UNIVERSITY OF CAPE COAST

CHALLENGES OF STUDENT PARTICIPATION IN ADMINISTRATION

OF ACHIMOTA SENIOR HIGH SCHOOL IN THE ACCRA METROPOLIS

BENJAMIN OPOKU OHENE

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BY

BENJAMIN OPOKU OHENE

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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: ……………………

Name: Benjamin Opoku Ohene

Supervisor's Declaration

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

Supervisor's Signature:……………………   Date:……………………

Name: Prof. Yaw A. Ankomah

ABSTRACT

Many school heads who work for meaningful student involvement in the running of their schools find that there are significant barriers to validating the opinions, ideas, knowledge, and experiences of students in order to improve their schools. These barriers can be seen as challenges that encourage students, teachers and administrators as well as schools to grow and flourish in new and exciting ways. This research seeks to identify some of the challenges that the students, school authority and staff of a large school such as Achimota face as the authorities adopt meaningful student involvement to overcome the hurdles of effective school administration.

The study examined the particular arrangements put in place for students to actively participate in the day-to-day running of the school and ascertained the nature of the perceived challenges that confront both students and administration. The descriptive survey method was used for the study. Questionnaires were used to gather information from 290 student and 71 teachers and members of administration. Data collected from the responses from the questionnaire administered were analyzed using the Statistical Package for Social Science.

Among others the study discovered that the SRC and the Prefectorial Board were operational but ineffective and though students serve on some of the school committees they are not adequately involved in the decision making processes. On the basis of the findings it was recommended that the school authorities should put in place adequate mechanisms and organize regular fora for students to enable them relate issues that affect them directly to the authorities.

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My final thanks go to all others who through their moral, material and spiritual support, I have been able to accomplish this feat.

DEDICATION

To all school prefects and heads who seek to adopt meaningful participation of

students in school administration.

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CHAPTER ONE

INTRODUCTION

Background to the Study

The holistic focus of this dissertation is the management of senior high schools in Ghana. Managerial issues in Ghanaian education has become the cynosure for educational analysts and policy makers because of the nation's desire not only to produce the necessary labour force but also to profit maximally from the large quantum of resources invested in the sector. Globally, national investment in education is driven by the realization that for all modern nations, education is a *conditio sine qua non* for national development; education enhances the life of citizens of a country and improves the quality of a nation's labour force and by extension, the productive capacity of the citizenry. In Ghana, the centrality of education in national development is evidenced by the fact that the greater portion of the nation's budget (over 40%) goes into this sector. Given the significance and role of education in governance, today the global community recognizes access to education as a fundamental human right of every one of the world's citizens.

However, beside access to education being a right, the prohibitive cost of education requires that school leadership must be conscious of providing value-for-money quality education while at the same time it is actively involves other stakeholders in shaping the standard of organization and

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management of the schools. In contemporary times, the head performs a number of administrative functions. However, his or her success as an administrator is assessed in terms of the efficiency with which he performs his functions. His performance sets the tone and quality of the school. This position is reinforced by the observation of the Commonwealth Secretariat (1993:5) thus: "It is widely recognized and agreed that one of the key factors influencing school effectiveness is the nature and quality of the leadership and management provided by each school head."

Over the years, the various pre-tertiary educational reforms, especially from the early 1970s, have resulted in a rapid expansion of enrollment in the face of inadequate resources to cope with the ever-increasing demand for educational provision. The expected community participation and management efficiency as envisaged under the Free Compulsory Universal Basic Education programme (fCUBE) have not materialized to the fullest. The net result is that school management has become a much more complex and difficult enterprise in Ghana. As Afful-Broni (2004, p. 192) opines: "As formal organizations, schools are very complex places; hence the task of leading them cannot be done in a wholesale manner. Schools deal with human persons; and those who make schools happen are also human. Like all other organizations, schools need healthy co-ordination of the various players to make them effective."

Students form an integral part of the human resource that the head has to manage. In fact, they serve as the pivot around which everything else in the school revolves. Accordingly, Ozigi (1977) maintains that the student is at the center of the educational process and all activities in the school should aim at

developing his total personality to the fullest. To achieve this goal, good curriculum and instructional programmes must be developed and implemented. Furthermore, the school should provide opportunities for the student to develop responsible attitudes and to experience the type of moral learning that will prepare them for future life. For the head to achieve this, he must show considerable concern for the student, look into the teaching and learning situation, try to understand and help solve students' personal and social problems, and cater for their well-being and happiness.

Inferring from the views of Ozigi (1977), one may appreciate that the major challenge the head faces today is how to create an environment conducive for students to retain what they learn and to guarantee their welfare to enhance smooth learning. The head must therefore put in place the structures, processes, systems, human resources and strategies needed for the management of the school in order to attain organizational effectiveness and efficiency. The successful organization and implementation of these requires the maximum co-operation and active participation of both staff and students of the school in decision-making concerning the nature and direction of the school.

As asserted earlier, the head's leadership style is paramount in determining the degree of students' participation in the administration of a school. Consequently, it is to be expected that there will always be a considerable variation in the degree of students' participation in the administration of schools. For instance, as noted by Ozigi (1977) in a small school, the head's leadership may be sufficient to influence the totality of the school's administration. However, as the school grows larger there will be the

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need for the involvement of students in the smooth running of the school. The student leadership base in such school may be expanded in order to support the head in managing the school. It suffices then to say that the head will have the onerous duty to put in place structures and systems that will ensure the smooth take off of joint student- leadership administration of the school.

To ensure effective and successful management, the head must adopt participatory decision-making in the running of the school. One sure way of doing this is the head's ability to employ the principle of cooptation through harnessing the resources of school prefects. The basic role of school prefects is likened to the industrial foreman who acts as a critical intermediary between the workers and management. However, as asserted by Asiedu-Akrofi (1978) and reinforced by Afful-Broni (2004) in the schools the prefects also act as general agents of social control. Consequently, among other things, they ensure that students adhere to the basic rules and regulations in the school and they sanction those who infringe the rules. They also ensure that students attend all functions organized in the school be it curricular or co-curricular. As a result, they disseminate and translate decisions and expectations of administration to their fellow students and vice versa, they convey students' decisions, expectations and worries to administration. Indeed, they serve as an advocacy body.

Dewey (cited in Amuzu-Kpeglo, 1991) believes that for a person or the young to be trained in the ways of adult society, he must be given enough freedom as he or she grows up. More succinctly, he observes thus: "the only way to prepare for social life is to engage in social life." The implication of this for the school situation is that when students are allowed or encouraged to

take part in the running of schools, especially in the decision-making processes, it produces positive results: students tend to develop a sense of belonging and they cultivate democratic attitudes which will help them in future to tolerate one another's views.

Muus, (as cited in Afful-Broni, 1988) holds that gone are the days when many educators and trained psychologists thought and taught that adolescents and other young adults were in a disturbed stage of humanhood; their minds are not at rest; they are in a constant state of confusion, for they are struggling with their own identities. Student leaders compliment the work of the head and staff in ensuring the smooth running of the affairs of the school. If more opportunities are given to students to participate in school administration, it is likely they will develop a sense of commitment to the affairs of the school. Students' participation is a step forward to fostering responsible attitude among students and bringing about a greater sense of self-discipline within their body. The formation of Students Representative Council (SRC) and Prefectorial Board is therefore crucial in school life and activity. These two boards serve as a channel for the promotion of students' participation in school administration as noted by (Afful-Broni, 2004).

Students want to be part of the running of schools because they have a lot offer to complement the work of staff and administration in attaining the goals of the school. The head should note that the students can "make or unmake him". There may be challenges that both students and school administrators may grapple with as student are included in school administration. It is essential for school authorities to decide which form of participation will best suit the capacities of students and create opportunities

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accordingly. In allowing prefects to take part in the running of schools they may make mistakes and making mistakes is part of the learning challenges they would face as they go through the school process and adult life. Indeed, students' participation in school administration is so crucial not only because of its beneficial outcomes but also with the advent of international agreements such as the UN Convention on the Rights of the Child, there is a growing recognition that children should be challenged to contribute to their environment through participatory democracy.

Statement of the Problem

Fletcher (2005) intimates that effective communication between and among groups of people can promote cordial relationship and facilitate conflict resolution. However, where channels for effective communication between and among groups is blocked or constrained, this may deepen inter- or intra-group suspicion and consequently lead to violence or to a state of generalized non-compliance. As a teacher, chaplain and counselor of Achimota School, the researcher was often confronted with students-administration conflicts arising from miscommunication or lack of effective channels for communication. In playing this multi-capacity role, he often found himself negotiating between the positions of both students and the school administration. In some of these negotiations, he often encountered instances when both students and the administration had valid arguments regarding the inclusion or exclusion of students in some decision-making processes. At the same time, there is the realization that student participation in school administration inures to the benefit of both students and the school administration. Consequently, the researcher took keen interest in the

dynamics of contemporary modes of high school administration. The result is this scientific study which *inter alia,* is intended to ascertain how school administrations can involve students in running high schools and thereby contribute to the formation of leadership and participatory democratic values among students.

The other motivation to conduct this study stems from the general perception among some students and teachers that students of Achimota School are given very little room to participate in administration. There is often the complaint that the ideas, views and contributions of students are often brushed aside or given very little consideration. This is underpinned by the growing recognition that children should be challenged to contribute to their environment through participatory democracy. It is also the opinion of many that as in this contemporary era, the nature and practice of the old traditional system of government is giving way to modern democratic government, so should the administration of schools also be in order to cope with the dynamics of society.

In performing their duties, the heads come into conflict with students over burning issues that affect their general welfare. Asiedu-Akrofi (1978) notes that where these conflict situations are not resolved timely they often result in students' unrest, strikes and demonstrations, inter alia. There are many benefits that students and school heads stand to derive when they encourage students' participation in school administration. Aware of these facts, one wonders why there is a growing perception in Achimota School that students are given little or no room for their active involvement in the running of the school. Definitely, there may be some challenges that both students and

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administration are facing in involving students in the running of the school. Such a situation poses an educational problem. There is therefore the need to study the situation closely and this is what this research work seeks to accomplish.

Purpose of the Study

It has been established that the head of a school cannot achieve organizational effectiveness when he alone manages a large school such as Achimota Senior High. The meaningful participation of prefects can therefore not be underestimated. The main purpose of the study is to find out the challenges arising from students' involvement in the administration of the school.

Specifically, the study seeks to:

a. take a close look at particular arrangements put in place for students to actively participate in the day-to-day running of Achimota School.

b. find out the nature of the perceived challenges that confront the school administration as well as the students in the latter's attempt to be involved in the administration of the school.

Research Questions

The following research questions were formulated to guide the study:

a. What are the structures for involving students in the running of Achimota School?

b. To what extent are students involved in the administration of the Achimota Senior High School?

c. What challenges are encountered in involving students in the administration of the School?

Significance of the Study

This study is significant because it is intended to inform educational administrators in general, and especially Achimota School authority in particular, on the dynamics of students' participation in school administration. It will equip both school authorities (heads and teachers) and students with the requisite knowledge and skills to deal with administrative challenges as the two bodies work together toward achieving the ideals on which Achimota School was founded. Obviously, the study will also add a new dimension to current thought and research in this important area of school administration in Ghana.

Delimitation of the Study

Case studies have their advantages and disadvantages. The former gives the researcher the leverage to delve deep into several issues of interest to the study while the latter include the inability to make empirical generalizations to cover the universe of study. With the latter weakness notwithstanding, Achimota School was used as a case study because as a premier educational institution, it is ranked among the top ten schools in Ghana and ranks among one of Africa's top 100 high schools. Achimota School has played a very vital role in respect of the demands and needs of the Ghanaian society from the pre-colonial to the post-colonial era.

As noted by Sadker and Sadker (1982), schools exist to protect the national economy. Consequently, Achimota School has in diverse ways protected the Ghanaian economy by producing leaders who have contributed

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to make the Ghanaian economy viable and competitive. As of now the School has produced four heads of state of Ghana. Today, the school stands tall among the numerous senior high schools in Ghana. With these credentials, the administration of Achimota School is quite expectedly a complex one in spite of the fact that the school may share similar characteristics with other existing large schools in terms of challenges of involving students in the running of senior high schools.

Limitations of the Study

In spite of the researcher's effort to conduct the study thoroughly, some limitations which could not have been avoided were encountered. The research was limited to a few sampled students and some members of teaching staff. It is likely that many other interesting findings could have been made if the entire student body and all members of staff had been involved in the study. However, time and other resource constraints did not permit this.

Finally, it must be noted that the prefectorial board is not static and therefore it is possible that the prefects of the subsequent years may have strategized their involvement differently from the 2010/11 prefects who constituted one of the units in this study. Consequently, generalizations in the study may be limited. In spite of these limitations, the study provides the basis for designing a participatory approach in high school administration in Ghana and a pathway for a broader study of this issue in the future.

Organization of the Rest of the Study

Following Chapter One, Chapter Two reviews related literature by scholars in the field of education and students' participation in school administration. Chapter Three deals with the various approaches adopted for

data collection. The Fourth Chapter dwells on the presentation, analysis and discussion of the data with some highlight on the findings of the study; the Fifth Chapter summarizes the findings, reflects on the conclusions and makes policy-related recommendations and suggestions for further research.

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CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter reviews related studies and observations made by researchers and writers on education and school administration. The literature review concentrates on the following areas: concept of the school and school administration; student personnel services in school administration; school leadership as a social process and shared relationship; building the capacity of student personnel for effective performance of duties; barriers of student participation in school administration.

The Concept of School and School Administration

The school is an educational institution. According to Asiedu-Akrofi (1978) "a school is a micro or miniature society designed for learning and teaching" (p. 26). He further intimates that the school is an organized social system, purposely designed to achieve educational goals. As a social organization the culture and knowledge acquired and treasured over time are systematically imparted or shared for the sake of continuity, revival and survival. Interaction that takes place in school is to help the learners realize their potentials, skills and abilities through exposure and acquisition of knowledge for the benefit of the individual, the immediate community and larger society as a whole. In other words, a school is a formal institution where learning and teaching takes place in order to mould the minds of the young ones based on a planned interaction for a better society. The objective of every

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school is thus geared towards making the learners useful to themselves and the society (Fletcher, 2005).

Hoy and Miskel (1982) underscore that as a formal organization, the activities of the school are planned and structured such that the individual particularly students are helped to develop their talents, skills, knowledge and character with the aim of making them more beneficial to themselves and the society. If as noted by Asiedu-Akrofi (1978), schools exist as micro society in which teachers and students interact with the purpose of perpetuating and innovating the culture of the society, then there is the need for every school to ensure that its structures or policies are established to ensure and enhance active student involvement in the day-to-day running of the school. School curriculum is often designed to meet the needs of students. However, one area of students' need which is often not emphasized or overlooked by school administrators is ensuring the proper placement of student participation in the school curriculum. Student participation must be given its proper sloth in the school curriculum.

Common Areas of Student Participation in School Administration

There are some common areas in which students can be made to participate in the running of schools. It is incumbent on the head to put in place a wide range of student personnel services to enhance student active involvement in these areas of school life. Ozigi (1977) identified the prefectorial system, the Student Representative Council (SRC) and school committee system, as the most effective ways of involving students directly in the administration of the school.

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The Prefectorial System

Among others, the duties of school prefects include the organization and co-ordination of all manner of co-curricular activities such as games, societies and clubs. Others include dealing with minor cases of discipline, taking responsibility for students' welfare, supervision of learning after school hours and checking attendance register. Properly operated, the prefectorial system helps to minimize the principal's work and sets a good tone for the school

As noted by Ozigi (1977), the system of selecting school prefects varies depending on the practices and the traditions of each school. It is advisable for the administrator to consult staff, however, to seek their opinion on who should be the school head prefect. House masters, for example, know the members of their houses very well and are usually asked to make a choice. Similarly, masters in charge of classes and co-curricular activities make their own recommendations or choices.

 Ozigi (1977) further observes that in some schools, a more democratic procedure is adopted: pupils are allowed to have a say in the choice of their prefects. They make recommendations for prefects they want for particular posts and then the staff and the school administrator make the final selection using the pupils' recommendations as a guide. This democratic method creates the feeling that every section of the school community has had a say in the choice of the school prefects, who will consequently hope to enjoy the co-operation and support of their electors. The elected prefects usually try hard to measure up to expectations of the people who have voted for them. The

system also gives the students some practical experience and training in democratic principles.

The Students' Representative Council (SRC)

Since 1985, Students' Representative Councils (SRC) have been formed in schools to serve as a mouthpiece for all students. The SRC serves as a pressure group which facilitates and expedites urgent action for students when the need arises. It offers a common forum for discussion of students' predicaments. It also exists in schools to ensure constant flow of information between educational authorities and students and serves to groom students for leadership positions not only for the schools but also for future national leadership positions.

Asiedu-Akrofi (1978) and Oduro (1999) hold that organized student personnel such as the prefect system and SRC constitute a strong force in the process of shaping educational policies and achieving school goals. They view them as a supportive system for school administration. Through these systems school administrators delegate to students leaders certain duties connected with the day-to-day life of the school. Ozigi (1977) maintains that when supervised, they perform well.

School Assembly

Asiedu-Akrofi (1978) points out that school assembly are important for the development of the corporate life of the school. They bring together the entire schools for many school activities such as worship, singing, praying, recitation of national pledge and anthem, and sometimes serve as fora for the discussion of topical and contemporary issues that affect students and the school community. School assembly is usually conducted by members of staff.

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The role of students in this vital activity cannot be overemphasized. Consequently, as noted by Asiedu-Akrofi (1978) they must be encouraged to take a leading part and assist in planning and directing its course. School assemblies could be made interesting when students are given definite roles and responsibilities to play.

Prefectorial Board/ SRC Meetings

Gyesi-Appiah (2002) intimates that the head of a school must endeavour to be present at the meetings of school prefects and the SRC, but where other pressing duties do not permit this, an assistant head should be chosen to act on his behalf. A senior member of staff can be delegated to serve on the council meetings. His main duties are to give guidance to the deliberation of the council in matters of procedure and to clarify the points of view of the school administration. It is always important for the staff representative to be patient and sympathetic to student problems. He should not influence members of the council in the exercise of their rights and obligations. At such meetings, every student should be accorded his rights and obligations and the meeting should be conducted in manner that would give students the freedom and scope to develop a democratic way of life. Occasionally, the head may give audience to the executives of the student leaders and discuss some school issues directly with them. This may help considerably to reduce tension in the school.

Gyesi-Appiah (2002) further recommends the school prefect to be someone whom the head has to see from time to time because it is from him that the head can get students' views on how the school is being managed

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although it is true that the head will get information from other members of administration and the staff.

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School Committees

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School committees have been identified by some educational researchers as structures that heads can put in place to engage students' meaningful involvement in the running of schools. The following are some common committees on which students can be made to serve in schools.

Sports and Games Committee

There is no doubt that sports and games are of great value to any school and to the development of education in the country. Gyesi-Appiah (2002) holds that students derive considerable benefits from sports and games. Sports and games improve the quality of life in the school. They make school life very interesting and very enjoyable too. It is commonly acknowledge that sports and games develop the physique of the child. They make students healthy and strong.

The head should ensure that there is a sport committee comprising among others sport prefects and headed by the sports master. They plan all the sports activities of the school and ensure that these plans are carried through successfully. All problems emanating from these plans and from their implementation are discussed by the committee. The deliberations of the committee and the conclusions from them should be reported to the head.

Gyesi-Appiah (2002) maintains that when discipline is maintained during sports and games, the school will undoubtedly be on its way towards maintaining very good discipline in the whole school.

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Entertainment Committee

It is often said that "all work and no play makes Jack a dull boy". Consequently, students must be allowed to make their own entertainment programme in the school. Heads must ensure that entertainment committee is formed in the school with the entertainment prefect serving as the chairman. There should also be a teacher in charge of entertainment.

Gyesi-Appiah (2002:32) maintains that, "the teacher should ensure that a good programme is put in place that will serve to give the students adequate diversion from their studies and to refresh their minds from the lassitude that hangs ponderously over their shoulders during a very busy week". It is worth noting that in schools where there is no entertainment, students find life boring and uninteresting. Most students cannot sit down to study and the temptation for some to abscond from the boarding house is very great. School entertainment is a must and cannot be taken away from students. Consequently, students must be involved in the planning and execution of school entertainment programmes.

Disciplinary Committee

For the general discipline of the school, it is important that a committee comprising some members of staff and student's representative be formed. An assistant head of the school may serve as its chairman. The committee constitutes itself into a court and investigates cases of indiscipline among students and tries the offenders. Offenders may be suspended, dismissed or punished in any way prescribed by the GES Code of Discipline. Generally, in matters that concern student behaviour or discipline, they develop greater sense of ownership in the school when they are involved in the

decision making process. Here they may have more respect for the rules and may even be more inclined to follow them.

Dining/Food Committee

There is a saying that "a hungry man is an angry person". In this regard, Asiedu-Akrofi (1978) opines that most strikes in schools can be traced to food problems. Most of students' complaints are either about the quality and quantity of foods served in the dining hall or that it is poor in quality. Consequently, he advises school authorities in handling such situations to be patient and examine the issues raised in their complaints. Significantly, students must be made to serve on Food or Dining Committee so they can make some input into the types and quantity of menu.

Classroom/Prep Committee

Asiedu-Akrofi (1978) holds that since our schools are divided into classes, it is a common practice to elect prefects and other officers appointed for the purposes of organizing the class activities and enforce law and order. He opines that it is democratic to allow the students to elect their own prefects. The committee supervises class prefects whose duties and responsibilities among others, are to ensure that the necessary teaching and learning materials are readily available for the classroom work. They also work to maintain law and order in the classrooms and ensure that atmosphere conducive for teaching and learning prevails in the classroom.

School committees serve as a formal means of communication between students and school authorities. As noted earlier, one way by which students show their disapproval of how their school is run is by engaging in strike action especially where the head adopts autocratic style of running the

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school. Among others, rigid control of students and their non involvement in school life can result in strike actions. Some of the strikes are peaceful while others are violent. It is worth noting that students are more likely to co-operate with school authority if they are given the chance to participate in administration of the school. It is incumbent on school heads to establish a congenial climate for peaceful co-habitation in schools and one way by which this can be achieved is when students are made to play meaningful role on school committees (Asiedu-Akrofi, 1978).

Leadership in Schools: A Social Process and Shared Relationship

Leaders are people with certain characteristics that especially fit them for their leadership roles. Musaazi (1982) notes that leaders are people who have a worthwhile task to do and who have the ability to get others to co-operate with them in doing it. For Musaazi, leadership is not solely an attribute of personality, nor can there be any assurance that it will come only from specified positions in the hierarchy of an organization. It cannot exist in isolation, but is related to interpersonal relations and group operations. All those who work under the leader within an organization depend on him more than he depends on any of them. However, the leader also relies on each individual for the specific task he performs in the organization.

Ozigi (1977) maintains that from a purely administrative point of view the student's participation in the life of the school also contributes greatly to the efficient and orderly operation of the institution; it will improve communication, lead to better understanding and co-operation and help to resolve many personal and social problems, which can be disruptive. Ozigi (1977) further opines that there are certain duties concerned with students'

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welfare which must be left to the students themselves to perform and he holds that the when students are offered the opportunity to handle such issues they do so more efficiently. This is because the administrator and his staff have too much to do to be able to attend to certain details of non-academic duties. Therefore, students must be encouraged to play roles in the administration of the school and have responsibilities delegated to them.

Inferring from the views of Ozigi (1977) and Musaazi (1982) one can say that in a school situation, the head depends on every teacher and student but most especially the involvement of the prefects or student leaders for the success of the administration of the school. Each person, staff and students is as important as the other. This relationship must be official and a shared one of course. In school administration, the head is expected to provide guidance, motivation and help to the student' leadership as he expects good quality work from them. But where the head lacks the initiative and originality of thought to give the necessary guidance, the school he leads cannot achieve its goals and objectives. In the same way, if the students lack a sense of duty, the school will surely fail to achieve its objectives. Intelligent direction on the part of the head as leader, coupled with devotion to work by the students, give the school the desired success (Fletcher, 2005).

Building Capacity of Student Personnel for Effective Performance

Students must be helped to know and understand clearly their duties and responsibilities as prefects. This means school heads must put in place structures, systems or processes that will ensure that students who are elected to assume student leadership roles are conversant with their task. Farrant (1997) notes that one major short-coming readily observed with the prefect

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system is that, they often do not seem to have a clear idea of what their duties are. Consequently, in assuming office, most prefects do not really know what they must do and the limit they can go. Although some of them may perform their duties well, they do so only on try-and-error bases. Sometimes they depend on the head and teachers for instructions and directions before taking any initiative. Farrant (1997) further intimates that 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 will often fumble.

Mankoe (2000) suggests the provision of incentives essential to induce and encourage participation in any field of endeavour. The implication of this to the school situation is that, prefects must be motivated to give their best. They must be lauded for good work done and criticized with affection and love when they go wrong. Fraternal correction may go a long way to enhance their optimal performance in the discharge of their duties and responsibilities.

Mankoe (2000) further recommends in-service training for people expected to participate in management. For him they must undergo training on the job and also have sustained exposure to successful implementation and participatory techniques adopted by esteemed colleagues. In the school, prefects must be given adequate orientation when elected into office. Through orientation, prefects get to know their duties and responsibilities clearly for effective and efficient performance thereby contributing maximally to the work of the school. Students' involvement in the administration of the school is so imperative and cannot be left out. School heads must therefore put in place structures to equip prefects with the necessary skills and competences

needed for the execution of their leadership tasks. Prefects must be adequately motivated to give up their best for the smooth running of the school.

Leadership Style of School Head and Extent of Student' Involvement

Leadership style refers to the specific way that an institutional head chooses to influence his subordinates. The head's leadership style plays an important role in the overall attainment of the goals of the institution. Sisk (1977) stated that leadership was essentially for effective group action and the achievement of organizational goals. He also stated that it was responsible for the success or failure of the conduct of education. The management style of people placed in leadership roles is a determining factor to the extent to which their subordinates are prepared to participate.

In the school situation, the leadership style of the head largely determines how he involves prefects or student leaders in administration of the school. Leadership style varies from one institution to another. The way and manner prefects are involved in administration will also vary from one school to another. Musaazi (1982) among others identifies three common types of leadership that pertains to most school administration: autocratic, laisser-faire and democratic.

Autocratic Leadership

In this type of leadership the leader alone determines policy and assigns tasks to members without them. It does not allow any group-inspired decisions. This kind of leadership is commonly called coercive leadership or dictatorship as noted by Musaazi (1982). The implication of autocratic leadership on school situation is that, the head and teachers would prefer to dictate to students instead of allowing them room for discussion and personal

expression. Where the head of the school practices autocratic leadership; the prefectorial board or SRC have very little or no say at all in anything relating to their school life. Such leadership kills initiative among prefects or student leaders and very often results in prefects being indifferent and apathetic to school life. At worst it heightens tensions and students' aggression and breeds unrest situation in schools. Students resort to school strikes and riots where they destroy school properties as a way of showing their displeasure to school administration.

Laissez-Faire Leadership

As a French expression which literally means "let people do what they wish". Laisser-faire leadership, therefore, is a kind of leadership where there are practically no rules in the organization. Musaazi (1982) intimates that the leadership grants complete freedom to group or individual decision without the leader's participation or direction.

The implication of laissez-faire leadership on the school setting would mean that, student leaders are free to do what they want. The head merely watches what is going on in the school. When this happens the head loses authority. In such school administration you find chaos or anarchy prevailing because the students' activities are not guided by the head. It is pertinent to note that this kind of leadership hardly operates in the school, although mismanagement by the head may lead to conditions akin to laisser-faire leadership.

Democratic Leadership

Democratic leadership rests on the idea that members of the group or institution or their representatives shall be involved in the making of policies.

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This type of leadership embraces group and leadership participation in the formulation of policies, rules and regulations that serve for organizational operations. As held by Musaazi (1982), decisions about organizational matters are arrived at after consultation and communication with the various people who matter in the organization.

The implication of democratic leadership on school administration means that in the school, teachers, students and the head participate in the formulation of the school rules and regulations. With this type of leadership, a higher degree of students' morale is always promoted. It serves as a means by which the creative talents and potentialities of prefects are tapped and exploited for the growth and survival of the school.

Democratic leadership promotes greater group productivity among prefects and the student body. It shapes students leaders to be more matured, more objective and less aggressive. Many school heads practice this participatory type of leadership. Nevertheless, a major question that one needs to ask is: To what extent do school heads allow student personnel to participate in the running of the school while practicing the so-called democratic leadership?

Barriers to Student Participation in School Administration

Asiedu-Akrofi (1978) admits that students' involvement in school administration has many risky and unpleasant aspects because the head and teachers are responsible for whatever happens in the process of encouraging students participate in school administration. What the head and staff therefore need is courage to develop a strong sense of initiative in the students as they

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take an active part in the life of the school and also take full responsibility for their activities.

Mankoe (2000) further recommends in-service training for people expected to participate in management. For him they must undergo training on the job and also have sustained exposure to successful implementation and participatory techniques adopted by esteemed colleagues. In the school, prefects must be given adequate orientation when elected into office. Through orientation, prefects get to know their duties and responsibilities clearly. School administrators must organize periodic activities such as seminars and workshops for prefects to build their capacity for effective and efficient performance. A lot of time and sometimes money is invested in the whole process and this investment can be dissipated if students tend not to perform effectively in the discharge of their duties and responsibilities. The unavailability of funds may leave this vital project unattended to. Many heads may see this project as expensive and unprofitable to undertake considering the inadequate and limited funds available for the running of schools.

Student involvement may pose a great challenge to a school head who holds on to the traditional autocratic style of leadership. Not appreciating the dynamics of change, such head may exhibit behaviours that do not build subordinates' confidence and feelings of self-worth and value. Such a head would feel insecure and would be unready to allow or give little room for students to participate in the management of the school. Kohn (1993) offers that perceptions of control and a "lack of gumption" may hold many educators back and further notes that parting with power is not easy; consequently, many adults including school heads would want to have control.

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Some school administrators may be ready to allow students participate in the running of schools but they may see the process so tasking because they lack the skills and abilities to establish the right interrelationships that are needed to influence subordinates for the achievements of the organization's goal.

The involvement of students in the running of the school cannot be underestimated despite the aforementioned barriers that may seemingly prevail on school administrators. Kohn (1993) further notes that while these barriers can often seem like insurmountable hurdles, it is important to see them as challenges that encourage students, adults, and schools to grow and flourish in new and exciting ways. In the view of Douglas (1964) the process of transferring responsibilities to prefects should be gradual and only after careful advance preparations have been made. He further notes that the most successful student organizations are those who have been allotted responsibilities gradually and in proportion to their demonstrated abilities. He adds that they discharge their duties satisfactorily.

Short Profile of Achimota Senior High School

The main thrust of this profile is to provide an overview of Achimota School, (formerly Prince of Wales College and School) where this study was located. This exercise is necessary not only to facilitate appreciation of the habitus of the study but also its conclusions.

Status

Achimota Senior High School is an elite and prestigious co-educational senior high school located at Achimota in Accra. The school is among the top ten schools of Ghana and ranks among one of Africa's Top 100

High Schools according to a 2003 list compiled by Africa Almanac. The school is government- funded boarding and residential, typical of many second-cycle institutions in Ghana. It is a non-denominational Christian school founded in 1927. The student population is approximately 1500 and the age range of students is 14 to 18 years. There are 82 teachers and 137 ancillary staff.

Physical Structure

The school is divided into the East and West campus with 14 single-sex houses. The houses are divided equally between the sexes; 7 houses for girls and 7 for boys. Each house has two housemasters/housemistresses, a house prefect and monitors who see to the daily administration of the house. There are also senior housemasters and housemistresses for the Eastern and Western compounds who serve as the overall residential life coordinators. Located close to the school's central campus are the Achimota Golf Course, The Achimota School Police Station, a staff village for the school's non-teaching staff, a forest reserve, a large farm, and Achimota Hospital that serves students, employees as well as the communities surrounding the school. Within the school is a Post Office.

The school motto is "Ut Omnes Unum Sint" meaning, "That All May Be One". The motto underscores the abiding philosophy of the school founders that, starting in the context of school life, black and white, male and female, should combine synergistically for the good of all. This is symbolized by the black and white piano keys emblem of the school crest.

Achimota School was founded on certain Ideals, namely:

1. The best use of minds and bodies which God has given us.

2. An equal opportunity for girls and boys in education.

3. Respect for all that is true and of lasting values in the Old African culture, beliefs and ways of life.

4. Willing, humble service of the educated for the uneducated.

5. Mutual understanding and co-operation between Christians of all denomination and the growth of that spirit in which the churches shall one day be united again.

6. Friendship, respect and cooperation between all races on equal terms.

7. The belief, on which all else rest, in Jesus Christ as the revelation for all time and all peoples of the love of God, and as the guide and pattern of our lives.

The School Administration

The school administration is composed of four heads, namely, the headmistress and three assistant heads together with the senior housemaster and his two deputies as well the senior housemistress and her two deputies. The school also has four chaplains from the Anglican, Catholic, Methodist and Presbyterian denominations who provide spiritual and pastoral care as well as guidance and counseling services to both students and staff. The school has an active Board of Governors and an active Parent-Teacher' Association which contributes to the welfare and development of the school.

Students Administration

Students participate in the administration of the school through a board of prefects, SRC and committees systems. Students who display leadership skills and are academically good and enjoy good character are elected to be prefects or leaders. There are 4 school prefects. There are other ancillary

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prefects in the areas of Sports, Assembly Hall, Dining Hall, Chapel, Compound, Classrooms, Houses, Entertainment. The SRC operates fully as an autonomous body comprising one representative each of the 35 classes in the school.

Summary of Literature Review

The literature reviewed shows that a respectable number of research works and discussions have been carried out with respect to students' participation in school administration. These writers maintain that students are at the center of educational process and all activities in the school should aim at developing their total personality to the fullest (Ozigi 1977). Significantly, proponents of student participation in school administration such as Asiedu-Akrofi (1978), Gyesi-Appiah (2002) and Afful-Broni (2004) have enumerated numerous benefits that heads, teachers and students themselves stand to benefit when student personnel services are put in place in the running of schools. To achieve this goal, good curriculum and instructional programmes tailored toward the needs of students must be developed and implemented.

Furthermore, they maintain that school should provide opportunities for the student to develop responsible attitudes and to experience the type of moral learning that will prepare them for future life. They enumerated various ways of encouraging this in schools. They also discussed some hindrances to effective participation as well. They emphasized that heads must show considerable concern for their students, look into the teaching and learning situation, try to understand and help solve their personal and social problems, and cater for their well-being and happiness.

Asiedu-Akrofi (1978) and Mankoe (2000) contend that rigid control of students and their non involvement in school life can result in strike actions. However, when they are included in school administration tendency for students' rioting and strike actions are eliminated or curtailed. Afful-Broni (2004) affirming this view also contends that student personnel services such as the Prefectorial board and SRC offers a formal means by which students communicate their feelings to the school authorities.

It has been noted among the writers that students are more likely to co-operate with school authority if they are given the chance to participate in administration of the school. They further intimate that when student are made to participate in school administration, their skills and capabilities required for democratic citizenship are more likely to be fostered. This means that upholding the right of children could also contribute to a greater spirit of democracy in the society at large. There is a growing recognition that children should be challenged to contribute to their environment through participatory democracy. As in this contemporary era the nature and practice of the old traditional system of government is giving way to modern democratic government so should the administration of schools also be in order to cope with the dynamics of society as promulgated in the UN Convention on the right of the child.

As indicated by Kohn (1993) and Fletcher (2005) teachers and school administrators have an important role in assisting students to become engaged as partners in social change. Meaningful student involvement demands their participation; but students are equally charged with being willing to change schools. Both students and staff have to work together to overcome the

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systemic barriers that keep everyone from moving forward with inclusive school management. It is easy to assume that barriers will stop activities, especially when everyone lacks commitment to meaningful student involvement. However, the above illustrations in the literature review show that through intentional facilitation and guidance, students, staff and the structure of schools can change. The significance of meaningful student involvement is greatly increased when barriers are overcome (Kohn, 1993).

The philosophy underpinning the founding of Achimota, the unique facilities and credentials the school enjoys to date sets a tone of complexity in the nature and scope and system of running the school. As affirmed by Afful-Broni (2004), schools are very complex places; Achimota is indeed a complex school. The head cannot achieve organizational effectiveness when she runs the school alone. To overcome the hurdles of shaping the standard and management of this premier institution, it is crucial that the school authorities adopt meaningful student involvement in the running of the school. It is pertinent to note that the head nonetheless, will face dissenting views, ideas and opinions from the students as they are drawn on board. But as maintained by Ozigi (1977) students are the center of the educational process. Therefore, the head must ensure that all the activities in the school are geared towards developing the total personality of the students to the fullest.

CHAPTER THREE

METHODOLOGY

This chapter gives direction to the study, more specifically in the design of the research, sampling, the procedures used in the data collection and the instrument used in the study. It will be divided into the following sections: Research Design; Population; Sample and Sampling Procedure; Instrument; Pilot Testing of Instrument; Data Collection Procedure and Data Analysis Procedure.

Research Design

Descriptive survey was the research design used. According to Gay (1992), descriptive research involves collecting data in order to answer questions concerning the current status of the subject of the study. The descriptive study determines and reports the way things are. Information gathered from descriptive research is useful in finding answers to questions through the analysis since it involves describing, recording, analyzing and interpreting conditions that exist. Basically, descriptive studies deal with the assessment of attitude, opinions, demographic information, conditions and procedures. Descriptive data are usually collected through questionnaire, interviews or observation.

In this research therefore the descriptive survey method is thus purported to organize and summarize the responses from the respondents through the questionnaire. Under this method, data were collected for the

purpose of describing existing situation and or analyzing responses concerning current status

of the study in its natural perspective. The method is deemed appropriate for the study as it examines the challenges of students' participation in administration of Achimota Senior High School.

Population

According to Saunders, Lewis and Thornhill (1997), the term 'study population,' can be taken to mean all the members of the target of study as defined by its aims and objectives. The area of study was limited to Achimota Senior High School, located at Achimota, Accra. The target population for the study comprised students, members of administration and the teaching staff. The total student population stood at approximately 1500. The form one students were left out in the study because they had not been long in the school and might not have been sufficiently informed with issues raised in the study. The total population therefore was approximately 1000 comprising Form two and Three students. Out of this number, 40 constituted the Prefectorial board and 35, the SRC executive board. The staff numbered approximately 80 and members of administration were 14.

Sample and Sampling Procedure

The total number of students used for the study was 40 school prefects, 35 SRC executive members, 36 class prefects and 179 other students. Consequently, the total number of students involved in the study was 290. Whereas the members of the prefectorial board, SRC executive members and class prefects remained as constant samples, the 179 other students sampled were varied to give a broader perspective and view. The members of the

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prefectorial board, SRC and class prefects will remain constant samples because they served as a better representation of the student body since their membership cuts across all the classes and forms used for the study. On the administrative level, the 4 Heads (headmistress and her three Assistants), 9 other senior staff who serve on the administration board and 19 Housemasters/Housemistresses who matter most in making decisions for the school were selected. On the staff level 39 other teachers out of the 82 teaching staff were selected. The total number of teacher population used for the study was 67.

Purposive and systematic sampling methods were adopted in the selection of students from the Prefectorial board and the Students' Representative Council (SRC) and the heads (with the assistants) who served as the core members of the school administration. The purposive sampling was deliberately used to choose these respondents because of their experience and roles they play in school administration. Again these people had the desired information sought for and were willing to provide it; making the information obtained more detailed, accurate and unbiased for the study. In selecting the respondents all the 40 School Prefects, 35 SRC executive members including Class Prefects were purposively sampled, because they are directly involved in school administration as student leaders and are more likely to provide the best information needed for the study. The total number of prefect respondents was 75.

Random sampling was used to select the students in the second, third and fourth years. The random sampling was used because it gave room for any student to be selected without any bias. Due to the large number of students

there was a need to select some of them to represent the entire student population. Again it was assumed that they held similar if not the same views of the larger student population. Consequently, 5 students were selected from each of the 35 identified classes. This classification system facilitated the sampling design in that it ensured a fair representation of the population, as students pursuing all the various academic programmes were considered in the targeted number of 175 students who were not prefects in the 35 classes identified. 4 other students who were keen to answer the questionnaire were included giving a total number of 179 students. Though the study is basically on students, the researcher included members of the administration, the house masters/ housemistresses and some members of staff in the sample to provide additional views to balance the views of the students.

Instrument

The main instrument used for the study was questionnaire. It was carefully designed based on the research questions formulated. The reason for using the questionnaire is that it is a quick and reliable way of collecting data. The questionnaire is also known to be quite valid for retrieving data. Another reason is that, since students may not answer the question 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 best. Again, it is economical in terms of finance and saves time. Moreover, since both students and staff are literates the use of questionnaire was considered a good option. One main set of questionnaires were designed for the students, members of administration and teachers.

A combination of open and closed ended questions was designed. The close-ended or structured questionnaire was used to make the analysis quite easy and the open-ended questionnaire helped to get unanticipated responses that enriched the research. Time constraint could not permit the researcher to employ interview guide to solicit the views and opinions of the respondents and which could have added a humanistic outlook to the study.

Pre-Testing

The researcher randomly selected 118 respondents made up of 25 prefects, 70 non prefects, 8 members of Administration (including 2 heads) and 15 staff members of Labone Senior High School for pre-testing of the questionnaire. Labone Senior High School was chosen for the pilot test because it shares similar characteristics with Achimota Senior High School. The two are categorized as large-sized schools in the metropolis; they are both co-educational (mixed schools) and they have similar school and student' administration systems. The pre-test helped to scientifically ascertain the reliability and validity of the questionnaire used for the main study. Final approval was sought from the supervisor before the questionnaire was used for the actual data gathering.

Data Collection Procedure

According to Fraenkel & Wallen (1996), there are four basic ways to collect data in a survey: by administering the survey instrument to a group; by mail; by telephone; or through face-to-face interviews. In this study the researcher administered the questionnaire directly to the teachers as in this situation; the teachers could be located in the same place, that is, their staff

common room. This method is used whenever a researcher has access to all (or most) of the respondents.

Being a member of staff of the school, the researcher discussed the research details with the headmistress and requested her permission to administer the questionnaire in the school. To ensure that the respondents, especially the students answered the questions appropriately and adequately, the researcher assembled all the respondents together in the assembly hall and went through the various components with them. After a brief explanation the researcher administered the questionnaire and collected them back immediately. The student respondents were given some biscuits to motivate and facilitate their quick response. The teachers were given three days to answer the questions. However, not all of them could meet the deadline but upon persistence, the researcher was able to retrieve all the answered questionnaires within one week.

Data Analysis

Data analysis is the process of simplifying data in order to make it comprehensible (Fraenkel & Wallen, 1996). Data analysis usually involves reducing accumulated data to a manageable size, developing summaries, looking for patterns, and applying statistical techniques (Cooper & Schindler, 2001). Data were analyzed using the Statistical Package for Social Science (SPSS 16). Responses from respondents were tallied. The mean and standard deviation for each item was computed and presented in tables and used as basis for the discussion.

CHAPTER FOUR

RESULTS AND DISCUSSION

The chapter presents the results of the study and is discussed in accordance with the research questions. Attempts are also made to relate findings and discussions to the literature review. Tables are presented section by section. These tables contain the mean score and standard deviation for each response. To facilitate interpretation of the data, responses to items on the Likert-type scale, mostly involving 'strongly agree', 'agree', 'disagree', and 'strongly disagree' and 'very large extent' 'large extent' 'little extent' and 'no extent' were scored 4, 3, 2 and 1 respectively. The mid-point for the scale of agreement or disagreement; large extent or little extent is 2.50. Thus, any score below 2.5 indicated a disagreement or little extent while any score equal to or above 2.51 indicated an agreement or large extent.

Structures for Involving Students in the Running of Achimota School

Research Question 1: What structures has the school administration put in place in an attempt to involve students in the running of Achimota School?

The purpose of this research question was take a closer look at particular arrangements put in place for students to actively participate in the day-to-day running of Achimota School. Items 1-15 under Section A of the questionnaire items were used to obtain information from respondents on students' personnel services in Achimota Senior High School Administration

to answer this research question. Using the frequencies of respondents to the various choice options (of strongly agree, agree, disagree and strongly disagree), means and standard deviations were calculated to facilitate analysis and interpretation. Table 1 presents distribution of respondents' views on the structures for involving students in the school administration.

It can be observed from the data in Table 1 that the school administrators/tutors agreed that Students Representative Council (SRC) exits in the school (M =3.43, SD = .49). The students on the other hand also agreed that Students Representative Council (SRC) exits in the school (M =3.13, SD = .78). It can further be seen from Table 1 that both school administrators/tutors and students disagreed that the Students Representative Council (SRC) is active and effective in the school (M = 2.45, SD = .69); (M = 2.06, SD = .84) respectively. Table 1 again shows that the school administrators and tutors agreed that Students Representative Council (SRC) is operational but not effective in the school (M = 2.96, SD = .82). The students also agreed that Students Representative Council (SRC) is operational but not effective in the school (M = 2.99, SD = .91). On the issue of whether there is prefectorial board in the school, the school administrators/tutors affirmed that there is prefectorial board (M = 3.24, SD = .83). The students further asserted that there is prefectorial board in the school (M = 3.36, SD = .67).

Table 1: Structures for Involving Students in the School Administration

Structures	School Admin. / Tutors		Students	
	X	STD	X	STD
Students Representative Council (SRC) exits in the school.	3.43	.49	3.13	.78
The SRC is active and effective in the school	2.45	.69	2.06	.84
The SRC is operational but not effective in the school.	2.96	.82	2.99	.91
There is a prefectorial board in the school.	3.24	.83	3.36	.67
The Prefectorial board is active and effective in the school.	2.49	.96	2.95	.82
The Prefectorial board is operational but not effective in the school.	2.44	.69	2.36	.89
Students serve on the school disciplinary committee.	2.53	1.0	2.28	1.07
Students serve on the school sport/games committee.	2.90	.82	2.75	.97
Students serve on the school food committee.	2.86	.59	2.67	.94
Students serve on the school classroom/prep committee.	2.90	.79	2.49	.95
Students serve on the school sanitation committee.	2.86	.82	2.40	.96
Students serve on the school entertainment committee.	3.18	.67	3.19	.81
Students serve on the school clubs /association committee	3.11	.55	3.01	.92
Mean	**2.87**		**2.74**	

Source: Field data, 2011

Note: 'mean' (X), 'Standard deviation' (STD).

The finding is consistent with the views of Ozigi (1977) who posited that it is incumbent on the head to put in place a wide range of student

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personnel services to enhance student active involvement in these areas of school life. He however, identified the prefectorial system, the Student Representative Council (SRC) and school committee system, as the most effective ways of involving students directly in the administration of the school.

Table 1 further shows that the school administrators/tutors disagreed that the prefectorial board is active and effective in the school (M = 2.49, SD = .96). The students however agreed that the prefectorial board is active and effective in the school (M = 2.95, SD = .82). Both the school administrators/tutors and students disagreed that the prefectorial board is operational but not effective in the school (M = 2.44, SD = .69); (M = 2.36, SD = .89) respectively. Table 1 again depicts that the school administrators/tutors agreed that students serve on the school disciplinary committee (M = 2.53, SD = 1.00). The students on the other hand disagreed that they serve on the school disciplinary committee (M = 2.28, SD = 1.07). Both school administrators/tutors and students agreed that the students serve on the school sport/games committee (M = 2.90, SD = .82); (M = 2.75, SD = .97) respectively. Oduro (1999) asserts that organized student' personnel such as the prefectorial system and SRC constitute a strong force in the progress of shaping educational policies and achieving school goals. He sees them as a supportive system for school administration. He stresses that through these systems school administrators delegate to student leaders certain duties connected with the day-to-day life of the school.

On whether students serve on the school food committee, it can be observed from Table 1 that both school administrators/tutors and students

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agreed that students serve on the school food committee (M = 2.86, SD = .59); (M = 2.67, SD = .94) respectively. Table 1 again shows that the school administrators/tutors agreed that students serve on the school classroom/prep committee (M = 2.90, SD = .79). The students on the other hand disagreed that they serve on the school classroom/prep committee (M = 2.49, SD = .95). Again, the school administrators/tutors agreed that students serve on the school sanitation committee (M = 2.86, SD = .82). The students on the other hand disagreed that they serve on the school sanitation committee (M = 2.40, SD = .96). Both the school administrators/tutors and students agreed that students serve on the school entertainment committee (M = 3.18, SD = .67); (M = 3.19, SD = .81). On the issue of whether students serve on the school clubs/association committee, both school administrators/tutors and students agreed that students serve on the school clubs/association committee (M = 3.11, SD = .55); (M = 3.01, SD = .92).

As already noted by Asiedu-Akrofi (1978), most strikes in schools can be traced to food problems and that most of students' complaints are either that food served in the dining hall is small in quantity or that it is poor in quality. Consequently, he advises school authorities in handling such situations to be patient and examine the issues raised in their complaints. Significantly, students must be made to serve on food or dining committee so they can make some input into the types and quantity of menu.

Extent to which Students are Involved in the Administration of Achimota School

Research Question 2: To what extent are students involved in the administration of Achimota Senior High School?

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The purpose of research question was to find out the extent to which students are involved in the day to day running of Achimota Senior High School. Items 16-28 under Section B of the questionnaire items were used to obtain information from respondents on the extent of involvement of student personnel services provided for their meaningful participation in the running of the school to answer this research question. Using the frequencies of respondents to the various choice options (of very large extent, large extent, little extent and no extent), means and standard deviations were calculated to aid the analysis and interpretation.

A critical analysis of the contents of Table 2 shows that both the school administrators/tutors and students posited that the school administration does consider the views, concerns and needs of the SRC to a little extent (M = 2.40, SD = .88); (M = 3.01, SD = .92). The school administration/tutors and students again asserted that the school administration does consider the views, concerns and needs of the prefectorial board in the school to a little extent (M = 2.37, SD = .85); (M = 2.12, SD = .68). Table 2 further depicts that both the school administration/tutors and students agreed that the school administration consider the views, concerns and needs of students as they serve on the school disciplinary committee to a little extent (M = 2.21, SD = .77); (M = 1.7, SD = .76).

Table 2: Students' Involvement in the School Administration

Students involvement in the School Administration	School Admin. / Tutors		Students	
	X	STD	X	STD
To what extent does the school administration consider the views, concerns and needs of the SRC?	2.40	.88	1.90	.73
To what extent does the school administration consider the views, concerns and needs of the prefectorial board in the school?	2.37	.85	2.12	.68
To what extent does the school administration consider the views, concerns and needs of students as they serve on the school disciplinary committee?	2.21	.77	1.70	.76
To what extent does the school administration consider the views, concerns and needs of students as they serve on the school sports/games committee?	2.44	.76	1.90	.73
To what extent does the school administration consider the views, concerns and needs of students as they serve on the school food committee?	2.43	.81	2.00	.78
To what extent does the school administration consider the views, concerns and needs of students as they serve on the school classroom/prep committee?	2.58	.74	1.90	.81
To what extent does the school administration consider the views, concerns and needs of students as they serve on the school sanitation and health committee?	2.53	.75	2.40	.85

Table 2 Cont'd

To what extent does the school administration consider the views, concerns and needs of students as they serve on the school entertainment committee?	2.63	.93	2.30	.76
To what extent are prefects involved in formulation of rules and regulations for students?	1.99	.97	2.10	.89

Source: Field data, 2011

Note: 'mean' (X), 'Standard deviation' (STD).

The school administration/tutors again opined that school administration consider the views, concerns and needs of students as they serve on the school sports/games committee to a little extent (M = 2.44, SD = .76); (M = 1.9, SD = .73). In line with the propositions of Gyesi-Appiah (2002) the head must endeavour to be present at the meetings of school prefects and the SRC, but where other pressing duties do not permit this; the assistant head should be chosen to act on his behalf. He stresses that a senior member of staff can be delegated to serve on the council meetings and his main duties are to give guidance to the deliberation of the Council in matters of procedure and to clarify the points of view of the school administration.

It can again be seen from Table 2 that both school administration/tutors and students intimated that the school administration consider the views, concerns and needs of students as they serve on the school food committee to a little extent (M = 2.43, SD = .81); (M = 2.0, SD = .78). On the issue of to what extent the school administration consider the views, concerns and needs of students as they serve on the school classroom/prep committee, the school administration/tutors intimated that the school administration to a large extent

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consider the views, concerns and needs of students as they serve on the school classroom/prep committee (M = 2.58, SD = .74). The students, however, intimated that the school administration to a little extent consider the views, concerns and needs of students as they serve on the school classroom/prep committee (M = 1.9, SD = .81).

Table 2 further shows that the school administration/tutors posited that the school administration to a large extent consider the views, concerns and needs of students as they serve on the school sanitation and health committee (M = 2.53, SD = .75). The students however opined that the school administration consider the views, concerns and needs of students as they serve on the school sanitation and health committee to a little extent (M = 2.40, SD = .85).

The school administration/tutors further expressed that the school administration to a large extent consider the views, concerns and needs of students as they serve on the school entertainment committee (M = 2.63, SD = .93). The students, however, intimated that school administration consider the views, concerns and needs of students as they serve on the school entertainment committee to little extent (M = 2.30, SD = .76). With regards to the extent to which prefects are involved in formulation of rules and regulations for students, both the school administration/tutors and students intimated that prefects are to a little extent involved in the formulation of rules and regulations for students (M = 1.99, SD = .97); (M = 2.1, SD = .89).

Gyesi-Appiah (2002) maintains that, the teacher should ensure that a good programme is put in place that will serve to give the students adequate diversion from their studies and to refresh their minds from the lassitude that

hangs ponderously over their shoulders during a very busy week. He maintains that if there is no entertainment in the school, life becomes boring and uninteresting and most students cannot sit down to study and the temptation for some to abscond from the boarding house is very great.

From Table 3, the school administration/tutors intimated that the school administration meet with the SRC once a term to discuss issues that affect them (M = 1.99, SD = .97). The students, however asserted that the school administration meet with the SRC once a year to discuss issues that affect them (M = 2.04, SD = .73). The school administration/tutors posited that the school administration meet once a year with the prefectorial body to discuss issues that affect them (M = 2.18, SD = .69).

Table 3: Students' Meetings with School Administration

Students meetings with School Administration	School Admin. / Tutors		Students	
	X	STD	X	STD
How often does the school administration meet with the SRC to discuss issues that affect them?	1.95	.22	2.04	.73
How often does the school administration meet with the prefectorial body to discuss issues that affect them?	2.18	.69	2.25	.78
How often does the school administration meet with the entire students' body to discuss issues that affect them?	1.93	.61	1.62	.80

Source: Field data, 2011

Note: 'mean' (X), 'Standard deviation' (STD).

The students on the other hand affirmed that the school administration meet once a year with the prefectorial body to discuss issues that affect them (M = 2.25, SD = .78). Both the school administration/tutors and students intimated that the school administration meet once a year with the entire

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student body to discuss issues that affect them (M = 1.93, SD = .61); (M = 1.62, SD = .80). Asiedu-Akrofi (1978) points out that school assembly is important for the development of the corporate life of the school. He comments that the school assembly brings together the entire schools for many school activities such as worship, singing, praying, recitation of national pledge and anthem, and sometimes serves as fora for the discussion of topical and contemporary issues that affect students and the school community.

Challenges of Involving Students in Administration of Achimota School

Research Question 3: What are the challenges encountered in involving students in the administration of the School?

The purpose of the research question was to find out the nature of the perceived challenges that confront the school administration as well as the students in the attempt to involve students in the administration of the school. Items 29-52 under Section C and D of the questionnaire items were used to obtain information from respondents on prefects' effectiveness in the discharge of their duties and responsibilities and challenges of students' involvement in running of the school to answer this research question. Using the frequencies of respondents to the various choice options of strongly agree, agree, disagree and strongly disagree, means and standard deviations were calculated to aid analysis and interpretation.

Table 4: Prefects Effectiveness in the Discharge of their Duties and Responsibilities

Prefects effectiveness in the discharge of their duties and responsibilities	School Admin. / Tutors		Students	
	X	STD	X	STD
Prefects clearly know and understand their duties and responsibilities in the school.	3.16	.49	2.81	.85
Prefects have working documents/manual that spell out their job description in the school.	2.95	.76	2.62	.87
Prefects are adequately resourced to carry out their duties and responsibilities in the school.	2.79	.69	2.37	.81
Students are given adequate orientation regarding their duties and responsibilities when they are made prefects in the school.	3.18	.74	3.04	.76
Formative programmes are organized periodically for prefects to enhance their performance in the discharge of their duties and responsibilities in the school.	2.53	.75	2.08	.82
Prefects are confident and efficient in the discharge of their duties and responsibilities in the school.	2.73	.55	2.62	.76
Prefects have a high sense of duty and responsibility.	2.69	.67	2.65	.79
Prefects are adequately motivated to give up their best in the discharge of their duties and responsibilities in the school.	2.75	.70	2.28	.86
Prefects are accorded some privileges to motivate them in the discharge of their duties and responsibilities in the school.	2.63	.58	2.79	.85

Source: Field data, 2011

Note: 'mean' (X), 'Standard deviation' (STD).

From Table 4 both the school administration/tutors and students agreed that prefects clearly know and understand their duties and responsibilities in the school (M = 3.16, SD = .49); (M = 2.81, SD = .85). It can further be seen from Table 4 that the school administration/tutors and students again, agreed

that prefects have working documents/manual that spell out their job description in the school (M = 2.95, SD = .76); (M = 2.62, SD = .87). Table 4 further depicts that the school administration/tutors agreed that prefects are adequately resourced to carry out their duties and responsibilities in the school (M = 2.79, SD = .69). The students however shared a different view; they disagreed that prefects are adequately resourced to carry out their duties and responsibilities in the school (M = 2.37, SD = .81). There was a general agreement from both school administration/tutors and students that students are given adequate orientation regarding their duties and responsibilities when they are made prefects in the school (M = 3.18, SD = .74); (M = 3.04, SD = .76).

Ozigi (1977) maintains that from a purely administrative point of view the student's participation in the life of the school also contributes greatly to the efficient and orderly operation of the institution. He comments that it will improve communication, lead to better understanding and cooperation and help to resolve many personal and social problems, which can be disruptive. Ozigi (1977) further stresses that there are certain duties concerned with students' welfare which must be left to the students themselves to perform and he holds that the when students are offered the opportunity to handle such issues they do so more efficiently. This is because the administrator and his staff have too much to do to be able to attend to certain details of non-academic duties.

It can again be seen from Table 4 that there was a varied view from the respondents. The school administration/tutors agreed that formative programmes are organized periodically for prefects to enhance their

performance in the discharge of their duties and responsibilities in the school (M = 2.53, SD = .75). The students however disagreed that formative programmes are organized periodically for prefects to enhance their performance in the discharge of their duties and responsibilities in the school (M = 2.08, SD = .82).

Both the school administration/tutors and students expressed agreement that prefects are confident and efficient in the discharge of their duties and responsibilities in the school and they as well have high sense of duty and responsibility (M = 2.73, SD = .55); (M = 2.62, SD = .76). The Table again, shows that the school administration/tutors agreed that prefects are adequately motivated to give up their best in the discharge of their duties and responsibilities in the school (M = 2.75, SD = .70). The students however, disagreed that prefects are adequately motivated to give up their best in the discharge of their duties and responsibilities in the school (M = 2.28, SD = .86). Table 4 again show that both the school administration/tutors and students agreed that prefects are accorded some privileges to motivate them in the discharge of their duties and responsibilities in the school (M = 2.63, SD = .58); (M = 2.79, SD = .85).

Table 5: Challenges of Students' Involvement in the Running of the

School

Challenges of students' involvement in the administration of the school.	School Admin. / Tutors		Students	
	X	STD	X	STD
Prefects do not enjoy co-operation from their fellow prefects in the school.	2.30	.58	2.42	.91
Prefects do not enjoy co-operation from the entire student body of the school.	2.40	.69	2.76	.92
Prefects do not enjoy cooperation from school administration.	2.21	.52	2.46	.93
Prefects do not enjoy cooperation from teachers.	2.24	.64	2.16	.78
Prefects involvement in the administration of the school consumes their limited time for private studies.	2.70	.66	2.94	.89
Prefects involvement in the administration of the school increases their work load.	2.91	.56	3.01	.89
Prefects involvement in the administration of the school adversely affects their academic performance.	2.39	.83	2.68	.89
Prefects are disliked and even sometimes hated by their colleagues because of their involvement in the administration of the school.	2.68	.94	3.20	.94
There is conflict of interest between prefectorial board and the SRC in the discharge of their duties and responsibilities.	1.84	.58	2.58	.97
Prefects are not disciplined enough to influence the entire student body.	2.21	.63	2.67	.91

Table 5 Cont'd

Prefects have no clearly defined procedure for addressing their grievances and concerns.	2.20	.70	2.87	.86
Prefects are often castigated and humiliated by teachers when they go wrong.	1.89	.79	2.45	.99

Source: Field data, 2011

Note: 'mean' (X), 'Standard deviation' (STD).

It can be observed from Table 5 that both the school administration/tutors and students disagreed that prefects do not enjoy co-operation from their fellow prefects in the school (M = 2.30, SD = .58); (M = 2.42, SD = .91). The school administration/tutors further disagreed that prefects do not enjoy co-operation from the entire student body of the school (M = 2.40, SD = .69). The students however, agreed that prefects do not enjoy co-operation from the entire student body of the school (M = 2.76, SD = .92). Table 5 further depicts that both the school administration/tutors and students disagreed that prefects do not enjoy cooperation from school administration and teachers (M = 2.21, SD = .52); (M = 2.46, SD = .93). The school administration/tutors and students however, agreed that prefects' involvement in the administration of the school consumes their limited time for private studies (M = 2.70, SD = .66); (M = 2.94, SD = .89).

Asiedu-Akrofi (1978) admits that students' involvement in school administration has many risky and unpleasant aspects because the head and teachers are responsible for whatever happens in the process of encouraging students participate in school administration. He opines that what the head and staff therefore need is courage to develop a strong sense of initiative in the students as they take an active part in the life of the school and also take full responsibility for their activities.

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On the issue of whether prefects involvement in the administration of the school increases their work load both the school administration/tutors agreed that prefects involvement in administration of the school increases their work load (M = 2.91, SD = .56); (M = 3.01, SD = .89). The Table further shows that the school administration/tutors disagreed that prefects involvement in the administration of the school adversely affects their academic performance (M = 2.39, SD = .83). The students however, agreed that prefects involvement in the administration of the school adversely affects their academic performance (M = 2.68, SD = .89).

The Table again depicts that both the school administration/tutors and students agreed that prefects are disliked and even sometimes hated by their colleagues because of their involvement in the administration of the school (M = 2.68, SD = .94); (M = 3.20, SD = .94). The school administration/tutors disagreed that there is conflict of interest between prefectorial board and the SRC in the discharge of their duties and responsibilities (M = 1.84, SD = .58). The students however agreed that there is conflict of interest between prefectorial board and the SRC in the discharge of their duties and responsibilities (M = 2.58, SD = .97).

It can again be seen from Table 5 that the school administration/tutors disagreed that prefects are not disciplined enough to influence the entire student body (M = 2.21, SD = .63). The students however agreed that prefects are not disciplined enough to influence the entire student body (M = 2.67, SD = .91). The school administration/tutors again disagreed that prefects have no clearly defined procedure for addressing their grievances and concerns (M = 2.20, SD = .70). The students on the other hand agreed that prefects have no

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clearly defined procedure for addressing their grievances and concerns (M = 2.87, SD = .86). Both the school administration/tutors and students disagreed that prefects are often castigated and humiliated by teachers when they go wrong (M = 1.89, SD = .79); (M = 2.45, SD = .99).

Mankoe (2000) suggests the provision of incentives essential to induce and encourage participation in any field of endeavour. He maintains that in the school situation prefects must be motivated to give their best. He said they must be lauded for good work done and criticized with affection and love when they go wrong. Fraternal correction may go a long way to enhance their optimal performance in the discharge of their duties and responsibilities.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of the study including an overview and key findings made. It also looks at the conclusions drawn from the findings and the recommendations made for practice.

Summary

Overview of the Study

The study aimed at investigating the challenges of students' participation in administration of Achimota Senior High School in the Accra Metropolis. It was purposed to take a closer look at particular arrangements put in place for students to actively participate in the day-to-day running of Achimota School. The study employed the descriptive design to enable the study describe the existing situation. A total of 361 respondents (school administration, staff and students and prefectorial board of the Achimota Senior High School) participated in the study.

Purposive sampling technique was used to select the school management and simple random sampling technique was use to select the teachers and students. One set of questionnaire were used to obtain data from the respondents. Data collected were edited, coded and analyzed using SPSS 16 by comparing the responses of the school management and teachers with those of the students on each item in the questionnaire. Descriptive statistics

(means and standard deviation) were used to summarise the data and presented in the form of tables for discussion.

Key Findings

The following are the Key findings that were discovered from the study:

1. The study discovered that school authorities, tutors and students asserted that the Students Representative Council (SRC) is inactive and ineffective. They further asserted that the prefectorial board is operational but not effective in the school. The school authorities, teachers and students disagreed that school administration often met with the entire student body to discuss issues that affect them.

2. There was a sharp contrast between the views of teachers and students on the issue of students serving on the disciplinary and sanitation committee. The teachers affirmed that student of Achimota Senior High School do serve on the school disciplinary board and sanitation committee, the students however disagreed that students of Achimota Senior High School do serve on the school disciplinary board. Prefects of the school are to a little extent involved in the formulation of rules and regulations for students.

3. The study again discovered that students are given adequate orientation regarding their duties and responsibilities when they are made prefects in the school. They are also giving working documents/manual that spell out their job description in the school. Prefects are confident and efficient in the discharge of their duties and responsibilities in the school. Prefects are accorded some

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privileges to motivate them in the discharge of their duties and responsibilities in the school.

4. It also came to the fore as respondents posited that prefects do not enjoy co-operation from their fellow prefects in the school, school administration and teachers. Prefects are often castigated and humiliated by teachers when they go wrong. The school authorities and teachers disagreed that prefects' involvement in the administration of the school adversely affects their academic performance. The students however indicated that it does affect their academic work adversely.

Conclusions

In the light of the findings, the following conclusions were drawn:

In spite of the existence of the Students Representative Council to help in the administration of the Achimota Senior School, the SRC is inactive and ineffective which implies that both teachers and students do not see or appreciate the role it plays in the running of the school. The students admitted that there is conflict of interest between the SRC and the Prefectorial board regarding the discharge of their duties and responsibilities.

It also came to fore that the school authorities do not often meet with the entire student body to discuss issues that affect them. Furthermore, the prefects do not have clearly defined procedure to address their grievances and concerns which means that enough structures are not put in place to enable students participate in the running of the school.

The study further discovered that adequate orientation regarding their duties and responsibilities are given to perfects when elected into office and

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working documents/manuals that spell out their job description in the school. This implies that to some extent prefects are involved in the administration of the Achimota School as well as acquainting themselves with the duties expected of them. However, they are not given on-going formative programmes to enhance their performance in the discharge of their duties and responsibilities.

The study also revealed that prefects are confident and efficient in the discharge of their duties and responsibilities in the school. However, they feel they are not adequately motivated. They do not enjoy co-operation from their fellow prefects, school administration and teachers. They are disliked and sometimes hated by their colleagues. Additionally, they are often castigated and humiliated by teachers when they go wrong. These pose a great challenge in an attempt to meaningfully involve students in the administration of the school.

The students were of the view that prefects are not disciplined enough to influence the entire student body. School administration/tutors and students were of the view that prefects' involvement in school administration increases their work load thereby affecting their limited time for their private studies. The students opined that it even adversely affects their academic performance.

Recommendations

Recommendations for Practice

In the light of the findings and conclusions drawn from the study, the following recommendations are made for possible implementation.

1. It is recommended that workshops and seminars on leadership should be organized for students by school authorities to equip the student

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leaders with the necessary skills and competences required for student leadership.

2. The school authorities should put in place adequate mechanisms and organize regular fora for students to enable them relate directly to the authorities issues that affect them.

3. School administration should organize seminars and workshops for teachers to enhance their skills in managing or handling student-leaders affairs.

4. The prefects must be motivated to give up their best. They must be lauded for good work done and criticized with affection and love when they go wrong as noted by Mankoe (2000). Fraternal correction may go a long way to enhance their optimal performance in the discharge of their duties and responsibilities.

5. The Students' Representative Council should organise periodic meetings with the students to address and discuss issues that pertains to their general welfare in the school.

6. Prefects should be sufficiently coached to be disciplined enough to influence the entire student body.

Suggestions for Further Research

It is recommended that a study be conducted to find out the effects of challenges of students' participation in administration of some other senior high schools within the Accra Metropolis or across the nation.

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APPENDIX A

Questionnaire for Students, Staff and Members of Administration of

Achimota Senior High School

This questionnaire aims at gathering information from students, prefects, staff and members of administration on the challenges of students' participation in the administration of Achimota Senior High School.

Please respond to the following questions with all frankness and honesty. Any information provided will be treated as private and confidential. Respond to each question by ticking in the box an alternative response of your choice.

Thank You.

SECTION A
STUDENT PERSONNEL SERVICES IN ACHIMOTA SENIOR HIGH SCHOOL ADMINISTRATION

Statements	strongly Agree	Agree	Disagree	Strongly Disagree
1. SRC exist in the school.				
2. The SRC is active and effective in the school.				
3. The SRC is operational but not effective in the school.				
4. There is a Prefectorial board in the school.				
5. The Prefectorial board is active and effective in the school.				
6. The Prefectorial board is operational but not effective in the school.				
7. Students serve on the school disciplinary committee.				
8. Students serve on the school sports/games committee.				
9. Students serve on the school food committee.				
10. Students serve on the school classroom/prep committee.				
11. Students serve on the school sanitation and health				

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committee.				
12. Students serve on the school entertainment committee.				
13. Students serve on the school clubs/associations' committee.				

If there are other student-leadership bodies apart from the SRC and

Prefectorial body in the school, Please mention them and give your remarks.

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……………………………………………………………………………………

……………………………………………………………………………………

If there are other committees apart from those listed above that students serve

on, please mention them and give your

remarks……………………………………………………………

……………………………………………………………………………………

SECTION B (1)

Questions	large	Large extent	Little extent	No extent
1. To what extent does the school administration consider the views, concerns and needs of the SRC?				
2. To what extent does the school administration consider the views, concerns and needs of the Prefectorial board in the school?				
3. To what extent does the school administration consider the views, concerns and needs of students as they serve on the school disciplinary committee?				
4. To what extent does the school administration consider the views, concerns and needs of students as they serve on the sports/games committee?				
5. To what extent does the school administration consider the views, concerns and needs of students as they serve on the food committee?				

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6. To what extent does the school administration consider the views, concerns and needs of students as they serve on the school classroom/prep committee?				
7. To what extent does the school administration consider the views, concerns and needs of students as they serve on the school sanitation and health committee?				
8. To what extent does the school administration consider the views, concerns and needs of students as they serve on the school entertainment committee?				
9. To what extent are prefects involved in the formulation of rules and regulations for students.				

EXTENT OF INVOLVEMENT OF STUDENT PERSONNEL SERVICES PROVIDED FOR THEIR MEANINGFUL PARTICIPATION IN THE RUNNING OF THE SCHOOL.

To what extent does the school administration consider the views, concerns and needs of students as they serve on other school committee(s) you have not identified above?

Name the committee(s) and indicate the Remarks:

………………………………………………………………………………………

………………………………………………………………………………………

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SECTION B (2)

Questions	Once a term	Once a year	When the need arises	Not at all	If any other time (specify in the box)
1. How often does the School Administration meet with the SRC to discuss issues that affect them?					
2. How often does the school administration meet with the prefectorial body to discuss issues that affect them?					
3. How often does the school Administration meet with the entire student body to discuss issues that affect them?					

SECTION C:

PREFECTS EFFECTIVENESS IN THE DISCHARGE OF THEIR

DUTIES AND RESPONSIBILITIES

Statements	Strongly Agree	Agree	Disagree	Strongly disagree
1. Prefects clearly know and understand their duties and responsibilities in the school.				
2. Prefects have working documents/manual that spell out their job description in the school.				
3. Prefects are adequately resourced to carry out their duties and responsibilities in the school.				

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Statements	Strongly Agree	Agree	Disagree	Strongly disagree
4. Students are given adequate orientation regarding their duties and responsibilities when they are made prefects in the school.				
5. Formative programmes are organized periodically for prefects to enhance their performance in the discharge of their duties and responsibilities in the school.				
6. Prefects are confident in the discharge of their duties and responsibilities in the school.				
7. Prefects are efficient in the discharge of their duties and responsibilities in the school.				
8. Prefects are confident and efficient in the discharge of their duties and responsibilities in the school.				
9. Prefects have a high sense of duty and responsibility.				
10. Prefects are adequately motivated to give up their best in the discharge of their duties and responsibilities in the school.				
11. Prefects are accorded some privileges to motivate them in the discharge of their duties and responsibilities in the school.				

SECTION D:
SOME CHALLENGES OF STUDENTS' INVOLVEMENT IN THE RUNNING OF THE SCHOOL

Statements	Strongly Agree	Agree	Disagree	Strongly disagree
1. Prefects do not enjoy co-operation from their fellow prefects in the school.				
2. Prefects do not enjoy co-operation from the entire student body of the school.				
3. Prefects do not enjoy co-operation from school				

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administration.				
4. Prefects do not enjoy co-operation from teachers.				
5. Prefects involvement in the administration of the school consumes their limited time for private studies.				
6. Prefects involvement in the administration of the school increases their work load.				
7. Prefects involvement in the administration of the school adversely affects their academic performance.				
8. Prefects are disliked and even sometimes hated by their own colleagues because of their involvement in the administration of the school.				
9. There is conflict of interest between the prefectorial board and the SRC in the discharge of their duties and responsibilities.				
10. Prefects are not disciplined enough to influence the entire student body.				
11. Prefects have no clearly defined procedure for addressing their grievances and concerns.				
12. Prefects are often castigated and humiliated by teachers when they go wrong.				

If there are any other challenges you can identify, please indicate them here.

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(THANK YOU FOR YOUR CO-OPERATION AND HONEST RESPONSES)