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IMPROVING THE PERFORMANCE OF PREFECTS IN WULUGU SENIOR HIGH
SCHOOL THROUGH ORIENTATION PROGRAMMES

KOMBIAN GEORGE AZUMAH

UNIVERSITY FOR DEVELOPMENT STUDIES



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DISSERTATION SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL
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STUDIES IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
AWARD OF MASTERS OF EDUCATION DEGREE IN TRAINING AND
DEVELOPMENT



DECLARATION

Student's Declaration

Except for the reference to other people's work which I have duly acknowledged, I hereby solemnly declare that this dissertation is not a replica of any work already in existence .It is an independent output of my research under the supervision of Rev. Fr. Dr. Thomas Asante of the Faculty of Education of the University for Development Studies, Tamale.

Student's Name: Kombian George Azumah

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Signature:.....

Date:.....

Supervisor's Declaration

I hereby declare that the preparation and presentation of this dissertation was supervised by me in accordance with the guidelines and supervision of dissertation laid down by the University for Development Studies.

Supervisor's Name: Rev. Fr. Dr. Thomas Asante

Signature:.....

Date:.....



ABSTRACT

This study sought to improve the performance of prefects in Wulugu Senior High School through orientation programmes. Literature related to the study was reviewed under the following categories: the conceptual analysis, meaning of orientation, types of orientation, reasons for orientation of school prefects, effects of orientation on performance, relationship between awareness of rules and regulations and its compliance by prefects. This study employed action research design. The study population consisted of 33 school prefects of Wulugu Senior High School. Data was collected using questionnaire, interviews observation and test. The study established that orientation play a pivotal role on prefect's performance, commitment and discipline. It also established positive relationship between awareness of code of conduct of students and compliance. The study recommended that, the orientation of prefects should be tailored to meet the need of individual prefects based on their roles and responsibilities, Constant leadership seminars should be organised for prefects to serve as an in-built programme in the school so that administrative skills of prefects are further sharpened ,the school administration should ensure that each prefect is given a prefect's hand book that defines the authority and roles of prefects to serve as reference while undertaking their duties.



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DEDICATION

This work is dedicated to my wife, Ellen, for her support and understanding during the period of my studies and to my daughter, Nora, whose trouble provided me with the motivation to hang on.



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CHAPTER ONE

INTRODUCTION

1.1 Background of Study

Training programme in an organization is a process by which people acquire skills and gain the needed knowledge or attitude to enable them carry out their responsibilities to meet the required standard in the present job and to undertake greater and more demanding roles for effective job performance (Mathis & Jackson, 2004). Organizations/institutions recruit new employees every year and the fact that the world is changing at a very fast pace requires every organization and institution to respond to these changes. It is for these reasons that institutions and organizations need to initiate orientation for their employees to prepare and equip them with current skills and knowledge to be able to perform their duties.

The need for orientation training particularly for school prefects is important to improve their knowledge and leadership skills in enforcing school rules and regulations in order to ensure discipline in Ghanaian schools. The success of every school is closely related to its effective enforcement of its rules and regulations.

The involvement of prefects in educational leadership has been mainly due to their closeness to their colleagues in the classroom, dormitories and dining hall. Another reason why students are given leadership roles is to impart participatory leadership skills that they would need in both their working and social environments after leaving school (Okumbe, 2001). School prefects have to be personally aware of the school rules and regulations,





their responsibilities, and their skills enhanced to handle complex issues that they may come across in their line of duties. As such, orientation serves as a vital platform for school prefects to expose them to the duties of the job and how to accomplish them. Orientation is defined as the familiarization with, and adaptation to, a new work environment. It is a process by which new entrant is introduced to the organization, to the work group and the job. Orientation can be viewed more progressively as an opportunity to communicate organization's vision and values, shape the new employee's values and integrate him/her in the structure of the organization (Asare-Bediako, 2008).

Orientation, according to Bennet (2001) is a unique kind of training designed to support new entrants to learn about their roles or tasks, to be introduced to their co-workers and to settle in their work situation. To Bennet (2001), orientation is an important component of internal corporate communication which introduces the new entrant to the channels of communication in an organization leading to effective coordination and performance. Orientation exposes the new entrants to the duties of the job and how to accomplish them.

Again, orientation is vital for employee performance and organizational stability. To Asare-Bediako (2008) new employee performance depends to large extent on knowing what they should or should not do and that understanding the right way to do a job is a measure of effective socialization. New entrants orientations serve many purposes and have many meanings from both organizational and employee perspectives. Successful new employee orientation programs will help new employee to know what organization is expecting from them and what they would be expecting with the organization too (Dwivedi, 2007).

In order to effectively impact on new entrant through orientation and training, it is important to teach newcomers about the organization or institution. Issues such as organizational culture, vision, values, mission, structure, ethics, policies and confidentiality should be made known to the new employee (Sarpong-Nyarvo, 2012).

Schools in Ghana both in the public and private elect new prefects every year and a well-organised orientation programme can be a best option to help make this transition as easy as possible and get new prefects off on this right foot immediately. Okumbe (2001) argues that after election of prefects it is paramount that they are inducted by the school administration on their responsibilities and the space within which they should operate.

To Etisi (2006), prefects need to be equipped with effective leadership skills such as good communication, values, attitudes and time management in order to harmonize their roles as students as well as prefects.

It is therefore important for an organization to have a well-planned orientation which should comprise a well-organized programme providing relevant appropriate information and conducted in a systematic manner which will ensure that new entrant is resourced with all the information needed to succeed in an organization.

1.2 Perceived Problem

Prefects are key partners in the smooth running of every meaningful educational institution and therefore should perform their duties effectively in ensuring effective implementation of school rules and regulations, but the case is the opposite in Wulugu Senior High School. The performance of prefects in Wulugu Senior High School is abysmal and leaves much to



be desired. Most prefects exhibit gross ignorance of their roles and responsibilities, channels of communication within the school system, non-performance of their core duties and sometimes gross abuse of power.

1.3 Diagnosis

1.3.1 Evidence

Most prefects in Wulugu Senior High School do not know the code and conducts of students and the corresponding punishment even though it can be found in their exeat books. Most of them bully and give inappropriate punishment to students which sometimes come to the attention of the school authority. It is observed that Most of them exhibit gross ignorance of their roles and responsibilities and most at times report to school functions late. They relegate their duties to the masters on duty to perform. Most at times masters on-duty are seen chasing students to their classes after break and to attend important school programmes such as Monday assembly while they stand aloof because to them they do not have the authority to control their colleagues who are in the same form with them. The most disturbing of all is that it is very common to see prefects breaking school rules such as going outside the school premises without permission because they do not think it is necessary to do so.

1.3.2 Causes

The causes of the inability of prefects in Wulugu Senior High School to perform their roles and responsibilities effectively are not far fetch. First and foremost, school prefects are inaugurated to general student body after elections and are asked to start work with little or



no training. It is observed that prefects in Wulugu Senior High School receive little orientation training on the roles and responsibilities of prefects, codes and conducts of students which is a vital tool for improved performance as posited by Okumbe (2001) that, orientation and leadership training enhances effective school administration and the performance of school prefects and that the days of “great man theories” are no more. The great man theories insist that leaders are born not made, that leaders have inborn traits that make them great. Again, regular leadership training for prefects is also lacking in Wulugu Senior High School and hence poor performance of prefects. According to Etisi (2006), prefects needs to be equipped with effective leadership skills such as good communication, values, attitudes and time management in order to harmonize their roles as students as well as prefects.

1.4 Statement of the Problem

It is disturbing that most institutions in Ghana have problem with orientation programmes and so does the Wulugu Senior High School. Some institutions consider orientation as expensive and waste of institutional resources. Institutions are faced with the problem of adequate orientation for new comers to afford them the opportunity to perform to their optimum best. It is observed that many prefects in Senior High Schools do not know about their duties and responsibilities, code of conduct of the school, core values of the school and even channels of communication within the school set up or system. The performance of prefects in Wulugu High School leaves much to be desired. Most prefects exhibit gross ignorance of their roles and responsibilities, channels of communication within the school system, non-performance of their core duties and sometimes gross abuse of power. This



gave reasons for teachers to complain during staff meetings about the abysmal performance of some prefects- on- duty and how they bully juniors. It is a fact that problems exist in every human institution more importantly where there are human interaction and activities. As such it behoves on Senior High School heads to educate their prefects through orientation to help overturn or circumvent these problems. It is a fact that orientation has direct impact on performance. This research is intended to improve the performance of prefects in Wulugu Senior High School through orientation training.

1.5 Purpose of the Study

The purpose of the study was to equip school prefects with the knowledge and skills to be able to discharge their duties as school prefects responsibly to instil discipline in the school. It focused on creating learning environments that will help empower school prefects develop their effectiveness and improve their leadership qualities in the discharge of their duties.

1.6 Objectives of the Study

1.6.1 Main Research Objective

The main research objective was to improve on the performance of prefects through orientation programmes.

The Specific Research Objectives were:

1. To equip school prefects with appropriate knowledge and leadership skills to improve their performance.



2. To expose school prefects to their duties and responsibilities to enhance their performance.
3. To enlighten school prefects on codes and conducts of students to prevent abuse of power.

1.7 Research Questions

The questions that guided the study were:

1. To what extent does orientation affect the performance of school prefects?
2. To what extent does awareness of prefects of their duties and responsibilities affect their performance?
3. To What extent does orientation expose prefects to school codes and conducts?

1.8 Significance of the Study

The study findings should be useful to stakeholders of education such as headmasters in preparing young people for leadership roles in future. Prefects are future societal leaders and an early training in school would enable them to take leadership roles in their future life. The study findings might sensitize management of schools and others concerned on the importance of orientation in addressing the needs of newly elected prefects. This is because addressing the needs would enable the prefects to carry out their roles effectively, which would in turn improve discipline and academic performance. The study findings would add knowledge to the already existing stock of knowledge on the role of orientation in the performance of prefects and serve as reference material for future researches.



CHAPTER TWO

LITERATURE REVIEW

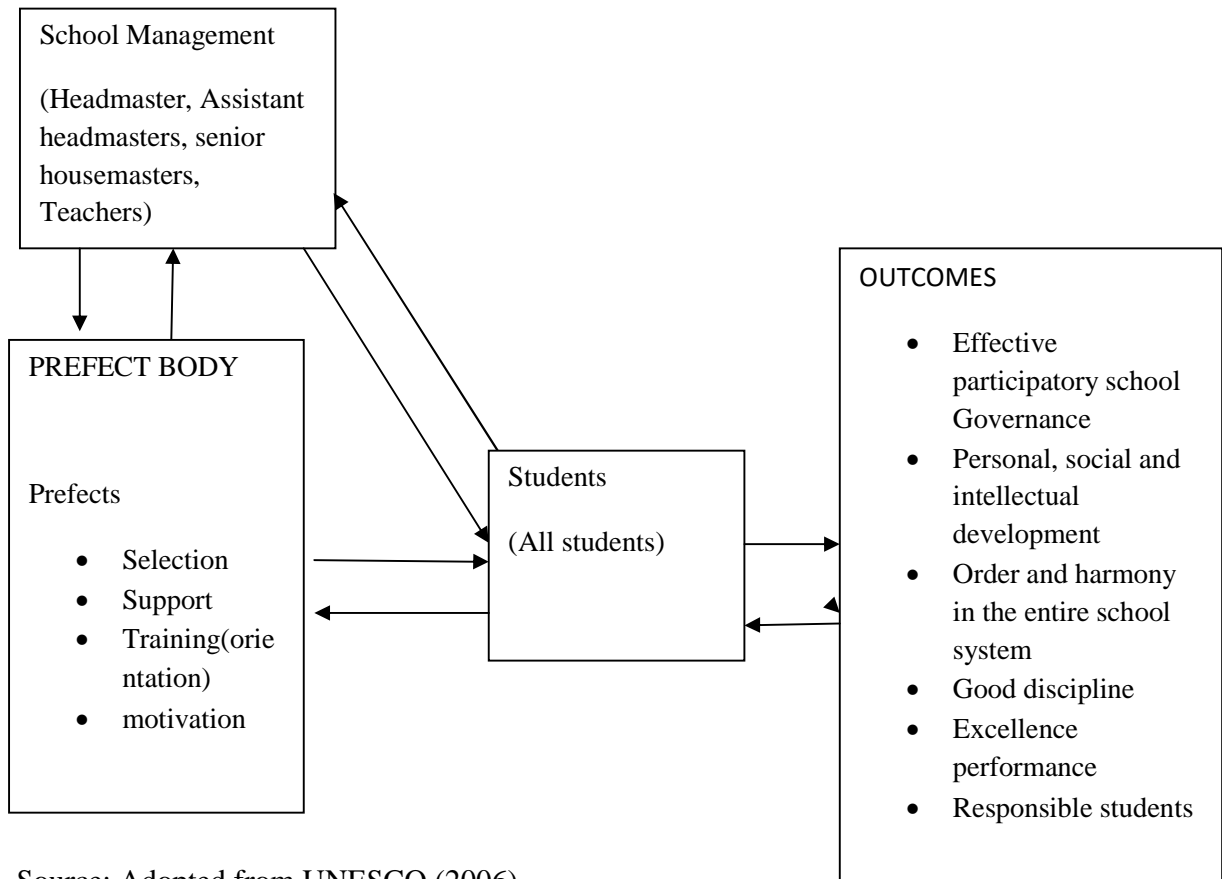
2.0 Introduction

Literature review involves the systematic identification, location and analysis of documents containing information related to the research problem under investigation. Literature on the studies of improving the performance of prefects' through orientation in secondary schools in Ghana has not attracted many writers despite the important role prefects' play in instilling discipline in our schools. The section is subdivided into the following headings: The conceptual analysis, meaning of orientation, types of orientation, reasons for orientation of school prefects, effects of orientation on performance, relationship between awareness of rules and regulations and its compliance.



2.1 Conceptual Analysis

Figure 2.1: The Place of Prefects and other Stakeholders in School Management.



Source: Adopted from UNESCO (2006).

The Conceptual Framework Model shows a link between the authority of the school, represented by the headmaster and teachers, the prefects and the students and how they relate with each other to bring about good and effective management in the school. The school management supervises students and prefects in their duties, shares school policies with them, seek their views on the changes to be made in the school, support and give training to prefects to improve their performance. The management also gives guidance to



the students and prefects on the schools vision and mission and communicates school decisions to them on time.

The prefects serve as a link between the management of the school and the students. They are elected or selected from among the students, trained to perform their duties, given some authority, supported and guided continuously in order to perform their duties effectively in line with the schools vision and mission. A trained and motivated prefect body in turn guides and supports students in obeying school rules and regulations. They also maintain discipline and silence in classroom so that learning could take place well.

The students on their part are comfortable with their prefects; they share their grievances with the prefects who in turn channel them to the management. They also seek guidance and assistance from the school management and contribute to the school decisions that affect them.

The end product of the relationship between the school management, well trained prefects and students should have the following outcomes: it should lead to effective participatory school governance by students and their leaders; it should ensure improved performance of prefects; it should create order and harmony in the entire school system and will enhance excellent academic performance; and also create a disciplined and responsible students body.



LITERATURE REVIEW

2.2 Meaning of Orientation

Orientation can be viewed as the planned introduction of new employee to their jobs, co-workers and the organization and is offered by most employers. Orientation training requires co-operation between individuals in the HR unit and other managers and supervisors. In a small organization without an HR department, the new employee's supervisor or managers usually assumes most of the responsibilities for orientation. In large organizations, managers and supervisors as well as the HR department, generally work as a team to orient new employees (Mathis & Jackson, 2004). Employee orientation can be broadly defined as the familiarization with and adaption to, a new work environment. It also refers to the process by which a new employee is introduced to the organization, to the work group and to the job. Traditionally, organizations approach orientation by describing to the new employee the organization's history, structure, fringe benefits, rules and regulations (Asare-Bediako, 2008).

Orientation, according to business dictionary.com is an introductory stage in the process of new employee assimilation, and a part of his or her continuous socialization process in an organization. Major objectives of orientation are to; gain employee commitment, reduce his or her anxiety, help him or her understand organization's expectations and convey what he or she can expect from the job and the organization.

Again, orientation is a special training designed to aid new entrants to learn about tasks, to be introduced to their co-workers and to settle in their work situation. It is viewed as a



means of defining the situation and also defines the person and therefore becomes the link between the individual and his situation (Bennett, 2001).

The components of an effective orientation system include preparing for new entrants, determining what information is needed and when it is needed, presenting information about the workday, the organization itself and its policies, rules and benefits, all to be evaluated and followed up (Mathis & Jackson, 2004).

Klein and Weaver (2000) viewed orientation program as a form of training designed to introduce new entrants to their roles and responsibilities, co-workers, and organizations. To them, a well-designed orientation programs provide a positive return for the employer in many ways: employee productivity, loyalty, retention, and commitment. Consequently, new entrant's orientation is of a major importance to the organization and an important focus for most human resource departments.

A more progressive approach is to view orientation as an opportunity to communicate the organization's vision and values, shape the new employee's values and integrate him/her in to the organization's structure (Asare-Bediako, 2008) According to Mckersie and Kaiser (2006) orientation is a process of introducing newcomer with company policies, procedures, organization's vision, mission, goals and objective. To Anderson (2008) organizations designs orientation program for newcomers in order to give them warm welcome on their first day.

Again, orientation is the procedure of providing newcomers with basic background information about the firm and the job. It is more or less, considered as one component of the employer's new entrant socialization process. The socialization process could be seen



as an ongoing process of initiating in all stakeholders the prevailing attitudes, standards, values and patterns of behaviour that are expected by the organization (Asare-Bediako, 2008).

Orientation training is a form of socialization training intended to introduce new entrants to their jobs, organizations and the people with whom they will work (Klein & Weaver, 2000). Bernardin as cited in Dwivedi (2007) defines socialization as the process by which an individual tends to appreciate the values, abilities, expected behaviour and social knowledge necessary for performing an organizational role and for participating as a member of organization. Socialization can be considered as a learning process which help entrants learn how to work within the organizational environment. Socialisation training can take different forms, this include orientation training, job skill training, liability training, supervisory training, executive training (Bassi & Van Buren) as cited in Sean (2010). Orientation training is the most commonly utilized form of socialization training, therefore, the terms “orientation training” and “socialization training” are used interchangeably even though socialization is a process relevant to both new employees and existing employees who transition into a new position within the same organization (Sean, 2010).

To Dwevidi (2007) orientation or induction may be defined as a process of guiding and counseling new entrants to familiarize them with job situations. As soon as the newcomer is recruited, the first step relates to induction or orientation which introduces him or her to his/her job, fellow workers and surroundings. Again, Dwivedi (2007) suggested that orientation kit should include the following sample items:



- A current organization chart of the company;
- Map of the facility
- Key terms unique to the industry, company and the job;
- A copy of the company's policy handbook;
- A copy of specific job goals and descriptions;
- A list of benefits
- Copies of performance appraisals forms dates and procedures;
- Telephone numbers and locations of key people and operations etc.

Anderson et al as cited in Sean (2010) found the content of orientation programs to be broad and general in nature; the five most frequent topics included employee health and safety, general terms of employment, general human resources policies, organizational structure/history, and general training provisions.

The study by Anderson et al further questioned the usefulness of these types of programs, suggesting that this wide range of information might instead overwhelm newcomers and have detrimental effects to the socialization process. The study concluded that organizations tend not to use orientation training as a socialization tool to increase newcomer inclusion, but instead used it as a means to dispense information, much of it irrelevant to the socialization process.

2.2.1 Types of Orientation

Orientation can be classified into different types depending on the purpose or reason and the perspective of the actors. There are three types of orientations according to Sandra,



(2011); corporate or general orientation, department orientation and job-specific orientation. To Dwevidi (2007) orientation can be classified in to two namely, institutionalized and individualized orientation. Again, mentored orientation has been considered as another type of orientation that helps the newcomer to learn the rudiments of his or her role from a veteran (Robert, 2017).

Individualized orientation or socialization programme is tailored to cater for the needs of each stakeholder in an organization to be able to perform their roles or tasks assigned to them (Dwivedi, 2007). Individualized orientation is job-specific, and it is used to help actors within the organisation understand; function of the organization, job responsibilities, expectations and duties, policies, procedures, rules and regulations, immediate work environment, terms and conditions of employment and introduction of co-workers and other people in the broader organization. This type of orientation is best conducted by the immediate supervisor or manager since much of the content is specific to the individual (Sandra, 2011).

Another type of orientation programme that is often used is that of institutional or formal orientation. As part of orientation or induction, each new entrant receives the same, sequential, fixed information (Dwivedi, 2007). This gives the new comer the opportunity to be assigned to a specific leader who will guide them through pre-determined lessons and then evaluate their progress. This type of orientation programme may include classroom learning, online and video learning modules and hands-on training conducted over a certain period of time. Corporate Employee orientation give information relating to government as an employer such as its vision, values priorities, structure, and culture(Sandra,2011). Corporate orientation gives general information to the new comers



rather than specific and it is provided by the Human Resource Department of an organization.

Mentorship programmes are a vital staff development tool for organizations and businesses of all sizes. A good mentor-mentee relationship can help new comers and existing employees learn the rudiments or ropes from a veteran, while at the same time helping the more experienced worker get solutions and approaches to company initiatives from a new point of view (Robert, 2017). A mentor is a member of a team or trusted guide who teaches or gives help and advice to a less- experienced staff member and serves as a new hire's guide at workplace. This allows the new comers to gain valuable, real-world experience and skills that are difficult to grasp in a classroom setting or workshops (Robert, 2017).

According to Dwivedi (2007) mentoring is the process of using especially selected and trained people to provide guidance and advice which will help to develop the careers of the protégées allocated to them. To John Crosby, an American Businessman, 'mentoring is a brain to pick, an ear to listen, and a push in the right direction'. Organizations often use a form of peer mentoring to orient new comers to their work environment and tasks. Senior employees are asked to supervise new hires for a certain period of time and have ultimate responsibility for providing much of the training that will take place at work. The critical point of mentored orientation programme is that the supervisor monitors the tasks to make sure things are handled consistently and correctly so that new hires learn things the right way from the start.



2.2.2 Reasons for Orientation of School Prefects

The reason for orientation is to alleviate fear or anxiety which can be experienced by newcomers in relation to how well they would fit into the organization and how well they would perform. According to Mathis and Jackson (2004) orientation for newcomers help to achieve several key purposes:

- Establishes a favourable newcomer impression of the organization and the job
- Provides organization and job information
- Enhances interpersonal acceptance by co-workers
- Accelerates socialization and integration of the new entrants into the organization
- Ensures higher performance and productivity begin more quickly

Effective orientation contributes to both short- term and longer success of organizations. Orientation of new entrants and their initial commitment to the organization are positively affected by orientation (Mathis & Jackson, 2004). To them socialization enhances the “person-organization fit”, which also reinforces the positive views of the jobs, co-workers, and the organization and contributes to overall organizational performance when new entrants more quickly feel a part of the organization and can begin contributing to organizational work efforts.

The prefect system, serves as one of the communication channels between the students and the school administration. According to Ozigi as cited in Muli (2011) the prefect system is one of the most effective ways of involving students directly in the administration. Thus, the procedures of communication are a two-way flow of information from top to bottom and bottom-up involving prefects. This goes in line with Max Weber’s



Theory of Bureaucracy. The school rules and regulations bind the various ranks of the hierarchy of authority and ensure order. These rules and regulations are formal and must be adhered to. The prefects are used to enforce them among students. This is coordinated and maintained by the school administration.

School prefects are vital components of the school system and play important role of instilling discipline among students .They also serve as a link between school administration and the student body. They therefore need to have requisite knowledge skills to be able to perform their roles and responsibilities. Orientation training therefore comes in handy in equipping prefects with the necessary leadership skills and to also expose them to the school rules and regulations to serve as guide in the performance of their duties.

Okumbe (2001) argues that after election of prefects it is paramount that they are inducted by the school administration on their responsibilities and the space within which they should operate. He further argues that constant leadership seminars be organized to serve as an in-built programme in an educational organization so that administrative skills of prefects are further sharpened. Most often prefects find themselves in a difficult situation because they are elected without any initial training on leadership roles. Leadership training enhances effective school administration and the performance of school prefects and that the days of “great man theories” are no more. The great man theories insist that leaders are born not made, that leaders have inborn traits that make them great.

According to Kyungu (1999) as cited in Muli (2011), for a prefect to be accepted by the student body, the school leadership must facilitate his/her leadership through training,



provision of a prefect's handbook, and proper delegation of, duties/responsibilities. He further argues that orientation or induction training help prefects to familiarize themselves with their roles and limitations.

Again to Kyungu, a prefect must possess certain leadership qualities such as; respect, good observer of school rules, a positive attitude towards his/her duty, be optimistic/inspired to lead, visionary, responsible, honesty, loyalty, punctuality, courtesy and acceptability. However, these personal attributes are not necessarily inborn or inherent. In fact most of them are acquired through training, which is usually formally organized. Again prefects in some instances of planned students riots informs school management about it to help forestall the disruption of planned school programmes and therefore should be trained by the school authority to be aware of their roles, area of jurisdiction and channel of communication.

According to Otieno (2001) prefects perform important functions in the school such as giving direction, motivating and inspiring other students and themselves, getting things done in the school. However, to Otieno these can only be possible if they are equipped with relevant skills to perform the functions. The need to train and equip prefects with the skills to manage their responsibilities and other obligations cannot be overemphasised because most at times they are expected to manage and tame their colleagues and if they are not giving any training we will be asking a bit too much from them.

According to Etisi (2006), prefects need to be equipped with effective leadership skills such as good communication, values, attitudes and time management in order to harmonize their roles as students as well as prefects.



Okumbe (2001) underlines the skills of management as planning, organizing, directing, co-ordinating and controlling and that each prefect should also develop such skills. In planning the prefect should set goals and objectives and determine the order in which they will be carried out. In organizing, the prefect assembles and arranges the resources required to accomplish a task. The prefect also guides the activities of the students to comply with the set objectives, that is, directing. In coordinating, the prefect harmonizes activities of various groups and ensures that the results achieved are complementary to each other. In controlling, the prefect does regular checks to measure how progress is going on. If things are found not to be going on well, corrective measures are instituted. Other important skills a prefect should have or develop to apply include: decision-making, delegation, administering punishment and conflict resolution skills.

To Okumbe, it is therefore advisable that headmasters and school management organize in-house seminars for prefects to train them in those skills. Frequent meetings between prefects and the teachers help to assess the progress made. Opportunities like these can be used to impart the necessary skills to enable prefects carry out their duties efficiently.

Orientation exerts marked influence on individual job tenure and effectiveness. It helps to accomplish several objectives including formation of a favourable impression and attitude, development of a feeling of belonging and facilitation of learning and teamwork on the part of the stakeholders (Dwivedi, 2007). Orientation programme enlightens newcomers on terms of conditions of their job, communicates job requirements to them and provides confidence in the organization as well as in their own ability to accomplish the work effectively.



Again, according to Dwivedi (2007) new entrant is confronted with three problems: problems entering a group, native expectations and his first job environment. The entrant's first and foremost problem is that of his acceptance by other group members, so he feels safe and secured in the new job environment and attempts must be made to resolve these issues during orientation so that he is comfortable and productive at work.

Lawson and Dolan (2011) as cited in Wasim (2013) identified several objectives that orientation training programme aims to achieve which are as follows:

To provide complete information to newcomers that helps them to integrate easily and smoothly into the organizations; To introduce new entrants with organisation cultures, values, code of conduct and philosophy of the company; To identify importance of their role within the organization; To describe new entrant to their department goals and their performance in helping meet those goals; To make newcomers feel welcome and provide them satisfaction that their decision proves to be right by joining the respective company; To promote communication between employee and management of company; To create a feeling of excitement about being a part of the organization and help to motivate them for their upcoming task that they would probably perform with the organization.

Kaiser (2006) stated that, it is important to design orientation program because it has the ability to shape newcomer attitude according to the job, improves the function of a company and let the new entrant be aware about his/her duties related to job.

New entrant orientation is a good platform for educating them on organizational philosophies and initiatives. It ensures that all newcomers start out on the same page and receive the same messages from the organization regarding these topics. Akdere (2006)



argues that successful implementation of quality management initiatives positively affects employee achievement and output, customers' product acceptance, and organizational survival. Organizations should be proactive in teaching prospective and newcomers about issues regarding quality and should also recognize that orientation is a starting point for this type of training. Again, employees understanding about an organization's quality philosophies and efforts change over time and therefore orientation is an important avenue for addressing this issue. Again, according to Akdere and Steven (2008) newcomers decreased in their perceive learning about quality management in the month that immediately followed the orientation training and that new entrants learn a lot about quality during the period of orientation.

According to Allen and Meyer (1990) as cited in Sean(2010) as the newcomers in an organization increases, so does the need to integrate them in to the system and enable them to become contributing members of the organization and that failure to adequately socialize them has been linked to outcomes such as counterproductive work behaviours, unmet expectations and higher levels of turnover and in contrast, successful socialization has shown to relate to job satisfaction, organizational commitment and decreased turnover intentions.

Prefects need to know precisely their roles, areas of jurisdiction, leadership qualities, administrative hierarchy and prospects. Generally prefects carry out roles delegated to them by the school administration which must be defined clearly to avoid conflict. They should be consulted and involved in the day to day running of the school. This results in a strong sense of belonging and responsibility (Muli, 2011).



It is imperative for headmasters and school administrations to organize orientations training and seminars for their prefects to equip them with the necessary skills they will need to perform their responsibilities.

2.2.3 Improving Performance through Orientation Training

There are a lot of benefits of orientation such as reduction in fear or anxiety which can be experienced by newcomers in relation to how well they would fit into the organization and how well they would perform, promotes skill development, motivation and discretionary effort is often labelled as high-involvement newcomer orientation, accelerates socialization and integration of the new entrants into the organization, ensures higher performance and productivity begin more quickly (Mathis & Jackson, 2004). It is largely accepted that organizational performance are based on the behaviour of employees and can constitute a source of competitive advantage (Sean, 2012). The outcomes of empirical studies are for and against proposition that a company's performance is positively related to its orientation. According to Sean, employee orientation affects organizational performance through its impact on employee learning and behaviour. It determines the type of skills and motivation of these employees, and the opportunities and incentives that these employees have to design new and better ways of doing their job.

As stated earlier, several studies have revealed the link between orientation and organizational performance with generally supportive results. Recent research in this field has advanced beyond testing for the relationship and between various employee orientation and organizational performance to finding out mechanisms through which employee orientation affect organizational performance (Hailey et al., 2005; Collins and Smith,



2006; Boselie et al., 2005). On the contrary, recent reviews of the research on the relationship between employee orientation and organizational performance studies have disputed the methodological rigor of these studies (Wall & Wood, 2005). According to them, it is premature to assume an unequivocal positive relationship between orientation and organizational performance and argue for further research with rigorous research designs.

According to Matsuno and Mentzer (2000); Pelham (2000), subscribe to the fact that employee orientation is the key to successful business performance. Again, Belcourt, Bohlander and Snell (2008) believed that underperformers may not understand exactly what is required of them, but once their responsibilities are clarified, they will be in good position to take the corrective action needed to improve their performance. This lends credence for the need to effectively orient school prefects in order to optimize performance.

To Janz and Prasarnphanich (2003), employee-oriented climate can facilitate cooperative learning knowledge sharing and this can help employee better understand the needs of the customer and be more responsive to market opportunities. Orientation helps to achieve the benefits of customer service by providing some essential resources such as market sensing capabilities a company can use to link with its market. These help an organization to identify, act on, and reap benefits from activities and opportunities thereby being more likely to achieve better performance (Barnett, 2007; McWilliams & Siegel, 2001). By providing orientation organization will achieve long term relation with employee and this method keeps the employee loyal and maintains good relationship with the company (Dolan, 2011).



Orientation also motivates newcomer and develops a positive attitude towards the work among new entrants and therefore improves performance (Anderson, 2006). Training and for that matter orientation, according to Brum (2010) and Owen (2006) will increase employees 'commitment, which can further counter the numerous direct and indirect costs, associated with employees' turnover. Kaiser (2006) suggested that orientation is an important tool that should be given to employee by the organization which ultimately increases the performance of employee.

Jobber (2004) found a positive relationship between orientation and business performance. Orientation has been found to have a positive relationship on sales growth, market share and profitability, sales growth and new product success, perception of product quality and overall business performance. Orientation shows the sincerity and benevolence of an organization towards its actors and this can enhance organization's performance through benefits such as better cooperative learning and knowledge sharing (Janz & Prasarnphanich, 2003) and greater commitment (Baker et al., 2006).

According to Griffin (1999) as cited in Machogu (2012) observes in his work in Kenya that most routine day-day organisation and discipline of schools outside the class was done by prefects and they performed such responsibilities extremely well taking such burden from teachers to concentrate on academic duties. To Griffin this remarkable level of responsibilities is as a result of training and deliberate sensitisation of the school vision, mission, motto and core values to the prefects. To Mathis and Jackson (2004) effective orientation effort also contributes to both short- term and longer success. Mathis and Jackson also revealed that, the socialization of new entrants and their initial commitment to the organization are positively affected by orientation. Socialization to them enhances the



“person-organization fit”, which also reinforces the positive views of the jobs, co-workers, and the organization.

Another value of orientation is that, it contributes to overall organizational performance when newcomers more quickly feel a part of the organization and can begin contributing to organizational work efforts (Mathis & Jackson, 2004). According to Kiprop (2012), to ensure that prefects perform their roles effectively, they must be inducted to orient them into their roles, supported and encouraged to maturely handle issues by themselves.

The literature reveals that there is a positive association between orientation and organization performance. Clearly, orientation leads to learning and sharing of knowledge and helps to realize the benefits of increase in productivity. In this direction, orientation impacts on performance.

2.2.4 Relationship between Awareness of Rules and Regulations and Compliance

The purpose of school rules and regulations is to create a safe and warm environment and it is the responsibility of the school authority to make sure that all students are familiar with the rules and regulations the first time they join a new school (Chaplain, 2003). Ignorant of the school rules can be termed as defiance of authority and is punishable in some schools. He points out that awareness of rules and regulations may encourage passive acceptance and compliance and not total compliance.

Again, to Shannon and McCall (2005), compliance of rules and regulations is not limited to only awareness of it and that rules should not be very restrictive because students like adults resent unrealistic restrictions and struggle against them. According to Human Right



Watch (2005), when the rules are broken, specific punishment given should be immediate, appropriate and remedial in order to ensure compliance. To Doyle and Gottfredson and Gottfredson as cited by cotton (2005) students misbehave because the school rules have not been defined clearly the kind of behaviour they are expected to exhibit. In their research on effective disciplinary practices, they found out that one of the ineffective practices of non compliance of school rules include vague and or unenforceable rules. They also point out that when teachers are inconsistent in their enforcement of rules or when they react in inappropriate ways, discipline is generally poor.

To Latham as cited in Kiprop (2012), to ensure compliance of rules and regulations in schools is to view the rule-making process as a potential learning experience and not administrative chore. Latham adds that schools can encourage teachers, students to work together in the rule making process. To them, students can be encouraged to come up with rules that could be incorporated in the old school rules. This would give them a feeling of ownership since they will view them as their own creation and thus strive to comply with them. Schimmel as cited in Kiprop (2012) argues that students are more likely to respect and internalise rules they helped to create than rules that are handed to them.

According to Rogers (2001), a well-run school depends on a few but clearly understood rules which students should be aware and find it easy to follow. Blandford as cited in Kiprop (2012) suggests some guidelines that authorities can consider when drafting the school rules to help ensure compliance by students:

- The rules should clarify its intentions.



- The rules should specify the persons to benefit from the rules, in this case the students.
- The school rules should not expect discipline problems to disappear all of a sudden, but should put into consideration students youthful immaturity; and
- School rules should act as a guideline and the teacher should help the student who cannot cope with the rules.

In conclusion since school rules serve as important guideline for students in the school, it should be drafted in a way that will help students elicit the expected behaviour by the authority. Students should therefore be made to understand them and the consequences that entail from breaking them to ensure compliance of those rules and regulations.

2.2.5 Summary

Several studies have revealed the link between orientation and organizational performance with generally supportive results. Recent research in this field has advanced beyond testing for the relationship and between various employee orientation and organizational performance to finding out mechanisms through which employee orientation affect organizational performance (Hailey et al., 2005; Collins and Smith, 2006; Boselie et al., 2005).

Belcourt, Bohlander and Snell (2008) believed that underperformers may not understand exactly what is required of them, but once their responsibilities are clarified, they will be in good position to take the corrective action needed to improve their performance. Orientation also motivates newcomer and develops a positive attitude towards the work



among new entrants and therefore improves performance (Anderson, 2006). Kaiser (2006) suggested that orientation is an important tool that should be given to employee by the organization which ultimately increases the performance of employee.

To Otieno (2001) prefects perform important functions in the school such as giving direction, motivating and inspiring other students and themselves, getting things done in the school. However, to Otieno these can only be possible if they are equipped with relevant skills to perform the functions. To Etisi (2006), prefects need to be equipped with effective leadership skills such as good communication, values, attitudes and time management in order to harmonize their roles as students as well as prefects.

2.3 Training Model

2.3.1 Training Goal

To equip prefects with appropriate knowledge and leadership skills and to enlighten them on their duties and responsibilities to improve their performance

2.3.2 Training Objectives

1. To expose school prefects to their duties and responsibilities to enhance their performance.
2. To help participants identify ways of improving their performance.
3. To equip school prefects with appropriate knowledge and leadership skills to improve their performance.
4. To identify the effects of good student leadership on school management.
5. To enlighten prefects on codes and conducts of students to prevent abuse of power.



6. To evaluate the process and officially close the training

2.3.3 Methodology

The methods employed in the conduct of this programme were: brainstorming, lectures, plenary discussing, group work, and lectures.

2.3.4 Resources/ Materials

The resources or materials used in this programme included:

Projectors; Laptop; Flip Chart; Felt pens; Evaluation forms; Handouts on roles and responsibilities of prefects, codes and conduct of students and leadership skills of prefects.

Table 2.1: A Four day orientation training programme for prefects of Wulugu Senior High School.

Day/Session	Objective/Activities	Duration
Day 1 Welcome, introduction and beginning the process	Objectives <ul style="list-style-type: none">• To officially open the training session and welcome participants.• To introduce objectives and processes to participants• To share hopes expectations and concerns and set ground rules for the Programme	60 minutes





	<p>Process</p> <ul style="list-style-type: none"> • Self- introduction of facilitators and participants • Clearly states training objectives, processes and agenda • Seek participant’s views and expectations of the training. • Explain to participants that, in the course of the training they will be looking at the duties and responsibilities of prefects, codes and conducts of students and leadership qualities of prefects. <p>Materials</p> <ul style="list-style-type: none"> • Marker, flip charts, projectors and laptop. 	
<p>Day 2</p> <p>Duties and responsibilities of prefects/ways of</p>	<p>Objectives</p> <ul style="list-style-type: none"> • To expose school prefects to their duties and responsibilities to enhance their performance. • To help participants identify ways of improving their performance. 	<p>80 minutes</p>



<p>improving performance of prefects.</p>	<p>Process</p> <p>Put participants into groups to discuss the duties and responsibilities of prefects.</p> <ul style="list-style-type: none"> • Give each group 2 minutes to share their responses to the whole group. • Resource person to give lecture on duties and responsibilities of prefects through power point presentation. • Through brainstorming technique facilitators to help participants identify ways of improving their performance. <p>Materials</p> <ul style="list-style-type: none"> • Flip chart, felt pens, projector and laptop. 	
<p>Day 3</p> <p>Appropriate knowledge and leadership skills of prefects.</p>	<p>Objectives</p> <ul style="list-style-type: none"> • To equip school prefects with appropriate knowledge and leadership skills to improve their performance. • To identify the effects of good student leadership on school management. <p>Process</p> <ul style="list-style-type: none"> • Put them in groups to identify qualities of a 	<p>120 minutes</p>



	<p>school prefect.</p> <ul style="list-style-type: none"> • Allocate 10minutes for each group to come out with their own findings • Each group reports back their findings on the flip chart. • Lead whole group discussion to find out how those qualities can lead to improved performance of prefects and school management as a whole. <p>Materials</p> <p>Projector, laptop, Flip Charts, felt pens.</p>	
<p>Day 4</p> <p>Enlighten prefects on code and conducts of students/evaluate and officially close the training.</p>	<p>Objectives.</p> <ul style="list-style-type: none"> • To enlighten prefects on codes and conducts of students to prevent abuse of power. • To evaluate the process and officially close the training <p>Process</p> <ul style="list-style-type: none"> • Put participant in groups to brainstorm on various codes and conducts of students. • Each group reports their findings on the various codes and conducts of students. 	<p>120mins</p>

	<ul style="list-style-type: none">• Through power point presentation facilitator to highlight on code and conducts of students and its correspondent punishment.• Let prefects understand how awareness of codes and conducts and its correspondent punishment can help avoid abuse of power by them.• Recap the previous learning sessions• distribute evaluation forms to participants to evaluate the process• Thank participants for the participation and efforts exhibited during the training program <p>Materials</p> <p>Flip charts, felt pens, projector, laptop and evaluation forms.</p>	
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CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the procedures that were used in collecting data and the tools for analysis that was used in interpreting the data. The areas of attention included; profile of the study area, the research design, target population, sample and sampling techniques, data type and source, instruments for data collection, data collection procedure, data analysis and presentation and ethical consideration.

3.1 Profile of the Study Area

Wulugu Senior High School is one of the three public second cycle institutions in West Mamprusi District. The school is located in Wulugu which is about six kilometers away from Walewale the District capital. It was established in 1991 by government of Ghana as a day school to expand secondary education to students within the catchment area of the school. It started with about fifty two (52) students and staff strength of ten (10), six teaching staff and four (4) non-teaching staff. The school started with two programmes from its inception; General Agriculture and Home Economics programmes and General arts was later introduced. It was converted to boarding status in December, 2013 and currently has about thousand six hundred (1600) students and staff strength of ninety six (96), sixty one (61) teaching staff and thirty five (35) non-teaching staff.



3.2 Research Design

The need for research design stems from a sceptical approach to research and a view that scientific knowledge must always be provisional. The purpose of research design was to reduce the ambiguity of much research evidence. The design was an action research design. This was chosen because the researcher wanted to find a solution to the identified problem or bring about change in the performance of prefects in Wulugu Senior High Senior School. Action research provided the researcher an opportunity to learn from experience, while also allowing reflection upon the process and outcomes, both intended and unexpected (Dick, 2010). Action research requires the researcher to enter the social situation in order to attempt change while monitoring the results (Karim, 2001). The researcher becomes actively involved in the research experience and values subjectivity by interacting with research participants in a spirit of collaboration as opposed to simply doing research on participants (Marrow, 1998). Action research ‘works towards solutions to problems of a technical, practical or emancipatory nature’ (Taylor et al, 2005). Again, Action Research stresses on the importance of co-learning between the researcher and participants as a vital aspect of the research process.

The limitations of action research with regard to the relationship between the researcher and research participants, has been criticised as being ‘too close’, and that the collaboration in action research actually masks a subtle exploitation of participants (Badger, 2000). To Karim (2001) the rigour of its methodology, generalise ability to other contexts, and that there are many systematic problems involved in the implementation of any resulting change are also problematic for action research. Action research lacks



definition over its nature and a difficulty with measuring any claimed change, which can lead to poor theory development (Parkin, 2009).

The researcher used pre-test and post-test design for the study. Pre-test and post-test designs were the preferred method to measure the degree of change and effectiveness of the intervention.

The design consisted of three stages; pre- intervention, intervention and post-intervention stage. Participants were also expected to complete a questionnaire as a way of soliciting their opinion on the issue of orientation and how it affected their performance.

3.3 Population of the Study

According to Sidhu (2003) population is a group of people that have common characteristics that are of interest to the researcher. The target population was thirty three (33) school prefects of Wulugu Senior High School. This included twenty two (22) male and eleven (11) female students with their ages ranging between fifteen (15) to twenty (20) years.

3.4 Sample and Sampling Technique

According to Kumekpor (2002) sampling is the use of definite procedures in the selection of a part for the express purpose of obtaining from its description or estimates certain properties of the whole. Sampling technique offers a varied methods that helps the researcher to reduce the quantum of data he/she need to collect by considering only data from a sub group instead of all possible cases or elements (Saunders et al, 2007).The main



reason of taking a sample was to get an outcome that is representative of the whole population being sampled without going through the pain of interviewing everyone.

Purposive sampling technique was used to select the study population. This was used to select the study school because the researcher sought to get solution to the problem of poor performance of prefects in the study school. Purposive sampling sought to get all possible cases that fit particular criteria (Lind et al, 2005). It was appropriate in this situation because; it allowed in-depth investigations into the entire issue of orientation of prefects in Wulugu Senior High School, and the sample size had the same chance of selection. This means that each member in the thirty three (33) was selected with a purpose because the researcher approached the sampling problem with a specific plan in mind. Purposive sampling can be very useful for situations where one needs to reach a targeted sample quickly and where sampling for proportionality is not the primary concern. With a purposive sample, one is likely to get the opinions of a target population. The advantage of using non-probability sampling is that, it saves time and cost.

3.5 Data Type and Source

The researcher obtained and used both primary and secondary data for the study .The primary data was collected through tests, interviews conducted, observation, and questionnaires administered to students. Relevant books, articles and journals were the source of secondary data.



3.6 Instruments for Data Collection

The instruments used were observation, interviews, test and questionnaires in gathering both qualitative and quantitative data. Considering the purpose and objectives set for the study, it was appropriate to use three interventions (pre-test intervention, intervention and post-test intervention).

3.6.1 Test

Pre-test was conducted to ascertain the awareness of prefects of their roles and responsibilities and code and conduct of students. The researcher engaged the respondents in a discussion and later gave them some questions to answer. The questions ranged from roles and responsibilities of prefects, code and conducts of students. The test lasted for about 40 minutes and scores was recorded subsequently. From the pre-test, the researcher had better opportunity to adopt appropriate intervention programme and sensitized respondents on how to improve their performance. After the intervention, a post-test was conducted four days after the pre-test. The questions were similar in content to that of the pre-test. The data was analysed by scoring each correct answer. The pre-test and post-test helped the researcher in assessing the performance of respondents.

3.6.2 Observation

The researcher considered this work as learning process, learning through observation was complemented with unstructured interviews to enable the researcher to collect the necessary and needed data to answer the research questions. Non- participant observation



was chosen as one of the means to collect data because it had the power to enlighten and give clearer picture and first-hand information about situations to the investigator than what people can say. This technique was used to observe the behaviour and ascertain the functions performed by prefects. This was more appropriate in situations where accurate information was not elicited by questioning, because respondents either are not co-operative or are unaware of the answers because it is difficult for them to detach themselves from the interaction.

Observation was used to observe the performance of prefects before the intervention, during the intervention and after the intervention. This helped the researcher to understand the nature of the problem faced by prefects before the intervention, how they reacted or responded during the intervention and their performance after the intervention. In effect observation helped the researcher to compare the performance of prefects before, during and after the intervention to determine the progress or otherwise of the intervention. Observational data is very useful in overcoming discrepancies between what the participants say and what they actually do and might help the researcher uncover behaviour of which the participants themselves may not be aware.

3.6.3 Questionnaires

According to Kumekpor (2002) a questionnaire is a form or document containing a number of questions on a particular issue, problem or opinion to be investigated. Twumasi (2001) reveals that questionnaire is vital in research because it is an efficient method to collect statistically quantifiable information and also an efficient method in which many respondents can be reached within a short space of time.



The researcher used both closed-ended and open-ended questionnaires to collect information on the respondent's background and also solicited answers or responses from respondents concerning the research questions and their opinion on any other matter relevant to the topic. Open-ended questions allow the target audience to voice their feelings and notions freely. These questions are not based on pre-determined responses, and giving the respondents an opportunity to express what they feel is right and often provide real, perceptual, and at times, startling proposals. Open-ended questions placed at the end of a questionnaire tend to draw accurate feedback and suggestions from respondents as well. This was administered after the intervention and afforded the respondents the opportunity to express their opinion on the intervention and how it helped improve their performance. It also afforded them the chance to assess the whole orientation programme and offered suggestions on areas of improvement.

3.6.4 Interviews

The objectives of the study was to help improve the performance of school prefects and their leadership qualities through orientation programmes, interview is considered as one of the means of getting answers to the research questions. This was chosen because according to Worlanyo (2012) reality is in the eyes of the people and through interviews the researcher will be able to access the reality and together with the research participants construct knowledge.

It could also mean any person-to- person interaction between two or more individuals with a specific purpose in mind (Ranjit, 2005). Mason (2002) maintains that interview is an exchange of dialogue that involves one-on-one interaction between a researcher and the



researched with a prime focus of knowledge construction and reconstruction. Interviewing offers an informal platform and more open opportunities for both the researcher and the participants to engage in a discussion in an attempt to construct knowledge. This helped the researcher to solicit for more specific information from the respondents based on the aims and objectives for which the interviews were being conducted. The researcher used this technique to solicit information from the prefects during the pre-intervention, intervention stage and post-intervention stage of the study. During the interview participants expressed themselves freely the reasons why they could not discharge their duties well and up- to expectation and were given the opportunity to suggest ways of improving their performance.

3.7 Data Collection Procedure

This consisted of three stages namely; pre-intervention, intervention and post-intervention.

3.7.1 Pre-intervention

Pre-intervention discussions focused on participants' expectations and how the intervention was to be carried out by soliciting their inputs. The researcher sorts the consent of school authorities and that of participants and assured them of data protection and confidentiality before rolling out the planned intervention. Pre-test was also conducted to ascertain participant's level of understanding of the subject matter. This enabled the researcher to adopt appropriate intervention programme. The pre-test consisted of questions pertaining the roles and responsibilities of prefects, codes and conducts of students. Respondents were asked to clearly answer these questions accordingly. This



coupled with the observation by the researcher before the pre-test helped the researcher know the true capabilities of the respondents in effecting their duties as prefects. From the pre-intervention, the researcher was able to develop an orientation programme to sensitize respondents on how to improve their performance.

3.7.2 Intervention Design

The intervention saw the implementation of a planned activity. The intervention design that the researcher used to help the respondents in achieving improved performance was basically four day orientation programme. This consisted of a series of presentations on duties and responsibilities of school prefects, code of conducts of students and leadership qualities of a good perfect. The orientation programme lasted for four days. The first day saw participants taken through the roles and responsibilities of prefects, participants were also taken through codes and conducts of students for the second day, leadership qualities of a prefect on the third day and the last day for evaluation of the programme. Participants were made to understand that hard work, discipline, punctuality, good communication skills and tolerance are the hall mark of every good leader and that they should aspire as such. Participants were also given the opportunity to identify the problems that affects their performance. Suggestions were made by the participants themselves during the intervention in solving the identified problems.

3.7.3 Post-intervention

Participants evaluated the implementation of the activity and assessed the extent of improvement. The participants were also expected to improve on their own daily routine



activities based on the evaluation they would have done in the Post-intervention discussions. Post-test was also conducted to assess participants' level of improvement. Respondents were asked to answer questions related to responsibilities of prefects, code and conducts of students in a form of a test. The post-test design helped the researcher measure the impact or effectiveness of the intervention program. The change was measured by comparing the difference in the performance of prefects before and after the intervention. The researcher apart from the post-test also observed the prefects in the performance of their duties to ascertain the level of improvement.

3.8 Data Analysis and Presentation

Data was analyzed manually using frequencies and percentages. The first step the researcher took in analysing the data was to compile all the interviews and hand written notes from observations during pre-intervention, intervention as well as post-intervention and type them into segments. The results of both pre-test and post-test were also compiled in to frequencies and percentages.

3.9 Data Quality and Ethical Issues

The fact that the study used human participants in gathering primary data and to improve the performance of prefects in Wulugu Secondary School through orientation, certain ethical issues were addressed. The thoughtfulness of these issues was necessary for the purpose of ensuring the privacy as well as the security of the participants. Among the significant issues that were considered include consent, confidentiality and data protection. The researcher sought the cooperation of the respondents and assured them that the data



that was gathered from them was being treated with strictest confidence, so that they were more open. This promoted trust between the researcher and the respondents. The researcher sought the consent of the participants as it is his responsibility as researcher to explain as fully as possible, and in meaningful terms to the participants the purpose of the research. Based on the explanations, the participants consented verbally to be part of this project.

Respect of the rights, dignity and privacy of those involved in the study was highly respected and followed through. The researcher strived for methodological transparency and sincerity in every step as the study progressed. In order to reduce power relations between the researcher and the researched, the researcher approached each participant with respect and care and reflected on every step he took.



CHAPTER FOUR

RESULTS AND DISCUSSION OF PRE & POST-INTERVENTION RESULTS

4.0 Introduction

The chapter presents the results and the discussion of the project conducted in Wulugu Senior High School on improving the performance of prefects through orientation. A total of thirty three (33) school prefects were used for the project. The researcher collected data from various sources including pre-test at the pre-intervention stage and post-test at the end of intervention. Observation, interviews and questionnaires were also used by the researcher to gather data from the respondents during the pre-intervention and post-intervention periods. The chapter first presents the demographic characteristics of respondents in terms of gender and age. It also presents findings on the effect of orientation on performance of prefects, the limitation of the study and also discusses the findings of the study.



4.1 Demographic Characteristics of Respondents

The table below shows the overview and description of respondent's background.

Table 4.1: An overview of the Respondents

Description	No=33	Percent (%)
Gender		
Female	(N=11)	33%
Male	(N=22)	67%
Age		
15-16	(N=5)	15.1%
17-18	(N=15)	45.5%
19-20	(N=13)	39.4%

Source: field Survey (April, 2017)

The respondents were made up of eleven (11) girls representing 33% of the total number of prefects' population and twenty two (22) boys also representing 67% of the total number of prefects in the school with their age's ranges between fifteen (15) to twenty (20) years.

4.2 Discussion of Pre & Post-intervention Results

4.2.1 Situational Analysis (Pre-intervention)

The pre-intervention helped the researcher to diagnose the awareness level of prefects on their responsibilities and the limits within which they can operate to afford them take deliberate effort to change their negative attitude towards their duties as prefects. Under this stage prefects were given questions to answer involving important aspect of their



work. This was to help the researcher know the true capabilities of the prefects in performing their responsibilities as prefects.

The table below shows data collected on the respondents from the pre-test scores of thirty three (33) school prefects, on the orientation of school prefects to improve their performance. The data was collected during the pre-intervention stage of the study. The sample of the test can be found at the appendix.



Table 4.2: Pre-test scores

SCORES(X)	NUMBER OF PREFECTS(F)	FX	PERCENTAGE OF PREFECTS (%)
0	-	-	-
1	-	-	-
2	5	10	15.2
3	9	27	27.3
4	10	40	30.3
5	4	20	12.1
6	3	18	9.0
7	2	14	6.1
8	-	-	-
9	-	-	-
10	-	-	-
	$\sum F=33$	$\sum FX=129$	

Source: field Survey (April, 2017)

$$mean(\bar{x}) = \frac{\sum fx}{\sum f} = \frac{129}{33} = 3.9$$

The above table represents the scores of thirty three (33) school prefects on the pre-test marked out of ten (10) marks. From the table, one could notice that at the time the pre-test was conducted the scores showed that as much as twenty eight (28) school prefects out of the thirty three (33) representing 85% of the total sample could not score more than five (5)



marks out of the ten (10) marks. It is clear that exactly five (5) prefects out of the thirty three (33) prefects in the school could score more than five (5) marks representing 15% of the total number of respondents. This situation was further affirmed by the abysmal performance of the prefects in the performance of their duties observed by the researcher during the period. This combined situation caught the attention of the researcher to find a way of conducting very comprehensive orientation training for the school prefects to improve their performance. The problems identified during the test were that most prefects did not know their duties and responsibilities. Again prefects had problems with questions that demanded them to apply school rules and regulations in the discharge of their duties. Most of them did not know basic school rules and regulations that could help them perform their roles as prefects. Again, the prefects were also found to have short-comings such as slow response to duty, poor communication and abuse of power. They were late to important school gathering and as such made it difficult for the few who were present to instil discipline. The situation was even worst at the dining hall because the work was left in the hands of the two dining hall prefects to control over thousand five hundred (1,500) students which led to sometimes “charging” on food by students. It was also observed that prefects had little courage to instruct their colleagues to do anything because of poor communication skills and low confidence level.

4.3 Post-intervention

Under the post-intervention period, prefects were asked to answer questions related to their duties and responsibilities, code of conduct of students and qualities of a good prefect in the form of test as well as dialogue. This helped the researcher to ascertain whether or



not the prefects had improved upon their awareness of their duties and responsibilities and codes of conduct of prefects. The post-test frankly revealed that, the performance of prefects were far better than the pre-test.

Table 4.3: Post-test Scores

SCORES(x)	NO OF PREFECTS(F)	FX	PERCENTAGE OF PREFECTS (%)
0	-	-	-
1	-	-	-
2	-	-	-
3	-	-	-
4	-	-	-
5	-	-	-
6	3	18	9.1
7	5	35	15.2
8	4	32	12.1
9	4	36	12.1
10	17	170	51.5
	$\sum F=33$	$\sum FX=291$	

Source: field Survey (April, 2017)

$$mean(\bar{x}) = \frac{\sum fx}{\sum f} = \frac{291}{33} = 8.8$$

Table 4.3 shows the scores of thirty three (33) school prefects on the post-test marked out of ten (10) marks. For the purpose of comparison and finding out the success or otherwise



of the intervention, a parallel test item used for the pre-test stage was used for the post- test exercise. From table 4.3 above, one could easily observe that after the intervention was implemented none of the school prefects scored below six (6) marks as compared to the scores collected at the pre-test stage where twenty eight (28) prefects representing 85% of the total prefects had below six (6) marks.

Again a critical look at the table shows that during the administration of the post intervention test seventeen (17) school prefect's representing 51.5% of the total prefects scored all the ten marks as against none of the prefects getting all the ten (10) in the pre-test. It is therefore quite clear that there was a significant improvement in the performance of the prefects after the intervention. The mean of 8.8 represents the average marks scored which shows respondents remarkable performance and improvement on the post-test as compared to 3.9 which represent the average marks scored in the pre-test.

A careful observation of the performance of the respondents over the period of the study revealed that their performance improved significantly after the implementation of the intervention programme. This endorses Otieno (2001) that, it can only be possible for prefects to perform their functions well if they are equipped with relevant skills and that it should be done through orientation. This stimulated their thinking, interest and commitment as far as their roles and responsibilities are concerned leading to improved performance. This again validates Dwivedi (2007) that orientation programme enlightens newcomers on terms of conditions of their job, communicates job requirements to them and provides confidence in the organization as well as in their own ability to accomplish the work effectively.





This answered the question as to whether the use of orientation could improve the performance of prefects. The researcher engaged the respondents in a dialogue as part of the orientation training. This motivated the prefects to see the need to have interest and commitment in their roles and responsibilities. Orientation according to Anderson, 2006, Brum, 2010 and Owen, 2006 motivates newcomer and develops a positive attitude towards the work and increase commitment among new entrants and therefore improves performance. The respondents through dialogue were able to come out with alternative solutions to problems they may encounter in line of their duties. The prefects came out with problems they face and how it affected their performance. The researcher used the opportunity to educate prefects on how to handle those problems.

This means that well-organised orientation training for school prefects enhances their interest, commitment in the performance of their roles and responsibilities. This contributed to their remarkable performance with significant improvement of those who had above five (5) in the post-test. It is believed that the awareness of their roles and responsibilities demonstrated by the respondents would improve their performance. This endorses what Okumbe (2001) stated that orientation motivates new prefects to develop positive attitude and commitment towards their duties and therefore improves performance. To Okumbe (2001) Leadership training enhances effective school administration and the performance of school prefects and that the days of “great man theories” are no more. The great man theories insist that leaders are born not made, that leaders have inborn traits that make them great.

Again, when it came to the question as to whether awareness of roles and responsibilities of prefects could improve the performance of prefects. After the intervention the researcher



observed that respondents were in better position to perform their responsibilities than before. Most of them were seen performing their duties in the area of instilling discipline in the dining hall, mobilising students promptly for cleaning and making sure that there is order during preps. This means that when prefects are aware of what their roles and responsibilities are it help them to improve their performance. This validates what Belcourt, Bohlander and Snell (2008) says that underperformers may not understand exactly what is required of them, but once their responsibilities are clarified, they will be in good position to take the corrective action needed to improve their performance. This lends credence for the need to effectively orient school prefects in order to optimize performance.

When it came to the question of the relationship between awareness of school rules and regulations and its compliance by prefects, it was clear that before the intervention most prefects break school rules and regulations due to ignorance of it. Prefects became aware of the rules and regulations governing the school and its correspondent punishment and therefore most of them had to comply for fear of being punished. This validates Rogers (2001) view that, a well-run school depends on a few but clearly understood rules which students should be aware and find it easy to follow. It was also observed that prefects exhibited certain leadership qualities after the intervention by dressing properly to school gathering especially during meals in the dining hall to set as example for others to emulate.

In conclusion, when prefects finished taking the post-test, it became evident that they have actually gained substantial knowledge that would help them perform their duties and responsibilities effectively. The researcher's approach in engaging prefects in a dialogue did not only help him to diagnose the knowledge level of the prefects in performing their

duties but created a rapport that stimulated their interest for effective performance of their responsibilities.

4.3.1 Respondents Views on the Effects of Orientation on Commitment and Performance

After the intervention participants were given questionnaires in the form of evaluation to assess the impact of the intervention on their commitment and performance from their perspective.

Table 4.4: Views of Respondents on Commitment

DESCRIPTION	NUMBER	PERCENTAGE (%)
Very High	20	60.6
High	10	30.3
Low	3	9.1

Source: field Survey (April, 2017)

On the effects of orientation on their commitment, 60.6% of the respondents believed that orientation has very high impact on commitment, 30.3% believed that orientation has high impact on their commitment and 9.1% says orientation has low impact on their commitment to job performance.



4.3.2 Views of Respondents of Orientation on Performance

Table 4.5: Views of Respondents on Performance

DESCRIPTION	NUMBER	PERCENTAGE (%)
Very High	18	54.5
High	12	36.4
Low	3	9.1

Source: field Survey (April, 2017)

Respondents were also unanimous about the effects of orientation on their performance; 54.5% of the respondents viewed orientation as having very high impact on performance, 36.4% of the respondents revealed that orientation has high impact on their performance and 9.1% concluded that orientation has low impact on performance.

Again 90.3% of the respondents believed that their positive perception increases after participating in the orientation program while 9.7% on the contrary revealed that orientation does not increase positive perception.

On the question of whether orientation has increase their positive attitude towards work, 90% Of the respondents believed that the orientation made them show positive attitude towards work while 10% of the respondents on the contrary believed that the orientation had not made them show positive attitude toward work.

Several opinions were given on how to improve the performance of prefects which included their involvement in important meetings and decision making process. Again it



was suggested that prefects be trained, rewarded and given enough support for their good work as a way of motivation.

4.4 Limitations

The following challenges were encountered during the implementation of the intervention;

- Some of the prefects reported late to the training programme because they were engaged in equally important assignment. This delayed the scheduled time for the start of the programme.
- Participants were also overburdened due to limited time because the orientation programme started after classes which put a lot of pressure on both participants and the facilitators.
- Again the researcher has to also make time to monitor participants in their line of duty in addition to the researcher's regular duties as a teacher.
- There was a challenge of financial resources to provide refreshment to both the trainer and the participants to serve as a motivation in order to arouse their interest and effective participation.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter deals with the summary, conclusion and recommendations of the study.

5.1 Summary

The purpose of the study was to improve the performance of prefects through orientation programme to enforce school rules and regulation in Wulugu Senior High School in the West Mamprusi District. The researcher developed research objectives from which research questions were drawn to be answered by the study findings. Related literature on reasons for orientation of prefects, its effects on the performance of prefects and the relationship between awareness of school rules and regulations and its compliance by prefects were reviewed. A conceptual framework and a training model were also provided.

The study used action research design. Purposive sampling method was used to get the study population of thirty three (33) school prefects to participate in the study. The researcher used test, interviews questionnaire and observation to collect information from the participants. Data was analyzed using descriptive statistics.

The study established that orientation of school prefects has positive impact on their performance and commitment. Prefects developed positive attitudes and enthusiasm to their duties and responsibilities after the intervention. The exposure of prefects to their



roles and responsibilities put them in better shape or position to perform their responsibilities after the intervention than before.

Some of the prefects were found to have short-comings such as slow response to duty, misuse of power and poor communication. Several opinions were given on how to improve the performance of prefects which included their involvement in decision making and important meetings. It was also suggested that prefects be awarded for their good work.

5.2 Conclusions

Effective school administration and high performance of prefects in the school cannot be achieved when prefects who are the major stakeholders are left out of the equation of leadership training in the school. However, if prefects are encouraged and exposed to their roles and responsibilities and codes and conducts immediately after their election it will subsequently lead to improved performance of prefects. The mean calculated from the total scores obtained out of ten (10) marks were 3.9 and 8.8 respectively. The mean mark for post-test shows a significant increase over the mark for the pre-test, that is $8.8 > 3.8$. This means that the purpose of the study was achieved, with the use of well organised orientation programme to improve the performance of prefects.



5.3 Recommendations

On the basis of the objectives of the study the researcher found it necessary to enhance the efficiency, effectiveness and performance of prefects in the Senior High School through the following measures.

- School management should introduce prefects to codes and conducts of students through orientation to regulate them from abusing their authority.
- Orientation of prefects should be tailored to meet the need of individual prefects based on their roles and responsibilities in order to improve their performance.
- Constant leadership seminars should be organised by the school administrators for prefects to serve as an in-built programme in the school so that administrative skills of prefects are further sharpened to improve their performance.
- The school administration should ensure that each prefect is given a prefect's hand book that defines the authority and roles of prefects to serve as reference while undertaking their duties.
- Prefects should be regulated by the school authority from over- extending their authority.



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APPENDICES

APPENDIX A: PRE-TEST QUESTIONS

Answer all questions.

1. State three (3) responsibilities of prefects on duty.

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2. State four (2) code and conducts of a student.

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3. Outline three (3) leadership qualities of a prefect.

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4. Who do you report to when you are confronted with a disciplinary issue as a prefect on duty?

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APPENDIX B: POST-TEST QUESTIONS

Answer all questions.

1. State three (3) duty of a school prefect.

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2. State two (2) rules and regulations governing the conduct of student.

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3. State three(3) attitudes and conduct of prefect that constitutes misconduct

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4. As a prefect, outline two measures that can help promote discipline in the school

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APPENDIX C: QUESTIONNAIRE

The rationale behind this study is purely academic and as a result any information gathered would be treated with utmost confidentiality. Please provide answers to the questions below as candidly as possible. Tick where applicable and for questions where you are supposed to write give short answers in the space provided. Thank you

Section one

Personal Records

1. Sex: Male Female
2. Age:.....

Section Two

3. Has the orientation you received had any impact on you as a prefect? Yes No
4. If yes to question 3, what is its impact on?
(I) Commitment Very high High Low
(ii) Performance Very high High Low
5. Were you satisfied with the orientation programme? Yes No

If no

6. Suggest any way(s) in which orientation programmes can be improved
.....
.....
.....

7. Has your perception increased positively after participation in the orientation program?
Yes No

8. Does the orientation you received make you show positive attitude towards your work as a prefect? Yes No



9 Suggest ways by which the performance of prefects can be improved

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