

UNIVERSITY OF CAPE COAST

A STUDY OF THE ROLE OF PAST STUDENTS' ASSOCIATIONS IN
THE ADMINISTRATION OF SELECTED SECOND CYCLE INSTITUTIONS
IN THE CAPE COAST MUNICIPALITY

BY

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in Educational Administration

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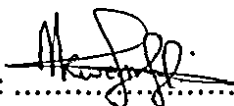
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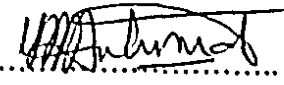
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ABSTRACT

The purpose of the study was to examine the roles past students play in some selected second cycle schools some years after completing school. The study also examined the perception of school heads and their assistants on the activities of Past Students' Associations in their schools as well as problems they encountered when dealing with such interest groups. The views of Assistant Directors and Directors of the Municipal and Regional Education Directorate were sought.

The study was a descriptive survey. The sample comprised 84 respondents including members of the Past Students' Associations, heads of selected second cycle schools and their assistants and Directors and Assistant Directors from the Municipal and Regional Directorate of Education. Data was collected using a questionnaire. The data was analyzed using SPSS Software. A multiple regression analysis was performed to determine the best predictor of past students' roles and perceived problems encountered with school administrators or perceived ways of assistance to schools.

The study revealed that, Past Students' Associations contribute immensely to their alma mater. However, the study also showed that some past students sometimes interfere with the administrative machinery of the school. The study therefore recommends extending the formation of Past Students' Associations to basic schools. Also, it is recommended that the GES should issue guidelines to regulate the activities of Past Students' Associations.

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DEDICATION

To my family and parents for their support, encouragement and sacrifices which have brought me this far.

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CHAPTER ONE

INTRODUCTION

Background of the Study

Education plays a vital role in our society. According to Peters (1966), education is the transmission of something worthwhile to the individual. Governor Guggisberg also described education as the keystone to progress. (Mac-William & Kwamena-Poh, 1975). Society is not merely concerned with the provision of education, but also its quality. However, this cannot be achieved without effective and efficient management and administration of the educational set up with the school as a focal point. Attempts have been made to ensure the effective and efficient management and administration of education in institutions since the colonial days when formal education was introduced into the country.

The school as an organization is structured to facilitate learning. It unites pupils and their teachers in the pursuit of the goals of the community. As an organization, it carries out administrative functions which involve implementing policies formulated by the School Board and the Ministry of Education. It also examines its relations with other stakeholders such as the parent and community groups etc for effective collaboration to achieve the goals of the school.

School administration is generally concerned with pupils, teachers, rules and regulations and policies that govern the school system. School administrators especially, heads of schools and their assistants, are equipped with appropriate

knowledge, skills and attitudes in order to carry out their roles effectively.

School administrators have a responsibility to see to it that the established procedures and structures help the school achieve its objectives. Their duty among others is to maintain the school by keeping its interrelated parts functioning smoothly. They coordinate and regulate the task of the entire school system. To manage and administer the school efficiently, they must provide organizational leadership in the school. Thus, they are responsible for planning, organizing, coordinating and motivating the staff and students as well as managing the school buildings and facilities. In the educational system, indicators of effective headship include the rate of staff turnover, good examination results of students, student comportment, and principal and staff relationships and how diligent teachers and students work towards the achievement of institutional goals and objectives. For the school head to be able to carry out these tasks there must be well developed routine policies and procedures which facilitate efficient administration.

To manage the school efficiently, the head of an educational institution must work with others. The 1961 Education Act made provision for decentralized bodies to manage the school. For example, the Minister of Education in consultation with the Local Government Minister, were allowed to appoint any Local Education Authority and these bodies were required to build, equip and maintain all primary and middle schools in their area.(Mac-William & Kwamena-Poh,1975).This led to the emergence of several bodies such as the Ghana Education Service (GES) which has Regional as well as District branches; District

Directors of Education and Circuit Supervisors were appointed as well as establishment of Parent Teacher Association for a collaborative effort between the home and the school for quality education of the child. The Minister of Education was also empowered by sub section (1) of section (15) of the Education Act of 1961 to establish a Board of Governors in accordance with the constitution and rules approved by the Minister.

This assignment was delegated to the Ghana Education Service Council to draw the first constitution of the Board of governors on 27th December, 1979. The constitution was revised in 1990 and again on 30th March, 1992. The constitution spelt out guidelines for the appointment of members to form the management boards of old Secondary Schools and now the Senior Secondary Schools and Training Colleges.

Under the regulation, the Board had the power to control the several policies of institutions within the context of the policies of the government. It was also expected to submit an annual report covering all aspects of activities to the secretary or minister from time to time. The Board ensured that the premises of the institutions were kept in a structurally safe condition.

Our society is changing and changes in society affect school administration. These changes demand other forms of administration. For instance, in Ghana, there is the government policy of decentralization. In implementing this policy, there is the need for greater involvement at the grass root level. It is believed that lack of an open climate in schools can easily lead to agitation on the part of students and apathy on the part of teachers. Education is a

social enterprise demanding efforts and contributions from all stakeholders especially if education is to benefit the whole society. In Ghana, communities have played a vital role in the development and provision of education. Many basic schools in Ghana were originally initiated by communities which willingly recruited teachers and provided places of learning for their children. As the schools progressed, they were absorbed into the public school system. The management and control shifted to the central government authorities. This was because the communities' assistance over a long period of time had a reverse effect on local community commitment and involvement in the quality, management, access and participation in education in our country.

Thus, the school can be viewed from two angles: first, it is a model of the community and it is also the community school. People in the community usually feel that they have common interests and that they can trust each other on matters concerning their school. An example is a news item reported on the [myjoyonline](#) website on 6th November, 2006 which reported that teachers of Achiase in the Atwima-Nwabiagya District had expressed dissatisfaction about the interference of School Management Committees (SMCs) in their professional duties as well as the school's administration. Citing instances to substantiate their claim, the teachers referred to a recent directive by the School Management Committees calling on teachers to submit the homework they gave to the pupils for inspection. "This is not only an indictment on our integrity but also an encroachment on the school's administration." These were among sentiments expressed by the teachers at an educational forum organised by the Atwima-Nwabiagya District Education

Directorate at Achiase. Aimed at reactivating dormant School Management Committees, the forum was attended by community leaders from Achiase, Nkatia and Amoaman. The teachers complained about the persistent interferences in their professional responsibilities by the local School Management Committee and noted that it was seriously affecting their morale and performances. They appealed to the Educational Directorate to intervene and educate the School Management Committees on their functions and the limit of their authority to avoid conflicts.

Ali Ibrahim, Assemblyman for Asuofua, said parents were concerned about the quality of education their children got from the schools and advised the teachers to improve upon their performances. He said the District Assembly would continue to provide adequate infrastructure and other facilities to improve teaching and learning. The school also needed to be in close relationship with the community because of the moral, financial and material support which the community gave to the school. Thus the community's participation in school affairs made the link between schools and community more meaningful. Hence the school and community regard each other as partners.

The Ministry of Education and Ghana Education Service recognize the importance of reciprocal partnerships of the school community and local school authorities in effecting changes in the schools. Under the FCUBE which aims at improving the quality of teaching and learning, improving efficiency in management and increasing access and participation in schools, the Ministry of Education and the Ghana Education Service have committed themselves to

building a systematic approach to assisting community organizations to play a major part in the regeneration of their schools. It is the belief of the Ministry of Education and the Ghana Education Service that communities have an important role in enforcing standards, developing and maintaining school infrastructure and creating a partnership among teachers, pupils and District Authorities to bring about needed change.

The school head who is also an administrator is involved in seeking partnerships between the school and other stakeholders. Therefore the head of a school collaborates with both the community and the Ministry of Education or its agency. The school head therefore has to maintain a strong liaison with the ministry or its agencies and other stakeholders including the community.

School and community relations, though essential, do not always supply the needs of the schools. Other organizations also assist the school in carrying out its duties. A notable organization is the Parent Teacher Association (PTA) which is an association of all parents and guardians of the children in the school as well as the teachers. The PTA encourages co-operation between parents and teachers as they help them know the performance of their wards. Also teachers are helped to understand the home environments in which students live after school. Moreover, the PTA also generates community support for the school. They do so by providing computers, furniture, classroom blocks, etc.

Through the PTA, local resource persons may be found to teach some aspects of subjects on the curriculum such as in life skills, cultural studies, which teachers in the school may not be able to handle competently.

The PTA also provides materials and labour to repair school building or furniture. Sometimes, members of the PTA serve on various school committees such as those that have to do with sports, discipline and health. The Association also contacts the chief to release a piece of land for the school farm or other school projects. Thus, the PTA collaborates with the community and the school to bring the needed support to the schools.

A notable player in school and community relation in school administration is the School Management Committee. The School Management Committee (SMC) is a community based institution aimed at strengthening community participation and mobilization for education delivery. It represents the entire school community of a particular school or cluster of schools. The school community therefore becomes its constituency. Basically they play similar roles like the Board of Governors which are found in Senior Secondary Schools and Local School Boards found in the United States of America (USA). According to the SMC/PTA Handbook (January 2001) and Commonwealth Secretariat, the SMC is to ensure that the best interest of the school is promoted and that learners of the school receive the best education possible. The committee is not involved in the day-to-day running of the school. However, it contributes to or decides on all or some of the following:

1. School policy – school hours, religious policy, dress code, learners' code of conduct and school goals.
2. School development – development plans, voluntary help when needed, partnership with the community and relationship with others.

3. School administration – looking after the school building grounds and other property, deciding when others may use the property, appointing staff, organizing an annual general meeting of parents and reporting to the school community.
4. School finance – raising funds, opening a bank account where necessary and overseeing the school's income and expenditure.

Other stakeholders in the school administration include the Religious Organizations and Non-Governmental Organization such as:

1. Catholic Relief Services (CRS)
2. Adventist Relief Agency (ADRA)
3. Rotary Club
4. World Vision International
5. Valco Fund
6. Care International
7. Lions Club

These NGO's normally support schools and communities, which can mobilize some community resources such as labour to supplement the assistance being given. The school head as the chief executive of the school has to contend with the activities of all the stakeholders in the administration of the school. Despite the numerous supports of these stakeholders, schools continue to be in need of support to be able to achieve their objectives. Government support for schools continues to be inadequate in meeting the mounting challenges schools face. In the mid-1980's many schools' infrastructure became dilapidated, support

for schools dwindled and standards began to fall drastically as a result. Concerned past students of some schools took a keen interest in reversing this trend. As many had become well established, they rekindled the interest of forming Past Students' Associations to assist their alma mater and improve upon conditions in their former schools. Their main interest was to collaborate with administrators of the school in carrying out development programmes alongside other stakeholders like the PTA and SMC. Past Students' Associations have continued to be in existence and are now very active in promoting the interest of their schools. Past Students' Associations maintain very strong links with schools and are involved in fund raising activities, mainly to support school projects-academic and co-curricular. In other words, Past Students' Associations continue to be the bedrock on which the school resides. They also aim at fostering comradeship between past students, staff and students in order to further ideals and prestige of their alma mater. They also assist in an advisory capacity in matters of interest and general well being of their institutions. In addition, they foster a spirit of friendships and love among all students, past and present. They also aim at keeping members updated with the school and each other through social gatherings and the printing of newsletters. Past students assist the school in all possible ways to ensure continuous and smooth running of the school.

A visit to some schools indicates the contribution of Past Students' Associations in the development of their schools. For example, in Wesley Girls' High School, the '73 year group purchased a Leyland bus for the school to ease the transport problems of the school; the '83 year group provided a cold store for

the school. Also the '84 year group built and furnished a physics laboratory for the school. In other schools, Past Students' Associations have renovated classroom blocks, dormitories, laboratories, purchased and donated items like computers, school books etc. Thus Past Students' Associations provide immense help to their alma mater to compliment the activities of other stakeholders in the schools.

Asiedu-Akrofi (1978) concludes that a good school head tries to work co-operatively with such stakeholders and makes them feel important and respected especially during festive occasions in the school such as open days and speech days. In this way, the school administrator helps lead members to the right action.

Statement of the Problem

Past Students' Associations have been in existence for sometime now and they play very important roles. Many schools have thus realized the need for support from Past Students' Associations. For example, during the Speech and Prize Giving Day at Apam Secondary School, an invitation was thrown to the Past Students' Associations to come to the aid of the school. According to an article in the *Daily Graphic* of June 24th 2006, written by Joe Okyere, members of the Apam Old Students were to visit their alma mater on October, 28th 2006, to interact with the students. According to the Newspaper, the visit dubbed "Homecoming" would afford the old students the opportunity to inspect some projects executed by the school's PTA, the Old Students' Association and the Gomoa District Assembly. Thus, while some schools have benefited and keep benefiting from the activities of Past Students' Associations in areas such as staff

recruitment and retention, development of schools with regard to infrastructure and disciplinary matters, others have now realized the need to establish Past Students' Associations in their schools.

In some schools with well established Past Students' Associations, sometimes there exist problems between members of the association and the administrators of the school. For example, the 26th June, 2006 edition of the *Daily Graphic* carried a story written by Belinda Antwi on page 17 with the heading "Aggrey Old Students call for the dismissal of headmaster." In the story, the Aggrey Memorial Old Students Association (AMOSAs) called on the government to dismiss the headmaster, Mr. Kwasi Appiah-Dankwa, and dissolve the board of the school. The association also called for the sanctioning of the District and Regional Directors of Education under whose ineffectiveness the school was now in a deplorable state. According to the President of AMOSA, the school had 3200 students, adding that the annual average intake was therefore in excess of 900 students. That was evidently above the Ghana Education Service's recommended number of students per school. According to the President of AMOSA, overpopulation of the school had adversely affected the academic performance of the school. The President of AMOSA said, out of 900 candidates who were presented for the 2005 Senior Secondary School examination, 608 had E or F, which represented 65%. Only one person got an A. In Core Mathematics, 533 or 61.4% got E or F. For Economics, as high as 84% failed with E or F grades. Overcrowding in the school had led to unsanitary conditions in the washrooms and this situation compelled students to defecate in the bush, exposing them to

scorpions, snakes and other dangers.

In effect, Past Students' Associations are now seen as a force to reckon with, with regard to the development of schools. However, it is not known the extent to which the activities of Past Students' Associations impact on the management of schools, particularly, among second cycle schools in the Cape Coast Municipality. It is against this background that the researcher desired to find the roles of Past Students' Associations and the impact of their activities in the administration of second cycle schools in Cape Coast in the Central Region.

Purpose of the Study

The study sought to find out the roles of Past Students' Associations in the administration of second cycle schools in Cape Coast. The study also tried to identify reasons why past students join Past Students' Associations and the frequency of meetings held by Past Students' Associations to discuss issues concerning their alma mater. In addition, the study sought to find out factors that affect the performance of Past Students' Associations and the problems they may encounter with school heads.

Research Questions

The following questions were formulated to guide the study:

1. Why do past students join Past Students' Associations?
2. How often do Past Students' Associations meet to discuss issues relating to their school?
3. What is the most frequently discussed issue during meetings of Past Students' Associations?

4. What is the most serious problem Past Students' Associations encounter with school administrators?
5. What is the best predictor of perceived roles of Past Students' Associations in the recruitment and selection of school administrators?
6. What roles do Past Students' Associations play in the recruitment of teachers into second cycle schools?
7. What roles do Past Students' Associations play in the retention of teachers in second cycle institutions?
8. How often do Past Students' Associations interact with other stakeholders such as the PTA and community groups on issues relating to the school?

Hypothesis

This study sought to test the hypothesis that there is no significant relationship between the total score for perceived past students' roles and perceived ways of assistance to schools.

Significance of the Study

The findings of the research may help Past Students' Associations as well as heads of second cycle schools understand the roles of Past Students' Associations and avoid role conflicts. The outcomes of the study may also be useful to the Ministry of Education whenever it wishes to formulate policies to strengthen the collaboration between the school and other stakeholders.

Finally, this study may serve as a focal point to motivate other researchers to undertake a study on the roles of Past Students' Association on school

administration so that other relevant information could be obtained to ensure greater collaboration between school heads and Past Students' Associations in the administration of their schools.

Delimitations of the Study

The research was limited to only second cycle schools in the Cape Coast Municipality, which were established before 1975. This was because only ten senior schools in the Cape Coast Municipality were selected. Therefore the result and corresponding conclusions and recommendations would be limited to the second cycle schools in the Cape Coast Municipality established before 1975.

The respondents included only school heads and their assistants, some members of Past Students' Associations and Directors and Assistant Directors from the Municipal and Regional Directorates of Education.

Acronyms and Definition of Terms

AMOSAs:	Aggrey Memorial Old Students Association
PTA :	Parent and Teacher Association
SMC :	School Management Committee
PSA :	Past Students' Association
MOGA :	Mfantsiman Old Girls Association
NGOs :	Non Governmental Organizations
Administration :	A process of getting things done through the effort of others.

Educational Administration: The systematic arrangement of human and material resources and programmes that are available for education and carefully using them systematically within defined guidelines or policies to achieve educational goals.

Management: Management is a process of planning, organizing, leading and controlling the work of an organization's members and using efficiently and effectively all available resources to attain stated organizational goals.

Organization of the Chapters of the Thesis

This thesis is organized in five chapters. The first chapter covers the background to the study, statement of the problem, purpose of the study, research questions, and significance of the study and delimitations of the study.

Chapter two reviews the related literature and considers aspects such as the concept of school based management, the role of the school head in administration, the contributions of Past Students' Associations and other related sub-topics. Chapter three describes the research methodology, which covers the study area, target population, sample and sampling procedure, research instruments procedure of administration of instruments, methods of data analysis and the limitation to the study. Chapter four presents and discusses the findings, while chapter five provides a summary of findings, discussion, conclusion and recommendations.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

This chapter examines the literature, which pertains to the study of the activities of Past Students Associations. The review of related literature is carried out under the following sub-headings:

1. The Meaning of Management and Administration
2. The School as a Formal Organization
3. School based Management Concept
4. Organization Health/ School Climate
5. The Role of the School Head in School Administration
6. The Administrative Competence and Skill Required by a School Administrator
7. The Role of the PTA, Community and SMC in School Administration
8. The School and Community Relationship
9. The School Management Committee
10. Formation and Structure of Groups
11. Reasons for Joining Groups
12. Social and Voluntary Association
13. Past Students' Associations as a Group and a Voluntary Association

14. Contributions of Past Students' Associations Abroad

15. Contributions of Past Students' Associations in Ghana

The Meaning of Management and Administration

For the goals of an organization to be attained, there must be efficient and effective use of the organization's resources. Management is thus very vital in all aspects of life as well as in the dynamic business world. The manager in an organization does not only manage the human resources but also financial resources, information, and risk, other assets and factors in the external environment.

It is very difficult to define the term 'management.' This is because different writers have defined it in different ways. Some definitions of management include:

1. "Management is the art of getting things done through and with people in formally organized groups. It is the art of creating an environment in which people can perform as individuals and co-operate towards the attainment of group goals. It is the art of removing blocks to such performance, a way of optimizing efficiency in reaching goals" (Koontz & O'Donnell, 1999).
2. "Management is a multi purpose organ that manages a business, manages managers and manages worker and work" (Drucker, 1968).
3. "To manage is to forecast and to plan, organize, to command, to co-ordinate and to control" (Fayol, 1949).

From the above definitions, we can infer that, management is a process of planning, organizing, leading and controlling the work of an organization's

members. It also involves using efficiently and effectively all available resources to attain stated organizational goals.

Administration, according to Brech (1975), is “that part of management process concerned with the institution and carrying out of procedures by which the programme is laid down and communicated, and the progress of activities is regulated and checked against targets and plans.” Brech’s (1975) definition of administration shows it to be that aspect or part of management, which actually gets things done. Administration is the process by which an organization tries to achieve its objectives successfully. It involves how to organize resources such as workers, machinery, buildings, vehicles and the purposes for which the organization was set up. Administration is an important aspect of management because it deals with the implementation of the policies of an organization. Administration actually puts into operation what is to be done and provides the necessary guidance to ensure that what is to be done is successfully done.

Miewald (1978) defines administration as the means by which formal goals are achieved through cooperative human effort. Nwankwo (1987) on his part considers administration as the careful and systematic arrangements and use of resources (human and material), situations and opportunities for the achievements of the specific objectives of a given organization.

A comprehensive definition of administration is that given by John Walton (1996) who maintains that administration is an activity that concerns itself with the survival and maintenance of an organization and with the direction of activities of people working within the organization in their reciprocal relations to

the end that the organizational purpose may be obtained.

Gullick and Urwick(1937) also defined administration as a process of getting things done through the effort of others. This means that the administrator does not do the work himself, Walton (1996) held the same view when he stated that the administrator does not teach geography; he sees to it that geography is taught.

Judging by the definitions of administration and management, it is clear that both concepts are concerned with organizations and the effective and efficient mobilization of resources for the attainment of set goals. However, 'management' is often used to connote the top hierarchy concerned with planning and formulation of policies or programmes with a view to achieving organizational goals. The term 'administration' on the other hand is generally thought to be that part of management and operates at a level below that of management, and is concerned with the implementation of the policies laid down by management. However, administrators in the process of implementing policies also engage in planning, organizing, coordinating or leading and evaluating at a micro-level and also contribute to the policy formulation process.

Education Management is concerned with the planning and formulation of educational policies or programmes with a view to achieving educational goals. In other words, educational management can be defined as the application of the process of planning, organizing, coordinating and evaluating human and material resources in order to achieve stated educational goals or objectives.

Educational Administration on the other hand, can be defined as the

systematic arrangement of human and material resources and programmes that are available for education and carefully using them systematically within defined guidelines or policies to achieve educational goals. (Nwankwo, 1987) The educational administrator is therefore essentially an organizer and implementer of plans, policies and programmes meant for specific educational objectives. Administration therefore can be considered as an aspect of the management process. Thus educational administrators, in the process of implementing educational policies, also engage in planning, organizing, leading and controlling at the micro-level and they also contribute to the policy formulation process. It may be for this reason that Campbell et al. (1973) defined educational administration simply as the management of institutions designed to foster teaching and learning.

The central purpose of administration in any organization is to coordinate the efforts of people towards the achievement of the organization's goals. In education, these goals relate to teaching, learning and the growth and development of children and the youth. All activities of the school administrator-whether working with the public, the school boards, the pupils, parent-teacher associations or the professional staff should ultimately contribute to this end. The school can thus be seen as an organization.

The School as a Formal Organization

The school is a formal organization. It is a system of consciously coordinated activities or the forces of two or more persons (Bernard, 1960). The school realizes its objectives through a complex system involving policies and

programmes, administrators and teachers, pupils and supporting services, buildings and equipment and interactions with the community. Again, the school is purposely established to achieve certain goals like other formal organizations. One other characteristic of the school is that the relationships between members are defined by a specific and formally stated set of rules and regulations such as the rules of conduct for teachers and students. The school as a formal organization shows the expected behaviour of members. The expected behaviour of members is prescribed by the organization for it to achieve its goals. For instance, in school when teachers genuinely teach and students learn, they are all behaving as expected of them.

It is however important to note that relationship may develop in the organization outside the expected or prescribed roles and behaviour. For example, informal relationship may be productive or counter productive as far as the achievements of the organization's goals are concerned. The educational administrator needs to recognize that apart from the existence of the official structure in the formal organization, there also exists side by side with it another structure, which consists of informal relationships. This is necessary because unco-operative informal relations within a formal organization can frustrate and sometimes thwart attempts by the educational administrator. Therefore, the educational administrator should endeavour to win the support of informal groups in order to minimize their negative effects and capitalize on their beneficial aspects. For instance, the school administrator needs to know the activities, interactions, sentiments and workings of the informal groups.

The school also has an organization structure. Organization structure refers to the way in which an organization's activities are divided, organized and coordinated. It provides stability and keeps the organization's members together to achieve goals. The terms formal and informal organization describe the degree to which the organization is structured. The terms refer to extremes of a continuum of organizational types. The school has formal authority structures with clearly drawn lines of communication and responsibility. Thus the school organization indicates the ordering of hierarchical relationship between subordinates and super ordinates.

Figure1 is a simple organization chart, which indicates that the headmaster is the chief executive or super-ordinate in the school organization. It shows the "chain of command," that is by this line of authority, a superior delegates authority to a subordinate who in turn delegates authority to a subordinate and so on forming a line of from the very top to the bottom. Thus instructions, directives or commands are issued from the top to the bottom. This is also known as the channel of communication.

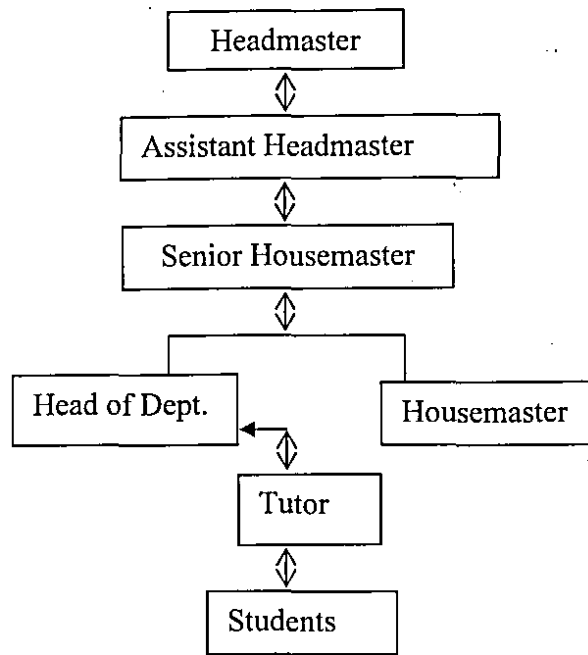


Figure 1: Line Organizational Structure

Source: Atta, Agyenim-Boateng and Baafi-Frimpong, (2000)

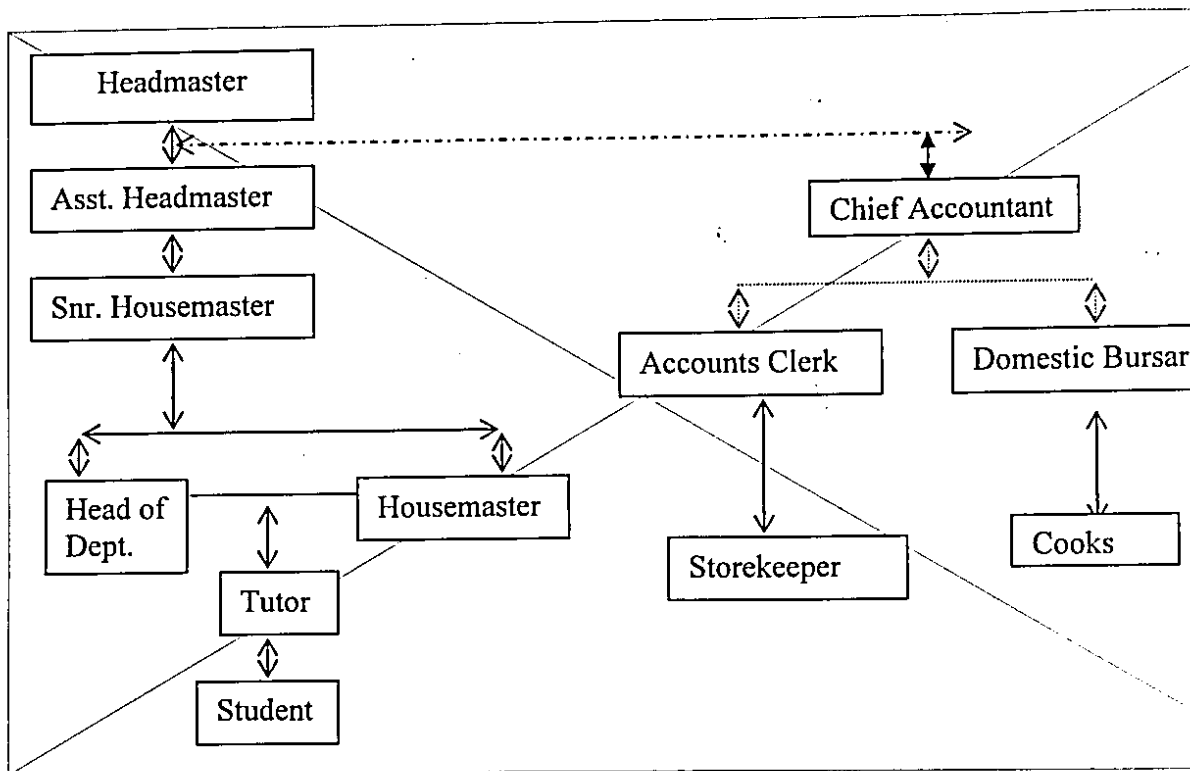


Figure 2: Line and Staff Organization

Source: Atta , Agyenim-Boateng and Baafi-Frimpong, (2000)

Fig 2 shows a line and staff organization chart. As compared to Fig 1 which shows a solid line, Figure 2 indicates a solid line organization and a broken line for staff organization. For example, the chief accountant in Figure 2 takes instructions directly from the headmaster. Staff authority also exists to lend support to the established line authority because of certain specific functions they perform. Organization chart clearly shows how people in an organization should relate to each other according to their status and job descriptions. Thus, the organization of a school involves allocating students to classes, distribution of school materials and stationery and the proper use of time and space to ensure efficiency.

School Based Management Concept

According to Musaazi (1982), school administration is concerned with pupils, teachers, rules and regulations and policies that govern the school system. In school administration, both school head and staff must see themselves as a team working for the growth and development of the child.

School administration is guided by certain basic ideas, which include the following:

1. School administrators strive to create a community of learners who are physically and mentally healthy, efficient, and responsible and whose behaviour is acceptable to the society.
2. The school is run in such a way that all members of both teaching and non-teaching staff function as a team. This unity of action serves as a good example to the pupils in the spirit of co-operation in carrying out common tasks.
3. School administration requires both staff and pupils to play a greater role in decisions that determine school rules, regulations and the programmes. Thus through staff meetings, club activities, committees, student representatives, etc, everybody is involved in the running of the school.
4. School administration encourages and provides for the professional growth of teachers. Through planned educational seminars, conferences and in-service training programmes, teachers improve immensely on their performance.

5. In school administration, administrative decisions and procedures in the school must be consistent with the underlying philosophy of the school.
6. It is essential that the school head and his staff keep stakeholders such as the Ministry of Education, school board, the community, past students associations etc, fully informed of the policies, programmes, failures and successes of the school.

Organization Health/ School Climate

Organizational climate has been viewed from many perspectives and defined in a number of ways by different writers. The definitions include the following:

1. Litwin and Stringer (1968) define climate as the perceived subjective effects of the formal system, the informal 'style' of managers, and other important environmental factors on the attitude, beliefs, values and motivation of people who work in a particular organization.
2. According to Gibson et al., (1997), an organization's climate is 'a set of properties of the work environment, perceived directly or indirectly by the employees who work in the environment, and is assumed to be major force influencing employee job behavior'.
3. Taguiri and Litwin (1968) viewed organizational climate as the milieu, atmosphere, culture, feel, tone or the internal quality of an organization, especially as experienced by its members and noticed by visitors to the organization.

4. Climate of a school might be viewed as the enduring characteristics which describe a particular school, distinguish it from other hand as the 'feel' which teachers and students have of that school
5. Hoy and Miskel (1987) consider school climate as a set of internal characteristics that distinguish one school from another and influences the behavior of people in it. They pointed out that the climate is an end product of the school groups – students, teachers, administrators (the formal and informal organizations, leadership and personalities of participants) as they work to balance the organizational and individual aspects of a social system. Their end products include shared values, social beliefs and social standards.

There are several factors that can influence the climate of an organization such as the school. These include:

1. The size and structure of the organization;
2. The leadership style employed by the manager or educational administrator;
3. The communication networks used to convey messages;
4. The goals or nature of the organizations;
5. The complexity of the entire system;
6. Decision-making practices (the extent of subordinates' involvement);
7. Concern for employees;
8. Technological adequacy – are equipment and other resources available, well managed and improved methods quickly adopted:
9. Motivation

10. The economic conditions of the organization;
11. Organizational policy;
12. Values – particularly of managers;
13. The characteristics of members such as age, sex, etc; and
14. Life stage of the organization – whether young or old.

One basic classification of school climate which has gained wide acceptance is that by Halpin and Croft (1963). They identified six basic school climates ranging along a continuum from open to close. They are listed as open autonomous, controlled, familiar through paternal to closed.

Open Climate: This indicates an atmosphere where both the headmaster and teachers are genuine in their behavior and nothing is hidden from the worker. The teachers are sufficiently motivated and obtain considerable satisfaction and every teacher feels satisfied with his personal contribution to the general life of the school. The headmaster takes no decision, rather there is group action. The headmaster however has the liberty to suggest lines of action independent of staff without suspicion. On the whole, the group members enjoy friendly relations of intimacy and the atmosphere is marked by honesty of the purpose. Everybody is aware of what goes on in the school, and work goes on well making student life happy and democratic.

The autonomous climate describes an atmosphere of almost complete for teachers to conduct their work and fulfill their social needs as they wish. Such a school is run by consensus and everyone has reason to believe that he is part of the leadership of the school. Group leadership is the most important with the

headmaster having little control. There is satisfaction and cooperation among staff members. This type of climate is similar to the open kind except that the leadership of the headmaster is easily recognized in the latter.

The controlled climate refers to an atmosphere of hard work at the expense of social life, although esprit is quite high. The headmaster is mainly concerned with the work the school has set itself to do and all cooperative tasks are directed towards achieving this goal. In general, personal problems of the teachers and students are given little attention by the head. Thus though teachers tend to cooperate well in such circumstances, they do not actually feel happy. They are kept so much on their toes that they feel freer and more like themselves only when they have left school grounds. Good results are usually achieved in the school.

The familiar climate describes an atmosphere of congenial sociability at the expense of task accomplishment. Every teacher satisfies his personal needs at the expense of the task, which the school has set itself to perform. The headmaster himself is indifferent to the main purpose of the school and does not emphasize productivity or supervise the work. Teachers do not work hard and there is poor cooperation. The eventual losers are the students and parents.

The paternal climate generally exists in schools where the head is on the average older than the teachers. Though the teachers are free to do what satisfies them personally and not overburdened with busy work, they have little or no opportunity to influence decisions as a group. Decision making tends to be the monopoly of the headmaster. The headmaster listens to suggestions but does not

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apply them since he appears to know all answers to the schools' problems. Cooperation is usually low and schoolwork is done half heartedly. Students tend to look to the headmaster for virtually everything and discipline suffers.

The closed climate marks a situation in which the group members obtain little satisfaction with respect to either task-achievement or social needs. In short, the headmaster is ineffective in directing the activities of the teachers, at the same time; he is not inclined to look out for their personal welfare. There is general apathy and lack of commitment to work in the school. The head emphasizes high production but will be highly aloof and impersonal in directing and controlling teacher's activities. Such a head will also not get too involved personally with his teachers and their problems, for he will "go by the book." He will also set up rules, which are often arbitrary.

Miles (1965) identified ten dimensions, which he believes constitute the healthy school. There are:

1. **Goal Focus:** In a healthy school, the goal must be reasonably clear and accepted by system members. The goals also must be appropriate, and achievable considering available resources.
2. **Communication Adequacy:** There must be free flow of information and there must be enough data about problems to help deal with them effectively.
3. **Optimal Power Equalization:** In a healthy organization, the distribution of influence is relatively equitable. Subordinates have a say hence there is collaboration rather than coercion.

4. Resource Utilization: This means effective and efficient use of inputs, both human and material, in the system. In such situations, people will neither be overloaded nor be idling. They will also work hard but feel good about it.
5. Cohesiveness: This means that members feel attracted to membership in the organization and will want to stay with it and be influenced by it. There is collaboration.
6. Morale: It implies a sense of well-being or satisfaction as opposed to feelings of discomfort and dissatisfaction.
7. Innovativeness: A healthy system should possess self-renewing properties. The system should grow, develop and change rather than remain routinized and standard.
8. Autonomy: A healthy organization would not respond passively to demands from outside. Rather it would tend to have a kind of independence from the environment.
9. Adaptation: A healthy organization actively responds to its environment.
10. Problems-Solving Adequacy: A healthy organization has well developed structures and procedures for sensing the existence of problems, for inventing possible solutions, for implementing them, and for evaluating their effectiveness.

The concept of organizational or school climate is important to managers or educational administrators for a number of reasons.

1. There is evidence that some climates are likely to yield better results for

specific tasks than others. Knowledge of this will help the administrator to know which type of climate he has to work to achieve.

2. Managers or administrators can also influence the climate of their organizations, or, more specifically, their own unit within the organization. For example administrators with positive climate perception can help avoid inter-group conflict in some organizations.
3. The 'fit' between the individual and the organization appears to play a significant role in determining the individual's performance and satisfaction within the organization, hence the need for administrators to be concerned about organizational climate.
4. Improving on organization's climate can be a useful strategy to improve group relations within the organization.
5. There is evidence that an educational administrator will have a difficult time exercising his educational leadership roles without a sufficient supportive climate within which to work.
6. There is some research support for the conjecture that climate affects student outcomes. It is believed closed climates breed closed learning climates. Good climate also promotes discipline and conducive environment.

The school can also be seen as a social system. Silver (1983) simply refers to social system as a system in which the components are people. But perhaps a more comprehensive definition is that given by Carr (1955) who maintains that a social system is an aggregation of individuals and institutional organizations

located in various degrees of interdependence as a permanently organized unit of the social order. In simple terms, a social system is a system in which the components are people and each individual's behaviour within the social system is shaped by his psychological uniqueness and sociological attributes. Although Parsons(1971) derived the basic concept of the social system theory, Getzels and Guba(1958) delineated the basic application of the systems theory to school administration.

Getzels and Guba(1958) conceived of the school as a social system involving two classes of phenomena that are independent and at the same time interactive. These classes of phenomena are referred to as nomothetic and idiographic dimensions. This can be seen in Figure 3.

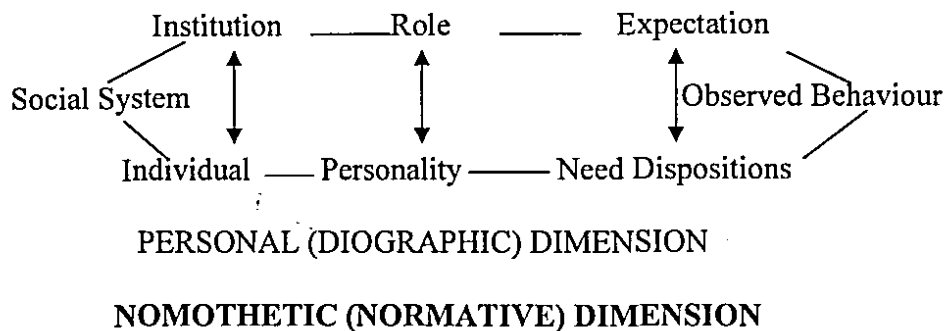


Figure 3: Getzel and Guba's Model

The nomothetic dimension consists of three interrelated conceptual elements namely; institution, role and expectations. Institutions are subsystems of a society established to accomplish certain specific functions. Each institution (such as the school) is made up of roles. Each role is a position, office or status within an institution associated with a set of rights and obligations. Expectations are preconceptions people have about how any one in a particular position (in an

institution) will or should behave.

The normative dimension conceives of the role incumbent as “actors” devoid of personalistic or other individualizing characteristics – as if all incumbents were exactly alike and as if they implemented a given role in exactly the same way. It is the dimension that ensures that behaviour conforms to the norms of the institution.

The idiographic dimension indicates that the performing of role is greatly influenced by one’s personality. It shows that real individuals occupy roles and that no two individuals are alike. Each individual stamps the particular role he occupies with the unique style of his own characteristics and pattern of behaviour. Personality refers to the uniqueness and dynamic organization within the individual while need disposition is the tendency to fulfill some requirements.

The model simply means that any society (institution) has roles which it assigns to members or workers to play or do. Along with the roles, it has expectations which it wants those members or workers to fulfill. A teacher for instance has the role of teaching. The school, parents and students expect him to teach well and effectively. On the other hand, these members or workers of the organization have needs which they would like to fulfill. When the teachers teach effectively, the organization is satisfied. Likewise, when the school or organization fulfills what a teacher needs then that teacher is satisfied.

The model also gives an indication that both the role expectations and the need dispositions are necessary for the understanding for the behaviour of specific role incumbents in an institution. It is the duty of the school administrator to

understand the human behaviour of each of his individual teachers in order to help him. In order to do this, he has to know both his role expectations and his need dispositions. One task of the school administrator is to integrate the demands of the institution (School) and those of the staff members. He must do this in such a way that these demands are organizationally productive and individually fulfilling.

The Role of the School Head in School Administration

The success of every educational institution depends to a great extent on the management practices employed by the school administrator. Udoh et al. (1993) notes that the head's leadership strength and weaknesses affects the performance of the entire school. He plays a very important role in education policy implementation at the school level.

Musaazi (1982) observes that leadership becomes only meaningful in terms of what the leader does not merely by the person he is (p.59) According to him, some of these duties include; making policies, executing policies and the performance of "dual responsibility". As policy makers, school administrators must bear in mind that policies are guidelines that direct the present and future activities of the school. In formulating policies, Musaazi maintains, the school administrator must think of the means of implementing them and their aims and values to the school. However, Musaazi believes that National Policies for the general procedure of education are the reserves of the Ministry of Education, though school administrators may come out with specific policies relevant to the internal functioning of the school.

School administrators represent the school Governing Boards of the schools they lead. With regard to the role played by the school Board in school administration, Campbell et al (1958) contend that the Board "deals with policies and not details of operations." They note that often, the establishment of policy, upon the recommendations of the school head and staff, constitutes the legislative activity of the Board. Campbell et al, believe that the headmaster serves as the chief executive officer as well as the Chief Professional Advisor to the Board. This observation by Campbell et al underscores the headmasters' function as a policy maker.

School administrators also act as implementing agents of policies formulated both internally and externally. Musaazi asserts that when making decisions about policy implementation they must exhibit professionalism to ensure that the exercise of implementation conforms to national policy.

"Dual responsibility" according to Musaazi means the duties the headmaster holds both to the public and the school organization. One aspect of Dual Responsibility refers to how the school administrator relates to the community in which the school is situated. Musaazi is of the view that "very often people judge the organization mainly by the way its staff, especially school administrators, treat other members of the general public."(p.58)

Musaazi therefore asserts that school administrators must create a good image of the school by establishing good relationship with the community. The school administrator must involve himself in Parent-Teacher Association (PTA) activities, informing parents about what is happening in the school and letting the

public know what is expected of them in contributing to the progress of the school.

The school administrator is also required to perform some official duties in the school. This includes defining the goals of the school including the roles expected of every staff of the school and how these tasks will be fulfilled as well as giving each teacher the opportunity to satisfy his or her leadership aspirations.

Stoner and Freeman (1992) are of the view that the school administrator is the manager since he is the head of a school, which is a department. They define the manager as the "organizational planner, organizer, leader and controller." To achieve the organizational objectives the manager should perform a wider range of roles. Stoner and Freeman reviewed the work of Mintzberg and revealed that managers are involved in interpersonal relationships with subordinates, peers and superiors who in turn provide managers with the information they need to make decisions. He therefore concluded that "all managers play a series of interpersonal, informational and decision-making roles which form organized sets of behaviour (p.13). Stoner and Freeman hence use the Mintzberg taxonomy to describe the roles of headmasters.

With regard to interpersonal roles, Stoner and Freeman (1992) maintained they play three routine roles namely: "figure head role, leadership role and liaison role" (p.13) As a figurehead, the school administrator performs ceremonial duties of the school. He symbolizes and personifies for both organizational members and outside observers.

The school administrator works with people and through people. This

makes him accountable for the actions of his subordinates. His success and failure constitutes the success or failure of his subordinates (Stoner & Freeman, 1992). As a liaison, he “plays politics in order to develop networks of mutual obligation” (p.13) with opinion leaders and other stakeholders in the school community. The school administrator draws upon these relationships to win support for proposals he makes for the school.

As an informational role player, Stoner and Freeman (1992) maintain that the school administrator:

1. Monitors information within and without the school with the view to making progress and relating well with the community.
2. Disseminates factual information to his staff and outside society about what the school is doing or intends to do. He analyses and interprets events and policies to all connected to the school and,
3. Serves as the spokesperson for the school. He is expected to report about his school to the District Education office, give information to parents about their wards and give speeches on such occasions as Speech Day, Open Day, and Prize Giving Day (Stoner & Freeman, 1992).

Campbell, Bridges and Nystrand (1958) see the headmaster of a senior secondary school as the key person in the administrative organization. According to them community advocacy in school administration has accentuated the importance of the Principal in many areas. In coming up with their description of the task areas in which competence is required of the principal they reviewed a survey they conducted by the Consortium of Educational Leadership and the

Industrial Relations Centre at The University of Chicago, in ten states. The survey was to determine how principals defined their jobs. Results of the survey identified three major categories of the principals' roles. These are:

1. Relations with people and groups in which the functions are personal handling of the student adjustment problems... trouble shooting and problem solving, community involvement and supports;
2. Curriculum - curriculum development and materials
3. Personnel and general administration, which requires functions like staffing, working with unions, working with central office, safety regulations, and fiscal control.

Atta (1992) in a new dimension to the Mintzberg taxonomy as described earlier by Stoner and Freeman (1992), and supported by Campbell, Bridges and Nystrand (1958) gave a detailed breakdown of the administrative tasks of the headmaster.

They include:

1. School community relationship;
2. Curriculum, Instruction, and Appraisal;
3. Staff personnel;
4. Pupil Personnel;
5. Physical facilities and educational materials; and
6. Finance and Business management.

Under school-community relationship, Atta (1992), is of the view that the headmaster needs to know the social, political, occupational and educational

setting of the community in which the school is located. This enables the head to formulate policies and develop a curriculum, in line with the national tendency that is in consonance with the community's needs. They also maintain that the headmaster should keep the society informed of school activities, new school policies, and participate in the community's development undertakings. With the capacity to do these the school administrator can win the support and co-operation from community members.

Peretomode (1992) enumerates a number of practices the head must display in order to establish mutual relationship and co-operation with the community. Pertinent among them are, "development and administration of policies and procedures for community participation in school matters; conferring with parents and co-operation with community organizations" (p.6). These, Peretomode (1992) maintains, are necessary for local school management by the school head.

Management of Curriculum, Instruction and Appraisal is crucial to school administration. Atta (1992) regards the administrative functions in these areas as very relevant to local school administration. He holds the view that the headmaster must participate in those activities that are planned, implemented, supervised and evaluated by other education authorities. The head must secure appropriate syllabuses for the school, encourage the staff to participate in subject Association meetings, and ensure appraisal of instructions by teachers using appropriately designed assessment methods / instruments.

Atta (1992) in support of the view held Everard and Morris (1990) by suggests that, such important functions should involve employers, other

educational institutions and examining bodies. This ensures that the curriculum so developed responds to the demands of these groups. Logistical support for the successful implementation and management of an educational reform programme, like educational decentralization, is very vital.

Adesina (1990) in defining management stresses the importance of the organization and mobilization of all humans and material resources in a particular system for the achievement of identified objectives in the system. In the school system he identifies human resources as "all men and women from the principal to the gate man". The material resources, he says, can be monetary and non-monetary, including such physical assets as land, equipment and buildings. Adesina holds the view that these resources are very important in local school management. It is therefore incumbent upon the principal to mobilize and organize them, ensure their fullest utilization to "produce maximum results".

Atta (1992) also emphasizes the importance of these resources in the effective management of local schools. According to him, the material resources include textbooks, teaching materials, buildings for classrooms and staff quarters, and even more money for the day-to-day administration of schools. He firmly maintains that it is the headmaster's responsibility to ensure that these materials are safe and in good order for use and expansion.

Atta (1992) further recognizes, as human resources, both teaching and non-teaching staff and pupils. He opines that the major tasks expected of the headmaster for the teaching and non-teaching staff is to seek their welfare and development in order to make them committed and efficient workers. The welfare

of the staff is satisfied through motivational gestures. The school administrator must also develop an effective way of supervising teachers and be able to give a fair judgment about teachers' performance for promotion. Staff development can be achieved through in-service courses organized for teachers, they maintain.

Pupils' well-being, growth and safety also constitute a major task of the headmaster. Student / pupil service aims at supplementing classroom instructions. in fact indicate that in Ghana the services include entertainment, guidance services and maintaining classroom attendance records of students (Atta,1992). Musaaazi (1982); Everard and Morris (1990) and Peretomode (1994) all seem to hold similar views about the importance of these resources and therefore the need for their careful management in local school control.

School financial administration in educational decentralization is a crucial management function. Peterson (1997) observes that a decentralization strategy that transfers general purpose revenues first and then negotiates over expenditure responsibilities injects uncertainty and instabilities into the national macro-economic picture. He therefore views the need for professional knowledge in financial administration by departmental heads as paramount in a decentralized system.

Adesina (1990) views education as an investment and therefore the need to justify any financial input into it. According to him, the huge sums of money invested in the provision of goods and services in a school system accords the emphasis often placed on community school finance. Adesina strongly upholds that the magnitude of the number of employees, buildings, equipment and

supplies used in the school system shows how important school accounting and principles of financial resources allocations are to the educational administrator (p. 122).

Owusu (1993) in a paper delivered at a Seminar for headmasters of senior secondary schools remarks, "of all the functions that confront the head, the role he plays in financial administration is the most crucial, critical, and, perhaps, the most important" (p.3).

Atta (1992) explains that the financial administrative task of the headmaster involves the provision and the disbursement of funds for the attainment of educational goals. In this regard, they maintain, budget preparation becomes very important to the headmaster. They define a school budget as "a school programme expressed in fiscal terms" (p.113). Using Asiedu-Akrofi's (1978) classification, they come up with three budget aspects, viz.;

1. The Educational Aspect
2. The Financial Aspect and
3. The Control Aspect, to which school responsibility relates.

Millet (1954) an authority in Public Financial Administration emphasizes the importance of the headmaster's role in fiscal management. He posits that crucial among these fiscal management roles is the management of expenditure and income. He maintains that it becomes imperative upon the headmaster, when the authorization has been given by government, to execute the encumbrances as legally authorized. The whole process of budget execution, according to Millet, is referred to as "fiscal control". In this fiscal control, management has dual

responsibility. Firstly management should accomplish school programmes within the limits of available funds while observing legal and semi-legal restrictions that control the use of funds. Secondly, the school administrator must execute the budget with the aim of obtaining maximum returns from the authorized budget.

Another essential fiscal management as explained by Millet involves accounting for expenditure. Millet defines accounting as the procedure, of recording and reporting the financial transactions involved in the operations of the school (p.230). It is also the heart of fiscal control practices that forms an indispensable management task. It ensures observance of appropriate limitation reports, the financial facts about the school, directs work in terms of expenditure commitment and analyzes the fiscal aspects of the programme. (p.230). Millet further contends that another major financial management role of the school administrator is auditing which gives the financial facts about the school.

The Administrative Competence and Skills Required by the School Administrator

In carrying out his duties, the school head requires some competence and skills. The basic skills as identified by Katz (1985) are technical, human and conceptual. Technical skills refer to the proficiency or ability to use the tools methods processes, procedures and techniques of a specialized field. Conceptual skill refers to the mental ability to coordinate and integrate the entire interests and activities of the organization, and more importantly, it also refers to the ability to apply information and concepts to practice.

Human skill refers to interpersonal skills. It is the school administrator's

ability to work effectively with and through other people as individuals or groups. It also requires an understanding of ones self, group dynamic and the ability to motivate other people.

The Role of the PTA, School Community and SMC in School Administration

The Parent Teacher Association, according to the Headteacher's Handbook published by the Ministry of Education, is an association of parents, and guardians of the children in the school as well as the teachers. The purpose of the PTA amongst others is to:

1. Encourage co-operation between parents and teachers
2. Let parents feel that the school belongs to them
3. Help increase school enrolment
4. Generate community support
5. Help solve problems of students, teachers and parents.
6. Promote the welfare of students and the school as a whole.

The PTA is helpful to the school in many ways. In the PTA local resource persons may be found to teach some subjects on the curriculum which teachers cannot competently handle. The PTA may also provide materials and labour to repair school buildings and furniture. Members of the PTA may serve on various school committees such as sports, health, etc. The PTA can also make contacts on behalf of the school to certain authorities for assistance.

The School and Community Relationship

According to Ottaway (1985), the proper education of the child is the joint effort of the school, home, community and the government. Thompson (1987)

also adds that the integration of the school with the environment means trying to make the school a motive force in the grass-root community. Thus the school should not be a foreign body within the community but emanating from it.

Many writers share the view that participation of community in school is a healthy relationship. White (1982) agrees that community participation in school generally brings about improvement in social development, effective management and teaching and learning outcome. White believes that school and community relationship would allow the government agencies preserve funds for more development projects. Thus competent persons would be involved in the planning and execution of development projects. White believes that community participation in school activities reduces the cost of providing services to the school. This is because people tend to have a sense of satisfaction in participating to implement a project they know will affect them. According to White, participation leads to a sense of responsibility for a project. If people are involved in planning, decision-making and implementation of a project, they will consider the project completed as theirs.

Gharney and Associates (2002) also share the view that for effective management and sustained development in schools, communities should be actively involved in the design, planning, implementation and management of education. According to Shipman (1975), education is the process of preparing people to fit into this complex social structure and to play particular social roles as members of more than one institutional group. In school, students acquire knowledge, skills, cultural values, attitudes and moral behaviour, which prepares

them for responsible adulthood. There is therefore the need for every community to collaborate with the school authorities to bring up and educate its children to be useful to the community and their social well being.

Different school communities have different relationships. Jones and Stout (1960) have briefly categorized them as the closed system, the interpretation system and the co-operative system. With the closed system, the school and community exists as separate entities. As they have different functions they do not interfere with the affairs of the other. The school officials consider it their privilege to run the school while the community members just look on. The school has a perception of the community and vice versa. With the interpretation system, members of staff and school administrators communicate with the public on issues concerning school activities, programmes, needs and aspirations but they do not seek to know about the community they serve.

People in the community have along the years come to cultivate such reverence for staff and students to an extent that they do not even question school practices that affect them. The school takes advantage of this ignorance and does not attempt to change these attitudes of the people in the community. The community is left to interpret the information they receive in any way they want.

In the co-operative system, there is constant involvement of the community in school affairs. It can also be described as a post-independence intervention in school organization in Africa. This system is characterized by the flow of information from both the school and community in a distortion-free atmosphere. Members of the community develop a sense of identity with the school and they

want to be influenced by it.

According to Asiedu-Akrofi (1978), the school is a miniature society. As a result, life in the school must reflect the people among whom the school is situated. The school is sponsored by the community for the teaching of basic skills necessary for economic survival. The following according to Asiedu-Akrofi are the importance of school community relations:

1. When local people are engaged in the educational decision-making, they are likely to encourage some programmes that emphasize their culture.
2. There would be a co-operative system of relationship between the school and community, a system in which information flows from both sides in a distortion free atmosphere. The members of the community develop a sense of identity with the school and would want to be influenced by it.
3. The school is a social institution specially brought about to perpetuate society's values, ideas, norms and beliefs. If there are cordial relations between the school and the community, this role of the school would be maintained.
4. Children of the school come from the communities the school serves. This make the community more committed to their children's education.
5. Schools are instruments of change. Parents therefore have the right to know or be informed about changes in the world of knowledge and the transforming influence on their wards. This will enable them advise their children intelligently.
6. There are queer ideas about the school. Changes that go on in the school

are never properly interpreted and not even communicated to members of the community. These are necessary pieces of information that an informed society should have.

7. The community gives financial support to the schools in fundraising activities in the development of projects.
8. Good community participation brings the home and school together in meeting the needs of the children. Thus students grow better off than their parents in terms of employment opportunities, prestige, good living conditions, etc.

The Ministry of Education in 1994 declared that the management and supervision of schools can no longer be the monopoly of the Ghana Education Service and that there is the need to transfer ownership of public schools from the Ministry of Education/Ghana Education Service to the communities in which the schools are physically located. Communities are to construct classrooms, provide furniture, and ensure that all children of school going age in the community attend school, monitor teacher's performance and participate in the management and supervision of the school.

The Ghana Education Service Guide (2000) affirms that community participation would help curb the incidence of the interference in the admission process and general school administration and its negative impact but positively assist in the provision of school infrastructure, teaching and learning materials and also help instill discipline in the schools. A good school-community relation reinforces people's belief in education.

The School Management Committee

The School Management Committee (SMC) is a committee designated under the Ghana Education Service Act (1994). It is a school-community based institution aimed at strengthening community participation and mobilization for education delivery (SMC/PTA Resource Handbook-January 2001). The SMC is a representation of the entire school community or cluster of schools. The school community is therefore its constituency.

According to the Commonwealth Secretariat (1993), the SMC is responsible for overseeing management of schools. They are normally referred to as Board of Governors in the secondary schools and management committees in the basic schools.

It can therefore be deduced from the SMC/PTA Handbook-January 2001 and Commonwealth Secretariat that the SMC is a group of people who govern a school. They are to ensure that the best interest of the school is promoted and that learners at the school receive the best education possible.

The school head is the chief executive of the school and responsible for the day-to-day running of the school. The school administrator serves as a link between the school and the school management committee and educational authorities on the other hand. The organization of teaching and learning at the school is the responsibility of the school head but he guides the SMC about school policy and the direction of the school.

In line with the school heads relationship with the SMC, he/she is expected to advise and keep the board informed on matters relating to the management of

the school. Additionally, the school administrator has to provide relevant facts and figures to guide the board in its deliberations and to help it make policy decisions for the school (Head teachers Handbook, 1994).

The SMC must make sure that all the stakeholders run the school in the best interest. Members must always put the best interest of the school before any personal benefit.

The committee is not involved in the day-to-day running of the school; however. It contributes to or decides on all or some of the following:

1. School policy-school hours, religious policy, dress code, learner's code of conduct and school goals.
2. School development-development plans, providing voluntary help when needed, partnership with the community and relationship with others.
4. School administration-looking after the school building, grounds and other property, deciding when others may use the property, appointing of staff, organizing an annual general meeting of parents and reporting to the school community.
5. School finance-raising funds, opening a bank account where necessary and overseeing the schools income and expenditure.

A study conducted by the United States Agency for International Development (USAID) in collaboration with GES listed some duties of the SMC in their respective communities and they include:

1. Providing furniture for the school through levies.
2. Checking truancy among school children for example, those who go to

the beach during contact hours.

3. Providing toilets and urinals for the school through communal labour.
4. Demarcating school boundaries.
5. Meeting with parents to discuss the welfare of teachers and students.
6. Regularly visiting the school to monitor teaching and learning.
7. Forming sub-committees within the SMC to ensure the proper use of funds and monitor the work of the sub-committee.
8. Employing a security person for the school.
9. Planting trees

Interviews conducted by Opare (1999) on the contributions of the SMC indicated that, where the SMC is very supportive of the effort of the school head, the school is better managed. According to Atta et al (2000) another responsibility of the SMC is to resolve conflicts in the school. They added that a teacher or student seeking redress should report to the SMC. Obeng in his contribution on improving teacher's performance in school, which appeared in "the Primary Teacher"- a Newsletter of the Department of Primary Education-January to March 2001 asserted that the SMC is an alternative source of providing incentives to teachers and therefore each SMC, has to determine its own incentive package for its teachers.

Asiedu-Akrofi concludes that a good school head tries to co-operate with the SMC and makes them feel important and respected especially on the schools festive occasions such as speech days open days etc. In this way, he helps to lead the members to the right action.

Despite the immense contributions the SMC offers in school management, a lot of criticisms have been leveled against the school management committee. They are regarded as laymen who may not know much about school organization. As a result, most SMC members go as far as supervising teachers during class hours. This does not go down well with most teachers as they feel that SMC members do not give them the breathing space and independence they desire, rather they breathe down on their neck.

Myra and David (1998) supported the above view. In their study of West Virginia School Boards, they observed that some SMC (School Boards) have become immersed in administrative details at the expense of more important and appropriate policy issues. They noted that only three percent of all decisions concern policy. Myra and David (1998) further contented that some SMC (School Boards) are not representing local communities, but only special interest groups. Elections to a school board receive little public support. In one recent New York City School Board elections, only seven percent of voters participated. It has also been noted that the composition of the boards is not representative, with minorities, women, the poor and the young unrepresented or under represented.

Education of children goes beyond school issues to include health, social and nutrition concerns. However, some SMC (School Boards) are seen to be too limited in scope to respond to all contemporary concerns of children.

Formation and Structure of Groups

As managers in organisations such as school administrators need to be aware of groups, the dynamics of group behaviour and the mechanisms that are

required in order to make working groups or teams more effective. It is held that as society becomes more complex and with a continuing development of technological capability more organisational life will revolve around group or team structures. The 'information explosion' means that no one person can be expected to have all of the knowledge required for making decisions. Groups are good for people, they foster innovation and creativity, improve decision making, help gain commitment to act, control members, offset some aspects of change and they are a natural phenomenon. Given all of these benefits, managers have to know about groups, how they form, how they are maintained and the effect of the group demise.

Wood et al (1984) defines a group 'as a collection of two or more people who work with one another regularly to achieve one or more common goals'.

Schein(1969) offered a definition of a group as:"...any number of people who

1. Interact with one another,
2. Are psychologically aware of one another and
3. Perceive themselves to be a group".

Groups need to have shared experiences towards the attainment of a goal and shared sentiments. A group therefore can be defined as two or more individuals engaged in some social interaction, for the purpose of achieving some goal or goals. In the work situation these goals are usually work related if the group is a formal working group. Knowles (1972) said that a collection of people becomes a group when it possesses the following qualities:

1. Definable membership

2. Group consciousness
3. A sense of shared purpose
4. Interdependence in satisfaction of needs
5. Interaction
6. Ability to act in a unitary manner.

Leadership and the task or goal is crucial to group development and maintenance. People join groups for:

1. Security: By joining a group, individuals can reduce the insecurity of standing alone. People feel stronger, having fewer self doubts and are more resistant to threats when they are part of a group.
2. Identity and Status: Inclusion in a group that is viewed as important by others provides recognition and status for its members.
3. Self-Esteem: Groups can provide people with feelings of self-worth. That is, in addition to conveying status to those outside the group, membership can also give increased feelings of worth to the group members themselves.
4. Affiliation: Groups can fulfil social needs. People enjoy the regular interaction that comes with group membership. For many people, it is the on-the-job interactions which are their primary source for fulfilling their needs for affiliation
5. Power: What cannot be achieved individually becomes possible through group action. There is power in numbers.
6. Goal Achievement: There are times when it takes more than one person to accomplish a particular task and there is a need to pool talents, knowledge or

Stage 2: Storming

Storming is the second stage of group formation and often the most difficult. In this stage, group members begin to express themselves. This may bring to the surface conflicting ideas and opinions. Individual goals and agendas emerge, and members may express unhappiness about their respective roles in the team/workplace. Team members begin to realize how much work lies ahead, and some may become nervous. Storming may produce a period that tests the group. While not much work is achieved during this stage, team members begin to understand each other. The first attempts to diffuse hostility and encourage positive attitudes and behaviours towards one another should be made at this juncture.

Stage 3: Norming

During this stage, team members accept the team and team ground rules (norms), their role in the team and the roles of other team members. Team members become accustomed to working together, and their initial resistance fades. They begin to collaborate rather than compete with one another. In the norming stage, team members express criticisms constructively and ground rules are confirmed. There is a feeling of team cohesion, and sense of common spirit. The team leader now sets a tone that allows for constructive criticism and the development of a plan of activities. Members start to spend time working on the activity plan.

Stage 4: Performing

At this stage, the team has developed its dynamic and defined its

expectations. It can now begin performing. Team members have accepted each other's strengths and weaknesses and can start moving forward together. The team leader is now leading an effective and cohesive team. The achievement of this stage can be identified by the significant amount of work being produced.

Stage 5: Adjourning

The adjourning stage occurs when a team ceases to exist. Ideally, a task has been completed, and the function of the team is no longer required.

Schutz as cited in Wheelan, Facilitating Training Groups has developed another theory of group development based on emotional needs of the individuals. He states that individuals have three sets of inherent interpersonal needs, these being;

1. inclusion (primary needs initially with concern for whether the group will accept them or not)
2. control (decision making and leadership struggles)
3. affection (the building of emotional bonds)

Bion (1959) on the other hand developed another theory of group development by raising the issue of groups operating on two levels, these being the work level where concern is for completing the task and on the unconscious level where group members act as if they had made certain tacit assumptions about the purpose of the group which may differ from its conscious level. Bion (1959) called these assumptions dependency, flight, fight and pairing.

Dependency is characterised by an attitude of helplessness and an abdication of responsibility. The group waits for the leader to decide, take action

or care for the group. In this situation the members act as if they are helpless or incompetent.

Fight is manifested by conflict (usually on a trivial matter) amongst group members. Flight is when members are willing to discuss anything except the task.

Pairing occurs when two members of the group work on their relationship while the other members watch. In this situation it is as if the pair will work out their problem and in doing so will work out the group problems. The basis of this theory is one of avoidance of the task at hand and it is through these emotional states that the group becomes fixed to such a degree that the task is hindered.

Bennis and Shepard (1956) saw the central issues of group life as being dependence and independence with power, love, authority and intimacy as the primary concern. They believe that these events move the group from one phase to the next. As such the order of group development is as follows:

1. Dependency/Flight
2. Counter dependence/Fight
3. Resolution/Catharsis
4. Enchantment/Flight
5. Disenchantment/Fight
6. Resolution/Catharsis

There are two basic types of groups in organisations, these being, Formal and Informal.

Formal groups are those groups that are defined by the organization's structure, with designated work assignments establishing tasks. In formal groups,

the behaviours that one should engage in are stipulated by and directed toward organizational goals. Thus formal groups are established in organizations to do work. Formal groups include the Command/ Functional Group and the task group. A command group is determined by the organization chart. It is composed of a group in which individuals report directly to a given superior. It is characterised by functional reporting relationships such as group manager and those who report to the manager. Command groups are usually included in the organization chart. They are relatively permanent.

Task group includes groups working together to complete a job or task. They are also organizationally determined. A task group's boundaries however are not limited to its immediate hierarchical superior. A task group is created to perform a specific task, such as solving a particular problem, and it is relatively temporary.

In contrast, informal groups are alliances that are neither formally structured nor organizationally determined. These groups are natural formations in the work environment that appear in response to the need for social contact. Informal groups provide a very important service by satisfying their members' social needs. Examples of informal groups include Friendship groups and Interest groups.

Friendship groups are those brought together because they share one or common characteristics. Social alliances which frequently extend outside the work situation can be based on similar age, or ethnic heritage, support for football team or holding of similar political views among others. Friendship groups arise

out of the cordial relationships among members and the enjoyment they get from being together.

Interest groups are those working together to attain a specific objective with which each is concerned. Interest groups are organized around a common activity or interest although friendship may develop among members. It is relatively temporary.

Informal groups may be divided into:

1. Horizontal cliques - these being informal associations of organisational members of approximately the same organisational rank who work in the same general area.
2. Vertical cliques - are groups composed of different levels within the same department.
3. Mixed cliques- are groups composed of people of different ranks, departments and physical locations.

It is generally believed that informal groups form because of:

1. Inadequacy of formal groups in regard to formal functions
2. Coping mechanism due to monotonous work practices
3. Provision of political or economic needs such as gaining control by the workers over their work.
4. Counter organisational function - provide an alternative system of power.
5. Influence that may lead to the subversion of the formal organisation goals.

Groups have also been categorised as having stable or unstable membership. It is held that the classification of unstable membership is gaining

more relevance in organisations in light of the frequent changes that occur in many organisations. Some basic concepts necessary to understanding group processes are as follows: group size; roles; norms; communication; and cohesion (Hughes, 1999).

As groups become larger, cliques are more likely to develop. Cliques are subgroups of individuals who often share the same goals, values and expectations. As cliques generally wield more influence than individual members, they are likely to exert considerable influence on the larger group. Many intra group conflicts are the result of cliques clashing on their different values, goals and expectations.

Group Roles:

Group roles are the sets of expected behaviour associated with particular jobs or positions. They are classified into two groups namely: Task and Relationship Roles.

Task Roles

Initiating: Defining the problem, suggesting activities, assigning tasks.

Information-seeking: Asking questions, seeking relevant data or views.

Information-sharing: Providing data, offering opinions.

Summarizing: Reviewing and integrating others' viewpoints, checking for common understanding and readiness for action.

Evaluating: Assessing the validity of assumptions, quality of information, reasonableness or recommendations.

Guiding: Keeping the group on track.

Relationship Roles

Harmonizing: Resolving interpersonal conflict, reducing tension.

Encouraging: Supporting and praising others, showing appreciation of the contributions of others, being warm and friendly.

Gate keeping: Assuring balanced participation by all group members, making sure that everyone has a chance to be heard and that no individual dominates.

Group Norms are the informal rules that groups adopt to regulate and regularize the behaviour of group members.

Group cohesion is the sum of forces that attract members to a group, provide resistance to leaving it and motivates them to be active. Members of the same group are usually motivated by the same goal and interest. In order to achieve a group goal, the following should be considered:

The group should have a sense of purpose; members work together as a team, plan strategies carefully and combine human and material resources efficiently. However, group conflicts sometimes hinder groups from achieving their goals.

There is some dispute about the linearity of group development as experience shows that it tends to occur in cycles with many sequences. The development of groups is, in other words, ongoing. This is evidenced by conflict being very much part of the dynamic of groups requiring careful management - in order that the conflict level remains there has to be sufficient conflict to engender creativity but not so much that the conflict becomes dysfunctional. If group development is ongoing it is important that the groups are managed throughout

their existence and this requires a number of interventions, these being:

1. Formation stage requires assistance with the development of interpersonal relationships, the identification of goals and the establishing of behaviour norms
2. The storming stage entails inevitable conflicts over leadership and goals and if handled properly leads to the next stage.
3. The integration stage brings harmony and unity
4. The final stage results in an effective well-integrated group that can perform the required task effectively and efficiently requiring maintenance and effective human resources strategies, which encourage teamness.
5. The adjourning stage may require counselling of both those leaving the group and the survivors.

Management has a crucial role in managing work groups so that the groups become psychologically aware and form into teams. This ensures unity of effort and team spirit.

Social and Voluntary Associations

A social association is a voluntary formation, arising as the result of the expression of the free will of citizens who have joined together on the basis of shared beliefs and interests. A voluntary association means any group of individuals freely united for the pursuit of a common end. It differs, therefore, from a necessary association in as much as its members are not under legal compulsion to become associated. Social associations are accepted to include political parties, trade unions, women's and veterans' organizations, scientific,

technical, cultural awareness, sport and other voluntary societies, creative unions, foundations, associations, and other citizen groups, as well as unions of social associations.

Social associations are formed with the goal of exercising and defending civil, political, economic, social, and cultural rights and freedoms; developing the activeness and individual initiatives of citizens and citizen participation in the management of state and public affairs; satisfying professional and amateur interests; and carrying out other activities not prohibited by law. Not allowed is the formation or operation of a social association whose goals or methods of action are directed toward the overthrow of or violent change in the constitutional order or the violent destruction of the territorial integrity of a country, other union and autonomous republics, and autonomous formations, or advocacy of war, violence, or cruelty, exacerbation of social, including class and race, national, and religious animosities, or the commission of other criminal acts. Not allowed is the formation of independent militia associations and armed formations. In accordance with the law, the formation and operation of a social association, which infringes upon the health and morality of the population and the rights and legally guaranteed interests of citizens, will be prosecuted.

Social associations are formed and operate according to the principles of voluntarism, the equal rights of members (participants), self-regulation, observance of the law, and openness. The participation or non-participation of a citizen in the operation of a social association may not be a reason for the limitation of his or her rights and freedoms, or as a condition for employment in a

state organization, or be a reason for unfulfilled responsibilities required by law.

Official documents are legally prohibited from demanding information from persons regarding their membership in social associations. Legislation on employment, social welfare, and social security for workers applies to the employees of the executive bodies of social associations.

There are rules which govern the formation and activities of social organizations. This is known as The Charter of a Social Association.

The charter of a social association usually contains:

1. The name, goals, and objectives of the social association;
2. The structure of the social association and the territorial limits of its activities;
3. The methods and procedures for acquiring membership in the social association and the means of leaving the association, in cases when the association has a fixed membership;
4. The rights and responsibilities of members (participants);
5. The authority and procedure of forming governing bodies of the social association;
6. The sources of resources and other property of the social association and its organizations;
7. The means by which amendments and additions can be made to the charter of the social association;
8. The means by which the activity of the social association can be terminated and how property remaining after liquidation of the association

will be disposed of;

9. The location of the governing body of the social association.

The termination of the operations of social associations may be carried out through reorganization (merger, joining, and fraction) or liquidation. The reorganization of a social association is carried out by decision of its convention (conference) or general meeting. The liquidation of a social association is carried out by decision of its convention (conference) or general meeting. The property of the social association which is liquidated by decision of its convention (conference) or general meeting is disbursed towards the goals outlined in its charter.

Past Students' Associations as a Group and a Voluntary Association

Past Students' Associations can thus be described as a group as it consists of two or more people who interact and influence each other. It is usually made up of group of students who complete their education in the same institution in the same year. They are usually formed and inaugurated twenty (20) years after completing school by which time it is assumed they have secured themselves jobs and are at various levels of their career. There are many reasons why people join Past Students' Associations. Some reasons include giving back what the school offered, reliving the old good times, and helping to maintain standards in the school as it was during their days among others. However the underlying reason is they join to accomplish group goals. Tuckman (1965) identified five stages of group formation namely: forming, storming, norming, performing and adjourning. The period of time spent at each stage may vary from year group to year group.

However, most Past Students' Associations usually stay for a longer period at the performing stage as at that stage; they carry out the purposes for which they were established. When members become old, weak and sick, the activities of that particular year group slow down. This, according to Tuckman (1965) is the adjourning stage where the team ceases to exist. In this instance they cease to exist not because of task accomplishment but due to old age. Past Students' Associations like voluntary and social associations have a constitution, which guides the behaviour and actions of the association as a group? For example, the Wesley Girls' High School Old Girls Association's Constitution (Appendix A) serves as a guide to regulate and regularize the behaviour of group members. In a way, it draws group members together to work towards a common goal.

However, on certain occasions, members of Past Students' Associations tend to disagree on certain issues resulting in group conflicts. For example in a well established school like Mfantsipim school, between four (4) and five (5) decades of the Past Students' Association organise the Annual Speech and Prize Giving Day. The 1940, 1950, 1960, 1970 and 1980 year groups collectively organise and host the Speech and Prize Giving Day for a particular year. This type of conflict may be described as intergroup conflict as it occurs between a younger generation and an older generation. A particular intergroup conflict could also be at a higher level, such as between a younger and older generation, between students and teachers in a school; or between a youth gang and the authorities.

Another type of conflict, which may occur, is the intragroup conflict. This type of conflict occurs within a group, for example, between two sets of people in

the same football team or between two factions of the same youth gang. Among the Past Students' Associations, this type of conflict occurs when members make decisions on the type of projects to embark upon in their schools. In addition most of them fail to pay their membership dues as they pledge to make these contributions to help the schools. This hinders the activities of Past Students' Association making it very difficult for them to fulfil their promises. Power distribution also creates problems within Past Students Associations. Though members of the Past Students' Association have a constitution, which regulates the internal affairs of the business, most of the members who are rich and influential sometimes tend to dictate to members and executives of the Association. This brings about group conflicts and slows down the work of Past Students' Associations.

Contributions of Past Students' Associations in Other Countries

Despite these problems, Past Students' Associations continue to assist their schools in many ways. Quite recently Past Students' Associations have become very active in school administration. In previous years they were not very active and vibrant in school administration. As a result, many activities in the schools with regard to fund raising, completion of school projects, etc were left in the hands of parents and community groups and other donors.

In some European countries like Ireland, parent associations are very much stronger than Past Students' Associations. Parents have more empowerment in school administration than other associations. They get more briefing from the school with regard to school policies and activities and they serve as a conduit for

providing information to the community, parish etc from the school and vice versa. For example, the school board is made up of two parents who represent parent groups, two teachers who represent teachers in the school, some politicians who represent various bodies as well as the Principal of the school and the Vice Principal. As can be seen, the literature seems to suggest that Past Students' Associations are not represented on the school board. Thus, they do not play dominant roles in school administration.

However, in some schools, Past Students' Associations (Alumni Associations) contribute in the following areas:

1. Talking to students who are preparing for the final exams
2. Past students who are excelling in other fields are also invited during seminars, workshops, discussions etc held by the school. Those who went to Universities in Scotland and Wales etc are invited back during these discussions, seminars and workshops to share ideas and give presentations on these occasions.
3. They are also invited to assist during fund raising activities. Usually they rely on prominent past students.
4. Advocacy, another area where past students are used involves getting placement for students through a network of prominent successful past students.
5. On special events, such as founder's day, journals and magazines are published with the help of Past Students. Also photographs of past students can be seen in most prospectuses of these schools and they tend to highlight

their days in the schools and the heights they have attained after school.

Another example is the Alliance of Jamaican Alumni Association based in Toronto, Canada. A list of schools under this Alumni Association includes the Ardenne Past Students' Association, Calabar Old Boys' Association, Manchester High School Past Students Association, Knox Association of Past Students, and Cornwall College Old Boys' Association among others.

The Ardenne Alumni Association for example has chalked many successes. Over the years, Ardenne alumni have bonded together in an effort to promote and enrich the academic, cultural, physical and social development of the school. They have also built fellowship between one another, while serving the needs of the school community, by way of organized Past Students' Associations.

Presently, there are five major chapters of the Ardenne Alumni Association. They are Jamaica, New York, Florida, Washington/Maryland and Toronto. Jointly they list over 1,500 Alumni, with Jamaica close to 1,000 listed; New York approximately 250; Florida approximately 130; Washington/Maryland about 30 and Toronto 112 listed. The chapters are in various stages of evolution. Each chapter works individually through fundraising and personal incentives of members to meet the needs of the school, and provide an opportunity for fellowship. In some instances, they work jointly to meet school objectives, as in the case of the International Alumni Conference programme.

We are living in an age where all organizations are called upon to do more with less. As government funding decreases, strong support from Ardenne alumni are vital in ensuring that Ardenne High School maintains the level of excellence

for which it is known. Gifts in cash and kind from alumni assist in helping to create a strong case for support to others interested in giving to this institution. In addition, future alumni will value what they themselves received and will want to become donors and sponsors.

Everyone can recognize and relate to the importance of helping to shape the lives of future generations. Many Ardenne alumni understand the importance of giving back to the institution that helped to shape who they are today. The benefits of joining the Ardenne alumni includes, reawakening feelings members had years ago, begin to establish business networks, and experience the satisfaction from giving to someone who might follow in their footsteps.

Manchester High Past Students' Association (Toronto Chapter) another Past Student Association in Toronto was formed in 1992. A leadership team was elected in April of 1993. The leadership and members are aware that the needs of the school are not only financial and have aligned their vision to focus on ways to assist with improving the quality of education and service delivered at Manchester High School.

The Morant Bay High School Past Students' Association was formed in 1989 with six founding members. The objective of the alumni is to assist the current students who are experiencing financial needs. Two main areas of assistance are academic scholarships to qualified students, and large projects. The school is currently renovating its computer lab, which is our focus this year.

Rusea's Old Students' Association known as ROSA Canada (Toronto Chapter) was formed in 1988. The objective was and still is to help our alma mater

in all ways necessary, financially or otherwise. The first elections were held in October of 1988. An executive of 13 was formed with various committees designated to different areas. The first contribution to the school was equipment for the Chemistry Lab. Since then the Past Students' Association has donated: a piano; equipment for the vocational areas; contribution to the building of a library; and a school bus. For the past 6 years the Past Students' Association has participated in the students assistance programme which focuses on providing school fees, lunch, travel expenses and school uniforms to a large number of students. A major fundraiser is usually held in May of each year to raise funds to assist their alma mater.

Another example is the St. Elizabeth Technical Alumni Association also in Toronto. Since its formation, the association has been working on two sets of activities - one to benefit their alma mater and the other in the interest of the organization. For example, the association has donated a computer system, sports equipment and money to their alma mater. In the last few years, money was sent to the school to be used to reduce the outstanding debt students owe the school. In the interest of the children, every year the St. Elizabeth Technical Alumni Association sponsors a Children's Christmas Party and a summer picnic where presents and prizes are distributed and awarded. The Association also makes a contribution when there is a birth or death in the family. In addition, the Alumni Association has been presenting to their children, who are presently enrolled in a post-secondary institution or who have recently graduated from one, funds to encourage them to continue to pursue post-secondary education. The awards are

generally presented at the Alumni's' annual fundraising function in October. The awards are usually presented to past students, children of regular supporters, and children of past students who are in colleges or universities. As the most progressive alumni association in Greater Toronto, members of the association believe that if their children work their way through secondary school and are motivated to pursue studies at the college and university levels, all should be encouraged in a tangible way, not only the brightest and best.

In the Dominican Republic, Past Students' Association also continues to assist their alma mater. An example is the St Andrews High. It is reported that a core group of past students of the St Andrews High School, which is located in Wesley, Dominica came together to form the St. Andrews Past Students' Association. The inspiration behind the group is Wilworth Robin, himself a past student and former teacher of the school. In keeping with his commitment in pursuit of excellence, and determined to give back and to reconnect with his Alma Mata, he reached out to past students throughout the diaspora. The principle on which this association is based is similar to that used by alumni associations in the United States. Wilworth adds that associations play an integral part for funding educational institutions because revenue increases as the more students graduate yearly.

The St. Andrews Past Students' Association fund raising projects varies from personal contributions from past students, and supporters, to raffles, and soliciting organizations and businesses. Its major fund raising activity took place on August 31, 2003, Bronx, New York. Wilworth attests to the proverb, charity

begins at home, and calls on his immediate community residing on island to give openly because others will be receptive to giving. The Association's first long-term major project is a state-of-the-art computer laboratory so that all students and teachers will have access to computers, and be proficient in the use of computers. At present, the school does not have a functional public address system, and the Association will be handing over one before this year's graduation as its first contribution. The Association's website highlights the achievements of students who have demonstrated success in either their academic or professional life.

Contributions of Past Students' Associations in Ghana

In Ghana, the Past Students' Association concept has been embraced by many schools. Most schools these days organize a special homecoming for their Past Students. An example is the one organized for Mfantisman Old Girls Association (MOGA) from July 28 to July 30, 2006. The aim was to enable the Past Students of Mfantisman Girls Secondary School, located at Saltpond to conduct an assessment of the current state of the school, identify reasons for its shortcomings and brainstorm on how to improve standards. According to the President of MOGA, it is hoped that the forum would provide a learning point "in our quest to improve not only the facilities but the quality of teaching and learning to ensure that our school continues to excel." The homecoming reunion also aimed at re-uniting old students and strengthening the various branches of the Old Girls' Association. A revised constitution, which would make past students responsible for the organization of the yearly speech and prize-giving day 25 years after graduation was also inaugurated (*Daily Graphic*, July 7, 2006 written

by Rosemary Ardayfio).

In some instances, individual past students also support their Alma Mater. For example, the September 22nd, 2006 edition of the *Daily Graphic* written by Enoch Darfah Frimpong reported that Mr. Paul Boateng, a native of Asamang in the Afigya Sekyere District of the Ashanti Region and a resident in Canada, has donated sports equipment worth one thousand five hundred dollars (1500) to his alma mater, the Asamang Amoakohene Memorial School as his contribution towards the development of sports in the school. The items included two sets of jerseys, three trophies, a number of footballs and medals. According to Mr. Boateng, his heartfelt donation was to help to help in redeeming the image of his alma mater through the promotion of sports.

In Mfantshipim School, planning for Speech Days involves a lot of effort and financial outlay both by the School and Old Boys, assisted by parents and well wishers. The School has evolved a unique way of sponsoring its Speech Day; it involves the Old Boys who left the school, fifty, forty, thirty, and twenty years in every particular year. Those that left the School fifty years ago provide the Guest of Honour for the occasion, forty years provide the Chairman, thirty years provide the Guest Speaker and twenty years come to introduce themselves. In this way Speech Days have become exciting periods/moments for the sponsoring year groups as they face the challenge of ensuring that their participation is well organized and patronized.

Sponsoring Year Groups identify projects, which they execute as their contribution to the progress of Mfantshipim. In recent times, very important

edifices have been added to the Schools infrastructure; these include the Visitors Centre, the infirmary, and the up and coming Library Building. This is one way in which the Old Boys show appreciation for the glorious training they benefited from the school.

Thus in Mfantsipim school, speech days provide a special homecoming for old students and members of their families and friends to congregate to reminiscence about the past, pronounce their thoughts about their school, share experiences, make promises for the future and enjoy a healthy reunion, provides opportunity for prizes to be awarded to deserving students for excellent academic work and to members of staff for hard, exemplary and dedicated service to the school. Two other important events have also been added; a fund raising activity which allows Old Boys to freely and openly express themselves by making generous contributions in form of cash and kind towards the academic, physical and moral wellbeing of the school and the holding of a Dinner/Dance to kick start the entire ceremony.

The inauguration of projects financed by Old Boys has become a necessary and inseparable part of the ceremony. While the actual ceremony takes place on the second Saturday of November at Kwabotwe Hill, a Dinner/Dance is held about a month before the occasion in Accra to bring Old Boys and their Companion Members and their friends together to raise funds to support a worthy cause while making merry in the spirit of paying a little back to society.

The planning and implementation of the Speech and Prize-Giving Day has become an expensive institution with the financial backing borne almost solely

from the efforts of Old Boys, who continue to sacrifice for its sustenance. Four year groups, the twenty, thirty, forty and fifty year groups, now come together to pull resources in the form of brains, brawn, finance and time to ensure its success. To quote Mr.B.K.Dontwi, a former Headmaster, "In this sense, it should be right to accept the fact that a school grows through the activities of its Old Students".

In spite of the numerous contributions of Past Students' Associations, some Past Students' Association continue to have problems with school administrators. For example, the June 26th, 2006 edition of the *Daily Graphic* written by Belinda Antwi had a headline on Page 17 titled "Aggrey Old Students call for the dismissal of headmaster." According to the newspaper story, the Aggrey Memorial Old Students Association (AMOSAs) has called on the government to dismiss the headmaster and dissolve the board of governors of the school for the deplorable state of the school. The association also called for the sanctioning of the district and regional directorates of education under whose ineffectiveness the school was now in a deplorable state. According to the President of the Past Students' Association, the school has 3,200 students, adding that the annual average intake was therefore in excess of 900 students. That, he said, was evidently above the Ghana Education Service's recommended number of students per school. The overpopulation, according to the President of the Past Students' Association had adversely affected the academic performance of the school. Reports of indiscipline among the students have been rising over the years due to high student population which is in contravention of Ghana Education Service directives. According to the President of the Aggrey Memorial Old Students'

Association, the school has often been in the news across the nation, but always for the wrong and bad things such as promiscuous lives by students in and out of the campus, cases of armed robbery, wee smoking among others.

A Press Statement reported in the July 17, 2006 edition of the *Daily Graphic*, the President of AMOSA stated that much of the schools infrastructural facilities have broken down largely as a result of over population. According to him, dormitories are seriously overcrowded and students not only sleep in pairs on single beds, but also on the floors. With the growing menace of homosexuality and lesbianism in some boarding schools in Ghana, the situation is very unpleasant and must be condemned. In addition the heat and discomfort experienced in the dormitories as a result of this overcrowding has caused some students to sleep in the open and in classrooms at night, thus exposing them to mosquito bites and related ill-health. In addition, the existing classroom space has been woefully inadequate to contain the large number of students. As a result, there has been the construction of village style classroom sheds at the ceremonial square where the school once had a beautifully trimmed hedges and floral decorations. Due to this, whenever it rains students and teachers abandon class and run for cover.

Since Past Students' Associations expect collaboration with other stakeholders, they expect school boards and PTA as well as other stakeholders to contribute to school development. Therefore in the Press Statement by AMOSA, which was reported in the July 17, 2006 edition of the *Daily Graphic* the past students stated their dissatisfaction to the action of the School Board. According

to the past students, even though there was a Board of Governors to oversee the administration of the school, the Board has allowed things to deteriorate to this level. As a result, they hold the Board responsible for the degeneration of the school. Investigations revealed that majority of the members of Aggreys' Board have been there for over a decade now in contravention to G.E.S directives. On the part of the PTA, the statement added that key PTA executive members such as the chairman and the treasurer who also serve on the Board have been at the helm of affairs for over a decade. Both of them, it is believed, do not have wards at the school.

In view of the sorry state of affairs at Aggrey Memorial Zion Secondary School, Cape Coast, the total disregard by the headmaster to concerns raised by some parents and old students over the years, as well as the increasing allegations of corruption resulting in excessive intake of students and falling academic standards, the following recommendations were made to the Government:

1. To dissolve the Board of Governors and have it reconstituted. In the meantime, an interim administration must be put in place until substantive officers are appointed.
2. To dissolve the Parent-Teacher Association Executive and have it reconstituted.
3. To immediately replace the headmaster of the school.
4. To undertake to drastically reduce the student population to acceptable levels and dismantle the unconventional classroom sheds within a period of two academic years.

5. To sanction the District and Regional Directorates of Education with whose collaboration or under whose ineffectiveness the once highly respected and prestigious secondary school in the country has so degenerated.

From the above, it can be clearly seen that Past Students' Associations raise concern when they are dissatisfied with problems in the school. They expect other stakeholders like PTA, the School Board, the Regional and Municipal Directorate of Education and the school community to collaborate and ensure that conditions improve in the school.

On the part of school administrators, they claim that Past Students' Associations most often behave as they own the school. As a result, some try to dictate to the school in terms of policies and directives which are the preserve of the Ghana Education Service. However, school administrators must contend with the activities of these stakeholders to ensure harmony and a healthy school climate.

Summary

The review of literature tried to explain the concepts of management, administration, educational management and administration, the role of school heads, community groups and Past Students' Associations. The literature examined earlier studies on the meaning of management and administration. These areas are related to the study because the purpose of the study was to determine the roles of Past Students' Associations in the administration of selected second cycle schools in the Cape Coast Municipality. The study was to

find out reasons why groups are formed and why past students join Past Students' Associations. These issues emerging from the literature were used in the study.

CHAPTER THREE

METHODOLOGY

This chapter describes the methods used in carrying out the study. It describes the research design, the population, sample and sampling procedure, research instrument, data collection procedure, methods of data analysis and the limitations to the study.

Research Design

The research design used is the descriptive survey which is a 'research design that attempts to describe existing situations, without actually analyzing relationships among variables.'(Fraenkel & Wallen, 1990). According to Gay (1992), the descriptive sample survey involves the collection of data to test hypotheses or to answer questions concerning the present status of the subject. It is directed towards determining the nature of a situation, as it exists at the time of the study. The descriptive survey is versatile and practical. It identifies present conditions and points out to recent needs. It provides information on which to base sound decisions. Gay (1992) explained that, a descriptive survey method is useful for investigating a variety of educational problems including assessment of attitudes, opinions, demographic information, condition and procedures. Descriptive data are usually collected through questionnaire, interviews or observations.

According to Pilot and Hungler (1995), descriptive survey aims at primarily

describing, observing and documenting aspect of a situation as it naturally occurs rather than explaining them. This design helps in producing a good amount of responses from a wide range of people. A descriptive survey involves asking a large number of individuals the same set of questions by mail, telephone or in person. It provides a more accurate picture of events and seeks to explain peoples' perception and behaviour on the basis of data gathered at a point in time. It is appropriate when a researcher attempts to describe some aspects of a population by selecting unbiased samples who are asked to complete questionnaires, interviews and tests. They went further to state that the big advantage of the descriptive survey design is that, it has the potential to provide a lot of information from quite a large number of individuals.

Siefert and Hoffnung (1991) on the contrary, maintained that there is the difficulty of ensuring that the questions to be answered using the descriptive survey design are clear and not misleading because survey results can vary significantly because of the exact wording of questions. It may also produce untrustworthy results because they delve into private matters that people may not be completely truthful about. They further maintained that questionnaires require respondents who can articulate their thoughts well and sometimes put such thoughts into writing. The questionnaire, is therefore, limited by illiteracy. Another weakness of the descriptive survey design is getting a sufficient number of questionnaires completed and returned so that meaningful analysis can be made.

In this study, the roles of Past Students Associations as seen by school

administrators are discussed. Therefore, the descriptive survey design was used as an appropriate design that would lead to drawing meaningful conclusions from such study. A descriptive survey design involves asking the same set of questions often prepared in a form of a written questionnaire to be completed by a large number of respondents. In this study, school administrators namely school heads and their assistants, answered the same set of questions. Responses given describe 'a given state of affairs as fully and carefully as possible' (Fraenkel & Wallen, 1990). The design facilitated the acquisition of in-depth information about the role of Past Students' Associations in the administration of second cycle schools.

Population of the Study

In this study, the target population consisted of members of Past Students' Associations in some selected second cycle schools in the Cape Coast Municipality. This is because members of the Past Students' Associations contribute immensely to the administration of those schools as they have at heart the interest of their Alma mater. As a result, their views were sought on the roles they play and what motivates them to help their alma mater.

School administrators were included because they are in charge of the day-to-day running of the school and at the same time collaborate with the Past Students' Associations on decisions affecting their schools.

In addition, the views of the Regional and Municipal Directorates were sought. They were included because they assist senior secondary schools in terms of school policies and they also regulate the activities of senior secondary schools in their area of jurisdiction. Also, relevant information pertaining to the

contribution of Past Students' Associations could be sought from them. Their responses together with the responses of school administrators were used to either confirm or reject the responses of the Past Students' Associations.

Sample and Sampling Procedure

The sample of the study consisted of four school heads, three Assistant Heads and 69 members of the Past Students' Associations in the various schools as well as the Regional Director of Education and her three deputies including the Public Relations Officer and the Municipal Director of Education and her two Deputies.

Members of Past Students' Associations were also selected for the study using the convenience sampling method. This is because most of the respondents were scattered and there were difficulties in locating them. As a result, the researcher chose past students from the research area who visited their children during school visiting hours. The limitation of this method was that, some past students whose wards did not attend schools they attended were not included in the study.

The school administrators were purposefully chosen as their schools were selected. The purposive sampling method was adopted. According to Gall et al. (2003), the goal of purposeful sampling is to select cases that are likely to be "information rich" with respect to the purpose of the study. School administrators always come into contact with Past Students' Associations and therefore will be in a better position to provide useful information. School Administrators are also aware of the activities of Past Students' Associations in their schools. In this

study, Table 1 is used to illustrate the composition of the sample.

Table 1

Composition of Sample

School/Office	Heads/ Assist. Head			RD	MD	PS	Total
	N1	N2	N3				
1. Academy of Christ the King	1	-	5	3	3	12	
2. Adisadel College	-	-			5	5	
3. Aggrey Memorial Zion Secondary	-	-			11	11	
4. Cape Coast Technical Institute	-	-			3	3	
5. Ghana National College	-	-			9	9	
6. Holy Child School	-	-			4	4	
7. Mfantshipim School	1	1			7	9	
8. Saint Augustines College	-	-			8	8	
9. University Practice Secondary School	1	-			7	8	
10. Wesley Girls' High School	1	2			12	15	
Total						84	

RD= Regional Director

MD= Municipal Director

PS= Past Students

The procedure for selecting the secondary schools was also purposive. Long established schools were chosen for the study. That is, schools established between 1836-1976 were chosen. This is because past students usually contribute to their schools twenty years after completing their secondary education. At that

time they are seen to be well accomplished in life to assist their alma mater. The following symbols were used were used for the sub-samples:

N1= Headmasters/Mistress and their Assistants

N2= Regional and Municipal Directorate of Education

N3= Past Students

Research Instruments

The type of data collection instrument used for the study was three different sets of questionnaire. The questionnaires were designed for heads and assistant heads of the second cycle institutions. (Appendix B) The questionnaire had 20 items most of which were closed- ended. There were other open-ended items. The purpose was to find out the perception of school administrators on the activities of Past Students' Associations in their schools and whether there was collaboration with school administrators with regard to activities of the Past Students' Association. It also sought to find out perceived ways of assistance to schools as well as problem school administrators encounter with Past Students' Associations. The same questionnaire with 22 items was administered to assistant heads in the schools. It contained both open and close- ended questions on the activities of Past Students Association and whether they saw their contribution as useful to the schools or not.

Another questionnaire with 20 items (Appendix C) was administered to Assistant Directors and Directors at the Municipal and Regional Directorate of Education. The purpose of the questionnaire was to find out whether they knew about the activities of Past Students' Associations and also whether they were

classified as stakeholders or not. In addition, the questionnaire sought to find out whether there were policies guiding the activities of Past Students' Associations and if there was collaboration between other stakeholders and Past Students' Associations.

A third set of questionnaire was for Past Students' Association. This questionnaire consisted of 21 items. (Appendix D) First of all, their background information was sought in terms of their educational qualification and the number of years they had been with the association. It was designed to find out the reasons why past students formed Past Students' Associations and the roles they played in their various schools as well as problems they encountered in carrying out their duties. In addition, it sought to find out if there was any collaboration between Past Students' Associations and other stakeholders such as the PTA and other community groups.

Data Collection Procedure

The purpose of the study was first made known to the respondents before the questionnaire was given out. The instruments were personally handed over to the school administrators and members of the Past Students Associations.

Indeed, they were made to study the questionnaire for understanding and clarification of issues before filling them. After a couple of weeks, the researcher went back to retrieve the questionnaires. The completed questionnaires were examined for completeness and accuracy before taking them away.

Pre-test of Instruments

The questionnaires were pre-tested in Archbishop Porter Girls' Secondary

School, a single sex school in the Western Region. Though the study was conducted in another region, the school had other similarities with other senior secondary schools in the Cape Coast Municipality. For example, five of the schools in the Cape Coast Municipality selected for the study were single sex schools; therefore, the school selected for the pilot study was suitable for the research.

After receiving the questionnaires, the instruments were subjected to a reliability test. The purpose was to determine internal consistency of the scales, that is, whether they measured the same underlying construct. One of the most commonly used indicators of internal consistency is the Cronbach's alpha quoted in Ebel and Robert (1951). Items with alpha values below 0.5 were eliminated. Consequently, the instruments were re-tested in the same school and this time the alpha values ranged from 0.6 to 0.8, which is the acceptable range for measuring internal consistency. Also, the pilot study helped in assessing the validity of the instruments and the reliability of the findings.

Method of Data Analysis

First, the field data were edited and verified to ensure consistency in the responses provided by the respondents. Next, an overview of the open-ended responses was done so that responses that expressed similar ideas but were worded differently were put together. Next, both open-ended and close-ended responses were written out and assigned codes.

All the items in the questionnaire were then coded and computerized. The computerization was done using the Statistical Package for Social Sciences

(SPSS) now known as Statistical Products and Service Solutions (SPSS).

This aspect of the data processing included the definition of variables, keying in of the data using codes and editing the data for missing values and correcting them. Next, guided by the research objectives and research questions, the data analysis took the form of organizing the output of analysis done by using the SPSS programme into simple frequency tables with the absolute figures and percentages according to the various research questions. For Research Question 1, the aim was to find out the most important reason why past students joined Past Students' Associations. The responses given were analyzed using percentages and frequencies. The same method of using percentages and frequencies were used for Research Question 2. This is because it sought to find out the frequency of meetings held by Past Students' Associations to discuss issues affecting the school. Research Question 3 was to find out the most frequently discussed during meetings of Past Students' Associations. The responses got were coded and computerized. Frequencies were used to find the most frequently discussed issue. Though frequencies were used to find the most of the research questions including Research Questions 4 and 5, the multiple regression analysis was used to determine the best predictor of past students' roles: (perceived problems encountered with school administrators or perceived ways of assistance to school). This was to guard against drawing of unjustifiable conclusions.

Also cross-tabulation was used to determine whether the responses from the Past Students Associations corresponded with the responses of the school administrators and the Regional and Municipal Directorate of Education. This

was used for Research Questions 6 to 8.

Additionally, a Likert scale was used to measure attitudes. The researcher compiled the series of items that expressed a wide range of attitudes from extremely positive to extremely negative. The researcher again scored this scale by assigning higher weights to responses to positive items as follows: strongly agree 4; agree 3; disagree 2; strongly disagree 1 (all items in the scale were positive). In the analysis ratings that fell between two points on the scale were given the following interpretations:

<u>Category</u>	<u>Interpretation</u>
1.0-1.99	Strongly disagree
2.0-2.99	Disagree
3.0-3.99	Agree
4.0	Strongly agree

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter presents the results of the study and discusses them. Data were provided by 69 members of Past Students' Associations, seven Directors and Assistant Directors from the Municipal and Regional Directorate of Education and eight school heads and their assistants.

The purpose of the study was to find out the most important reasons for forming Past Students' Associations; to determine the most serious problems Past Students' Associations encountered with school administrators; to find out perceived roles Past Students' Associations played in the recruitment and retention of teaching staff and school administrators. The frequency of meetings held by Past Students' Associations and the most frequently discussed issue discussed during such meetings as well as ways of achieving an effective collaboration between Past Students' Associations as stakeholders and school administrators were also of interest to the researcher. In addition, the result of the standard multiple regression analysis was used to explain some perceived roles of Past Students Associations in the recruitment and retention of school administrators.

Background Information of Respondents

The main questionnaire was administered to past students of the schools chosen for the study. Sixty-nine past students out of one hundred responded to the

questionnaire.

In the table, out of 69 respondents, 45 were male and 24 were female. This is due to the fact that out of the 10 second cycle schools chosen for the study, only two were girls' schools, while three were boys' schools. The remaining five schools were mixed schools. Table 2 gives the distribution of the sample by sex and qualification.

Table 2

Distribution of Respondents by Sex and Qualification

Sex	No.	<u>Qualifications</u>				Total
		Sec Q*	Diploma	Bachelor's	Masters	
Male	45	12	8	15	10	45
Female	24	10	3	9	2	24
Total	69	22	11	24	12	69

Source: Field Survey Data; 2006

Sec Q* includes GCE 'O' / 'A' Level, SSSCE holders.

From Table 2, it is evident that a greater number of the respondents had after leaving school, obtained other higher educational qualifications such as Diploma, Bachelor's degree and Master's Degree. This is because, 22 had not yet attained any certificate after their SSSCE, G.C.E 'O' or 'A' school. On the other hand, 11 had obtained a diploma after attaining their secondary education. Also, 24 had attained their first degree, whilst 12 had their second degrees. This is an indication that the level of education of a great number of past students is high and this may reflect on their knowledge of the activities of Past Students'

Associations.

Addressing Research Questions

Research Question 1: Why do past students join Past Students Associations?

The main reason for a group of people to form an association is to encourage physical interaction based upon a common need or problem. The greater the extent to which individuals share activities, the more they will interact and the higher the probability that they will form a group. Interaction enables people to discover common interest, likes and dislikes attitudes or sentiments.

There are other important factors, which encourage group formation. These include physical proximity: people who live in the same locality are likely to form a group than people who live in different areas; physical attraction: Individuals who attract to each other physically might form a group, for example, young and energetic boys and girls; rewards: satisfaction of economic and social needs; *and* social support: perhaps provided by members of a group in times of crisis.

The concept of 'old boyism' and 'old girlism', which is the same as Past Students' Associations are gaining popularity these days. It has become an acceptable fact that government's support for schools, especially second cycle institutions keeps on dwindling. Most Parent and Teacher Associations struggle to finance projects they embark upon in their schools. As a result, Past Students' Associations have taken up the challenge to give back what their alma mater offered them years ago by way of education and training. Most schools, which do not have Past Students' Associations continuously appeal to their Past Students to

come together to form a united front in order to assist their school. Table 3 is used to find out why most people join Past Students' Associations.

Table 3

Reasons for forming Past Students Associations

Reasons	Strongly Disagree	Disagree	Agree	Strongly Agree	Ranking
	N (%)	N (%)	N (%)	N (%)	
1. To re-live some old good times	3(3.4)	9 (13.0)	48(69.6)	9 (13.0)	1
2. Interest in the welfare of the school	4(5.8)	13(18.8)	21(30.4)	31(44.9)	2
3. To provide support to alma mater	1(1.4)	4 (5.8)	18(26.1)	46 (66.1)	3
4. To monitor school administration.	15 (21.7)	36 (52.2)	16 (23.2)	2 (2.9)	4

N3= 69

From Table 3, it can be seen that the most important reason why people join Past Students Associations is to re-live some old good times. This is because three (3.4%) of the respondents strongly disagreed that Past Students Associations are formed so that past students can re-live some old good times. Also, nine (13.0%) disagreed that Past Students Associations are formed so that past students can re-live some old good times. However, 48(69.6%) of the respondents and 9(13.0%) agreed and strongly agreed respectively that Past Students Associations are formed so that past students can re-live some old good times.

The second most important reason why past students join Past Students' Associations is having the interest of the school at heart and the sense of belongingness. To them, joining Past Students Associations offered them the opportunity to give back to the school what it offered them. From Table3, it could

be seen that four (5.8%) and 13(18.8%) strongly disagreed and disagreed to this view respectively. On the other hand, 21(30.4%) and 31(44.9%) agreed and strongly agreed to this view respectively. Therefore most of the respondents believe there is a reciprocal relationship between the school and its Past Students. That is, the school offered education and training to them therefore, they must provide good accounts of the benefits they received from their alma mater by way of financial and material support.

Other reasons why past students join Past Students' Associations is to provide assistance and support for their alma mater and the least important reason is to monitor school administration. Thus it is very evident that in most schools, Past Students' Associations assist and continue to assist their alma mater by embarking on projects to improve upon teaching and learning in schools. This role has become increasingly important as government support for schools keep on dwindling.

It can thus be seen that the most important reason why past students join Past Students' Associations is to re-live good old times. One of the aims of Wesley Girls' Past Students' Association, which can be seen in their constitution,(Appendix A) is "to foster good relations between and amongst all past girls of Wesley Girls' High School and to make our influence felt in the community." This supports the fact that one reason why groups are formed is for affiliation. This means that most past students have good reasons for joining the association and enjoy good relations with school administrators, as they do not monitor the school.

Research Question 2: How often do Past Students Associations meet to discuss issues relating to their school?

To be able to meet their objectives, Past Students Associations meet to deliberate on issues concerning the schools and their mutual benefit. It believed that the higher the frequency of meetings, the greater the assistance to schools by the Past Students Associations. Table 4 will be used to determine the frequency of meetings held by the various Past Students Associations.

Table 4

Frequency of Meetings held by Past Students Associations

Responses	Frequency	Percent	Cumulative Percent
Not often	9	13.0	13.0
Often	33	47.8	60.9
Very often	27	39.1	100.0
Total	69	100.0	

N3=69

From Table 4, it can be seen that, 9(13.0%) of the respondents agreed they do not meet often to discuss issues affecting the school. However, 33(47.8%) agreed they meet often to discuss issues relating to the school. Also, 27(39.1%) agreed they meet very often to discuss issues relating to their alma mater. This is in accordance with the constitution of most of the Past Students' Associations. For example, Section 9 of the Constitution of Wesley Girls' Old Girls'

Association (Appendix A) states, "There shall be a general meeting every third Sunday of the month. For ordinary general meetings of the Association the Secretary shall send out notices at least seven days before the meeting. Also, the executive may at their discretion call a special general meeting, the time and place of which shall be determined by the executive. Annual General Meeting shall be held once a year. The President shall present a report of the Association's activities for that year. Election of the officers shall take place at the Annual General Meetings."

However, some members complained of apathy to meetings on the part of some members. This is because though by their constitution, they are to meet every fortnight, in preparation for some special occasions in the school such as Speech and Prize Giving Days, members fail to attend meetings, which are held during most weekends. Members who attended most meetings were encouraged all the times and were likely to get leadership positions within the association. For those who do not attend meetings frequently, the active members find ways of enticing them to attend meetings regularly. Thus, as they meet often to discuss issues relating to their alma mater, they collectively come out with better ways of ensuring the growth and development of their school.

Research Question 3: What is the most frequently discussed issue during meetings of Past Students Associations?

Meetings of Past Students Associations are held to discuss issues concerning their alma mater. Five issues tend to be central to discussions at meetings of Past Students' Association. They include issues on school

development and projects such as the provision of classroom blocks, dormitories, school bus and the rehabilitation of old structures. Other issues likely to be discussed include relations between the school and other stakeholders such as Parent Teacher Associations, SMC's and the school community. In ensuring the provision of quality teaching and maintaining standards in the school, Past Students' Associations show concern about staffing in schools and therefore discuss how their alma mater can get qualified teachers as well as improving upon the standards of teaching and learning in the school. They also discuss issues relating to staff motivation with the view of retaining qualified teachers in the school. Other issues likely to be discussed include the finances of the association as that puts them in a better position to support their alma mater.

With regard to issues discussed during meetings of Past Students' Associations, it became evident in Table 5 that the most frequently discussed issue during meetings of Past Students' Associations is the finances of the Association. This is because out of the 69 respondents, only one (1.4%) was of the view that sometimes, they do not discuss the finances of the association during their meetings. Five (7.2%) were of the view that they do not often discuss issues relating to the finances of the association. However, 36(52.2%) of the respondents agreed that they often discuss the finances of the association during its meetings. In addition, 27(39.1%) were also of the view that very often, during meetings of Past Students' Associations, they discuss issues relating to the finances of the association. It is believed that should Past Students' Associations generate much money, they will be in a better position to carry out the aims and objectives for

which they were established. Table 5 shows issues usually discussed during meetings of Past Students' Associations.

Table 5

The most frequently discussed issue during meetings of Past Students Associations

Issues	Sometimes	Not Often	Often	Very often	Rank
	N (%)	N(%)	N(%)	N (%)	
Finances of the Association	1(1.4)	5(7.2)	36(52.2)	27(39.1)	1
Staff motivation	5(7.2)	11(15.9)	36(52.2)	17(24.6)	2
School and community relations.	3(4.3)	26(37.7)	35(50.7)	5(7.2)	3
School developments and projects.	- -	9(13.0)	33(47.8)	27(39.1)	4
Staffing in schools	5(7.2)	23(33.3)	32(46.4)	9(13.0)	5

N3=69

The second issue frequently discussed during meetings of Past Students Associations is staff motivation. This is because 36(52.2%) and 17(24.6%) responded that often and very often they meet to discuss issues relating to staff motivation. This is seen as very crucial as it helps retain and improve upon standards of teaching and learning in the school. Though Past Students' Associations assist their alma mater in a variety of ways, school development and projects placed fourth among issues frequently discussed during meetings. This is because 33(47.8%) agreed to this view with the least discussed item being staffing in schools. In those schools, they believe it is the prerogative of the Education

Ministry and therefore do not want to interfere in the performance of such functions.

It can thus be seen that in most senior secondary schools, issues relating to the finances of the association is most frequently discussed during meetings of Past Students' Associations. This can be seen in the constitution of the Wesley Girls' Old Girls Association.(Appendix A) Provision is made in the constitution for subscription to be paid, furthermore, the duties of the treasurer, financial secretary and the auditor is clearly stated. In cases of bereavement, financial provisions are made to assist the members of the association. Therefore the finances of the association play a crucial role during its meetings.

Research Question 4: What is the Most Serious Problem Past Students' Associations Encounter With School Administrators?

Sometimes there exist problems between schools and other stakeholders as they carry out their functions. As a result the researcher tried to identify the most perceived serious problem Past Students' Associations encounter with school administrators. From Table 6, it can be seen that the most serious problem Past Students' Associations encounter with school administrators is the type of projects to embark upon. This is because out of the 69 respondents, 1(1.4%) strongly disagreed that the type of project to embark upon accounted for some problems Past Students' Associations encountered with school administrators. In addition, 16(23.2%) disagreed it was the cause of some problems between school administrators and Past Students' Associations. However, 45(65.2%) agreed that the types of projects to embark upon caused much problem between Past

Students' Associations and school administrators. Also, 7(10.1%) strongly agreed that some problems Past Students' Associations encountered with school administrators included the types of the projects to embark upon.

Table 6

Problems Past Students' Associations Encounter with School Administrators

Problems	Strongly Disagree Disagree Agree Strongly Agree				Rank
	N(%)	N(%)	N(%)	N(%)	
Types of projects to embark on.	1(1.4)	16(23.2)	45(65.2)	7(10.1)	1
The use of school funds.	4(5.8)	16(23.2)	41(59.4)	8(11.6)	2
School policy such as dress code, school discipline.	3(4.3)	18(26.1)	39(56.5)	9(13.0)	3
Misgivings about appointment school administrators.	5(7.2)	21(30.4)	39(56.5)	4(5.8)	4

N3=69

In addition, though financial administration in schools is the preserve of school administrators, sometimes the use of school funds also accounts for problems between school administrators and Past Students' Associations. This is because 41(59.4%) out of the 69 respondents agreed to this view. It is therefore ranked second on the table. The issue that causes the least problem is the misgiving about the appointment of school administrators. Some of the problems include misgiving about the appointment of school administrators.

Also, from Table 6, it is evident that the types of projects to embark upon

causes much problem between school administrators and Past Students' Associations. This is because some schools have their priority list in terms of projects to be carried out and this might conflict with the developmental objectives of the Past Students' Associations. Despite these conflicts, Past Students' Associations continue to assist their alma mater by embarking on developmental projects in their schools. For example, during the 170th Anniversary Speech and Prize Giving Day of Wesley Girls' High School, the 1986 year group of Past Students' Association who hosted the Speech Day refurbished the old Library complex of the school. In other schools, it is on record that Past Students Associations construct classroom blocks, dormitories, and dining halls for their schools.

Research Question 5: What is the best predictor of perceived roles of Past Students Associations in the recruitment and retention of school administrators?

Recruitment and retention of school administrators are critical aspects of institutional management that determine the effective functioning of an institution. The quality of school administrators engaged and the enabling climate provided for their effective administration are correlative with the quality of the schools graduates. Under the education system of Ghana, the Ministry of Education together with the Ghana Education Service is mainly responsible for recruiting school administrators and teachers. However, in most institutions, it is believed that Past Students' Associations try to influence this recruitment decision by insisting that qualified Past Students be appointed to assume administrative

roles in the schools. Table 7 indicates the perceived roles of Past Students Associations in the recruitment and retention of school administrators

Table 7

Results of Multiple Regression Analysis

Model	Unstandardized		Standardized	t	Sig.
	Coefficients		Coefficients		
	B	Std Error	Beta		
(Constant)	13.304	1.692		7.863	.000
Total score for perceived problems encountered with the school administrators scale.	-.063	.114	-0.64	-.549	.585
Total score for perceived ways of assistance to school scale.	.215	.084	.301	2.567	.013

R²=0.94

R²(Adjusted)=0.67

SE=1.542

Dependent Variable: Total score for perceived roles played in the recruitment and retention of school administrators' scale.

The present study also sought to determine how much variance in Past Students' perceived roles scores can be explained by Past Students' perceived problems and the ways of assistance to the school. A Multiple Regression model was found to be the most appropriate since the data satisfies the requirement of the model (one, continuous dependent variable that is perceived roles scores and

two, independent variables that is, perceived problems encountered with school administrators and perceived ways of assistance to schools).

The model was considered suitable because it can tell how much of the variance in the dependent variable can be explained by the independent variable(s). It also gives an indication of the relative contribution of each independent variable. Furthermore, the test allows one to determine the statistical significance of the results both in terms of the models itself and the individual variables.

To determine whether perceived problems Past Students Associations encounter with school administrators and ways of providing assistance to the school indeed contribute to the prediction of the roles Past Students Associations play in school administration, the multiple regression was used. All the variables were entered into the equation (enter method) and the results are reported in the paragraph that follows.

The model contained two independent variables: perceived ways of assistance to schools and perceived problems encountered with school administrators. The independent variable was perceived roles played in the recruitment and retention of school administrators. The R-Square in the model tells how much variance in the perceived roles played by Past Students' Association (dependent variable) in the recruitment and retention of school administrators. The R-Square is 0.94 or 94% of the variance on perceived roles played by Past Students' Associations is being explained by two independent variables.

The columns labelled coefficient present the results of which variable included in the model contributed to the prediction of the dependent variable. Here the beta values are the most important, ignoring the negative signs, perceived problems encountered by Past Students Associations contributed 0.64 or 64% to the prediction of the dependent variable or this contribution is not significant since its p-value (.585) is greater than the alpha value of 0.05 used in the model.

With regard to the second independent variable, it contributes 0.301 or 30% to the prediction of the dependent variable and this contribution is significant since the p-value (0.13) is less than the error margin allowed in the test (0.05 alpha level).

Therefore the second independent variable - perceived ways of assistance to schools in the recruitment and retention of school administrators is the best predictor of the dependent variable-perceived roles played by Past Students Associations in the recruitment and retention of school administrators. In other words, for every assistance given to the school, a degree of influence is exerted on the school administrators. Therefore, the greater the assistance, the greater the influence on the recruitment of school administrators.

Referring to the Results of the Multiple Regression, (Table 7) using the coefficient and rounding to three decimal places, the multiple equation is:

$$\text{TPSR} = 13.304 - 0.63 \text{ TPAE} + 0.215 \text{ TWAS}$$

Where TPSR= Total Past Students' Roles

TPAE= Total Problems Past Students' Associations Encounter

TWAS=Total ways of Assistance to schools

If perceived ways of assistance to schools is held constant, and the total perceived problems encountered with school administrators is allowed to vary, then perceived past students roles scores varies by -.063 for a unit change in the total scores of problems encountered with school administration. Similarly, if the total perceived problems encountered with school administration scores vary by 0.215 scores for a unit change in the perceived problem scores.

Significance of the Co-Efficient

The t-statistic (2.567) is significant ($p=0.013$). We can therefore reject the null hypothesis that, there is no relationship between total perceived past students' roles scores and the total score for perceived ways of assistance to schools.

Research Question 6: What role do Past Students Associations play in the recruitment of teachers in second cycle schools?

The recruitment of qualified teachers is a very important aspect in the provision of quality education. The Ministry of Education together with the Ghana Education Service is tasked with the postings of teachers into second cycle institutions. They oversee the Regional and Municipal Directorate in posting qualified teachers into second cycle institutions. Table 8 illustrates the perceived roles Past Students Associations play in the recruitment of teachers into schools.

Table 8**The Role of Past Students' Association in Recruitment of Teaching Staff**

Roles	Strongly Disagree	Disagree	Agree	Strongly Agree	
	N(%)	N(%)	N(%)	N(%)	Rank
Qualified and experienced Past students are recruited	5(7.2)	11(15.9)	36(52.2)	17(24.6)	1
Qualified and experienced people who are not past students are recruited to the school.	5(7.2)	26(37.7)	34(49.3)	4(5.8)	2
3. They do not play any role.	20(29.0)	37(53.6)	9(13.0)	3(4.3)	3

N3= 69

From Table 8, it could be seen that, only 9(13.0%) responded that Past Students' Associations do not play any role in the recruitment of school administrators. However, as many as 36(52.2%) agreed that past students who are qualified and experienced are most often recruited to teach in their alma mater. They added that whenever there is a vacancy in their school, they recommend Past Students who are teaching elsewhere to come to their alma mater to fill the vacant position. By doing so, they hope to maintain academic standards in their institutions. It could thus be seen that in most schools Past Students' Associations play some role in the recruitment of teachers into the school. School administrators also responded to this question and Table 9 shows their views.

Table 9

Response from school administrators on the role of Past Students' Associations in the recruitment of teachers in second cycle schools

Responses	Strongly agree	Agree	Total
	N(%)	N(%)	N(%)
They do not play any role.	6(85.7)	1(14.3)	7(100.0)
They recommend qualified Past Students to apply and fill vacancies in the school.	--	7(100.0)	7(100.0)
Qualified and deserving applicants who are not past students are given assurance letters.	--	7(100.0)	7(100.0)

NI=7

From Table 9, it could be seen that 6(85.7%) school administrators strongly agreed that Past Students' Associations do not play any role with regard to the recruitment of teachers in second cycle institutions. According to them, qualified past students as well as qualified and deserving applicants who are not past students are also given assurance letters. According to them, most past students are sometimes reluctant to come and teach in their alma mater due to some bad experiences they encountered with some teachers or administrators who may still be on the staff or working in the school. Others prefer to gain experience elsewhere before coming to teach in their alma mater. Thus equal opportunity is given to deserving candidates whether they are past students or not.

The same question was posed to the Regional and Municipal Directorates of Education in Cape Coast. Their responses are shown in Table 10.

Table 10

Response from the Municipal and Regional Directorate of Education on the Role of Past Students' Associations in the Recruitment of Teachers in Second Cycle Schools

Responses	Strongly Disagree	Disagree	Agree	
	N(%)	N(%)	N(%)	
1. They do not play any role.	5(62.5)	1(12.5)	2(25.0)	
2. They recommend qualified Past Students to apply and fill vacancies in the school.	1(12.5)	1(12.5)	6(75.0)	
3. Qualified and deserving applicants who are not Past Students are given Assurance Letters.	-	8(100.0)	-	-

N2=8

Their response showed that all 8 (100.0%) respondents disagreed that qualified and deserving applicants who are not Past Students are given assurance letters to fill vacant positions in the schools. According to them, the Ministry of Education together with the Ghana Education Service is solely responsible for recruitment of teachers into second cycle institutions and it is based solely on academic qualifications. However, some of them were aware that in most of the top secondary schools in the Municipality, past students were encouraged to apply to teach in their alma mater. Thus, it became evident that most Past Students' Associations rather prefer their colleagues who are qualified to teach in their school. Therefore, though there may be vacancies in the school only Past Students who are qualified are chosen. This is in contrast to the response given by the Past

Students' Association.

It can thus be concluded that though Past Students' Associations do not have direct responsibility with regard to recruitment of teachers in second cycle institutions, they ensure that their colleagues who are qualified are chosen. Also, though school administrators agree Past Students' Associations do not play any role in the recruitment of teachers in second cycle institutions, they agree that on some occasions they recruit past students who are qualified. This does not make the second cycle schools an equal opportunity employer. They tend to discriminate between those who are qualified and past students. This does not augur well for most schools whose past students are found in other fields other than teaching. In addition it encourages inbreeding and this does not help introduce fresh ideas into the school. In the end, the school fails to grow.

Research Question 7: What are the roles Past Students' Associations play in the retention of teachers in second cycle schools?

With regard to the retention of teachers in schools, the Ministry of Education and Ghana Education Service do not directly play any role. Most second cycle institutions rather seek ways of retaining teachers in the school.

Information in Table 11 indicates roles of Past Students' Associations in the retention of teaching staff in second cycle schools in the Cape Coast Municipality. Results are presented in Table11.

Table 11**The Role of Past Students' Associations in the Retention of Teaching Staff**

Roles	Strongly Disagree	Disagree	Agree	Strongly Agree	Rank
	N(%)	N(%)	N(%)	N(%)	
They are honoured during Speech and Prize Giving Days and on other festive occasions in the school.	--	--	50(72.5)	19(27.5)	1
They provide incentives and other forms of motivation.	1(1.4)	9(13.0)	42(60.9)	17(24.6)	2
They do not play any role.	20(29.0)	47(68.1)	2(2.9)	--	3

N3=69

From Table 11 above, it can be seen that most members of the Past Students' Associations admit that they provide some sort of motivation to teachers in the second cycle institutions to retain them in the schools. This is done during Speech and Prize Giving Days and on other school festive occasions. In response to this item, 50(72.5%) agreed that hard working teachers are honored during Speech and Prize Giving Days in the school and also on occasions like open days and anniversaries. Also, 19(27.5%) strongly agreed that hard working teachers are honoured during speech and prize giving days in the school and also on occasions like open days and anniversaries. This can be confirmed in the editorial of the 2005 Speech and Prize Giving and Founders' Day Commemorative Brochure of Mfantipim School.(Page 8) The editorial, written by Kwame Gyasi, MOBA' 65 stated that, Speech and Prize Giving Days, apart

from providing a momentous homecoming for Old Boys and members of their families and friends to congregate to reminiscence about the past, pronounce their thoughts about the school and share experiences, it also provides opportunity for prizes to be awarded to deserving students for excellent academic work and to members of staff for hard exemplary and dedicated service to the school. Thus hardworking teachers are honoured on such occasions and this motivates them to stay in the school.

With regard to the provision of incentives in the form of housing and monthly bonuses to teachers, 42(60.9%) strongly agreed that Past Students' Associations play some roles with regards to staff retention by providing incentive schemes and other forms of motivation. Also, 17(24.6%) strongly agreed that Past Students' Associations play some roles with regards to staff retention by providing incentive schemes and other forms of motivation. For example, the July 24th, 2006 edition of the *Daily Graphic* a news item credited to the Ghana News Agency (GNA) stated that members of the Apam Secondary School Old Students' Associations are to visit their alma mater to interact with students and teachers and among other things, inspect ongoing projects such as the rehabilitated masters' bungalows. Thus the focus of their visit was not to only interact with students but with teachers. These forms of support encourage and motivate the teachers to stay on the job thus ensuring the retention of teachers in the school.

From the above, it could be seen that, as part of the perceived roles of Past Students' Associations, they do not only assist in attracting qualified teachers into

their schools, they also try to retain them by performing other roles such as honouring and motivating them during special occasions in the school.

The Regional and Municipal Directorate of Education also shared this view. As a result, Table 12 is used to discuss their responses.

Table 12

Response from the Municipal and Regional Directorate of Education on the Role of Past Students Associations in the Retention of Teachers in Second Cycle Schools

Response	Strongly Disagree Disagree Agree Strongly Agree				Total
	N (%)	N (%)	N (%)	N (%)	
1. They do not play any role	4 (50)	3(37.5)	1(12.5)	--	8(100.0)
2. They are honoured during speech days and other school festivities.	--	--	--	8(100.0)	8(100.0)
3. Incentives are provided to motivate them.	--	--	1(12.5)	7(87.5)	8(100.0)
4. They are given the opportunity to attend sponsored courses for advancement.	--	1(12.5)	1(12.5)	6(75.0)	8(100.0)

N2=8

From the responses provided by the Regional and Municipal Directorate of Education in Table 12, it could be seen that the Regional and Municipal Directorate of Education agree that Past Students' Associations play a role in staff retention. Therefore all 8 representing 100% strongly agreed that teachers in

second cycle institutions in the Cape Coast Municipality are honoured during Speech and Prize Giving Days. Most often long serving teachers as well as dedicated and hardworking teachers are rewarded. This is meant to motivate them as well as retain them in the schools. Aside Speech and Prize Giving Days Past Students' Associations also provide some form of incentives in the form of rehabilitating their homes paying some utility bills and the giving of monthly bonuses. These are some ways they motivate teachers in their school and this leads to higher staff retention.

School administrators also responded to the issue on the role of Past Students' Associations in staff retention. Most school administrators agreed that Past Students' Associations assist in staff retention. Though members of Past Students' Associations and the Regional and Municipal Directorate agreed that Past Students Associations do honour teachers during Speech and Prize Giving Days, most of the school administrators, that is, 5(71.4%) agreed that teachers are given incentives and this motivates them to stay on. This confirms the views expressed by the Central Regional Education Directorate and Municipal Education Directorate in Cape Coast. Table 13 shows their responses.

Table 13**Response from the School Administrators on the Role of Past Students Associations in the Retention of Teachers in Second Cycle Schools**

Response	Disagree N (%)	Agree N (%)	Strongly Agree N (%)	Total N (%)
1. They do not play any role	6(85.7)	1(14.3)	--	7(100.0)
2.They are honoured during speech days and other school festivities.	4(57.1)	1(14.3)	2(28.6)	7(100.0)
3. Incentives are provided to motivate them.	--	5(71.4)	2(28.6)	7(100.0)
4. They are given the opportunity to attend sponsored courses for advancement.	5(71.4)	2(28.6)	--	7(100.0)

N1=7

However, it can be concluded that members of Past Students Associations as well as the Regional and Municipal Directorate of Education and school administrators agree that Past Students Associations to some extent play some role in staff retention by motivating them. As qualified teachers are motivated to stay, they give off their best and this leads to improvement in the educational standards in the school.

Research Question 8: How often do Past Students' Associations interact with other stakeholders such as the PTA and S.M.C on issues relating to the school?

Successful school administration requires an effective collaboration between stakeholders who have the interest of the school at heart. When interest groups

meet to discuss school issues, it ensures unity of efforts and successful school development. When interest groups fail to meet to discuss issues relating to the school, it leads to conflicts, which do not augur well for the development of the school. Table 14 shows the response of Past Students' Associations regarding how often they meet with other stakeholders to discuss issues relating to the school.

Table 14

The Frequency of Meetings Held between Past Students' Association and other Community Groups

Response	Frequency	Percent	Cumulative Percent
Very often	2	2.9	2.9
Often	18	26.1	29.0
Not often	49	71	100.0
Total	69	100.0	

N3=69

According to Table 14, 2(2.9%) members of the Past Students Association agreed that they meet very often to discuss issues relating to the school. Also, 18(26%) were of the view that Past Students' Associations meet often with other stakeholders to discuss issues relating to the school. However, 49 representing 71% disagreed. Table 14 suggests that most Past Students' Associations do not meet with other stakeholders to discuss matters relating to the school. This if not checked could lead to role conflicts in matters such as the choice of projects to embark upon in the schools, criticism of school policies as well as the issuing of

counter instructions against each other.

The views of the Regional and Municipal Education Directorate were sought regarding whether Past Students' Associations collaborate with other stakeholders such as the Parent Teacher Association and the S.M.C. From Table 15, it could be seen that, 6(75%) at the Regional and Municipal Education Directorate saw collaboration between Past Students' Associations and other stakeholders. Only 2(25%) agreed that there was no collaboration between Past Students' Association and other stakeholders of education.

Their response can be seen in Table 15.

Table 15

Response from the Regional and Municipal Directorate of Education on the Collaboration between Past Students' Associations and Other Stakeholders

Response	Strongly Disagree N (%)	Disagree N (%)	Agree N(%)	Strongly Agree N(%)	Total N(%)
They do not collaborate with other stakeholders.	5 (62.5)	1 (12.5)	2(25.0)	- -	8 100.0

N2=8

On the part of school administrators, Table 16 shows their response.

Table 16

Response from School Administrators on the Collaboration between Past Students' Associations and Other Stakeholders

Response	Strongly Disagree	Disagree	Agree	Strongly Agree	Total
	N(%)	N (%)	N(%)	N(%)	N(%)
They do not collaborate with other stakeholders.	1(14.3)	1 (14.3)	5 (71.4)	--	7 100.0

N1=7

From Table 16, it can be seen that, only 2(28.6%) school administrators representing saw collaboration between Past Students' Associations and other stakeholders. However, 5(71.4%) agreed that there was no collaboration between Past Students' Associations and other stakeholders.

This assertion thus corresponds with the response of the Past Students' Association as many responded they do not meet with other stakeholders to discuss issues relating to the school. Only the Regional and Municipal Directorate agreed that there was collaboration between these stakeholders.

It is therefore imperative for school administrators to assist these stakeholders forge a relationship among themselves. When such a relation is formed these stakeholders who have the interest of the schools at heart will do their best to promote the growth and development of those schools.

Past Students' Associations have come to stay and they see their association as both a social and voluntary association. This is because, not only do they assist

schools, they also engage themselves in other social activities like diner dances and fun games. In addition they meet to discuss issues that will promote the growth and development of their alma mater. Past Students' Associations contribute to their alma mater in numerous and diverse ways. They range from financial assistance to other non financial forms of assistance.

Sometimes, Past Students' Associations overstep their boundaries by trying to insist on who should be recruited as a Headmaster or Mistress for their alma mater. Though this is not done with any ill feeling, they believe this will help them in their quest to maintain high academic standards in their school. They also assist in the motivation of teachers with the aim of retaining them in the school. In some schools, Past Students' Associations encounter problems with school administrators. This usually occurs when academic standards keep falling and contributions given to the school are not well utilized. Despite these challenges, many schools encourage their past students to form these associations.

From the discussions above, it is possible to identify the potentials, opportunities, constraints and challenges faced by Past Students Associations. These potentials, opportunities, constraints and challenges are shown in Table 17.

Table 17

The Potentials, Opportunities, Constraints and Challenges of Past Students Associations (POCC Analysis)

Potentials	Opportunities	Constraints	Challenges
1. Existence of Past Students Associations in schools.	1. Past Students Associations provide support services.	1. Misgivings on the appointment of school administrators	1. Non- payment of membership dues by members.
2. Past Students Associations raise funds to assist their alma mater.	2. Organizing talks and seminar on career opportunities.	2. Enforcement of school policies.	2. Improvement in school infrastructure.
3. As stakeholders, they contribute to decision making in schools.	3. Providing a network for students who need assistance on career placement after school.	3. Conflicting views on the types of project to embark upon	3. Maintaining and improving upon standards in the school. 4. Apathy to meetings and other functions by members.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter summarizes the research process, finding and recommendations. In addition, the chapter offers suggestions for further research.

Summary of Research Process

The purpose of this research was to study the roles of Past Students' Associations in the administration of second cycle institutions in the Cape Coast Municipality. The objective of the study was to find out the roles past students associations play in schools. In addition, the research was designed to identify if there existed a peaceful collaboration between Past Students' Associations and school administrators and other stakeholders such as PTA and community groups. The following research questions were formulated to guide the study:

1. Why do past students join Past Students' Associations?
2. How often do Past Students' Associations meet to discuss issues relating to their school?
3. What is the most frequently discussed issue during meetings of Past Students' Associations?
4. What is the most serious problem Past Students' Associations encounter with school administrators?
5. What is the best predictor of perceived roles of Past Students' Associations in the recruitment and selection of school administrators?

6. What role do Past Students' Association in the recruitment of teachers into second cycle schools?
7. What are some roles Past Students' Associations play in the retention of teachers in second cycle institutions?
8. How often do Past Students' Associations interact with other stakeholders such as the PTA and community groups on issues relating to the school?

Hypothesis

The study also sought to test the hypothesis that there is no significant relationship between the total score for perceived past students' roles and perceived ways of assistance to schools.

The sample of the study covered major stakeholders of education in the region. They included the Regional and Municipal Director of Education, school administrators and members of Past Students' Associations. In all eight school heads and their assistants, six directors and assistant directors from the Regional and Municipal Directorate of Education and 69 members of Past Students' Associations answered the questionnaire.

Responses from the various past students were put into frequencies and analyzed using comprehensive tables. The Multiple Regression was used to determine the perceived most important role Past Students' Associations play in schools. Also, the cross-tabulation was used to determine whether the responses from the Past Students' Associations corresponded with the responses of the school administrators and the Regional and Municipal Directorate of Education. The suggested solutions to perceived problems between Past Students

Associations were included as well as ways of improving the relationship between Past Students' Associations and school administrators. The data was analyzed using SPSS tools such as simple percentages, frequencies, and basic statistics and cross tabulation. This formed the basis of the analysis.

Summary of Major Findings

The study has shown that, many schools are now embracing the concept of Past Students' Associations due to the increasing burden on government and parent groups to support second cycle schools. In addition, many past students have seen the need to assist their alma mater in order to maintain as well as improve upon the conditions in the schools. Since they have the interest of their school at heart, they meet to discuss ways of assisting their alma mater. On some occasions, they meet to promote their mutual interest by organizing games and dinner dances to relive the "good old days" as they prefer to call it. Members raise funds through the payment of membership dues, voluntary contributions, donations, imposition of levies as well as embarking on other fund raising activities. This is very commendable as this form of support helps in the development of the school.

The study also revealed that, most Past Students' Associations met often to discuss issues related to the schools. Important issues often discussed during meetings of Past Students' Associations include school development and projects, school community relations, staffing in schools, staff motivation and finances of the association. The discussion of the finances of the Associations appeared more important to the past students because without enough funds, they would not be

able to embark on projects.

The study revealed that, on some occasions, the past students encountered problems with school administrators with regard to the type of projects to embark upon and the use of funds donated to the school. Some Past Students' Associations believe school administrators misappropriate funds contributed and this on some occasions resulted in conflicts.

Recruitment of school administrators is only in the hands of the Ghana Education Service. This is done in collaboration with the District and Municipal Assembly. The study revealed that, in some schools some Past Students' Associations insist that only qualified past students should be made to head schools. This has become a tradition in most schools where the study was undertaken. As a result, most teachers are relocating to teach in their alma mater so that they may be considered for appointment should the need arise in the near future. This is to ensure that standards are not only maintained but improved upon. In addition, they play other roles such as: putting up classroom blocks, dormitories, renovation and refurbishment of laboratories and staff bungalows, provision of school buses and many others.

The recruitment of teachers into second cycle schools is not the preserve of Past Students' Associations. However, the study revealed that, most Past Students Associations normally prefer an 'old boy' or 'old girl' to teach in their school. However, the Municipal and Regional Directorate of Education disagreed on this issue. To them Past Students' Associations do not play any role in the recruitment of teachers into second cycle schools. Rather, qualified teachers are posted into

the schools to teach.

On the part of school administrators, they were of the view that some Past Students Associations insist on the recruitment of an 'old boy' or 'old girl' to teach, however, equal opportunity is given to qualified people to teach in the secondary schools.

With regard to staff retention, the study revealed that, Past Students' Associations provided incentives to motivate teachers so that they stay on the job. They do this by paying them monthly bonuses as well as honouring them during speech days and other festive occasions in the school.

Past Students' Associations are seen as stakeholders because of their immense contribution in the provision of quality education in Ghana. However, in many schools where the study was carried out, it was found that most Past Students' Associations did not collaborate with other stakeholders such as the S.M.C and the PTA. They seldom meet to discuss issues affecting the school. This also contributed to some problems among these stakeholders.

Despite the successes some Past Students' Associations have chalked, others are struggling to keep their members together to form a stronger association. Problems such as apathy to meetings, non-payment of membership dues, and difficulty in raising funds to sponsor projects are some of the problems past students encounter.

Conclusions

It can be concluded that Past Students' Associations are providing support to schools as a supplement to what government is doing. Past Students' Association make significant contributions to their former schools through the provision of infrastructural facilities, equipment and means of transport. Also they help their former schools to improve and maintain academic standards. They sometimes encounter problems with school administrators with regard to school policy. Past students also see the association as a forum where past students meet to re-live old good times. Past students organize homecoming events during which they visit their alma mater and engage in school functions to remind themselves of life in school during their days.

Recommendations

The following recommendations are made on the basis of the findings of the study:

1. Past students should be encouraged to join Past Students' Associations in their various schools. This is because when past students come together, they are able to assist each other in addition to assisting the school. This implies that, schools administrators create a conducive atmosphere in order to attract students to think about their school and ways of assisting their alma mater upon completion.
2. Executives of Past Students' Associations should strengthen the Association by encouraging their members to attend meetings regularly. This can be achieved by assigning challenging and interesting duties to their members.

When meetings are made more interesting and less time consuming, past students would be encouraged to attend meetings and contribute to decision making on matters affecting their alma mater.

3. Since the Past Students' Associations can mobilize resources and support their schools so well, the concept of Past Students' Associations should also be introduced in the basic schools as most people acquire basic literacy including reading and writing from these basic schools.
4. The Ministry of Education and the Ghana Education Service should formulate policies, which will serve as guidelines to assist and regulate the activities of Past Students' Associations so that they are not tempted to interfere in the administrative affairs of the school.
5. When drawing the school programme every term, school administrators should include meetings between Past Students' Associations and other stakeholders so that they can plan on programmes and collectively share ideas and contribute to the development of the school. This would also prevent role conflicts.
6. School administrators should invite accomplished past students to share their success story with present students at least once a term. This would encourage the young students to study hard to attain greater heights. Also, this would go a long way to maintain standards in the school.

Suggestion for Further Research

The current study is limited in scope because it was based only in Cape Coast. Also, only long established schools were used for the study. To make the

findings more representative and generalisable for the whole country, there is the need to replicate this study among other population groups across the country. Such study should be conducted using the basic instruments of this study in order to confirm or refute the findings of this work.

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APPENDIX A

The Constitution of Wesley Girls' High School Old Girls' Association

1. Name: The Association shall be called Wesley Girls' High School Old Girls' Association.
2. Membership:
 - (a) Membership of the Association shall be open to all past girls of Wesley Girls' High School
 - (b) Honorary members: These shall be people who were not old girls but have taught or worked in Wesley Girls' High School before.
3. Aims:
 - (a) To establish close contact between the association and the school without infringing on the policies of the Ministry of Education or encroaching on the rights of the school's board of governors.
 - (b) To foster good relations between and amongst all past girls of Wesley Girls' High School and to make our influence felt in the community.
4. Subscription: Members of the association shall upon admission pay an annual subscription fees as agreed upon at that time. Members who are sixty (60) years upward shall pay half of the amount. Members who are seventy (70) years and above shall pay as and when they so desire.
5. Executive officers: Only paid-up members shall be eligible to hold office. The officers of the association shall be:
 1. President

2. Vice President
3. Secretary
4. Assistant Secretary
5. Treasurer
6. Assistant Treasurer
7. Financial Secretary
8. Public Relations Officer
9. Legal Adviser
10. Auditor
11. Ordinary members- A representation each from a decade (1945-2005)

DUTIES:

1. President:
 - (a) She shall represent the Association within the country and abroad
 - (b) She shall be the chairperson at all meetings of the association.
 - (c) She shall present a report of the Association's activities at the annual general meeting.
2. Vice President: She shall perform the duties of the President in her absence and generally assist the President in her duties.
3. Secretary: (a) She shall keep a faithful record of all proceedings of the Association's minutes and inform members of the date and agenda for each meeting.
 - (b) She shall be responsible for all documentation connected with the

association.

4. Assistant Secretary: She shall assist the secretary with her duties, and take the secretary's place in her absence.
5. Treasurer: (a) She shall collect annual dues and keep a faithful record of the Association's account.
(b) She shall be responsible to the financial secretary for the management of the Association's finances.
6. Assistant Treasurer: To assist Treasurer
7. Financial Secretary: She shall be responsible for the management of the Association's finances.
8. Public Relations Officer: She shall be in charge of the public relations of the association.
9. Legal Advisor: She shall advise the Association on all legal matters.
10. Auditor: She shall audit the accounts of the Association.
6. Duties of the Executive
(a) The executive shall meet at least once a quarter. Each executive meeting shall be summoned by the secretary by notice in writing or telephone at least seven days before the meeting.
(b) The executive shall draw up rules for its own procedure.
7. Tenure of Office: The term of office of the officers shall be two years and they shall be eligible for a further term only. Elections shall be held every two years at the annual general meeting. The immediate past president should always be a member of the executive. Only members who have

- paid their annual dues shall be eligible to nominate and elect officers.
8. Financial Administration: The management of the funds of the Association shall be vested in the executive. They shall disburse the funds on behalf of the Association but with the sanction of the Association at the general meeting.
 9. General Meeting:
 - (a) There shall be a general meeting every third Sunday of the month. For ordinary general meetings of the Association the Secretary shall send out notices at least seven days before the meeting.
 - (b) The executive may at their discretion call a special general meeting, the time and place of which shall be determined by the executive.
 10. Quorum: For General Meetings a minimum of five members of the Association shall form a quorum provided no major decision shall be taken. When there is a major decision to be taken the quorum shall be fifteen. The Association may appoint sub-committees for specific business.
 11. Annual General Meeting: Annual General Meeting shall be held once a year. The President shall present a report of the Association's activities for that year. Election of the officers shall take place at the Annual General Meetings.
 12. Voting: Only paid up members shall have the right to vote at meetings of the Association. Voting shall be by secret ballot.
 13. Amendment: No alteration shall be made in the constitution of the

association except at an Annual General Meeting. Such proposed amendment shall be stated on the notice calling for the meeting. The minimum number of members who should be present should be fifteen.

14. Bereavement: Only paid up members shall benefit from the Associations coffers in times of bereavement. An amount of five hundred thousand cedis shall be donated on the death of husband or child. An amount of a million cedis shall be donated on the death of an old girl.

APPENDIX B

Questionnaire for School Administrators

This questionnaire is purely for academic purposes. The success of the exercise depends very much on the truthfulness of the information. All information will be kept confidential. Indicate your response by ticking (✓) in the spaces provided and the extent to which you agree or disagree to each of the following statements:

Strongly Disagree		SD
Disagree	-	D
Agree	-	A
Strongly Agree	-	SA

1. Sex Male [] Female []
2. Rank in G.E.S.....
3. Qualification Degree [] Masters [] Others []
Please specify.....
4. How active is your schools' Past Students' Association?
Very active [] Active [] Not Active []
5. The Past Students' Association has been in existence in your school
for how many years?
0 – 5 []
6 – 10 []
11 – 15 []

15 – 20 []

21 years & above []

6. The contributions of Past Students' Associations in your school include:

Contributions	SD	D	A	SA
1. They finance projects in the school				
2. The sponsor activities such as anniversaries and Speech Days				
3. They motivate teachers and the school administrators.				
4. They assist in shaping students to lead better lives				
5. They do not play any role in the school				

Other contributions.....
.....
.....
.....
.....
.....
.....
.....
.....

7. Past Students' Association support school activities in these way

Support	SD	D	A	SA
1. They do not support activities in the school				
2. They provide awards to students during sporting activities				
3. They sponsor other events such as carol service, school exhibitions.				
4. They grace certain occasions and events in the School				

Other ways:.....

8. Past Students' Association participate in school administration in these ways:

Ways of participation	SD	D	A	SA
1.They do not participation in school administration				
2. Discuss disciplinary issues with the school				
3. Collaborate with school administration on issues such as school policy, instructional hours, and dress code.				

Other ways:.....

9. The role of Past Students' Associations in the recruitment of school heads

Role	SD	D	A	SA
1. They do not play any role				
2. They directly recruit school heads and their assistants				
3. They make recommendations to the appointing authorities.				
4. They recommend and insist on recruiting school heads who are past students.				

Other roles:.....

10. The role of Past Students Associations in the retention of school administrators

Role	SD	D	A	SA
1. They do not play any role				
2. They accept policies made by school administrators and work in collaboration with them.				
3. They provide incentives to motivate them to stay.				
4. They honour school administrators during speech days.				

Other roles:.....

.....

11. The role of Past Students' Associations in the recruitment of teaching staff

Role	SD	D	A	SA
1. They do not play any role				
2. They recommend qualified past students to apply and fill vacancies in the school				
3. Qualified and deserving applicants who are not past students are given assurance letters.				

Other roles:.....

12. The role of Past Students Associations in the retention of teaching staff

Role	SD	D	A	SA
1. They do not play any role				
2. They are honoured during occasions such as speech and prize giving day				
3. Incentives are provided to motivate them.				
4. They are given the opportunity to attend sponsored courses for advancement				

Other roles:.....

13. How effective are Past Students' Association in providing student

support services?

Very effective [] Effective [] Not effective []

14. How would you describe the extent to which Past Students' Association care for the welfare of their school?

Excellent [] Very Good [] Good [] Satisfactory [] Fair []

15. How would you describe the frequency of visits of Past Students' Association to the School?

Very often [] Often [] Not often []

16. How active is your Past Students' Association involved in the provision of guidance and counseling services?

Very active [] Active [] Not Active []

17. The problems school administration encounter with Past Students' Associations

Problem	SD	D	A	SA
1. School administration does not encounter any problem with Past Student Associations				
2. Past Students Associations often dictate policies for school to implement.				
3. Past Student Associations most often fail to honour promises made honour promises made				
4. Past Student Associations try to influence the admission process.				

Other problems:.....

.....
.....
18. How would you describe the relations between Past Students' Associations and other stakeholder such as the SMC and PTA?

Very cordial [] Cordial [] Not cordial []

19. Which of the following reflects your views on the activities of Past Students' Association in your school?

The formation Past Students' Associations should be encouraged
[]

The formation Past Students' Associations should not be encouraged
[]

20. What recommendation would you make on the activities of Past Students' Association in your school?

.....
.....
.....
.....
.....

APPENDIX C

Questionnaire for Regional and Municipal Directors of Education and their Deputies

This questionnaire is purely for academic purposes. The success of the exercise depends very much on the truthfulness of the information. All information will be kept confidential. Indicate your response by ticking (✓) in the spaces provided and the extent to which you agree or disagree to each of the following statements:

Strongly Disagree - SD

Disagree - D

Agree - A

Strongly Agree - SA

1. Sex Male [] Female []
2. Rank in Ghana Education Service.....
3. Are Past Students' Associations also recognized as stakeholders?
Yes [] No []
4. Are Past Students' Associations represented on school boards?
Yes [] No []
5. If yes
6. If No.....
7. Past Student Associations are represented on school boards for the following reasons :

Reasons	SD	D	A	SA
1. Help in decision making				
2. They serve on school boards				
3. They help implement decisions made by the school board.				

Other reasons:.....

8. Past Students Associations are not represented on school boards because of these reasons:

Reasons	SD	D	A	SA
1. Some schools do not have an active Past Students' Associations				
2. They are not recognized as stakeholders in school administration				

Other reasons:.....

9. The role of past students Associations in regulating school policy in areas such as dress code and school hours.

Role	SD	D	A	SA
1. They do not play any role				
2. They make recommendations for schools to implement.				
3. They hold meetings with school administration.				

Other roles:.....

10. How effective are Past Students' Association in regulating school policy in aspects such as dress code and school instructional hours.

Very Effective [] Effective [] Not Effective []

11. How effective are recommendations made by Past Students' Association

Very Effective [] Effective [] Not effective []

12. The contribution of Past Students' Associations to the development of schools in the region

Contributions	SD	D	A	SA
1. Provision of support to needy students				
2. Provision of infrastructure, stationery.				
3. Sponsoring speech days, anniversaries				
4. Financing projects in the schools.				

Other contributions.....

13. The role of Past Students' Associations in the recruitment of school administration.

Role	SD	D	A	SA
1. They do not play any role				
2. They directly recruit school heads and their assistants.				
3. They make recommendations to the appointing authorities				
4. They recommend and insist on recruiting School heads who are past students				

Other roles:.....

.....

14. The role of Past Students' Associations in the retention of school administrators.

Role	SD	D	A	SA
1. They do not play any role				
2. They accept policies of administrators and work in collaboration				
3. They provide incentives to motivate them to stay.				
4. They honour school administrators during Speech days and anniversaries				

Other roles:.....

15. The role of Past Students' Associations in the recruitment of teaching staff

Role	SD	D	A	SA
1. They do not play any role				
2. They recommend qualified past students to apply and fill vacancies in the school				
3. Qualified and deserving applicants who are not past students are given assurance letters				

Other roles:.....

.....

.....

16. The role of Past Students' Associations in the retention of teaching staff

Role	SD	D	A	SA
1. They do not play any role				
2. They are honoured during occasions such as Speech and Prize Giving Day				
3. Incentives are provided to motivate them.				
4. They are given the opportunity to attend sponsored courses for advancement				

Other roles:.....

17. The role Past Students' Associations play in school discipline

Role	SD	D	A	SA
1. They do not play any role				
2. They interact with students and discuss disciplinary issues				
3. They recommend the type of punishment students deserve.				

Other roles:.....

18. Do you regulate the activities of Past Students' Associations?

Yes [] No []

19. The role of Past Students' Associations in terms of teacher motivations

Role	SD	D	A	SA
1. They do not play any role				
2. They provide prize for hardworking teachers				
3. They provide free accommodation				

Other roles:.....

20. The role Past Students' Associations play with regard to staff development

Role	SD	D	A	SA
1. They do not play any role				
2. Courses and seminars are organized to help them advance				

Other roles:.....

21. Past Students' Associations collaborate with other stakeholder in carrying out their duties

Role	SD	D	A	SA
1. They do not collaborate with other stakeholders				
2. They participate in meetings				

Other ways of collaboration.....

22. What recommendation will you make on the contribution of Past Students' Associations to schools?

.....

APPENDIX D

Questionnaire for Past Students' Associations

This questionnaire is purely for academic purposes. The success of the exercise depends very much on the truthfulness of the information. All information will be kept confidential. Indicate your response by ticking (✓) in the spaces provided and the extent to which you agree or disagree to each of the following statements:

Strongly Disagree SD

Disagree D

Agree A

Strongly Agree SA

1. Sex: Male [] Female []

2. Qualification: SSSCE/O'A Level [] Diploma [] Degree []

Masters [] Other []

Please specify:.....

3. Occupation

4. For how long have you been an active member of the Past Students'

Association?

0 – 5 years []

6 – 10 years []

11 – 15 years []

16 – 20 years []

20 years and above []

5. Past Students' Associations are formed for the following reasons:

Reason	SD	D	A	SA
1. To monitor school administration				
2. To provide assistance and support to alma mater				
3. To re-live some old good times				
4. Interest in the welfare of the school and sense of belongingness				
5. To give back what the school offered				

Other reasons:.....
.....

6. How often do you meet to discuss matters relating to the school?

Very often [] Often [] Not often [] Sometimes []

7. Issues discussed during meetings of Past Students' Association include:

Issues	SD	D	A	SA
1. School development and projects				
2. School Community Relations				
3 Staffing in Schools				
4. Staff Motivation				
5. The Finance of the Association				

Others:.....

8. How often do you visit the school?

Very often [] Often [] Not often [] Sometimes []

9. How will you describe the relationship between your Past Students' Association and school administration?

Excellent [] Very Good [] Fair [] Poor []

10. Some problems Past Students' Associations encounter with school administrators.

Problem	SD	D	A	SA
1. Misgivings about appointment of school administrators				
2. School policy such as dress code, school discipline				
3. Types of projects to embark upon				
4. The use of school funds				

Other problems:.....
.....

11. How often do you interact with other community groups on issues relating to the school?

Very often [] Often [] Not often []

12. Past Students' Associations assist their alma mater in the following ways:

Assistance	SD	D	A	SA
1. By sponsoring speech days/anniversaries				
2. Undertake school projects				
3. Recruitment of school administrators				

Other ways:.....

13. Past Students' Associations raise funds through the following means:

Source Of Funds	SD	D	A	SA
1. Personal Contributions				
2. Donor agencies				
3. Dinner Dance				
4. Friends & Sympathizers				

Other means:.....

14. The role Past Students' Associations play in the recruitment of school administrators

Role	SD	D	A	SA
1. Qualified and experienced Past Students are recruited as stipulated by the constitution of the Past Student Association				
2. Qualified and experienced people who are not past students are recruited				
3. They do not play any role				

Other roles:

.....

.....

15. The role of Past Students' Associations in the retention of school administrators.

Role	SD	D	A	SA
1. Provide incentives and other forms of motivation				
2. They are honored during speech days and other festive occasions				
3. They do not play any role				

Other roles:.....

.....

16. The role of Past Students' Association in the recruitment of teaching staff in your school.

Role	SD	D	A	SA
1. Letters of assurance are given to deserving and qualified applicants.				
2. Letters of assurance are given to deserving and qualified applicants who are past students.				
3. They do not play any role				

Other roles:.....

.....

17. The role of Past Students' Association in the retention of teaching staff in your school.

Role	SD	D	A	SA
1. They are honored during occasions such as speech days.				
2. Incentives are provided to motivate them				
3. They are given the opportunity to attend sponsored courses for advancement				
4. They do not play any role				

Other roles:.....

.....

 18. Past Students' Association provide student support services

Support Services	SD	D	A	SA
1. By advocating and appealing to those concerned				
2. Organizing talks and seminars on career opportunities.				
3. Co-coordinating with the schools guidance and counseling team				

Other support services.....

19. The challenges Past Students' Associations face.

Challenges	SD	D	A	SA
1. Non payment of membership dues				
2. Apathy to meetings and other functions of the Association.				
3. They do not encounter any challenge				

Other challenges:.....

21. Expectations of Past Students' Associations from their alma mater

Expectations	SD	D	A	SA
1. Students improve academically				
2. High academic standards are maintained in the school				
3. Better infrastructure should be provided				
4. Their children should be admitted into the school				

Other expectations.....

