

UNIVERSITY FOR DEVELOPMENT STUDIES, TAMALE

THE MANAGEMENT OF EXTRACURRICULAR ACTIVITIES IN SENIOR HIGH
SCHOOLS IN THE WA MUNICIPALITY

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SCHOOLS IN THE WA MUNICIPALITY

By

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UNIVERSITY FOR DEVELOPMENT STUDIES



A Thesis submitted to the Department of Governance and Development Management of the Faculty of Planning and Land Management of the University for Development Studies in partial fulfilment of the requirements for the award of degree of Master of Philosophy in Development Management

MARCH, 2019

Declaration

Student

I hereby declare that, with the exception of references cited from other peoples' works, which have been duly acknowledged, this work is the product of my own research towards the award of Master of Philosophy in Development Management. I also declare that this piece of work has not been presented in part or whole to the University or elsewhere for the award of any degree.

Candidate's Signature.....Date.....

Name.....

(UDS/MDM/0331/14)

Supervisor

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

Supervisors' Signature Date: 25th March 2019

Name: Dr. M.H.A.Bolaji



Dedication

I dedicate this work to my daughter, Aisha and to the memory of my late mother,
Ayishetu Hussein



Acknowledgement

My profound gratitude goes to my supervisor, Dr. Mohammed Hadi Ahmed Bolaji for his insightful comments and suggestions which have helped me in producing this work.. May he continue to uphold standards and shine in all his endeavours and serve as role model for others.

I also say a big thank you to all my friends who peer reviewed my work for their role and spending their precious time on this work. To the management, teachers and students of the Wa Senior High School and Tupaso Senior High School, may God richly bless them. Their views, information and support were tremendous in making this research a success. Also, I express my sincere gratitude to the management of the National Commission for Civic Education (NCCE) for giving me the opportunity to pursue this programme. I appreciate the support of my family and efforts of all who contributed in diverse ways to the success of this work. May Allah continue to shower His blessings and favour upon them.



Abstract

The high demand for active participation of students in extracurricular as well as high academic performance has been a daunting task for managers of second cycle institutions. This study aimed to explore the managerial practices employed in the implementation of extracurricular activities in the Wa SHS and Tupaso SHS in the Wa Municipality.. The data were collected from students, teachers, parents and officials of the GES using questionnaire, interviews and focus group discussion and analysed using descriptive statistics including mean and percentage. The results showed that the schools ran two types of extracurricular with varied ways of participation, no definite rules or regulations governing the planning and implementation of the activities in the schools. Parents' involvement in the selection and management of the activities is very low. There is no formal training in planning, organising and implementation to increase the teachers' knowledge in managing extracurricular activities. There is no scheme in place to cater for lessons lost by students who represent the schools at competitions. While Tupaso SHS has specified day and time for extracurricular activities, Wa SHS did not have any period allocated for extracurricular. Moreover, Tupaso SHS ran only mandatory extracurricular but Wa SHS ran both mandatory and voluntary extracurricular. The challenges in the management of these activities include logistical constraints, inadequate funding and less attention to the activities by the patrons and the schools management. Both the students and the schools management need an in-depth knowledge and skills training in managing extracurricular activities in the schools. Benchmarks for the planning, organising and implementing these activities should be developed by the G.E.S and the MoE for the effective management of extracurricular activities in the schools.



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List of Acronyms

ECD	Early Childhood Development
EFA	Education For All
FCUBE	Free Compulsory Universal Basic Education
FGD	Focus Group Discussion
GES	Ghana Education Service
GPA	Grade Point Average
JHS	Junior High School
MGDs	Millennium Development Goals
MoE	Ministry of Education
NFHS	National Federation of High Schools
NGO	Non-Governmental Organisation
PTA	Parent-Teacher Association
SHS	Senior High School
SHTS	Senior High Technical School
SMC	School Management Committee
SSA	Sub-Saharan Africa
UNESCO	United Nations Educational, Scientific and Cultural Organisation
USA	United States of America
USAID	United States Agency for International Development
WMA	Wa Municipal Assembly



Chapter One

1.0 Background to the Study

Educational institutions at various levels are established with a defined vision and mission (Knight, 1997). Strategies, laws, guidelines and policies are formulated to help achieve the vision and mission for which educational institutions are established. Basically, the vision and mission of most educational institutions are aimed at obtaining enduring high academic achievement. Parents have their objectives for enrolling their wards in schools, especially Senior High Schools (SHS). Arguably, most parents aim for their wards is to pass their examinations and proceed to the next level of education.

Educational curricular are developed by the Ghana Education Service (GES) based on which teaching and learning activities take place in the schools. However, extracurricular activities also take place in these schools. The basic level of education serves as the foundation for the development of the extracurricular activities. The Senior High Schools (SHSs) become the spring-board for the development of these activities. Extracurricular activities are non-examinable though schools devote considerable time and resources in undertaking these activities (Acquah & Partey, 2013). However, there are associated benefits and challenges of extracurricular activities at the SHS. Extracurricular activities can become beneficial or detrimental depending on how they are managed.



All schools have statements of aims and objectives. All schools also have different stakeholders with varying interests, aims and objectives (Knight, 1997). Some of the stakeholders include governing boards, management (headmaster and staff) parents/guardians, former students, the GES and many others. The aims and objectives of the schools and that of the other stakeholders sometimes conform to each other and play complementary roles while sometimes too they are very conflictual

According to Knight (1997) a school or college that does not give consideration to the needs of its clients, but stick completely to its desired outline of priority and inclination, do not take into account the aspirations of those whose presence provides its *raison d'etre*, can thrive well only in terms of personal fulfilment. In order not to compromise on this, school managers or administrators have accepted other institutions to form clubs and associations in their schools in addition to those instituted by the schools themselves. Though the aims and objectives of such clubs or associations may be the same with those of the school, students belonging to many of such clubs or associations become problematic to school authorities. Students have divided attention to their studies and participation in the clubs activities. Much time is needed to be able to participate in all the activities of the clubs students belong to. The role played by parents in financing the education of their wards cannot be underestimated with the obvious aim for the wards to pass their West African Senior Secondary School Certificate Examination (WASSCE). Students engaging in extracurricular activities may be a secondary issue to parents.



Acquah and Partey (2013) defined extracurricular activity as “an out-of-class activity, supervised and/or financed by the school, which provides curriculum-related learning and character building experiences”. Some of the extracurricular activities that can be found in the Senior High Schools include drama, debate, sports (soccer, volleyball, athletics, etc), quiz, clean-up and excursions. The history of extracurricular activities can be traced to the United States of America (USA) in the 19th century at the Universities of Yale and Harvard (Massoni, 2011).

Extracurricular activities are both formal and informal. The formal activities are directly under the supervision of the school authorities. They are conducted mostly within the premises of the school and sometimes outside the school under the guidance of a patron. The informal activities normally do not have any relationship with the school. They are carried out in communities and homes of the student and may be supervised by parents or peers. Different names are used in describing the activities; extracurricular, extra-academic activity and co-curricular activities. Co-curricular activities are used in some circles due to the fact that the concept extracurricular does not make people accord relevance to the activities. They are seen to be supplementary to the main curricular. In the opinion of Njeng’ere (2014) the prefix co- indicates that the activities constitute a component of the core curriculum. They are instituted and aim at improving realisation of the goals and objectives of the courses of study. According to Lunenburg (2010) extracurricular activities support the mandatory and approved lessons with knowledge and skills that cannot be obtained in the usual classroom situation. They enhance and complement modern methods of delivering the mandatory lessons.



Though extracurricular activities are not graded and do not earn credits, the GES and school authorities have devoted some considerable amount of time in the academic calendar and the schools teaching hours (timetable) and teachers are assigned to these clubs and associations as patrons or co-ordinators. Besides, students are levied in some cases by some schools to run the associations which may not be approved by the GES. The amount of time usually spent on extracurricular activities, the finance and other logistics to run the associations or clubs, the personnel to manage them, the incentives and motivation for both teachers and students, the number of activities to be engaged in by a student and many others become issues of concern to many stakeholders in education especially parents since that is not their prime motive for sending their wards to the schools (Xu, Gauthier & Strohsehein, 2009:329).

1.1 Problem Statement

Education and literacy levels of the youth are important indicators of the quality of the population. They measure human capital and potential particularly among young persons in the country. The level of education of young people determines the quality of the population in terms of their knowledge, skills and expertise in the production of goods and services in the country (Ghana Statistical Service, 2013). The acquisition of knowledge, skills and expertise require education and training and management of them to be able to produce the goods and services so desired.

According to Acquah and Partey (2014), education is not only what transpires in the classroom but the holistic moulding of the student. Such education comprises curricular and co-curricular activities. The role played by extracurricular activities to the progress of Senior High School students in the educational process has been a matter of controversy.





The proponents of extracurricular activities have argued that extracurricular activities in Senior High Schools have some benefits for students and school administrators as well. In a study to find out the causes of indiscipline and how to deal with it in Senior High Schools in Nigeria, Asiyai (2012) suggested several options including that the school authorities should adopt disciplinary measures that have the inputs of students and allow them to play key roles in their enforcement. Similarly, Plan Ghana, a child-right Non-Governmental Organisation (NGO), in a survey on sexual abuse of children also sees extracurricular activities as a diversionary mechanism from sex.

The critics observe that extracurricular activities deflect time away from the classroom. Broh (2002) found that participation in some activities produce both positive and negative results. Din (2005) also opined that sport activities do not contribute to academic achievements of people who engage in sports. According to Le (2013), extracurricular activities might link participants to peer groups who engage in risky behaviours, increasing the probability that they will engage in those behaviours. Francisco (n.d) said the inability of teenagers to manage their time well while undertaking extracurricular activities affect their studies outcome negatively.

The issue of whether Senior High Schools' extracurricular programmes are beneficial or not to the participants remains a topic of controversy. Besides the controversy of the merits and demerits of extracurricular activities which literature has emphasised on, the management of extracurricular activities in either realising their benefits or minimising their negative effects has not been given much attention by the literature. Moreover, managers of the schools are confronted with the pressure of students passing their exams, completion of syllabi and the competency of teachers who manage extracurricular



activities. The difficulty of organising comprehensive programmes on extracurricular is further accentuated by the growing number of students in the schools with limited facilities to match coupled with the attitudes and misconception of students towards extracurricular activities in the schools. Notwithstanding these, there is high expectation from other stakeholders of the schools for higher performances in both academic and extracurricular activities. This study examines how the management of extracurricular activities in the two schools affects performance outcomes in these activities. The Wa SHS was the first public SHS to be established in the Wa Municipality and has achieved a lot in extracurricular activities both within and without the Upper West Region. The emergence of other Senior High Schools (SHS) including private SHS in the municipality and the stiff competition from these schools has brought to naught the excelling performance of Wa SHS. Tupaso SHS is also the first private SHS established in 2008 in the municipality. It is expected to be the trailblazer for other private SHS and to also provide keen competition to the public SHS in the Wa Municipality and beyond in the performance of extracurricular activities but there is no documented evidence to show. The Wa SHS and Tupaso SHS run similar academic programmes and extracurricular activities. The managerial practices adopted by the schools are worthy of scrutiny. This study therefore sought to critically assess management of extracurricular activities in the Wa Senior High School and Tupaso SHS in the Wa Municipality and how that affects performance outcomes in either realising the benefits or reducing the hazards of extracurricular.

1.2 Research Questions

The research questions seek to unravel issues that constitute management of extracurricular activities and are underpinned by the objectives of the study.

1.2.1 Main Research Question

Management has several components and varied concepts are used to describe these components which are equally the functions of management. These components of management that the study looked at include planning, organising, controlling and coordination.

The main research question for the study was:

How are extracurricular activities in the Wa and Tupaso Senior High Schools in the Wa Municipality managed?

1.2.2 Sub-Research Questions

The sub-research questions for the study were:

1. Who are involved in the management of extracurricular activities in the Wa and Tupaso Senior High Schools?
2. How are managers of extracurricular activities in the two schools engaged to perform their roles?
3. What are the challenges faced by both students and management of the schools in the performance of extracurricular activities?



1.3 General Objective

The study sought to assess how extracurricular activities in the Wa and Tupaso Senior High Schools in the Wa Municipality are managed and how that influence the effectiveness of extracurricular.

1.3.1 Specific Objectives

The specific objectives are as follows:

1. To identify the various actors charged with the responsibility of managing extracurricular activities in the Wa and Tupaso Senior High Schools.
2. To explore the managerial practices of engaging people to manage extracurricular activities in both schools in relation to GES standard practices.
3. To establish the challenges students and management of the schools face in the performance of extracurricular activities.

1.4 Significance of the Study

The outcome of the study will in many respects contribute to the existing literature. It has also examined the managerial practices of authorities in the Wa and Tupaso Senior High Schools and identified the strengths and gaps of these managerial practices and the appropriate remedial actions that should be implemented.

The private sector is expected to be efficient and innovative and can stand up to the public sector. The different approaches adopted by the private school, Tupaso SHS and the public school; Wa SHS were brought to the fore. This will help establish which of the two sectors is efficient in managing extracurricular.



The study will further serve as the basis for future research into the area of study and also inform policy decisions of the Ministry of Education (MoE) and the Ghana Education Service (GES) on the management of extracurricular activities in the educational system particularly in the Senior High Schools.

1.5 The Delimitations and Limitations of the study

The availability of students to respond to the questionnaires was a challenge. This was due to the fact that classes were in sessions and other engagements the students were in and had little time to respond to the questionnaires. Authorities of the two schools were reluctant in responding to issues deemed sensitive especially financial matters and may invariably affect the outcome of the study. To overcome this challenge, the study employed triangulation by taking responses from the general student body, students' executives and schools authorities through the various research instruments and methods. Interactions with the various respondents were rescheduled to more convenient times.

The study is limited to the Wa Municipality as its geographical coverage and specifically to the Wa SHS and Tupaso SHS. Therefore the analysis and discussion of the results of the study are limited to these schools. Again, at the time of the data collection, form one students of the schools had just reported for the academic year. These students had little knowledge of the schools environment and activities of the clubs and associations. As a result, the study concentrated on the forms two and three students. The content of the study is equally limited to management of extracurricular activities that have been approved and are practised by the schools. Roles played by the Ghana Education Service (GES), parents; teachers and students were of interest. The study also covered a period from September, 2016 to March, 2018. All materials needed for the research including



literature were to be gathered, follow through the study procedures and processes to the final stage of submitting the outcome of the study to the university within this period.

1.6 The Organisation of the Dissertation Report

The report is organised into five chapters. Chapter One examines the problem under study and the objectives the study seeks to achieve. The profile of the study area and research methodology have been outlined in Chapter Two while Chapter Three deals with the literature review that throws light on the concepts and theories of the subject matter. Chapter Four presents the data as obtained from the respondents and juxtaposed against the literature reviewed. Summary of the findings, conclusions drawn from the study and the recommendations are presented in Chapter Five.



Chapter Two

Literature Review

2.0 Introduction

The literature on management theories, management functions, leadership and dimensions of extracurricular activities including finance, various actors and the roles they play in carrying out these activities in schools published in academic journals, textbooks, newspapers and other sources on the subject of research were reviewed. With the literature sighted, some are of the views that extracurricular activities do not have benefits in terms of academic achievement, physical fitness and reduction in risky behaviour whereas others are of the view that extracurricular activities improves learning outcomes, social integration and character building. Whichever side one looks at the problem from, management is key in the outcomes to be achieved. Therefore, the focus of the review was on the management aspects of extracurricular activities. Financial management, personnel (students) management, time management and risk management are the specifics that the objectives of this research seek to unravel.

2.1 Definition of Concepts

The key concepts in the study are extracurricular activities and management. These concepts have variously been defined by theorists and practitioners in the fields of education and management. Acquah and Partey (2013) defined extracurricular activities as “an out of class activity, supervised and/or financed by the school, which provides curriculum-related learning and character building experiences”. This definition is limited in perspective by referring to extracurricular activity as out of class activity.





Extracurricular activity involves both theory and practice. Teaching and learning activity takes place in the classroom on some aspects of extracurricular activities while experiment or practice takes place in the field which is out of the class. Singh and Mishra (2014:1) however said the term extracurricular activities refer to any programmes that take place outside of the normal required school curriculum. They went further to say that extracurricular activities not linked with the school are not incorporated in the definition. The Surrey Schools (2000) conceptualised extracurricular activities as “those school-based structured organisations, including sports/clubs or other activities, that occur outside of the classroom instructional program, extend beyond the normal school hours and operate under the supervision of a staff member or other designated adult supervisor approved by the Principal.”

Students take part in activities both in school and out of school. The out of school activities in most cases are not within the control of school authorities. Some of these include watching television at home, communal activities in communities and night-clubs. All these definitions point to the fact that extracurricular activities are voluntary and are not part of the main school curricular. The term extracurricular has changed over time to be known as co-curricular activities. They are seen to be an integral part of the training of the pupils and not tangential (MoE, 2010). However, there is a clear distinction between co-curricular activities and extracurricular activities. Co-curricular are integral part of the school curriculum which are undertaken to give practical meaning or evidence to what is taught in the classroom. For instance, a geography or science teacher that teaches a topic in class and takes the students to the field or laboratory to

have a real feel or touch of what was taught in class. Extracurricular on the other hand are activities carried out to develop the psychological, mental or physical attributes of the students. They also provide character building experiences. They may not have direct bearing on the curriculum of the school but in a way provide curriculum related benefits. Activities such as sports, cadet, debate, culture are extracurricular activities.

Management according to the United Nations Educational, Scientific and Cultural Organisation (UNESCO, 2005:22) is a daily routine activity carried out by mobilizing people and other resources to achieve certain objectives and also ascertain whether the stated objectives have been achieved. However, these objectives cannot be achieved without the necessary resources and people. Further to that, there is the need to assess the objectives during and after executing the activities. Anheier (2005:244) emphasises the sequential and procedural nature of management that involves planning, organising, directing, and controlling. As such, failure to follow the procedures or stages may not achieve the desired results. The objectives of the organisations and their members should be the same or interrelated and any difference in the objectives of the two will be counterproductive. Besides, the principles of planning, organising, directing and controlling being espoused by Anheier are the core principles that were propounded by Fayol in his administrative theory of management.

The concepts of management and leadership have always been used interchangeably to mean the same. The two concepts are however not the same and need to be distinguished. Bush (2007:392) defined leadership as “influencing others’ actions in achieving desirable





ends”. He went further to explain that leaders are persons who polish the objectives, aspirations, and doings of others. In most instances, they trigger a change to attain current and future goals. Leadership takes a lot of wisdom, effort and expertise to change or maintain efficiently and effectively existing organisational structures. Though good managers usually demonstrate leadership skills, the ultimate task is aimed at maintenance of the status quo rather than change. Management can be likened to systems and leadership is assumed to be adding value to people. Bush (2007) said leadership is also about values or aims while management is concerned with the prosecution of technical matters. Leadership and management deserve the same level of attention should educational institutions want to operate effectively and accomplish their mandates. Leading and managing are different in theory, practice and scope but both are critical for organisational development. Despite their differences, neither managing nor leading should be given priority over the other because different circumstances, environment and periods require varied approaches. Problems confronting organisations today demand the expert advice of the manager at the same time the foresight, innovation and dedication of the leader (Bush, 2007:392).

Writing on the subject matter, Mahmood, Basharat and Bashir (2012) defined leadership as “a process in which one individual influences others toward the attainment of group or organisational goals”. They mentioned the attributes of leadership to among others include leadership comprises a leader and - some followers, the followers act without any compulsion, leadership influences the behaviour of the followers and it is a process of social influence.

Management and leadership are two synonymous concepts which many people are not clear about. Leadership and management are always inter-changed for each other. Both terms are linked together. However, they are not the same though casually used to mean the same. The distinction between the two can be illustrated in the following fashion.

Planning, organising, staffing, directing, controlling and coordinating are the functions of management and managers who undertake these functions have mandatory and recognised authority in the organisation while inspiration and motivation is the task of leadership. Mandatory authority is not important for a leader but charisma and vision are necessary. A good manager is not necessarily a good leader but may either be one or not. A good leader through his or her leadership styles and skills may manage a situation.

Managers are first and foremost administrators, they draw plan, prepare budget, monitor and evaluate the progress of implementation. Leaders on their part mould and alter the individual and organisation (Mahmood et al 2012:513).

2.2 Operational Definitions

The concepts in this study; extracurricular activities and management have been variously defined by various scholars. However, the researcher has these operational definitions of the concepts in this research. Extracurricular activities are activities sanctioned by management of the school and are run either solely by the school, an outside agency or the school in partnership with other organisations and participation is opened to all the students.



Management is the mobilisation of resources and the efficient utilisation of these resources towards the achievement of a specified objective(s). The resources include human, financial, time and other logistics.

2.3.0 The Theoretical Framework

Bush (2005) and Dalin (2005) have argued that there is no single theory that can explain the management of organisations and for that matter schools. No one theory has been developed that encompassed all the segments of varied organisations and how these organisations function (Dalin, 2005). Bush (2005) said there is no single theory that covers educational management. He further stated that by the 21st century, major theories in the educational domain were largely influenced or picked from models that were developed for the industrial sector to satisfy the demands of schools and colleges. He continued that, theory is useful only so long as it has relevance to practice in education (Bush, 2005). It is on record that the 21st century was a period that witnessed the industrial revolution.

This industrial revolution brought a radical replacement of human labour with machines for the production of goods and services. The focus was on increase in productivity and relegated human centred policies and strategies to the background. Schools and colleges are also human centred. Therefore, for management of education to derive its basis from this kind of approach meant that the foundation on which educational management was laid is weak. It called for a critical review of this theory and demand for more human centred theories that focus workers welfare.





Writing on management theories, Mahmood, Basharat and Bashir (2012) opined that Classical Management Theories enable management of organisations to forecast and control the conduct of their staff. They also form the genesis of all management theories. The three notable theories of Classical Management are Scientific Management Theory, Administrative Management Theory and Bureaucratic Management Theory. The main advantage of these theories is that they place a premium on “tasks functions” of communication. That is who reports to whom within the organisation. The theories, however overlook how communication bonds relationship among people in the organisation and also how communication can be maintained among staff (Mahmood et al, 2012).

According to Mahmood et al (2012:514), prominent characteristics of the Classical Management Theories include the following:

Chain of Command

Three levels of management can be identified in the Classical Management Theories.

These include top-level management, middle level management and first level management.

Top Level Management: This level of management is generally known as administration. It composes of the board of directors, general manager in business organisations, president, rectors, vice chancellors and deans in universities and so on. The top-level management is mandated to craft long-term strategic plans to achieve the goals of the organisation aside its main responsibilities of planning, organising, controlling and directing.



Middle Level Management: This level of management serves as a link between the top level and lower level of management. The major functions it plays are to harmonise the activities of supervisors and to initiate policies and plans out of the strategic plans of top-level management.

First Level Management: This level of management also known as lower, bottom or supervisory level of management is made up of supervisors. The policies and plans of the organisation are undertaken at this level. The daily and routine activities of personnel are supervised through the development of work schedules. Supervisors report to the middle level management periodically either weekly, monthly or quarterly on the progress of work done and also receive further instructions on the next line of action.

In schools set-up, there are various hierarchies and the roles that each hierarchy is suppose to play in running extracurricular activities. The headmaster, teachers and students all have different roles to play. Aside these groups, the Ministry of Education/GES, parents and the governing board of the school which operate outside of the schools have roles to play. The three levels of management by the Classical Management Theories may not be appropriate for managing extracurricular in the SHSs.

Division of Labour

In achieving the objectives of the organisation, large and complex tasks have to be carried out. These large and complex tasks are further broken down into smaller tasks for easy implementation by the employees. This makes employees to be effective and efficient over time since they become specialised in the work they do. Teachers are assigned tasks as patrons, form masters, house masters, heads of departments and many

other tasks in the Senior High Schools. The teachers performing these tasks over a period may improve their efficiency.

Unidirectional Downward Influence

With organisational structures of institutions based on the Classical Management Theories, there is a top-down approach as far as decision-making is concerned. The top-level management can influence the lower level without coming into direct contact with them. Within a school setting, students' behaviour and academic performance can be influenced positively without the governing board and the headmaster of the school coming into direct contact with the students. This is done through effective leadership and guidelines which are implemented by the teachers.

Autocratic Leadership Style

Since most decisions taken in organisations which practice the Classical Management Theories are top-down, it breeds autocracy in the organisation. Lower-level management has little or no say in major policy decisions that are taken. Management of organisations at the time that Classical Management Theories were propounded was based on the autocratic style of management and therefore influenced the thoughts of proponents of these theories.

Predicted Behaviour

Another major feature of the Classical Management Theory is the prediction of workers' behaviour. With the introduction of machines to complement the effort of workers, the



behaviours of workers were predicted like that of the machines. Production targets were set for workers to meet. The inability of a worker to meet these production targets means he or she is redundant and needed to be replaced with a machine. (Mahmood et al, 2012).

2.4.0 Conceptual framework

In this study, the concepts under consideration are curricular, extracurricular, management, school administration and stakeholders. The academic curricular and extracurricular constitute the total curricular that is pursued in the schools towards the overall development of the child. The curricular in the schools is categorised into various subjects while extracurricular also includes those undertaken in school and at home. Management involves personnel, financial and time management of the students and clubs in the schools. These are premised on the basic functions of management which include planning, coordinating, organising and controlling.

The headmaster, assistant headmasters, and teachers including those that are patrons of the clubs and associations form the school administration. The stakeholders are the people and institutions that play key roles in education delivery among them include the Ministry of Education, Ghana Education Service, parents, students and institutions that support the schools or have a club in the schools. The figure below shows the interconnections that exist among these bodies and people mentioned

A review of the literature has given the researcher a comprehensive understanding of the various components and stakeholders in the management of extracurricular activities. This understanding has positioned the researcher to conceptualise the effective way of



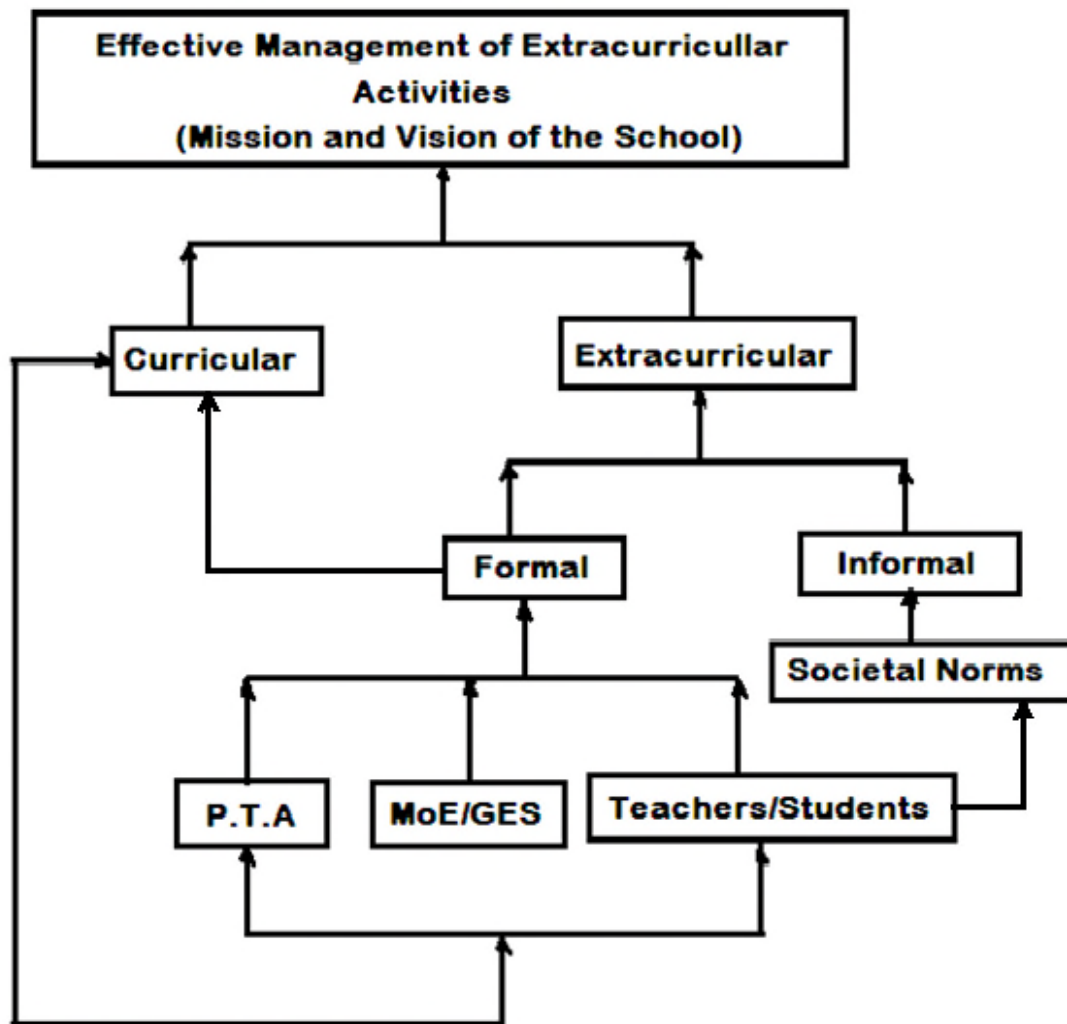
managing extracurricular activities and a framework that can guide the smooth and efficient execution of management decisions on the activities.

The concept is based on the fact that every organisation has a mission and vision for which it was established. The mission and vision of a school as an organisation are to provide quality tuition and training that will lead to good academic performance, development of the child (mentally and physically) and character building.

The MoE/GES develops policies and regulations for education delivery. Formal extracurricular in the SHSs are sanctioned and levied by the GES. Teachers implement the directives of the GES and also supervise the students in the performance of extracurricular activities. Parents pay for the school fees including levies/dues of the students and also play complementary roles of supervising their wards. The students participate in extracurricular by obeying the rules and regulations of the schools. Approved syllabi and extracurricular sanctioned by the GES are blended with societal norms, values etc to make extracurricular in the SHSs very effective and efficient.



Figure 1: Conceptual Framework



Source: Authors' construct, 2017

2.3.1 The Scientific Management Theory

Frederick W Taylor (1856-1915) pioneered the scientific management theory at the time that no standards existed in organisations for the production of goods. His works were meant to ignite the minds of both workers and managers by defining clear standards for improving production efficiency (Mahmood et al, 2012). Taylor developed four principles of management which would result in prosperity for both workers and



managers. These principles were the development of science that targets the individual worker which also replaces manual production methods, scientifically select, train and develop the worker, co-operate with the workers so as to ensure that all work is done by the principles of the science that has been developed. Ensuring workers do not deviate from the scientific principles established and divide work and responsibility almost equally between management and workers (Robins & Mary, 2002:22).

According to Certo and Certo (2006) as cited in Sarker and Khan (2013:2) said scientific management pivots on “one best way” to perform a task; by examining how a role can best be arranged to achieve maximum production from workers. The process of finding this “one best way” has become known as scientific management.

The scientific management theory presents many benefits to both management and organisations. The theory serves as an analytical tool to analyse and determine the role each worker should play in the organisation. It enables the management of the organisation to hire the best qualified worker for a job using the scientific method of selecting and training of workers. Management is also able to design incentive packages based on the output. The institution of reward systems in organisations recognises the output of each worker and how that contributes towards achieving the goals and objectives of the organisation. The theory reduces conflict between the managers and workers by defining clear roles and responsibilities for each of them. The use of “the best one method” of production makes the workers to specialise in that method and hence brings in efficiency.





Writing on the significance of the scientific management theory, Turan (2015:1105) said Taylor has substantially contributed to current system of human resources management and his ideas form a pivot for personnel selection, being one of the principal tasks of personnel management. Although he has been criticised for putting the human factor into the backburner, most of his ideas till date remain relevant. Regardless of how significant human resources management change and grow, Taylor's theories will provide a basis for it. May be methodologies and procedures will differ, but the essence of it will remain unchanged. Also, even if the scientific selection of the personnel, which is the bone of contention, differs from one country to another, the same logic works in principle.

Continuing his argument Turan (2015:1105) opined that Personnel Management or in today's use Human Resources Management's most challenging and essential task is to select and recruit the personnel since the personnel to be engaged plays a crucial role in the income generation of the organisation if it is purposely profit-oriented. Granted that it is a public institution, it still stay put as an important ingredient in service delivery. The workforce who renders public service has an oblique influence on political authority gains. Whether the recruited personnel contribute to the institutions or not is of great significance for the prospect of these bodies. Consequently, the bodies are somewhat unflappable to employ the workers and initiate new techniques to choose the qualified person. The intention of the private sector is not only to benefit from the workers to maximise profit, but also recruits the employees at a cheaper cost.



According to Taylor if the requisite employees are recruited, greater productivity is achieved and utmost welfare is achieved because of the maximum productivity. Both the worker and employer will augment their interests to a greatest level regarding income and happiness. The challenge is on the employer as he or she tries to adopt strategies to maximise profit and parts away a portion with the employees. In the view of Taylor, the personnel will be more satisfied should he or she increase production. The effect of this on the worker will be that of high self-esteem and also see himself or herself as a high-waged worker and endeavour to maintain the status quo Turan (2015:1105).

The scientific management theory, however, has its shortcomings. First, it is exploitative of the workers. Second, workers become boring and sluggish using one method all the time.

Other critics of the theory including (Nhema 2015, Ferdous 2016 & Turan 2015) are of the views that although Taylor championed cooperation in the organisation, he was in support of the idea that authority must not be shared equally by the superiors and the subordinates. Taylor ascribed to a top-down structure as a channel for top management to made its desires aware to those at the bottom (Nhema, 2015:168) He continued as Taylor's scientific management exploits increasingly gained popularity in the public spheres, it also received several criticisms and protests led by labour movements. In his works, he continuously made strong case against the unions that inefficient output of workers became the measure of output thereby reducing productivity. The unions denounced the application of scientific management ideas through revolutions. The revolutions resulted in an inquiry by the United States (US) Congress. The inquiry led to

the passage of legislation that outlaws the use of principles and methods of scientific management in federal agencies in the United States of America (Nhema, 2015:168).

Despite the significant role it has played, Taylor's theory has been criticised for its poor human centred nature of management. Human relations theorists have heavily criticised him for relegating the human aspect in the organisation to the background. Taylor sees the worker as a rational being and self-seeking being and would do things devoid of personal feelings, attitudes, and private goals. He did not consider other human and social factors that influence human behaviour in organisations. Findings later revealed that individual behaviour in the organisation is characterised by a wide number of issues like social and psychological factors that Taylor considered immaterial to productivity (Nhema, 2015:169). Taylor outlined a one-sided and an insufficient view to organisations. He was seen as only interested and mobilising effort at the lower level of the organisation that will facilitate the management role of a manager (Ferdous, 2016:3).



Although accepted as the founder of management science, Taylor has received very severe criticisms. Seeing human factor as commodity is one of the primary criticisms directed towards Taylor. Behavioural Approach writers have carried out substantial studies to develop Taylor's ideas. A classic example to be cited is the Hawthorne experiments (Turan, 2015:1105).

Adding to the criticisms, Celik & Dogan (2011) intimated that many critics both past and present have identified serious matters that Taylor's theories tend to "dehumanise" the workers. Taylor's ideas that have received a high level of reverence have been opposed

heavily at the same period. Some writers criticised him for being a Management engineer and with a mentality of seeing employees as “working machines” (Celik & Dogan, 2011:65). When Taylor’s Scientific Management Approach was subjected to thorough scrutiny on the human factor, the outcome revealed that; workers are lazy and have the tendency to do work less, unproductive, no desire to persevere for the growth of the organisation, de-motivated and do not possess a distinct sense of purpose and direction (Celik & Dogan, 2011:66).

Accusations were rife that the human factor was neglected in Taylor’s propositions and that he only considers production and outcome as his trump card and standard of performance. Moreover, his views that duties and functions in the line of duty must be differentiated from each other with some other actions and hence, ultimately lead to efficiency providing specialisation and assign a different task in the work – place have been flawed. Taylor, in his studies, found out that enterprises cannot satisfactorily benefit from workers and believed that forming and programming of doing works should be re-regulated by a scientific analysis and more output would be gained if they were standardized and continued his studies accordingly (Celik and Dogan, 2011).

In contemporary times, organisations that employ this theory in their human resource management continue to dehumanise workers by paying low wages and salaries to workers, lack of protective working gear for personnel, insanitary environment, no guaranteed social security after retirement or decent insurance package in case of workplace accidents, no compensation for additional working hours, yawning gap of disparity in remuneration between top management and the low-level staff among other slave practices that do not promote the human dignity of the employees.



2.3.2 The Bureaucratic Theory of Management

German Sociologist, Karl Emil Maximilian known as ‘Max Weber, formulated this theory in 1947. It is also called Weber’s Theory of Bureaucracy or Theory of Social and Economic Organisation. The main focus of his theory is organisational structure. It addresses how organisations are divided into hierarchies and also distinguishes strong lines of authority and control so that organisations could be efficient (Mahmood et’ al 2012:8; Sarker & Khan 2013:3).

Every theory has some primary ideals that form its basis. The bureaucratic management theory has some fundamental elements that the theory emphasises. The basic underlying principles of the bureaucratic management theory include the following.

Written Rules

The bureaucratic theory deals with procedures, order, formalities, law and documentation. According to this theory, the legal regime in the organisation should be of standard and be able to regulate the conduct of the workers and operations of the organisation. These rules should be well crafted, documented and preserved.

System of Task Relationship

In an organisation, there should be well established and functioning system. This system defines the interrelationships of the various units in the organisation and how the operations of the organisation in general are expected to be carried out to achieve the tasks.





Specialised Training

Workers in an organisation perform different roles and need specific knowledge and skills for those roles. The workers should be trained according to the roles assigned them. Different training is required for different categories of workers from managers to the last worker in the organisational structure. Managers need managerial training on policy, corporate governance and administration responsibilities, supervisors need training on monitoring, supervision and coordination and the subordinates need work training, operations of machines and equipment, safety and security and work ethics (Mahmood et al, 2012:519).

Hierarchy

This theory is in support of the hierarchy of authority from top – level management to lower - level management. It is a common feature of all Classical Management Theories. Each hierarchy in the organisation wields a certain level of authority. Greater responsibility is placed on managers who occupy the top - level management and therefore assume the same amount of authority. Three types of legitimate authority exist and these include traditional authority, charismatic authority and rational authority. Rational authority is the main area of attention in this theory (Mahmood et al, 2012:520)

Clear Identified Duties

A clear delineation of functions and the apportioning of tasks to every employee is strongly advocated by this theory. It is expedient for each worker to know the expected output from him or her and the timelines to deliver this output.

Paper Work

Documentation of information through writing is a critical principle of the bureaucratic management theory. All transactions, meetings and processes in the organisation should be written down. The information written down is stored in files for easy reference and retrieval. However, the advent of technology has brought innovation and the storage of information has become easier, cheap and accessible than the written down information.

Fair Evaluation and Reward

Standards and targets are set for workers to achieve over a period of time. The achievement of these targets by individuals or a group of workers contributes to the accomplishment of the overall objectives of the organisation. A system of evaluation in the organisation needs to be developed to assess the performance of each employee and reward or sanctions given to the workers according to their commitment to duty, competencies and level of productivity.

Maintenance of Ideal Bureaucracy

In practice, as the name of the theory suggests, there should exist in the organisation an ideal bureaucracy. An ideal bureaucracy implies a carefully, systematic and strict compliance with procedures, norms, practices, conventions which are not easily altered based on convenience but rather a rigorous process. Ideal bureaucracy is manned by technocrats who are well trained and experienced (Mahmood et al, 2012:520).



It is significant to make the point that not all these principles can be found in an organisation at the same time and if even found will not exist in real terms as the theory postulates.

While agreeing with the principles of division of labour and hierarchy of authority, Nhema (2015) added some principles of the theory as impersonality, technical qualification, procedural specifications and continuity.

Impersonality: High and logical standards shall oversee the running of activities without incorporating personal interests. Eschewing personal interests and promoting the approved organisational interests is the surest way of guaranteeing fair and balanced operations that will lead to efficiency in the organisation. The disassociation of self interest promotes fair and just relations with all customers.

Technical qualifications: Appointment in any organisation that adheres to the dictates of the bureaucratic theory is based on technical qualifications. The rules and regulations also protect workers against arbitrary sackings. The mode of selection and promotion are purely on technical qualifications, competence, and performance of the personnel. Promotions are based on achievement and seniority.

Procedural Specifications: Unambiguous rules and regulations explain the level to which the workforce must enforce strategies mapped by corporate entities aimed at tackling the numerous conditions they encounter.



Continuity: It is expected that employees grow both vertically and horizontally within the organisation. This is achieved through undertaking career enhancing courses in the organisation. Employment is offered on permanent basis and ensures job security. It also offers opportunities for career progression through study leave, financial support, job rotations and job grading.

In summary, these features depict Weber's ideal type of logical and vibrant organisation. The broad objectives are set without ambiguities while positions are structured in a hierarchical manner with authority increasing as the person climbs the organisational ladder. The authority goes with the positions and not the people who hold the positions. Recruitment of employees is premised on their qualifications and not any relational considerations. Promotions are done according to seniority and performance. The personnel working in a government set-up render their service in the interest of the nation and are apolitical which are necessary for the smooth administration of the State (Nhema, 2015:171).

Four cardinal points need to be outlined with the usage of bureaucracy in the context within which Max Weber used it. The use of the word “bureaucracy” used in many instances to mean red tape which connotes rigid adherence to procedure differs considerably from what Weber meant. Bureaucracy in Weber’s estimation is also a framework, standard and imaginary theory. This means as a framework it is only a structure that can guide organisations and also not realistic because it is something of a mental picture. Besides, it is based on legal authority and not tradition or custom.



Bureaucracy is about reasoning about law and not cultural practices and traditional norms (Wren & Bedeian, 2009).

The assertion that bureaucracy is reasoning law and not cultural practices and traditional norms is flawed. Law broadly covers the constitution, common law and other legal provisions that a country, society or an organisation may enact for its citizens or staff. Laws take into consideration, the social, cultural, political, historical and economic settings of a particular geographical area. According to article 11 (1), (2), and (3) of the Constitution of the Republic of Ghana, “the laws of Ghana shall comprise this Constitution, enactments made by or under the authority of the Parliament established by this Constitution, any Orders, Rules and Regulations made by any person or authority under a power conferred by this Constitution, the existing law and the common law. The common law of Ghana shall comprise the rules of law generally known as the doctrine of equity and the rules of customary law including those determined by the Superior Court of Judicature. For the purposes of this article, “customary law” means the rules of law, which by custom are applicable to particular communities in Ghana” (The Republic of Ghana, 2005:9). These cultural practices and traditional norms may either promote or inhibit the progress of an organisation or the general cost of doing business. This may also explain why the cost of doing business in terms of time factor differs from country to country.

The advantages of the bureaucratic theory are but not limited to providing a hierarchy that outlines roles. A clear structure is developed from the uppermost to the bottom of the



organisation with varying degree of power. It also provides framework for management to structure their organisations. This clearly defines proper channels of communication and thus promotes free flow of information within the organisation. The theory's principle of "formal selection" of employees will ensure the best qualified employees are engaged. The rippling effect is that assigned duties are performed devoid of unnecessary pressures.

Writing on the advantages of this theory, Nhema (2015), Ferdous (2016), Nadrifar, Bandani & Shahryari (2016) and Olatunji (2013) opined that goals are set with no ambiguity and are also well on point. Positions are structurally arranged in a manner of a pyramid with authority increasing in ascending order in the organisation. The authority is commensurate with positions and not the individuals who occupy them. The choice of workers is on merit and not based on familiarity or relationships. Promotions are in consonance with seniority and delivery. The personnel working in a parastatal provide an uninterrupted and unbiased service necessary for the efficient running of the country (Nhema, 2015:171).

Principles such as agreed and documented rules, routine procedure, paperwork, sanctions and reward systems, training of workers and supervisors are ideal practices being carried out in organisations across the globe (Nadrifar, Bandani & Shahryari, 2016:85). Weber's discovery has been largely phenomenal. Still, this theory is in practice. Contemporary theories of management have drawn gains from this theory. It expresses that this theory has great role in account of management theories (Ferdous, 2016:4).





Among the various types of bureaucracy in the administration of organisations, evidence across the world clearly indicates that the strict bureaucratic type that is, the monocratic variety of bureaucracy – is based solely on technical experience with the ability to achieving the maximum level of efficiency. In view of this and in proper terms, it is the most cogent established way of exercising imperative control over human beings. It is unparalleled to any other means in terms of precision, stability, core discipline and reliability. Measuring of results with the greatest level of accuracy is assured. The monocratic form of bureaucracy is better both in the area of efficiency and in the scope of its operations, and has the capacity to be implemented in all kinds of administrative functions. From its inception, this theory in many ways has been used in mobilising and managing human society, the public services inclusive, with no consideration to the echelon of growth of that society (Olatunji, 2013:10).

Notwithstanding these advantages, the theory equally has its disadvantages. Excessive commitment to the laws and standards may result into cases where new technology and operational standards are relegated to the detriment of the growth of the organisation. While delegation of power to lower levels in the organisation increases effectiveness it may also bring unhealthy competition and conflicts among the departments or sub-units. The assumption that the theory is a hypothetical model or framework and does not represent reality implies that the theory cannot be relied on to bring any managerial efficiency into an organisation (Wren & Bedeian, 2009).

2.3.3 The Administrative Management Theory

In the administrative management theory, Henry Fayol laid the foundation, a foundation that was influenced by his management position and “personal experience” (Mahmood et al, 2012:6). Fayol suggested 14 principles that should guide every manager to achieve organisational objectives. The 14 principles in order developed by Fayol include division of work, authority, discipline, unity of command, unity of direction, subordination of individual interest to general interests, remuneration, centralisation, scalar chain, order, equity, stability of tenure of personnel, initiative, and esprit de corps; Sarker and Khan (2013:3).

Mahmood et al, (2012) gave further explanation to the 14 principles of Fayol. To begin with is the principle of division of work. In the conviction of Fayol, the prudent way to maximise benefits from an organisation’s human resources is to make them specialise in the work they do by assigning portions of the work to different workers either in groups or as individuals. Authority is needed in the performance of task. This principle is having the mandate to issue directives and the ability to ensure compliance. Responsibility is synonymous with authority which entails being answerable. This suggests that responsibility is an aspect of authority. Anyone given authority must equally be assigned with responsibility to have a complete control of events (Mahmood et al, 2012:517).

Discipline is requisite component that can enable an organisation to thrive. Sanctions must be applied to employees should they fail the discipline test since discipline brings cooperation and puts workers efforts together.



Moreover, there is the principle of unity of command. Instructions and counter instructions from different superiors to employees in an organisation affect productivity. To avoid this problem, there should be a chain for orders to be implemented. This chain is the unity of command in an organisation so that employees should receive directives from only one supervisor or manager. With the unity of direction, organisations have specified goals and objectives to achieve. For these goals and objectives to be accomplished and the organisation to be successful, there should be a common sense of direction. The common direction charts the path the organisation wants to follow and hence guides the employees as well. The principle of subordination of individual interests to the general interests states that, in an organisation, various interests exist and are expressed by individuals, groups or corporate entity. These interests are also latently or manifestly expressed. Of all these interests, the corporate interest of the organisation should remain supreme. :

Besides, workers need remuneration and every worker should be compensated with salaries or wages for the work done. Payments of the salaries of workers should be determined by several factors but not limited to productivity of workers. The payment should be based on many factors such as cost of living, availability of qualified personnel, general economic conditions and level of expertise of the employees. The administrative management theory requires centralization of management. According to Fayol, the choice to centralise or decentralise the management of an organisation should be made based on the need, culture and the type of organisation. He defined centralisation as the powers and responsibilities of the manager. Decentralisation is delegating the

powers and responsibilities of the manager to the subordinates. Scalar chain principle demands there should be various levels of management in an organisation. Each hierarchy in the organisation is given authority according to the position of managers or people occupying those hierarchies in the organisation. Top - level manager should be assigned bigger authority while lower - level manager is given less authority. Lower-level managers should as well report all activities within their control to the top - level managers.

In addition, there should be order in the organisation. Organisations are made up of human and material resources. Effective and efficient utilisation of these resources is a necessity. This can be attained by putting qualified personnel in the right positions and also allocating the required amount of materials to the units of production at the appropriate time. The principle of equity means that all workers have to be handled fairly according to their abilities, positions, qualifications and experience. It means the application of basic rights, rule and regulation should not differ for all employees. There should be justice within the organisation. It is important to note that salaries and other fringe benefits cannot be the same for workers. Rather, salaries should be paid based on an agreed salary structure and other pre-determined factors. .

Stability of tenure of personnel is a fundamental principle that guarantees the security of both employees and the organisation. Increase in labour turn over greatly affects the productivity of the organisation since the experienced and specialised workforce that brings their expertise to bear in the production processes are lost. Remuneration for employees should go along with the length of time the employees had worked with the





organisation and an improvement in the general working conditions to promote the stay of personnel in the organisation longer (Mahmood et al, 2012:519). The initiative principle talks about people having inherent talents and skills in them and need an opportunity to exhibit these talents and skills. Having the courage to take an initiative in its' self is a talent that needs to be nurtured for the good of the organisation. Therefore management of the organisation should motivate workers and create the platforms for them to initiate and bring innovation to the organisation (Mahmood et al, 2012:519). Espirit de corps is the principle of solidarity and co-operation. Workers solidarity and a bond of good relationship among workers and between workers and management are pre-requisite for increased productivity. This simply means that management should encourage the harmony and general good feelings among employees (Mahmood et al, 2012:519).

The 14 principles were further classified into four as the basic functions of management. These functions are planning, organising, controlling and directing (Robbins & Mary, 2002). Other scholars however added forecasting, staffing, coordinating and monitoring to the four functions mentioned. In some literature too, leading and directing are used interchangeably to mean the same whiles others treat them separately. According to Olum (2004), management functions include planning, organising, staffing, leading and controlling whiles Mahmood et al (2012:513) said planning, organising, staffing, directing, controlling and coordinating are the functions of management. Expanding on these four basic management functions, Olum (2004) said planning is about choosing goals and objectives and the strategies to achieve them. It demands decision-making by

forecasting what to do and selecting from the available choices. The outlook of plans start from overall goals and objectives to the elaborate decisions or actions to be executed (Olum, 2004:3). Unless resources both human and material are committed to the implementation of the plan, it remains as wishes and aspirations. This means until a commitment is made, all that exists is planning study, analysis, or a proposal; there is no real plan.

It is necessary to assign roles or divide tasks for individuals or people working together in groups to attain some goals. Generally, these roles have to be outlined and formatted by someone responsible for ensuring that people contribute their quota that can be measured to a collective effort. One function of management that defines this kind of responsibility is organising. It involves creating carefully purposeful structure of functions for personnel to undertake in a work - place. Purposeful structure because all duties necessary to achieve goals are assigned and given to persons who can execute the tasks very well. Truly, the essence of an organisational structure is to aid in establishing an atmosphere conducive to enhance employees' productivity. However, it is a herculean task for managers to develop an organisational structure in that numerous challenges come their way in developing structures to suit different circumstances, including both outlining the types of jobs to be executed and recruiting the requisite personnel to perform the jobs.

Staffing entails recruiting, and appointing people to the vacancies in the organisation structure. The first step is to commence the personnel and skills assessments, followed by the recruitment procedures which involves job advertisement, recruiting, selecting,



placing, promoting, appraising, planning the careers of employees, compensating, and training and development for both new recruits and already employed staff to effectively and efficiently perform their assigned tasks well.

Leading is the triggering of one's followers to accept and contribute to the organisation and group goals. This is based on the interpersonal skills and team spirit of the leader. Most crucial challenges to managers emanate from people – their aspirations and characters, their behaviour as individuals and in groups. Therefore, for managers to be effective and successful, they have to be effective leaders. Leading entails motivation, leadership styles and strategies and communication (Olum, 2004:4).

Controlling is the gauging and ensuring the appropriate undertakings of followers to ensure that activities conform to plans. It measures results against objectives and targets, indicates where there are variations and by instituting formidable actions to do away with deviations, helps ensure attainment of aspirations. In sequence, planning precedes controlling however; plans do not produce results by themselves. Plans provide guidance to managers in the allocation of resources to achieve specific goals. Activities in the plans are then checked to ascertain whether they are in line with the plans. Controlling activities to be in line with plans means finding the actual people whose actions culminated in outcomes that are at variance with the planned activities and then initiating the required mechanisms to enhance output. Hence, controlling matters that people handle what they can and they result in organisational outcomes.





Lastly, the rationale of coordination function of management is to bring cohesion among individual efforts toward the achievement of corporate goals. The other managerial functions (planning, leading, organising and controlling) are elements that each contributes to coordination. Due to different understanding people have about the same or similar phenomenon and they mostly give different meaning to these phenomenon. Their derive toward mutual objectives do not naturally meet with the efforts of others. It therefore becomes the pivotal role of the manager to reconcile variations in strategy, timing, effort, or interest, and to synchronise individual goals to add to organisational goals.

He admonished that although these management functions are meant for the internal dynamics within an organisation for productivity to take place, it is incumbent on managers to deal with the external environment of an organisation too. Undoubtedly, managers cannot execute their functions well except they have a comprehension of, and are ready to embrace, the several factors of the external environment including economic, technological, social, political, and ethical factors – that influence their areas of production (Olum, 2004:5).

It is important to note that terms can be coined to describe the functions of management. However, planning, organising, leading (directing) and coordination remain the basic functions of management. There are recruitment agencies who recruit personnel for and on behalf of other organisations and therefore the staffing function can always be out sourced



The administrative management theory has some merits even in today's management practices. Many of the current management concepts and theories of planning, organising, controlling, directing, leading, commanding and staffing stem from Fayol's 14 principles. These concepts and theories of commanding, leading and staffing et' al are new additions to existing functions that Fayol espoused. The functional role of a manager in an organisation which becomes central to the effective and efficient functioning of the organisation in current management ideas and practices has its root in administrative management theory. Besides, Taylor's scientific theory focused on the lowest organisational level for that matter the individual worker's effort. Fayol's focus was rather pointed at managers in providing leadership and vision to the organisation.

Similar views are shared by Nhema (2015), Ferdous (2016), Nadrifar, Bandani & Shahryari (2016), Celik & Dogan (2011) and Olatunji (2013) in their write-ups. Touching on the theory being the root of other theories, (Nhema, 2015:170) said several other scholars including Gulick derived their theories from the administrative management theory. Gulick further built on the management functions espoused by Fayol as planning, organising staffing, directing, coordinating, reporting and budgeting (POSDCORB). This abbreviation summed up a thought of administration that has influenced the teaching and philosophy of experts in the field of public administration over several periods.

He added that Gulick's works were also influenced by the fact that he and others were commissioned by President Roosevelt as members of the Committee of Administrative Science established, on administrative reforms in the United States. The Committee

recognised Fayol's contributions and included his work in its findings entitled *Papers on the Science of Administration* (Nhema, 2015:170).

The relevance of theory in present day's work is in no doubt. According to (Nadrifar, Bandani & Shahryari 2016:85) this theory is well known and still being practised in big organisations. This is also suitable for the army force probably due to the many units and commands the armed forces run. Management functions espoused by Fayol are presently implemented in all organisations and enterprises. Tasking people with the “right authority and responsibility” is a principle that can be found in work – places in the entire universe and indicates the relevance of the administrative theory. Contributing to the merits of the administrative theory, (Ferdous 2016) opined that the fourteen principles he outlined helped the early period of the 20th century managers learn how to initiate and deal with their workers in a changing fashion. These principles were major breakthrough ideas for organisational management and up to date show the way for current managers. Fayol uplifted his theory over the scientific management theory by highlighting the significance of the human aspect and how this human factor contributes to productivity (Ferdous, 2016:4)

The five core principle functions of management that Taylor championed namely plan, organise, command, coordinate, and control are currently seriously practised. The idea of giving appropriate authority with responsibility is also widely commented on and is well practised (Olatunji, 2013:15)





Fayol took inspiration and established his studies from the works of Taylor. The distinction however between the two and what propells Fayol's studies ahead of Taylor is the fact that Taylor has made his studies in small organisations and could not meet the aspirations of big organisations. Efforts were made by Fayol to lessen the burden of employees of big organisations by incorporating Taylor's values such as labour definingg, standards and specialisation of workers, management functions such as organising, planning, controlling and coordination. While theorists and practitioners of the scientific management focus are to increase productivity at the industrial unit stage through the types of works being executed and work structure, Fayol attempts to develop a good organisational structure and its management principles by analysing the entire organization (Celik & Dogan, 2011:66)..

Despite the enormous merits of this theory, it equally has demerits both theoretically and practically. The 14 principles of Fayol are too general to apply to all kinds of organisations in different environments and therefore not feasible in certain jurisdictions.

He also wrote from his "personal experience" as a manager. The dynamics and conditions of his organisation have changed considerably as compared to modern days organisational situations (Robbins & Mary, 2002:34).

This study was based on the administrative theory of Fayol. Among other reasons for basing the study on this theory include the theory's emphasis on planning and forecasting in arriving at decisions in an organisation. Similarly, patron's and school administrators are needed to forecast, ensure that enough resources are at hand to run extracurricular activities, assign tasks to students, co-ordinate the various tasks, direct daily activities of

the clubs and associations and ensure that standards are maintained. Planning, organising, directing (leading) and controlling become paramount and these are the cardinal functions of management of the administrative theory. According to Sarker and Khan (2013:3) administrative management focuses on organisational efficiency and the general principles of management suggested by Fayol are still considered useful in contemporary management practices.

A. Managers of Extracurricular Activities in Senior High Schools

There are different types of extracurricular activities that exist in schools. According to the Ministry of Education (MoE), extracurricular activities may be grouped into four types. First, associational extracurricular which deals with clubs and societies e.g. debating club, Red Cross Society et al. Second, these are special event extracurricular. These are ceremonial and periodic e.g. Independence Anniversaries (march past, gymnastic display), Cultural Festivals and many others. Third, include outreach extracurricular e.g. Field trips and excursions to places of educational interest. and fourth, competitive extracurricular e.g. Sports and games competitions/festivals (MoE, 2010:92). However, Chaube and Chaube (2009:101) and Holland and Andre (1987) said extracurricular activities could be categorised into two; the physical and mental development extracurricular. While the physical development extracurricular activities which sharpen the mind through sports, scouting, Cadet and similar activities demand a great deal of energy and strength, the mental development extracurricular require critical thinking and good analytical skills.





Holland and Andre (1987:5) labelling of “interscholastic athletic” and “non-athletic activities” only buttress the point that some extracurricular activities support learning while others do not. The labelling by Holland and Andre may be different from Chaube and Chaube but they connote the same meaning. Marsh (1988:5) is of the view that the categorisation of extracurricular activities has not been given serious thought apart from sports by people studying that field. He found “sports and everything else” as the main categories in existing research. There are equally different participants and actors or managers of these activities in the schools.

Parents as stakeholders in education have several obligations to the school, the community and their children towards their holistic development. There is, therefore, the need to build synergy among the various actors. Bryan and Henry (2012) called such a synergy as “School–family–community partnerships” and defined them as joint initiatives and interactions among school workforce, family members, and society and representatives of community-based organisations such as religious organisations, libraries, and social service agencies.

Chaube and Chaube (2009) and Dalin (2005) have argued that school management cannot be handled by an individual or institution. It is about the teamwork of the teachers, the public and the state; the foundation of which school management is built (Chaube & Chaube, 2009:46). School management encompasses some functional areas, the individual performs certain tasks within these functional areas based on the technical abilities and credentials which the individual will naturally or professionally has which may be superior to what others have (Dalin, 2005:84). Sharing a similar opinion, Bryan



and Henry (2012:409) said teamwork is about how the school, student, family, and community partners participate in decision-making and perform roles to achieve the collective vision, goals, and results of the school. These partners collectively chart the path and agree on the essentials that would help accomplish the vision and goals. Giving space and attention to the concerns of students and families and their inclusion is an intervention that would help accomplish the vision and goals. These opinions of Chaube and Chaube, Dalin and Bryan and Henry suggest that there should be a clear delineation of functions of the bodies and persons responsible and the one that plays a supervisory role over the other. Participation of the various partners in setting the goals and objectives of the schools will ensure their achievement.

Keser, Akar and Yildirim (2011) and Chaube and Chaube, (2009) have advocated for involvement of parents in managing extracurricular activities. Keser, Akar and Yildirim (2011:10) argued that parents must be involved because the extracurricular activities were formed by the school authorities and as such, they represent the ideals of the school traditions. These activities are not the formal prescribed primary programmes of study; rather, they are formulated to integrate social, cultural, and psychomotor competency with the formal curriculum that is essentially geared toward academic-oriented goals. Chaube and Chaube, (2009) also opined that teachers need the assistance of parents to enable them to prepare and shape the child for prosperity. Parental assistance will also help in the smooth functioning of the school. They also contended that the aims of the school and the parents are the same. Therefore, the help and confidence of the two parties are inter-dependent. The school receives the support of the parents and the school also

develops if it can win the confidence of the guardians and parents. The interaction and the sharing of opinions between the school and parents will eventually address the concerns of the child and provide avenues for the building of the personality trait and his overall progress (Chaube & Chaube, 2009:188).

B. Ways of Engaging People to Manage Extracurricular and GES Standard Practices

Certain factors have to be considered in organising and allowing students, parents, teachers and general supervisors of education to participate in the various types of extracurricular activities. The location, ownership, resource – base and sponsorship of the school determine what type of extracurricular activities that take place (Kosteas, 2011:2; MoE, 2010:95; Chaube & Chaube, 2009). Scholars have warned that the participation should be inclusive, they advised that the number, age and physical appearance of students should play central role in grouping students (Chaube & Chaube, 2009:108; MoE, 2010:95). They added that inadequate resources may be an obstacle to grouping. Wragg (2001) opined that time should be factored in the planning and implementation of extracurricular activities by managing it well. Time management is key to getting productive outcomes and must be factored into every stage of the planning and execution of extracurricular activities (Wragg, 2001:53). Wragg (2001) went further to say effective time management should determine what activity is done and children should be the ultimate judges of the success of the activity.

In every organisation/institution, there are rules and regulations, norms, values and standards that are instituted to enable the organisation/institution function effectively and



efficiently. Schools as organisations/institutions are not exempted in this regard. According to Chaube and Chaube (2009) managing a school contains a set of ethics of the school, standard of teaching and the obligations of the school to society. These norms and standards cannot be implemented successfully in a vacuum but need the concerted efforts of the various stakeholders. A body or an institution with a set of regulations that provide a framework and standards to comply with therefore becomes necessary. More important is how this partnership and participation operate within the confines of the rules and regulations of the supervisory body, the Ghana Education Service (GES).

The Surrey School in Canada developed its own rules and regulations on extracurricular activities in line with the Canada's education ministry. Policy number 9920 requires all extracurricular activities to be in tune with the mission and policy statements of both the Ministry of Education and the school district and also do not contravene the Canadian Charter of Rights and Freedoms, the Human Rights Code of British Columbia and the school board policy and regulations (PP.1). This policy presupposes that the Canadian Ministry of Education has already defined the manner in which extracurricular activities in Canada should be governed through its mission and policy statements and the country's legal requirements.

The Texas Education Agency policy on extracurricular activities, 'no pass, no play' has an elaborate provisions governing participation in extracurricular activities. The policy has also tasked all public schools within the state of Texas in the United States of America (USA) not to allow any student who does not obtain the pass grade of 70 to



participate in any extracurricular activity being undertaking in a school after first six weeks of the academic year. All participants in extracurricular activities must comply with the provisions in this policy (University of Texas, 2014:4). The requirement to obtain a past grade of 4.0 to enable students to take part in extracurricular activity makes the participation conditional. Participation should be opened to all students who wish to take part. The policy also favours academic endowed students and discriminates against those who cannot obtain the past grade. Furthermore, the policy places premium on academic excellence than non-academic activities. However, a blend of both academic and non-academic activities contributes to the overall development of the student.

The Ministry of Education (MoE) of the Republic of Ghana has also instituted regulations to guide the operations of co-curricular activities in Junior High Schools (JHS). These include adherence to transport regulations for school excursions and get authorisation from the Metro/Municipal/District Director seven days before the actual day of the excursions (MoE, 2010:97). The approval of the parents of the children concerned and the School Management Committee (SMC) should also be sought (pp. 98) while the religious rights of the pupils are also respected. The religious right is a fundamental human right guaranteed under the 1992 Constitution of Ghana (pp. 103). Failure to observe these school regulations and constitutional rights also has corresponding sanctions from the educational authorities or the judicial system of Ghana.

Though the Ministry of Education (MoE) has developed regulations for the conduct of extracurricular activities in the Junior High Schools (JHS), it is, however, sad to know





that there are no comprehensive regulations governing the running of these activities in the Senior High Schools (SHS). The only provision that talks about extracurricular activities at the SHS level are what is contained in the *Teachers Code of Conduct* which states that teachers can participate in permitted extracurricular activities in the places they work. This indicates that each SHS is to carry out its activities based on its set rules and regulations. The lack of uniformity in these rules and regulations across all SHS is a recipe for arbitrary imposition of rules and regulations and other practices that may be unpalatable to students, parents and the smooth administration of the schools. Besides, the level of participation and the roles to be played by the teachers are unspecified. The permission for participation has no limit and can be abused by the teachers. Codes of conduct are meant to regulate people behaviour, instil discipline and sanction people where applicable, but these codes are short of them.

The education regulatory bodies and the schools also have assigned responsibilities to other actors of the school which include the principal and the staff. The headmaster of the school is charged with the responsibility for approving the objectives and goals of extracurricular activities and also makes sure that extracurricular activities are suitable to the years of birth, body build-up and cognitive capacity of the students concerned. The principal is duty bound to ensure the right supervisor is selected and takes part in the activities (Surrey School, 2001:1).

This view is shared by Chaube and Chaube who said proper supervision and guidance are essential to reap the benefits of extracurricular activities. The headmaster, therefore,

should assign a teacher to overseeing games and sports. They, however, cautioned that such a teacher should be a good sportsman and not selected based on rank or salary levels (Chaube & Chaube, 2009:102). While agreeing with some of the criteria outlined, the idea of not appointing teachers base on rank, and salary levels is debatable. In professional and well-structured organisations, the position, rank and salary paid to a worker are based on competence and experience. Therefore, appointing a novice teacher who lacks the competence and experience to handle extracurricular activities will be detrimental to the students in particular and the school in general,

Hussin, Don, Sofian, Daud, Raman, Ismail and Muhamadul (2014:120) also opined hat principals are to answer for how works are planned and executed through coaching and lead the drive for enhancing the competence of teachers executing the extracurricular activities. As heads, principals should communicate and provide motivation to increase the knowledge and competence of the teachers executing the programmes. Moreover, principals must also be role models and be solid in performing appraisals to examine that the purpose of extracurricular activities is attained.

Touching on the roles of the staff or teachers, the Surrey Schools (2001:1) mandate the staff supervisors to ensure the safety of the students, educate participating students on the guidelines and procedures of extracurricular activities as stated in the policy and regulations of the schools and ensure these guidelines and procedures conform to the rules of the body that administer sporting activities in the province or district the schools are found. In specifying the roles and responsibilities of the various actors in the school,



the *Student Handbook* of SOS-Hermann Gmeiner International College (2012:63) tasked the students to be the organisers of extracurricular activities while the staff members serve as patrons. Apart from the SOS-Hermann Gmeiner International College (2012), these authors; Surrey School (2001), Chaube and Chaube (2009), and Muhamadul et al (2014) failed to recognise the role of students who are the direct beneficiaries of extracurricular activities. Regardless of the control measures and strategies for success put in place by the principals and teachers the cooperation and some defined roles for students are necessary.

For parents, their responsibility goes beyond sending the child to school but include getting information about their wards, attend Parent-Teacher Association (PTA) meetings, pay school fees, participate in decision – making of the school and proffer advice et al (Chaube & Chaube, 2009). Some of the activities of the school that parents can take part are extracurricular activities .However, how will the parents take part in these activities? Various ways have been posited by different authors. Some methods or ways are suggested by the Surrey Schools (2000), Chaube and Chaube (2009) and MacCarthy and Houston (1980). The board policies of the Surrey schools (2000:1) in Canada ensures that parents and guardians are notified on the types of extracurricular activities the school runs and are given the opportunity to decide the participation of their children in extracurricular activities. The consent of parents/guardians is sought by the school before a child is excluded from any of the existing extracurricular activities. This is done by asking parents to write to the school and their plea is brought to the attention of the supervisors to enable them implement the parents’ decision.



Chaube and Chaube (2009) suggested information flow between parents and the school with the school sending comprehensive report about the performance, health, behaviour and the types of extracurricular activities the child engages in, to the parents quarterly or bi-monthly. A feedback from the parents on the report sent by the school is obtained which provides vital and detailed information on the child. Based on the information, an offer is made to the parents on the available programmes the school has for the proper growth of the child and the parents views are elicited in that regard. For MacCarthy and Houston (1980:289) a lot of teachers believe that dealing with parents appears to be their most difficult task to handle. A good number of them also think that is the most surprising and, at times, the most terrifying and complex. However, exhibiting an affirmative outlook and high quality training, it is surmountable. Working with parents is a skill that needs to be acquired and that requires learning, time, reflection, training and practice.



The participation of students in extracurricular activities is seen by some people to be voluntary while others think it should be compulsory. A regular schedule should be created for games and sports in the school's calendar of activities and are made obligatory for students (Chaube & Chaube, 2009:51). They further contended that numerous challenges emerge in the execution of these extracurricular activities in the school due to financial difficulties, lack of good supervision or the lukewarm attitude of some of these students. Despite these problems facing the schools and taking into account

the usefulness of extracurricular activities, the schools are not only required to make them practical but also compulsory (Chaube & Chaube, 2009:102). However, per the definitions that are given by Acquah and Partey (2013) Singh and Mishra (2014) and Surrey Schools (2000) suggested that extracurricular activities should be voluntary.

Irrespective of the view that one holds, there should be some regulations and eligibility criteria for the clubs and students to meet before they could be allowed to operate or participate. The Surrey Schools in setting criteria for participation said belonging to an extracurricular activity will be unbiased and be in tune with appropriate laws and board policy and regulations. All extracurricular activities will be performed in a way that preserves or promotes the individual student's personal integrity and respect (Surrey Schools, 2001).

The Lincoln Community School (2012:14) in its *Student/Parent Handbook* identifies students who participate in extracurricular activities in the school as people that carry the image of the school. Therefore, the school demands from these students to exhibit good manners, character, and friendship both within and out of the school premises. Besides, students must be present in school for the whole day to qualify to be involved in any extracurricular event on that day. It further stated among others that a student should obtain good academic performance in each academic session to be eligible to participate in the activities such as sports, theatre and musical productions for that particular academic period. Students whose overall GPA (Grade Point Average) falls below a 4.0 eligibility to participate in any extracurricular activity is restricted. These academic



performances are monitored by the coordinators and attendance and discipline record are determined by the school leadership team. Additional conditions include; for sports only, students must have a physical assessment on file for the current academic year indicating the health capability or otherwise of the students to participate in athletic activities (pp. 14).

C. Challenges of Performing Extracurricular Activities

Financing education across the globe has become a challenge to many governments and families. Inadequate family income continues to be a hindrance to education. Lewin (2006) is of the view that household income is a determinant to the access of secondary education in Sub-Saharan Africa (SSA). He further stated that, children from the richest 20% may be 10 times more likely to be enrolled in secondary school than those from the poorest 40% of households (PP.3). The situation becomes precarious with dwindling financial support to that sector. According to the USAID, large amount of available public and donor funds are invested in the provision of primary education, making secondary education budgets very tight.

The priority of governments and development partners and their commitment of resources to secondary education are woefully inadequate. This financial inadequacy restricts not only the pace and level of possible development, but also undermines the capacity to provide quality and easy access to education (USAID EQUIP2:6). In Ghana, the perennial closure of SHSs in the northern sector due to the non-payment or delay in the payment of feeding grants to the schools has raised the issue of the financial ability of government to continue with the policy of giving feeding grants to the schools. The irony



is, if the government is facing problem in feeding SHS students particularly the northern sector, how will government afford to shoulder the financial burden of extracurricular activities?

Writing on the challenges of expanding or creating access to secondary education as per the Millennium Development Goals (MDGs) and the Education For All (EFA), the USAID's assessment of Argentina indicated that a thorough monetary examination is required to comprehend the intricacies of the cost of increasing access and coverage to the secondary cycle, as well as content of the syllabi and techniques of teaching. Also the resources needed such as teaching and learning materials, equipment, infrastructure and the capacity development of teachers are to be made available (USAID/EQUIP2:8). Quality education depends on the curriculum, infrastructure and other logistics necessary to facilitate teaching and learning. If the cost element will be a hindrance to increasing access and coverage to secondary education, then how will the funding of extracurricular be catered for since the core logistics provision is a problem?



The National Federation of High Schools (NFHS) in the United States of America (USA) research findings into high school districts' budgets across America between the year 2007 and 2008 indicated that only one to three per-cent of the overall education budget in the schools is meant for extracurricular activities. The budget for each state varies from each other and also the schools as well. The budgets for the schools ranged from the US \$339.7 million to US \$4.6 billion and only one to three per-cent of these amounts were allocated for extracurricular activities (NFHS, n.d).



In the United States of America (USA), there is controversy regarding the funding of extracurricular activities. According to Kosteas (2011:2), one of the arguments in school financing hinges on the number and kinds of extracurricular activities given to students. In meeting the funding deficit, many school districts resort to reducing the number of these activities and concentrate on the main courses of learning to the detriment of the arts, sports et' al. The school districts cutting back on extracurricular activities further raise the question of who bears the responsibility of funding extracurricular activities. Kosteas (2011) went further citing (Stutz, 2004) the controversy became a legal tussle. A court verdict on the case in 2004 in the Texas state directed the state legislature to put arrangements in place that will boost funding to the school. In its submission against the case the state viewed financing of extracurricular activities as waste. The judge however in the ruling, discarded that view seeing the activities as essential.

Writing on the cost-sharing or recovery schemes under the Free Compulsory Universal Basic Education (FCUBE) programme, the World Bank found out that even though the government of Ghana has introduced the policy of fee-free tuition in basic schools, three main actors were given the task for education financing. The government (state), the district assembly, and parents and communities were tasked to finance basic education which was a condition under the cost-sharing programme of the FCUBE (World Bank, 2009:101).

In fulfilling this responsibility, the Bank found that communities and Parent-Teacher Associations (PTAs) could impose special levies or fees with prior authorisation from the district assemblies, on their members with the rationale of mobilising resources for school projects. The condition was however that no student be sent home from school



due to the parent inability to pay (World Bank, 2009:101). The financial standing of members of communities and PTAs is not the same. Therefore, there is the need for criteria to be developed to determine the financial capability of parents so that their inability to pay fees and levies will not lead to asking their wards to leave school otherwise this caveat is subject to abuse by the school authorities and executives of PTAs. Lewin (2006:3) in support of the introduction of cost-sharing and cost recovery in secondary education, however, warned that it should connect to the ability of households to bear fees and other support they could offer otherwise they will be alienated.

The responsibility of parents in financing the education of their wards was in a way taken up by the government through the introduction of capitation grant. UNESCO (2007:70) said the introduction of the capitation grant was for two reasons; to ameliorate the burden of financing education on parents and fulfil the 1992 constitutional requirement of making education free and compulsory. The Ministry of Education and Sports hence in 2004, introduced a pilot capitation grant programme to forty selected deprived districts. The capitation grant was given to schools to eliminate all school levies such as charges for school-based extracurricular activities. The World Bank in a survey, however, found evidence that regrettably is contrary to the policy objective of reducing the cost of education on parents. According to the results of the survey conducted in 4 out of the ten regions in 2004, 76 different kinds of levies ranging from (*converted from old cedis to new Ghana cedis*) GH¢3.00 (US\$ 0.33) to GH¢12.00 (US\$ 13.33) were identified. The level of fees was higher in urban areas. The detrimental consequences of the fees and levies was that, 11 percent of children engaged in child labour while in school, 9 per-cent

had irregular attendance in public basic schools and 3 percent dropped out in basic public schools (World Bank, 2009:101).

Judging from UNESCO's (2007) assertion that the introduction of the capitation grant was to reduce the cost of education to parents and in response to the 1992 constitutional provision of free and compulsory education, the same 1992 Constitution article 25 (1a) said "secondary education in its different forms, including technical and vocational education, shall be made generally available and accessible to all by every appropriate means and in particular, by the progressive introduction of free education" (The Republic of Ghana, 2005:24). This suggests that secondary education should equally be made free. In an attempt to meet this constitutional provision too, it was reported in the "ghanaweb" online news portal on 25th January, 2016 that government has released some funds for the payment of certain categories of fees and levies for all day public second cycle institutions in Ghana. This indicates the initial attempt to implement the constitutional provision.

The circular released by the GES mentioned among others entertainment fee (GH¢2), SRC dues (GH¢2), science and maths quiz fees (GH¢5) culture fee (GH¢3) sports fee (GH¢5) and extracurricular fees (GH¢2) as charges for 2015/2016 academic year. The gesture is a move that will bring some relief to both parents and students financially. However, the adequacy of these funds to enable the school's management effectively run the various activities, however, remains unanswered. Besides, the funds released were only meant for public day SHS which means the public boarding SHS is still to pay for these levies. This could also be described as unfair treatment to the boarding students.



2.4 Conclusion

The review explored the various conceptual definitions of the basic concepts of extracurricular activities and management. The operational definitions within the framework of this study were given as well as the theoretical underpinnings. The administrative management theory, one of the classical management theories, which laid the solid foundation for the practise of management with key functions of planning, organising, controlling and coordination is the theory on which the study revolves on.

Different types of extracurricular activities exist in all the educational levels and particularly Senior High Schools with different actors such as the parents, the patrons/supervisors, the school administrators, the government and the students. Accordingly, various responsibilities are shared among these actors. In executing these responsibilities come the challenges of resources, time and the legal regime within which these activities are carried out. However, with sound and effective managerial skills in planning, organising, controlling and coordinating, these challenges would hopefully be overcome.



Chapter Three

Research Methodology

3.0 Introduction

The geographical, demographic, economic and social characteristics of the study area are presented here to give an idea and impression of the Wa Municipality and how that also relate to the study being undertaken. The data collection instruments and the approach used to obtain the necessary information are also presented. This part outlines the processes and procedures that were used in the research. This chapter encompasses background to the study area, research design, data sources, data analysis and data collection instruments.

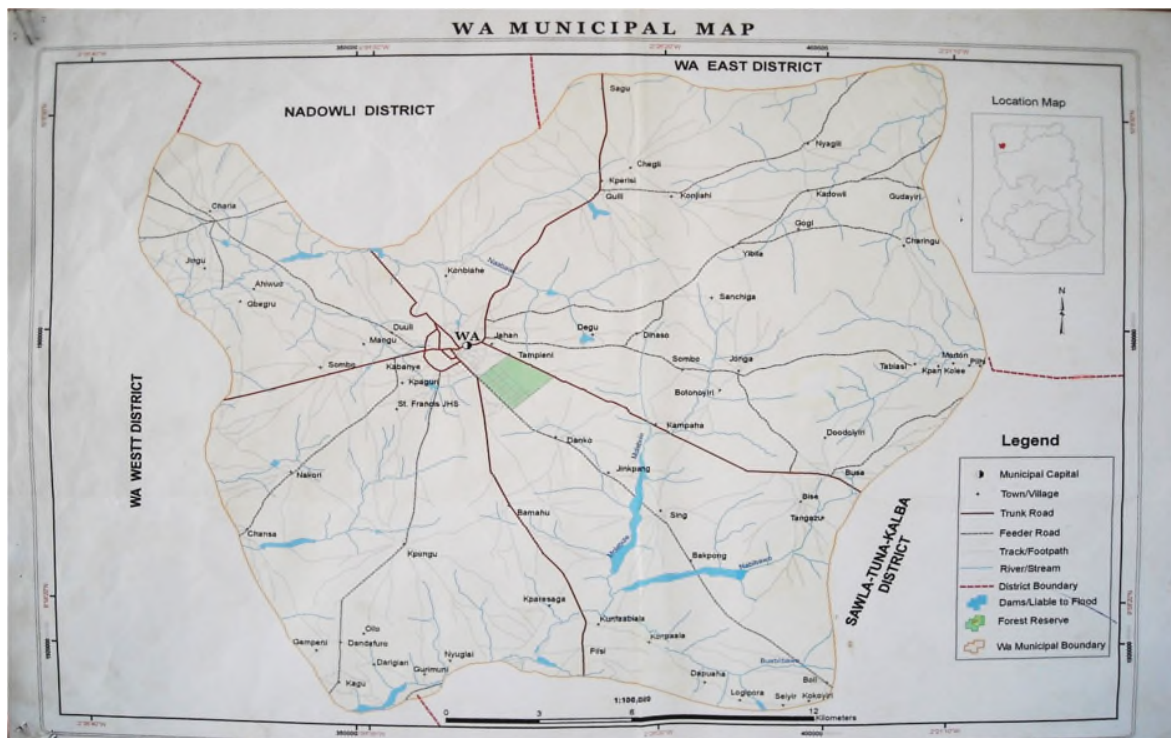
3.1 Background of the Study Area

3.1.1 Location and Size

Wa Municipality has its capital as Wa, which also serves as the Regional capital of the Upper West Region. Its location has created the environment for the establishment of different educational institutions at all levels of education both private and public where a variety of extracurricular activities are carried out. The location of these educational institutions either in Wa town or its adjoining communities and their proximity to facilities which hitherto were not found in these institutions but are found in the municipality enable the institutions in undertaking their extracurricular activities (Wa Municipal Assembly, 2012). The administrative map of Wa Municipal is shown below



Figure 2: Administrative Map of Wa Municipal



Source: Wa Municipal Assembly (2012)

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3.1.2 Age/Sex Structure of the Population

Wa Municipality in 2009, the population structure has revealed a high youthful population over the aged and females over males. The youth recorded 49% and the aged 4% while the potential working population was 47%. This meant a high dependency ratio since the economically active population is 47% compared to a dependant population of 53%. This means students in the Senior High Schools will have to be supported by the working group to carry out extracurricular activities. The population is also a female dominated one. That is 51% against 49% males (Wa Municipal Assembly, 2012). This also suggests that there should be more female students in the various



educational levels including SHSs. Again female participants in extracurricular activities in SHSs should be expected to be high.

3.1.3 Economic Structure

The structure of the economy of the municipality has not changed since 2006. It is still dominated by agriculture (about 70%), followed by commerce (about 9%) and industry (about 3%). Other key sectors of the economy are transport, tourism, communication and energy.

People sources of livelihood depend on the economic activities they undertake, the level of diversity and the technology or know-how used. Comparatively, the diversity of the economy of the municipality is very limited and dominated by agriculture, which is equally not diversified. The Wa Municipal falls within the savannah zone where poverty has been above the national average. Currently, nine out of every ten is said to be poor (Ghana Statistical Service, 2014). Average households incomes are generally very low compared with the average household income for the Upper West Region. An analysis of household's expenditure shows that about 80% of their income is spent on food and 20% on rent, education, health, utility charges and funerals.

The low-income status and high level of poverty of residents of the municipality, particularly parents of students in the Senior High Schools, poses a challenge to participation in extracurricular activities by the students. Students in Senior High Schools are required to pay both government approved fees and dues by the various clubs and associations which are paid by their parents. The ability or otherwise of parents to pay the



levies of extracurricular activities may affect the participation of students in these activities.

3.1.4 The Education Sector

Human resource development provides individuals with the tools to participate in market economies and it facilitates economic growth through providing skilled resources, improving productivity and competitiveness. The growth of the local economy and sustained human development in the municipality depends largely on effective capacity building among the existing and potential work-force (Wa Municipal Assembly, 2012).. Wa Municipality is endowed with educational facilities and can be seen as an educational hub and hosts some of the finest and best Senior High Schools (SHSs) in Ghana. Much is therefore expected from Wa Municipality regarding education and literacy, for instance, it has a campus of the University for Development Studies and a proliferation of SHS, both public and private. In the Wa Municipality, the following educational institutions provide the educational needs of the residents (Wa Municipal Assembly, 2012).



The types of educational institutions in Wa Municipal

Early Childhood Development (ECD) Centres 78

Primary School	-	76
Junior High School	-	59
Secondary /Technical	-	1
Technical/ Vocational	-	4
Training Collage	-	1
Polytechnic	-	1
University Campus	-	1
Nursing Training	-	1

Special Schools	-	1
SHS (Public)	-	6
SHS (Private)	-	4

(Wa Municipal Assembly, 2012).

In all these educational institutions, there is one form of extracurricular activity that takes place there. The existence of these educational institutions in the municipality does not guarantee the quality of human resources needed for the development of the municipality. The provision of facilities and logistics such as sports facilities, theatres and laboratories will help promote both academic and extracurricular activities in the municipality.

3.1.5 The Literacy Rate

Literacy rate in the Municipality is generally lower than the national average. There are more literate among men than women. The reason is not only socio-cultural but also biological because females tend to drop out of school due to pregnancy and/ early marriages. The Wa town has a larger literate population compared to the rural hinterland.

Whilst about seven out of every 10 males can be said to be literate only about four out of every 10 females are literates. This is significant as it affects women's effective participation and information dissemination with regards to government policies and programmes and also acquiring new knowledge through the media both print and Information Communication Technology (ICT). It also affects the interest and participation levels in extracurricular activities since they have little or no knowledge of these activities. This calls for functional literacy programmes for the people, especially the women (Wa Municipal Assembly, 2012).



3.1.6 Sporting Activities

Sports are some of the extracurricular activities being undertaken within the Wa municipality. Soccer, volley-ball, netball, table tennis, handball and athletics are the sporting activities that students usually participate in the schools. They are undertaken at both the basic and Senior High Schools levels on a biannual basis. At the basic level, the schools compete within a circuit (sub-circuit) for the under thirteen (13) Milo championship to get a representative school to represent the circuit at the inter-circuit competition (Wa Municipal Education Directorate, 2016).

Winners of the sub-circuits competitions also meet to compete. They are grouped into two; group A and B from which pupils are selected to represent the municipality at the regional level competition for basic schools. There are 14 circuits in the Wa Municipality. The circuits and the number of schools for each circuit are shown in Table 1.



Table 1: Circuits in Wa Municipal and Number of Schools

No.	Circuit	Number of Schools
1.	Tanpaalipaani	6
2.	Tendanba	5
3.	Busa	6
4.	Kpongu	5
5.	Sawaba	6
6.	Mangu	7
7.	Kperisi	7

8.	Boli	5
9.	Jonga	5
10.	Konta	4
11.	Kabanye	6
12.	Charia	4
13.	Bamahu	5
14.	Dobile	7

(Wa Municipal Education Directorate, 2016).

Competitions at the SHS level are held on zonal, super zonal and regional levels. Schools in the Wa municipality are zoned into two namely; Wa Central and Wa West. The Wa Central zone comprises of Wa Senior High /Technical School, Wa Senior High School, Wa Technical Institute and T.I. Ahmadiyya Senior High School. However, the Wa West zone does not comprise only schools in Wa Municipal but also schools from other districts. The Wa Municipal schools include Wa Islamic Senior High School and St. Francis Xavier Minor Seminary. The other schools include Lassia Tuolu SHS (Wa West District), Kaleo Senior High /Technical and St. Baslaide Technical School in the Nadowli/Kaleo District.

In the 2015 competition held at Wa, Wa Senior High/Technical School came first in the Wa Central zone. It was followed by Wa SHS, Wa Technical Institute, and T. I. Ahmadiyya SHS respectively. The competition for the Wa West zone was rocked with confusion and ended abruptly without a winner. However, at the super zonals level, Wa central zone came first, Tumu zone placed second followed by Wa West and Lawra zones (Wa Municipal Education Directorate, 2016). While the achievement made at the



competition by the Wa Municipal is commendable, that does not mean that there are no challenges with how extracurricular activities are managed within the Wa Municipality considering the facilities and personnel it has.

3.1.7 Cultural Activities

Culture is a way of life of the people in a community. To promote the understanding and practice of the culture of the people in the Wa Municipality especially, among the youth, pupils in basic schools and students in the Senior High Schools are taught and trained on the various cultural norms, beliefs, dresses and music. Some of the cultural activities that pupils and students in the municipality partake include poetry recitals, drum language, choral music, drama and art exhibition. At the basic level, inter-circuit cultural festival is held for the various circuits in the municipality. Pupils who excelled at the event are selected to form a team for the Wa Municipal to compete at the inter-districts basic school cultural festival at a venue which is rotational among the districts in the Upper West Region. A team of officials headed by the Municipal Cultural Coordinator usually leads the contingents to the competition (Wa Municipal Education Directorate, 2016).

The Senior High Schools are however, led by patrons\] for the Cultural Clubs with supervision from the Municipal Cultural Coordinator. The schools are given the opportunity to choose the various cultural activities they can best perform and prepare accordingly. At this level, there are no inter-zonal competitions rather, regional competitions are only held due to financial and logistical constraints (Wa Municipal Education Directorate, 2016). For the 2015 inter-school cultural competition held in Wa, the table below shows the positions obtained by the schools in the various disciplines.



Table 2: Inter-Schools Cultural Competition - 2015 Master Score Sheet

S/N	Name of School	Location	Activities					
			Choral Music	Poetry Recital	Drum Language	Drama	Chorography	
							Dancing	Exhibition
1.	St.Francis Girls SHS	Jirapa		82		69	124	
2.	Wa Islamic SHS	Wa		68		59	112	
3.	Eremon SHS	Eremon		74	43	38	76	
UNIVERSITY FOR DEVELOPMENT STUDIES	nton SHS	Tumu		68.3	59	70	226	78
	mu Snr. Technical	Tumu		76	67	83.7	178	
	a Snr. Technical	Wa	52	75	62	72	99	
	ffiama SHS	Daffiama		78	55	51	118	
	lo SHS	Ullo		78	51	55.3	90	
	apa SHS	Jirapa		82	56	68	162	83
	wra SHS	Lawra	62	84	63	80		
	a SHS	Wa	47	71		68		73
	o SHS	Nandom Ko	40	83	54	56		
	ileo SHT	Kaleo		80		56		
lla Limann IS	Gwollu		72	49				
a Tech. Institute	Wa		75	57	55			
16.	Queen of Peace SHS	Nadowli		80	73	62		
17.	T.I. Ahmadiyya SHS	Wa		72	63	57		
18.	Lassie Tuolu SHS	Lassie		71.6		52		
19.	Nandom SHS	Nandom		-		68		

Source: (Upper West Regional Education Directorate, 2016).

A cursory look at the table revealed that, apart from Wa Technical Institute which won the drum language competition, the other schools from Wa Municipal did not win any activity. The private Senior High Schools including Tupaso SHS did not also participate.

3.2 Research Design

The research design shows how the research was organised and the procedures followed in the research. The mixed methods approach was used for the study combining survey questionnaires with interviews, focus group discussion and secondary data consultation. Both quantitative and qualitative data were concurrently collected. Data from these methods were compared and contrasted with the secondary data collected. This study used survey research methods to unravel the management practices employed by the management of Wa SHS and Tupaso SHS in managing extracurricular activities. Survey research is about the use of well-crafted questionnaires or interviews to gather information about people and their choices, ideas and attitudes in a carefully planned order. Results for descriptive, exploratory or explanatory research are best achieved through survey research. The survey research method is very useful for research that has individual people as the unit of analysis although other units of analysis such as groups, organisations or a pair of organisations are also studied using the same method. Survey research has many advantages over other research methods. First, surveys are important tools for ascertaining some different unobservable data, such as people's preferences, traits, attitudes, beliefs, behaviours, or factual information. Second, survey research is also conducive for gathering data about a population that cannot be observed directly due to its large size. A large population such as an entire school, can be covered using mail-in, face to face, or telephone surveys using carefully selected sampling to ensure that the



sample is representative of the whole population. Third, for the fact that information of some forms of surveys cannot be easily noticed and the ability of researchers to respond at one's convenience, questionnaire surveys are preferred by some respondents. Fourth, large sample surveys are able to conceal minor effects even while analyzing multiple variables. Based on the survey design, it may also allow comparative analysis of population subgroups (i.e., intra-group and inter-group analysis). Fifth, survey research is less costly regarding the time, effort and cost of the researcher than most other research methods such as experimental research and case research (Bhattacharjee, 2012:73).

Survey research is applicable to both large and small populations by selecting and studying samples chosen from the populations to unearth the level of incidence, distribution, and interrelations of variables. These variables to be unearthed are sociological and psychological in nature. A distinction can be made between survey studies and other research methods in terms of time, size and purpose. Survey differs from historical studies in respect of time and that of experimental studies in terms of purpose. The difference between survey and case studies is the size of the sample (Osuala, 2005:253).

Survey research is interested in the critical facts of people, their beliefs, opinions, attitudes, motivations and behaviour. Surveys are practical to the researcher because they identify current situations and guide him with current needs. Surveys do not determine issues for the researcher but can offer him with accurate information to enable him make sound judgment. Again, this method does not only unravel data, it gives meaning, synthesises and combines these data and indicates the implications and interrelationships.



Survey research offers the opportunity for the researcher to demonstrate his ingenuity and scholarliness in the interpretation of the data on their interrelationships' and implications (Osuala, 2005:254).

Also, a focus group discussion was conducted to solicit the views and experiences of executives of the various clubs and associations who serve as liaisons between the students and the teachers of the schools and also as leaders of the clubs. A focus group saves time and cost as compared to an individual interview, the researcher can obtain other information through gestures, body demeanor and feelings from respondents. In focus group discussion, participants sometimes feel uneasy and reluctant in their answers for fear of being tagged.

An interview makes it easy for rewording or reframing a question to the understanding of the interviewee. Also, the interviewer is able to develop a good rapport with the interviewee which creates conducive atmosphere for interactions. The interviewer is able to solicit adequate information from the interviewee by probing further. However, the interviewer needs to possess good skills in interviewing. There is the tendency for the interviewer to be biased and therefore asks questions that tend to influence the outcome of the research.

Questionnaires particularly self administered questionnaires cost less to administer as compared to other methods of data collection. The researcher does not need to incur cost of engaging research assistants. Many respondents can be reached which are representative enough of the target population using questionnaires. The weakness of questionnaires thus self administered questionnaire is the issue of unanswered questions



and dishonest answers by the respondents. This makes the analysis of data very difficult and also affects the outcome of the research.

A combination of survey questionnaires with interviews and focus group reduces the gaps in data collection as against individual instruments. Information obtained using a particular instrument is authenticated with another instrument. The data collected using a combination of the data collection tools guarantees the validity and reliability of the data.

3.2.1 Methodology

The study employed the mixed methods approach. It used both quantitative and qualitative research methods. The qualitative data were collected with the use of interview guide and focus group discussion guide. The responses from the respondents were written down and transcribed. Similar views were grouped to get the number of respondents that shared those views. The quantitative data were obtained through the use of questionnaires. Statistics of the respondents' responses were presented in percentages, graphs and charts.

Moreover, the study is comparative between Wa SHS a public school and Tupaso SHS a private school. The basis for their comparison is their pioneering status as the first public and private schools in the Wa Municipality and the same programme of study that both schools offer.

3.2.2 Target Population

The target population was students, teachers, officials of the Ghana Education Service from the Upper West Regional and Wa Municipal Directorates and executives of the Parent-Teacher Association (PTA) of the schools. The students were drawn from forms



two and three who cut across courses being run by the schools and the clubs they belong to and masters who are patrons of the clubs and other administrators who have roles to play in managing the students and the extracurricular activities. The form one students at the time of the study just reported to the schools and therefore had limited knowledge of extracurricular activities. The forms two and three students have two to three years' experience on how the clubs and societies worked. The officers from the GES supervise the teachers of the schools and the executives of the PTA serve as a link between the schools' authorities and parents. They play complementary roles in the management of the schools.

3.2.3 Sampling

In this study, both probability and non-probability sampling methods were employed. In probability sampling, there is a known chance of every respondent being selected. The population estimates represented within the limit of tolerance is probability. The error represents the limit of accuracy. The probability sampling method that was used in the study is stratified sampling. The data collected with the use of this method were both qualitative and quantitative. Specifically, responses from the students were collected with the use of questionnaires which were largely quantitative while the qualitative data were collected using focus group discussion guide. Experiences and views of students on management practices and laws guiding operations of extracurricular activities in the school were solicited. Under non-probability sampling the sampling procedure does not afford any basis for estimating the probability. There is no way to calculate the confidence level falling within a specified tolerance (Cauvery et' al, 2003:97). The non-probability sampling technique used was the purposive sampling. With the non-



probability sampling method, the data collected were largely qualitative. Responses were taken from the teachers, officials of the GES, and PTA executives with the help of interview guides. The information derived from the teachers and GES officials was on the laws of the Ghana Education Service governing extracurricular activities, management practices of the school and conduct of the students towards the activities. The participation of parents in the management of extracurricular activities and the parent-teacher relationship were the information solicited from the PTA.

3.2.4 Purposive Sampling

The respondents for sampling were patrons, assistant headmasters, senior housemasters and their assistants. These people have in-depth of knowledge and experience in spearheading the activities of the clubs and associations on both campus and outside the school. The study interviewed 15 of the teachers from the two schools; 10 from Wa SHS and five from Tupaso SHS. The Wa SHS has 38 clubs with patrons and assistant patrons. Tupaso SHS rather has for 4 clubs with patrons and some assistant patrons. In addition, officials of the GES and executives of the Parent-Teacher Association (PTA) of the schools were also sampled. Three officers from the Upper West Regional office of the Ghana Education Service and two from the Wa Municipal office of the GES were sampled. Three executives of the PTA; the chairman, secretary and a member from Wa SHS while only the PTA chairman from Tupaso SHS were sampled.

3.2.5 Stratified Sampling

Student respondents were stratified according to classes (SHS 2 and SHS 3) due to the level of experience each year group has. These classes were further stratified according to programmes (i.e. General Science, General Arts, Business, Home Economics, General



Agriculture and Visual Arts). Some of the clubs and societies are formed purely on subject basis and experiences from these clubs differ from the general clubs that bring together students from various courses of study. Students were proportionately and randomly selected from each programme. Since the students in the various classes are not the same, selecting the same number of students from each class will skew the respondents either in favour or against a class.

Table 3: Programmes and Corresponding Classes Population for Wa SHS

Courses	Classes									
	Form Two					Form Three				
	A	B	C	D	Total	A	B	C	D	Total
General Science	40	35	-	-	75	50	45	-	-	95
Visual Arts	37	41	-	-	78	40	35	-	-	75
General Agriculture	41	23	-	-	64	56	47	-	-	103
Home Economics	56	53	45	-	154	46	36	38	30	150
General Arts	55	61	52	55	223	44	53	46	-	143
Business	40	32	-	-	72	47	45	-	-	92
Total	269	245	97	55	666	283	261	84	30	658

Source: (Wa SHS, 2016)



Table 4: Programmes and Number of Students in Classes for Tupaso SHS

Courses	Classes	
	Form Two	Form Three
Home Economics	24	29
General Arts	62	39
Total	86	68

Source (Tupaso SHS, 2016)

3.2.6 Sample Size

The sample size of the study was determined by Yamane (1967) formula for determining a sample size. The formula:

$$n = \frac{N}{1+N(e)^2}$$

Where N = sample population, → 1,324

e = level of precision, at confidence level of 95% and the value of 'e' is 0.05

1 = constant

$$\text{Therefore, } n = \frac{1,324}{1 + 1,324(0.05)^2}$$

$$n = 307$$



The Wa SHS has a total population of 2,024 students. The forms two and three students who formed the target population of the school were 1,324 students. Using Yamane (1967) formula, the sample size was 307 respondents.

Further insight on the subject was obtained through the use of structured interviews of teachers, officials of the GES and PTA executives who were selected by purposive sampling from both schools, GES Wa Municipal and Regional Directorates. Ten teachers and administrators from Wa SHS were interviewed and three PTA executives and that brought the total respondents to 320.

Three officers of the Upper West GES Regional office and two from the Wa Municipal Education Directorate were also interviewed.

Besides, the students' population for forms two and form three of the Tupaso SHS was 154 students. Using the Yamane (1967) formula

$$n = \frac{N}{1+N(e)^2}$$

Where N = sample population, → 154

e = level of precision, at confidence level of 95% and the value of 'e' is 0.05

1 = constant

154

Therefore, $n = \frac{154}{1 + 154(0.05)^2}$

$$n = 111$$



Five teachers from Tupaso SHS and one PTA executive were interviewed and that brought the number of respondents to 117.

3.3 Data Sources

The data for the study were generated from two sources; secondary and primary. The secondary sources were obtained from research reports, academic reports and files while the primary data were obtained from the field using the data collection tools that were developed by the researcher.

3.3.1 Secondary Data

Secondary data were solicited from books, academic journals, newspapers and magazines; reports and documents from government departments and agencies and online portals. Information on the profile of the study area was obtained from the Wa Municipal Assembly and the Analytical Report of the 2010 Population and Housing Census. The types of extracurricular activities that have been approved and recognised by the school authorities were also solicited as well as the population of the schools.

3.3.2 Primary Data

The primary data were obtained using questionnaires, interview guide and focus group discussion. Specifically, the knowledge and experiences of the parents, students and teachers of Wa SHS and Tupaso SHS on the operations, finances and the general management of extracurricular activities were obtained. The expertise of staff of the GES as supervisors of education was also sought.



3.4 Data Analysis

A number of statistical techniques were performed using the SPSS package and Microsoft Excel for analysing quantitative data. A descriptive analysis using mean and percentage was performed to identify the distribution of data on sex, relationship between teachers and parents, uses of dues among others. Qualitative analysis of data was done through transcription and content analysis. Both the responses of the students' executives during the focus group discussion and the interviews with the school authorities were transcribed as were recorded. Where there is a general agreement on an issue, the views are presented in a holistic manner. The analysis of these data is meant to either approve or disapprove the views from the quantitative analysis.

3.5 Data Collection Instruments

To gather data for the analysis, interviews guides, questionnaires and focus group discussion guide were used to poll the views and perceptions of parents, teachers and students with respect to their roles and experiences from the planning to the implementation of extracurricular activities in the schools.

3.5.1 Questionnaire

A questionnaire is a systematic compiling of questions which are submitted to a sampling population from whom some information is to be obtained. It has been described as a written verbal stimulus and a written verbal response. The basis for all questionnaires is the question. The questionnaire should be able to turn the research objectives into definite questions. Answers to these questions provide the data for analysis. The major considerations in formulating questions are their content, structure, format and sequence (Cauvery, 2003:147).



The questionnaire covered both open-ended and close-ended questions. According to Neuman (2007), the use of both types of questions in a questionnaire offers a change of pace and helps interviewers establish rapport (pp.179). It also reduces the sole disadvantages of open-ended and close-ended questions in a questionnaire.

The questionnaires were self administered by the students with guidance from the researcher and two research assistants. A total of 307 and 111 questionnaires were administered to the students of Wa SHS and Tupaso SHS respectively, and a 100 per cent completion and return rate were achieved. Questionnaires are easy to administer, they are less time to consume and with minimal errors. One of the fundamental weaknesses of the questionnaire method is the subjective error which occurs in the process of translating feelings and actions into words and conveying them from the respondent to the interviewer (Osuala, 2005:207).

3.5.2 Interview Guides

The assistant headmasters, senior house masters and patrons of the clubs, associations and societies in the schools who see to the day-to-day running of these structures were interviewed. They have wealth of knowledge and experience in managing the clubs and associations as well as the students. This was to give further insight into the management and operations of these bodies. Additional information was obtained which could not have been captured by the questionnaires or were captured by the questionnaires but were to be validated. Also, officials of the Ghana Education Service (GES) both at the Wa Municipal and Upper West Regional Offices were also interviewed. These officials have



supervisory roles over the teachers in the schools in ensuring that rules and regulations of the GES are implemented and standards are maintained. Information from these outfits was to help ascertain whether the information obtained from the schools was accurate. Besides, the views of parents of students of the schools were also sought. The executives of the Parent-Teacher Association (PTA) of the schools represented parents and their views were solicited. The PTA executives act on behalf of parents in dealing with the management of the schools and therefore have insight of the administration of the schools.

3.5.3 Focus Group Discussion Guide

One representative each of the clubs and associations, who is an executive member from the clubs and associations in the schools, were brought together to discuss how from their perspectives and experiences the clubs and associations are run. The discussion was moderated and led by the researcher, who sets the agenda and posed a set of questions for the participants. In a focus group discussion, the facilitator makes sure that thoughts and experiences of all participants are brought on board. The facilitator tries to put together a synergy of the knowledge of the conditions of the problem based on participants' comments and experiences (Bhattacharjee, 2012:40). The executives of the clubs serve as liaison between the students and the schools authorities and therefore were in the best position to discuss issues on the management of extracurricular activities. Six executives from three broad groups; sports, subject-based/academic and arts clubs and associations formed the group for the discussion in both schools. The essence was to obtain different views on issues of similarities and differences when it comes to running the various clubs



and associations in the school. The views expressed further enhanced the data from the questionnaires and interviews.

3.5.4 Pre-Test of Research Instruments

The instruments used for the data collection were pre-tested with some students and teachers of Wa Islamic SHS since the schools run similar courses. The essence was to refine and fill gaps that were identified in the instruments. It was also to test the understanding of the wording of the questions posed, the concepts used and the arrangement or design of the instruments. Experiences from the pre-test were used to improve the final questionnaire and guides.

3.5 Conclusion

The Wa Municipality can be considered as the educational hub of the Upper West Region due to the concentration of educational institutions from the pre-school to the tertiary level in the capital, Wa. It is also cosmopolitan owing to the different ethnic, cultural, religious, economic and social activities within the municipality. Wa Senior High School (SHS) is one of the oldest SHS in the region with Tupaso SHS as the pioneer private SHS and have gained much reputation in the areas of academic performance and extracurricular activities. In the study, 326 respondents from Wa SHS and 123 respondents from Tupaso SHS using various techniques and tools including stratified sampling, purposive sampling, interview and focus group discussion guides were used to collect data from these respondents. Hence, both quantitative and qualitative methods were employed



Chapter Four

Data Presentation, Analysis and Discussion

4.0 Introduction

This chapter presents the results and the discussion of the data collected from the Wa and Tupaso SHSs in the Wa Municipality. The chapter is organised into six sections; the first section analyses respondents' background, followed by the managers of extracurricular activities in the schools. The other four sections deal with how people are involved in the management of extracurricular activities, challenges students and school management face in performing extracurricular activities in the schools, discussion of the results of the study and conclusion of the chapter.

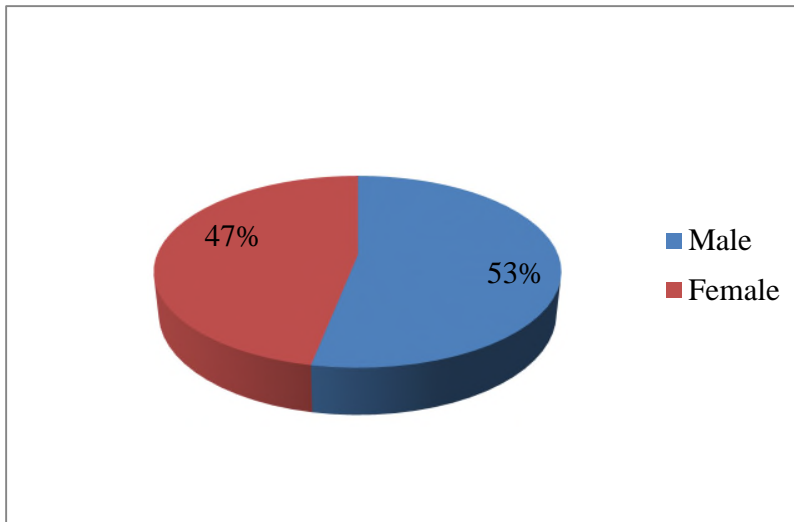
4.1 Socio-demographic Characteristics of Respondents

The respondents were of different categories; the students, the PTA, officials of GES, the teachers who form the core management of the schools and the executives of the clubs/associations.

In the Wa SHS, out of the 307 respondents who were students, about 163 of the respondents representing (53%) were males and 144 representing (47%) were females. The respondents from Tupaso SHS were 45.9% males and 54.1% females. Figure 3 shows the sex distribution of the respondents for Wa SHS and Figure 4 shows the sex distribution of respondents for Tupaso SHS.

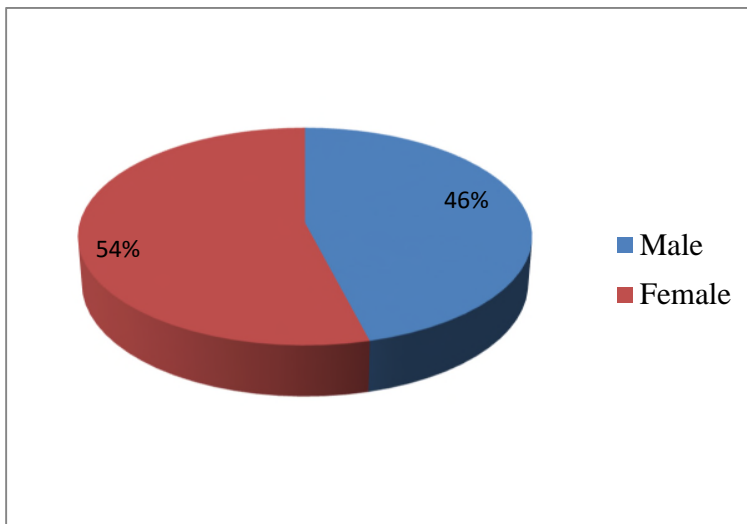


Figure 3: Sex Distribution of Respondents for Wa SHS



Source: (Field survey, 2017)

Figure 4: Sex Distribution of Respondents in Tupaso SHS



Source: (Field Survey, 2017)



On their ages, the results for Wa SHS are presented in table 5.

Table 5: Ages of Respondents for Wa SHS

Ages	Frequency	Percent
11-15	13	4.2
16-20	270	87.9
21-25	24	7.8
Total	307	100

Source: (Field Survey, 2017)

For Tupaso SHS, the ages of the students are shown in table 6.

Table 6: Ages of Respondents for Tupaso SHS

Age	Frequency	Percent
11-15	7	6.3
16-20	91	82.0
21-25	6	5.4
26-30	7	6.3
Total	111	100

Source: (Field Survey, 2017)

Information on the religious affiliation of students for Tupaso SHS and Wa SHS are presented in tables 7 and 8 respectively.



Table 7: Religious Affiliation of Respondents of Tupaso SHS

Religion	Frequency	Percent
Christianity	66	59.5
Islam	45	40.5
Traditional	0	0
Total	111	100

Source: (Field Survey, 2017)

Table 8: Religious Affiliation of Respondents of Wa SHS

Religion	Frequency	Percent
Christianity	119	38.8
Islam	188	61.2
Traditional	0	0
Total	307	100

Source: (Field Survey, 2017)

The study was done for form two and three students in both schools and 52.8% of the respondents being form three students and 47.2% being form two students in the Wa SHS. At Tupaso SHS, form two students were 56.8% and 43.2% were form three students. The management of the schools is male dominant. Out of the ten selected purposively for Wa SHS, seven were males and three females. At Tupaso SHS, three were males and one female. The ages for teachers of Wa SHS were between 35 and 42 while their religious affiliation was five Muslims and five Christians. The ages of



teachers of Tupaso SHS were between 22 and 60 and all four were Christians. All five officials of the GES were males. With the PTA executives, two were male and a female for Wa SHS. For Tupaso SHS, only one PTA executive was interviewed and was a female.

4.2 Managers of Extracurricular Activities in the Schools

Information obtained from the Wa SHS administration (Guidance and Counselling Unit) indicated that they officially registered and sanctioned 38 clubs and societies in the school to undertake extracurricular activities. Appendix 'A' shows the list of clubs and societies in the school. These clubs and societies can be categorised into religious, subject-based, academic and ethnic/geographical area associations. However, information obtained from the Tupaso SHS revealed that the school only sanctioned four clubs namely Science Club, Maths Club, Debate Club and Sports. Three associations were under consideration and they include the Ghana Muslim Students Association (GMSA), the Catholic Charismatic Renewal (CCR) and the Pentecost Students Union.

Students' knowledge was tested on the types of extracurricular activities that exist in the schools. At the Wa SHS, the results show that on the average, the students were aware of four of the clubs and societies existing in the school. This indicates that the level of awareness of the existence of clubs and societies in the school by students is low. It was also established that at least a student belonged to one club or society and at most seven clubs and societies suggesting that there are no limitations in the school regarding the number of clubs and societies a student can belong. In addition, all the ten teachers interviewed were of the opinion that students can belong to as many clubs as the students want. Likewise, the students' executives shared the same views during the focus group





discussion. At the Tupaso SHS, the students new about all the four clubs in the school. There is no limitation on the number of clubs a student can belong. A teacher TP01 said *membership of a club is based on the willingness and interest of the student. There are no restrictions on the number of clubs a student should join.* Another teacher TP02 noted that *the essence of the formation of the clubs was to complement what we teach in class. They were formed as matter of necessity so there is no need to restrict students from joining any club.* At the focus group discussion all the students' executives agreed that membership of the clubs was opened to all students.

On the types of extracurricular activities students could participate in the schools, at Wa SHS two main types of extracurricular activities were identified and these include automatic and voluntary. According to the students, the automatic extracurricular activities in the school include entertainment, sports, culture, science and maths quiz and Students Representative Council (SRC). According to the teachers too, *the school authorities have no say in the activities mandated by the Ghana Education Service. The school authorities only implement the directives of the GES. The activities that the school has approval for are those clubs and associations formed by the students and institutions outside the school which are usually voluntary. This is influenced by the desires and interests of the students.*

The voluntary activities are clubs and associations formed by organisations outside the school and those formed by the students themselves and teachers in the school. They are not prescribed by the Ghana Education Service (GES). This type of extracurricular

activities includes the Scripture Union (SU), the Ghana Muslims Students Association (GMSA), Brifo Students Union and Southern Students Union.

At the Tupaso SHS, one type of extracurricular activities can be found and that is compulsory or mandatory. They include Debate, Science, Maths and Sports. A teacher TP04 said *these extracurricular activities were instituted by the school especially debate science and maths clubs after the school management realised students were performing poorly in those areas*. A respondent TP02 indicated that *the clubs were formed on the accord of the school management to improve learning outcomes and not a directive of the GES*. Another teacher TP03 opined that *these activities are compulsory and a time for co-curricular activities is put in the school timetable from 12:40 pm to 2:00 pm every Friday. It is mandatory for every student to be present and take part. A programme is designed to cater for all the students though they are pursuing different courses*. However, a student leader TPS1 at the FGD said *emphasis on participation is on the academic related clubs which include science, maths and debate. Though we do sports, little attention is given to it*. Another student TPS2 echoed this assertion saying *we do take part in competitions for science, maths and debate at the regional level but when it comes to sports we do not take part*.

Furthermore, it is important to know which type of activities were the students participating more and also according to the form or class they belong. The findings on how many people participate in the various types of extracurricular are shown in the table 9.



Table 9: Types of Extracurricular and Number of Students that Participate in them in Wa SHS

Type	Frequency	Percent
Automatic	96	31.3
Voluntary	94	30.6
Both	117	38.1
Total	307	100

Source: (Field Survey, 2017)

The table above shows that, 31.3% participate in the automatic or mandated extracurricular activities while 30.5% participate in the voluntary activities. This means there are more participants in the automatic or mandated activities than the voluntary activities. However, participants in both automatic and voluntary activities are higher recording 38.1%. The research identified only mandatory type of extracurricular for Tupaso SHS. Therefore no comparison can be made with the voluntary extracurricular or both mandatory and voluntary extracurricular regarding the number of students that participate in both activities. In relating the type of extracurricular activity to the form or class the participants belong to, the table below shows the results for Wa SHS.



Table 10: Classes of Students and Types of Extracurricular Activities in Wa SHS

Class of Students	Type of Extracurricular			Total
	Automatic	Voluntary	Both	
Form two	45	46	54	145
Form three	51	48	63	162
Total	96	94	117	307

Source: (Field Survey, 2017)

Participants from form three lead in all the activities. Regarding the participation in the automatic activities, 51 students representing 53.1% from form three take part while 45 students representing 46.9% from form two are also involved. Also, 46 students representing 48.9% and 48 students representing 51.1% participate in the voluntary activities respectively. Moreover, 53.8% of the students who undertake both activities are from form three while 46.2% are from form two.

Though only mandatory type of extracurricular is ran by Tupaso SHS, it is important to know how many students participate in it according to the classes thus forms two and three. The results obtained for Tupaso SHS are indicated in table 11.

Table 11: Classes of Students and Type of Extracurricular Activities in Tupaso SHS

Class of Students	Type of Extracurricular	Percent
	Voluntary	
Form two	63	56.8
Form three	48	43.2
Total	111	100

Source: (Field Survey, 2017)

The results suggest that, participation in extracurricular reduces as students progress from one class to another.

Parents as stakeholders in education have interest in the affairs of a school as well as roles to play. It is important to know the level of involvement of parents to either choose or help their wards to choose or prefer some kind of extracurricular activities over others.

In Wa SHS the study revealed that 238 respondents representing 77.5% said their parents were aware of their participation in extracurricular activities while 69 respondents representing 22.5% said their parents were not aware. Again, 61.9% of the respondents said they consulted their parents before choosing any extracurricular activity they were engaged in and 38.1% mentioned they did not consult their parents before joining any club/association.





The reasons given by the students who said they consulted their parents before choosing any extracurricular activity were that, if there is any financial commitment the parents will help them, for advice on the positive and negative effects of some of the activities, guidance on how to blend the academic work with that of the activities, help them select the good activities and as respect to the parents. The 38.1% who did not consult their parents also gave reasons as not necessary, parents do not have knowledge in extracurricular activities and they consulted their seniors and friends.

Of the 68.9% students who consulted their parents, 97.4% got approval from their parents while only 2.6% did not get the approval of their parents. Besides, about 82.1% of the consultation was done by the students themselves. 10% was done by the school authorities and 7.9% by both the school authorities and the students.

From Tupaso SHS, 71.2% of the students said their parents were aware of their participation in extracurricular activities while 28.8% said their parents were not aware. Again, 59.5% indicated that they consulted their parents while 40.5% maintained that they did not consult their parents. For those who consulted their parents, the reasons given for the consultation were for parents to educate them on the importance of the activities, parents to also consult people who had engaged in the activities before, for financial support, they are responsible for their education and that will help the parents to know the extracurricular they undertake. The students who did not also consult their parents their reasons include their main in the school is to learn, the parents will not agree for them to participate and parents are not educated.

About 59.5% of the students who consulted their parents got their approval to participate in the activities while 40.5% did not get their parents approval for participation.

Moreover, those whose parents were consulted, 60.6% of the consultation were done by the students themselves while 19.7% was done by the school authorities and 19.7% for both students and school authorities.

Drawing from the perspectives of parents in the selection and running of extracurricular activities in the Wa SHS in an interview, parents were unanimous that they are not involved. Respondent Pt001 said *we {parents} are not involved both in the selection and running of extracurricular activities in the school. As a parent you only advise your ward on the activities to take part.*

Respondent Pt002 also narrated that *involvement of parents is very low. School authorities only inform parents when it becomes necessary especially when the students are to travel to a place outside Wa to engage in extracurricular activities. When an organisation wants to give a scholarship to student for participating in its club activities parents are contacted and made to be aware.*

Respondent Pt003 indicated that *parents are not involved. The discretion is rather given to the student to decide whether to participate or not since participation is voluntary even with the mandated extracurricular activities. So if the student decides to inform or consult his or her parent that is the student's choice. Even at PTA meetings we have never discussed issues about extracurricular what we do discuss is about school development and learning outcomes.*

On why they think the school authorities failed to involve them, Respondent Pt001 said *the school authorities usually say it is an administrative matter and administrative issues are the work of the school authorities.* Respondent Pt002 said *it is during PTA meetings that some of these issues are discussed but some parents normally refused to come for the*



meetings while others send representatives. Also, most parents have never made any attempt to visit the child in school and find out what the children are doing even the curricular activities. The discretion is given to the students. Respondent Pt003 opined that it is a structure given to the school by the GES and parents are not included.

Moreover, on the relationship between parents and teachers in the selection and management of extracurricular all the three respondents said there is a good relationship between them. However, according to Respondent Pt002 *sometimes there are few disagreements but we try to address them.* Respondent Pt002 cited a case where a student was good at football and was made part of the school team. *When the parents of the student heard about it, the parent came to the school and demanded that the student the student be stopped because he was there to learn and not to play football.*

Parents of Tupaso SHS also pointed out clearly that they are involved in the selection and management of extracurricular activities. A PTA respondent TPP1 stated that *issues of extracurricular have never been brought to their attention and discussion.* On why the school has not involved them in the affairs of extracurricular, respondent TPP1 said *the agreement between parents and the school authorities is to provide quality tuition for their wards and that is the concern of parents.*

On the relationship between parents and the school authorities, TPP1 said *there is good rapport and friend between parents and the school management.*

The information obtained from the officials from the GES both at the Wa Municipal and the regional offices showed that no misunderstanding between parents and the authorities



of the two schools had been brought to their attention for resolution. Respondent WAM1 from the Wa Municipal Education Directorate said *the education system is structured. The schools have board of directors. It is their duty to intervene in any impasse between the schools and parents. When that fails the municipal education directorate steps in and from here it goes to the regional directorate if still not resolved.* Respondent ROF3 from the regional office said *sometimes there are disturbances during regional competitions among the various SHSs. The regional office comes in to calm the situation. For misunderstanding between the schools and parents it has not come to our notice.*

The specific roles that parents play in the selection as well as participation in extracurricular activities according to the students of Wa SHS include assistance in the payment of dues. Other roles mentioned are advice and encouragement to be serious with the activities, providing costume for dramas and role play and financial support. However, some were of the opinion that parents do not play any role at all due the fact they are not educated and for that do not have adequate knowledge of the activities. Even with the educated parents they are not aware of the existence of certain clubs and associations. On the part of students of Tupaso SHS, the specific roles parents play concerning extracurricular include provision of learning materials, payment of dues and encouragement to excel in the activities.

From the parents' opinions, all the respondents in both schools said parents do not play any major role since they are not consulted or involved in the running of the activities by the headmaster and teachers. The role they play is to advise their children and also support them sometimes with funds.





On the issue of feedback and the feedback mechanisms on the performance of students in extracurricular activities, all the respondents said there is no feedback or any information from the school to parents on how their wards are faring. Respondent Pt002 of Wa SHS said *because of poor address system, the school finds it difficult to reach parents. All reports including academic performance are given to the children to be given to their parents; some do and others do not give out these reports.* Respondent Pt003 said *where your wards represents the school in a competition and excels the school only take the credit without informing the parents.*

For Tupaso SHS, the feedback was to parents was also lacking. TPP1 acknowledged that *the school duly gives feedback on the academic performance of students to their parents through their terminal reports. However, feedback on the performance in extracurricular activities is not given.*

4.3 Ways People are engaged in Managing Extracurricular Activities

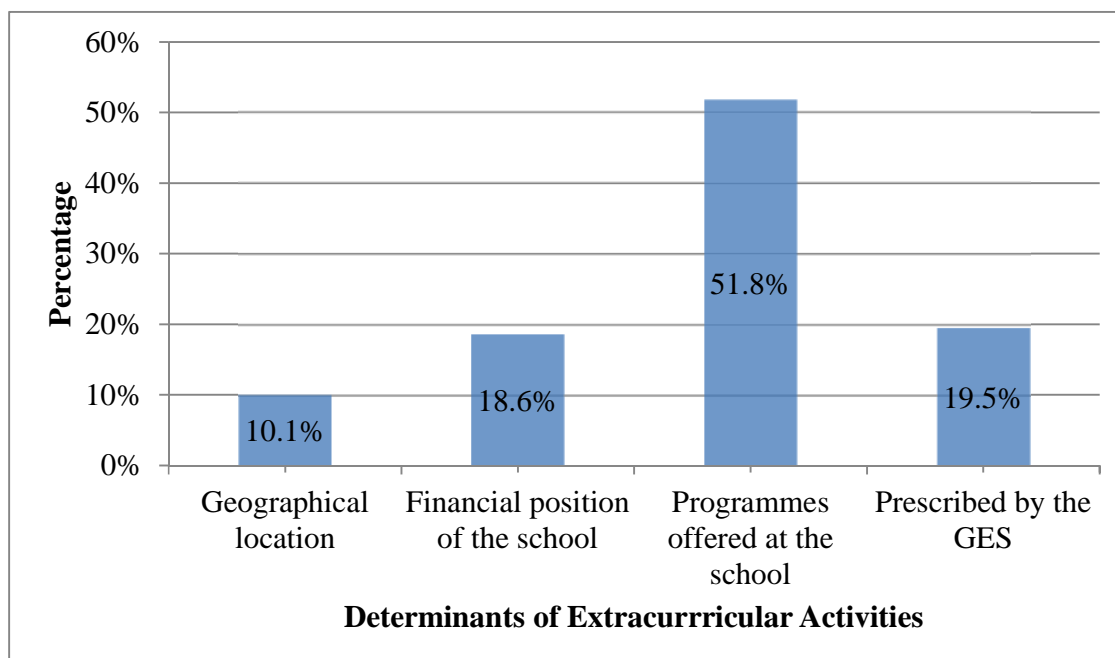
The study wanted to discover the ways or modes in which students are involved in the performance of extracurricular activities. The results at Wa SHS revealed that, students participate in extracurricular activities through various ways. These include purchase of membership forms, sensitisation activities on the existence of the clubs, activities they carry out and benefits of the club or association, by virtue of pursuing a particular subject, through representation of the various houses of residence, influence of peers, advice from parents or teachers of the school

The results from Tupaso SHS showed that there is only one way of participation and that is by registration. Once a student has interest, the student fills a registration form and

pays Gh¢1 per an academic term. Though students are affiliated to various houses of residence in the school, about 90% of the students are day students as a result there are no activities for inter-houses.

There are certain factors or determinants that may influence the decision to run some kinds of extracurricular activities in a school. The research results indicated that the types of activities in the Wa SHS are largely due to the programmes offered at the school. The geographical location of the school has the least influence on the type of activities the school carries out. Figure 5 depicts the various factors that influence the types and number of activities the school has.

Figure 5: Factors Influencing Types and Number of Activities in Wa SHS

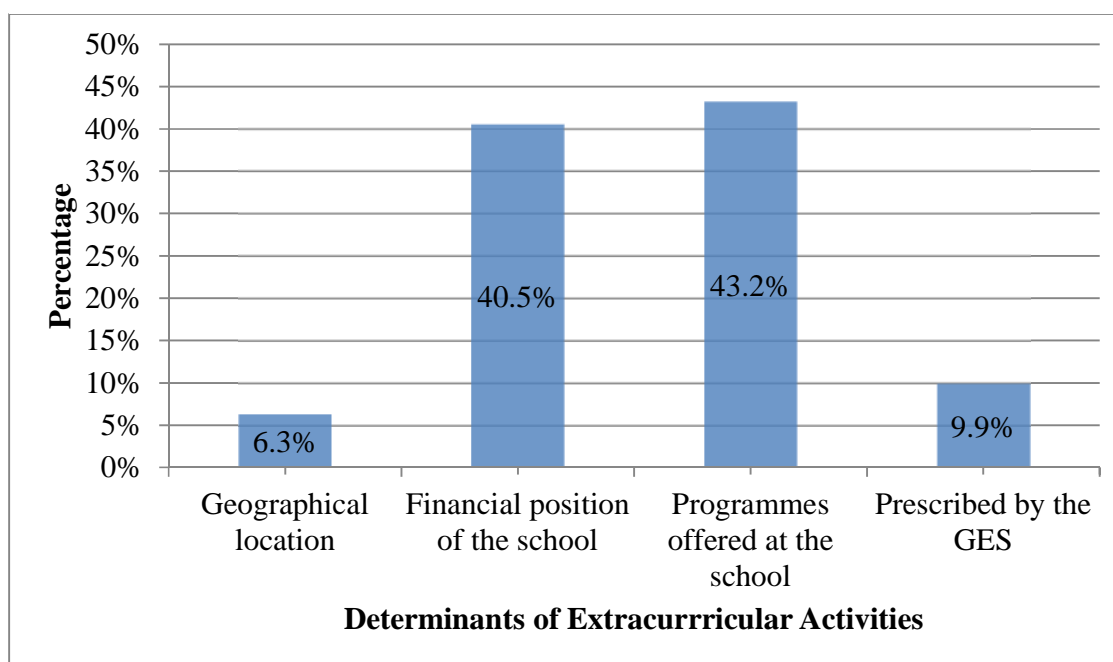


Source: (Field survey, 2017)



At Tupaso SHS, the factors that influence the types of extracurricular activities in the school according to the students are financial position of the school 40.5%, programmes offered in the school (43.2%), prescribed by the GES (9.9%) and location of the school (6.3%) as depicted in Figure 6.

Figure 6: Factors Influencing Types and Number of Activities in Tupaso SHS



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Source: (Field Survey, 2017)

The various clubs and associations cannot be effectively run without the support and supervision of patrons. A total of 95.8% of the respondents of Wa SHS agreed that there are patrons and supervisors available to oversee the smooth running of the clubs and associations while 4.2% disagreed. The criteria on which the patrons are chosen include

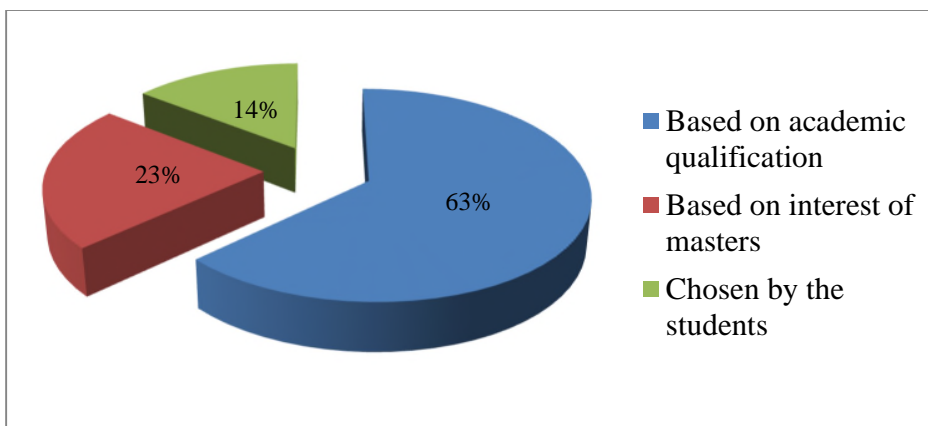
the academic qualification of the master 47%, interest of the master in the activities of the club or association 37% and students choosing a master of their choice 17%.

The teachers expressed varied opinions on the selection of patrons. Five agreed that the teacher should have interest in the club and also subject related to what the teacher teaches in the school. A teacher said *the teacher should have interest in the club, the subject area he/she teaches should be related to the club, the school authorities should have trust in you [teacher], have leadership qualities and experience too, have natural love for the students be ready to sacrifice*. Three of the teachers said the teacher is nominated by the students with approval from the school authorities. One teacher opined that *patrons are imposed on clubs in which the school management has an interest such as culture, sports and Cadet* while another teacher said *is voluntary the patron must be a teacher of the school and students choose a master of their choice*.

At Tupaso SHS, the data showed that teachers are chosen as patrons based on their academic qualification as indicated in figure 7.



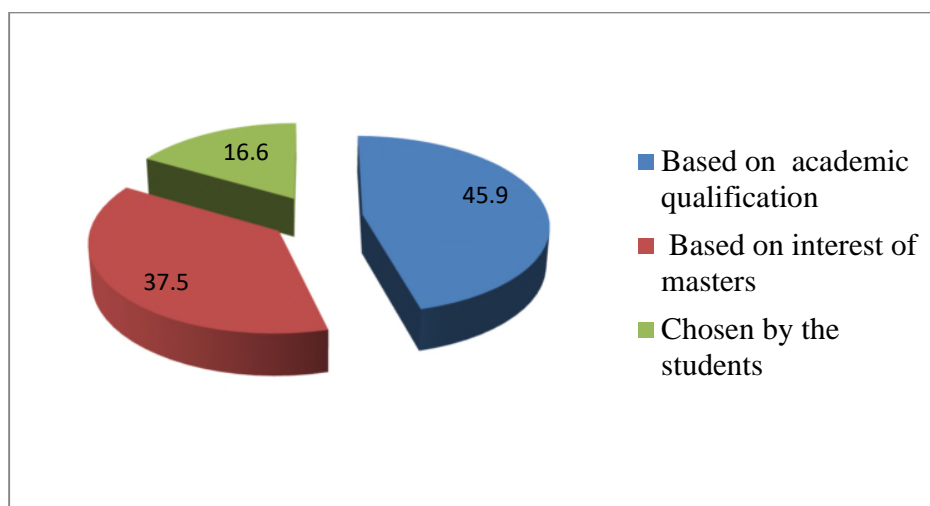
Figure 7: Criteria for Selecting Patrons at Tupaso SHS



Source: (Field Survey, 2017)

The results on the criteria for selecting patrons at the Wa SHS are also presented in figure 8.

Figure 8: Criteria for Selecting Patrons at Wa SHS



Source: (Field Survey, 2017)

Sharing their opinions on the criteria used in selecting or appointing a patron to a club, respondent TP04 said *the teachers that handle the particular subject are the same teachers handling the clubs. The teacher should have interest in the club.* Respondent TP02 said *the school has both part-time teachers and full-time teachers. The full-time teachers are in-charge of the clubs and they are also the subject teachers.*

Regarding the training of patrons to handle the clubs, an assistant senior house master at Wa SHS said *no formal training is given to the teachers. They undertake consultations from well experienced old teachers, take instructions from the headmaster and other educational authorities and undergo informal training by emulating good examples from*





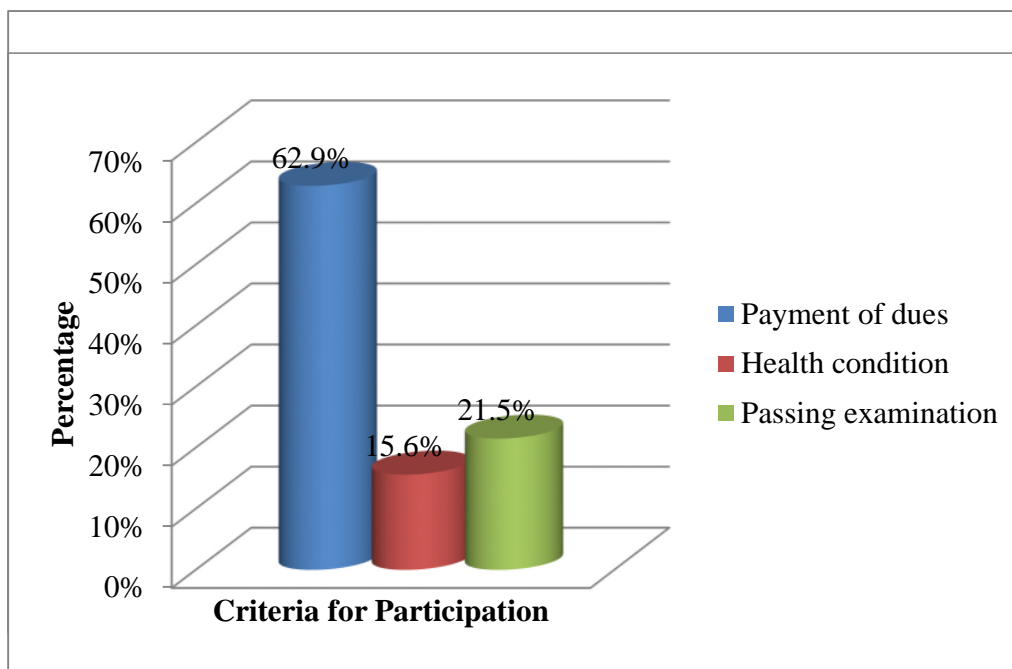
others. A teacher also said *it is the National Commission on Civic Education (NCCE) and the Commission on Human Rights and Administrative Justice (CHRAJ) that train their patrons*. The other eight teachers said they are not formally trained. They only receive briefings from the Senior House – Master or the teacher they are taking over from. The students’ executives however, said they were not aware whether the patrons are formally trained or not. Also, 222 of the respondents representing 72.3% said the patrons were trained for the task while 85 respondents representing 27.7% said the patrons were not trained. Touching on who trained the patrons, out of the 222 respondents (72.3%), 135 respondents (60.8%) said organisations that form the clubs and associations trained the patrons, 52 respondents (23.4%) said the patrons were trained by the school management and 35 respondents (15.8%) said by GES.

The situation at Tupaso SHS showed that none of the teachers have been given any formal training. Respondent TP01 opined that *when I came here {Tupaso SHS} there was no club. The school started to form the clubs just last year. So far no formal training has been given to any teacher*. An official of the GES WAM1 said *at the basic level Teachers Handbooks are given the head teachers to guide the when they are undertaking extracurricular activities. It is expected that they will be able to read and understand so that they can impart the knowledge to the pupils*.

To be eligible to take part in the activities of the clubs and associations there are certain conditions one should meet before one is allowed to take part. The results for Wa SHS revealed that 62.9% said payment of dues is a key criterion for participation in most of

the clubs and associations. This was followed by passing examination 21.5% and health conditions 15.6%.

Figure 9: Eligibility Criteria for Participation at Wa SHS



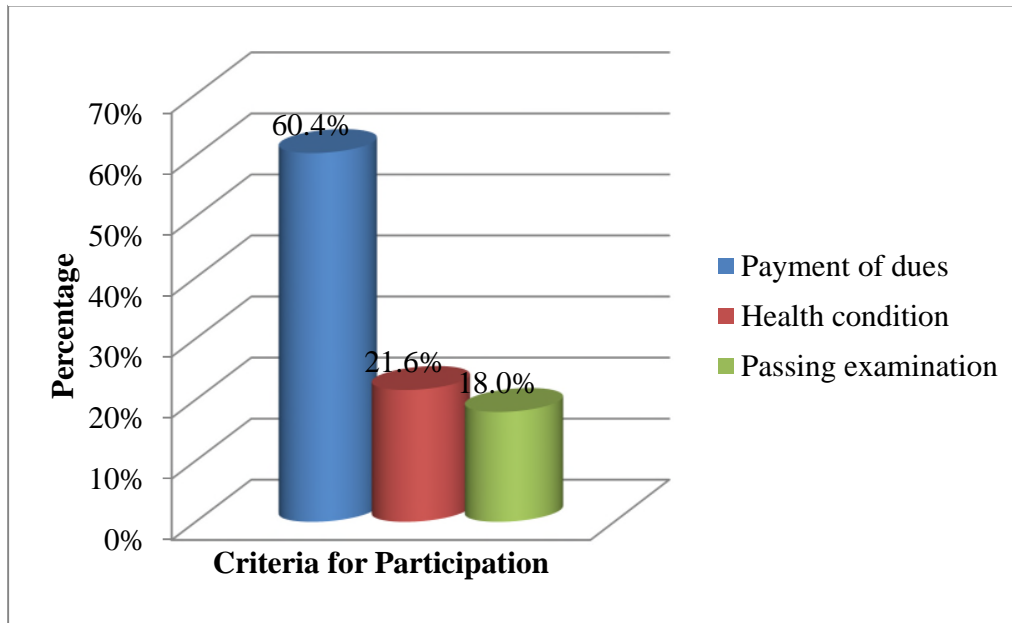
Source: (Field survey, 2017)

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Payment of dues 60.4%, health condition 21.6% and passing examinations 18.0% were the results for Tupaso SHS on criteria for participation according to the students, the same pattern as in the Wa SHS

Figure 10: Eligibility Criteria for Participation in Tupaso SHS



Source: (Field Survey, 2017)

Asked whether there are any rules guiding extracurricular participation, all the teachers at Wa SHS said the payment of dues is a major requirement. A patron added that *the school administration is obliged to finance these activities, a specific number of students and officials [teachers] are delegated to competitions, only disciplined or well behaved students are selected to participate in these activities. Students representing the school are guided and controlled by teachers. No student leaves the group till you return back to school for the purposes of security. Teachers guiding and controlling these students are not allowed to relate anyway with the students when they are out of the school campus undertaking extracurricular activities. The students' executives also intimated payment*



of dues and barring of students with asthma from joining the Cadet club as the criteria for participation.

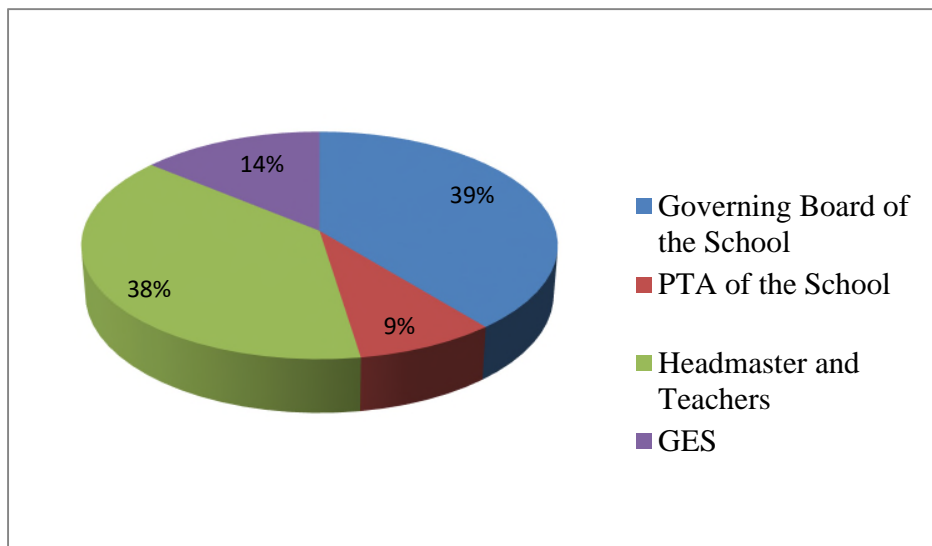
At Tupaso SHS respondent TP001 said *I have not come across any rule of the GES on extracurricular activities. If the rules are given to the school I have no idea.* Respondent TP002 said *the science club has drawn its constitution and gave it out to the school authorities for approval. When it is approved then we will have a set of rules guiding the running of the club.* On the part of the students executives they all said they were just elected in June, 2017 and were not introduced to any rules and regulations on extracurricular

Respondent ROF003 of the GES said *when a contingent of students is to travel for excursions or competitions outside the region, the school is obliged to inform the parents of the children concerned. The vehicle that carries the students and teachers should be in good condition. A teacher is required to travel to the place where the competition is held to survey the place, acquaint himself with the place and also ascertain whether the place is conducive for the event. Both teachers and students are to travel together during daytime from 6:00 am to 6:00 pm. Travelling in the night is not allowed.*

The criteria for participation need to be developed by an individual, group or an organisation. The study sought to find out who developed the criteria for participation. The results from the students' opinions at Wa SHS showed that the governing board of the school developed them. This is followed by the Headmaster and Staff of the school and PTA of the school. Details are shown in figure 11.



Figure 11: Body Responsible for the Development of Criteria at Wa SHS



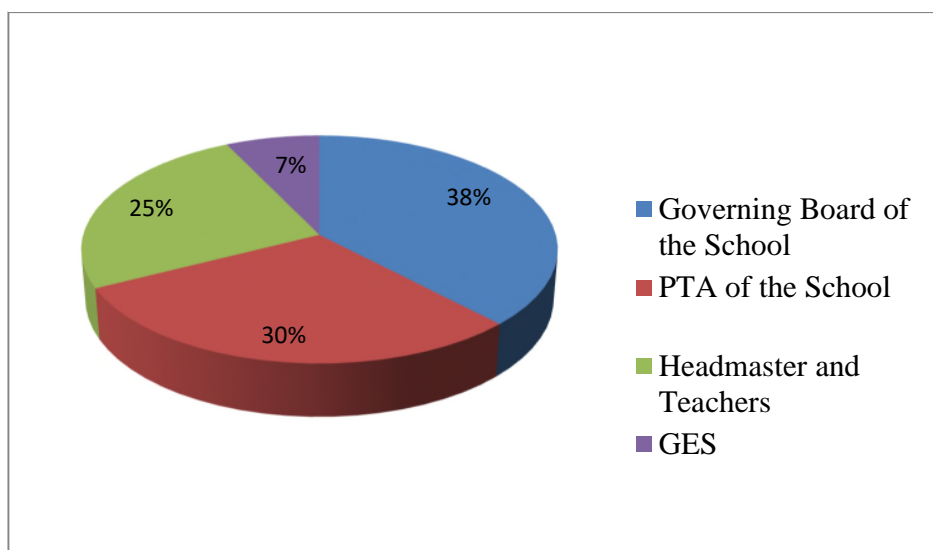
Source: (Field Survey, 2017)

Aside the general criteria for the participation, 250 respondents representing 81.4% believed that there are specific criteria for each activity whereas 57 respondents representing 18.6% believed there are no specific criteria in place. About 56.4% said not all the students who participate in the extracurricular activities qualify to do so while 43.6% said student participants qualify to participate.

From the perspectives of students of Tupaso SHS, the body that developed the criteria for participation has 38% for governing board of the school, 30% for PTA of the school, 25% for headmaster and staff of the school and 7% for GES.



Figure 12: Body Responsible for the Development of Criteria at Tupaso SHS



Source: (Field Survey, 2017)

On the issue of specific criteria for each club, 66.7% of the students opined there are specific criteria for each club while 33.3% disagreed. On whether all the students do qualified to participate in the activities, 53.2 % agreed while 46.8 % disagreed that all students qualified to participate.



The study also tried to unearth whether there have been any forms of demand that teachers make from students to enable them to participate in the clubs and associations' activities whether qualified or not. The outcome for Wa SHS was that 43.3% of the respondents said they were aware of any form of demand from students by teachers to facilitate their participation and 56.7% of the respondents denied knowledge of any teachers making demands from students. Out of the 43.3% respondents who claimed to be aware of demands by the masters, financial demand was the highest (79%) followed

by gifts (13.5%), sexual demand 2.2% and other demands 5.3% such as attending of meetings and payment of dues

It was discovered at Tupaso SHS that, 40.5% affirmed that teachers make demands from students before they are included to participate in competitions while 59.5% disapprove the claim. The respondents (40.5%) who made the demand claims, financial demand was (73.4%), gifts (13.3%) and sexual demand (13.3%).

4.4 Challenges of Performing Extracurricular Activities

The participation of students in extracurricular activities and the management of these activities are not without challenges. These challenges were brought out by the study.

The results for Wa SHS revealed that 71.7% students admitted to facing challenges in their participation in extracurricular activities in the school while 28.3% disagree with facing challenges in their participation in extracurricular activities. The 220 (71.7%) students who admitted to facing challenges mentioned the challenges to include financial constraints, transportation for excursions and other out-of-school programmes, inadequate equipment for practical especially the subject-based clubs, inadequate time to carry out clubs and associations activities, inadequate support and recognition from the school administration and some patrons not showing seriousness to the clubs and associations.

The focus group discussion also identified time constraint as a challenge. A participant said, *because there is no official time allocated for extracurricular activities, we [students] have to depend on weekends to have a meeting or carry out a programme.*



Other challenges the participants enumerated included transportation, payment of dues and disruption of lessons. An interview with the teachers of Wa SHS also mentioned time consuming, financial challenges, misbehaviour of students (reluctant/lateness to meetings, unwillingness to join clubs), late invitation/notice to programmes outside the school, meeting under trees and no interest in clubs affairs by the headmaster and his management team as some of the challenges facing the clubs/associations.

Also at Tupaso SHS, 53.2% of the students admitted facing challenges in extracurricular participation while 46.8% disagreed. The challenges as mentioned by the 53.2% respondents include financial constraints, inadequate logistics such as sports facilities, laboratory equipment and reading materials; inadequate support from the school administration and many students lack the basic skills for participation. The FGD also brought out some challenges. Respondent TPS1 said *the school has inadequate teachers. The patrons have no assistants to help them carry out the activities of the clubs.*

Respondent TPS6 said *we {students} are the first executives of the clubs. We do not have the experience to undertake activities of the clubs and no predecessors to learn from them*

On the part of the teachers, TP002 said *most of the teachers are part-time teachers. The requirement is that the clubs should be handled by the full-time teachers and they are just few.* Respondent TP004 intimated *that majority of the students are day students. Though there is a designated time for co-curricular activities in the school's timetable, apart from that time it is difficult to get students to meet, discuss and implement programmes of the clubs.*





The study identified two sources of financing extracurricular activities in the Wa SHS. These are the government approved fees and levies which are included in the school fees and the dues paid by members of the various clubs and associations. The government approved fees and levies are paid concerning the various activities sanctioned by the government and managed by the school authorities and are also compulsory. The amount paid ranged from GHC2 to GHC5. With the membership dues, it ranges from GHC1 to GHC5 per academic term depending on the club or association. Likewise, the amount paid per student for a term also depends on the number of clubs and associations the person belongs. On the payment of dues, it was revealed that though government levies students for some of the extracurricular activities, students still pay dues for these same activities.

The students' executives unanimously agreed that the dues vary from club to club. One student said *we pay dues for debate GHC1, Cadet GH 2, Drama GHC2, termly though they are part of our school fees which we normally pay to the school. We still pay dues to the clubs because anytime we need money to do some of our activities, the school authorities do not give us.* This view was echoed by the all the ten teachers of the school. A teacher said *the school management gives fuel, feeding and appearance fees for out-programmes. Students pay dues of GHC1 to GHC3 a term or GHC5 yearly depending on the club.* All the teachers agreed that students do pay dues to the clubs aside those paid to the school. The amount varies from club to club and the payment period also varies either termly or yearly.

One source of financing was identified at Tupaso SHS. Apart from the Gh¢1 for registration, members of the club also pay Gh¢1 as membership dues for an academic term. At the FGD, all the students agreed that they pay Gh¢1 for an academic term. Likewise, all the teachers affirm the payment of Gh¢1 as membership dues for a term. Respondent TP001 added that *I am not aware whether students are levied as part of their school fees paid to the school.*

The study further revealed that payment of the dues at Wa SHS is done by the students (191) representing 62.3%, parent/guardian (108) representing 35.1% and organisations that formed the clubs and associations (8) representing 2.6%. The dues/levies are collected and managed by the clubs and associations' executives (89.6%), the patrons (5.5%), and the school authorities (4.9%).

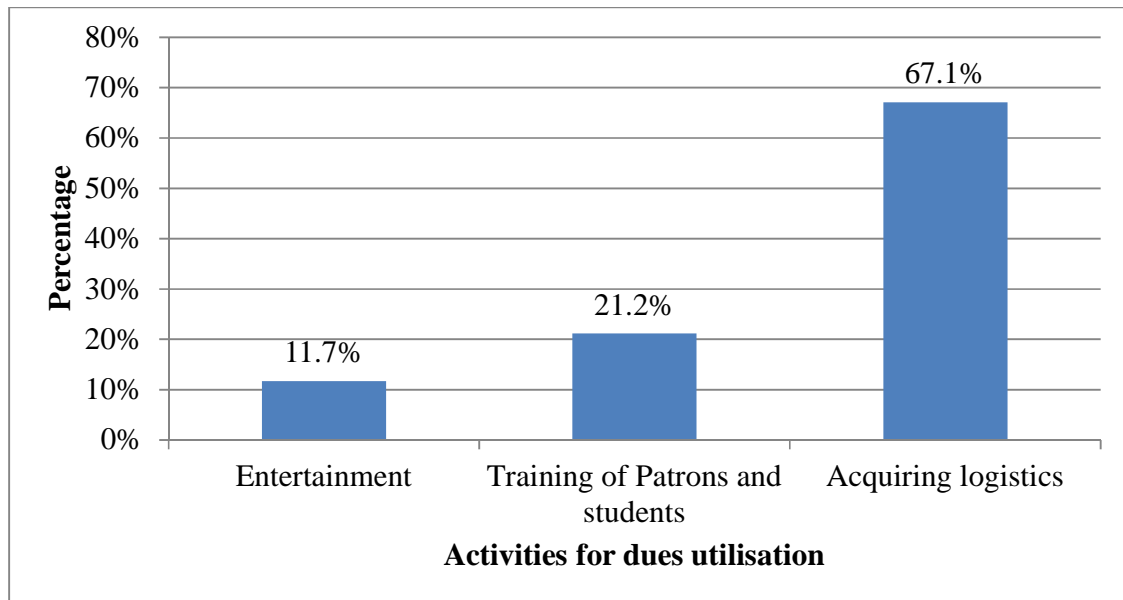
The findings on the payment of dues for Tupaso SHS revealed that payment is than by students (46%), parents/guardians (42%) and organisations that form the clubs (12%). For the collection and keeping of the dues, the findings further revealed that patrons (76.6%), executives of the clubs and associations (23.4%) and the school authorities (0) collect and manage the dues.

On the usage of the dues paid to the groups mentioned, 67.1% of the respondents at Wa SHS said the dues are used to acquire logistics for the clubs and associations. The logistics identified included identity cards, the printing of membership forms, the printing of certificates to out-going executives and hiring of transport when the school bus is not available for use. A total of 21.2% indicated that the dues and levies are utilised in



training the patrons and students. That involves bringing resource persons to train them or in-house training by themselves especially for new members. The entertainment component comprised refreshment during handing over ceremonies from old to new executives and other activities of the clubs and associations. A total of 11.7% said the dues are used for entertainment.

Figure 13: Uses of Membership Dues at Wa SHS

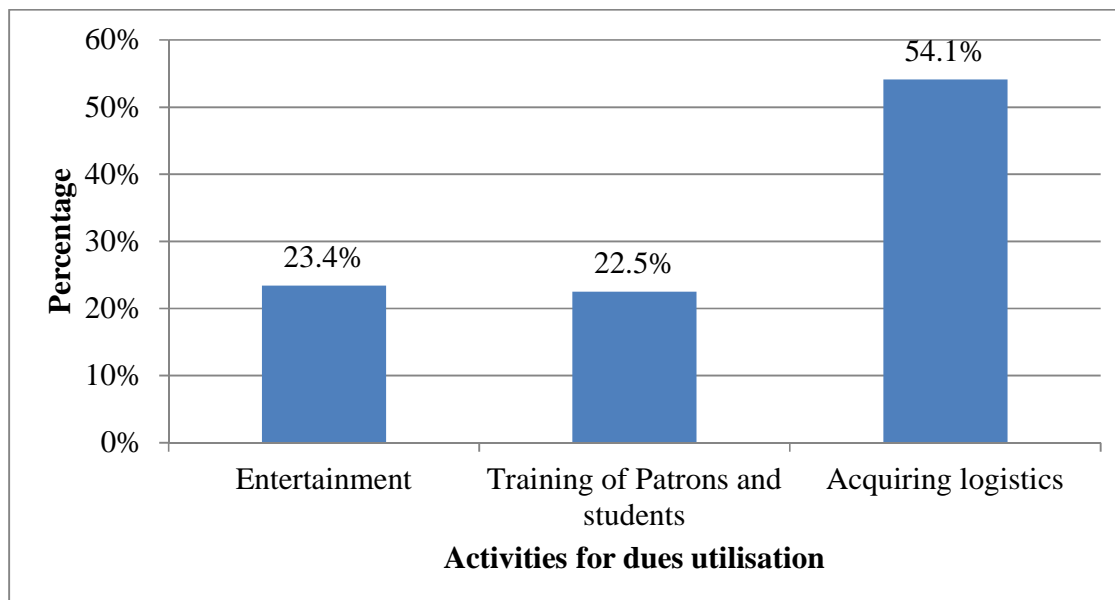


Source: (Field Survey, 2017)



The usage of the dues at Tupaso SHS is illustrated in figure 14.

Figure 14: Uses of Membership Dues at Tupaso SHS



Source: (Field Survey, 2017)

All the ten teachers of Wa SHS shared the same opinion that the dues are used for acquiring logistics for the clubs and catering for the welfare of members. Explaining what the dues paid are used for, a patron said *monies are used to run clubs' activities such as the printing of registration forms, the printing of constitution of the club, paying transport to run club activities, refreshing members who participate in clubs' activities, making banners for float, and buying facilities needed for the clubs' activities.* Corroborating this view, another patron said *about 50% to 70% of the dues are used in the printing and buying items for the clubs' activities, buying gifts to sick members.* The views of the students' leaders were not different from the views expressed by the teachers.





Contributing on the usage of the dues at Tupaso SHS, Respondent TP004 said *part of the dues is used to register for competitions at the regional level. Sometimes we pay Gh¢15 to the sector board to participate in competitions. Part of the dues is used to feed boarding students who represent the school at the competitions.* Respondent TP002 also mentioned *giving awards to students who excel in the school's internal competitions.* Two of the students corroborated what the teachers said while the others said they do not know since the dues are kept by the teachers.

On whether the dues are sufficient to finance the activities of the clubs, 54.7% of the respondents said the dues were sufficient to finance the activities of the club and 45.3% said it was not enough to finance the activities of the clubs for Wa SHS. However, at Tupaso SHS, 64.9% of the students said the dues paid is adequate while 35.1% said it is inadequate

Access to participation is very important in the management of extracurricular activities. Results from the study showed that students are not denied participation for non-payment of dues. For Wa SHS, 61.2% said they were never denied participation in any activity while 38.8% said they have ever been denied participation due to the non-payment of dues. At Tupaso SHS, about 71.2% of respondents noted that they have never been denied participation due to nonpayment of dues whereas 28.8% talked of ever been denied participation for not paying dues.

On information dissemination on dues, for Wa SHS, 85.0% were of the opinion that, the dues/levies paid are usually disclosed to them by the executives and 15.0% said the

executives do not disclose to them the amount realised from their contributions. The reasons given for the non-disclosure were misappropriation of funds by the executives, ineffective club executives, poor attendance to meetings by the club members and poor records keeping. The respondents (85.0%) that said that the dues are usually disclosed also indicated the frequency of the disclosure. About 80.4% said the dues are disclosed every academic term, 12.3% said they are disclosed every month and 7.3% said they are disclosed yearly.

On information dissemination on dues, at Tupaso SHS, 76.6% were of the opinion that, the dues/levies are disclosed to members of the clubs while 23.4% said amount realised from the collection of the dues is not disclosed to them. Reasons for the non-disclosure include poor record keeping and misappropriation of funds. On the part of those (76.6%) who said dues paid are disclosed, disclosure in every month is (7.1%), every term (92.9) and yearly (0).

The discussion with the clubs executives for Wa SHS, revealed mixed responses regarding the disclosure of the amount realised from the collection of dues. Whiles three of them said they do disclose the amount realised, expenditure and the balance left during meetings, the other three said when monies are misappropriated they do not render accounts to their members. However, all the teachers said students' executives and some teachers who collect the dues do render accounts to the members either termly or yearly. They also render accounts during emergency meetings that may require the club to undertake an activity within that period.



During the focus discussion with clubs executives at Tupaso SHS, it was revealed that most of the dues collected are kept by the patrons. The executives help in the collection of the dues. They claimed they are able to track the contributions made since their members are not many. The teachers on their part said all dues collected are duly accounted to the students.

4.5 Discussion of the Results

This section discusses the results in relation to the literature reviewed.

Four categories of extracurricular activities were identified which include religious, subject-based, academic and ethnic/geographical area extracurricular in the Wa SHS and only two categories thus subject-based and academic in the Tupaso SHS. The literature indicated that four types of extracurricular activities exist; according to the Ministry of Education. These include associational, special event, outreach and competitive extracurricular activities (MoE, 2010:92). The subject-based extracurricular and associational extracurricular activities are almost the same with distinction in the membership. While members of the associational extracurricular activities come from several other disciplines, members of the subject-based extracurricular are strictly students or members who are pursuing that particular subject. This implies that if that subject is not part of a student course of study he or she cannot be a member.

Two major types of extracurricular activities were discovered. These were automatic and voluntary types. Both types exist in the Wa SHS and only the voluntary type exists in the Tupaso SHS. The automatic type of extracurricular activities has to do with activities approved and sanctioned by the Ministry of Education and the Ghana Education Service



for which levies are imposed by the central government. These levies are factored into the school fees for students to pay. Some of the activities include culture, entertainment, sports and maths and science quiz. These are pre-determined activities for the students and no opportunity is given to the schools to make their choices.

The voluntary activities are the various clubs and associations formed by the students and other organisations outside the school to promote their interests. Though levies or dues are charged for these activities too, it is not compulsory as compared to the levies imposed by central government. The voluntary associations include religious groups, tribal or ethnic associations, subject-based clubs and others.

The study discovered 7 various ways or modes in which students are involved in the performance of extracurricular activities in Wa SHS. The study revealed that, students participate in extracurricular activities through purchase of membership forms, sensitisation activities on the existence of the clubs, activities they carry out and benefits of the club or association, by virtue of pursuing a particular subject, through representation of the various houses of residence, influence of peers, advice from parents or teachers of the schools.

At Tupaso SHS, membership through registration, sensitisation and pursuing a particular subject are the ways being practised by the school. Meanwhile all the ways of participation discovered in the study exist in the Wa SHS.

Membership by purchase of form means a student interested in becoming a member of a particular club has to buy a form usually at the cost of one Ghana Cedi. It is the voluntary type of extracurricular that one has to buy the form but cuts across the various categories.





Another way a student gets to participate in clubs' activities is through sensitisation. Students are sensitised on the activities of the clubs and the benefits of being a member. Interested people after the sensitisation register to join and participate. The sensitisation is in two folds. A general sensitisation on extracurricular activities is organised by the schools where the coordinator for clubs and societies sensitises new students that have been admitted into the schools on the clubs and societies that exist in the schools, their benefits and how to become a member. The other sensitisation is done by executives of the clubs and societies through their membership drive.

Subject-based clubs are formed in the schools and by virtue of pursuing that subject, one can become a member of that club. Clubs such as Science Club, History Club and Geography Club are some of the subject-based clubs. The students admitted in to the schools are put into different houses of residence. There are seven houses of residence in the Wa SHS and each has a house master who is a teacher of the school that takes care of the day-to-day activities of the house. The school organises inter-houses competitions for the students and each house is represented by the students who belong to the house. A student therefore gets the opportunity to participate in the extracurricular activities by representing his or her house of residence. In Tupaso SHS though students are affiliated to houses of residence, they do not function because most of the students are day students. Besides, peer influence, advice from a parent or a teacher is another way students of Wa SHS participate in extracurricular activities. Students join a particular club because of the influence of their friends or a member of that club. Likewise, advice from parents or teachers in the school to students to join a club influence them in belonging to that club and participate in its activities.



The results also showed that students participate more in the automatic or mandatory activities than that of the voluntary activities in Wa SHS. This implies that, because the automatic extracurricular activities are prescribed by the GES, school authorities may be compelled to get students to undertake these activities since there are competitions organised by the GES for the various Senior High Schools to compete. The data further indicated that more students participate in both automatic and voluntary activities in the school. The blend of both activities will help promote the total development of the students. However, that will also require more time of the students will have to be dedicated to these activities and extend into part of the students' time for the normal curricular activities. The extracurricular activities in Tupaso SHS are purely voluntary in membership and that are the activities the students are entitled to participate.

In the case of classes or year groups of the students, the study revealed that more form three students are participating in the activities than the form two students in Wa SHS. It implies that as the students enter the school from the beginning in year one, they may not have the skills to participate but as they progress, they acquire the basic skills of the various activities and are able to participate. It could also be that when the students come they are afraid of their performance but as they become stabilised and know their level of performance in class, they begin to participate. The type of extracurricular activities that many of the students perform is the automatic activities. The reason could be that regardless of the class the students reach participation in the automatic extracurricular is still important. Besides, once the voluntary activities are not compulsory, the students could decide to drop them to have enough time to participate in the automatic activities



and the main curricular courses as they prepare for their final examinations. However, at the Tupaso SHS, more form two students are performing in the activities than the form three students because of the number of students for each year group. As the students progress their numbers decrease and could be attributed to repetition of students, dismissal from the school or withdrawal due to high school fees. It can also be due to management decision for students in form three to concentrate on the main curricular to perform better in their final examinations. This has the potential to bring in more students to the school.

The least number of clubs/associations a student belonged to in Wa SHS was one and the highest was seven. In Tupaso, students belong to all the clubs especially the three active clubs; science, maths and debate clubs. There are no restrictions as to the number of clubs/associations a student can belong in both schools. Though the 1992 constitution of Ghana guarantees freedom of association, the schools authorities should have control measures in place to ensure that students do not over engage in extracurricular activities to the detriment of their main studies. Diverse activities are present in the schools and students are expected to participate in several of them as their wish and enthusiasm will permit. On the other hand, the school holds the authority to limit students' extracurricular activities should they pose a challenge to their academic achievement (SOS Heirmann, 2010: 27).

There are no written down and comprehensive rules and regulations of the GES governing the running of extracurricular activities in the Senior High Schools (SHS). The



responses given in the study suggest what ought to be done but not the exact GES rules governing extracurricular activities. The only provision that talks of extracurricular activities at the SHS level are what is contained in the *Teachers Code of Conduct* which states that teachers can participate in permitted extracurricular activities in the places they work (P.8). The provision only talks to teachers and is silent on the students' participation. It also failed to specify the "permitted" extracurricular activities the teachers can participate in. This indicates that each SHS is to carry out its activities based on its set rules and regulations. This contradicts the literature reviewed in the study. The Surrey School in Canada developed its own rules and regulations on extracurricular activities in line with Canada's education ministry. Policy number 9920 requires all extracurricular activities to be in tune with the mission and policy statements of both the Ministry of Education and the school district and also do not contravene the Canadian Charter of Rights and Freedoms, the Human Rights Code of British Columbia and the school board policy and regulations (PP.1). The Texas Education Agency policy on extracurricular activities, 'no pass, no play' has an elaborate provisions governing participation in extracurricular activities. The policy has also tasked all public schools within the state of Texas in the United States of America (USA) not to allow any student who does not obtain the pass grade of 70 to participate in any extracurricular activity being undertaking in a school after first six weeks of the academic year.

The lack of uniformity in these rules and regulations across all SHS is a recipe for arbitrary imposition of rules and regulations and other practices that may be unpalatable to the students, parents and the smooth administration of the schools. According to the

Surrey School, all extracurricular activities will be performed in a way that preserves or promotes the individual student's personal integrity and respect (Surrey Schools, 2001).

Patrons are selected by the school authorities and based on their knowledge in the subject areas they teach and no formal trainings are organised either before they assume duty or after they assume duty in both schools. The findings agree with the literature which stated that the principal is duty bound to ensure the right supervisor is selected and takes part in the activities (Surrey School, 2001:1). This view is shared by Chaube and Chaube who said proper supervision and guidance are essential to reaping the benefits of co-curricular activities. The headmaster, therefore, should assign a teacher to overseeing games and sports. They, however, cautioned that such a teacher should be a good sportsman and should not be selected based on rank or salary levels (Chaube and Chaube, 2009:102).

Parents are not consulted in the selection and participation in extracurricular activities. The consultation is largely done by the students in Wa and Tupaso SHS. The information obtained from the patrons and clubs executives also confirmed these views that parents are not consulted by the schools authorities. The PTA also said their involvement in the selection and running of the activities is very low. This means that in selecting the type and number of extracurricular activities, students do not get any professional advice from the school. It also means there is little interaction between the schools authorities and parents in the selection and running of the activities. However, the board policies of the Surrey schools (2000:1) in Canada ensure that parents and guardians are notified on the



types of extracurricular activities the school runs and are given the opportunity to decide the participation of their children in extracurricular activities. The consent of parents/guardians is sought by the school before a child is excluded from any of the existing extracurricular activities. This is done by asking parents to write to the school, and their plea is brought to the attention of the supervisors to enable them to implement the parents' decision. Chaube and Chaube (2009) suggested information flow between parents and the school with the school sending comprehensive report about the performance, health, behaviour and the types of extracurricular activities the child engages in, to the parents quarterly or bi-monthly. A feedback from the parents on the report sent by the school is obtained which provides vital and detailed information on the child. Essential information on students of Wa and Tupaso SHS is lost from both parents and the schools management concerning their participation in extracurricular activities since the schools do not consult parents and parents too do not give vital information like the health status of the child, his or her interest areas among others to the schools.



The types and number of extracurricular activities in Wa Senior High School and Tupaso Senior High School are influenced by the programmes being offered at the schools. Almost all the subjects run in the Wa SHS have a club unlike the Tupaso SHS. Scholars have opined that the location, ownership, resource – base and sponsorship of the school determine what type of extracurricular activities that take place (Kosteas, 2011:2; MoE, 2010:95; Chaube & Chaube, 2009).

Eligibility for participation is based on the payment of dues and not on critical issues such as passing examination and health conditions. The Lincoln Community School in its

Student/Parent Handbook (2012:14) stated that a student should obtain good academic performance in each academic session to be eligible to participate in the activities such as sports, theatre and musical productions for that particular academic period. Students whose overall GPA (Grade Point Average) falls below a 4.0 eligibility to participate in any extracurricular activity is restricted. These academic performances are monitored by the coordinators and attendance and discipline record are determined by the school leadership team. Additional conditions include; for sports only, students must have a physical assessment on file for the current academic year indicating the health capability or otherwise of the students to participate in athletic activities (pp. 14).

Criteria for participation in the views of the students are developed by the governing board of the schools. What is also worthy to note is the inability of the teachers to know and provide the recognised rules and regulations of the GES or established guidelines by the schools for the running of the clubs. The Surrey School in Canada developed its own rules and regulations, thus, policy number 9920 on extracurricular activities in line with the Canada's education ministry mission and policy statements. The policy of 'no pass, no play' on extracurricular activities, in the Texas state of the United States is promulgated by the Texas Education Agency and has an elaborate provisions governing participation in extracurricular activities.

Two sources of financing extracurricular activities were identified from the study at Wa SHS; approved levies/dues from government and levies from the executives and patrons of the clubs. The approved levies/dues are usually incorporated into the school fees of the





students and in many cases are paid by parents. Only one source of finance was identified the Tupaso SHS and that is the dues charged by the patrons and executives of the clubs. Both students and teachers interviewed could not tell whether levies for extracurricular activities are part of the school fees charged by the school. Writing on the cost-sharing or recovery schemes under the Free Compulsory Universal Basic Education (FCUBE) programme, the World Bank found out that even though the government of Ghana has introduced the policy of fee-free tuition in basic schools, three main actors were given the task for education financing. The government (state), the district assembly, and parents and communities were tasked to finance basic education which was a condition under cost-sharing programme of the FCUBE (World Bank, 2009:101). The findings of the study do not depart much from the position of the literature in that payment of dues for extracurricular activities is shouldered by parents. This role was partly assigned to them by the FCUBE programme.

The amount charged by the clubs executives and patrons varies from club to club ranging from GhC1 to GhC5 at the Wa SHS. In the Tupaso SHS, the dues charged by the patrons and clubs executives are GhC1 for all the clubs. The government approved levies also range from GhC2 to GhC5. The government approved fees for the September 2015/2016 academic year were entertainment fee (GH¢2), SRC dues (GH¢2), Science and Maths Quiz fees (GH¢5), sports fee (GH¢5), culture fee (GH¢3) and extracurricular fees (GH¢ 2). While that of the government is paid annually, that of the clubs executives are paid termly.



In Wa SHS key among the challenges encountered by both students and patrons is time factor. There is no prescribed or official time allocated within schooling hours for extracurricular activities. Both students and patrons have to resort to using meals time, preps time or immediately after classes to meet and discuss issues of the club or undertake an activity of the club. Sometimes they go to the extreme of using classes or preps time to be able to carry out activities of the club. Besides, the students lack the art of combining and managing extracurricular activities and their studies. Moreover, the school does not cater for the lessons students lost while undertaking assignments on behalf of the school and therefore negatively affects the academic performances of the students. On the contrary, there is a prescribed time on the timetable of the Tupaso SHS for co-curricular activities from 12:40 pm to 2:00 pm every Friday. It is compulsory for all students and full-time teachers of the school to be present and participate the activities. Wragg (2001:53) opined that time should be factored in the planning and implementation of extracurricular activities by managing it well. Time management is key in getting productive outcomes and must be factored into every stage of the planning and execution of extracurricular activities.

The theoretical underpinning of this study is the classical management theory specifically the administrative management theory. It is imperative to discuss the findings of the study in relation to the core principles of the administrative management theory. The core principles of the theory include planning, organising, controlling (directing) and coordination.



The planning function of management and a principle of the administrative management theory talks about setting of targets to be achieved and how resources are allocated in the organisation. According to Olum (2004), management functions include planning, organising, staffing, leading and controlling whiles Mahmood et al (2012:513) said planning, organising, staffing, directing, controlling and coordinating are the functions of management. As indicated in the literature review, four of the functions, planning, organising, controlling and coordination were to be considered. Olum (2004) said planning is about choosing goals and objectives and the strategies to achieve them. It demands decision-making by forecasting what to do and selecting from the available choices. Unless resources both human and material are committed to the implementation of the plan, it remains as wishes and aspirations (Olum, 2004:3).

The Ghana Education Service (GES) has segmented the academic year into three academic terms specifying both curricular and extracurricular activities to be carried out by the schools in each term. This already gives an idea to the schools as to what they will be doing in terms of extracurricular activities and therefore can forecast and plan for the activities sanctioned by the GES. The challenge is with the activities of clubs and associations formed by other organisations outside the school since there is no clear calendar specifying the periods for their activities. Consequently, planning for these kind of activities is likely to fail. On the issue of resources which are component of planning, once there are teachers to serve as patrons for the clubs and societies and students to undertake extracurricular, both teachers and students will as human resources. The levies and dues paid by the students will also suffice for the financial resources even though the results of the study indicated that they are not sufficient. Logistical constraints such as

transportation and costume which were identified as some of the challenges will still serve as obstacles to effective planning.

It is necessary to assign roles or divide tasks for individuals or people working together in groups to attain some goals. Generally, these roles have to be outlined and formatted by someone responsible for ensuring that people contribute their quota that can be measured to a collective effort. One function of management that defines this kind of responsibility is organising. It involves creating carefully purposeful structure of functions for personnel to undertake in a work-place. Purposeful because all duties necessary to achieve goals are assigned and given to persons who can execute the tasks very well (Olum, 2004).

The organisational set up of the schools can be described as five tier comprising the headmaster and administrators, the teachers (patrons), the PTA, the executives of the clubs and societies and the general student body. Each of these groups has roles to play in ensuring that extracurricular activities in the school are well managed. The headmaster and administrators provide the guidelines, rules and regulations and the resources needed in running the activities. The teachers (patrons) play supervisory roles over the clubs and associations. The executives of the clubs serve as liaisons between the students and management of the school and finally, the general student body serves as participants and beneficiaries of the activities. However, there is no synergy in the roles played by these groups and hence there is a disjointed effort in realising the objectives of the schools. The findings of the study showed that there is a lukewarm attitude on the part of the



headmaster and administrators towards extracurricular activities, no seriousness of some teachers (patrons), some clubs' executives not accounting to their members regarding dues paid and late attendance to meetings by the students. Parents also fail to demand for space in the selection and management of extracurricular activities. From these problems enumerated concerning the various roles each group is expected to play, the organising function of the schools is not well coordinated and is very weak.

Controlling is the gauging and ensuring the appropriate undertakings of followers to ensure that activities conform to plans. It measures results against objectives and targets, indicates where there are variations and, by instituting formidable actions to do away with deviations, helps ensure attainment of aspirations. In sequence, planning precedes controlling. However, plans do not produce results by themselves. Plans provide guidance to managers in the allocation of resources to achieve specific goals. Activities in the plans are then checked to ascertain whether they are in line with the plans. Controlling activities to be in line with plans means finding the actual people whose actions culminated in outcomes that are at variance with the planned activities and then initiating the required mechanisms to enhance output. Hence, controlling matters that people handle what results in organisational outcomes.

It is expected that teachers (patrons) exercising a supervisory role over the clubs and societies should be knowledgeable and skillful in extracurricular activities. However, the results of the study showed that there is no official training for the patrons in managing the clubs rather, they relay on the experienced teachers and their own knowledge on the subject area for guidance. Besides, due to logistical constraints effective planning cannot





be done. It is based on the plans that control mechanisms can be put in place to achieve the desired results. Even when the plans are done, the implementation becomes a problem due to resource constraints. Controlling also demands that where there are deviations sanctions must be applied. It is also established in the study that there are no guidelines or rules and regulations by the GES regulating extracurricular activities in SHSs.

Lastly, the rationale of coordination function of management is to bring cohesion among individual efforts toward the achievement of corporate goals. The other managerial functions (planning, organising and controlling) are elements that each contributes to coordination. Due to different understanding people have about the same or similar phenomenon and they mostly give different meanings to these phenomenon. The derive toward mutual objectives do not naturally meet with the efforts of others. It therefore becomes the pivotal role of the manager to reconcile variations in strategy, timing, effort, or interest, and to synchronise individual goals to add to organisational goals.

The roles played by the various actors in the schools have been mentioned and as such are not harmonised. Therefore coordination of the various activities is deficient.

Managers of organisations should know their core functions and these functions are blended together for the efficient management of the organisation. The same attention should be given to these functions without any prejudice.

4.6 Conclusion

The findings of the study have been given an insight into how extracurricular activities are undertaken in the Wa Senior High School and Tupaso Senior High School. The types of the activities, ways of participation and the managerial practices have been brought to

light and how these practices relate to other practices in different jurisdictions were highlighted by relating the findings to the literature review.

The theoretical framework does not support the findings of the study. The management functions of the administrative theory as discussed in the literature review are at variance with the key findings of the study. The values and dictates of the principles of the theory thus planning, organising, controlling and coordinating do not support most of the findings of the study. There is no effective planning of extracurricular activities in the schools due to logistical constraints and no interest and seriousness of the schools authorities towards extracurricular activities. The roles of the various actors in the schools have been defined, but they are not synchronized. The mobilisation of the various actors to play their roles is not effective. The patrons are not trained for them to play their supervisory roles effectively and hence are not able to control the clubs and societies well. There is total no coordination of the activities in the schools though there are coordinators for clubs and societies.



Chapter Five

Summary, Conclusions and Recommendations

5.0 Introduction

This chapter provides a general summary on the major findings of the study and also recommends the appropriate actions and interventions needed in resolving some of the findings that need to be resolved or improve upon.

5.1 Summary of Main Findings

The major findings that give a general overview of the study are presented in this section. Two main types of extracurricular activities were identified by the study thus automatic and voluntary. While Wa SHS practise both types the Tupaso SHS only engaged in the voluntary type. The activities for the automatic type of extracurricular are pre-determined activities for the students, and no opportunity is given to the students to make their choices. Again, the students have no say in fixing levies for these activities. The levies are fixed by the government without recourse to the students and their parents.

The study discovered 7 various ways or modes in which students are involved in the performance of extracurricular activities in Wa SHS. The study revealed that, students participate in extracurricular activities through purchase of membership forms, sensitisation activities on the existence of the clubs, activities they carry out and benefits of the club or association, by virtue of pursuing a particular subject, through representation of the various houses of residence, influence of peers, advice from parents or teachers of the schools. At Tupaso SHS, membership through registration, sensitisation



and pursuing a particular subject are the 3 ways being practised by the school. Meanwhile all the ways of participation discovered in the study exist in the Wa SHS.

In the case of classes or year groups of the students, the study revealed that more form three students are participating in the activities than the form two students in Wa SHS. . However, at the Tupaso SHS, more form two students are performing in the activities than the form three students because of the number of students for each year group.

The least number of clubs/associations a student belonged to in Wa SHS was one and the highest was seven. In Tupaso, students belong to all the clubs especially the three active clubs; science, maths and debate clubs. There are no restrictions as to the number of clubs/associations a student can belong in both schools.

There are no written down and comprehensive rules and regulations of the GES governing the running of extracurricular activities in the Senior High Schools (SHS). The responses given in the study suggest what ought to be done but not the exact GES rules governing extracurricular activities. The only provision that talks of extracurricular activities at the SHS level are what is contained in the *Teachers Code of Conduct* which states that teachers can participate in permitted extracurricular activities in the places they work (P.8).

Patrons are selected by the school authorities and based on their knowledge in the subject areas they teach and no formal trainings are organised either before they assume duty or after they assume duty in both schools.



Parents are not consulted in the selection and participation in extracurricular activities. The consultation is largely done by the students in Wa and Tupaso SHS. The information obtained from the patrons and clubs executives also confirmed these views that parents are not consulted by the schools authorities. The PTA also said their involvement in the selection and running of the activities is very low.

The types and number of extracurricular activities in Wa Senior High School and Tupaso Senior High School are influenced by the programmes being offered at the schools. Almost all the subjects run in the Wa SHS have a club unlike the Tupaso SHS. Eligibility for participation is based on the payment of dues and not on critical issues such as passing examination and health conditions.

Two sources of financing extracurricular activities were identified from the study at Wa SHS; approved levies/dues from government and levies from the executives and patrons of the clubs. The approved levies/dues are usually incorporated into the school fees of the students and in many cases are paid by parents. Only one source of finance was identified the Tupaso SHS and that is the dues charged by the patrons and executives of the clubs.

The amount charged by the clubs executives and patrons varies from club to club ranging from GhC1 to GhC5 at the Wa SHS. The government approved levies also range from GhC2 to GhC5. In the Tupaso SHS, the dues charged by the patrons and clubs executives are GhC1 for all the clubs.





In Wa SHS key among the challenges encountered by both students and patrons is time factor. There is no prescribed or official time allocated within schooling hours for extracurricular activities. Both students and patrons have to resort to using meals time, preps time or immediately after classes to meet and discuss issues of the club or undertake an activity of the club. Sometimes they go to the extreme of using classes or preps time to be able to carry out activities of the club. On the contrary, there is a prescribed time on the timetable of the Tupaso SHS for co-curricular activities from 12:40 pm to 2:00 pm every Friday. It is compulsory for all students and full-time teachers of the school to be present and participate the activities

5.2 Conclusions

It is established from the findings that, the least number of clubs a student belonged was one and there is no limit as to the number of clubs a student can belong to. As such, some students belonged to as many as seven clubs. Though experiences from these clubs will help the students, but to a large extent will harm the students in terms of finance, time and physical ability to undertake activities involving all these clubs. It will therefore be appropriate for the authorities of the GES and the schools management to put a limit to the number of clubs a student can belong.

There are several ways of participation in extracurricular activities in the schools and the modes of participation in the two schools vary from in some aspects while some are also the same. The various ways of participation include purchase of membership forms, sensitisation activities on the existence of the clubs, activities they carry out and benefits

of the club or association, by virtue of pursuing a particular subject, through representation of the various houses of residence, influence of peers, advice from parents or teachers of the schools.

Students have little or no prior knowledge of some of the activities that exist in the schools before their admission. This does not offer them the opportunity to do enough consultation and obtain vital information on the clubs before their selection. Also, even after admission, awareness of the existence of these clubs and their benefits is not enough. It is highly recommended that, the guidance and counselling unit of the schools and patrons of these clubs should create channels within the schools through which credible information about the clubs will be obtained. Besides, in the process of selecting Senior High Schools at the Junior High School (JHS) level, clubs and associations in the various SHS should be made known to the pupils and allowed to select them at that level before their admission.



The level of participation of parents in the selection and management of extracurricular activities in the schools is very low. Participation of parents is at the wish of the schools authorities as and when they want. Parents on the other hand show little concern or do not make serious efforts at getting involved in the affairs of extracurricular activities in the schools.

The management of extracurricular activities in the schools is lopsided with key personalities like the headmaster and assistant headmasters, guidance and counselling co-

ordinator et al not taking much interest in the activities of the clubs and societies. This lukewarm attitude towards the clubs results in the non-release of vehicles and other logistics, funds and allocation of time for the clubs to carry out their activities. The burden of the clubs and associations are therefore left on to the patrons, co-ordinators and the students' executives. The woes of the clubs and associations deepen when those in-charge are also not serious making them ineffective and less attractive.

Poor managerial practices such as unfair treatment of students by teachers and patrons in the selection of students to represent the school at competitions, favouritism in the selection of patrons against competence, participation in too many activities by students causing stress to the students and the desire to always be the best is inherent in the school management and therefore a lot more attention is given to the students who participate in the activities but a lot of the students contact time is lost and is not compensated.

Besides, poor planning and implementations, lack of understanding of GES rules on extracurricular activities, ineffective leadership and mentorship and less priority attention to extracurricular activities have resulted in the activities being dormant, unattractive and fail to meet their objectives. The government approved fees/levies for extracurricular activities are sometimes not used for the intended purposes in the public SHS. They are diverted for other uses though also important such as feeding of the students when their feeding grants are not released by the central government. The private SHS is concerned with infrastructural development, main curricular activities and salaries of teachers therefore neglecting extracurricular activities.





There is a craving for the establishment of clubs and associations on the Wa SHS campus from local and international institutions, government and private organisations and to a large extent Civil Society Organisations (CSOs) in line with the adage “catch them young and they shall forever be yours”. The intention is to imbue in these young adolescents the principles, objectives and missions of these organisations and to help propagate and champion them to those they cannot reach. However, there may be ulterior motives for the establishment of these clubs and societies which in the long run will not inure to the benefit of both the school and the students. Occultists, terrorists and other anti-social groups may emerge on the school to the innocence of the school authorities. However, there is no single club on the campus of Tupaso SHS formed by an institution outside the school.

The establishment and operation of the clubs and associations on religious and ethnic lines could be a recipe for violence and chaos if they are not managed well in the Wa SHS. Though the formation of such clubs in Tupaso SHS may exist, they are approved by the school management. The propagation and practice of extreme views, practices, hatred and intolerance could trigger attacks and reprisal attacks on the campuses of the schools which will bring insecurity on the campuses and consequently affect studies and lessons. The display of youthful exuberance and immaturity on the part of these young ones coupled with the loose nature the clubs and associations are run, the possible occurrence of violence is very high.

The form three students of the schools still take part in extracurricular activities though the numbers at Tupaso SHS decrease at this level. In the Wa SHS, the participation in both automatic and voluntary activities is high. Participation in academic and subject-based activities will contribute to their academic performance. However, this will depend their ability to manage their time well.

Extracurricular activities in the Wa SHS seem to be more structured and organised than the Tupaso SHS. The reason could be attributed to Tupaso SHS being started in the 2008 and the late start in the formation and operations of the clubs in the school, inadequate fulltime teachers to assist and about 90% of the students being day students. With the school having a specified period for extracurricular, with time they can do better.

The management functions of the administrative theory as discussed in the literature review are at variance with the key findings of the study. Olum (2004) said planning is about choosing goals and objectives and the strategies to achieve them. It demands decision-making by forecasting what to do and selecting from the available choices. Unless resources both human and material are committed to the implementation of the plan, it remains as wishes and aspirations (Olum, 2004:3).

The Ghana Education Service (GES) has segmented the academic year into three academic terms specifying both curricular and extracurricular activities to be carried out by the schools in each term. This already gives an idea to the schools as to what they will be doing in terms of extracurricular activities and therefore can forecast and plan for the





activities sanctioned by the GES. The challenge is with the activities of clubs and associations formed by other organisations outside the school since there is no clear calendar specifying the periods for their activities. Consequently, planning for these kinds of activities is likely to fail. On the issue of resources, though there are patrons available for the activities, the findings of the study indicated that they are not officially trained for the task. The levies and dues paid by the students per the results of the study showed that they are not sufficient. Logistical constraints such as transportation and costume which were identified as some of the challenges still serve as obstacles to effective planning.

Organising defines the roles to assign or divide tasks for individuals or people working together in groups to attain some goals. Generally, these roles have to be outlined and formatted by someone responsible for ensuring that people contribute their quota that can be measured to a collective effort. Organising involves creating carefully purposeful structure of functions for personnel to undertake in a work-place. (Olum, 2004).

The organisational set up of the schools can be described as five tiers comprising the headmaster and administrators, the teachers (patrons), the executives of the clubs and societies, the general student body and the PTA. Each of these groups has roles to play in ensuring that extracurricular activities in the school are well managed. The headmaster and administrators provide the guidelines, rules and regulations and the resources needed in running the activities. The teachers (patrons) play supervisory roles over the clubs and associations. The executives of the clubs serve as liaisons between the students and management of the school. The general student body serves as participants and beneficiaries of the activities and finally, the PTA serves the interests of parents by



playing both watch-dog and complementary roles. However, there is no synergy in the roles played by these groups and hence there is a disjointed effort in realising the objectives of the school. The findings of the study showed that there is a lukewarm attitude on the part of the headmaster and administrators towards extracurricular activities, no seriousness of some teachers (patrons), some clubs' executives not accounting to their members regarding dues paid, late attendance to meetings by the students and parents refusal to attend PTA meeting and their inability to demand for their involvement in the selection and management of extracurricular activities. From these problems enumerated concerning the various roles each group is expected to play, the organising function of the school is not well coordinated and is very weak.

Controlling is the gauging and ensuring the appropriate undertakings of followers to ensure that activities conform to plans. It measures results against objectives and targets, indicates where there are variations and, by instituting formidable actions to do away with deviations, helps ensure attainment of aspirations. Controlling activities to be in line with plans means finding the actual people whose actions culminated in outcomes that are at variance with the planned activities and then initiating the required mechanisms to enhance output.

It is expected that teachers (patrons) exercising a supervisory role over the clubs and societies should be knowledgeable and skillful in extracurricular activities. However, the results of the study showed that there is no official training for the patrons in managing the clubs rather, they relay on the experienced teachers and their own knowledge on the subject area for guidance. Besides, due to logistical constraints effective planning cannot

be done. It is based on the plans that control mechanisms can be put in place to achieve the desired results. Even when the plans are done, the implementation becomes a problem due to resource constraints. Controlling also demands that where there are deviations sanctions must be applied. It is also established in the study that there are no guidelines or rules and regulations by the GES regulating extracurricular activities in SHSs.

Lastly, the rationale of coordination function of management is to bring cohesion among individual efforts toward the achievement of corporate goals. The other managerial functions (planning, organising and controlling) are elements that each contributes to coordination. Due to different understanding people have about the same or similar phenomenon and they mostly give different meanings to these phenomenon. They derive toward mutual objectives do not naturally meet with the efforts of others. It therefore becomes the pivotal role of the manager to reconcile variations in strategy, timing, effort, or interest, and to synchronise individual goals to add to organisational goals.

The roles played by the various actors in the school have been mentioned and as such are not harmonised. Therefore coordination of the various activities is deficient.

5.3 Recommendations

The study revealed that there are no clear guidelines and regulations that serve as the framework for the conduct of extracurricular activities in the SHSs. Therefore there is no standard mechanisms for the reward of excellence in the performance of extracurricular activities and also sanctions for any misconduct. This poses as a serious administrative bottleneck to the authorities and even opens the school management to legal suits from



child rights advocates. The Ministry of Education as the body responsible for the formulations of policies for education should come out with effective policies and guidelines on the conduct of extracurricular activities particularly in the Senior High Schools.

Learning from the Canadian experience, pupils from the basic schools in Ghana when making their choices of Senior High Schools and the programmes they intend to pursue in these schools, should be made to be aware of the kind of extracurricular activities existing in a particular school. This will give parents the opportunity to know the extracurricular activities in the schools and advise their wards on the choice to make. Alternatively, parents whose wards gained admissions into the Senior High Schools should be made to select the kind of extracurricular activities they want their children to participate during the admission processes.

Even though it is good for the students to consult their parents/guardians on the selection and participation in extracurricular activities, the school administration should go a step further to consult and advise parents/guardians regarding their wards participation in the activities. There should also be a regular review of the performance of the students in extracurricular activities so that both parents and school management will monitor the students' performance and take the necessary actions.

Parents through the PTA should demand for greater recognition and involvement from the school authorities in the management of extracurricular activities. The level of



participation and specific roles to be played by parents need to be clearly fashioned out. With defined roles for parents, the PTA can undertake performance of review of these roles and discuss the outcome at the annual PTA meetings and other platforms so that weaknesses can be identified and the appropriate strategies to overcome them would be identified.

There should be clear and well-thought out criteria for the selection of patrons to handle extracurricular activities taking into account the background of the patron regarding criminal activities, sexual orientation and above all the competence of the person. This will ensure that students are not exposed to behaviours that are not in conformity with the moral upbringing of the child and also affect his/her overall development.

Finance is one of the major components in the smooth administration of any organisation, society, club or association. The payments and collection of dues from students by their peers and the patrons and the management of these funds should be of interest to the school authorities. This is not to suggest taking away that responsibility from the students and patrons but to keep an eye on the operations of the clubs and the usage of the funds.

Transparency and accountability of public funds or resources to the masses promotes togetherness, participation, and enhances people knowledge and understanding. The levies/dues approved by government and collected by the school authorities especially Wa SHS should be disclosed to the Students Representative Council (SRC) as well as executives of the clubs and societies. The total amount realised and the programmes the management of the schools intends to use them for which should be decided and



approved in conjunction with the SRC and other student leaders. This will promote transparency in the utilisation of the levies/dues.

The schools management owes it a responsibility to put in the necessary arrangements in place to make for the lessons lost by students who represent the schools in extracurricular activities competitions. Time management is identified as one of the key challenges facing students. It is therefore incumbent on the schools authorities to compensate students for the time lost since they carry the image of the schools in these competitions.

It is meaningless and unproductive for organisations to establish clubs and associations in schools without any support. As such, the organisations owe it a duty to resource these clubs and associations to function effectively. Aside the resources, officials of these organisations must endeavour to make time with members and as well as patrons of the clubs. Keeping away from these clubs and societies for a long time makes them ineffective. The frequent interactions between students and that of the officials from the organisations will also serve as morale booster to the students.

The effective usage and management of time is a major challenge to many students. Their inability to combine other activities with their studies poses serious challenge to them. Poor time management practices, which include but not limited to inappropriate time allocation and last minute cramming for exams, have been identified as sources of stress and poor academic performance. The basic recommendations are to identify needs and wants, prioritise them in regard to their importance or priority, and then allocate time and



resources accordingly. The schools authorities should also come out with a plan or schedule clearly stating when academic work ends and when extracurricular activities can take place. This schedule or plan should be monitored closely to ensure that it is followed and implemented as stated.

Organisations such as Civil Society Organisations (CSOs) which are not government institutions but established clubs/associations in the schools should be subjected to serious scrutiny and surveillance all the time. In the wake of terrorism with the bombing and abduction of school children in other parts of the globe, the actual aims and objectives of establishing these clubs/associations may not be disclosed to the school authorities and hence, use the students to promote a different agenda.

It is worthy to note that not only academic performance of a school that promotes the good name of a school but other factors such as discipline, the environment, its performance in extracurricular activities and the care for students. The school has chocked some successes in the past in the area of sports and could further be boosted when more attention is given to other forms of extracurricular activities. This raises the image of the school, improve standards in the school and boost students' morale to excel both academically and socially. More efforts, priority and support in terms of finance and logistics should be provided in achieving these goals.

The effective implementation of these recommendations couple with other measures of the school will help address the gaps identified by the study. This calls for the



collaboration of all stakeholders concerned including parents, the MoE/GES, patrons, school management and students both present and past to put their expertise together so that extracurricular activities will be effectively managed in the school.



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Appendices

Appendix 'A'

WA SENIOR HIGH SCHOOL

REGISTRATION OF CLUBS AND SOCIETIES

NO.	NAME OF CLUB/SOCIETY	PATRON
1	Pen International	Mr. Ballans Carlos
2	Geography	Mr. N. Sufyan
3	Debating	Mr. Ballans Carlos
4	NADMO	Mr.Speratus Ongoh
5	Science	Mr. Mohammed Rashid
6	Mathematics	Mr. Albert Duusuur
7	Southern Students Union	Mr. Frank Fumme
8	Scripture Union (SU)	Mr. Osuman Emmanuel
9	Youth Parliament	Mr. Yahya AbdulSallam
10	Pentecost Students and Associates (PENSA)	Mr. Deni K. Justice.
11	Catholic Charismatic Renewal	Alleta Ambrose
12	Catholic Community	Alleta Ambrose
13	Legion of Mary Society	Mary Zimaal
14	Daffiama Parish Students Union	Mr. Osuman Emmanuel
15	Ghana Muslim Students Association (GMSA)	Mr. Mahmood Rashid
16	Commission on Human Rights and Administrative Justice (CHRAJ)	Mr. Ibrahim Sodiq
17	Deeper Christian Life Ministry	Mr. Walanyo
18	Lawra Students Union	
19	Drama Club	Madam Rahinatu Yahaya
20	National Commission for Civic Education (NCCE)	Mr. Deri Daniel
21	History Club	
22	French Club	Mr. Joel Tabga
23	Wa West Students Union	Mr. Osman Hamid
24	Wa Senior High Cadet Corps	Mr. Kassim
25	I.C.T	Mr. I.I Shaibu
26	Youth Entrepreneurship Club (YEC)	Mr. Ibrahim Sadik (TM)
27	Business Department	Mr. Adams Inusah
28	Foundation for Future Leaders	Mr. Dan Laadi
29	Nandom Students Union	Mr. Fredrick Kuupiele
30.	Daga/Waala Students Union	Mr. Bisiera Sanbom Isaac
31.	Knowing Africa	Mr. Copperfield Sosu
32.	Afri/Baoba International	Mr. . Bisiera Sanbom Isaac



33.	Economics Club	
34.	Baptist	Mr. Albert Duusuuri
35.	Islam	Mr. Dawda Iddrisu
36.	Methodist	Mr. Obed Baah Yanney
37.	AGCM	Mr. Joel Tagba
39.	Church of Christ	Mr. B. James (UDS)



Appendix 'B'

UNIVERSITY FOR DEVELOPMENT STUDIES (UDS)

GRADUATE SCHOOL

FACULTY OF PLANNING AND LAND MANAGEMENT

QUESTIONNAIRE

This data collection is sought for academic purpose in line with the requirements for the award of Master of Philosophy (MPhil) in Development Management. Your identity as well as the information given will not be disclosed and will be kept under strict confidentiality.

PERSONAL INFORMATION

1. Sex: A) Male B) Female
2. Age: A) 11-15 B) 16-20 C) 21-25 D) 26-30
3. Form/Class: A) Form One B) Form Two C) Form Three
4. Religious Affiliation: A) Christianity B) Islam C) Traditional E) Others
5. House Affiliation: A) One B) Two C) Three D) Four E) Five F) Six G) Seven

UNIVERSITY FOR DEVELOPMENT STUDIES



PART ONE: MANAGERS OF EXTRACURRICULAR ACTIVITIES

1. What type(s) of extracurricular activities do you participate in?
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.....
.....
.....
2. How many of these activities do you participate in?
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.....

.....
.....

- 3. Can you please mention a group of people/individuals who take part in managing extracurricular activities in your school?

PART TWO: HOW PEOPLE ARE INVOLVED IN MANAGING ECAs

- 1. Can you please mention the ways or modes that a student can participate in extracurricular activities?

- 2. Are your parents aware of these extracurricular activities you engage in?
A) Yes B) No

- 3. Were they consulted before choosing these activities? A) Yes B) No

- 4. If yes why did you see it necessary to consult them?

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

- 5. If no why didn't you see it necessary to consult them?

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

- 6. Who did the consultation? A) Myself B) School Authorities C) Both

- 7. Did your parents give approval for you to take part in these extracurricular activities? A) Yes B) No

- 8. What role(s) do your parents play in the selection of and participation in ECAs?

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





9. What factors influence the types and number of extracurricular activities your school offers?
- A) Geographical location
 - B) Financial position of the school
 - C) Programmes/courses offered at the school
 - D) Prescribed by the Ghana Education Service (G.E.S)
10. Are there patrons/supervisors responsible for each activity? A) Yes
B)No
11. How are these patrons/supervisors chosen?
- A) Based on academic qualification
 - B) Based on interest of the masters
 - C) Chosen by the students
12. Are they trained for the task given to them? A) Yes B) No
13. Who trained them?
- A) The school management
 - B) G.E.S
 - C) Organisations that establish clubs and associations in the school
14. What makes a student eligible to participate in any of the ECAs ran by the school?
- A) Payment of dues/levies
 - B) Health condition
 - C) Passing of examinations
15. Who makes/develops these criteria? A) Governing board of the school B)
PTA of the school C) Headmaster and teachers D) Ghana Education Service
16. Are there specific criteria for each ECA? A) Yes B) No

17. Are all students who participate in these ECAs qualified to participate? A) Yes B) No

18. Are you aware of any form of demand by masters from students before they are allowed to participate in ECAs? A) Yes B) No

19. If yes what kind of demand? A) Financial B) Sexual C) Gifts D) Others (specify).....

PART THREE: CHALLENGES OF PERFORMING EXTRACURRICULAR ACTIVITIES

1. Are there any challenges in the participation of these activities? A) Yes B) No

2. If yes what are the challenges?

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

3. How can these challenges be addressed?

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

4. How much do you pay as levies/dues for ECAs?

.....

5. Who pays for the levies/dues?

- A) The organisation that formed the club/association
- B) Parents/Guardians
- C) Self

6. Who do you normally pay the levies/dues to?

- A) School
- B) Patron
- C) Club/Association Executives



7. Have you ever been denied participation in ECAs for non-payment of levies/dues?
A) Yes B) No

8. Do the dues/levies you pay able to finance activities of the club/association?
A) Yes B) No

9. What are the dues/levies paid used for?
A) Entertainment B) Training of patrons and students C) Acquiring logistics

10. Are monies paid by members always disclosed to you to know how much the club/association has? A) Yes B) No

11. If yes how frequent is the disclosure?
A) Every term B) Monthly C) Yearly

12. If no what may account for the non-disclosure?
.....
.....
.....

THANK YOU.



Appendix 'C'

UNIVERSITY FOR DEVELOPMENT STUDIES (UDS)

GRADUATE SCHOOL

FACULTY OF PLANNING AND LAND MANAGEMENT

FOCUS GROUP DISCUSSION GUIDE (to be administered to associations and clubs executives)

This data collection is sought for academic purpose in line with the requirements for the award of Masters of Philosophy (MPhil) in Development Management. Your identity as well as the information given will not be disclosed and will be kept under strict confidentiality.

PART ONE: MANAGERS OF EXTRACURRICULAR ACTIVITIES

1. What type(s) of extracurricular activities do you participate in?
2. How many of these activities do participate in?
3. Can you mention a group of people/individuals who manage the activities in the schools?
4. What are the positive effects of participating in extracurricular activities?
5. What are the negative effects of participating in extracurricular activities?

PART TWO: HOW PEOPLE ARE INVOLVED IN MANAGING ECAs

6. Can you mention the ways/modes students participate in these activities?
7. Are your parents aware of these extracurricular activities you engage in?
8. What role(s) do your parents play in the selection and participation in ECAs?
9. How are patrons/supervisors chosen for your extracurricular activities?
10. What makes a student eligible to participate in any of the ECAs ran by the school?
11. Can you mention the Ghana Education Service (G.E.S) rules and regulations for running extracurricular activities in your school?
12. Mention that of your school.



**PART THREE: CHALLENGES OF PERFORMING EXTRACURRICULAR
ACTIVITIES**

13. What are the challenges in the participation of these activities?
14. How can these challenges be addressed
15. How much do you pay as levies/dues for ECAs?
16. Who pays for the levies/dues?
17. Who do you normally pay the levies/dues to?
18. Have you ever been denied participation in ECAs for non-payment of levies/dues?
19. Does the dues/levies you pay been able to finance activities of the club/association?
20. What are the dues/levies paid used for?
21. Are monies paid by members always disclosed to you to know how much the club/association has? How frequent is the disclosure?

THANK YOU



Appendix 'D'

UNIVERSITY FOR DEVELOPMENT STUDIES (UDS)

GRADUATE SCHOOL

FACULTY OF PLANNING AND LAND MANAGEMENT

INTERVIEW GUIDE (to be administered to schools' headmasters, senior house masters and patrons)

This data collection is sought for academic purpose in line with the requirements for the award of Masters of Philosophy (MPhil) in Development Management. Your identity as well as the information given will not be disclosed and will be kept under strict confidentiality.

PERSONAL INFORMATION

1. Sex: A) Male B) Female
2. Age: A) 26-30 B) 31-35 C) 36-40 D) 41-45
3. Position in school A) Headmaster B) Senior Housemaster C) Patron
4. Religious Affiliation: A) Christianity B) Islam C) Traditional D) Others



PART ONE MANAGERS OF EXTRACURRICULAR ACTIVITIES

5. How many extracurricular activities associations or clubs exist in your school?
6. Can you mention these associations and clubs?
7. On the average how many of these associations or clubs can a student belong to?
8. Can you mention a group of people or individuals who manage these activities in the school?

PART TWO: HOW PEOLPLE ARE INVOLVED IN MANAGING ECAs

9. Can you mention the ways/modes students participate in these activities?
10. Do you involve parents in the selection and running of extracurricular activities in the school?
11. How are they involved?
12. What role do parents play in the running of the extracurricular activities?
13. Are the extracurricular activities in your school different from other schools?
14. How different are they and what account for that?
15. Can you mention the rules and regulations of the Ghana Education Service (G.E.S) governing extracurricular activities in your school?
16. Do you have rules and regulations different from that of the G.E.S?
17. How are patrons selected / assigned to each of the associations or clubs?
18. Are they trained and who does that?

PART THREE: CHALLENGES OF EXTRACURRICULAR ACTIVITIES

19. What are some of the challenges you encounter in running these associations/clubs?
20. What are some of the challenges you encounter in running these associations/clubs?
21. How can these challenges be addressed
22. How much does each student pay as levies/dues for ECAs?
23. Who normally collects the levies/dues students pay?
24. Can you mention situations students ever been denied participation in ECAs?
25. Do the dues/levies students pay able to finance activities of the clubs/associations?
26. What are the dues/levies paid used for?
27. Are monies paid by students always disclosed to them to know how much the club/association has? How frequent is the disclosure?

THANK YOU



Appendix 'E'

UNIVERSITY FOR DEVELOPMENT STUDIES (UDS)

GRADUATE SCHOOL

FACULTY OF PLANNING AND LAND MANAGEMENT

INTERVIEW GUIDE (to be administered to the executives of the Parent-Teacher Association)

This data collection is sought for academic purpose in line with the requirements for the award of Masters of Philosophy (MPhil) in Development Management. Your identity as well as the information given will not be disclosed and will be kept under strict confidentiality.

PERSONAL INFORMATION

1. Sex: A) Male B) Female
2. Age: A) 26-30 B) 31-35 C) 36-40 D) 41-45
3. Position in the executives
4. Religious Affiliation: A) Christianity B) Islam C) Traditional D) Others

UNIVERSITY FOR DEVELOPMENT STUDIES



PART ONE MANAGERS OF EXTRACURRICULAR ACTIVITIES

5. How many extracurricular activities (associations or clubs) exist in your school?
6. Can you mention these associations and clubs?
7. On the average how many of these associations or clubs can a student belong to?
8. Can you mention a group of people /individuals who manage these activities in the school?

PART TWO: HOW PEOPLE ARE INVOLVED IN MANAGING ECAs

9. Can you mention the ways/modes students participate in these activities?
10. Are parents involved by the school management in the selection and running of extracurricular activities in the school?

11. How are you involved?
12. At what level are parents involved?
13. What role do parents play in the running of the extracurricular activities?
14. How will you describe your relationship with the school management concerning ECAs?
15. Do you receive any information or report on the performance of your wards in ECAs?
16. Are the extracurricular activities in your school different from other schools?
17. How different are they and what account for that?
18. Can you mention the rules and regulations of the Ghana Education Service (G.E.S) governing extracurricular activities in your school?
19. Do you have rules and regulations different from that of the G.E.S?
20. How are patrons selected / assigned to each of the associations or clubs?
21. Are they trained and who does that?

PART THREE: CHALLENGES OF EXTRACURRICULAR ACTIVITIES

22. What are some of the challenges you encounter in running these associations/clubs?
23. How can these challenges be addressed
24. How much does each student pay as levies/dues for ECAs?
25. Who normally collects the levies/dues students pay?
26. Can you mention situations students ever been denied participation in ECAs?
27. Do the dues/levies students pay able to finance activities of the clubs/associations?
28. What are the dues/levies paid used for?
29. Are monies paid by students always disclosed to them to know how much the club/association has? How frequent is the disclosure?

THANK YOU



Appendix 'F'

UNIVERSITY FOR DEVELOPMENT STUDIES (UDS)

GRADUATE SCHOOL

FACULTY OF PLANNING AND LAND MANAGEMENT

INTERVIEW GUIDE (to be administered to the officials of the Ghana Education Service)

This data collection is sought for academic purpose in line with the requirements for the award of Masters of Philosophy (MPhil) in Development Management. Your identity as well as the information given will not be disclosed and will be kept under strict confidentiality.

PERSONAL INFORMATION

1. Sex: A) Male B) Female
2. Age: A) 26-30 B) 31-35 C) 36-40 D) 41-45
3. Schedule in the office
4. Religious Affiliation: A) Christianity B) Islam C) Traditional D) Others



PART ONE MANAGERS OF EXTRACURRICULAR ACTIVITIES

5. What types of extracurricular activities (associations or clubs) exist in the Wa Senior High School?
6. Can you mention these associations and clubs?
7. On the average how many of these associations or clubs can a student belong to?
8. Can you mention a group of people or individuals who manage the activities in the school?

PART TWO: HOW PEOPLE ARE INVOLVED IN MANAGING ECAs

9. Can you mention the ways or modes students participate in these activities?
10. Are parents involved by the school management in the selection and running of extracurricular activities in the school?
11. How are they involved?
12. What role do parents play in the running of the extracurricular activities?
13. How will you describe the relationship between parents and the school management in concerning ECAs?
14. Has any issue of misunderstanding between the school authorities and PTA brought to you for redress?
15. Do parents receive any information or report on the performance of their wards in ECAs?
16. Are the extracurricular activities in the school different from other schools?
17. How different are they and what accounts for that?
18. Can you mention the rules and regulations of the Ghana Education Service (G.E.S) governing extracurricular activities in Senior High Schools?
19. Are the schools allowed to enact their own rules and regulations different from that of the G.E.S?
20. Have you come across any violation of the GES rules and regulations from the school?
21. How are patrons selected / assigned to each of the associations or clubs?
22. Are they trained and who does that?

PART THREE: CHALLENGES OF EXTRACURRICULAR ACTIVITIES

23. What are some of the challenges the schools encounter in running these associations/clubs?
24. How can these challenges be addressed?
25. How much does each student pay as levies/dues for ECAs?
26. Who normally collects the levies/dues students pay?
27. Can you mention situations students have ever been denied participation in ECAs?
28. Do the dues/levies students pay able to finance activities of the clubs/associations?
29. What are the dues/levies paid used for?
30. Are monies paid by students always disclosed to them to know how much the club/association has? How frequent is the disclosure?

THANK YOU

