

**PREFECTS' PREPAREDNESS IN THE PERFORMANCE OF
DUTIES IN PUBLIC SECONDARY SCHOOLS: A CASE OF
BARINGO NORTH SUB-COUNTY, KENYA**

BY

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DECLARATION

Declaration by the Candidate

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DEDICATION

This thesis is dedicated to my wife Faith whose sacrifice, love and encouragement enabled me to develop and write this thesis to its final end. I thank you for standing with me throughout the struggle. Also to my children Lyn, Stella and Leon.

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ABSTRACT

Prefectoral system in schools is instituted as a way of involving students in the management of schools with the hope that this would help foster efficiency and orderly operation. The purpose of the study was to investigate the level of preparedness of prefects for the performance of duties in secondary schools in Kenya and Baringo North district in particular. The objectives of the study were: to establish the mode of selection used by various schools to select their prefects, to establish duties given to the prefects by the school administration, to determine the level of preparedness of secondary school prefects to assume the duties given to them by the school administration, to determine the support that prefects receive from the school administration, teachers and students in the performance of their duties and finally to investigate the attitudes of students towards prefects in public secondary schools in Baringo North district. The study was guided by Henry Mintzberg's theory on organizational structures and systems. A descriptive survey research that involved the use of questionnaires and interview schedule was adopted to collect data. The data collected was analyzed using descriptive statistics, frequencies and percentages collected from respondents of the study. Stratified random sampling was used to choose 8 schools (50%) of the total schools in the district where 6 were co-educational, 1 female, 1 male and 324 respondents were selected. The findings established that prefects are not adequately prepared though they are expected to act as agents in the management of secondary schools. It therefore provides solutions to the failure of prefects to effectively perform their duties through adequate preparation hence ease management by guess work. It recommended that the prefect system be replaced with a council and the latter be phased out with time in public secondary schools among other recommendations.

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LIST OF ABBREVIATIONS AND ACRONYMS

DQUASO – District Quality Assurance Standards Office

KIE – Kenya Institute Education

UNESCO – United Nations Educational Scientific Organization

CHAPTER ONE

INTRODUCTION

1.0 OVERVIEW

This chapter presents the background to the problem, statement of the problem, purpose of the study, research objectives and questions, assumptions and significance. It presents justification, scope, the theoretical framework, limitations and defines the operational terms. It finally gives a summary of the organization of the whole study.

1.1 Background of the Study

Prefect bodies in schools are basically instituted with the view of involving students in the management of schools. If properly instituted, its contribution towards school management is great.

Through the duties and responsibilities delegated to prefects by the school administration, it is assumed that prefects can provide linkage between the students' body on one hand the teachers and administration on the other. This linkage, apart from enabling prefects to influence fellow students to abide by the school rules and hence fostering smooth operations in school, it is hoped to give room to the prefects on behalf of the teachers to penetrate deep into certain basic issues concerning students that teachers cannot access, yet are responsible for the way students will be prepared academically and on matters of character at the end of their course.

Prefects occupy the lower level in the hierarchy of management in school but their contribution may greatly influence the management of a school. Without their input,

schools fail to forge ahead successfully. For prefects to play a significant role in the management of schools, their preparation in the performance of duties is inevitable. This study sought to investigate the prefects' preparedness in the performance of duties.

The "prefectoral system" of student government in all secondary schools has roots in colonial Kenya and the period shortly after independence (Shilavika, 2006). Prefectship is a common phenomenon in most of the secondary schools in Kenya today. According to Otieno (2001) and Biketi (2008) most schools in Kenya have prefect bodies. The existence of prefect bodies in schools is as a result of the realization that students are key stakeholders in educational organizations and therefore, need proper and adequate representation in the institution management (Republic of Kenya, 1987). This according to Biketi (2008), gives a good opportunity for student participation in school management at lower levels.

Students' involvement in the management of schools, if properly instituted, contributes tremendously to the attainment of desired educational goals. It is with this understanding that teachers in secondary schools find it relevant to institute prefects in order to help them run the schools (Kolid, 2006).

Prefects play an instrumental role of helping schools to enforce rules and regulations that greatly determine the eventual success of the organization and without their input nothing much can be achieved. The prefects' main task is to get to the bottom of the institutional matters, precisely adherence to school rules and regulations, while enhancing discipline by directing other students (Shilavika, 2006). According to Keter (2008), prefects occupy a very unique and challenging position where they play two roles at the same time: a

prefect as a leader and as a student. She adds that for the prefect to perform well in these two roles they must be properly guided and their roles clearly spelt out to avoid any conflict and ambiguity which would cause stress and frustrations among them.

Prefects can take high responsibility and achieve high levels of results for the smooth running of the school. Shilavika asserts that, Institution administration becomes smooth when the management burden is shared out to students, who feel fully involved and therefore, ready to co-operate with other stakeholders (Shilivika, 2006)

Jones (1997) asserts that prefects have, for better or for worse, a particularly significant influence on the effectiveness of their schools. There is a dynamic, ever changing scene which requires of its leaders including student leaders (prefects) equal dynamism and flexibility. The person, the ability, the leadership style, the intellect, the inter-personal skills of the prefect, will not have themselves, however brilliant and “perfect” they may seem, be sufficient to guarantee excellent prefectship (Jones, 1997).

Schools are dynamic organizations, their component parts are constantly changing, as is their environment. Managing this kind of enterprise requires a completely new order of skills and qualities. No wonder prefects are feeling the strain. Most were not chosen with this situation or their skills in mind, and if they happen to be able to cope, it may be more by luck and good fortune than by deliberate design (Jones, 1997). Prefects need to be given more support, reassurance and more specific training in appropriate skills if they are to take on their important role in the school. Some of the expectations put upon the prefect in this developing role are not only unrealistic and overwhelming but they are

also confusing and contradictory. Prefects who clearly understand their roles can be very effective link between the school administration and students (Kigotho, 2009).

Prefects should undergo leadership training. Many students have suffered the wrath of overzealous prefects who violate their rights. Some bully other students for favours. Failure to consent to their demands often leads to mistreatment or suspension. The prefects even fabricate cases, which they present to the teachers-on-duty or principals. This unbecoming behaviour is widespread, but it can be eliminated by leadership training and a code of conduct for students (Wabwire, 2008).

The Task Force on student discipline and unrest in secondary schools (Republic of Kenya, 2001) was informed that in some schools prefects were given special privileges such as uniforms, special diet and cubicles that some prefects were wielding too much power and were harsh in their treatment of other students; and some prefects molest other students. The Task Force also discovered that the privileged position of prefects caused resentment, making prefects the target of attack during disturbance.

In a circular that is yet to come into effect that gives prefects another task to perform, the Ministry of Education intends to use class prefects to identify and punish non-performing teachers. The prefects will now have to mark and sign teachers' lesson attendance to prove they attended classes. According to the circular signed by the Ministry's Director of Quality Assurance, EnosOyaya , prefects will also take records of the number of lessons taught or missed in a week and report the same to the class teacher, relevant Heads of Department or subject, the principal and his deputy. The move is part of measures created to track smooth implementation of curriculum and

syllabus to improve performance in schools (The standard, Friday, May 15, 2009). Are prefects fully prepared to undertake this task?

Prefects have continued to be blamed by teachers and the school administration whenever students' exhibit reluctance in taking instructions and to abide by the school's routine. Ironically despite being blamed, prefects have continued to be entrusted with more duties by the teachers and the school administration.

1.2 Statement of the Problem.

Prefects are a crucial part of the school support system that helps to enforce school rules and regulations. The benefit is the students' appreciation and inculcation of good discipline. Yet, they are appointed or elected among other students and are inadequately trained, if at all, and are expected to effectively execute their duties accordingly such as to address and possibly provide remedies to complex problems in the school.

Following months of interviews with principals counselors and student behaviour experts, Kihumba, Njagi and Ng'eno (2009) managed to isolate some do's and don'ts in regard to school strikes. One of them is to invest in training of prefects. A study by Keter (2008) indicates that prefects occupy a very unique and challenging position where they play two roles at the same time: a prefect as a leader and as a student. The study recommends that for the prefect to perform well in these two roles they must be guided and such roles be clearly spelt out to avoid any conflict and ambiguity which, would cause stress and frustrations among them. This makes the prefects preparedness in the performance of duty inevitable.

Prefects lack the skills demanded of a prefect in the current times which are relevant and effective compared to those that were needed even three years ago due to societal dynamism. The problem is not a creation of prefects failing to adapt and learn the new skills per se, but rather that they are in many situations locked into a more traditional role model which denies them the flexibility of manoeuvre and also general lack of effective preparedness to cope with the turbulent, inconsistent and uneven demands of the society today the school included.

The Ministry of Education, the United Nations and the National Heads Association are jointly implementing a prefects' capacity building program dubbed Student Leadership Conference, which started in 2009. This year, 2010, the Heads Association in each district coordinated the activity where each school selected and send at least eight prefects to the venue chosen for the district conference. Here, presentations were made and two best schools were selected to represent the district at a national conference held at Bomas of Kenya, Nairobi, in the month of April 2010. This forum was meant to raise prefects preparedness through sharing with their colleagues and to be exposed to emerging issues bedeviling their performance

The Baringo Secondary Schools Heads Association in conjunction with the District Quality and Standards Assurance unit in the Baringo District Education Office organized for a prefects' workshop in September 2008. Schools from the expansive Baringo District were requested to send their prefects to the workshop which was held at Kabarnet Boys High School. Twelve out of thirty four schools attended (District Education Office Baringo, 2008). The training in the district is sparingly done, thus affecting the prefects'

preparedness in the execution of their duties. This study was to establish whether prefects are prepared to handle their duties in secondary schools in Baringo North District.

1.3 Purpose of the Study

The purpose of this study was to investigate the level of preparedness of prefects in the performance of duties in public secondary schools in Baringo North district, Kenya.

1.4 Research Objectives

- (i) To establish the mode of selection used by various schools to select their prefects in public secondary schools in Baringo North district.
- (ii) To establish the duties given to prefects by schools management in Baringo North district.
- (iii) To determine the level of preparedness of secondary school prefects to assume the duties given to them by the schools management in Baringo North district.
- (iv) To determine the support that prefects receive from the schools management, teachers and students in performance of their duties in Baringo North district.
- (v) To investigate the attitudes of students towards prefects in public secondary schools in Baringo North district

1.5 Research Questions

The main question was:

Are prefects in public secondary schools prepared to perform their duties as expected by the school administration?

Subsidiary Questions

The study was guided by the following research questions:-

- (i) What is the mode of selection used by various public secondary schools in Baringo North district to select their prefects?

- (ii) What is the level of delegation of duties given to prefects by the school management?
- (iii) What is the level of preparedness of secondary school prefects to assume their duties in Baringo North district?
- (iv) What kind of support do prefects receive from the school management, teachers and students in the performance of their duties?
- (v) What is the attitude of students towards prefects in public secondary schools in Baringo North District?

1.6 Assumptions of the Study

The study assumed that;

- i. All respondents would be cooperative to provide reliable responses.
- ii. All public secondary schools have a “prefectoral system” either selected by teachers or appointed or elected by students.
- iii. In most schools deputy headteachers are in charge of the prefects and would be available in the schools.
- iv. Duties delegated to prefects in different schools vary.
- v. The students who will be involved in the study have had physical contact with prefects and know that they have duties given to them by the school.

1.7 Significance of the Study

The study findings are significant for the following reasons

1. They would provide solutions to the failure of prefects to effectively perform their duties through adequate preparation and hence ease management by guesswork in public secondary schools in Baringo North district.
2. The policy makers would use the findings to make contributions towards empowering the prefectural system and that institutions engaged in training teachers like universities, colleges and the Kenya educational staff institute would use the findings to incorporate the “prefects preparedness in the performance of duty in secondary school management” as a topic in the trainee course.
3. Although the prefect body represents student involvement in school management, no special emphasis has been put to improve this participation. This study would therefore add information on the existing knowledge on management hence a data bank to be used to stimulate further research.
4. The findings would improve the management leadership of prefects for it impresses upon the school management and teaching staff to come up with ways of supporting and encouraging prefects to perform their duties more effectively.
5. The findings would provide the necessary information for practicing head - teachers to improve on the way they manage the schools since the success of prefectural system in schools is pegged on the quality of leadership management within the respective schools.

1.8 Justification of the study

In Kenya several reactions and comments have been made that put to focus the public secondary school administration who have continued to entrust prefects enormous duties which to many are exclusively designated for them and the teaching staff. Otieno, while addressing a group of counselors drawn from Rift valley province questioned this move when he asked the participants, “how can you expect a young person in the name of a prefect to tame students who have defeated their parents and teachers”. He further asserts that there has been a national outcry by parents against engaging their children in prefectship due to the excess duties and responsibilities that accompany it and the dangers that prefects have faced in the recent past in Kenyan schools (Otieno, 2001).

Prefects are a crucial part of the school support system that help to enforce school rules and regulations whose dividends are the students’ appreciation and inculcation of good discipline. On the contrary many Kenyan secondary schools have continued to experience widespread unprecedented student strikes and unrests in the recent past. Shilavika (2006) points out that there are many reported strikes yet prefects are available and some times instigating strikes. In some instance, prefects have been attacked and beaten by fellow students seeking democratic space. He adds that prefects are demonized by teachers who accuse them of usurping their powers and accused of failing to help avert the strikes and unrests by reporting or convincing their colleagues to do what. One major question that emerges from all these is – are prefects in public secondary schools in Kenya prepared to execute such duties and responsibilities as expected by the school administration and the teaching staff?

Research was carried out on leadership training needs of prefects in public secondary schools. It centered its attention on whether deputy head teachers had the capabilities to train prefects. Little has however been done on prefects' preparedness in the performance of duty. This study was therefore, timely and undertaken to bridge the gap in knowledge, understanding and strategies.

1.9 The Scope of the Study

This study was carried out in Baringo North district. Eight schools were involved in the study. Head teachers were not included in the study since they are unavailable in school on full basis and are not in charge of prefects.

Stratified random sampling and purposive technique criteria were used to select 324 respondents from whom data on prefects' preparedness in the performance of duty was obtained. Conclusions were drawn according to the responses from the sampled population.

1.10 Limitations

The limitations of this study are;

1. The findings from this study were based on data collected from secondary schools in Baringo North district and may have less significance in other districts. It is useful to those districts with similar challenges.

2. The perception of the respondents was used to determine the level of prefects' preparedness in their performance of duty to avoid the complexity of its measurement.

1.11 Theoretical Framework

This study was based on systems theory advanced by Henry Mintzberg. His key management issue was the need for organizations to devise structures and systems. Mintzberg (1979) defines organization structure as “the sum total of the ways in which it divides its labour into distinct tasks and then achieves co-ordination between them. Mintzberg and other proponents of the theory content that, in an organization the abilities and attitudes of employees and the way in which their contribution is optimized is critical. The most important factor that determines internal efficiency in an organization is the organizational structures and systems since they are a major part of the organizations fabric, linking all the various parts and processes together in a whole tapestry of organizational activity.

Mintzberg (1979) asserts that most organizations have to face up to a number of crucial questions about the kind of structure that will best sustain the success of the enterprise. The most frequent questions that need to be addressed are :- To what extent should we encourage the specialization of roles, what degree of discretion (empowerment) should be allowed to individual job –holders?, How much formality should be encouraged?, How many levels of authority should we establish?, To what extent should decision – making be centralized or decentralized?. To Mintzberg, there are no perfect answers to any of the above questions but rather there are a number of viable options which taken

together can produce an optimum design for an organization. As pointed out elsewhere (Cole , 1995:167) “ an organization structure is a concept that is used to describe something that is intangible”: an intangible web of relationships between people , their shared purposes, and the tasks they set themselves to achieve those purposes”.

What determines organization structures according to Mintzberg (1983) are: - purpose/ goals (i.e., the fundamental aims and goals of the group), people (i.e., those who make up the organizations) tasks (those basic activities that are required to achieve organizational aims and goals, technology i.e., the technical aspects of the internal environment, culture i.e., the dominant values guiding the organization and the external environment i.e., the social conditions affecting the organizations activities.

The process of organizational interaction is a dynamic process in which change and adaptation in one part of the model will have a knock on effect somewhere else in a more –or-less restless cycle of change.

The theory informed the study that the design of a suitable structure must begin with some idea of what the organization is there for and where it intends to go. Most important is the identification of the key tasks and how they must be accomplished if the group is to succeed in its purpose. This leads on to a consideration of people in the school, for instance the prefects and particularly the existing gaps in their portfolio of skills and knowledge which may have to be filled by training. Structuring and restructuring is a continual process in the life of many organizations, the school included. The school as an organization has tasks to be executed by groups in the school among them the administration, teachers, support staff, students and even prefects. There are set goals to

be achieved, for instance academic excellence and good character formation of students. The school also comprises a group of people, among them stakeholders. It has a culture that it strives to promote and technology to develop, maintain and improve for the purpose of promoting human worthiness.

Pupils are admitted to various secondary schools after successful completion of eight years course in primary school. It is here that they encounter a different environment which seems more challenging to them. However, they have to work hard in order to excel academically. While this is the case some are selected as prefects and duties delegated to them by the school administration. As a result prefects end up with double responsibilities of first and foremost as learners and student leaders expected to assist in the management of the school.

Prefects are an important component and agents on the ground in the hierarchy of school management and are expected to shoulder multi-dimensional duties basically meant for the smooth running of the school. Several variables are responsible for the manner in which they perform their duties.

The following variables, if provided to prefects, will empower them to be ready to perform their duties since this will inject in them some degree of preparedness. They include the nature of delegation of duties to prefects by school management; mode of selection of prefects; preparation of prefects before assuming duty; support given to prefects by the school management, teachers and fellow students; attitudes of students towards prefects; students discipline; training/induction/orientation of prefects; privileges enjoyed by prefects; role perception of prefects; prefects authority and power. This

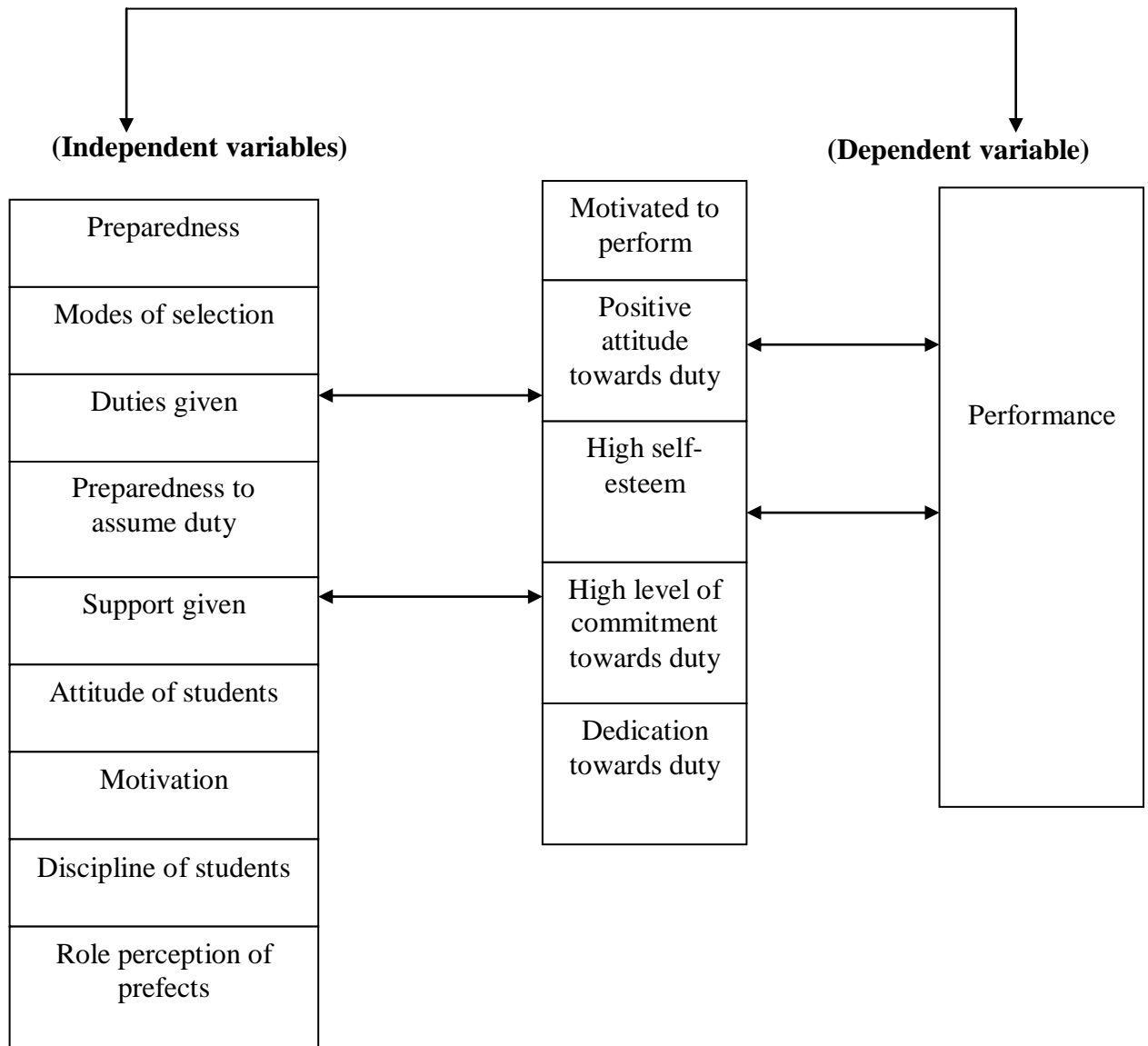
preparedness will be exhibited through the way prefects perform their duties. For instance they will be motivated; committed and dedicated to duty; show selfless effort; orderly in undertaking their duties; have a positive attitudes towards duty; and students will be closer to them hence making it possible for them to seek for assistance and even to support the prefect system.

In a school situation where such variables are lacking or negative, the prefects will be unprepared as exhibited through the following ways: they will be demotivated, indifferent to duty, lack commitment, disorderly in undertaking duties, possess negative attitudes towards duty, students rarely seek for assistance from them or even support the prefect system in any way and will be isolated by fellow students.

1.12 Conceptual Framework

Preparedness is interlinked with performance as shown in the figure below. Prefects' performance depends on preparedness and the variables include, mode of selection, duties given, level of preparedness, support, attitudes of students, motivation and role perception of prefects. The independent variables directly relates to the dependent variable which is performance.

Figure 1: Conceptual Framework



Source: Self Conceptualization, (2010)

1.13 Definition of Key Terms

Effectiveness - Getting things done through other people and supporting them in all that they need to do in order to establish and sustain their commitment to achieve set goals in a school.

Challenges – Constraints that impinge upon the performance of duty by prefects

Prefects – Students who have been placed/ given the duty and authority over the behaviour of other students in a school. They help the teachers in their roles of maintaining order and control among students.

Prefectoral system – A system whereby prefects are entrusted with responsibility and authority to assist in school management. This is done through the delegation of teachers' responsibilities to student leaders. This system has evolved from post colonial education system.

Preparedness – This refers to being ready to handle delegated duties from teachers and school administration to student leaders (prefects).

Leadership – Normally is the action of leading a group of people or an organization. In this study it will refer to the leadership role and behaviour of the school administration and how it influences in certain direction the management of the school.

Duties – Specific tasks given /and others by teachers to be undertaken by prefects in public secondary schools.

1.14 Organization of the Rest of the Study.

The rest of this study will encompass chapter two which presents a review of related literature. The literature review outlines the prefectorial systems in schools, appointment of prefects and dangers of failing to involve students in the exercise in Kenya, training of prefects, duties and responsibilities delegated to prefects, challenges of prefects in school management, other studies related to prefects' preparedness in the performance of duty and summary of related studies.

Chapter three discusses procedures that were used by the researcher in designing the study, methods used in selecting the research sample and collecting data, techniques used in data analysis and interpretation.

Chapter four deals with data presentation, analysis and discussion of data and chapter five contains a summary of the study, conclusions and recommendations for improved prefects' preparedness in the performance of duty.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews literature which is related to the current study. The review is divided into: Prefectorial systems in schools, appointment of prefects and dangers of failing to involve students in the exercise in Kenya, training of prefects, duties and responsibilities delegated to prefects, challenges of prefects in school management, preparedness of prefects to perform duties and summary of related studies.

2.1 Prefectorial Systems in Schools

According to Eckstein (1966) the prefectorial system operates in many English schools in various ways. Even at the primary level, the practice of having class or school monitors prepares the way for its operations at the secondary level. Prefects are commonly appointed in many kinds of secondary schools. Though their functions today vary extensively, their significance in the authority system of many schools remains considerable.

Prefects are appointed by the headmaster from among the senior pupils of the school (sixth formers) generally on the recommendation of their teachers. Apart from seniority per se, criteria for selection include academic ability, non-scholastic activities and personal attributes such as good character and leadership qualities. The student's mere presence in the sixth form would imply a measure of academic superiority or at least persistence, as well as some eminence among the school population (Eckstein, 1966).

Prefectorial duties generally include policing of school premises and activities in various ways, thus relieving teachers of certain everyday minor supervisory chores. Prefects' powers include the awarding of minor punishments such as extra assignments, detention after school hours and recommendation for more serious punishment. Schools generally permit little real delegation of power or independent responsibility. The prefects are often a headmasters private police force, exerting a predominantly repressive and punitivediscipline, and exacting obedience to an external and imposed authority (Eckstein, 1966).

King (1973) says up to eighty percent of the schools in Britain had a senior student with the title "School Captain," with badges as the major emblem. In other schools head prefect had effective charge of the pupils entering and leaving the school assembly.

The roles of prefects are many and varied depending on the type of school. Like in Southend high school for boys, the main role of a prefect is to aid in the running of the school by providing their time to perform a particular day on an everyday basis for instance prefects help students by directing them to the designated "before school" areas. The roles of a prefect are many and extend to making sure the school rules and general philosophy is upheld throughout the school at all times. This does not mean that prefects are purely "School police" though. In addition to these, prefects provide a friendly face which pupils can both confide in and ask for help from. The former headmaster of a well-known English grammar school, while acknowledging the public school and aristocratic origins of the prefect system, emphasizes its positive aspects: "...prefects are drawn from all senior forms, and they are a compact body set apart from the form system. Ideally,

they are respected by staff and by boys, and by both are expected to maintain a high standard of behavior and a high standard of justice. Their duties in Grammar schools are generally confined to maintaining an orderly movement of boys about the school, suppressing inconvenient exuberance, and taking an important part in the organization and administration of regular or special school functions". He argues that the privileges and powers of promotion to one word are limited so that ostentation and abuse of power are rare (Ekestein 1966:18)

It is perhaps because of these two limitations on their power that their authority of the grammar school prefect is less aggressive, less leaders-conscious, than that of his public school counterpart, and there can be no doubt which of the two system of authority is better adapted to the social set up of the world today. On all sides, there is general recognition that the prefectorial system is an important part of the educational experience which has to do with the development of character and responsibility.

Certain schools have contrived to introduce changes in the selection, preparation and functions of prefects so that negative aspects of the system could be eliminated. In certain cases, teachers, senior students and the current group of prefects all nominate future school prefects.

While the prefectorial system is a well-established and common phenomenon in English secondary schools, it has no precise equivalent in the public high schools of the United States. In the United States, pupil participation in the school authority system has a rather different character. Authority does not appear to emanate exclusively or even mainly from above. It is achieved in a "free market" of influence, striving and prestige drawn

from a variety of individuals' sources individual attributes, and peer groups as well as official school judgments (Eckstein, 1966).

American schools, like their English counterparts, seek to maintain a certain social order, and to teach their students lessons about leadership, authority and responsibility. There are some students in American high schools who enjoy a more active and more influential role in the school's authority system than others. They may carry out tasks similar to those of English prefects. But, particularly to the English observer, there appears to be no such thing as a prefectorial system. An equivalent to the English prefect, according to Eckstein, is perhaps given by American service squad member, monitor or school aide. This is one of a group of High school students who has varied responsibilities connected with maintaining order on school premises. He may for instance supervise traffic in corridors and in the cafeteria to ensure orderly and safe movement.

Students in American high schools do assist in maintaining order and some of them do have a supervisory role over their fellows. Their activities are best characterized by the term "service", which is often officially used to describe their task. However, though there may be privileges of certain kinds attached to these responsibilities (status insignia), it is rare that there are any powers to punish or reward.

The student council is another group common in American high schools. This is generally an officially sponsored agency in the high school where students make decisions and see that they are carried out. Council members and officers of the students'

organization are elected by their peers for certain terms to enforce or at least influence standards.

2.2 Appointment of Prefects and the Dangers of Failing to Involve Students in the Exercise in Kenya.

Many schools still rely on the teaching staff to appoint prefects with little or students' participation. But according to Otieno, time has come for the creation of a democratic space for students in line with the changes in the country's political system. He added that if a prefects system is to be of any credit to the students, then they should identify themselves with it. The sure way this can happen is to let them participate in the election of their prefects and then the teachers approve the elected representatives (Otieno, 2001).

There are no specific rules on how prefects should be appointed. Keter concurs with this when she pointed out that in Kenya; there are no formal criteria of choosing prefects. Schools have devised their own criteria upon which to select them. She further states that even if there is some similarities in some of the criteria used such as good character, this implies there are no specific qualities to be seriously considered during selection (Keter, 2006).

The Task Force on student discipline and unrest in secondary schools (Republic of Kenya, 2001) states that prefectural systems play a very important role in the administration of a school. A good prefect is one who is self disciplined, respectful, well balanced, presentable, moderate, obedient, creative and mature and has leadership qualities. It was informed (Task Force) that, more often than not students were not involved in the selection of prefects but were imposed on them by the school

administration. Based on these observations, the Task Force recommended that, schools develop criteria known to all concerned on the appointment of prefects. The students to be considered for appointment be academically above average, honest, fair, respectful, obedient, firm and consistent, active in co-curricular activities and exhibit leadership qualities. Further, the task force recommended that the duties of prefects be clearly spelt out to avoid incidences of duplication and usurping the authority of the administration that prefects be inducted to orientate them into their roles and responsibilities; that periodic meetings be held between prefects, teachers and the school administration; and that the minutes of these meetings be tabled at Board of Governors meetings.

Mugali carried out a research entitled, 'Role of prefects in secondary administration' where he studied on prefects selection and its effects and concluded that prefects could not be effective since they were not elected but appointed by the head teacher and their staff and imposed on the students, who automatically resist them as they (prefects) are known to please those who appoint them. He sees this as the greatest set back in the performance of prefects Mugali (2003)

Shikami indicates that certain schools have introduced changes in the selection, preparation and functions of prefects so that the negative aspects of the system could be eliminated. At Starehe Boys Centre, Griffins (1994) asserts that the school captains determine the prefects to be promoted. Prefects themselves do the entire selection. The staff and even the Director of the centre do not involve themselves at all.

Griffins stresses that teachers should not select prefects because students know themselves better than teachers do. The system where teachers choose prefects is faulty

because boys wear masks in the classroom and teachers usually have little insight into their true character with the varied ways of selecting and appointing prefects (Shikami, 2004).

In a way, the role of the teachers or school administration as regards prefects appointment according to Keter, is to provide “checks and balances” in the students democratic participation process (Keter, 2006). This is manifested in some schools as pointed out by Ozigi when he observes that, in some schools, the students are allowed to elect their own prefects. The students body’s vote results are never given out until the list of successful candidates is studied, scrutinized by the staff and the head teacher. This method of selection of prefects has an advantage in that it creates the feeling that every section of the schools community has a say in the choice of the school prefects (Ozigi 1983). Otieno (2001) suggested alternative criteria of appointing prefects that involved the older prefects making recommendations when he asserted that older prefects can recommend those they think can make good prefects. After the names are submitted, the teachers should deliberate in a full staff meeting to vet them.

According to Were (2003), there are many problems in schools because of the poorly perceived role of prefects among the student body. This has led to open hostility, violence and even murder. Students view prefects as puppets of the administration, traitors and sellouts. They see them as part of the autocratic system that suppresses them and as such they despise and loathe them. This attitude has prevailed because of the way they are chosen and this negative attitude, he further added, can be changed if the administration forms student council with representatives elected directly by the students. Such prefects would owe their loyalty to fellow students and not the administration (Were, 2003).

According to research done by Kareithi (2004) and Oduor (2004) in some schools in Kenya the council of prefects identifies names of the potential prefects but teachers vet them. Students in other instances give their views on who should be a prefect, interviews are done and those who qualify are trained. In others, the students decide who their leader will be. They vote for prefects and teachers supervise the polls and reports.

2.3 Training of Prefects

Training is the process of providing workers with specific knowledge and skills in order to enable them to perform specific tasks (Okumbe, 1992). Cole (1997) defines training as any learning activity which is directed towards the acquisition of knowledge and skills for the purposes of a task.

According to Wabwire (2008) prefects should undergo leadership training. Many students have suffered the wrath of overzealous prefects who violate their rights. Some bully other students for favours. Failure to consent to their demands often leads to mistreatments or suspension. The perfect even fabricate cases, which they present to the teachers on duty or principals. This unbecoming behaviour is widespread. Wabwire (2008) recommends that this can be eliminated by leadership training and a code of conduct for students.

Schools and head teachers cannot ignore the environment in which their students, staff and even parents live and work. Nor can they avoid change. What they need is help in viewing change positively. Prefects need to be given more support and reassurance and more specific training in appropriate skills if they are to take on their important role in the school (Jones 1997).

In regard to training needs of prefects Otieno asserts that each prefect requires to develop skills in planning, organizing, directing, co-ordinating and controlling (Otieno, 2001). They also need a skill in communication which according to Nzuve (1999) is the process by which information intentionally or unintentionally passed across. Communication is imperative since, according to Otieno (2001), communication from prefects to other students is intended to inform and persuade them in order to produce results. Every day prefects pass across important information from the administration to the students through various forms such as assemblies, class and house meetings. This information needs to be communicated properly. Inability to disseminate information correctly may cause misinformation, confusion and frustration which may lead to poor implementation of instructions.

At Starehe, Griffin (1994) asserts that the prefects portray astonishing level of responsibility as a result of careful selection, thorough training, proper guidance, proper hierarchy, steady upward mobility and deliberate selling of the school motto and mission to the prefects. As just one example, the cleanliness of the centre draws praise from every visitor. This cleaning is done by the boys in accordance with a master plan drawn by senior prefects. Before the term opens, a plan which divides our grounds and buildings is made (Otieno, 2000). He concludes that there is a great need to train prefects and equip them with skills to manage themselves, fellow students, time, school duties and their duties. When responsibilities are delegated to them without proper guidance he added, they get confused, stressed and more often than not, demoralized.

Maingi (2005) concurs with Kikuvi (2004) that training is essential to all involved in school administration. Training them determines the effectiveness of those involved in leadership in carrying out their duties. Okumbe (1998) and Stogdil (1972) emphasize possession of the right leadership qualities for one to become effective leader.

Conflicts are a common feature in almost all organizations which are poorly managed and more so in institutions of learning. In Kenya today, the management of schools is wanting and has continued to be on focus. Prefects constitutes an important part of the management of secondary schools through the provision of the linkage between teachers, students and the school administration. They are at times put in dilemma when it comes to loyalty - whether to teachers and the school administration who hand picked them or to fellow students who seem close to them. The training of prefects in this kind of scenario is inevitable so as to be able to contain and resolve the conflicts which may emerge. Dimension and Shenton (1987) points out that, the potential for conflict heightens in organizations which lack individuals able both to devise procedures and to exercise the appropriate interpersonal skills to contain and resolve the conflicts that emerge.

The training of prefects at Starehe Boys centre begins at the end of form two when likely candidates are tried out as sub-prefects. They are given responsibilities in the library or school shop. If they do well they are promoted to house prefects. Sub-prefects are taken on a seminar each August. Senior prefects waiting to become captains are trained in April. The trainers are usually former captains (Bukulu, 2004).

According to Njogu (2004), it is unfortunate that many schools do not train prefects. It is assumed that they know how to resolve conflicts and deal with their fellow students and it is imperative that systems be set up to ensure that would be prefects are well prepared to take up their tasks.

2.4 Duties and Responsibilities Delegated to Prefects

Griffin, (1994) “At Starehe Boys centre, most of the routine day to day organization and discipline of the students outside the classroom is done by prefects. They do extremely well leaving the teachers free to concentrate on academic duties. This is a clear indication of a well prepared prefect body in play and its benefits to the school. This is perhaps one of the main reasons behind the centers’ secretes to success.

For a school to attain her set goals in the long run prefects’ involvement in the school management is inevitable. Keter asserts that, prefects guide and give directions to other students. They set the pace for activities for other students everyday. They do so by setting objectives and preparing or proposing programme of activities of what should be done in order to attain the objectives (Keter, 2006). Prefects report regularly to the teachers and school administrators on students’ discipline and well being (Kikuvi, 2004). Prefects also enhance discipline by advising teachers on matters related to students (Arimi, 1999). Prefects may also be involved in supervising other students during games time, at meal time in boarding schools, on parade and during other activities such as school cleaning. Also supervise other students while far away from the vicinity of the school premises (Biketi, 2008).

The school being a community with common interest and struggling to achieve on behalf of the wider community is supposed to operate within some standards developed or have evolved with time that help to sustain the institution on its path to success. Such standards are reinforced by rules and regulations in school. That way, the school has some social duties to perform since it is a socializing agent. The prefect body in school is charged with the responsibility of acting as the general agents of social control in the school (King, 1973). And according to Kolid, (2006), if their role (prefects) is effectively executed, most of the discipline challenges facing the schools would reduce significantly.

Keter (2006) postulates that, every prefect represents a group or groups of students at his or her areas of responsibility thereby becoming responsible or accountable for what happens under him or her. This sharing of duties Keter, adds, brings about efficiency and accountability in the schools activity.

Due to the multi-dimensional duties and responsibilities coupled with high expectations related to the task of prefects, some students have formed and attached a negative attitude towards prefectship as evidenced in a summary of a prefect's duty as given by a captain of Starehe Boys centre in 1976 who stated that, "at Starehe a prefect has a two fold duty. He must make sure the boys adhere to the rules. But more than this, he should teach young boys what is expected of them and be a constant help to them in solving any problem that they experience. A prefect is a leader, and must be obeyed. But he should also regard himself as a brother, able to relax, joke and laugh even with the junior boys, caring for their welfare, encouraging them to turn to him for help and advice, understanding their grievances. To punish a boy one day and be friendly with him the next day is not easy feat. The boy must always feel that the punishment was given

because it was duty, but that it does not affect the overall relationship. Some of us may fail miserably in attaining this double role, but all the same we do our best”.

However, there are some instances where prefects are misused in schools when they are made to perform certain duties and responsibilities Mugali, (2003) and Kikuvi, (2004). Kikuvi points out that the tasks and roles given to prefects in some schools tantamount to “misuse” of prefects in school. These include cases when principals use prefects as informants. They spy on teachers activities. Unconfirmed reports indicate in some schools that prefects call lesson roll calls secretly to show attendance of teachers. Prefects carrying out corporal punishment (before it was banned) on errant students and set as well as give and or invigilate examinations to fellow student thereby usurping the powers and authority of teachers or school administration. The Republic of Kenya Report (2001) indicates that prefects are used to spy on teachers. Instead of prefects helping to maintain discipline, they are usually used by head teachers.

According to Otieno (2001), there are key responsibilities of prefects: The school captain is the overall leader of the prefect body. The key responsibility of a captain is to guide other prefects, ensure proper management of their areas of responsibilities, as build teamwork amongst prefects and carry out implementation of instructions from the school administration and staff, among others. The deputy school captain is the second in command in the prefect’s body and has the duties of drawing up the prefect’s and student’s duty rosters in conjunction with other prefects and doing other duties assigned by the school captain. The other prefects include: games prefects, dining hall prefects, library prefects, laboratory prefects, cleanliness prefects, dorm/ house prefects, dispensary prefects, entertainment prefects and class prefects.

2.5 Challenges Facing Prefects

There has been episodes of strikes and unrests in educational institutions. “The Vicious circle of student action and predictable government reaction of blaming students without resolving the real underlying issues has impacted negatively on delivery of education across sub- Saharan Africa” (Kigotho, 2009). The real issue according to him is that, in most countries in Sub- Saharan Africa and Kenya is not an exception. Corruption, nepotism, poor governance and retarded economic growth are slowly turning educational institutions into avenues of dissent.

“Solidarity is emerging between students and other social groups protesting against the ruling elite”. Coupled with this professor Sifuna (2009) says, schools have failed to teach values, attitudes, beliefs and habits of individuals and social groups. “Authoritarian school structures have failed students to recognize, accept and respect established social institutions” (Kigotho, 2009).

From the forgoing, it is exceedingly clear that the government has failed its people by providing poor leadership. Schools have failed to perform as per the societal expectations of producing a whole rounded person and worse still have continued to exercise authoritarianism. Prefects, being an important tool of school management, have not been an exception from the impact resulting from the interplay outlined above for it has affected the institution of prefectship greatly.

In regard to the changes in technology, Otieno (2001) illustrated this challenge when he postulated that, in this new century, prefects will deal with students who are well informed, do not like restrictions, whose parents have abdicated their responsibilities and

accessible to drugs, alcohol and cigarettes. Kolid (2006) echoed this sentiment when he asserts that as changes in technology across the world unfold so fast, there is improved flow and access to information. Students in school have continued to secure cell phones and to use them to access all sorts of information, the climax of its undoing being the persistent rampant cases of cheating in the national examinations. Cell phones were banned through a blanket policy from the Ministry of Education in 2008 but little has changed. Prefects have been subjected to a complex situation where they are to manage a group that is well informed and quite dynamic. Millions of people globally have joined the new media revolution. The internet, social media networks and mobile phones are interwoven into daily life (Rutten, 2009).

According to Shilavika (2006) the prefects are to make sure they perform the linkage role between other students and the school administration for the smooth running of the school and facilitate good student discipline. But this has not been the case. As Keter (2006) points out, the prefects occupy the lowest rank in the hierarchy and several factors affect performance of their duties such as their own leadership abilities, role perceptions and levels of motivation or rewards. She adds that prefects are appointed from among students and are seen by students as their equals something which, in most cases, waters down the efforts of prefects in carrying out their functions.

Prefects are first and foremost students; they need to pursue their academic goals just like other students. At the same time, they are expected to lead others. Combining these roles can be difficult without proper planning to strike a balance between prefectship duties and class work. A student chosen a prefect is likely to experience some adjustments due to the new challenges that come together with prefect-ship. This is one of the greatest

challenges which prefects face and if not tackled or checked given the necessary attention can affect the students in several ways. According to Biketi (2008) these adjustments are likely to affect several areas of his or her life including self – concept and academic performance.

Some students in school perceive prefects with suspicion and mistrust especially in schools where student involvement in selection of prefects doesn't exist or partial for that matter. Mbiti (2002) comments that, other students look upon the prefects as representing the school authority and leadership. Infact they are always referred to as the “eye and ear” of the teachers in the school administration. This attitude hinders the prefects from performing their duties because they fail to receive support from fellow students. At the same time as Biketi (2008) observes, since the prefects are appointed by the school authority, other students do not think that the prefects can effectively speak on their behalf before the school authority.

Prefects have continued to remain under the mercy of teachers and the school administrators who more often than not and as if a gratitude for appointment have abused the prefects by making them to perform tasks otherwise not meant for them as earlier indicated.

According to Atieno (2001), poor time management has forced some prefects to engage in other activities while teaching and learning is in progress for instance giving punishment to other students during class time. This may also be due to the nature of school programmes which do not spell out clearly when such students are to be punished.

2.6 Preparedness of Prefects to Perform Duties

Shilavika (2006) did a study on the prefectural system and its relationship to discipline cases in secondary schools of Kakamega district to find out how prefectural system influenced discipline cases. The study established that prefects played a vital role in enhancing discipline in secondary schools and therefore an essential arm of secondary school administration. Here he recommended that students should be allowed to nominate aspiring candidates for various positions on prefectural body.

Mugali (2003) carried out a study on the role of prefects in secondary school administration. The study concluded that prefects could not be effective since they were not elected but appointed by the headteacher and their staff. The study only pointed out a secondary challenge that impedes the prefects from playing their role effectively instead of highlighting the way prefects are prepared in the respective schools to execute their duties as the route cause.

Wambulwa (2004) did a study on the role of prefects in school administration and paid attention on the modalities used in the selection of prefects, the level of authority given to prefects and how to improve the prefects system. It was found out that prefects often misused their powers. The above study did not go deep into the core issue that is responsible for the prefects' inability to effectively play their roles which is prefects' unpreparedness to perform their duties. Apart from looking at the mode used by various schools to select prefects, this study goes further to establish whether prefects are adequately prepared before assuming duty.

Kikuvi (2004) carried out a study on leadership training needs of prefects in public secondary schools in Machakos district. She looked at the training needs of prefects, if prefects are trained in schools and whether deputy headteachers have skills to train prefects. The study established that deputies had limited capabilities to train prefects because they themselves are not trained fully in school administration and that prefects are not properly motivated in their work. The study, however did not deal with the preparedness of prefects to effectively carry out their duties. This study is related to the afore mentioned studies since they basically attempted to establish reasons that inhibit prefects from effectively taking up their roles in secondary schools but different in the sense that it goes further to unearth the critical factor behind the failure of prefects in secondary schools to execute their duties accordingly. It investigates whether prefects are prepared enough to perform duties in secondary schools in Kenya.

2.7 Summary of the Literature Review

From the foregoing literature review, the following can be concluded: Prefects are very vital and pivotal in the management of schools. No school can succeed without involving pupils in school management. They not only serve as a link between the student body and the school management, but also perform specific functions. Prefects guide and give directions to other students; they set the pace of activities for other students everyday. Prefects act as liaison officers between the school management and the student body, creating a respectful and tolerant atmosphere between the two. The privileged position of prefects causes resentment among students making them target of attack during disturbances. It also isolates them from the mainstream students' body. Student

participation in school management is inevitable since prefects are in closer touch with each other through peer interaction than the staff is with them.

The roles given to prefects after appointment are exceedingly vague and hardly ever accompanied by a job description. The role of prefects escalates in complexity and demand. They are faced with many challenges in carrying out their duties. In some instances prefects are misused in schools when made to perform certain duties and responsibilities not meant for them.

Prefects now have a multi-dimensional role. Some of the expectations put upon them are not only unrealistic and overwhelming; they are also confusing and contradictory. Prefects lack the skills demanded of a prefect in the current times which are of different order of magnitude. There are many problems in schools because of the poorly perceived role of prefects among the student body.

Many schools still rely on the teaching staff to appoint prefects with little or no student participation. In schools where prefects are selected well, trained adequately and helped to acquire the required skills most of the routine day to day organization and discipline of students outside the classroom will be done by prefects hence leaving the teacher free to concentrate on academic duties

Prefects occupy the lowest rank in the hierarchy and several factors affect performance of their duties for example their own leadership abilities, role perception, levels of motivation, support and general lack of adequate preparation to take up their responsibilities. Prefects are first and foremost students; they need to pursue their academic ambitions like other students and at the same time serving as student leaders

assisting in the management of the school. This demands of the prefects proper adjustment, focus and planning so as to strike a balance between being students struggling to attain their academic goals on the one hand and student leaders on the other, a thorny issue which has remained on the way of most prefects and needs an urgent intervention through adequate preparation of prefects otherwise, can easily lead to desperation and general lack of confidence amongst prefects.

Prefects need regular and more support and more importantly specific exposure to appropriate skills since many schools as it appears do not train prefects to adequately assist in the management of their respective schools. It is imperative that a system is set up to ensure that would be prefects are well prepared to take up their task. The readiness of prefects in discharging their duties is a function of the administrative management of respective schools

This study sought to investigate in depth issues that help increase the level of prefects' preparedness to handle their duties and thus help to fill the gap that other studies attempted to address but dwelt mainly on the factors that inhibit prefects from taking up their roles and not their preparedness to discharge duty.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter is devoted to the methods and procedures which the researcher employed to obtain data. This chapter is presented under the following subheadings: Study area, research design, study population, sampling procedures, research instruments, the reliability of research instruments, validity of the instruments, administration of the research instruments, data collection procedures and data analysis and interpretations.

3.1 The Study Area

This study was conducted in Baringo North district recently carved out from the expansive Baringo district in Rift Valley Province of Kenya. It borders East Baringo to the North, Baringo central to the South and Keiyo, Marakwet and West Pokot districts to the West. The district covers an area of 5,110 square kilometers (The Baringo District Development Plan, 1997).

The district head quarters is Kabartonjo and has four divisions namely Kabartonjo, Kipsaraman, Barwesa and Bartabwa division. Lakes Baringo and Kamnorok, the Tugen hills (Kamasia), Katimok and Saimo forest are some of the major features in the area. As compared to other divisions in the district, Kabartonjo division is relatively populated since much of it is in the highland. The inhabitants of the district engage mainly in crop farming for subsistence and animal husbandry. The district has 41Kms of tarmacked road which stretches from Kabartonjo trading centre to Kipsaraman market, 127 Kms of

gravel roads and 482.3 Kms of earth roads (The Baringo North District Development Plan 2009). Most parts of the district are hilly and these make most of the roads have peculiar alignments hence some sections become impassable during the rainy seasons. There are 19 public secondary schools in the district.

3.2 Research Design

This research was a descriptive survey design that sought to describe the prefects' preparedness in the performance of duties. The descriptions were derived from responses to items in both the questionnaire and interview schedule. The data collected was reflective of the situation and the researcher described the responses as they were given by the respondents.

3.3 Study Population

The district has a total of 19 secondary schools with a population of about 4,000. Out of these 2 are boys only, 2 are for girls only, 1 is mixed day and the rest 14 are mixed boys and girls. The schools were categorized as mixed day, mixed boarding, boys boarding and girls boarding.

3.4 Sampling procedures and sample size

Out of 19 public secondary schools in the district, 8 schools were chosen giving 30% of the schools by stratified random sampling. The sample populations to be examined were the 8 deputy head teachers of the selected schools, 30 form three students from six schools with double streams and 15 from two schools with single streams making a total of 210 students. 15 prefects from form four and three from six schools with double

streams (boys and girls) and 8 from two schools with single streams making a total of 106 prefects that made a total of 324 respondents.

The research design used in this study is descriptive survey. Purposive stratified random sampling was used to ensure that there is proportionate representation of the categories of schools in the final sample.

Stratification was used to increase precision and representation (Kerlinger, 1983; Koul, 1984; Kothari, 1985; Kilemi and Wamahiu, 1995). The researcher stratified the schools in the district as those of pure girls, pure boys, mixed day and mixed boarding. Two categories of schools were written on separate pieces of paper and put in two containers; that is for pure girls and pure boys. An assistant carried out random picking, where one school from each category was picked. Since there was one mixed day secondary school it qualified automatically. Thus the sample comprised of 1 boys' school, 1 girl's schools, 1 mixed day and the researcher used simple random sampling to get 5 mixed boarding schools; that is 30% of total 14 mixed schools in the district. Purposive sampling was utilized in choosing the students in form three classes and prefects in form three and four with the assistance of form three class teachers and deputy head teachers who are in direct interaction and in charge of prefects. The deputy head teachers' responses from their interviews were used to strengthen those from the prefects and students.

3.5 Research Instruments

Two main research instruments were used in this study. These were:

- i. Interview guide for deputy headteachers

- ii. Questionnaires for prefects and students

3.5.1 Interview guide

Interviews were conducted with the deputy head teachers. The researcher personally, interviewed them to generate information on prefects' preparedness in the school. The interview guide is presented as appendix 1.

3.5.2. Questionnaire(s)

The prefects and students were served with questionnaires which had open ended and closed ended items. The closed ended items were the Likert-scale type with five degrees ranging from "strongly agree", "Agree", "Undecided", "disagree", and "strongly disagree". This reflected if the schools prepared prefects in the execution of duties. The questionnaires also sought to get the respondents background information as presented in Appendix 2 and 3.

3.6 Reliability

The questionnaires were pre-tested through a pilot study so as to ascertain their effectiveness in soliciting the required information in regard to prefects' preparedness in the performance of duty in public secondary schools. Two schools which were not included in the study were used that is, Kaptimbor mixed day and Philemon Chelagat girls secondary schools both in Baringo central district, Kenya. The questionnaires were administered to 30 form three students and 16 form four and three prefects. After two weeks the questionnaires were re-administered. This technique was used to determine the stability of the research instrument. Pearson product moment correlation(r) was used to calculate the reliability coefficient.

The reliability coefficient of 0.5 and above was accepted as good measure of reliability. The computed value yielded a reliability coefficient of 0.7 for students and 0.8 for the prefects, which were considered as good measures of reliability. Feedback obtained from the pilot study assisted the researcher in revising the questionnaires to ensure that it covered the objectives of the study. In a case where it was established that the items in the questionnaire were difficult for the respondents, they were rectified accordingly.

3.7 Validity of the Instruments

According to Mugenda and Mugenda (1999), validity is the accuracy and meaningfulness of inferences, which are based on research results. Validity therefore, has to do with how accurately the data obtained in the study represents the variables of the study. The instrument is rated in terms of how effectively it samples significant aspects of the purpose of the study (Mulayi, 2008). Validity indicates the degree to which an instrument

measures what it is supposed to measure .To establish content validity the researcher utilized the suggestions and advice secured from experts in the field of educational administration in the School of Education and Department of Educational Administration and Policy Studies to ensure that the objectives of the study are included and to modify the research items and make them more adaptable to the study. The supervisors were consulted and apart from verifying the items, they gave their valuable comments and direction.

3.8 Administration of the Research Instruments

These were personally administered by the researcher. The questionnaires were taken to the schools by the researcher on appointment, given out to the respective respondents and collected after they had filled. The prefects and students were assured that the information they provided would be kept confidential and would be used only for the purpose of the study. The deputy head teachers were interviewed by the researcher and their responses written down. They, too, were assured that the information they gave will only be used for the purposes of this research.

3.9 Data Collection Procedures

Research permit was sought from the Ministry of Higher education Science and Technology through the school of Education, Moi University. The researcher visited the DEO Baringo North district for a letter of introduction to the heads of public secondary schools of the selected schools informing them of the study. The researcher visited the eight selected schools prior to the actual study to make arrangements for issuing the questionnaires to the respondents and also to establish appropriate time for the

interviews. The head teachers made introduction of the researcher to the deputy head teachers and the form three class teachers. The researcher requested the respondents to fill the questionnaires while the interviews were conducted with the deputy head teachers. Collection of questionnaires was done and the researcher kept both the questionnaires and the interview schedules confidential.

3.10 Data Analysis and Interpretation

The data was analyzed by use of descriptive statistics, frequencies and percentages. Tables were made in such a way that they showed the responses of the prefects and students ranging from strongly agree to strongly disagree. At the end the frequencies were tallied and percentages calculated.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

4.0 Introduction

This chapter is devoted to data analysis presentation interpretation and finally discussions, the objective of the study as was to investigate prefects' preparedness in the performance of duties in public secondary schools in Baringo North district, Kenya. In particular, the study attempted to:-

- i. Establish the mode of selection used by various schools to select their prefects
- ii. Establish the duties given to prefects by the school administration
- iii. Determine the level of preparedness of secondary school prefects to assume the duties given to them by the school administration
- iv. Determine the support that prefects receive from the school administration, teachers and students in performance of their duties
- v. Investigate the attitude of the students towards prefects

For the purpose of presentation, analysis and interpretation, the data collected was grouped into six main categories corresponding with the objectives as indicated in chapter one. The categories were: the analysis of findings related to the general characteristics and respondents academic qualifications and number of years each had served. The mode of selection used by various schools to select prefects, the duties given to prefects by the school administration, the level of preparedness of secondary school prefects to assume duties given to them, the support that prefects receive from the school administration, teachers and students and the attitude of students towards the prefects. In

all the sections, descriptive statistics techniques that is tables, frequencies and percentages, were employed.

4.1 General Characteristics of the Sample Schools

This study concentrated on public secondary schools in Baringo North district, Rift Valley province. The study encompassed boarding boys, boarding girls, mixed day and mixed boarding while the sample population was eight schools in Baringo North district. Boarding boys 2 (13%) boarding girls 2 (13%) mixed day 1 (6%) and mixed boarding 11 (69%) were the categories of selection for the purpose of securing data across the board. The students' sample population was 210 and 106 were prefects. The type of schools if co-educational, male or female only is shown in fig 4.1 below.

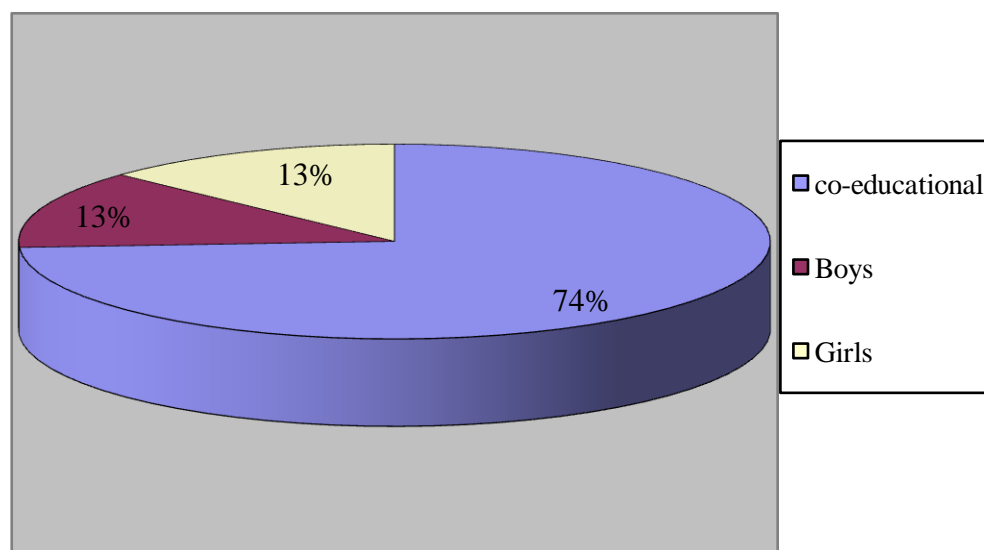


Figure 4.1: Type of School.

In total six (74 %) of schools used in the study were co-educational one (13 %) for Boys and one (13 %) Girls only school. Six co-educational schools were used in the study because there are more co-educational schools in the district than single schools.

Table 4.1 Gender Composition of the Sample Schools

Composition	Frequency	Percentage
Deputy head teacher (n=8)		
Male	7	87
Female	1	13

Table 4.1 shows eighty seven percent (87%) of deputy head teachers are male and only thirteen percent (13%) are female. This is a great disparity considering the fact that seventy four percent of the schools in the district are co-educational. This implies that the interest of the girl child is not fully catered for and it might also mean that female prefects in the co-educational institutions are not being adequately prepared as compared to their colleagues in single sex schools. The male deputy head teachers who are the majority may not be in a position to address certain peculiar issues regarding the female prefects that impede their performance of duty.

Table 4.2 Responses on the Years Served as Deputy Head Teacher, Nature of Appointment and Summary of Academic Qualifications

Respondents Years served as Deputy head teacher	Deputy head teacher (N=8)	Frequency	Percentage
0 – 1		5	63
2 – 3		1	13
4 and above		2	24
Respondents Nature of appointment	Deputy head teacher (N=8)		
School based		5	63
Teachers service commission		3	37
Academic qualification	Deputy head teacher (N=8)		
M. Ed		1	12.5
B. Ed		6	75
S1 / ATS		1	12.5
Others		0	0

The Deputy Head Teachers were asked to indicate the number of years one had served, the nature of appointment and their academic qualifications. Their responses were recorded as shown in Table 4.2 above. The number of years that one has served as deputy head teacher is worth consideration for it can to a large extent determine whether one will discharge duties and responsibility efficiently or otherwise. The longer one spends serving as a deputy head teacher, the more experience one is likely to acquire and thus increasing the chances of influencing the manner in which prefects will be prepared in their performance of duty in the respective schools.

From table 4.2, it can be observed that deputy head teachers have not served for many years i.e., below one year are 5 (63%), between 2 and 3 years is 1 (13%), and 4 years and

above are 2 (24%). This is partly because most appointments to deputyship in the district are school based as opposed to Teachers Service Commission (TSC) appointments which is pegged on a teachers' merit like the number of years one has served as a teacher, be a senior graduate in job group "M" by TSC.

From table 4.2 deputy head teachers who are school appointed are 5 (63%) and 3 (37%) are Teachers Service Commission appointed. According to the findings, most deputy head teachers still were getting to acquaint themselves with the position and its emerging responsibilities and challenges, a reason why prefects may have lacked consistent and adequate preparation before and after assuming positions of responsibility.

Prefects experience was sought in questionnaire (Appendix 2: question 4 and 5) whether a prefect was a prefect in primary school 92 (87%) responded Yes and 14 (13.2%) responded No while they enlisted the following as the positions they served in before the current appointment; Class prefect, Dorm prefect, Games prefect, Library prefect, Dining hall prefect, Environment and Sanitation prefect and Bell ringer. This implies that those students who had served as prefects in primary school were strongly considered in the appointment as compared to those who were not, an issue which locks out other potential students who may not have been granted the opportunity at the primary level to become prefects.

Deputy Head teachers' qualifications are crucial in the management of schools because they assist the head teachers and, through delegation, are directly in charge of prefects. As a result they influence their level of competence and readiness to effectively execute their duties.

From table 4.2 the data indicated that 1 (13%) deputy head teacher who participated in the study is a Masters' degree holder in Education, 6 (75%) were holders of Bachelors degree in Education and 1 (13%) held S1/ATS. According to the respondents, the deputy head teachers were in possession of the necessary qualifications but most of them are school appointed as earlier indicated in table 4.2.

Due to the nature of school management, its managers including the deputy head teachers have no option other than to keep abreast with the current emerging issues which in a way determine the success and failures of schools. Such seminars and short term courses provide an opportunity for deputy head teachers to not only sharpen their existing skills but also to acquire new ones.

In the interview with deputy head teachers they were asked if they had attended any seminars and short term refresher courses. Half of the deputy head teachers who participated in the study had gotten the opportunity of attending seminars and refresher courses. One can deduce that out of the total number of deputy head teachers, only a half are quite abreast with the current emerging issues that have a direct bearing in the way they execute their duties while the other half are not, hence affecting the efficiency expected of deputy head teachers in the discharge of duty including, the preparation of prefects in the performance of duty.

4.2.0 Mode of Selection of Prefects

4.2.1 Mode that Various Schools Used to Select Prefects

This was the first objective of this study. The researcher determined this by presenting six questionnaire items on a Likert scale and two open ended items. The respondents here

were the students and prefects. The respondents to this questionnaire item presented their responses and were recorded as shown in table 4.3.

Table 4.3: Responses on the Mode Schools used to select Prefects

Mode of selecting Prefects	Body	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Headteacher, deputy Headteacher and teachers	Prefects	21	23	1	25	36
	Students	47	20	6	63	74
Students not involved	Prefects	48	38	1	9	10
	Students	33	21	5	57	94
Qualities clearly spelt out	Prefects	56	35	1	6	8
	Students	84	58	11	26	31
Students to be involved in the selection	Prefects	16	32	9	28	21
	Students	126	51	5	8	20

The prefects and students were asked to indicate the mode their schools used to select prefects. Their responses were summarized and shown in table 4.3 above. Table 4.3 first row shows that sixty seven point six percent (67.6%) of the prefects indicated that it was not only the headteachers, deputy headteachers and teachers who are involved in the selection of prefects. Forty one point five percent (41.5%) of the prefects indicated that they strongly disagree and zero point nine percent (0.9%) were undecided. Sixty five point two percent (65.2%) of the students indicated that it was not only the headteachers,

deputy headteachers and teachers who are the only ones involved in the selection of prefects. Thirty one point nine percent (31.9%) of the students indicated that they strongly disagree and two point nine percent (2.9%) were undecided respectively.

This is a positive indication that it is not only the headteachers, deputy headteachers and the teachers who are the only ones involved in the selection of prefects and confirms what the deputy headteachers said from the interview that students are also involved in the selection of prefects through nomination of preferred choices. They had indicated that;

- i. Students are informed about the qualities required of a student so as to become a prefect
- ii. Each student in every class is given a chance to nominate three students for all the slots
- iii. Names are then forwarded to the office of the deputy head teacher
- iv. A staff meeting is then convened purposely to vet the names given by the students
- v. Vetting is done and other inclusions made comprising of students who were not earlier included in the nomination in cases where the staff and the administration do not find a suitable candidate
- vi. Those nominated also may not automatically be placed in the areas nominated to by the students.

The prefects and the students were asked to indicate whether students were involved in the selection of the prefects. Their responses were recorded and shown in table 4.3. Further, table 4.3 second row shows that eighty one point one percent (81.1%) of the

prefects indicated that students are not involved in the selection of prefects. Seventeen point nine percent (17.9%) indicated that they strongly disagree and zero point nine percent (0.9%) were undecided. Twenty five point seven percent (25.7%) of the students indicated that students are not involved in the selection of prefects. Seventy one point nine percent (71.9%) of the students indicated that they strongly disagree and two point four percent (2.4%) were undecided.

According to the findings of this study, students are involved indirectly in the selection of prefects through nomination where the names floated for the various slots are then vetted but there is no guarantee to the students that the names nominated shall come out as they expected. Majority of the students agree that they are involved but alterations are made by the teachers and the administration to include even names that were not nominated. However, many students were of the opinion that students need to be fully involved in the selection of prefects and therefore schools need to embrace this view. Keter (2006) proposed that the role of the teacher or the school administration as regards prefects appointment is to provide “checks and balances” in the students democratic participation process.

The prefects and the students were asked to indicate whether the qualities of a prefect are clearly spelt out. Their responses were recorded and shown in table 4.6. Table 4.3 third row indicates that eighty five point eight percent (85.8%) of the prefects indicated that the qualities are clearly spelt out. Thirteen point two percent (13.2%) of the prefects indicated that they strongly disagree and zero point nine percent (0.9%) were undecided. Sixty seven point six percent (67.6%) of the students indicated the qualities of a prefect

are clearly spelt out. Twenty seven point two percent (27.2%) of the students indicated that they strongly disagree and five point two percent (5.2%) were undecided.

According to the respondents, the students will make informed decisions as they participate in the selection of prefects through nominations. At the same time it raises issues as to why teachers and the administration do not approve of the students choices. While the teachers and the administration may have their own reservations regarding the names nominated, there is an urgent need for the two to include as many names as possible nominated by the students and if possible to provide some reasons warranting the few variations.

The prefects and the students were asked to indicate if the students should be involved in the selection of prefects. Their responses were recorded and shown in table 4.3. Table 4.3 fourth row indicates that forty five point three percent (45.3%) of the prefects indicated that students should be involved in the selection of prefects. Forty six point two percent (46.2%) of the prefects indicated that they strongly disagree and eight point five percent (8.5%) were undecided. Eighty four point three percent (84.3%) of the students indicated that students should be involved in the selection of prefects. Thirteen point three percent (13.3%) of the students indicated that they strongly disagree and two point four percent (2.4%) were undecided.

According to the findings, students and the prefects strongly support the opinion that it is high time that schools should embrace total involvement of students in the selection of prefects instead of merely involving them in the nomination stage which seem not to impress the students as indicated by the deputy head teachers in the interview. Mugali

commented on prefects' selection and its effects and concluded that prefects could not be effective since they were not elected but appointed by the head teachers and their staff and imposed on the students who automatically resist them as they (prefects) are known to please those who appoint them. This according to Mugali is the greatest set back in the performance of prefects (Mugali, 2003).

Table 4.4: Response in Order of Priority of who should be Involved in the Selection of Prefects

Priorities	Body	Frequency	Percentage
Headteachers, deputy headteachers and students	Prefects	8	8.1
	Students	109	51.9
Headteachers, deputy headteachers and teachers	Prefects	52	52.5
	Students	26	12.4
Deputy	Prefects	29	29.3
	Students	18	8.6
Teachers and students	Prefects	9	9.1
	Students	19	9.0
Students	Prefects	1	1.0
	Students	38	18.1

The prefects and the students were asked to indicate in their order of priority who should be involved in the selection of the prefects. Their responses are indicated in table.

This reveals that in nearly all the schools, students would prefer the priority that encompasses the head teacher, deputy head teacher, students and lastly the teachers while the prefects would prefer that which comprises the head teacher, deputy head teacher, teachers and lastly the students. This implies that both the students and prefects have no problem with the involvement of the administration in the appointment of prefects may be because the administration seems not to be fully aware of the students' character and behavior compared to teachers who are closely in touch with students through

interactions both in the class room and outside activities like co-curricular events. This increases the chances of any student becoming a prefect, which seems to be fair to the students. It also implies that students and teachers should also be involved. One can deduce that the students and prefects are opposed to the mode that only involves the administration and teachers and instead an all inclusive process which they can easily identify themselves with.

4.3 Duties given to prefects by the school administration

The researcher's second objective was to establish the duties given to prefects by the school administration.

Table 4.5: Responses on the Duties Given to Prefects

Item	Responses	Body	Frequency	Percentage
Prefects are given guidelines spelling out specific duties on their appointment	Strongly Agree	Prefects	66	62.3
		Students	56	26.7
	Agree	Prefects	29	27.4
		Students	86	41.0
	Undecided	Prefects	1	0.9
		Students	19	9.0
	Disagree	Prefects	7	6.6
		Students	30	14.3
	Strongly Disagree	Prefects	3	2.8
		Students	19	9.0
Prefects are given a lot of duties which they are unable to carry out	Strongly Agree	Prefects	24	22.6
		Students	10	4.8
	Agree	Prefects	22	20.8
		Students	12	5.7
	Undecided	Prefects	2	1.9
		Students	8	3.8
	Disagree	Prefects	16	15.1
		Students	53	25.2
	Strongly Disagree	Prefects	42	39.6
		Students	127	60.5
Duties given to prefects take much of their learning time	Strongly Agree	Prefects	15	14.2
		Students	32	15.2
	Agree	Prefects	26	24.5
		Students	46	21.9
	Undecided	Prefects	4	3.8
		Students	28	13.3
	Disagree	Prefects	21	19.8
		Students	52	24.8
	Strongly Disagree	Prefects	40	37.7
		Students	52	24.8
TOTAL			P=106 S=210	100

The prefects and students were also asked to indicate if prefects are given guideline spelling out specific duties on their appointment. Their responses were recorded and shown in Table 4.5.

Table 4.5 first row indicates that ninety five (89.4%) of the prefects said that prefects are given guidelines spelling out specific duties on their appointment. Ten (9.4%) prefects indicated that they strongly disagree and one (0.9%) were undecided. One forty two (67.7%) of the students indicated that prefects are given guidelines. Forty nine (23.3%) indicated that they strongly disagree while nineteen (9.0%) were undecided.

One can deduce that most prefects are issued with specific guidelines which are meant to show the prefects' mandate and what is expected of them. This confirms what the deputy headteachers had pointed out in the interview that prefects are issued with the guidelines but the problem is that most of them rarely refer to them as intended hence majority depend on guess work, which affects their efficiency in the execution of their duties.

On finding out if prefects are given a lot of duties by the school administration which they are unable to carry out. Results in Table 4.8 second row indicates that forty six (43.4%) of the prefects said that prefects are given a lot of duties by the school administration which they are unable to carry out. Fifty eight (54.7%) prefects indicated that they strongly disagree and two (1.9%) were undecided. One hundred and forty two (67.7%) of the students indicated that prefects are given a lot of duties they are unable to carry out. One hundred and eighty (85.7%) of the students indicated that they strongly disagree and eight (3.8%) were undecided. According to the findings, prefects feel that they are given a lot of duties by the school administration which they are unable to carry out while a few of the students approve of this view. One can deduce that such an attitude held by prefects raises a concern and that it can greatly affect the way they execute their duties.

Interviews with deputy head teachers revealed that a few prefects had very many duties to perform and include class prefects in day schools where they monitor student's absenteeism. In day schools, students may attend morning sessions but fail to turn up in the afternoon session or may fail to turn up completely for some days making it difficult for teachers to keep track. Dorm prefects in boarding schools have very many duties, ranging from making duty rosters, locking and opening dorms, reporting sick students at night where there are no matrons, dealing with theft cases, ensuring that the dormitory and toilets there-in are clean. junior prefects in boarding schools when the senior prefects delegate all their duties to them and head girl or head boy in boarding school when the prefects of the week are not serious with their work then they are forced to step in so as to avert the situation.

On further establishing if duties given to prefects take up much of their learning time Table 4.5 third row indicates that forty one (38.7%) of the prefects said that duties given to prefects take much of their learning time. Sixty one (57.5%) prefects indicated that they strongly disagree while four (3.8%) were undecided. Seventy eight (37.1%) of the students indicated that duties given take up much of their learning time. One hundred and four (49.6%) of the students indicated that they strongly disagree while twenty eight (13.3%) were undecided.

The table reveals that over 39% of both the prefects and the students do not concur with the idea that duties given to prefects take much of their learning time while 13.3% of the students are not sure about it. This confirms what the deputy headteachers revealed that few prefects who may have been selected without a serious consideration of their

academic performance feel that by being made prefects might seriously affect their already dwindling academic performance. Others especially in the candidate class feel that their duties are excess, an issue which makes them convinced that it would culminate to poor performance in the national exams.

Table 4.6 Responses on the Prefects Accountability of Duty

Item	Responses	Body	Frequency	Percentage	
Duties given to prefects put them on collision with students	Strongly Agree	Prefects	15	14.2	
		Students	38	18.1	
	Agree	Prefects	27	25.5	
		Students	54	25.7	
	Undecided	Prefects	8	7.5	
		Students	18	8.6	
	Disagree	Prefects	29	27.4	
		Students	48	22.9	
	Strongly Disagree	Prefects	27	25.5	
		Students	50	23.8	
	Prefects are held responsible for failing to perform their duties	Strongly Agree	Prefects	13	12.3
			Students	19	9.0
Agree		Prefects	45	42.5	
		Students	34	16.2	
Undecided		Prefects	2	1.9	
		Students	14	6.9	
Disagree		Prefects	15	14.2	
		Students	50	23.8	
Strongly Disagree		Prefects	31	29.2	
		Students	93	44.3	
TOTAL			P=106 S=210	100	

The prefects and students were asked to indicate if duties given to prefects put them on collision with students. Table 4.6 first row indicates that forty two (39.7%) of the prefects said that duties given to prefects put them on collision with students. Fifty six (52.9%) of the prefects indicated that they strongly disagree and eight (7.5%) were undecided.

Ninety two (43.8%) of the students indicated that duties given to prefects put them on collision with students. Ninety eight (46.7%) of the students indicated that they strongly disagree and eighteen (8.6%) were undecided.

This reveals that most prefects do not collide with students as they go about discharging their duties; however a higher number of students as compared to prefects indeed concur with the statement. Teachers and the administration in particular need to introduce some intervention measures to stamp out the vice since it is capable of creating a serious rift between the students and prefects that may compromise the execution of duty by prefects.

From the interviews with deputy head teachers, it was revealed that it is only in some few areas that prefects collide with students especially prefects in charge of dormitories in boarding schools and dinning hall. Otherwise the rest are mild.

On finding out from prefects and students if prefects are held responsible for failing to perform their duties by the teachers and school administration. Table 4.6 second row indicates that fifty eight (54.8%) of the prefects said that prefects are held responsible for failing to perform their duties by the teachers and school administration. Forty six (43.4%) of the prefects indicated that they strongly disagree while two (1.9%) were undecided. Fifty three (25.2%) of the students indicated that prefects are held responsible for failing to perform their duties. One hundred and forty three (68.1%) of the students indicated that they strongly disagree while fourteen (13.3%) were undecided.

Responsibility entails being accountable for ones deliberate actions. Here the table reveals that majority of the students are of the opinion that prefects are not held responsible for failing to perform their duties by the teachers and administration implying that the prefects are at liberty to execute their duties in a manner that they feel fit and not necessarily as expected of them by the teachers and administration. It indicates some level of laxity on the part of teachers and school administration, which posses a serious threat in the manner in which prefects will carry out their duties.

From the interview with deputy head teachers, it was revealed that some teachers while on duty do not supervise prefects on duty effectively. For instance some do not guide them, they delegate most of the work to them, and they fail to take action on students reported to them by prefects who fail to perform their duties. This makes most of the prefects, according to the deputy head teachers, to turn to fellow prefects or even assume that everything is okay while in real sense it is not.

Table 4.7: Responses on the duties given to prefects

Duties	Body	Frequency	Percentage
Supervisory	Prefects	22	22.4
	Students	111	52.9
Counseling	Prefects	26	26.5
	Students	55	26.7
Reporting and announcement	Prefects	18	18.4
	Students	28	13.6
Disciplining students	Prefects	32	32.7
	Students	12	5.8
TOTAL		P=98 S=206	100

% of
responses

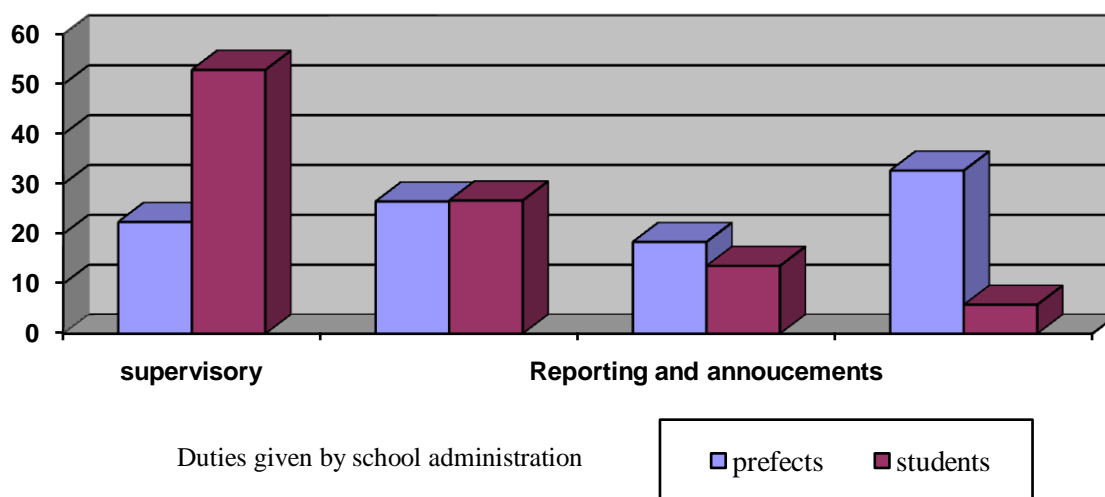


Figure 4.2: Graphical Representation of the Duties which the School Administration can give to Prefects.

The prefects and the students were asked to indicate some of the duties which the school administration can give to prefects. Their responses were grouped and recorded as shown in table 4.7 and figure 4.2.

- i. Supervisory roles where twenty two (22.4%) of the prefects gave and one hundred and eleven (52.9%) students gave
- ii. Counseling where twenty six (26.5%) of the prefects gave and fifty five (26.7%) of the students gave
- iii. Reporting and announcements were eighteen (18.4%) of the prefects gave and twenty eight (13.6%) of the students gave
- iv. Disciplining students where thirty two (32.7%) of the prefects gave and twelve (5.8%) of the students gave.

This reveals that few prefects feel that the school administration can give them few supervisory roles as compared to students who think otherwise i.e. prefects can be given supervisory roles. Here prefects could be acting from the point that teachers are already delegating a lot of supervisory duties to them hence there is no need for more. Both the students and the prefects share the opinion that the administration can give the prefects counseling duties. Both the students and the prefects also share the opinion that the administration should not give prefects the duty of reporting and making announcements may be because they feel much of it should be done by the teachers and administration. Most of the prefects are proposing that the administration can allow them to discipline students while a majority of the students do not approve of that. This could be as a result of the fact that prefects are not held responsible for failing to perform their duties, indicating a laxity on the part of the teachers and the administration as indicated earlier. It also means that students do not approve of what prefects instruct them to do and yet prefects do not have the powers to force them but instead are expected to convince the students.

4.4 Level of Preparedness of Prefects to Assume Duties

The researcher's third objective was to establish the level of preparedness of prefects to assume duties. The results are shown in the table below

Table 4.8: Response on the Induction of Prefects

Item	Responses	Body	Frequency	%
Prefects are appointed and adequately inducted before assuming duties	Strongly Agree	Prefects	17	16.0
		Students	34	16.2
	Agree	Prefects	25	23.6
		Students	64	31.0
	Undecided	Prefects	4	3.8
		Students	34	16.2
	Disagree	Prefects	27	25.5
		Students	35	16.7
	Strongly Disagree	Prefects	33	31.1
		Students	42	20.0
Inadequate induction of prefects is responsible for their failure to perform their duties	Strongly Agree	Prefects	17	16.0
		Students	33	15.9
	Agree	Prefects	36	34.0
		Students	55	26.4
	Undecided	Prefects	7	6.6
		Students	25	12.0
	Disagree	Prefects	31	29.2
		Students	49	23.6
	Strongly Disagree	Prefects	15	14.2
		Students	46	22.1
TOTAL			P=106	100
			S=210	
When prefects started operating	Immediately after appointment	Prefects	62	63.3
	After induction and exposure to duties given	Prefects	36	36.7
TOTAL			98	100

Finding out from the prefects and students responses if the prefects are appointed and adequately inducted before assuming duty Table 4.8 first row indicates that forty two

(39.6%) of the prefects said that prefects are appointed and adequately inducted before assuming duty. Sixty (56.6%) of the prefects indicated that they strongly disagree while four (3.8%) were undecided. Ninety eight (47.2%) of the students indicated that the prefects are appointed and adequately inducted before assuming duties. Seventy seven (36.7%) of the students indicated that they strongly disagree while fourteen (6.9%) were undecided.

This reveals that most prefects are of the opinion that they are not adequately inducted before assuming duties, a position that seems to be shared by a handful of students though up to 16.2% are not sure whether the prefects are adequately inducted before assuming duty. Induction greatly influences the performance of duty and therefore the school administration needs to intensify the induction of prefects as a way of increasing the prefects' efficiency in the performance of duties. Mathenge (2007) attempted to propose measures that would improve prefects participation in governance which include among others, offering leadership training to prefects.

Results from the prefects and students on whether inadequate induction of prefects is responsible for their failure to perform their duties in the Table 4.11 second row indicates that fifty three (50%) of the prefects said that inadequate induction of prefects is responsible for their failure to perform their duties. Forty six (43.4%) of the prefects indicated that they strongly disagree while seven (6.6%) were undecided. Eighty eight (42.3%) of the students indicated that inadequate induction of prefects is responsible for their failure to perform their duties. Ninety five (45.7%) of the students indicated that they strongly disagree while twenty five (12.0%) were undecided.

Induction of prefects assumes the same meaning as orientation and training in the school set up. Induction if done well is equally essential to prefects as it is here that they get exposed to the challenges that await them and possibly the remedies, emerging issues related to prefectship, clear definition of mandate, sharing experiences, guidance and counseling and expectations. It is revealed here that prefects concur with the statement just as the ordinary students though about 12.0% of the students seem unaware of such induction. Mugasia (2007) in his findings in a research entitled “A study of perceptions of the role of prefects in secondary school administration in Nandi South district” pointed out some of the shortcomings of prefects that must be addressed for an improvement to occur and included the fact that prefects should be trained in leadership. It is also in this study that teachers and the principals suggested that prefects need to be inducted to their duties upon appointment an issue that requires sacrifice on the part of the school to ensure that they do precisely that. It further stated that prefects are students and they cannot be expected to be perfect in their duties. They need to be trained so as to become better leaders in executing their duties.

From the interview with deputy head teachers it is revealed that schools do not engage in serious induction. Students who are selected as prefects are assembled by the deputy head teacher, who issues them with guidelines accompanied with few explanations of what is expected of them. It is done by the deputies alone and in some instances few heads of departments such as the boarding master/mistress attend. Deputy head teachers complained of lack of time to fully induct the prefects. In the prefects questionnaire part A on background information item 7 the prefects were asked to indicate when each prefect started operating. Their responses were recorded as shown in table 4.8 third row.

From the table sixty two (63.3%) of the prefects indicated that they started operating immediately after appointment. This implies that they are not fully inducted before assuming the duties given to them by the school administration which calls for an urgent action by the school administration to fully induct the prefects. Griffin, in Otieno (2001) stressed that there is a great need to train prefects and equip them with skills to manage themselves, fellow students, time, school duties and their duties. He added that when responsibilities are delegated to them without proper guidance they get confused, stressed and are often than not demoralized.

Thirty six (36.7%) of the prefects indicated that they started operating after induction and exposure to duties given. This reveals that few schools engage in early induction of prefects but the level of the induction is questionable.

Table 4.9: Responses on the Appointment and Rating of Prefects

Item	Responses	Body	Frequency	Percentage
Prefects need to be appointed and adequately inducted before taking up their duties in form?	Form 1	Prefects	38	38.0
		Students	57	27.1
	Form 2	Prefects	35	35.0
		Students	121	57.6
	Form 3	Prefects	20	20.0
		Students	25	11.9
	Form 4	Prefects	7	7.0
		Students	7	3.3
TOTAL			P=106 S=210	100
Rating of prefects' preparedness in the performance of duty	10%	Prefects	3	3.0
		Students	18	8.6
	30%	Prefects	16	16.2
		Students	65	31.0
	50%	Prefects	47	47.5
		Students	51	24.3
	60% and above	Prefects	33	33.3
		Students	76	36.2
Suggestions on how prefects can be prepared so as to perform their duties accordingly	Inducting, training and orientation	Prefects	59	59.6
		Students	114	56.4
	Early appointment	Prefects	34	34.3
		Students	46	22.8
	Counseling	Prefects	-	-
		Students	30	14.9
	Prefect mentorship	Prefects	6	6.1
		Students	12	5.9
TOTAL			P=99 S=210	100

The prefects and students were asked to indicate if prefects need to be appointed and adequately inducted before taking up their duties in form one, form two, form three and form four. Table 4.9 first row indicates that thirty eight (38%) of the prefects need to be appointed and adequately inducted before taking up their duties in form one. Fifty seven (27.1%) of the students indicated form one. Thirty five (35%) of the prefects indicated form two. One hundred and twenty one (57.6%) of the students indicated form two. Twenty (20%) of the prefects indicated form three. Twenty five (11.9%) students indicated form three. Seven (7.0%) of the prefects indicated form four and seven (3.3%) students indicated form four. This reveals that both the prefects and students are strongly of the view that prefects need to be appointed and adequately inducted before taking up their duties in form two and a few prefer forms three and four respectively.

From the interviews with the deputy head teachers, a majority supported the view held by the students and prefects of form two since this was common in many schools but were of the opinion that the appointment at the same level be retained. They strongly recommended that an all inclusive and well coordinated induction schedule is required that takes effect immediately after the appointment of prefects.

Further rating of prefects' preparedness in the performance of duty, prefects and students were asked to indicate the rating of prefects' preparedness in the performance of duty. Table 4.9 second row shows that thirty nine point six percent (39.6%) of the students feel that the prefects can be rated at between ten and thirty percent (10-30%) meaning that their level of preparedness is below average though twenty four point three percent (23.3%) rate them at fifty percent (50%) and thirty six point two percent (36.2%) of the

students rate them at sixty percent (60%) and above respectively. However, the prefects put their level of preparedness at average i.e. sixty three point seven percent (63.7%) of the prefects rate themselves at fifty percent (50%) as opposed to three percent (3%) of the prefects who rate themselves at ten percent (10%) and thirty three point three percent (33.3%) at sixty percent (60%) and above respectively.

One can deduce that the level of prefects' preparedness is at average as per the rating of both the students and the prefects respectively.

Finally, finding out from the students and prefects on suggestions on how prefects can be prepared so as to perform duties accordingly. Table 4.9 third row indicates the prefects and students grouped suggestions in order of their priorities. The following number of prefects suggested the following in order of priority;

- i. Fifty nine point six percent (59.6%) suggested induction, training and orientation
- ii. Thirty four point three percent (34.3%) suggested early appointment
- iii. Six point one percent (6.1%) suggested prefect mentorship

The following number of students suggested the following;

- i. Fifty six point four percent (56.4%) suggested induction, training and orientation
- ii. Twenty two point eight percent (22.8%) suggested early appointment
- iii. Fourteen point nine percent (14.9%) suggested counseling
- iv. Five point nine percent (5.9%) suggested prefect mentorship

According to the respondents, a substantial number of prefects and students i.e. fifty nine point six percent (59.6%) and fifty six point four percent (56.4%) respectively strongly

held the view that in order for prefects to perform accordingly then their preparation should be designed to encompass the following; induction, training, orientation, early appointment and prefect mentorship.

4.5 Support that Prefects Receive from the Schools Administration, Teachers and Students

The researcher's fourth objective was to determine the support that prefects receive from the schools administration, teachers and students. The results are summarized in Table 4.10.

Table 4.10: Responses on the Support Prefects get in the Performance of Duty

Item	Response	Body	Frequency	Percentage
Teachers are always ready to assist prefects while performing their duties	Strongly Agree	Prefects	41	38.7
		Students	54	26.0
	Agree	Prefects	11	10.4
		Students	58	27.9
	Undecided	Prefects	6	5.7
		Students	15	7.2
	Disagree	Prefects	21	19.8
		Students	57	27.4
	Strongly disagree	Prefects	27	25.5
		Students	24	11.5
Prefects enjoy full support of students in their performance of duties	Strongly Agree	Prefects	23	21.7
		Students	90	43.3
	Agree	Prefects	32	30.2
		Students	60	28.8
	Undecided	Prefects	10	9.4
		Students	12	5.8
	Disagree	Prefects	20	18.9
		Students	24	11.5
	Strongly disagree	Prefects	21	19.8
		Students	22	10.6
TOTAL			P = 106 S = 210	100.0
The school administration is always supportive to prefects	Strongly Agree	Prefects	45	42.5
		Students	32	15.4
	Agree	Prefects	17	16.0
		Students	43	20.7
	Undecided	Prefects	3	2.8
		Students	25	12.0
	Disagree	Prefects	30	28.3
		Students	42	20.2
	Strongly disagree	Prefects	11	10.4
		Students	66	31.7
TOTAL			P = 106 S = 208	100

The prefects and students were asked to indicate if teachers are always ready to assist prefects while performing their duties. Table 4.10 first row indicates that forty nine point one percent (49.1%) of the prefects said that teachers are always ready to assist prefects while performing their duties. Forty five point three percent (45.3%) of the prefects

indicated that they disagree, strongly disagree while five point seven percent (5.7%) were undecided. One fifty three point nine percent (53.9%) of the students said that teachers are always ready to assist prefects while performing their duties. Thirty eight point nine percent (38.9%) of the students indicated that they disagree, strongly disagree while seven point two percent (7.2%) were undecided.

According to the respondents, support given to prefects by the teachers while they discharge their duties comes handy in the realization of the reasons behind the inclusion of students in the management of schools. Prefects hold teachers responsible for the provision of key directions, guidelines, counseling, encouragement and defense when challenged by students as they go about their duties. A higher number of students seem to think that teachers are always ready to assist prefects as compared to prefects who seem to think on the contrary. This findings certainly confirms what was revealed in the interview with deputy head teachers, who observed that some teachers especially on duty sometimes fail to assist prefects in the performance of duties.

On finding out from the prefects and students if prefects enjoy full support of students in their performance of duties, Table 4.10 second row indicates that fifty-five (51.95%) of the prefects said that prefects enjoy full support of students in their performance of duty. Forty one (38.7%) of the prefects indicated that they strongly disagree while ten (9.4%) were undecided. One hundred and fifty (72.1%) of the students indicated that prefects enjoy full support of students in their performance of duties. Forty six (22.1%) of the students indicated that they disagree, strongly disagree and twelve (5.8%) were undecided.

This is a confirmation according to the findings that, the prefectural system or student leadership is basically instituted as a way of involving students in the management of schools. By so doing prefects provide a link between them and students, teachers and the administration. Prefects form the lower level of the hierarchy of the school management and play an essential role of going deeper into the student affairs through interaction, an issue which teachers and the administration cannot afford. Prefects do not operate in isolation of students since they are their leaders, link them up with teachers and the administration, present student views before teachers and the administration, report the problems which students encounter, assist in peer counseling, assists in ensuring that the compound is neat, among other duties. That is the reason why most students and the prefects indicated that prefects enjoy some support of the students in their performance of duty.

Indicating the responses from the prefects and students if the school administration is always supportive to prefects in the performance of duties, Table 4.10 third row indicates that sixty-two (58.5%) of the prefects said that the school administration is always supportive to prefects in the performance of duties. Forty-one (38.7%) of the prefects indicated that they disagreed, strongly disagreed and three (2.8%) were undecided. Seventy-five (36.1%) of the students indicated that the school administration is always supportive to prefects in the performance of duties. One hundred and eight (51.9%) of the students indicated that they disagree, strongly disagreed while twenty-five (12.0%) were undecided.

The findings indicate therefore that, prefects constitute an important part of the school management and if properly instituted and given the necessary support by the

administration, their input towards school management is fantastic. There are a wide range of areas and situations where prefects find themselves in dire need of substantial support from the administration for instance to hasten the issues forwarded by the prefects on behalf of students, when challenged by students prefects need to be defended especially when students do not take their instructions merely because they have no power within their disposal to force students to abide by. Over 50% of the prefects revealed that the school administration is supportive to prefects in the performance of duties. Of concern is the 38.7% of the prefects who do not think that the administration is supportive.

Certainly, these findings indicate that the administration applies double standards of supporting others while neglecting others, the administration is not consistent and timely in the extension of support to the prefects especially at the time of need hence making the prefects to lose moral. This trend needs to stop and instead the administration needs to embrace a broad based support system that will enable the prefects to perform their duties efficiently. Twelve percent (12%) of students are not sure whether the school administration is supportive to prefects in the performance of duty implying that they are least concerned of what goes on in regard to the level of support the administration extends to the prefects. Mugasia (2007) comments that the prefects system gives a good opportunity for student participation in school management and that the school principal should thus ensure that there is a functional prefect system that acts as a link between the school administration and the students. He added that prefects should be given maximum support by the school administration and teachers. Prefects and students were asked to

indicate where prefects get their best support. Their responses were recorded and shown in table 4.11 below.

Table 4.11: Responses on where Prefects get the Best Support

Responses		Frequency	Percentage
Head teachers	Prefects	22	21.6
	Students	31	14.8
Deputy head teachers	Prefects	31	30.4
	Students	95	45.2
Teachers	Prefects	16	15.7
	Students	32	15.2
School workers	Prefects	2	2.0
	Students	5	2.4
Fellow prefects	Prefects	11	10.8
	Students	14	6.7
Students	Prefects	7	6.9
	Students	22	10.5
All the above	Prefects	13	12.7
	Students	11	5.2
Total		P=106	100

This reveals that the best support according to the prefects and students is from the deputy head teachers (75.6%). The head teacher is second with (36.4%), third is the teachers with (30.9%), fourth is the all the above with (17.9%). Fifth is the fellow prefects with (17.5%), sixth is students with (17.4%) and seventh is the school workers with (4.4%). It is also clear that (30.4%) of the prefects indicated that prefects get the best support from the deputy head teachers while (45.2%) of the students indicated that prefects get the support from the teachers.

This findings confirms what the deputy teachers had revealed in the interview when they pointed out that some teachers especially those on duty do not assist the prefects. A paltry six point nine (6.9%) prefects indicated that prefects get the best support from students while on the contrary ten point five (10.5%) of the students indicated that prefects get the best support from students. Ten point eight (10.8%) prefects indicated that they get the best support from fellow prefects while six point seven (6.7%) students indicated that prefects get it from fellow prefects. This implies therefore, according to the respondents that prefects turn to fellow prefects when they fail to secure support from the rest. This may mean also that at times prefects are desperately in need of support in order to perform their duties and may not be forthcoming.

Table 4.12: Responses on how prefects can be supported in the performance of duty

Item	Response	Body	Frequency	%
Suggest how prefects can be supported in the performance of duty.	Taking action on reports	Prefects	53	52.5
	Guiding on new areas	Prefects	32	31.7
	Being given co-operation.	Prefects	16	15.8
TOTAL			101	100.0
Suggestions on how prefects can be supported in the performance of duty.	Taking action on reports	Students	8	52.5
	Guiding on new areas	Students	59	31.7
	Being given co-operation	Students	107	15.8
	Motivating the	Students	28	13.8
	Defending them	Students	1	0.5
TOTAL			203	100.0

Prefects and students were asked to suggest how prefects can be supported in the performance of duty. Their responses were grouped, recorded and shown in the first and

second row respectively in table 4.12. One can deduce from the findings that prefects have not been comfortable with the fact that much of what they report to the administration and the teachers is not given the required seriousness on time or never at all while on the contrary students don't mind about that since that could be a safer escape route from getting punished by the teachers and the administration. Both the prefects and students have a common view that the prefects need to be guided on new areas which will directly improve the way they will perform their duties particularly with regard to making informed decisions. Students also strongly hold the view that prefects do not operate in isolation and therefore need to be given co-operation by all so as to succeed in assisting the school administration in its operations. Motivation to students is crucial and needs to be given to prefects in order for them to remain vibrant, ready and willing to discharge their duties accordingly.

4.5 The Attitude of Students towards Prefects

The researcher's last objective was to investigate the attitude of students towards prefects. Their responses were recorded and shown in table 4.13 below.

Table 4.13: Responses on the prefects authority and if appreciated by students

Item	Response	Body	Frequency	%
Prefects are appreciated by students	Strongly Agree	Prefects	23	21.7
		Students	52	24.8
	Agree	Prefects	28	26.4
		Students	49	23.3
	Undecided	Prefects	7	6.6
		Students	21	10.0
	Disagree	Prefects	29	27.4
		Students	59	28.1
Strongly disagree	Prefects	19	17.9	
	Students	29	13.8	
TOTAL			P = 106 S = 138	100.0
Prefects have a lot of authority over students and are not trained to handle.	Strongly Agree	Prefects	7	6.6
		Students	43	20.5
	Agree	Prefects	24	22.6
		Students	54	25.7
	Undecided	Prefects	6	5.7
		Students	24	11.4
	Disagree	Prefects	35	33.0
		Students	39	18.6
Strongly disagree	Prefects	34	32.1	
	Students	50	23.8	
Prefects are spying for the school administration and teachers	Strongly Agree	Prefects	8	7.5
		Students	42	20.0
	Agree	Prefects	29	27.4
		Students	62	29.5
	Undecided	Prefects	7	6.6
		Students	30	14.3
	Disagree	Prefects	35	33.0
		Students	29	13.8
Strongly disagree	Prefects	27	25.5	
	Students	47	22.4	
TOTAL			P = 106 S = 210	100

The prefects and students were asked to indicate if prefects are appreciated by students.

Table 4.13 first row indicates that fifty one (48.1%) of the prefects indicated that prefects are appreciated by students. Forty-eight (45.3%) of the, prefects indicated that they

disagree, strongly disagree and seven (6.6%) were undecided. One hundred and one (48.1%) of the students indicated that prefects are appreciated by students. Eighty-eight (41.9%) of the students indicated that they disagree, strongly disagree while twenty one (10.0%) were undecided. One can deduce that a good number of students appreciated prefects a position that implies that students want prefects system revamped and at least certain deliberate changes need to be undertaken that will see the system back to its feet this time round prepared and vibrant enough to discharge its mandate as expected.

The table above further shows responses from the prefects and students on if prefects have a lot of authority over students and are not trained to handle. Table 4.12 second row indicates that thirty one (29.2%) of the prefects indicated that prefects have a lot of authority over students and are not trained to handle it. Sixty-nine (65.1%) indicated that they disagree, strongly disagree and six (5.7%) were undecided. Ninety seven (46.2%) of the students indicated that the prefects have a lot of uncontrolled authority over students and are not trained to handle. Eighty-nine (42.4%) of the students indicated that they disagree, strongly disagree and twenty-four (11.4%) were undecided. This reveals that prefects (29.2%) think that they possess a lot of authority over students yet are not trained to handle. This implies that prefects hold such authority dearly as a tool that enables them to push students into abiding by their instructions with the full knowledge that they have no powers to coerce students but rather expected to convince them. A higher percentage of (46.2%) of the students seem to agree with this. This requires of the teachers and the administration to put in place clear mechanisms geared towards regulating the authority enjoyed by prefects so as to avert frequent clashing and animosity between students and prefects, which strains the relationship between the two. From the interview, the deputy

head teachers indicated that this was the greatest challenge facing them. This scenario concurs with what Wabwire that the prefects should undergo leadership training. Many students have suffered the wrath of overzealous prefects who violate their rights. Some bully other students for favours. Failure to consent to their demands often leads to fabricated cases, which they present to the teachers on duty or principals. This unbecoming behaviour is widespread and this can be eliminated by leadership training and a code of conduct for students (Wabwire, 2008).

Further findings from the prefects and the students on if prefects are spying for the school administration and teachers, Table 4.13 third row indicates that thirty-seven (34.9%) of the prefects indicated that prefects are spying for the school administration and teachers. Sixty-two (58.5%) of the prefects indicated that they disagree, strongly disagree and seven (6.6%) were undecided. One hundred and four (49.5%) of the students indicated that prefects are spying for the school administration and teachers. Seventy six (36.2%) of the students indicated that they disagree, strongly disagree and that thirty (14.3%) were undecided. This implies that (49.5%) of the students and (34.9%) prefects are of the opinion that indeed prefects are spying for the school administration and teachers, while this is the case; it might impact negatively on the way students relate with prefects. They will deal with each other with suspicion, which will deny the prefects an opportunity to receive maximum cooperation from students as they perform their duties. From the findings of the study, such an attitude needs to be changed through intensive interaction forums meticulously initiated by the school administration with full participation of teachers to sensitize the students and the prefect body on the mandate of the prefects, importance of a prefect body in the school and realistic ways of how prefects and

students can relate. Mugasia (2007) pointed out that conflicts in school between students and prefects are as a result of students failing to understand how the prefect body operates in their schools. He lamented that majority of the students who are supposed to benefit from the prefectorial system do not comprehend the operations and functioning of the prefect system in their schools. This, to him could be one of the causes of conflicts between students and prefects.

Table 4.14: Responses on the Closeness of Students with Prefects

Item	Response	Body	Frequency	%
Students are close to prefects and relate well with them	Strongly Agree	Students	45	21.4
	Agree	Students	48	22.9
	Undecided	Students	13	6.2
	Disagree	Students	39	22.3
	Strongly disagree	Students	55	26.2
TOTAL			210	100
Prefects discriminate against some students and favor others	Strongly Agree	Students	62	29.5
	Agree	Students	47	22.4
	Undecided	Students	20	9.5
	Disagree	Students	14	6.2
	Strongly disagree	Students	66	31.4
TOTAL			208	100

The prefects and students were asked to indicate if students are close to prefects and relate well with them. Table 4.14 first row indicates that ninety-three (44.3%) of the students indicated that students are close to prefects and relate well with them. One hundred and four (49.5%) of the students indicated that they disagree, strongly disagree and thirteen (6.2%) were undecided. This indicates that fifty percent (50%) of the

students are of the opinion that students are not close to prefects and do not relate well with them. This seems to depict what were (2003) pointed that there are many problems in schools because of the poorly perceived role of prefects among the students body. This has led to open hostility, violence and even murder. He added that students view prefects as puppets of the administration and as traitors and sellouts. They seem as part of the autocratic system that suppresses them and as such they despise and loathe them.

From the interview with deputy head teachers, a sizeable number of them blamed the following practices by some prefects as directly responsible for this attitude that students have towards prefects: discrimination and favoritism that is shown to others students by prefects, laxity portrayed by the teachers and the administration to hold prefects responsible for their deliberate actions, suspicion that prefects are spying for the school administration and teachers are some of the key issues in contention that immensely strains the relations between students and prefects.

On determining if prefects discriminate against some students and favour others, Table 4.14 second row indicates that one hundred and nine (51.9%) of the students indicated that prefects discriminate against some students and favour others. Seventy-nine (37.6%) of the students indicated that they disagree, strongly disagree and twenty (9.5%) were undecided. This percentage (51.9%) of the students who hold the view that prefects discriminate against some students and favour others confirms what was revealed in the interview with deputy head teachers who shared the same view.

They indicated the following as ways in which the habit is perpetuated; i) Some prefects favour their friends who are not prefects by allocating them less demanding areas to do

during cleanliness and school community work; ii) Some prefects discriminate against other students when found on the wrong by reporting others while leaving out some; iii) Some prefects especially those in charge of the dorms draw the duty roster that sees some students cleaning toilets or the dorm floors throughout the term or the year. These points to a serious lapse on the part of the school administration and teachers in failing to closely monitor and supervise the work of the prefects that has left majority of the student body under the mercy of unruly prefects. This situation with time degenerates to resentment by students which, if unchecked urgently, becomes a fertile ground for unrest in schools. Lack of supervision and general monitoring of prefects raises a serious concern as to how prefects have been performing their duties. This implies that prefects have been left on their own to make decisions through guesswork and what they deem right without a reference point. The school administration and teachers need to monitor and to closely supervise prefects as they discharge their duties in order to eradicate cases of discrimination and favoritism.

The prefects and students were asked to indicate their suggestions on how students can improve their relationship with prefects. Their responses were recorded, ranked and shown in table 4.15.

Table 4.15: Responses on the Way Students can improve their Relationship with Prefects

Responses		Frequency	Percentage
Follow instructions given	Prefects	20	20.0
	Students	41	20.4
Prefects being fair and just	Prefects	27	27.0
	Students	95	47.3
Sharing problems	Prefects	15	15.0
	Students	20	10.0
Giving maximum support	Prefects	36	36.0
	Students	23	11.4
Prioritize students selection	Prefects	2	2.0
	Students	22	10.9
Total		P=106 S=210	100

One can deduce that prefects have not been fair and just in their dealings and students strongly suggest that they need to be (47.3%). A slightly lower percentage of prefects (27.0%) share the same view. The administration and teachers need to open up channels where students can report incidences of discrimination and general unfairness by prefects and most importantly regular supervision of the prefects by the administration and teachers to be conducted as a way of unearthing and discouraging the vice from rearing

its ugly face. Mathenge (2007) proposed the remedy to this situation by pointing out that there was an urgent need for schools to frequently involve prefects in forums where issues concerning them and general students' body were discussed. He further stressed the need of cultivating a spirit of cordiality between prefects, administrators, teachers and students and treating the prefecture body with respect and according it a proper place in school administration. Action needs to be taken including punishment and removal of prefects found engaging in the practice.

Both the prefects and the students suggested that it is important for students to follow instructions given to them by prefects as a way of fostering the relationship between the two, 20.0% of the prefects and 20.4% of the students respectively.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The purpose of the study was to investigate the prefects' preparedness in the performance of duties in public secondary schools in Kenya. The objectives of the study were, to establish the mode of selection used by various schools, to establish the duties given to prefects by the school administration, to determine the level of preparedness of secondary school prefects to assume the duties given to them by the school administration, teachers and students in the performance of their duties, to determine the support that prefects receive from students, teachers and school administration, investigate the attitude of students towards prefects. The findings of this study are summarized at the end of chapter four. These findings formed the basis of the discussions, conclusions and recommendations of the study.

5.2 Summary of Findings

The summary of the research findings is based on each objective of the study. Reference is also made to literature review in chapter 2.

- (a) Mode of selection used
- (b) Duties given to prefects
- (c) Level of preparedness to assume duty
- (d) Support that prefects receive

(e) Attitude of students towards prefects.

5.3 Mode of Selection used to select Prefects

This study established that many schools have a criterion for selecting prefect. In most cases students are allowed to nominate students of their choice to the various prefects' slots before such names are finally subjected to scrutiny and vetting by the teachers and the school administration. However, this to a majority of the students reverts the entire exercise for it gives the teachers and the school administration undue advantage over students since only a handful of the student preferred choice are selected while the rest comprise of student whose names were not initially nominated but proposed and selected at the vetting stage.

Students feel short changed an issue that makes them not to identify themselves with the prefect system. It has also made the selection of prefects appear undemocratic leaving students wondering whether it is right for the staff and school administration to engage in such an activity.

This system of selecting prefects denies students the opportunity to fully participate in the selection of prefects an issue that has stripped the prefect system of credibility from students.

5.3.1 The Duties Given to Prefects

It was established that prefects are given some duties which they are unable to carry out by the school administration and yet in most cases are not supervised and closely monitored as they discharged their duties. The research established that teachers do not hold prefects responsible for their failure to perform their duties.

Failure to hold prefects responsible implies that prefects perform their duties as they so wish and not necessarily as expected of them. The study also established that though prefects are issued with guidelines spelling out their duties on appointment, no serious tracking of what prefects do as soon as they start operating is done. This raises the greatest concern and questions as to whether prefects can perform their duties as expected, given this situation.

The study further established that certain categories of prefects had excess duties to perform. Dorm prefects in boarding school among other duties ensure that dorms are kept clean, drawing the duty roster from community work, locking and opening the dorms, ensuring that silence is maintained at night, reporting theft cases and sometimes involved in investigations to establish perpetrators of vices on top of being on duty just like other prefects during the week.

The dining hall prefect is responsible to the boarding master and the deputy head teacher for maintaining cleanliness in the hall, ensuring that mannerism is maintained during meals, ensuring that meals are served on time and reporting on time incidences where food is not properly cooked, on top of being on duty like other prefects.

Class prefects in day schools are expected to monitor absenteeism of students. Head boys and head girls in all the categories of schools instances where senior prefects delegate all or abandon their duties to junior prefects who seem not to enjoy full support and recognition from the senior classes in the school. This leaves the head boys and head girls without an option other than to salvage the situation by stepping in and thus filling the gap.

5.3.2 Level of Preparedness to Assume Duty

The research established that prefects in most schools are not adequately inducted before assuming duties. There is no deliberate, systematic and a well coordinated process of training or inducting prefects. Prefects are appointed and immediately start operating before receiving any form of training. This is what Njogu (2004) reported that, many schools do not train prefects. It is assumed that they know how to resolve conflicts and deal with their fellow students. He further adds that it is imperative that systems be set up to ensure that would-be prefects are well prepared to take up their tasks.

It also emerged from the research that deputy head teachers normally convene a meeting of prefect soon after appointment to issue them with guideline spelling out specific duties for each prefect in the respective areas and to explain to the new team what is expected of them without necessarily going into the nitty gritty of what prefectship entails. The study also found out that inadequate induction of prefects is responsible for the failure of prefects to perform their duties as expected.

Deputy head teachers who are assumed to be directly in charge of prefect seem to be the only ones in the effort to induct and give directions to prefects, making it extremely difficult given that a majority have quite a number of other official duties and responsibilities to carry out, among them many lessons to attend. The study also revealed that most of the deputy head teachers are school appointed, meaning that most of them still acquainting themselves with the position and its emerging responsibilities and challenges include the training of prefects. This concurs with what Kikuri (2004) established in that deputies had limited capabilities to train prefects because they themselves are not trained fully in school administration.

It is therefore clear that if schools do not put an effort to support deputy head teachers in this endeavor then the preparation of prefects before assuming duty shall remain compromised, thus continuing to inhibit the performance of duty by prefects.

5.3.3 Support that Prefects Receive

The study established that prefects do not enjoy full support of the administration, teachers and students. There was a common view by both the students and prefects that prefects get the best support from the deputy head teachers as compared to the rest. The support that prefects receive largely determines how they will actively participate in school management.

The study revealed that support given to prefects by teachers especially by some masters on duty is wanting since they deliberately delegate a lot work to the prefects and sometimes delay to take action on students reported to them who fail to carry out duties. This impact negatively on the prefects whose hands are tied in regard to punishing errant students, a situation that makes them to depend entirely on the support given to them by the teachers. Prefects do not enjoy full support from students since a majority of the students hold the view that prefects are spying for the school administration and teachers and the revelation that some prefects indeed discriminate and favour other students.

The study established that there were no mechanism, structures and systems put in place purposely by schools as avenues that prefects can with ease access support at times of need, implying that prefects experience desperation and even get demoralized.

5.3.4 Attitude of Students towards Prefects

The study revealed that the attitude of students towards prefects is not without question. Forty nine point five percent (49.5%) of the students revealed that prefects are spying for the school administration and teachers. This implies that students relate with prefects with suspicion, a situation which ultimately denies the prefects an opportunity to interact freely with students and whose benefits would be guaranteed support and co-operation from students, a prerequisite in the performance of their duty.

Fifty one point one (51.1%) of the students revealed that prefects indeed discriminated against some students and favored others while discharging their duties. The deputy head teachers cited the following instances where discrimination and favouritism are perpetuated by the prefects: certain prefects favor their friends who are ordinary students by allocating them less demanding areas to do during school community work and cleanliness. Some prefects in charge of dorms in boarding schools draw duty rosters that see some students cleaning the toilets or dorm floors throughout the term or the year. This is made worse due to lack of close supervision of prefects as they discharge their duties by teachers and the school administration, which is detrimental.

Forty five point three percent (45.3%) of the prefects revealed that students do not appreciate prefects. This implies that there exists bad blood between prefects and students. To an extent, students feel that prefects do not understand the challenges they encounter.

The study revealed that forty six point two percent (46.2%) of the students pointed out that prefects have a lot of authority over students and are not trained to handle it. This

implies that prefects are not friendly to students and are accused of misusing the authority given to them by the school administration this may also point clearly to the failure of the school to adequately train the prefects on the proper use of the authority bestowed upon them. This is a fertile ground for conflicts between prefects and students.

The training of prefects in this instance is inevitable in order to forestall future conflicts and serious animosities between prefect and students which, if not checked, threaten to raise students' displeasure with prefects in schools.

5.4 Summary of Findings

The preceding chapter has analyzed data, interpreted and discussed the findings. The respondents responded appropriately and it was established that prefects are not adequately prepared in the performance of their duties in Baringo North district.

1. Many schools rely on students nominating candidates to various slots of prefectship but the final decision lies with the teaching staff and the school administration. As such students strongly feel that prefects were not popularly elected since the choices they make through nomination are short-changed by the teachers and the administration. As a result, some students do not think that prefects understand the challenges they encounter or even speak effectively on their behalf as their leaders. If the prefect body is to be of any value to the students, then their involvement in the selection should be prioritized. This will ultimately make the students to identify themselves with it. It was established that a majority of students feel that students should be involved in the selection of prefects.

2. Prefects were given a lot of duties which they were unable to carry out. This therefore explains the challenges prefects encountered in the performance of duty. Students indicated that prefects are not held responsible for failing to perform their duties by the administration and teachers and therefore execute their duties as they so wish. The research also established that there was lack of supervision of prefects' duties by teachers and the administration. Where prefects are not held responsible for their failure to perform and lack of supervision is enough evidence of improper leadership of the teachers and the school administration yet proper leadership is key to effective management. An effective leader sets the best example for the team to respond with good performance. It was established that students feel that prefects should be given the following duties by the school. Administration: supervisory roles that include cleaning and roll calls, counseling of students, but few on reporting and making announcements. While the prefects indicate that, the following duties can be given to prefects by the school administration to include disciplining students, counseling, supervision and few on reporting and making announcements.
3. It was established that prefects are appointed and inadequately inducted before assuming duty, an issue that is held responsible for the failure of prefects to perform their duties accordingly. There was a reasonable desire that prefects need to be appointed in form two and adequately inducted before assuming duty. It was indicated that induction of prefects is done sparingly. Prefects are rated at average in the performance of duty by the deputy head teacher, students and even the prefects themselves.

4. It was established that prefects do not receive satisfactory support from both the teachers, school administration and students while performing duties, a situation that makes some to turn to fellow prefects for support. For prefects to enjoy full support from the student body, it is imperative that students are involved in the selection of prefects. Support given to prefects is crucial and greatly influences the way they perform their duties. Both the students and the prefects indicated that prefects got the best support in the performance of duty from the deputy head teacher and minimal from the school workers. The deputy Head teacher's support alone is not enough if prefects are going to discharge their duties accordingly. Students hold back their support to prefects due to discrimination and favoritism by prefects over other students. Students acknowledged that prefects were wielding too much power over students which they are not trained to handle and which has made some students to develop a negative attitude towards them.

5. There existed bad blood between prefects and student body over what students perceives as discrimination and favoritism over other students. Students also feel that prefects are spying for the school administration and teachers, thus raising the possibility that there exists a poor relationship between prefects and students which, with time, might explode.

5.5 Conclusion

The research established that schools in the district allow students to nominate their preferred choices to the various slots; however students feel that they are short changed in the vetting stage of the process where other names outside the nomination list are proposed and selected by teachers and the school administration. It can be concluded that

the current system of selecting prefects in the district denies students the opportunity to fully participate in the selection of student leaders, an issue that has made them not to fully identify themselves with the prefect system.

The study established that prefects are given certain duties by the school administration they are unable to carryout and are rarely closely supervised as they discharge their duties. It was established that prefects are not held responsible for failing to perform their duties by teachers and the school administration in sot schools. It can therefore be concluded that prefects in the district are not supervised and closely monitored by teachers and the school administration as they go about their duties. Certain duties which the schools administration gives to prefects and are unable to execute affect their performance this calls for rigorous preparation of prefects by the school administration if they (prefects) are going to perform such duties accordingly.

The induction of prefects is found wanting since it is done sparingly and in most cases done in the name of issuing prefects with guidelines specifying their duties immediately after appointment by the deputy head teachers. This is partly because it appears from the research that teachers and even head teachers rarely engage themselves in the induction of prefects. Instead, the deputies are left alone to induct prefects may be because it is assumed that they (deputies) are in charge of prefects. Also deputy's lack the capabilities to train prefects because most of them as revealed in the findings are school appointed and have not attended short term courses which would help them induct the prefects adequately.

The research also revealed that prefects are appointed and immediately start operating without being adequately inducted and exposed to the duties expected to perform by the school administration. The practice has left most prefects at crossroads as to how to execute the duties given to them and worse still is coupled with the fact that prefects are not held responsible for their performance of duty. This implies that there exist some laxity on the part of the teachers and the school administration, which seems not to appear keen on monitoring and supervising prefects as they discharge their duties. It can be concluded that there is no proper and well coordinated induction of prefects before assuming duty in the district, which greatly affects the performance of duty by prefects.

The research established that prefects do not receive full support as they perform duties from the teachers, deputy head teachers and even the students. Support given to the prefects by the afore mentioned comes handy in the performance of duty by prefects and the absence of it leaves the prefect body demoralized and a stressed lot incapable of discharging duties given to it efficiently. It can therefore be concluded that prefects in the district lack the necessary support required in the performance of duty from first and foremost the school administration, teachers and the students whom they represent as their leaders in the management of the school.

The research established that students have a negative attitude towards prefects as they do not relate well with them since they (students) strongly believe that prefects are spying for the school administration and teachers and the feeling that prefects indeed discriminate against and favor other students, perceptions which impact negatively in the way prefects perform their duties. It can be concluded that some students in the district public secondary schools do not relate well with prefects due to the perceptions they hold

which impacts negatively towards the prefects. This attitude ultimately affects the way prefects perform their duties in the district.

The study revealed that there were lapses recorded in the preparations of prefects towards the performance of duties. Prefects are essential in the administration of schools and the prefectural system is instituted as a way of involving students either directly or indirectly in the administration of school and by so doing help to create dynamic and effective centers of learning. However this has been marred by the failure of school to adequately prepare prefects before and after assuming duty as revealed in the research which calls for an urgent intervention from all the concerned so as raise the level of the prefects readiness in the performance of duty.

5.6 Recommendations

Guided by the research findings and conclusions, the researcher makes the following recommendations for strengthening prefect's preparedness:

- 1) Schools should set aside in their calendars at least one week annually to purposely engage in a process that would increase the level of student participation. Though it might appear to assume more time, the beauty of it is that its dividends would be seen in students' acceptance of the outcome due to their full participation hence a shift from the current mode of selection embraced by most schools where students are given an opportunity to nominate at least three students of their choice to the various slots, who are later subjected to vetting by the school administration and teachers alone.

Here a popularly selected group of students drawn from each class together with a few members of staff drawn from the line departments of discipline, boarding, guidance and counseling meet and pick two candidates for each slot through competitive vetting, guided by clearly spelt out guidelines prepared and approved by the entire staff. Finally, through secret ballot system under strict supervision of the school administration and teachers, students are allowed to elect one candidate from the two for each position.

- 2) A guidebook on prefectural system should be prepared by the Ministry of Education spelling out procedures of inducting prefects, issues to be addressed during such induction, who should be involved, timing, should provide reference required and most importantly state how the Ministry through the Quality Assurance and standards wing shall oversee the implementation and evaluation of the exercise in schools regularly. The appointment of deputies should be done on merit as is required by the Ministry of Education; the Teachers Service Commission needs to enforce this requirement in order to raise the deputy head teaches level of preparedness and motivation to adequately prepare the prefect body so as to perform well.
- 3) There is an urgent need for the school administration in various schools to review the duties it gives to prefects with a view of eliminating the chances of having to give prefects duties they are unable to carry out, and if possible to accompany such duties with a job description and to intensify the supervision and monitoring of prefects as they discharge their duties. Prefects also need to be given more support and reassurance since apart from being student leaders, prefects are

students with ambitions, careers to build and strive to pursue academic excellence.

- 4) There is need to explore the possibility of replacing the prefect system in schools with a student council with clear mandate, democratically instituted through an election modeled neatly so as to command respect, appreciation, cooperation and capable to marshal support from a majority of students as they discharge their duties. It should be open to criticism from the entire student body through open forums similar to barazas created purposely for the same. Clear rules and regulations guiding the councils' conduct and manner of conducting business should be clearly spelt out and adhered to the letter without favor or discrimination of these involved in practices that are contrary. A timetable of regular meetings by council members should be put in place. Members of the council to be drawn from every class but to be categorized into two levels comprising the junior and senior cadres. The council to be charged with the following duties and responsibilities i) Deliberating on the discipline of students and to make recommendations to the school administration. ii) To attend staff consultative meetings once in a term iii) Two of the senior council members to attend board meetings and parents teachers association meetings. iv) To discuss and make termly and yearly duty rosters for students and propose names of council members who would assist the teachers on duty on weekly basis. The deputy head teacher will be directly in charge of the council with the assistance of the boarding master, guidance and counseling master together with a number of teachers not exceeding four seconded from the staff body. One council member

(senior) will be nominated by the council member as the team leader in a single sex school and two most. Preferably a boy and girl in a co-educational schools. The current prefect system to be phased out slowly so that within a span of four years the council will have taken over completely.

5.6 Suggestions for Further Research

1. A study is needed on prefect's preparedness in the performance of duties in private secondary schools in Kenya. This is because there have been fewer outcries from the private schools in regard to prefects' failure to perform their duties as compared to the public secondary schools. There is need to find out why.
2. There is need for research to be conducted to investigate the head teachers involvement in the preparation and supervision of prefects and its impact on the overall administration of the school
3. Research is needed to establish the students views on student council as an alternative system to prefectural system in public secondary schools in Kenya.

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APPENDICES**APPENDIX 1: LETTER OF INTRODUCTION**

**Moi University
Dept of Educational
Management and Policy Studies
P.O. Box 3900,
Eldoret**

Dear Sir/Madam,

**RE: A SURVEY ON THE PREFECTS' PREPAREDNESS IN THE
PERFORMANCE OF DUTIES IN PUBLIC SECONDARY SCHOOLS IN
BARINGO NORTH DISTRICT**

I am a postgraduate student at the Department of Educational Management and Policy Studies, Moi University and currently undertaking a research project as a partial fulfillment for a masters degree in Educational Administration in Baringo North district. The main objective of the research is to investigate the prefects' preparedness in the performance of duties.

The responses you provide will be used **ONLY** for the limited academic purpose of this study. Be assured that your responses will be treated with strictly confidentiality. What is required of you is simply to provide honest and adequate answers according to the instructions given.

Your co-operation will highly be appreciated.

Yours faithfully,

Andrew Kiprotich Chelimo

EDU/PGA/038/08

APPENDIX 2: INTERVIEW GUIDE FOR DEPUTY HEADTEACHERS**Introduction**

Establishing rapport

Qualifications

Duration of deputyship

Responsibilities

- 1 a) How are prefects selected in your school?
 - b) Do you think involving students in the appointment improves the prefects performance?
- 2 a) What are some of the duties given to prefects by the school administration?
 - b) Do you think prefects have too many duties to perform?
- 3 a) When are prefects in your school inducted?
 - b) Do you think inducting them before assuming their duties improves their performance?

Yes () No ()
- 4 a) What do you say about the assistance given to prefects by the school administration and the teachers in the performance of duty?
 - b) Are students ready to support prefects in the performance of duty? Yes () No ()
If yes, how? If no, why?
- 5 a) What is the attitude of students towards prefects in your school?

- b) What would be your rating of prefects' level of preparedness in the performance of duty in your school?
 - c) What constrains inhibits the performance of duty by prefects in your school?
6. What recommendations would you make to raise the level of prefects' preparedness in the performance of duty and responsibilities in public secondary schools in Kenya?

APPENDIX 3: PREFECTS' QUESTIONNAIRES

Introduction

This questionnaire seeks your opinions on the prefects' preparedness towards the performance of duties in Baringo North District. Please read the instructions carefully and respond to all the items as honestly as possible. All the information you give will be held in **STRICT** confidence and will **ONLY** be used for the purpose of the study. Your sincere co-operation is highly appreciated.

PART A: Background information (Tick where required)

1. Sex male () Female ()
2. Age
3. Class
4. Were you a prefect in primary school? Yes () No ()
5. What position as a prefect do you occupy now? For example school captain, class prefect, house prefect. etc
6. When were you chosen as a prefect? F I F 2 () F 3 () F4 ()
7. When did you start operating as a prefect? (Tick in the box)

Immediately after appointment () after induction and exposure to duties given ()

PART B

This part consists of statements which closely expresses your opinion on the prefects' preparedness in the performance of duties. Each statement has five alternatives "strongly agree," "Agree," "Undecided," "Disagree" and "strongly disagree." For example if you don't agree with the statement totally, please tick (√) under strongly disagree. If on the other hand you agree totally with the statement please tick (√) under strongly agree and so on. Please respond to all statements.

Use the key below to respond to the statements

SA- Strongly Agree A – Agree UD - Undecided DA- Disagree SDA - Strongly Disagree

B: Mode of selection of prefects

1. The head teacher, deputy head teacher and the teachers are the only ones involved in the selection of prefects?

SA () A () UD () DA () SDA ()

2. Students are not involved in the selection of prefects?

SA () A () UD () DA () SDA ()

3. The qualities of a prefect are clearly spelt out?

SA () A () UD () DA () SDA ()

4. Interested candidates are allowed to apply for the position i.e. prefect?

SA () A () UD () DA () SDA ()

5. The criteria of appointing prefects is clear to students?

SA () A () UD () DA () SDA ()

6. Students should be involved in the selection of prefects

SA () A () UD () DA () SDA ()

7. According to you who should be involved in the selection of prefects in your school?
list according to your priority

.....

8. Suggest what should be considered before a student is made a prefect.

.....

C. Duties given to prefects

1. Prefects are given guidelines spelling out specific duties on their appointment?

SA () A () UD () DA () SDA ()

2. Prefects are given a lot of duties by the school administration which they are unable to carry out ?

SA () A () UD () DA () SDA ()

3. Duties given to prefects take up much of their learning time?

SA () A () UD () DA () SDA ()

4. Some duties performed by prefects are meant for teachers?

SA () A () UD () DA () SDA ()

5. Duties given to prefects put them on collision with students?

SA () A () UD () DA () SDA ()

6. Prefects are held responsible for failing to perform their duties ?

SA () A () UD () DA () SDA ()

7. Prefects are committed to their duties?

SA () A () UD () DA () SDA ()

8. My gender i.e. male or female influences my performance of duty?

SA () A () UD () DA () SDA ()

9. Suggest some duties which the school administration can give to prefects.

.....

.....

.....

D: Level of preparedness of prefects to assume duties

1. Prefects are appointed and adequately inducted before assuming duty?

SA () A () UD () DA () SDA ()

2. Induction improves the performance of duty by prefects?

SA () A () UD () DA () SDA ()

3. Prefects have necessary knowledge and skills to perform their duties?

SA () A () UD () DA () SDA ()

4. Prefects should be given current skills so as to carry out their duties

SA () A () UD () DA () SDA ()

5. Inadequate induction of prefects is responsible for their failure to perform their duties?

SA () A () UD () DA () SDA ()

6. The school administration ensures that prefects attend workshops before assuming duty?

SA () A () UD () DA () SDA ()

7. Prefects know their expectations in the performance of their duties?

SA () A () UD () DA () SDA ()

8. Prefects need to be appointed and adequately inducted before taking up their duties in (Tick one)

Form one () Form two () Form three () form four ()

9. What would be your rating of prefects preparedness in the performance of duty in your school (Tick one

10% () 30 % () 50% () 60% and above

10. Suggest how prefects can be prepared so as to perform their duties accordingly.

.....

.....

.....

E: Support that prefects receive from the school administration, teachers and students.

1. Teachers are always ready to assist prefects while performing their duties?

SA () A () UD () DA () SDA ()

2. Prefects enjoy full support of students in their performance of duty?

SA () A () UD () DA () SDA ()

3. The school administration is always supportive to prefects in the performance of duties?

SA () A () UD () DA () SDA ()

4. Students co-operate with prefects in the performance of duties?

SA () A () UD () DA () SDA ()

5. Prefects are given some privileges by the school administration as a way of motivating them?

SA () A () UD () DA () SDA ()

6. Other students show respect to the prefects?

SA () A () UD () DA () SDA ()

7. Where do you think prefects get the best support? (Tick one)

Head teacher ()

Deputy head teacher ()

School workers ()

Fellow prefects ()

Students

All the above

8. Suggest how prefects can be supported in the performance of duty?

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F: Attitude of students towards prefects

1. Prefects are appreciated by students?

SA A UD DA SDA

2. Prefects have a lot of authority over students and are not trained to handle it?

SA A UD DA SDA

3. Students think that prefects are spying for the school administration and teachers?

SA A UD DA SDA

4. Students feel that prefects do not understand the challenges they encounter?

SA A UD DA SDA

5. Students need to appreciate prefects as their leaders?

SA A UD DA SDA

6. Students should relate well with prefects?

SA A UD DA SDA

7. Suggest how students can improve their relationship with prefects in school

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8. You have come to the end of the questionnaire and if you have anything else to add which is important you are free to do so

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Thank you for participating in this study

APPENDIX 4: STUDENTS' QUESTIONNAIRE

This questionnaire seeks your opinions on the prefect's preparedness towards the performance of duties in Baringo North District. Please READ the instructions carefully and respond to all items as honestly as possible. All the information you give will be held in **STRICT** confidence and will **ONLY** be used for purpose of the study Your sincere cooperation is highly appreciated.

PART A: Background.

1. Sex (Tick in the box) Male () Female ()
2. Age
3. Class

PART B TO F

This part consists of statements which closely expresses your opinion on the prefects' preparedness in the performance of their duties. Each statement has five alternatives "strongly agree" 'Agree'' 'undecided'' 'Disagree'' and "strongly Disagree". For example if You don't agree with the statement totally, please tick (√) strongly disagree. If on the other hand you agree totally with the statement, please tick (√) under strongly agree and so on. Please tick one and ensure you respond to all statements.

Use the key below to respond to the statements:

SA - Strongly agree

A - Agree

UD- Undecided

DA- Disagree

SDA - Strongly disagree

B Mode of selection of Prefects

1. The head teacher, deputy head teacher and the teachers are the only ONES INVOLVED IN the selection of prefects?

SA () A () UD () DA () SDA ()

2. Students are not involved in the selection of prefects?

SA () A () UD () DA () SDA ()

3. The qualities of a prefect are clearly spelt out?

SA () A () UD () DA () SDA ()

4. Interested candidates are allowed to apply for the position i.e. prefect?

SA () A () UD () DA () SDA ()

5. The criterion of appointing prefectS is clear to students?

SA () A () UD () DA () SDA ()

6. Students should be involved in the selection of prefects?

SA () A () UD () DA () SDA ()

7. According to you who should be involved in the selection of prefects in your school?
List according to your priority

i).....

ii)

iii)

8. Suggest what should be considered before a student is made a prefect

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C. Duties given to prefects

1. Prefects are given guidelines spelling out specific duties on their appointment?

SA () A () UD () DA () SDA ()

2. Prefects are given a lot of duties by the school administration which they are unable to carry out?

SA () A () UD () DA () SDA ()

3. Duties given to prefects take up much of their learning time?

SA () A () UD () DA () SDA ()

4. Some duties performed by prefects are meant for teachers?

SA () A () UD () DA () SDA ()

5. Duties given to prefects put them on collision with students?

SA () A () UD () DA () SDA ()

6. Prefects are held responsible for failing to perform their duties?

SA () A () UD () DA () SDA ()

7. Prefects are committed to their duties?

SA () A () UD () DA () SDA ()

8. Suggest some duties which the school administration can give to prefects.

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D. Level of preparedness of prefects to assume duties

1. Prefects are appointed and adequately inducted before assuming duty?

SA () A () UD () DA () SDA ()

2. Induction improves the performance of duty by prefects?

SA () A () UD () DA () SDA ()

3. Prefects have necessary knowledge and skills to perform their duties?

SA () A () UD () DA () SDA ()

4. Prefects should be given current skills so as to carry out their duties?

SA () A () UD () DA () SDA ()

5. Inadequate induction of prefects is responsible for their failure to perform their duties?

SA () A () UD () DA () SDA ()

6. The school administration ensures that prefects attend workshops before assuming duty?

SA () A () UD () DA () SDA ()

7. Prefects know their expectations in the performance of their duties?

SA () A () UD () DA () SDA ()

8. Prefects need to be appointed and adequately inducted before taking up their duties in (Tick one)

Form one () Form Two () Form Three () Form Four ()

9. What would be your rating of prefects' preparedness in the performance of duty in your school? (Tick one)

10% () 30% () 50% () 60% and above ()

10. Suggest how prefects can be prepared so as to perform their duties accordingly.

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E. Support that prefects receive from the school administration, teachers and students.

1. Teachers are always ready to assist prefects while performing their duties?

SA () A () UD () DA () SDA ()

2. Prefects enjoy full support of students in their performance of duty?

SA () A () UD () DA () SDA ()

3. The school administration is always supportive to prefects in the performance of duties?

SA () A () UD () DA () SDA ()

4. Students co-operate with prefects in the performance of duties?

SA () A () UD () DA () SDA ()

5. Prefects are given some privileges by the school administration as a way of motivating them?

SA () A () UD () DA () SDA ()

6. Other students show respect to the prefects?

SA () A () UD () DA () SDA ()

7. Where do you think prefects get the best support? (Tick one)

Head teacher () Deputy head teacher ()

Teachers () School workers ()

Fellow prefects () Students ()

All the above ()

8. Suggest how prefects can be supported in the performance of duty?

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F. Attitude of students towards prefects

1. Prefects are appreciated by students?

SA () A () UD () DA () SDA ()

2. Prefects have a lot of authority over students and are not trained to handle it?

SA () A () UD () DA () SDA ()

3. Prefects are spying for the school administration and teachers?

SA () A () UD () DA () SDA ()

4. Prefects discriminate against some students and favour others?

SA () A () UD () DA () SDA ()

5. Students are close to prefects and relate well with them?

SA () A () UD () DA () SDA ()

6. Prefects are given a lot of privileges by the school administration and which they abuse?

SA () A () UD () DA () SDA ()

7. Students do not consider prefects as their leaders?

SA () A () UD () DA () SDA ()

8. Prefects if given a chance most of them would resign?

SA () A () UD () DA () SDA ()

9. Suggest how students can improve their relationship with prefects in school.

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10. You have come to the end of the questionnaire and if you have anything else to add which is important you are free to do so.

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