Perceptions of Students' Executive of the Administrative Processes of a School of Graduate Studies in Ghana.

Eugene Kwesi Hesse

School of Graduate Studies, University of Cape Coast, Ghana.
Corresponding email: ehesse@ucc.edu.gh

Abstract
Although research on students' perceptions concerning administrative processes in the university they find themselves is burgeoning, little are known about the phenomenon in contexts such as Ghana. The present study analysed the perceptions of the Post Graduate Student Executive of Ghana in the University of Cape Coast. (GRASAG-UCC) on the administrative services provided to them by the School of Graduate Studies, (SGS) UCC, Ghana. The descriptive research design was employed to collect data among 16 GRASAG executives for 2018 to 2020 academic years. The study revealed that the School of Graduate Studies provided competent work, showed interest in students' welfare and provided adequate administrative assistance. The study also found that SGS can still do more by improving the administrative processes in the office to satisfy the expectation of the executives by involving them in decision making and by establishing facilities to facilitate operations. The following recommendations were given. The School of Graduate Studies should move to a spacious facility to recruit more staff to help execute the plans and duties of the office. The SGS should also collaborate more with GRASAG-UCC executives who are the mouthpiece of the postgraduate students in the University.

Key words: *Administration, Executive, Perceptions, School of Graduate Studies, University,*

Introduction
Higher education can be likened to business in the service industry. Therefore, focusing on meeting the needs of students is very important, especially for the institutions that are tuition-based (DeShields, Kara, & Kaynak, 2005). As long as students are seen as consumers of the services of these higher institutions, their satisfaction should be prominent to the service providers who will want to admit more students. Thomas and Galambos (2004) and Appleton-Knapp and Krentler (2006) suggest that in addition to learning, students should be satisfied with their educational experience. The educational experience can be enhanced through successful educational management or administration. The Educational administration can therefore be described as the process through which the school administrators arrange and co-ordinate the resources available to education, for the purpose of achieving the goals of the educational system (Ginsberg & Okeafor, 1987).

In several parts of the world, most educational institutions now in a bid to improve on their services and the welfare of the students they serve, seek the opinions of students about every aspect of their lives (Hill, 1995). In some countries, especially the United Kingdom, students are considered the primary customers of the university even before the payment of their fees (Douglas, 2006). Devinder and Datta (2003) argue that, institutions that are in the bid to deliver quality programmes and services to students must be concerned with every aspect of the students' experience on campus. In other words, quality of education is not only limited to the lectures or notes given during class hours or even the advice and consultations offered by lecturers, but rather all the facilities of the school including the human and physical facilities. This does not deviate from the findings of Jones and Suh (2000), who also found that, specific satisfaction can or influences overall satisfaction, and both satisfactions also have the potential to significantly influence intention. In fact, students are known to choose universities and programmes to enroll based on factors like teaching methods, and availability of learning materials (Cohen, Dove & Bachelder, 2001). Most students also put much emphasis on the degree of acceptance and the reputation of the universities they choose (Chun, 2005).

Authors such as Sander (2000), Gremler and McCollough (2002), and Hill (1995) also regard students as primary consumers of higher education service. The Executive body of the Graduate Students Association of Ghana, GRASAG-UCC also aims at ensuring the welfare of its members. Students who aspire to such positions aim at being in a position where they can stand in for their colleagues and help to ensure students have a smooth stay on campus and also see to it that students' grievances are resolved. The aspiring candidate usually make promises to their colleagues of things they want to do or projects they wish to bring on board. After the nod is given them, these students now come into contact with the management of the School of Graduate Studies and thus, must now align their activities and programmes to meet that of SGS. This sometimes becomes a challenge since some of the administrative issues take much time to be resolved due to the administrative processes that needs to be satisfied. A paper written by Douglas (2006), suggests that there is a close relationship between student satisfaction, retention and recruitment, thus, student satisfaction is an extremely important issue for universities and their management. The aim is to try to maximize student satisfaction, minimize dissatisfaction and therefore retain students and so improve the institutions performance (Douglas 2006).

At UCC, the Directorate of Academic Planning and Quality Assurance (DAPQA) ensures there is quality in the services provided to students including postgraduate students, by seeking their opinions on their lecturers through the issuance of questionnaires. However, it seems much has not been done in the aspect of seeking their perceptions or opinions on services provided to them by the administrators (Richardson, 2005). The rational of the study was to investigate the perceptual views of GRASAG-UCC executive on the administrative processes of the School of Graduate Studies.

Specifically, the study was guided by these objectives;
1. To inquire about the perceptions of GRASAG-UCC executive of the School of Graduate Studies towards postgraduate studies.
2. To find out the various ways to improve the administrative process of the School of Graduate Studies.

The study was guided by the following research questions
1. How do GRASAG-UCC executive regard the activities of the School of Graduate Studies towards postgraduate studies?
2. What can the School of Graduate Studies do to improve their administrative processes?

The findings of the study would be useful not only to the School of Graduate Studies, UCC but also to other institutions of higher education. The findings would help to improve the administrative work of SGS and also strengthen the relationship between SGS and GRASAG-UCC. This study would help the postgraduate students of UCC understand better the administrative processes at SGS. It would also help other educational institutions to find ways of improving on their administrative processes.

The study was carried out in the University of Cape Coast because it possesses the characteristics of the desired sample. The respondents were only Executive Council members over the past two academic years (2018 to 2020). Also, this study was limited to only the perceptual views of the respondents.

Literature Review
Literature review is structured into theoretical, conceptual, and empirical approaches, to present a broad and specific overview of the study.

The Concept of Perception
Perception is a personal manifestation of how one views the world which is colored by many sociocultural elements. Markus and Kitayama (1991) concluded that people in different cultures have strikingly different perceptions of self and others. These differences can be seen when comparing two distinct cultures. The nature of the individual experience can also be influenced when two cultures meet. Perception of pain in childbirth was found to be increased when the ethnicity of the laboring woman was different than that of the predominant ethnicity of the attendants (Olayemi, Morhason-Bello, Adedokun, & Ojengbede, 2009). The act of perceiving has been pondered over by philosophers for centuries. In the philosophy of perception, the metaphysics of the mind is explored looking to answer the questions of what is perception, what is the nature of perceptual consciousness, and how can one fit an account of perceptual experience into a broader account of the nature of the mind and the world, (Noë & Thompson, 2002).

The Concept of Administration
Administration just like most other concepts has been variously defined by experts and educationists. These definitions are centered on what the experts conceive as

what administration should achieve. Ezeocha (1990) perceive administration as "when two men co-operate to roll a stone that neither could have moved alone, the rudiments of administration have appeared". To Jaiyeoba (2006), administration refers to effective coordination of resources and people's efforts for the achievement of organizational goals. Administration of the affairs of an educational institution involves judicious management of the factor resources such as manpower, finance and capital equipment for the attainment of the educational aims as stipulated in the National Policy on Education (2004).

Administration in education is concerned with the coordination of various activities of people in the school system to accomplish teaching and learning. It is the process of using methods, principles and practices to establish, develop and execute the goals, policies, plans and procedures necessary to achieve the objectives of education, (Obi, 2004). All the people working in the school will have to contribute towards the accomplishment of these goals. These include; teachers, and other professional staff, parents, and the community. Others are; ministries of education, and members of the Ghana Education Service (GES),

Administrative Process
Planning: Oriaifo (2003) defined planning as "a process of establishing priorities for future actions in an attempt to solve economic problems, which stem from the existence of scarce resources. Planning function has four important goals as; to offset uncertainty and change, to focus attention on objectives, to gain economical operation, and to facilitate control. The implication is that every institution should know where it is going and administrators should engage in planning to give direction to the activities of an institution the dynamic environment confronting organizations.

There is the need to identify and define emerging roles for the organization and the need to relate the organization to various environmental systems that make planning function critical and a matter of high priority. Obi (2003) identified three main features in every plan to include; every plan must be future oriented; it deals with predetermined objectives or decisions; it must be a process or a strategy. There are also three stages that are popular in planning as reiterated by Obi (2003). They include; decision stage, implementation stage and evaluation stage. Good planning backed by sincere effort therefore produces good results in the organization.

Organizing: To organize implies the development of interconnections between the various subsystems and the total organizational pattern. It is a design of methods and determination of activities required to achieve the objectives of the organization. In educational institutions, the administrator organizes both human and material resources. He organizes the work in the school into units with each unit being headed by a specialist. He distributes duties and responsibilities to both teachers and non-teaching staff alike. Ahmady, Mehrpour, & Nikooravesh, (2016).

Co-ordinating: Co-ordination is the task of harmonizing the activities of the various arms of the organization. It ensures teamwork toward the realization of objectives. It is the function of the school administrator to coordinate all activities of the various units within the school. The management of the institutions' schedules activities in such a way as to eliminate conflicts, so that the objectives of teaching and learning may be attained. Since the teachers are interdependent, it is the responsibility of the administrator to coordinate their activities. (Ossowski, 2003).

Commanding or Directing: This is the task of optimizing the productivity of staff. The school administrator should therefore have accurate knowledge of his staff, eliminate the incompetent, set a good example, take initiative and encourage a spirit of belonging among his staff. The term commanding is similar to directing or stimulating. The school administrator is expected to provide effective leadership by stimulating his staff to perform and guiding them as to what to do (Yang, 2004).

Controlling: The administrative function of controlling is the measurement and correction of the performance of activities of subordinates in order to make sure that educational objectives and the plans devised to attain them are being accomplished. Controlling helps in evaluating the output with a view to discovering the weakness that can be rectified for greater school efficiency (Malmi & Brown, 2008). Within an organization such as the school, an administrator employs different strategies to ensure that right things are done at the right time and that those under him/her conform to the expected and desirable behavior. Such control strategies include; policies and rules, organizational design, performance appraisal, budget and technology, personal visits and informal discussions. Government policies and rules such as those contained in the National Policy on Education, the constitution, decrees, edicts and education laws provide guidelines on what should be done and what should not be done (Oyedeji & Fassasi, 2006).

Communication: Communication is one of the basic elements of administrative process and it is central to all functions. It is defined by Amobi and Nnabuife (1999) as the art and science of conveying one's thought, need or information to another person or a group of persons. This can be through verbal utterances or non-verbal expressions. An organization cannot survive unless the administrator develops means of communication among various operating levels. In the light of this, Omenyi (2007) described communication as a means of imparting, exchanging attitudes, ideas and information through human abilities or technological media. School administrators who are skilled in communication have an improved chance of facilitating change within the school building.

Decision-making: Later writers on school administration introduced "decision-making, and evaluation" as part of the administrative process. The importance of these two elements stems from the fact that decision-making acts as characteristics of organizations behavior. While the main work of the executive is to take decisions and initiate and direct actions based on them, his decisions are based on facts and values that are subject to change over time and therefore require a

continuous evaluation or appraisal. This will ensure their authenticity looking at the objectives to achieve (Anderson, 2003). According to Adeleke in Oyedeji & Fasasi, (2006) decision-making is a process of generating and evaluating alternatives and making choice among them. It entails selection of a course of action from alternative courses intended to bring about the future state of affairs envisaged. For each of the administrative functions, decisions are made on specific activities to be performed in the school environment. Ukeje, Akabogu & Ndu (1992) explained that decision-making is a process by itself which takes cognizance of the past history of the organization and the experience of the administrator in relation to the current state of affairs in order to project the future actions to be taken.

Theoretical framework

The study made use of two theories to give relevant understanding to the problem under study. These theories are the bureaucratic and the classical theories.

The word 'Bureaucracy' was first coined by Vincent de Gourney (1712-1759), French Economist. He had observed: "We have an illness in France which bids fair to play havoc with us; this illness is called bureaumania." The Dictionary of the French Academy accepted the word in its 1798 supplement and defined it as "power, influence of the heads and staff of government bureaux." The most systematic study so far of bureaucratic phenomena is traced back to German sociologist Max Weber. Regarding the origin and nature of his concept 'organisaiton' (Verband) to Weber a person could be said to have 'power' (Macht) if within a social relationship his own power is exercised for the structuring of human groups, it becomes a special instance of power called 'authority' (Herrschaft). Thus, Weber distinguished between power and authority or 'domination'. Authority or domination is instrumental in the emergence of Verband. i.e., organization. The most important aspect of the administration is that it determines who was to give commands to whom. Thus, "every form of authority expresses itself and functions as administration."

Classical theory: This theory has been enunciated most notably by Henri Fayol, Luther Gulick, L.F. Urwick, J.D. Mooney, A.C. Reiley, M.P. Follet and R. Shelton. These writers argue that administration is administration regardless of the kind of work undertaken or the context within which it is performed. The most important concern of this theory is the formulation of certain universal principles of organization. An important contribution of the classical theorists in general is their attempt to find certain universal principles of organization. Increased co-ordination of administrative operations and specification of role brought more predictability and stability in organizational behavior. (Wren, 1995).

The theories explained the administrative process of achieving the objectives and goals of an institution where two parties are involved. In this regard one party is a client while the other is the holder of the office to help the client achieve it aims. These theories give the direction of the strategic way offices used to operate its activities towards the achievement of the objectives of the office. It is clear that,

institutions or offices adopt different kind of theories available in the operation of their activities in the institution.

Conceptual framework
The study sought to adopt a conceptual framework that will back the concept or the purpose of the study by knowing the perceptions on administrators in the educational jurisdiction. The diagram below depicts the conceptual framework for the study.
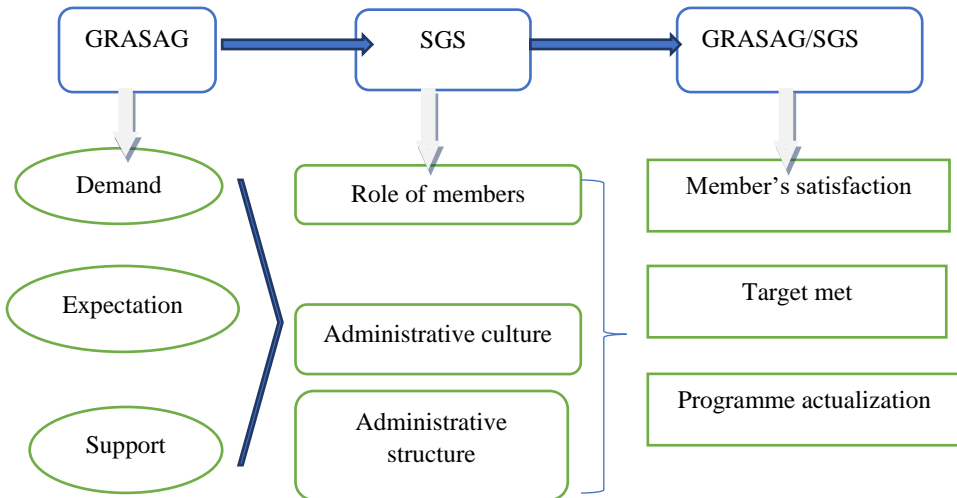
This conceptual framework explains how the two bodies (SGS and GRASAG) have to work together in achieving the purpose of this establishment. In the operation between the GRASAG executives and the School of Graduate Studies, the SGS and GRASAG-UCC executive requires some collaboration in terms of support, expectation and demand of administrative services to help satisfied the postgraduate students. On the other hand the School of Graduate Studies focuses on providing some activities to the executives such as administrative culture that is to provide the way things are done in the office, the structure of the office such as the various officers and the role they play to satisfied the demand and expectations of the GRASAG-UCC executives towards the achievement of programmes, members satisfaction and the set target of the office.

Study Methods
This section of the research elaborated on the methods that were used in undertaking the study. This included the research design, population of the study, sample size and sampling procedures, research instrument, data collection procedure, validity and reliability, field challenges, ethical considerations and data analysis.

Study Area

The University of Cape Cost is one of the rare sea frontier universities in the world. It was established in October, 1962 as a result of a recommendation of an international commission appointed by the Ghana Government in December, 1960 to advise on the future of University Education in the country and the possibility of establishing a third University at Cape Coast. The college was formally inaugurated on December 15, 1962 and placed in special relationship with the University of Ghana. The University is operated under five (5) colleges and eighteen (18) faculties/schools including the School of Graduate Studies. The current student population of the University as at the end of 2019/2020 academic year, stood at 84,484.

The University of Cape Coast is currently ranked number one University in Ghana, number one University in West Africa, among the top five Universities in Africa, number one University globally for research influence Globally, number one out of the 138 new entrant Universities in the world University Ranking-2022 and Ranked among the top 350 Universities Globally.

The School of Graduate Studies (SGS) began as a Committee on Higher Degrees, with a mandate to advise Senate Council on the University's Graduate Scholarship Policy and recommend the award of scholarships for approval. In 1992, the Committee on Higher Degrees was elevated to the Board of Graduate Studies and later to the School of Graduate Studies and Research on 1st August 2008 to meet the challenges of graduate studies and research. With effect from 1st August, 2015, the name was changed to the School of Graduate Studies. Following the re-organisation of the university into colleges. The activities of the school is regulated by the Board of the School of Graduate Studies.

The Board of the School of Graduate Studies is a sub-committee of the Academic Board and it is charged with the responsibility for administering graduate education in the University of Cape Coast. The School's vision is to be a School of Graduate Studies that is well positioned for innovative teaching and research, with a world-wide acclaim. The mission of the School is the creation of a facilitating environment for teaching, learning, and training of graduate students, equipped with initiative and leadership in key sectors of inter/national endeavor. Specifically, the School is to;

  i.   ensure the relevance of graduate programmes for the promotion of economic, social, scientific and technological development of Ghana and beyond.
  ii. deepen graduate training and promote teaching, research and creativity.
  iii. make graduate training and research continually responsive to the changing climate of the world of work.
  iv. mobilize appropriate human and material resources from within and outside the University to ensure maximum utilization of available potentials.

The GRASAG-UCC exist to represent the postgraduate students and serve as the mouthpiece and the link between management and the student body. The main purpose of the Association is to seek the academic, religious, social and general welfare of any student pursuing postgraduate studies at the University of Cape Coast. The Mission of the Association is to "mobilize, organize resources, motivate and promote the Graduate Studies Student of UCC for excellent achievement in research and maximum impact in national development" (UCC website 2014). The Association is composed of four organs: the General Assembly, the Senate, the Executive Council and the Judicial Board. These organs are tasked to perform various responsibilities. (SGS, 2021).

Responsibilities of GRASAG-UCC Executives

The Executive Council also known as the Council is an 8-member committee made up of the President, Vice President, Secretary, Financial Secretary, Treasurer, Women's Commissioner, Organiser and Public Relation Officer (PRO).

- The President is responsible for the day-to-day administration of GRASAG-UCC, calls for Council meetings, and serve as the Chairperson of Council. He/she also has the responsibility for the implementation of all decisions taken at any of the meetings. He/she is also a signatory to the GRASAG UCC accounts.
- The vice president assists the President in the execution of his/her duties, acts with the same powers given the President under this Constitution in the absence of the President.
- The Secretary keeps accurate records of all deliberations at General Assembly, Council and other official meetings and activities of GRASAG-UCC, and is also responsible for all the correspondence for and on behalf of GRASAG UCC.
- The Financial Secretary receives all monies on behalf of GRASAG-UCC, hands over such monies to the Treasurer within twenty-four (24) hours upon receipt of such monies and keeps all financial records of GRASAG-UCC among others.
- The Treasurer deposits all GRASAG-UCC monies, apart from the imprest, into GRASAG-UCC bank account within 24 hours upon receipt of such monies, processes all cheques to withdraw money on behalf of GRASAG-UCC and in conjunction with the Financial Secretary, prepare the semester's budget to the Senate at the first meeting among others.
- The Women's Commissioner liaise with the Chair of the Welfare Committee to exclusively seek the welfare of female members, organize activities that would lead to the empowerment of female members and head the External Affairs Committee.
- The Organizer is responsible for the arrangement of venues for all meetings of Council or General Assembly, liaise with the PRO to Organize and publicize all activities/functions of GRASAG-UCC (e.g. meetings, seminars, get-togethers, end-of-year dinners, press conferences, symposia, etc) and also acts as Secretary in the absence of the substantive GRASAG-UCC Secretary.

- The PRO is the chair of the Publicity and Communications Committee and official spokesperson of the Executive Council.

Research Design

The research design provides a plan or framework for data collection and its analysis. According to Creswell (2014), research conduction could take either a qualitative, quantitative or mixed-method approach. Hignett and McDermott (2015) posit that qualitative research in general aims at understanding the life experiences and attitudes of a given population and the meanings they ascribe to a phenomenon. Quantitative design on the other hand aims to measure the relationship that exist between variables. It employs the use of statistics and numbers in its analysis (Edmonds & Kennedy, 2016). The integration of both the qualitative and quantitative methods is what is referred to as the mixed method approach. This according to Creswell (2010) helps seek convergence across both qualitative and quantitative methods in research with regards to the social science discipline. In this study, sequential explanatory mixed method was used.

The sequential explanatory mixed-method design (approach) has some strengths (Cohen, Manion & Morrison., 2007; Cresswell, 2009; Gall & Borg, 2007). It combines both quantitative and qualitative methods in a single study; the approach helps in providing richer insights and raises more interesting questions for future research than only one set of study design. it is closely concerned with seeing what the data themselves suggest with some evidence; and provides a better understanding of the problem than either approach can achieve alone (Elliot, 2005). The sequential explanatory design involves the collection and analysis of quantitative data followed by the collection and analysis of qualitative data (Creswell, 2008). The sequential mixed-method was helpful because it helped to collect both quantitative and qualitative data to get an in-depth knowledge on the subject matter.

Sample Size/ Sampling Procedure

A sample according to Fink (2001), is a portion or subset of a larger group. It is a representative of a larger population of where important characteristics such as age, gender, tenure is distributed similarly in both groups. All members of the Executive Council for the 2018/2019 and the 2019/2020 academic year were used for the study. The sampling procedure employed for selection of the sample size was the census sampling technique. Census method is the method of statistical enumeration where all members of the population are studied. The sample size for the study was 16 GRASAG-UCC executives from the 2018/2019 and 2019/2020 academic years.

Research instrument

A closed ended questionnaire was used as one of the research instruments. An interview protocol that was made of semi-structured questions was developed by the researcher based on some issues that might emerge from the quantitative data. The transcribed interviews acquired from the one-on-one interviews with selected respondents were studied and issues relating to a particular research question were

grouped under the research questions. These issues were quoted to support some of the discussions.

Data Collection Procedures

A questionnaire was administered to all the executive council members of 2018/2019 and 2019/2020 academic years. In order to ensure a high return rate and also to clarify the meaning of some items to the members, the questionnaires were administered by the researcher. The researcher first called the respondents to inform them and also to establish a good rapport with them before the actual date of the data collection. The researcher used google form questionnaire to gather data from the respondents.

The semi-structured interview guide was designed in a google form and sent to the participants to provide their responses in a written form. A time duration of 3 days was given to the respondents to feel comfortable to provide information to the research questions.

Data Analysis

The data gathered were managed using SPSS software for capturing and cleaning the data. Thereafter, the data gathered was analyzed using various statistical tools of descriptive analysis such as frequency and percentages. The semi-structured interview information was categorized under themes and analyzed by using the thematic analysis procedure.

Validity

Based on the analysis of the pre-testing, modification and removal of ambiguous or unclear items such as questions and inaccurate responses which would indicate weaknesses were worked on, to attract appropriate responses from the respondents. Gall and Borg (1989) assert that, content validity of an instrument improve through expert judgment. The researcher went through each item on the questionnaire to evaluate their relevance to the objectives of the study. The researcher subjected the items to his colleagues as expert from different field to carefully scrutinize the items to ensure the consistency and accuracy of the items before administering.

Ethical Considerations

The consent of respondents was sought before administering the research instrument. No respondent was forced to participate against their will. In order to ensure confidentiality and anonymity, participants were not allowed to write their names or other details such as school registration numbers or telephone numbers among others.

Results and Discussions

A questionnaire in google document format was prepared and the link was sent to the respondents of which all the 16 were returned. The first part of the questionnaire was demanding for demographic data.

Demography of the respondents
Table 1: Gender of the respondents

Gender of respondents'	frequency	percentage (%)
female	5	31.30
male	11	68.80
Total	**16**	**100.00**
Academic year of respondents'	**frequency**	**percentage (%)**
2018/2019	6	37.50
2019/2020	10	62.50
Total	**16**	**100.00**
Position of respondents'	**frequency**	**percentage (%)**
President	2	12.50
Vice president	2	12.50
Secretary	2	12.50
Treasurer	2	12.50
Financial secretary	2	12.50
Organizer	1	6.30
Women commissioner	1	6.30
PRO	1	6.30
Others	3	18.80
Total	**16**	**100.00**

Source: Fieldwork 2021

The table depict the gender of the respondents with males dominating with 11 representing 68.8% and the female respondents being 5(31.3%). Leadership of the past two years were considered with 37.5% of them being the 2018/2019 whiles that of 2019/2020 formed 62.5%. The table above shows the statistics.

In terms of the various positions held by the GRASAG Executives, it was observed that, 2(12.5%) were presidents, vice-presidents 2(12.5%), secretary 2(12.5%), treasurers 2(12.5%), financial secretaries 2(12.5%), organisers 1(6.3%), women's commissioner 1(6.3%), PRO 1(6.3%) and the others being 3(18.8%).

Question 1: what are perceptions of GRASAG-UCC executives of the school of graduate studies towards postgraduate students?
The following table explains the perceptions of GRASAG Executive about the administrative processes of the School of Graduate Studies. Their perceptions were expressed based on some ranges indicated in the table. This helps to explain comprehensively the perceptions of GRASAG executive about the School of Graduate Studies administrative processes.

Table 2: Competency of staff at School of Graduate Studies

Range of scale	frequency	percentage	cumulative percent
good	4	25.0	25.0
very good	11	68.8	93.8
missing	1	6.3	100
Total	**16**	**100**	

Source: Fieldwork 2021

Based on the other questions in the questionnaire, the table above captured the summary of the statistics. On the issue of competency of staff of SGS, 11(68.8%) which constitutes majority of the respondents rated them as very good and 4(25.0%) out of the 16 respondents which is a positive feedback as good in the competency of the staff at School of Graduate Studies.

Table 3: *Positive Impact of Administrative Processes of SGS on GRASAG-UCC Executive*

Range of scale percent	frequency	percentage	cumulative
never	1	6.3	6.3
sometimes	7	43.8	50.0
neutral	6	37.5	87.5
always	2	12.5	100.0
Total	**16**	**100**	

Source: Fieldwork 2021

A critical look at the output of one of the questions which asked whether the administrative processes of SGS has any positive influence on GRASAG, majority of the respondents 7(43.8%) said it happens only sometimes which indicated that, the administrative processes of the SGS sometime have impact on the graduate executive and 6(37.5%) of the respondents constituting the second majority are even neutral thus they do not know whether the administrative processes have any positive impact on their academics performance which raises a lot of questions about the link between the administrative processes and its impact on the performance of students.

Administration in education is concerned with the co-ordination of various activities of people in the school system to accomplish teaching and learning. It is the process of using methods, principles and practices to establish, develop and execute the goals, policies, plans and procedures necessary to achieve the objectives of education, (Obi, 2004). All the people working in the school will have to contribute towards the accomplishment of these goals.

Table 4: *Is the SGS serving the interest of GRASAG?*

Range of scale percent	frequency	percentage	cumulative
sometimes	10	62.5	62.5
neutral	2	12.5	75.0
always	4	25.0	100.0
Total	**16**	**100**	

Source: Fieldwork (2021)

From table 4, most of the respondents 10(62.50%) indicated that their interest is sometimes served by the SGS. Respondents who said SGS always served the interest of GRASAG were 4(25.5%). Respondents who were neutral on whether or not SGS served their interest of GRASAG members were 2(12.5)

Table 5: *Is GRASAG satisfied with the services of SGS?*

Range of scale percent	frequency	percentage	cumulative
sometimes	11	68.8	68.8
neutral	2	12.5	81.3
always	3	18.8	100.0
Total	**16**	**100**	

Source: Fieldwork 2021

From table 5, the respondents mentioned that, they are sometimes satisfied with the services provided by the SGS representing 11 (68.8%) and two respondents representing 12.5% are on the neutral ground that, the SGS satisfied them with their administrative services and 3 representing 18.8% says that, the SGS always satisfied them with their administrative services in the school.

Research question two: What can the School of Graduate Studies do to improve its administrative processes?
The respondents were asked to state some suggestions they think will help in the administrative processes of the School of Graduate Studies and how best they will benefit from the School since they are the direct consumers of the services provided by the School. Some of the respondents believed the School should be decentralized to make it easier for the needs of students to be attended to. "Have staff across the various colleges, schools and faculties aside the Vice Deans of the respective schools and faculties. This is because these Vice Deans are already loaded with work making it difficult to attend solely to graduate student needs." The respondent believes that SGS should have staff across the various colleges/faculties and schools so as to serve as a point of call for graduate students. It also appears that most students believe that the environment had an effect on administrative processes. This is far-fetched as some of the respondents stated "A well-established facility would help improve their operations since where they are currently located is too small", "Having a bigger office space and segregating the school into units or sections would address issues." These persons believe the school needs to relocate to a more spacious facility to enable staff work effectively. On the other hand, some also believe there is inadequacy of staff aside the limited space as one of the respondents stated "There should be a timely response to the needs of students' and student leaders. I see this to be due to inadequate staff. Where necessary, recruit more staff".

The best way to improve the administrative process of the SGS is to involve other stakeholders in decision making. As supported by literature, Later writers on school administration introduced "decision-making, and evaluation" as part of the administrative process. The importance of these two elements stems from the fact that decision-making acts as characteristics of organizations behavior. While the main work of the executive is to take decisions and initiate and direct actions based on them, the decisions are based on facts and values that are subject to change over time and therefore require a continuous evaluation or appraisal. This will ensure their authenticity looking at the objectives to achieve. According to Oyedeji &

Fasasi, (2006) decision-making is a process of generating and evaluating alternatives and making choice among them.

The need for effective communication in a formal organization such as the tertiary educational system cannot be over emphasized. Wilson (1997) points out that communication helps to make meaning out of unclear situation and also helps to reduce the level of uncertainty in an organization. When information is shared properly and using the right medium, it allows all employees in the organization to be abreast of what they are expected to do in the workplace. This is why Ayatse (2005) points out that the essence of communication in an organization is to convey the goals and objectives of the organization to the employees. The members of the organization therefore work towards the actualization of the goals of the organization when the mode of communication used is very effective or appropriate.

Effective communication is a process of social influence in which one person is able to enlist the aid and support of others in the accomplishment of a common task. Thus, leadership is the single most important factor in the success or failure of institutions (Bass in Hoy & Miskel, 2008) and is the major ingredient in achieving school improvement (Pepple, 2016). The quality delivery of school services depends to a large extent on the leadership quality of the academic administrator. Osiebe in Asiyai (2010) argues that poor leadership of some administrators by not involving staff members in the process of decision making which invariably causes a bridge in communication may affect service delivery.

The authorities at the Graduate School Studies should collaborate with the GRASAG-UCC executives for proper communication to ensure an effective flow of information to the best interest of the entire postgraduate student in the University of Cape Coast.

Conclusions
From the study conducted, the following findings were deduced from the respondents
1. From the study, the findings revealed that, the SGS provides good services to the student executive. These are, they are competent, and they have positive impact on administrative processes and serve the interest of GRASAG.
2. The findings also revealed that, the SGS can take some measures to still improve upon the administrative processes in the office such as establishing facilities to improve their operations, timely response to students' needs and decentralising their activities to the various departments, schools and faculties to help in operations

From the findings the following conclusions were made
1. From the study, it can be concluded that, the administrative processes of the School of Graduate Studies provides several services to the GRASAG-UCC

Executive in the institution such as competency, serving interest and providing administrative assistance.

2. It is also to conclude that, the SGS has to explore other means of improving on the administrative process in the institution to serve the interest of the GRASAG-UCC students.

Recommendations

Reading through the responses provided by the respondents, the author wishes to suggest that,

1. the School moves to a more spacious facility so as to make room for the recruitment of more staff to help in executing the plans and duties of the SGS.
2. the SGS should collaborate more with the executive members of GRASAG-UCC as the main mouthpiece of the postgraduate students to help in rolling out activities that will be beneficial to the students.

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