used in the study. It seeks to discover the purpose for which the research was conducted. It also analyses what are likely consequences of the problem and find possible solutions to the problem.

Chapter Four (4) discusses the analysis of both the pre-intervention and post intervention data that were gathered for the study. The main area of student participation in the school administration of Navasco that was focused on in the study was the prefectorial system and the performance of prefects in school administration.

Chapter Five (5) summarises the study and goes further to offer suggestions and recommendations as to what steps to take to improve the situation.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter looks at a review of related studies and observations made by other researchers and writers. It among other things look at the following: what is an organisation, the school as an organization, the administrative structure of the school administration, situation, the prefectorial system, concepts of discipline, Navrongo Secondary School and the concluding and summary of the related literature.

What is an Organization

An organization as a system according to Cole (1990), is a collection of interrelated parts which form a whole. According to him, the system may be closed or open. The closed system to him is the one for practical purposes and completely self –supporting, with nothing to do with the environment, while the open system closely interacts with the environment for its essential inputs and for the discharge of its outputs. He sees an organization in this context (open system) not to have visible boundaries, for the boundaries of a social system are based on relationships and not on things. To him it is management decisions and choices that determine where the organization ends and where the environment begins:-

The major characteristics of the open system is that, it receives inputs or energy from the environment, convert them into outputs and these outputs are discharged into the environment as shown in figure 1(a).

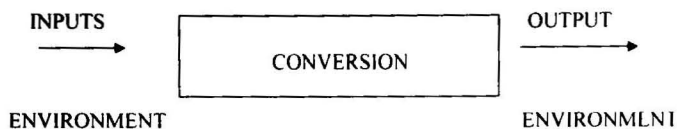


Figure 1(a): Basic Model of an Open System.

Source: "Business Management" by Cole, 1990.

According to Cole (1990), the main feature of the organization as an open system is its inter-dependence on the environment which may be relatively stable or relatively uncertain at a particular point in time. To him this feature is of considerable importance to business enterprises which need to adapt to the changing fortunes of the market place if they are to survive and flourish. Figure 2 exemplifies the message Cole tried to hammer home to the reading public.

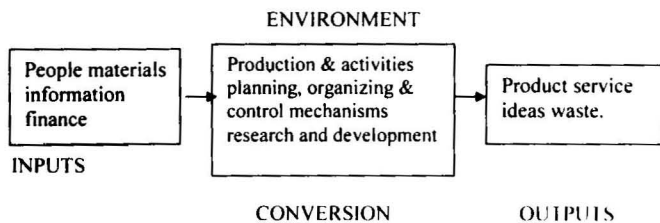


Figure 1(b): The Organization As An Open System.

Lucey (1995) describes an organization as a group created and maintained to achieve specific objectives. Citing practical examples, he said it could be a hospital with objectives dealing with health care, a local authority with objectives concerned with providing services to the local community, a commercial company with aims including earning profits, providing returns for shareholders. To him, modern economies consist of countless organizations, so their efficiency and performance are of critical importance

As a result the types of organization, their structures, methods of management used and their relationships with other organizations have been extensively studied and research have been carried out. He agrees that there is no universally accepted definition of an organization but admitted that some eminent management writers have defined an organization as "a system of inter-dependent human beings, intricate human strategies designed to achieve certain objectives as a co-operative human activity." He further contended that even though there is no universally accepted definition for an organization, features such as; goal oriented, social systems, technical systems and integration of structural activities, describing organizations would be accepted by most people. Lucey in conclusion, stressed that any organization as a system has people with a purpose, working in groups, using knowledge, techniques machines and coordinating their efforts.

The School as an Organization

K. Dapaah (2004) asked parents and school authorities to work in a gainful partnership for the accelerated, and all round education of children. He asked parents to be responsible to their children while school authorities provide the needed academic environment for teaching and learning to strive. He stressed the need for both parents and teachers to constantly be in dialogue, with a collaborative focus to see to the welfare of these children if they want their potentials to be discovered in society.

According to K. Annoh (1997), school heads owe it a duty to allow their teachers to effectively contribute to the running of their schools. This he said could be done by appointing them to serve on the various committees in the schools, delegating to teachers part of their duties and forming consultative

bodies, constituted by teachers which could be used to run the schools. He however cautioned that before the head delegates, he should understand the capacity of the subordinate he is delegating to; let the subordinate know the objectives to be achieved from the clearly defined duties he is to perform, and allowing subordinate sufficient freedom to independently carry out the assigned task, while the head supervises.

On student's participation in school administration Annoh (1997), called on all heads of schools to involve students in their administration. He assured heads of schools that the benefits to derive from it will be varied and numerous. He cited the student representative council / prefectorial board which contributes in no small way to the management of schools. Some of these major contributions of student leaders in the running of schools according to him include:-

- a. Student leaders forestalling strikes and demonstrations in schools.
- b. Promoting harmonious relationship between students and staff
- c. Providing channels through which students grievances, criticisms and suggestions to policies and programmes could be brought to the attention of school authorities
- d. Ensuring that a conducive atmosphere is created for learning
- e. Ensuring that students obey school rules
- f. Helping students to understand and appreciate problems faced by school authorities.
- g. Ensuring that the compound is clean and tidy
- h. Standing in to manage schools for school authorities when duty call them somewhere.

He asked that student leaders should also be made to serve on committees, while frequent durbars are held for students to express their opinions and views on what prevails in the schools.

According to Seini (1995), a secondary school is effectively and efficiently run when there is a co-ordinated effort where the head involves all and sundry to sit in to take decisions. He identified these bodies to include the Board of Governors, Headmaster, Assistant Headmasters, Senior housemasters / Mistress, housemaster / heads of departments teaching and non-teaching staff, senior prefect, prefects and the entire student body.

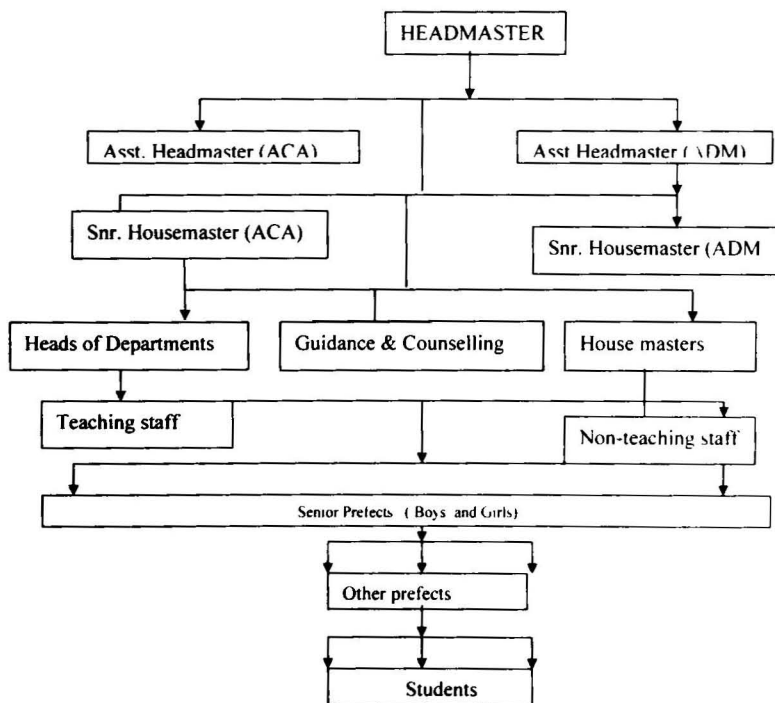


Figure 2: School Organisational Chart

Source: Seini, 1995.

According to him in the absence of the head, the assistants can step in to take up the administration of the school. In the same way, the senior housemaster / mistresses can also steer the affairs of the school where both the head and his/ her assistants are called to duty outside the school. The prefects, with the senior prefect at the apex can also supervise their colleagues in the absence of members of staff. The heads of departments see to the effective academic work in their respective departments, while the guidance and counseling officer sees to the career and emotional needs of students. Seini also emphasized the need for effective delegation of authority to subordinates if a school is to make head way in terms of development and advancement, adding that there should be a fair representation of both staff and students in school committees to give them leadership skills. In summing up, N. Seidu (1995) had this to say: "we live in a new era, with its new generation of students who, as a result of the world gradually shrinking into a small global village by fast communication, imbibe values and traditions which are at variance with culture and traditions of the Ghanaian society".

Musaazi (1982) drawing from the work of Chester Bavnard, discusses among other things that in a school people should work as a cooperative unit, that is principal, teacher, students and non-teaching staff should all function as a team. He further added that the successful school head is the one whose administrative efforts are fully supported by his teaching and administrative staff as well as the students. He noted that administration is a shared responsibility and therefore the organizational structures should allow a free interplay of ideas in order to minimize the rigidity fostered by hierarchical structures.

From the concluded discussion, it can be said that there is a significant agreement among school authorities of the need for participatory decision – making. Some efforts have been made to implement these ideals with the educational sector in most countries.

D. Salome (2004) stated that majority of the populace is not participating in decision –making, implying that the interests of over half of the country’s population were not reflected in the decisions made. He lamented over the inadequate number of women (19 women) in the 200 member parliament which cannot give a complete representation of the female population in the country. He stressed that women’s inability to go into the governance in Ghana had been attributed to a number of factors, some of which include: cultural, social and economic and these place them at a disadvantaged position. He therefore called on the women folk and the powers that be to fairly represent all and sundry in decisions affecting a particular group of people. He emphasized that in every social system efforts must be made to have an all – round equal representation in whatever decisions that affect them as a people in that human institution. Narrowing it down to the school level, he said it is worthwhile for the head to involve both teachers and students in the administration of the school if he wants to achieve positive results.

Baah-Wiredu (2004), in an interview with the daily Graphic after an eight hour (8 hr) meeting with student representatives from the various public universities, vice chancellors, registrars, government officials, academic board members and National Council for Tertiary Education (NCTE) stated that government wanted the five public university councils to seriously address students’ petition for a reduction in the academic and residential user fees for

the academic year. He asked members of these councils to convene an emergency meeting to deliberate on the petition since they were the only statutory bodies, which could determine fees to be paid by students. He said this when students from the five public universities went on demonstration because they claimed their academic and residential user fees had been increased a hundred fold. He reiterated that matters of that delicate and sensitive nature should be addressed collectively to find lasting solutions to them. He added that if there had been some sort of consultation at the initial stages, the matter might not have assumed that dramatic and unpleasant turn it had taken.

According to Torriagton and Hall (1991) the method of communication used is to depend on the message to be passed on: so the student representative council (SRC) serve as a link between students and administration and should work to foster understanding and co-operation between the two streams in terms of information flow. The council also works to resolve any problems that might disrupt the effective administration of the school, thereby creating a harmonious school climate for all to strive to achieve the goals set by the school to accomplish. To them the type of activity and the extent, to which the SRC can organize and execute it, largely depends upon the tradition and tone of the school. In general, the operations of the SRC in every school are spelt out in a constitution, drawn by the students themselves, but with the guidance of members of staff. The writers continued to say that the SRC works hand in hand with school authorities in the area of sports. Here the SRC forms a sports committee, headed by sports prefect who takes instructions from the sports master. This committee draws sports programmes with the assistance of the sports master. Torriagton and Hall see

the SRC to be indispensable in school administration and advocate that every school should always try to get a formidable and competent SRC to help steer the affairs of the school.

In an address at a conference of heads of assisted secondary schools (CHASS), A. Tetteh-Enyo (1995) regretted that there was a complete breakdown of discipline in some educational institutions which led to violent demonstrations, resulting in heavy losses of both private and public property and even sometimes, lives. He called on both teachers and parents to close their ranks and help maintain discipline since a school cannot achieve much in an atmosphere of indiscipline and anarchy. He however confessed that it was no easy task maintaining discipline since it goes beyond mere rules and regulations. He asked both staff and students to see themselves as members of a human society, with its own culture that respects the rights of both staff and students, their freedoms and limitations, just like in the wider society.

He called on every school to have a set of rules and regulations to guide the conduct and activities of students and these rules and regulations should not necessarily be the same in all schools except a few standard rules and regulations, which must run the spectrum of all schools. He however cautioned that these rules and regulations should be formulated and enforced by both staff and students leadership so that this will enable them understand the rationale behind certain rules and ensure their conformity and compliance.

These rules should be subject to periodic review to bring them in line with socio-economic changes in the wider society, he added. Tetteh Enyo concluded that students should be made to participate in school administration since that is the only way they could be committed and would not turn round to blame staff for taking certain disciplinary measures against them.

According to the findings of the Simple Atiiru Commission report (2002), students succeeded in their demonstration because prefects were not vigilant else they would have discovered the nefarious activities of the leaders and would have hinted the school authorities to take steps to foil it because the leaders took four days to plan the exercise. Debrah (2002) called on parents, teachers and school managements to join forces and find a lasting solution to the growing indiscipline among students. He emphasized that, if alcoholism, drug addiction, examination malpractices violent demonstrations, sexual promiscuity among others, which plague the educational institutions, are not checked, they could ruin the future of students. He made the call when he launched the Silver Jubilee celebration of St James Seminary/Secondary School at a ceremony in Sunyani. The theme was: "education and discipline: the keys to national development". He asked students not to hesitate to send forward their problems to school authorities for redress. He however commended St. James seminary / secondary school staff and students for the harmonious manner in which they interacted with each other and asked them to keep it up. D. Akua (2002) on her part lamented that the government's efforts to achieve quality education is likely not to achieve the desired results if there existed in the system, moral degeneration, school dropouts and indiscipline among students and teachers in the educational institutions. She asked all stakeholders in education to join hands in the moral upbringing of the children. She concluded by adding that, school authorities cannot punish wrong doers for fear of being victimized by parents, hence the indiscipline behaviour of a section of t students.

Okrapang (2002) chief of Etsii Sonkwaa in the central region called on parents and guardians to take advantage of the government's fee-free

policy and enroll their children and wards in school. He also appealed to parents and guardians to take keen interest in both the academic and moral upbringing of their children since this would help them grow into useful and disciplined adults. To the students, he asked them to be law-abiding and use the right channels to get their grievances addressed. Okrampang said this at an open day organized to commemorate the establishment of a catholic school built in his town, 54 years ago.

In a related development, Jackson (2005) the National President of the Ghana Conference on Evangelism has blamed the poor training and immoral conduct of the youth on irresponsible parent-hood. She regretted that even though most parents were aware of their responsibility for the proper upbringing of their children, they deliberately shirk such responsibility and used their busy schedules as excuses. She asked her women folk to give their children good training to grow up to be responsible citizens in society. Jackson was speaking on the topic: "parental challenges of a Christian woman in the 21st century". It was organized by the Ashanti Regional Branch of the students union of the Assemblies of God, for the church women's ministry in Kumasi.

Kuffour (2002) in a speech read on his behalf by Prof. Christopher Ameyaw Akumfi at the third congregation of Ho Polytechnic in 2002 emphasized that government is doing all it can to promote polytechnic education but asked that students follow the right channels to press home their demands. He recalled a recent demonstration by polytechnic students to demand the review of their grading and said this could have been done in a more mature manner, through dialogue and consultation rather than

confrontation, adding that, this is a more preferred weapon for settling grievances and conflicts when they occur.

Nsowah (2003) a Deputy Director General of the Ghana Education Service in charge of quality education in 2003 called on schools to maintain discipline in their schools so that academic work could be successfully pursued. He made this call when he was delivering a speech at the speech and prize-giving day of Tema Methodist Day Secondary School. It was on the theme "Truth, light and knowledge with discipline an indispensable tool for successful nation building". He charged all those in charge of discipline to enforce it, applying the new disciplinary code to arrest indiscipline in schools. He advised students to be law abiding, since that was the only way they could achieve academic laurels.

Osafo – Mensah (2003) emphasized the need for trainee teachers to serve as role models to pupils and the society. He was addressing these trainee teachers in his capacity as Eastern Regional Minister. He asked the trainees to exhibit a high sense of discipline and professionalism and to do away with tendencies that could bring the profession into disrepute. He asked them to be positive in their contribution in whichever school they may be sent to and help uplift the image of academic performances in these schools – adding that their active participation in school activities would go a long way to inject discipline into the system in their respective schools.

Atta et al. (1998), on the other hand see school is an organization as a system with consciously constructed activities or forces of two or more persons. Bernard (1964) in his contribution, says the school realizes its objectives through a complex system involving policies and programmes, administrators, teachers, students and supporting services. It must also be

remembered that the school is established to achieve certain set goals. He explains further that like other formal organizations, one other characteristic of the school is that relationships between members are defined by specific and formally stated set of rules and regulations, such as the rules of conduct for teachers and students which show the expected behaviour of members as prescribed by the organisation for it to achieve its set goals.

Frimpong (2000) notes that the school also has an organizational structure and that this structure refers to the way in which the activities of the organization are divided, organized and co-ordinated. This structure, to him, provides stability and helps organize members to work together to achieve goals. According to Frimpong, the school has a formal authority structure with clearly drawn lines of communication and responsibilities. Thus, the school organization indicates the ordering of hierarchical relationship between subordinates and super-ordinates.

Atta et-al represents the school with the structure as is in Figure 10

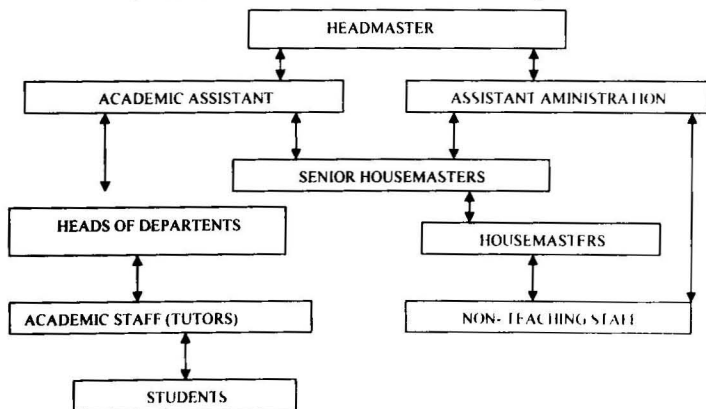


Figure 3: School Organizational Structure

Source: "Notes on Educational Administration" (Unpublished Lecture notes) University of Cape Coast, by Frimpong, (2000).

The Administrative Structure of the School

According to the Headteachers' Handbook (1994) the Headteacher in any school is the most important person since he is the custodian of the place and direct the affairs of the school towards the achievement of the goals that are assigned him or the goals the school seeks to achieve. The role of the head therefore becomes central in any school setting. The book further explains that in the discharge of his administrative duties, the head is seen to be performing the following duties: 1. Managing the School; this involves delegating authority, maintaining discipline, holding staff meetings, communicating and maintaining interpersonal relationships with every body in the school.

2. Managing the instructional time; This includes orientations, planning the school time table, managing instructional time, inspecting teachers' and students' work and appraising teachers' performance.
3. Managing Co-curricular activities; this has to do with organizing co-curricular activities, scheduling these activities and supervising them. He also organizes open days programmes and sees to that pertinent issues concerning the school are addressed with parents to help up-lift the image of the school. He also help provide the best health facilities to the school by ensuring that the school observes good sanitation habits by incorporating health teaching and activities in the school and community.
4. Managing Learning Resources; One of the heads administrative tasks includes monitoring school buildings, finding temporary solutions to

major problems, maintaining furniture and employing qualified personnel to ensure good tuition.

5. Managing Financial Resources; this involves preparing school budgets and keeping proper financial records; and being accountable in the management of school funds.
6. His Other tasks include the following; increasing school intake and attendance, improving drop out rates and absenteeism, assessing teachers' and students' performance and also improving relationships between school and community. The study summarises the heads tasks by saying that in the school, the head possesses authority and status. These enable him to direct the affairs of the school so as to achieve the expectations of the public. If he is able to direct the school successfully, he also gets personal influence and prestige. In his administrative capacity he delegates some of his authority to assistant heads and heads of departments senior housemasters and housemasters etc who also intend delegate authority to the prefects. In the headmasters/principals' hand book it emphasized that both teachers and students must be involved in school administration if only heads want to stay longer at posts.

Students' Participation in School Administration

Many writers believe that the more opportunities are given to members of staff and students to participate in school governance, the greater it is likely to be their sense of commitment and ownership of school organization. Students' participation in Secondary Schools, studied by researchers is mainly concerned with the activities of students in the government of the school

through the student representative council. King (1973) carried out a study on school organization and pupils' involvement in administration in certain selected Secondary Schools in England. He attempted to answer three basic questions about the nature of the education process. In the first one on school organization he tried to find out how secondary schools organize the behaviour and learning activities of their students. In the second and which concerned students' involvement, he attempted to find out the extent to which, and in what way, students are involved in the schools' administration. The third one being a combination of the first and second, dealt with school organization and student involvement. In it he tried to find out the extent to which and in what ways students involvement is related to the organization of the school. Generally, King believes that the existence of differences means levels of involvement among schools lends support to the idea of the basic school having its own unique culture. These differences probably arise from the interactions of many factors such as the social characteristics of the students, as well as their non-organizational interaction with teachers in the learning situation. Within schools the differences in the degree of involvement are related to the social characteristics that the students bring into the school

Merit (1987) conducted a study to examine the difference in perceptions of parents, teachers and students on shared governance in selected urban school districts in southern Mississippi. A 50 item school governance opinion was used to collect information from 570 leaders students and parents. According to Merit there were no significant difference in the perceptions of teachers and students on shared governance what his research revealed was that both teachers and students contributed equally to the running of the

institutions. From the analysis one can therefore insist without any reservation that students should be encouraged to participate in decisions that affect them in the school.

Situation

Anderson and Van Dyke (1963) writing "student participating in Governance" list student participation in school administration as one of the areas of school activity essential to a balanced extra-class programme. They discuss the type of councils that exist in most American Secondary Schools depicting students' participation in school governance.

These Include:

1. A council composed entirely of elected student representative but with one or more faculty advisers.
2. A council that includes both student and faculty representatives, with the principal usually being an ex-officio member.

According to Anderson and Van Dyke (1963) the number of members of the council should not be too large so as to permit effective discussion and action. They suggest that students should be given an opportunity to help plan and manage some of their own school affairs. A study conducted by the National Association of Secondary School Principals in the United States on the main purposes of the student council indicates that furnishing students' citizenship with training, allowing students to participate in or manage extra-curricular affairs, promoting students faculty relationships, promoting general welfare, and providing student expression, are important and should be given due recognition.

Held (1958) has also put forward a proposal of aims and objectives for the student council in the more elaborate form. His proposal also covers the relationship of the student council and the community. Class organizations and school assemblies are discussed in another treatment of student government in the Secondary School by Ovard and Glen (1969).

Ovard and Glen also discuss the qualifications of the members of the student council and the role of the principal in the work of the council. They are of the view that if the principal should work closely with members of the student council, many of the problems of discipline and control would be brought under control, while many projects for the overall development and improvement of the school could be launched and carried out. Generally, student government should grow out of a sincere desire for responsibility on the part of the pupils; the responsibility should be transferred gradually and only after careful advanced preparation.

Douglas (1964) adds further that the most successful pupil organizations have been allotted responsibility gradually and in proportion to their demonstrated ability to discharge it satisfactorily. Added responsibility comes with the desire of the pupils to widen their scope of self-direction, and is granted only as a tentative arrangement, subject to readjustments in case results do not justify a continuance of the arrangement.

Walters (1951) made a successful and careful study of student councils in senior high schools in the United States. The study included the council's activities in relation to discipline, participation in the administration of student activities, orientation and other guidance services for new students, working in relation with charity drives, community groups and students' active

Involvement. Tucker (1964) has noted that the students' council is perceived as an entity that has great potentialities for the smooth and effective operation of the school. It is students' centred and it functions as a student participating organization in the orderly administration of the school. P. I. Tucker (1964) further emphasizes the need for the principal of the school and a qualified spokesman to see that the student council has a workable constitution and enough boards or committees to carry on the student activity programme in a democratic manner.

A discussion on student participation in school administration that is more relevant to African conditions is that offered by Akrofi (1979). He discusses such common areas of student participation as the school assembly class organization and the students' council. He observed that student participation is one of the most controversial points in the maintenance of discipline at the secondary school and university levels. Akrofi is of the opinion that teachers should adopt new attitudes towards the development of students' interest in the participation of school administration. Firstly, there should be the need for the development of civic competence, secondly, the need for seeing the school as a community centre, and thirdly, the need for intellectual development for independent activities.

Asare Bedinko (1990) says that students grow and learn more from activities in which they are involved in planning and carrying out students' participation in the development and control of the life of the school. It is the most effective means of realizing the desirable discipline in the schools.

In keeping the above statements, Adeshina (1990) similarly says that **student participation makes the youth learn to exercise their sense of critical**

judgment, because they learn to speak with the authority of knowledge as they become involved in inquiring and pointing out mistakes and errors. He goes on to say that, by the same token, students can be aware of their false beliefs and inaccurate observations and thus remedy them. To him perhaps, best of all, students are able to see criticism and disagreements with the school authority as moves for dialogue and not as causes for damaging state property which a country's poor economy may not find easy to replace.

Adesina (1990) believes that student participation can assist students to clearly identify negative aspects of democracy and learn to develop positive insight in handling items. He says further that as the students go through the school they see in the school, a pattern of guidance. Thus the school is not only a place where formal teaching and learning go on but that it is also a unit of government and economic entity, a congress of social relationships.

According to Ansu (1984) fostering responsible attitudes among students will bring about greater sense of responsibility and self-discipline in the student body. Thus student participation represents great promise in a society with strong democratic aspirations. It is in this spirit that a number of concrete measures are adopted with a view to promoting self-direction and self-discipline among secondary school students. Among other suggestions made is the official encouragement of school clubs and societies and committee to provide opportunity for leadership among students and create an outlet for utilizing their energy.

According to Oduro (1999) it has been established that students constitute a strong force in the process of shaping educational policies and achieving the school goals. Oduro adds that in Ghana students' unions that are

generally recognized in the school system in terms of supporting school administration are the student representative councils and the prefectorial systems.

Farrant (1977) notes that on entering a system the new employee would like to know what his specific tasks are. He says that after a person has been recruited and assigned duties it is essential that those in leadership position formally introduce him to the system so that adjustment problems confronting him as a new employee can be minimized.

The Prefectorial System

King (1973) defines prefects as pupils who have formal authority over pupils. Age was the most important criterion for prefects' eligibility. It is usually the oldest age group or groups in the school that form the selection group. However in some schools, students of the second or the last but one year group are made prefects rather than the third year group to allow the latter who had been prefects to concentrate in preparation towards their examinations.

In some schools the older students are selected by the head, in consultation with some members of staff, whereas in other schools, the outgoing prefects are involved in the selection of new ones. Usually, the number of prefects created depends on the size of the school.

According to King (1973), the prefects' basic duty is to act as an agent to social control in the school. They also act as guides to visitors, stewards at school functions, supervise other pupils on their way to assembly and their entry into assembly. He goes further to state that, the more able the pupils in a school are the more duties the prefects perform in that institution.

Adesina (1990) defines student movement as “association of students inspired by aims set forth in a specified ideological doctrine usually, although not exclusively political in nature”. Student movement therefore pursues ideologies that have political undertones but not strictly based on partisan interests.

In Ghana, student unions that are generally recognized in the school systems in terms of supporting school administration are the Student Representative Councils (S R Cs) which operate in Secondary Schools training colleges and tertiary institutions as well as the prefectorial system that limits itself to the first cycle and second cycle schools. All student movements like the S.R.C. operate under the auspices of the National Union of Ghana Students (NUGS).

Concepts of Discipline

Generally students' concept of discipline is restricted to punishment and the execution of control over subordinates and this is viewed from the point of external control and force. Chambers Twentieth Century Dictionary and the Webster's New Collegiate Dictionary define discipline to cover the following:

1. The state or conditions of orderly conduct resulting from training e.g. priesthood, nuns, army, etc.
2. Training or mode of life in accordance with rules, e.g., Taboos or traditional rules
3. Systematic training in obedience to rules and authority as in armed forces or police.

4. **The state of order and control that results from subjection to rules and authority, e.g. prisoners.**
5. **Control gained by enforcing obedience or order**
6. **Orderly or prescribed conduct or pattern of behaviour**
7. **Punishment, etc.**

Conclusion and Summary of Related Literature

From all that has been said so far in the area of student participation in school administration as revealed by the review, much has not been dealt with in the effectiveness of the practice of involving students in the day to day running of the school. The studies have dealt with student participation in school administration from a purely foreign setting or perspective. It is seen that all that have come up in students' participation in school administration are the student's own ingenuity and not motivated by the school administration. The present study is more concerned with the effectiveness of student participation in the running of the school.

The main items highlighted in the review include the following:

1. **what is an organisation?**
2. **the school as an organisation**
3. **the administrative structure of the school**
4. **students' participation in school administration**
5. **situation**
6. **the prefectorial system**
7. **the concepts of discipline and**
8. **the conclusion and summary of related literature**

The findings show that heads of educational institutions stand to benefit a great deal if students are involved in the administration of their schools since they can better inform their colleagues of what pertains at the administrative level of these schools. Involving students in decision-making grooms them towards future leadership. With these leadership skills already acquired in school, these young folk can easily lead their people in many endeavours.

CHAPTER THREE

METHODOLOGY

The chapter discusses the research design and the instrument used in the study. It is divided into the following sections:

1. The Research Design
2. The population of the study
3. Sample
4. Sampling procedure
5. Research instrument
6. Pilot testing
7. Procedure of administration of research instrument
8. Method of data analysis
9. Pre-intervention data
10. Post-Intervention data

The Research Design

The study was based on action research methodology. The reasons for adopting action research design was that the phenomenon of students' participation in school administration has been with the school system for a considerable period of time. That notwithstanding, student leadership in Navrongo Secondary school had never successfully supervised their colleague students in the absence of the school teachers. It was based on this anomaly that the researcher saw the need to embark on this research to get the route causes and to see how the situation could be improved to enable student leaders positively contribute to the governance of the school.

In an attempt to diagnose the problem, pre-intervention activities were undertaken. These activities involved gathering relevant data to assess the nature and extent of the problem. At the pre-intervention stage, there were two categories of respondents:

- (1) All members of the prefectorial Board
- (2) Selected students from forms 2 and 3. Two questionnaires were designed, one for the selected students from forms 2 and 3 and the other for prefects.

The pre-intervention questionnaires were administered in order to obtain a base line information on the state of student participation in school administration in Navrongo secondary school. This was to help find strategies for improving the situation in the school. It was realized that during the pre-intervention stage, prefects could not supervise and issue commands to their colleagues when school authorities were not present, due to the unco-operative nature of their year mates. Prefects' roles were also not well-defined to them and they never organized and attended meetings frequently.

This intervention lasted for six months and included an orientation or induction course for prefects the formation of a mini-disciplinary committee to prepare prefects as to how to handle disciplinary issues and to let them know their limits if they wanted to participate in disciplinary issues at the administrative level.

At the post-intervention stage, the same questionnaires were used to solicit responses. The post-intervention results were meant to compare the level of involvement and participation of prefects in the discharge of their duties after the pre-intervention stage.

The Target Population

The study comprised Navrongo Secondary School students. The total population was 1,448 and out of this 40 of them were school prefects while 25 were class prefects.

These 65 students constituted the membership of the Student Representative Council (SRC). In addition, the headmaster and his two assistants, namely, the assistant headmaster administration and assistant headmaster academic and 80 members of the teaching staff, as well as about 50 non-teaching staff were included in the target population.

The Accessible Population

The students in the second and third year groups were those covered. This was because they have been in the school for one year and two year respectively and have had the opportunity to experience the mode of selection of prefects in the school. They have also witnessed student participation in school administration the one year and two year they have stayed in the school.

Sample of the Study

The total number of students used for the study at both the pre-intervention and post intervention stages was 40 prefects, 25 class prefects and 44 students from Forms two and three. This brought the grand total of students involved in the study to 109 at either stage, representing eight percent (8%) of the total population in the school. Whereas the prefects and class prefects of the total population and the remaining number comprising the 44

students, representing three percent (3%) in forms 2 and 3 differed at either of the stages.

Sampling Procedure

Purposive and systematic sampling methods were adopted in the selection of the students and prefects. These were to enable the researcher obtain a more detailed, accurate and unbiased information for the study. In selecting the respondents, all the 40 school prefects and the 25 class prefects were purposively sampled, because they are directly involved in school administration among the student body in Navrongo Secondary School (Navasco).

In addition every twentieth student according to the class list excluding the class prefects was selected as a respondent in forms two and three for the pre-test. For the post-test, every twenty-first (21st) student was selected. The total number of respondents in these two forms was 44 at each stage. The rationale for selecting the twentieth and twenty first students in both pre-test and post – test was to pick the middle number from the range of forty students in a class for the pretest. To maintain a close range the researcher picked twenty-one for the post –test to facilitate reference.

Most of the respondents were selected from the final year form because all the school prefects are in the final year class. These in addition to their eleven class prefects and the other non-prefects selected will naturally make their number higher than the second years. It is also considered that their long stay in the school places, them in a better position to contribute more meaningfully to the study.

Research Instrument

The instrument used for the study was a questionnaire. The reason for using the questionnaire is that it was a quick way of collecting data. The questionnaire is also known to be quite valid and reliable if well constructed. Another reason was that, since students may not answer the questions as genuinely as required for fear of victimization in an interview, the use of questionnaire, which does not reveal the identity of the respondents, was considered over the use interview.

In designing the questionnaire, items were constructed to elicit responses from prefects and students. The questionnaires (see appendix A) were in two main sections and consist of items to elicit from all respondents, the prefects' effectiveness in the discharge of their duties. This questionnaire has two closed ended items and two open ended items.

Items were meant to solicit views from the prefects on their level of confidence and knowledge of their duties as prefects. This questionnaire also has three closed-ended items and one open-ended item. The closed-ended questions were included in order to obtain frank and reliable information for the study. They were also meant to limit the respondents to the most likely responses under focus. The open-ended questions on the other hand were framed to give respondents the opportunity to express their views in detail on issues concerning the prefectorial system in Navrongo Secondary School. These independent views as expressed by students will help the researcher draw more reliable conclusions on the research study.

The open-ended and the closed-ended types of questions were included in order to obtain frank and reliable information for the study. They were also

to help respondents to air their views on the issues on the prefectorial system in Navrongo Secondary School.

Pilot Testing

The researcher randomly selected 20 respondents made up of students and prefects for a pilot study. The pilot study was conducted involving 10 prefects and 10 students in the school. This was to help evaluate and enhance the reliability and validity of the questionnaire. After examining the data obtained, some items in the questionnaire were reviewed and restructured to elicit the desired responses as per the purpose of this study. The supervisor consequently gave the final approval before the questionnaire was used for both the pre-intervention and post intervention data gathering.

Procedure of Administration of Research Instrument

To ensure maximum return of the copies of the questionnaire at each of the stages, the selected students were put together in the school examination hall (MacDonald Hall) which is large enough to take all the 109 students. Before responding to the items, they were explained to the respondents. This was to ensure that respondents actually understood the items and thus be able to provide the responses most appropriate in their view. The researcher also assured students of the confidentiality of the information being collected. The copies of the questionnaire were collected as and when individual students had-enough time to complete the questionnaire.

Out of the 109 questionnaires given out during the pre-test stage, 105 were returned. Four students were called out of the hall by tutors to perform a task that required immediate attention. The researcher faced no problem in the

administration of the questionnaire at the posttest stage. It is therefore refreshing to state that students returned the entire questionnaire.

Method of Data Analysis

All the responses to each item were tallied and totaled and the percentages calculated for each of them. The major items were tabulated and frequency distribution table drawn. The frequencies were converted into percentages and the percentages were used for the data analysis.

Pre-Intervention Data Gathering

Data on this area of student participation in administration in Navrongo Secondary School that formed the focus of the study were collected at two stages through the use of questionnaire. The respondents were made up of two categories of students in the Navrongo Secondary School;

1. Members of the Prefectorial Board/Student Representative Council
2. Selected students from Forms 2 and 3.

All the members of the prefectorial board were used because the study directly concerned their performance. The Forms 2 and 3 students were also sampled because they have stayed in the school for more than one year and have therefore witnessed the performance of the prefectorial system of the school and would thus be able to respond meaningfully to the questions.

Two questionnaires were designed, one for the general student body and the other for prefects. In order to facilitate the analysis of the data collected, it was decided to build tables based on the different variables in the information gathered.

- A. **The prefectorial system in Navrongo Secondary School.**
 - 1 Effectiveness of prefects
 - 2. Causes of ineffectiveness of prefects
 - 3. The atmosphere in the school when members of staff are not around
 - 4. Control of students.
- B. **The role of prefects in Navrongo Secondary School**
 - 1. Prefects' confidence in disciplining students
 - 2. Prefects' knowledge of their job description
 - 3. Prefectorial Board meeting

The pre-test was administered in order to obtain a base line information on the state of student participation in school administration in Navrongo Secondary School. This was to help find appropriate strategies for improving the situation in the school.

The Intervention put in Place after Pre-Test

The intervention was instituted and monitored for six months. It included an orientation or induction course for the prefectorial board and the formation of a mini-disciplinary committee to groom them as to how to handle disciplinary issues at their level and also to let them know their limits of contribution if they are to participate in disciplinary cases at the administrative level.

Before instituting the intervention there were series of meetings with the headmaster and after the meetings the researcher was given the go ahead to administer the intervention. The headmaster supported the implementation of the intervention morally and financially. The intervention was administered as

an outcome of the pre-test based on some selected areas of student participation in administration in the Navrongo Secondary School.

The areas are:

1. The school prefectorial system
2. The role of prefects in Navrongo Secondary School

Intervention

Orientation for Newly Elected Prefects

The first phase of the intervention was to provide orientation for newly elected prefects of the 2003/2004-year group. The programme was titled "Leadership training for prefects".

The topics treated:

1. The administrative structure of the school
2. How to become an effective prefect
3. Leadership role of a prefect in a school
4. The disciplinary committee

Leadership Training for Prefects

On the 10th of June, 2003, a time table was drawn up for a two-day leadership Training Seminar for Navrongo Secondary School prefects as displayed in Table 1.

Letters were sent to resource persons to give lectures on four selected topics after some discussions on the programme with the headmaster. The programme took off on 16th June 2003 in the Navrongo Secondary School MacDonald Hall.

Table 1

Timetable for Two day Leadership Training for Navrongo Secondary School Prefects, 16th – 17th June, 2003

Time/Date	2:00 – 3:00	3:00 – 4:00
Thursday	Lecture 1	Lecture 2
16 th June, 2003	Administrative structure of the school	How to become an effective prefect
Friday 1	Lecture 3	Lecture 4
17 th June, 2003	Leadership role of a prefect	The role of a prefect Enforcing discipline.

Lecture 1: Administrative Structure of the School

This lecture was to give prefects an insight into the administrative structure of Navrongo Secondary School so that prefects would know where to go when they faced any difficulty.

Lecture 2: How to Become an Effective Prefect

This lecture spelt out clearly the duties of the prefects in order to enhance their job performance. After the lecture, handouts on the job description of the following prefects were given to the students (see appendix

B)

1. The school Senior Prefect
2. The House Prefects
3. The Dining Hall Prefects
4. The Entertainment prefects
5. The Class Prefects

Lecture 3: Leadership Roles of a Prefect

In this lecture, the speaker stressed mainly on the qualities of a good leader. Some of the qualities mentioned included the following:

- a) A prefect must be law-abiding
- b) A prefect must be a good listener to the others students especially the first years and protect them from being bullied
- c) He himself must not use his position to bully other students
- d) He must take his studies seriously if he wants to be successful and respected by the student body.

Lecture 4: The role of A Prefect in Enforcing Discipline

The senior housemaster gave this lecture. He gave a brief explanation of the school rules and regulations to students as well as students rights and responsibilities in Navrongo Secondary School. In addition to these lectures, prefects were given job descriptions of their various areas.

Intervention 2: Constitution and By-Laws of Students Representative Council (Appendix C)

To facilitate students' attendance to meetings the researcher called a meeting of senior housemasters and prefects on the 20th of June 2003 to discuss the constitution and by laws of the student representative council (SRC). At this meeting the prefects were given a copy each of the constitution and by-laws of the Student Representative Council.

With the assistance of the senior housemaster each article of the constitution and by-laws was thoroughly discussed with the students to enable

them become more familiar with the rules and obligations and also help improve their attendance at SRC meetings (See Appendix E)

Intervention 3: Formation of Mini Disciplinary Committee

A mini-disciplinary committee was set up to help in the discipline of misbehaving students. The committee was introduced to students on 22nd June, 2003. The chairman of the committee was the senior prefect and the members were the house prefects and dining hall prefects. There were 20 members in all (See Appendix D) with the help and full cooperation of the headmaster. Areas of student discipline that the mini-disciplinary committee could handle were identified and clearly spelt out to the committee. The membership of the committee with the senior prefect as the chairman was as follows:

1. The Senior Prefect
2. Girls Prefect
3. The House Prefects (3)
4. The Dining Hall Prefects (2)
5. The Entertainment Prefects (2)
6. The Prefects of Duty (2)

The mini-disciplinary committee member drew up a list of 1000 words as a guide for reference. The committee was introduced to the students on 25th of June, 2003. The date of the introduction was 8 days after the start of the student body. However, it was made clear that the senior prefects could not approve punishments or other corrective measures before the school was administered. It was also accepted that minutes of the committee meetings must be given to the senior housemasters for scrutiny.

CHAPTER FOUR

FINDINGS AND DISCUSSION

This chapter discusses the analysis of both the pre-intervention and the post intervention data that were gathered for the study. The main area of student participation in the school administration of Navrongo Secondary School that was focused on in the study was the prefectorial system and the performance of prefects in school administration.

Pre-Intervention Data

The questionnaire was administered at the pre-intervention stage to find out the true nature of the problems that characterized the involvement of prefects in Navrongo Secondary School in the administration of the school in order to determine the appropriate intervention to deal with the situation.

The Prefectorial System in Navrongo Secondary School

Effectiveness of Prefects

Under the prefectorial system in Navrongo Secondary School, students were asked whether in their view, prefects performed their duties effectively.

Table 2**Effectiveness of Prefects (Pre-Intervention)**

Responses	Number of Respondents	Percentages
Very Effective	4	4
Effective	14	13
Only sometimes		
Effective	11	11
Not effective	76	72
Total	105	100

Table 2 shows that 72% of the respondents were of the opinion that prefects were not effective in the performance of their duties, 13% of them said they were effective, 11% of them said prefects were only sometimes effective and only 4% said they were very effective.

It therefore, cannot go without saying that students see prefects not to be effective. This means that they do not effectively participate in the administration of the school if they cannot diligently perform their roles as prefects. This ineffectiveness was demonstrated in the 2002 riots in the school when prefects were arrested and locked up in a cubicle for not playing an active role in the demonstration. The committee that investigated the causes of the riots attested to the fact that the prefects were not active; else they could have prompted administration to foil the students' nefarious activities (Simple Atiru's Commission – 2002).

Effectiveness of Prefects in Performance of their Duties

Students were asked whether in their view, prefects were effective in the performance of their duties. The responses are indicated in Table 3.

Table 3

Effectiveness of Prefects (Post-Intervention)

Responses	Number of Responses	Percentage
Very Effective	12	11
Effective	95	87
Not Effective	2	2
Total	109	100

Eighty-seven percent of the respondents said they saw prefects to be effective, 11% saw them to be very effective and only 2% of the respondents saw prefects not to be effective. At the pre-test stage 72% of the respondents said prefects were not effective in the performance of their duties. The present finding indicates that the pre-intervention process put in place has helped to improve students' leadership skills and for that matter their participation in the administration of the school.

Causes of Ineffectiveness of Prefects Performance of Duties (Pre-Intervention)

Students were asked what in their view, make prefects ineffective.

Table 4**Causes of Ineffectiveness of Prefects (Pre-Intervention)**

Responses	Number of Respondents	Percentage
Due to unco-operative		
attitude of their year mates	65	62
Due to unco-operative nature		
of fellow prefects	34	32
Due to unco-operativenature		
of staff	6	6
Total	105	100

Table 4 indicates that 62% of the respondents confirmed that the ineffectiveness of prefects stems from the fact that their year mates were not co-operative. However, 32% of the respondents also put the blame on the prefects themselves as not being co-operative with each other in the discharge of their duties. Only 6% agreed that it was the uncooperative attitude of staff that caused prefects ineffectiveness.

Clearly, the results show that a good number of students, comprising some badly behaved prefects and senior students, who are supposed to set the pace in terms of co-operating with colleagues to instill discipline rather, turn round to be tumbling blocks on hardworking prefects' way to progress and also show no good example for the juniors to emulate. This rather unhealthy attitude could have the tendency of compounding the problems for prefects and might render them even more ineffective to participate in the governance of Navrongo Secondary School. A case in point is the 2001-year group who

vowed that they would never recognize the senior prefect (their colleague) because they felt staff imposed him on them. As a result, they never attended any gathering he was to address their bit to. Musaaazi (1982) drawing from the work of Barnard was therefore right to stress the need for people to work as a cooperative unit, with the principal teachers, students and non-teaching staff all functioning as a team. Concluding from Musaaazi's experience, there is the need for people in an organization and for that matter the school to unite if they want some successes to be realized in their set ups. Bolman and Neal (1998) noted that involving people in the affairs of an organization set up helps management to achieve set objectives. Other researchers supported the view noted that majority of school heads involve their subordinates including students in decision-making and this has yielded fruitful results.

Causes of Ineffectiveness in Performance of Duties (Post-Intervention)

Students were asked to state what in their opinion contributes to prefects' ineffectiveness in the discharge of their duties. Their responses are displayed in Table 5.

Table 5

Causes of Ineffectiveness of Prefects (Post-Intervention)

Responses	Number of Responses	Percentage
Student population too large	88	81
Unco-operative attitude of fellow prefects and year mates	8	7
Unco-operative attitude of staff	13	12
Total	109	100

As indicated in Table 5, 81% of the respondents saw the large population of the students to be the cause of the ineffectiveness of prefects in the performance of their duties. Twelve percent blamed the ineffectiveness of prefects on the unco-operative attitude of the teaching staff while 7% of them said it was due to the unco-operative nature of the year mates and some of the prefects themselves. Unlike the pre-test stage students at the post-intervention stage did not complain so much about the unco-operative attitude of their colleagues and other prefects' duties. The indication therefore is that the intervention, particularly the leadership training, with the formation of the mini-disciplinary committee, has helped to improve prefects' efficiency in the discharge of their duties, and has also built some confidence in them.

Control of Students when Tutors are not Around (Pre-Intervention)

Students were asked if prefects are not able to control their colleague students when teachers are not around.

Table 6

Control of Students in the Absence of Tutors (Pre-Intervention)

Prefect control students	Number of Respondents	Percentage
No	75	71
Yes	30	29
Total	105	100

A reasonable number of respondents from table 6, representing 71% attested to the fact that prefects are not able to control students when tutors are not there. Only 29% said that prefects are able to controls students in the absence of tutors.

If prefects cannot control students when teachers are not present, then it is a foregone conclusion that they will not be able to organize them effectively for any assignment or instruction that may be given by the school authorities. Thus they cannot be effective in their participation in the school's administration as expected. The 1995 batch of prefects (the sixth form group) were not given a send off party because the headmistress said she did not appreciate their output as prefects for that particular year. This was contained in her address to the 1995/1996-prefectorial board before it was inaugurated. The secret of this however is that prefects are not given any briefing as to the nature of their work schedules and full involvement, hence their inability to function effectively in the positions they are assigned. It is however seen that when students are actively involved in organizational decision-making, they tend to better handle differences in opinion as expressed in the tenets of collegiating

Controlling Students when Members of Staff are not Around

(Post-Intervention)

Students were asked if prefects are able to control students when tutors are not around. Their responses are given in Table 7.

Table 7

Controlling of Students in the Absence of Staff (Post-Intervention)

Responses	Number of Responses	Percentage
Yes	98	90
No	11	10
Total	109	100

Ninety percent of the respondents said prefects were able to control the students, while only 10% answered that prefects could not control students when members of staff were not around. With 90% of the respondents attesting to the fact that prefects had control over students in the absence of staff, it is a testimony that prefects now have confidence in themselves when it comes to controlling students and this is as a result of the mini-disciplinary committee set up for students, and the outline of their job description spelt out in the intervention stage.

Atmosphere in the School when Members of Staff are not Around

Students were asked to express their feelings as to how they see the atmosphere of the school when members of staff are not present.

Table 8

The Atmosphere in the School

Tone/atmosphere	Number of Respondents	Percentage
Very Noisy	52	49
No respect for prefects' authority	42	40
Uncontrolled atmosphere	8	8
Very uncontrolled atmosphere	3	3
Total	105	100

Forty-nine percent of the respondents in table 8 stated that the atmosphere in the school is noisy, uncontrolled and students have no respect for prefects' authority and instructions. The implication therefore is that, prefects cannot control students, and as a result cannot effectively perform any duty if tutors are not around.

This also confirms the findings in Table 8 that prefects are not able to control students when tutors are not available. This means that there is indiscipline in the school when teachers are not present. Debrah (2002) was therefore right in calling on school management and teachers to join forces and find a lasting solution to the growing indiscipline among students .

To add her voice to the gross indiscipline in schools, Debrah (2002) (regional director of education –Sunyani), lamented that government’s efforts to achieve quality education may not succeed if the system is full of moral degeneration, school dropouts and indiscipline among students in institutions. She said this when she addressed St. James seminar/secondary school on their Silver Jubilee celebration – she called on all stakeholders in education to assist in the moral upbringing of the children. She regretted that school authorities cannot punish wrong doers for fear of being implicated by parents; hence the gross disrespect by students.

Role of Prefects in Navrongo Secondary School

Prefects were asked if they were confident enough in disciplining misbehaving students.

Table 9

Confidence in Disciplining Students

Responses	Number of Responses	Percentage
Little Confidence	51	84
Much Confidence	8	13
No Confidence	2	3
Total	61	100

Eight-four percent (84%) of the respondents in table 9 said they have little confidence in disciplining misbehaving students and 13% of them said they have much confidence while only 3% said they have no confidence at all.

It is seen that about 87% of the prefects realized that they have little or no confidence in disciplining recalcitrant students. If students realize that in the absence of tutors prefects cannot discipline them when they misbehave, then there can be gross indiscipline among students.

The prefects were asked whether they knew their responsibilities as prefects. Their responses are presented in Table 10.

Table 10
Confidence in Disciplining Misbehaving Students

Confidence	Number of Responses	Percentage
Adequate confidence	10	16
Little confidence	37	61
No confidence	14	23
Total	61	100

As indicated in Table 10 above 23% of the prefects confessed that they do not know the duties for the posts they were elected for. Sixteen percent claimed they adequately knew their duties. Indeed, the lack of well-defined duties for the prefects inhibits their initiative but it is an essential ingredient, therefore, students must be encouraged to cultivate and develop if they are to be able to participate meaningfully in school administration.

A sound knowledge in what pertains in a system helps the various players to effectively contribute their quota to the upbringing of that system.

It was therefore not understated when Kwadwo Baah – Wiredu (2004) asked university authorities to involve student representatives in determining their academic and residential user fees. They become part of the decision taken and can better inform their peers, he added.

Performance of Duties Independent of Tutors

Prefects were further probed to find out whether they could perform their duties without instructions or directives from tutors. The responses are displayed in Table 11.

Table 11

Performance of Duties

Able to perform	Number of Responses	Percentage
No	43	70
Yes	18	30
Total	61	100

Majority of the students (70%) responded that they could not perform their duties independently if tutors were not present while 30% of them said they could perform their duties without the assistance of tutors. It is concluded from the findings that students are not able to perform their duties because they do not clearly know what duties they are to perform. As a result they almost always have to depend on teachers for instructions and directives and when a teacher is not immediately available to tell prefects what to do, then every thing comes to a standstill or even in a mess. Annon (1997) therefore

called on all heads of schools to actively involve students in the administration of their institutions assuring them that the benefits are varied and numerous.

Table 12

Prefects' Attitude Towards Prefectorial Board Meetings

Responses	Number of Responses	Percentage
Prefects do not attend meetings	42	69
Prefects do not call meetings	17	28
Prefects are not punctual to meetings	2	3
Total	61	100

Organizing Prefectorial Board Meetings

To find out if prefects are able to organize meetings in order to address some teething problems facing them that probably hinder their effectiveness in the participation of school administration, the following question was asked: What is the attitude of prefects towards Prefectorial Board Meetings?

Table 12 above shows that 69% of the respondents indicated that prefects do not call prefectorial boards meetings while 3% of them agreed that prefects were not punctual to board meetings, even though meetings were organized. The responses clearly confirm, that prefects do not meet as is expected and as a result, they are not able to address pertinent issues directly impeding the performance of their duties. It goes without saying that, with this luke-warm attitude of prefects towards meetings, there can never be any

effective co-ordination and co-operation among them in the discharge of their duties.

Seini (1995) emphasized the need for regular meetings and teamwork, if a school is to be effectively and efficiently run to achieve positive results. He identified bodies such as BOG, SRC, SMCs, housemasters, etc who have to meet regularly to take decisions as to how to run the school.

Kan-Dapaah (2004), stressed the need for parents and school authorities to be in constant dialogue with regards to the welfare of students. These frequent interactions will help them identify students' problems and attempt solving them. The above example attests to the fact that meetings are essential ingredients to every successful set up and must be organized and attended as such.

Summary of Findings During the Pre-test

A. The Prefectorial System in Navrongo Secondary School

1. Prefects are not very effective and thus cannot discipline or control students when staff are not present.
2. The main cause of prefects' ineffectiveness in the discharge of their duties is as a result of the unco-operative nature of their year group and some of the prefects themselves.

B The Performance of Prefects in Navrongo Secondary School

3. Prefects seem not to know their defined roles and responsibilities in their various outfits, hence their inability to perform their duties independently.

4. Prefects find it difficult in organizing meetings among themselves to discuss issues of prime importance to themselves and the entire student body. The few meetings organized are poorly attended.

Post Intervention

The same questionnaire administered during the pre-intervention stage was used for the post intervention data gathering on the 1st of May 2004. It was found out if the intervention put in place served the expected purpose of helping to solve the presumed problem of the inefficiency in prefects' participating in the administration of Navrongo Secondary School.

As in the pre-intervention stage, section A of the questionnaire was meant to provide an insight into the prefectorial system of Navrongo Secondary School.

Confidence in Disciplining Misbehaving Students

Prefects were asked if they were confident enough in disciplining misbehaving students as shown in Table 13.

Table 13

Confidence in Disciplining Students

Responses	Number of Responses	Percentage
Much confidence	65	100
Little confidence	0	0
No confidence	0	0
Total	65	100

Table 13 shows that all the prefects expressed much confidence in disciplining misbehaving students. This is a clear indication that the formation

of the mini- disciplining committee for students has gone a long way to help instill confidence in prefects and this enabled them to discipline misbehaving students without fear or favour. This also enhanced prefect's participation in school administration in Navrongo Secondary School.

Unlike the pre-test stage where 87% of the respondents said they had either little or no confidence at all in disciplining students, at the post test stage all prefects representing 100% responded that prefects are now confident in disciplining misbehaving students.

Knowledge of Job Description

The prefects were asked the extent to which they know their job description. Table 14 displays the responses.

Table 14

Prefects' Knowledge of Their Job Description

Responses	Number of Responses	Percentage
Adequate Knowledge	56	86
Little Knowledge	8	12
No. Knowledge at all	1	2
Total	65	100

A reasonable number of the prefects, representing 86% said they had adequate knowledge of their job description, while 12% of them said they had only little knowledge of their job description. It is only 2% who said they had no knowledge at all of their job description.

At the pre-test stage before the intervention only 16% of the respondents said they had adequate knowledge of their job description, 23% confessed that they had no knowledge of their job description while 61% said they had only little knowledge of their job description.

It is found out that after the orientation and the job description given to prefects as an intervention to broaden their scope in the areas they operate, many of them now know their performance schedules and live up to the tasks assigned them. It is only 14% of the prefects who have not yet mastered their job descriptions. The fact that 2% said they have no knowledge at all of their job descriptions and 12% said they only have little knowledge of their job descriptions immediately draws a line of dichotomy between the previous finding which indicated that all the students expressed confidence in disciplining misbehaving students. The possible explanation to this situation could be that a few of the prefects may not have had a full exposure to their job description, but with the backing of the mini-disciplinary committee, they had the confidence in disciplining students who misbehaved.

The orientation given to prefects was a very instrumental move towards instilling confidence in them so as to enable them get involved in the administration of the school. R. Gorton (1980) notes that involving people in decision-making required that the administrator be certain that the individuals who are expected to be involved are given sufficient training for the participation in that decision-making.

Knowledge of their duties is a step towards empowering prefects for efficient participation in school governance. According to Sergiovanni (1987) highly successful shared governance is not power over people and events, but

rather power over accomplishment, and over the achievement of organizational purposes, and that leaders must be empowered to act.

Performance of Duties Without Depending on Directives from Tutors

Prefects were asked whether they were empowered enough to work without having to depend on tutors for instructions and directives. The answers are displayed in Table 15 below.

Table 15

Performance of Duties Without Depending on Tutors

Responses	Number of Responses	Percentage
Yes	54	83
No	11	17
Total	65	100

More than 80% of the prefects responded that they could perform their duties diligently without being necessarily detailed by tutors. Only 17% of them admitted that they mostly depended on the instructions and directives of tutors before they could act in their capacity as prefects.

This finding sharply contradicts that of the pre-intervention stage where 70% of them said they could not perform their duties independently without the assistance of the teaching staff. The intervention therefore generally enhanced student's ability to perform duties without the assistance of tutors.

Organization of Prefectorial Meetings

Prefects were asked whether colleague prefects patronized meetings organized by prefects themselves. Table 16 displays the responses.

Table 16**Prefectorial Board Meetings**

Responses	Number of Responses	Percentage
Meetings are attended		
punctually	58	89
Prefects delay at meetings	5	8
Prefects do not call meetings	2	3
Total	65	100

A good number of the prefects made up of 89% of the total respondents admitted that, fellow prefects regularly attended meetings organized by the prefects. Eighty percent of them agreed that they attended meetings, but that meetings were delayed. Only 3% of them still maintained that prefects did not call meetings at all.

At the pre-test stage, 69% of the respondents indicated that prefects did not attend meetings organized by their fellow prefects and 28% of them said that meetings were not called at all.

Summary of Findings During Post-Intervention

The intervention helped to improve the situation in a number of ways

1. A good number of the prefects can now perform their duties without depending on directives and instructions from tutors. They are now more confident and more effective since their work schedules are now clearly defined for them helping them know the limits within which they should work. In the same way, as result of the constitution of the mini-disciplinary committee, prefects now know how to handle disciplinary issues at their level and this has put them in their right

game of mind to judge and punish students who go against the rule. Prefects are now conversant with their work as a result of the lists of duties each is given to guide them in the performance of their duties in the respective outfits and the orientation they were given.

2. Prefects did not complain that their colleagues were unco-operative. They did not also complain that it was difficult calling the prefects to their board meetings.
3. On the other hand, prefects also asked for an increase in the number of members in the prefectorial board since the school population was too large for the present number to handle.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

This research was conducted to find out how best students' participation in school administration could be improved. The main purpose of the study was to find out strategies that would make prefects more effective in the discharge of their duties in order to help relieve the teaching staff at some of the duties prefects could have been performing so that staff would channel their expertise and energies in other areas to enhance teaching and learning.

The study was centred in Navrongo Secondary School in the Kassena Nankana District of the Upper East Region of Ghana. The target population was prefects and students of Navrongo Secondary School. The sample was 109 students at both the pretest and post-test stages, out of which 65 were prefects in the school. Systematic and random sampling methods were used. The research instrument used for the study was a questionnaire. Items in the questionnaire were meant to elicit responses from both prefects and students. Both open ended and closed ended types of questions were designed to obtain frank and reliable information for the study. There was a pilot study involving 10 prefects and 10 other students in the school to test the reliability and validity of the instrument.

At the pretest stage, out of the 109 questionnaires that were given out, 105 were returned. At the post-test stage however, all 109 questionnaires were returned. The data gathered at the pre-test stage were analyzed to establish the true nature of students' participation in administration in Navrongo Secondary School and to determine the type of intervention to administer in order to enhance students' effective leadership practices in the school.

Summary of Findings of the Pre-Intervention Data

At the pre-intervention stage, it was found out that:

1. Prefects' duties were not clearly defined for them after their appointments
2. Their year group also gave them problems by not co-operating with them in the discharge of their duties.
3. Meetings organized by prefects were poorly attended by prefects.
4. Prefects could not control the student body when tutors were not around.
5. Prefects were generally ineffective in the discharge of their duties.

The same questionnaire used at the pre-intervention stage was used at the post intervention stage to find out if the intervention succeeded in remedying the inefficiency of prefects in Navrongo Secondary School.

Summary of Findings during Post -Intervention Stage

The post-intervention findings are as follows:

1. Prefects can now perform their duties without depending on guidance from tutors. They are now more confident and more effective.

2. Prefects have the co-operation of their colleagues in discharging their duties and it is not difficult calling the prefects to their board meetings.
3. Prefects asked for an increase in the number of members in the prefectorial Board since the school population had grown too large for the present number of prefects to handle.

Conclusions

It is drawn from the research that the main problem with the prefectorial system of Navrongo Secondary School was that the prefects did not have any confidence in themselves due to lack of knowledge about their roles as prefects. This may be due to the fact that prefects were not given any orientation before they were ushered into office. Thus even though they demonstrated the desire to work by applying for the posts, they were handicapped because their roles were not clearly defined to them.

The prefects were therefore constantly depending on the teachers for instructions and directives and could not take any initiative to undertake any task on their own as leaders. Their year mates misbehaved and refused to cooperate with them in the discharge of their duties and this aggravated their problems in their efforts to participate in school governance.

The study has clearly revealed that if prefects are given clear guidelines and orientation, with a well-defined system of participatory approach, they would become confident and perform more effectively.

Recommendations

There is the need to give prefects an orientation course and leadership training after taking over from the out-going prefects, so that they can be empowered to work more confidently and efficiently.

Heads must encourage teamwork among prefects, for if they work as a team and try to enforce discipline among students as a team; they are likely to be more successful and more accepted by the student body than when they work as individuals. The establishment of a mini-disciplinary committee comprising students only is a step in the right direction for prefects to enhance and instill discipline in schools.

There may be the need to increase the number of prefects in Navrongo Secondary School. Creating room for the portfolio of General Prefect (Compound Overseer) will go a long way to bring about cleanliness in the school. There could also be two assistants each for all the prefectorial positions to make supervision easy since the school has such a large population (1,448 students).

Recommendation for Further Study

There is the need to carry out further research in other schools on the benefits of students' participation in decision making in schools in order to make the findings generalizable.

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APPENDIX A

QUESTIONNAIRE FOR ALL STUDENTS

SECTION A

To Be Answered By All Students

- How effective are prefects in the discharge of their duties?
 - Very effective
 - Effective
 - Sometimes effective
 - Not effective
- In your opinion what makes prefects ineffective?
- Are prefects able to control students when teachers are not around?
 - Yes
 - No
- How do you find the atmosphere in the school in the absence of members of staff?

SECTION B

To be Answered By Prefects Only

- What is the level of your confidence in disciplining misbehaving students?
 - more confidence
 - little confidence
 - no confidence
- To what extent do you know your duties as prefect?
 - adequate knowledge
 - no knowledge at all
 - little knowledge
- Can you perform your duty without instructions of directives from a tutor?
 - Yes
 - No
- What is the attitude of prefects towards Prefectorial Board meetings?

APPENDIX B

JOB DESCRIPTION OF SOME SELECTED SCHOOL PREFECTS

Duties of Senior Prefects

1. Meet the Headmaster at least once or twice in a week to remind him of decisions taken but not yet implemented
2. Always give a feedback early enough to Headmaster on students' reaction on decisions carried across to them.
3. Conduct morning assembly and make announcements at least three times in a week on behalf of the headmaster and staff.
4. Make sure the general discipline of the school is maintained
5. Summarize all situational report from the house prefects for the headmaster's reference.
6. Organize Students Representative Council meetings
7. Chair Students Representative Council meetings.
8. Chair the Mini disciplinary committee meeting at least once a week preferably on Saturdays.
9. Go round, with the principal prefects to inspect the sanitation situation in the houses.
10. Be a good listener to students' problems especially the first year students.
11. Discourage bullying.

Duties of the House Prefects

1. Liaise with the House master and students to manage the house.
2. Report occurrences in the house to Housemasters.

3. Organize house meetings to discuss problems of the house and to relay decisions taken by the authorities to the house
4. Write weekly situational report to the Housemaster and copy to the school prefect.
5. Organize clean-up campaigns in the house especially for inspections.
6. Check roll calls and maintain general discipline and good sanitation in the house.
7. Manage petty conflicts among students in the house and report immediately to the House master.
8. Be a good listener and a problem solver to personal problems of first years.
Discourage bullying of first years.
9. Give feedback to the house after every Students Representative Council meeting early enough
10. Make sure every student in the house leaves the house for all gatherings and the rooms in the houses locked.
11. Make sure all exacts are signed before students leave campus and when they return.

Duties of the Entertainment Prefects

1. Preside over entertainment committee meetings to discuss programme for the term.
2. Plan appropriate items for the programme for a term and have the entertainment master informed. The entertainment committee, which comprises chairman for clubs, societies and a member from each house and the entertainment master, must discuss the programme.

3. Decide on two should participate in activities. However, the entertainment master can disapprove or approve of the participants.
4. Organize fund raising activities and ensure the funds are used to develop students' interests.
5. Attend all Students Representative Council meetings

Duties of the Class Prefects

1. Attend S.R.C. meetings, carrying to and from the class suggestions to the meetings and giving feedback to the class.
2. Keep discipline in class
3. See to the signing of the class attendance book by all teachers daily.
4. Ensure that teachers report for classes and where teachers fail to honour their time, find out about them from the Assistant Headmaster, (Academic)
5. Inform the class about important issues of decisions taken by the school authorities.
6. Report occurrences in the class to the form master/mistress.
7. Be responsible for organizing the class for every activity assigned to the class.
8. Punish student who come to class not properly dressed and also students who litter in and around the class room.
9. Prepare a duty roster for the cleaning of the class. The sweeping of the class must not be restricted to girls only.
10. Collect exercise books for teacher(s) after class and return them to the class after they have been marked by the teacher(s)

Duties of the Dining Hall Prefects

1. Make sure the Dining Hall is thoroughly clean before and after every meal.
2. See to it that every student is assigned to a dining table.
3. Make sure food shared on the table is of the right quantity
4. See to it that the bell is rung for students to come for dining.
5. Late comers must face the mini disciplinary committee and thus be reported to the Dining Hall master.
6. Ensure that no student leaves the dining hall until after the close of the dining time. Any student who leaves before then must face Mini Disciplinary Committee
7. Ensure that any shortage of food is reported immediately to the Dining Hall tutor.

In the absence of the tutor the matron must be contacted.
8. Ensure that any sign of misbehaviour from students is reported immediately to the Dining Hall tutor or in his absence to the Senior House master.
9. Ensure that no attempt is made to explain change of food or diet to the students in the Dining Hall. This must be done at the class or house level.
10. Make all announcements from tutors, headmaster and also ensure that any announcement made in the Dining Hall by other students is approved by the Dining Hall master before the announcement is made

APPENDIX C

DRAFT CONSTITUTION OF THE STUDENT REPRESENTATIVE COUNCIL (SRC)

The Preamble:

We, the students ofin order to help
Perfect our society, establish justice, ensure domestic peace, help in procuring
The need of our students, promote the general welfare of students, help the
administration, and secure the benefits of justice to ourselves and to our
posterity, do ordain and establish this constitution.

ARTICLE 1:

NAME OF THE COUNCIL

The name of the council shall be known and called the students
Representative Council, herein-after referred to as the S.R.C

ARTICLE 2:

MEMBERSHIP OF THE COUNCIL

Membership of the Council shall be opened to the persons hereinafter
mentioned:

1. The Senior Prefect
 2. The Assistant Prefect
 3. All elected school and house prefects and assistant.
1. **The President**
 - a) **The Present shall preside over all meetings of the students
Representative Council.**
 - b) **He shall direct the business of the day**

- c) He reserves the right to summon an emergency meeting of the Students Representative Council
 - d) He can veto any decision taken by the Council if in his opinion the decision is not in the best interest of the students. The veto can, however, be set-aside by the council if two-third majority of the total membership vote against the President.
 - e) Shall make or call for the appointment of such persons as will facilitate the business for the Council (as in the formation of committees)
 - f) Shall demand a report from any person or group of person charged with any responsibility whatsoever by the council.
 - g) Shall preside over all Executive Meetings.
2. The Vice – President:
- a) The Vice –President shall preside over all meetings in the absence of the President and shall be endowed with all the powers wielded by the President whenever he acts in that capacity.
 - b) Shall assist the President in his duties or in any manner as may be directed.
3. The Secretary:
- a) He shall record minutes of the meetings of the Council and deliver a report at every meeting
 - b) He shall prepare a report of every meeting to be submitted to the Headmaster
 - c) Shall discharge any additional duties as may be given to him either by the President or by the Council
4. The Vice - Secretary

- d) He shall act in the absence of the Secretary
- e) He shall assist in carrying out or carry our any such responsibilities as may be directed either by the President or by the Council.

5. The Porter:

He shall keep order at all meetings and discharge any such duties as may be assigned to him either by the President or by the Council.

ARTICLE 6:

DUTIES OF THE REPRESENTATIVES

- i. Every representative shall bring to the notice of the Council all problems and needs of the group he represents.
- ii. He shall convey to his group all decisions and suggestions of the Council unless otherwise stated.
- iii. Shall discharge any additional responsibility as may be assigned to him either by the President or by the Council.

ARTICLE 7:

PROCEDURE AT MEETINGS

- 1. Opening Prayer
- 2. Roll call
- 3. Introduction of the day's Agenda
- 4. Reading of the Minutes of the previous meeting and discussion of matters arising thereof.
- 5. President's address (if any)
- 6. Discussion of the business of the day
- 7. Secretary's summary of discussions

8. Closure motion
9. Closing prayer.

ARTICLE 8:

DISCUSSIONS AND DECISIONS

- a) All discussions of the Council must remain secret unless members are directed to relay the issue concerned to the rest of the students
- b) There shall be free discussion until a decision is reached, and once a decision has been reached, it must be binding on all members of the Council
- c) All decisions are to be taken by a simple majority vote unless otherwise requested by the President of the Council. Should the President find it necessary, a major decision would be determined by a two-thirds majority vote.

ARTICLE 9:

TERMS OF OFFICE

- a) All members of the Students Representative Council shall hold office for a period of one academic year unless the election or appointment of any particular member of members is/are terminated.
- b) Members of the Council, who wish, may seek re-election.

ARTICLE 10:

QUORUM

- i. The Council shall proceed with the day's business if not less than thirty members are present.
- ii. For all Executive meetings, the quorum shall be formed by three members present.

ARTICLE 11:

AMENDMENTS

The constitution of the Students Representative Council shall be amended when necessary by the Council by a two-thirds majority vote of the total membership. This can only be effected four months after its promulgation.

BYE-LAWS

1. REPRESENTATIVES:

- (a) Representatives shall consult their groups and hand in all items to be discussed to the Executive of the Students Representative Council not later than twenty-four hours before the scheduled time to meeting.
- (b) Should any representative fail to consult his house or class before and after an Students Representative Council meeting, that representative shall be guilty of an offence and shall be Cautionsed on the first occasion by the President and his house or form shall

be duly informed. On the second occasion, that member will be summarily dismissed from the Council

- (c) Representatives shall display highlights of every discussion on their house or class notice boards which must be checked by house and class prefects who must, in turn, report to the Executive of the Students Representative Council.

2. **SECRETARY**

A member of the Students Representative Council found to have Given our any information when directed to the contrary shall be dismissed from the Council without delay

3. **ILLEGALLY APPOINTED REPRESENTATIVE**

Any representative found to have been illegally appointed, (i.e., not Through fair elections), cannot be a member of the Council and will Be dismissed accordingly. The house of class concerned shall be Requested to send a proper representative.

4. **LATENESS**

- a) Any member who comes late to a meeting without a Reasonable excuse shall be guilty of an offence and shall Receive a warning on the first occasion.
- b) On the second occasion, the delinquent shall be liable to Suspension from one meeting during which his form or House will to find a temporary representative.

- (c) On the third occasion that member shall be dismissed from the council and his form or house requested to send a replacement.

5. **OBJECTIVES:**

The council shall not recognized the status of an " Observers"

Accordingly, no person shall be present at any proceeding under this Title.

6. **ABSENTEEISM:**

- a) Any member who absents himself from any meeting without prior permission or a reasonable explanation shall be deemed to be guilty of an offence and shall be liable to suspension from one meeting, only, on the first occasion.
- b) On the second occasion, that member shall be summarily dismissed from the council.
- c) Whenever a member is either suspended or dismissed, a Representative will have to be provided by the group concerned.

APPENDIX D

A GUIDE FOR STUDENTS MINI-DISCIPLINARY COMMITTEE

Offence	Punishment
Lateness:	Offending student to pick litters of papers, wash Dining hall bowls. If habitual, be reported to the
<u>Housemaster</u>	
Rudeness to follow	
Students:	Do work on the compound. Write Apology. Caution. Be reported to either the form master or Headmaster.
Untidiness:	Offending student to be made to tidy up. Made to do Extra tidy-up in the surrounding. Be reported to Housemaster if rampant.
Improper Dressing:	Offending student be sent outside to dress properly. Talked to be mindful of dressing. Dress seized. Be reported to the housemaster rampant.
Failure to do Household	Student made to do what was not
Chores:	done.
Use of Foul Language:	Offending student to be advised privately. An apology to be demanded. If rampant, reported to Housemaster.

Ill-treating Juniors: To be advised. An apology demanded made to sweep junior classes.

Misuse of Furniture Offending students made to return the furniture to the appropriate place and cautioned.
Punished to pack other misplaced furniture to their appropriate place. If rampant, be reported to Master on duty or Form Master

Use of Electrical Appliances: The appliance be seized and handed over to Housemaster

Receiving of Visitors Outside Offending student to be cautioned and if repeated, given punishment.

Visiting Hours: Be reported to Housemaster if rampant.

A mini disciplinary committee with the prefectorial board comprising the Senior prefects and the principal prefects shall handle the offences listed above especially where their year mates are culprits.

Weekly report from the mini committee sitting must be given to the Senior Housemaster for scrutiny and to authorize any punishment issued by The committee. The mini committee can be dissolved or encouraged to go on depending on how maturity is exhibited by prefects on the committee. Member of the committee should not in any way whether as a group or individually indulge in bullying fellow students.