

**A STUDY OF LEADERSHIP TRAINING NEEDS OF  
PREFECTS IN PUBLIC SECONDARY SCHOOLS IN  
MACHAKOS DISTRICT.**

**UNIVERSITY OF NAIROBI  
EAST AFRICANA COLLECTION**

**BY**

**JOYCE MUYIA KIKUVI**

**A RESEARCH PROJECT REPORT SUBMITTED IN  
PARTIAL FULFILMENT FOR THE DEGREE OF MASTER  
OF EDUCATION IN EDUCATIONAL ADMINISTRATION  
AND PLANNING**

**UNIVERSITY OF NAIROBI**

**2004**

University of NAIROBI Library



0501422 0

## DECLARATION

This research project is my original work and has not been submitted for any award in any other university.

UNIVERSITY OF NAIROBI  
EAST AFRICANA COLLECTION



Joyce Muyia Kikui

This research project has been submitted for examination with my approval as the university supervisor.



Dr. George N. Reche

Senior Lecturer:

Department of Educational Administration

And Planning

University of Nairobi.

## Acknowledgements

I wish to express my gratitude to my devoted supervisor Dr. George N. Reche for his expert guidance, patience, encouragement and co-operation at all stages of the study.

I express special thanks to the entire staff of the Department of Educational Administration and Planning of the University of Nairobi for their support and encouragement offered to me during the course of my study.

Immense gratitude goes to my dear husband Paul for his moral and financial support, and understanding in the course of the study.

I sincerely appreciate the staff of Matungulu Girls' School for their understanding and support when I had to be away to attend the course.

I wish to express my gratitude to Dorothy who typed the work. Special thanks to Messrs Omoke, Muunda and Magomere for their assistance with computer work.

My sincere gratitude is extended to my colleague Mr. J. Mua for his encouragement and great inspiration during this study.

Above all, to God be all the glory for all His benefits towards me.

## **Dedication**

This work is dedicated to my husband Paul and our children Timothy and Simon whose great support and encouragement boosted my morale throughout my study.

## ABSTRACT

In recent years public secondary schools in Kenya have witnessed increased cases of student indiscipline and lawlessness leading to burning of schools and in some cases loss of life. There is therefore an urgent need to address the role of school administration in preventing such occurrences. To this end the prefects play a central role in ensuring discipline is maintained.

The purpose of the study was to determine whether there was need to train prefects for leadership in secondary schools. The study sought to find out if the headprefects and deputy headteachers considered training of prefects important.

The available literature suggested that the prefects were not thoroughly trained and that there was no policy on prefects appointment, induction and training in secondary schools. However several writers highlighted the need for training prefects for leadership.

The deputy headteachers and the headprefects indicated the need to train prefects for effective performance of their duties. Most schools offered prefects training in the school and mostly covered administration and supervision of duties.

Data was gathered using two questionnaires. Part one of the questionnaire touched on personal data. Part two had open ended and closed questions. To establish whether the instrument would collect the relevant data, a pilot study was carried out. The results from the pilot study were used in making the modifications on the instruments. The population consisted of 140 deputy headteachers and 140 headprefects. Random sampling was used to select a sample of 28 deputy headteachers and 28 headprefects. The return rate was 100 percent.

Data analysis was done using the Statistical Package for Social Science (SPSS). Mainly descriptive and inferential analyses were done. The descriptive statistics such as frequencies and means were mainly used to summarise the data collected.

The research revealed that most deputy headteachers and headprefects were male. Majority of the deputy head teachers were at the prime of their career and were qualified to be in the position of deputy headteachers. Most of them had attended in-service course and had obtained a certificate of attendance. The deputy headteachers and the head prefects indicated the need to train prefects. They proposed that time management, decision making, mode of punishment, leadership skills and, guidance and counseling be considered as training areas.

The research recommended that a deliberate effort be put in place to train all the prefects and that a clear policy be formulated to guide in the prefects appointment, induction, orientation and training. Further, the research recommended that a committee be established in every school to check on the prefects needs. The prefects should also be motivated to encourage them to perform their duties effectively.

The research suggested a further study on motivation of prefects, which may help in building a strong team of leadership to assist in reducing unrest in secondary schools. A further study should be undertaken focusing on boys and girls secondary schools separately. This study may review what causes the boys and mixed schools to record more cases of unrest than the girls' only schools. There is need for an expensive study to draw a guiding framework to facilitate the desired balanced prefects in academics, administration and personality in view of the many challenges faced by prefects.

## TABLE OF CONTENTS

	PAGE
Title page	(i)
Declaration	(ii)
Acknowledgements	(iii)
Dedication	(iv)
Abstract	(v)
Table of Contents	(vii)
List of Figures	(viii)
List of Tables	(ix)
List of Abbreviations	(x)

## CHAPTER ONE INTRODUCTION

Background to the problem	1
Statement of the problem	2
Purpose of the Study	3
Objectives of the study	4
Research Questions	4
Significance of the study	4
Justification of the study	6
Limitations of the study	7
Delimitations of the study	7
Basic assumptions of the study	7
Definition of significant terms	8

Organisation of the study	9
---------------------------	---

## **CHAPTER TWO**

### **LITERATURE REVIEW**

Introduction	10
The concept of the term prefect	10
Studies on leadership	11
The Role of prefects in school leadership	13
The Appointment of prefects	15
Training of prefects for effective leadership	18
Benefits of Training	19
Training needs of prefects	19
Summary of literature review	23
Conceptual framework	24

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

Introduction	26
Research design	26
Target population	26
Sampling techniques	27
Sample and sampling procedure	27
Research instruments	28



Piloting – Testing of the Research Instruments	28
Validity of Instruments	29
Reliability of instruments	29
Data collection procedures	30
Data analysis procedures	30

## CHAPTER FOUR

### DATA ANALYSIS AND INTERPRETATION

Introduction	31
The Questionnaire Return Rate	31
The Demographic Characteristics of the Respondents	31
Data Analysis	36
How prefects are appointed in Secondary Schools.	36
The training needs of prefects in secondary schools.	37
Training of prefects for leadership.	38
The skills deputy headteachers have for training prefects.	40
The role of prefects in secondary school administration.	43
The main problems facing secondary school prefects.	44
The major recommendations to secondary schools managers about prefects' leadership training needs.	45
Summary	46

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

Summary of the study	48
Summary of the research findings	50
Conclusion of the study	52
Recommendations of the study	53
Suggestions for further research	56

<b>BIBLIOGRAPHY</b>	58
---------------------	----

<b>APPENDICES</b>	62
-------------------	----

Appendix A: Questionnaire for Deputy headteachers	62
---	----

Appendix B: Questionnaire for Headprefects	69
--	----

Appendix C: Research Authorization	74
------------------------------------	----

**LIST OF FIGURES**

Fig. 1: Conceptual framework	26
Fig. 2: Sex of Deputy Headteachers	63
Fig. 3: Age of Deputy Headteachers	63
Fig. 4: Work experience of deputy headteachers	64
Fig. 5: Professional qualifications of deputy headteachers	64
Fig. 6: Sex of headprefects	65

**UNIVERSITY OF NAIROBI  
EAST AFRICANA COLLECTION**

**LIST OF TABLES**

Table 1: Headprefects' Age	41
Table 2: How prefects are appointed	41
Table 3: Topics considered important for training	42
Table 4: Areas of improvement after training	43
Table 5: Who trains prefects	43
Table 6: Topics covered in the training	44
Table 7: List of the topics covered in in-service courses	45
Table 8: The role of prefects in school administration	46
Table 9: The kind of problems prefects encounter	46
Table 10: Causes of disturbances	47

## LIST OF ABBREVIATIONS

AIDS – Acquired Immune Deficiency Syndrome

B.A- Bachelor of Arts

B.Ed- Bachelor of Education

B.Sc- Bachelor of Science

D.E.O- District Education Officer

HIV – Human Immuno Deficiency Virus

K.E.S.I. - Kenya Education Staff Institute

M.O.E.S.T- Ministry of Education Science and Technology

NACADA – National Campaign Against Drug Abuse.

P.G.D.E- Post Graduate Diploma in Education

# CHAPTER ONE

## INTRODUCTION

### Background to the problem

For a school to perform well, there must be evidence of good leadership according to Kyungu, Director of Education (Kyungu, 1999). In educational institutions, leadership has been devolved to encompass class teachers, teachers on duty, non-teaching staff and above all, prefects. Schools are expected to be places where growth and development of the individual occurs. This makes schools the major agents entrusted with change. Change, according to Kyungu, (1999) is a dependent variable of the school's leadership.

Leadership means to control or direct functions of a given institution, organization or a group. According to Okumbe (1998), leadership is a process whereby one person influences others to do something of their own volition, neither because it is required nor because of the fear of the consequences of non-compliance. A leader is therefore a person who has the ability and personality to influence the action of others to ensure that his followers subscribe to the requirements of the institution, organization or group, (Okumbe, 1998)

Students can learn effective leadership qualities, just like adults. Experts on leadership like Otieno (2001) argue that the days are long gone, when people used to think that leaders were only born and not made, that only people with certain inborn or genetic traits could become effective leaders. Rather, many years of research on leadership have revealed that, given proper training in leadership principles, individuals can become effective leaders. According to Oduor<sup>0</sup>, Secondary schools are fertile grounds for identifying and nurturing leadership qualities (Oduor, East African standard, September 2<sup>nd</sup> 2004: 6)

According to Njogu (2004), all students are leaders in their own right and it is their responsibility to see to it that schools run smoothly. The spirit of service

inculcated in school can be extended to the public domain. But the apathy to public service in the country is shocking. This can be reversed if schools can mould leaders. If schools are democratized, the teaching of responsibility to self and others would boost leadership in schools and beyond (Njogu, East African Standard, September 2004: 7)

### **Statement of the problem.**

The increasing arson attacks in secondary schools and other forms of indiscipline and lawlessness have clearly demonstrated the urgent need to tighten the administration of these institutions. After the rounds of accusations and counter accusations between teachers and parents over who is to blame for the escalating violence in schools, it is time to get down to the real issues. (Nation Correspondent, Daily Nation 13<sup>th</sup> July 1999:6 col 1). Since the arson attack at Nyeri High School in which four prefects were killed, a number of reasons have been advanced to explain why a group of students would set their own colleagues ablaze. It has been argued for instance that headmasters have been relegating their administrative duties to prefects, and that the privileged status of prefects has earned them a lot of resentment attacks (Daily Nation, Op cit: 6)

According to Mумero (2004), a committee appointed by the government in 2001 to investigate causes of indiscipline found no criteria for selecting prefects. The report of the Task Force on Students Discipline and Unrest in Secondary Schools, says that the prefect system is rotten to the core (East African Standard 2<sup>nd</sup> September 2004: 13).

The M.O.E.S.T therefore recommends that appointment of prefects be done cautiously and the appointed prefects be supported and encouraged to maturely handle issues by themselves. It also recommends creating effective channel of communication where students' grievances and problems are passed to teachers and the administration.

The task force observed that more often than not students were not involved in the selection of prefects but are imposed on them by the school administration. Otieno (2001) says that when responsibilities are delegated to prefects without proper guidance and training, they get confused, stressed and more often than not, demoralized. Expecting student leaders to tame hostile adolescent boys and girls when they are going through the same internal turmoil is asking a bit too much from them. They should be given intense training in effective leadership, stress management and guidance on how to harmonize their roles as students as well as student leaders (Otieno Op cit: 9)

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. It is imperative that systems be set up to ensure that would be prefects are well prepared to take up their tasks. (East African Standard, Op cit: 7)

Despite the important place of prefects in schools administration, a survey of literature revealed that there was very little written on the vital topic of leadership by prefects (Otieno, 2001)

### **Purpose of the study**

The purpose of this study was to assess the training needs of prefects in secondary schools in Machakos District. For examination were three basic factors: -

- i) Whether the deputy headteachers have skills to train prefects.
- ii) Whether the prefects are trained for leadership.
- iii) What are the training needs of prefects.

The study identified the methodology used to train prefects, where they were trained and the extent to which there was continuous leadership development within the school environment and outside school.



### **Objectives of the study**

This study sought to fulfill the following seven specific objectives

- i) To find out how secondary school prefects are appointed.
- ii) To identify the training needs of prefects in secondary schools.
- iii) To find out whether the secondary school prefects are given leadership training.
- iv) To find out whether deputy headteachers had skills to train prefects.
- v) To examine the role of prefects in secondary school education management.
- vi) To investigate the main problems facing prefects leadership in secondary schools in Machakos District.
- vii) To explore the possible recommendations by school managers and student leaders about prefects training needs in secondary schools.

### **Research questions**

The study was guided by the following seven questions

- i) How are secondary school prefects appointed?
- ii) What are the training needs of prefects in secondary schools?
- iii) Are prefects given any training for leadership?
- iv) Do deputy headteachers have skills for training prefects?
- v) What is the role of prefects in secondary schools management?
- vi) What are the main problems facing prefects leadership in secondary schools?
- vii) What are the major recommendations to school managers about prefects training needs in secondary schools?

### **Significance of the study**

The study on prefects' leadership in secondary schools was deemed to be significant in the following ways: -

First, the findings would enable education policy makers to formulate policies on prefects' leadership in secondary schools. The awareness created in the education policy makers would serve as an important pointer towards enhancing the involvement of prefects in effective school management.

Secondly, the findings would sensitize the deputy headteachers on the importance of training as a part of preparing prefects to take up leadership roles in secondary schools. With such sensitization, the deputy headteachers would be able to guide and support prefects in order to provide friendly and efficient services to the entire students body.

Thirdly, findings would be useful to the teachers training institutions. It is from this pool of teachers that headteachers were drawn. This information may give a bearing on the teacher trainers on how to inculcate the need to train students for leadership roles.

In addition, The Kenya Education Staff Institute (K.E.S.I) that trains school managers may find the findings useful for their programmers for training newly appointed deputy headteachers.

Fourthly, from the findings, students would be trained and prepared for the future leadership of the country as professionals, politicians and religious leaders. This would help to reduce the poor leadership that is the current scenario.

Finally, that the findings would stimulate interest for further research in the area for educators with a view to improving the quality of educational management.

### **Justification of the study**

The choice of Machakos District for the study was because it is part of Eastern Province which has recorded a high number of secondary school strikes during 1992 – 2004. According to MOEST (2004) there were 38 major strikes in Machakos District, which resorted in burning of school property, lose of life and closure of schools before the stipulated date. Many other disturbances were recorded in the district. This was a report by the District Education Officer from Machakos District during a meeting with headteachers on 13<sup>th</sup> August 2004. The district has many public secondary schools, which is seen as an appropriate representative of the entire province.

In the arson attack in Kyanguli Secondary School in Machakos District in 2001, sixty-eight students were burnt beyond recognition and others suffered injuries due to inefficient communication between school administration and students (Republic of Kenya 2001) According to Mумero, (East African Standard September 2<sup>nd</sup>, 2004: 13), a good prefect system promotes dialogue in the school. When problems arise, they are able to inform the school what the trouble is. But if the system does not work well, students see prefects as enemies.

Some of the criteria used to choose prefects border on the bizarre in Machakos District according to Mwanzia (East African Standard 2<sup>nd</sup> September 2004: 6). Many administrators in girls schools take beauty, cleanliness and personal confidence into consideration when picking prefects. He notes that a school notorious for frequent strikes appoint indisciplined students as prefects allegedly to ‘tame them’. But these prefects only complicate matters for they collude with other students to bring drugs and alcohol to school, he concludes.

**Limitation of the study**

The responses given by the deputy headteachers and the headprefects may not be controlled. Some may be honest and others not. Therefore the result may be generalized to other districts and provinces with caution.

**Delimitations of the study**

The study was restricted to Machakos District in Eastern Province of Kenya. No school outside this district was studied.

The study was concerned mainly with secondary schools; primary schools and other institutions of learning in the district were not studied despite the fact that they too have student leaders. Only public secondary schools were covered by the study.

Secondly, the study was restricted to the study of training needs of prefects in secondary schools only.

Thirdly the study was only concentrated on prefects who were then enrolled in public secondary schools.

**Basic assumptions of the study**

The study had the following assumptions: -

- i) That all secondary school deputy headteachers had in place prefects systems in their secondary schools and were therefore in a position to adequately respond to the items in the questionnaire.
- ii) The study assumed that all responses received from deputy headteachers were a true reflection of their involvement in preparation of prefects for leadership.
- iii) That a favorable understanding of the importance of training prefects in secondary schools would enhance effective secondary school educational management.

- iv) Training of prefects on their task roles would help them play their roles better.

### **Definition of significant terms**

The following are some of the significant terms in the study: -

- 1) **Education management:** Refers to the direction, control and administration of all matters pertaining the education. It entails leadership to the implementation of education plans
- 2) **Leadership:** Refers to the process where by one person influences others to do something of their own volition neither because it is required nor because of the fear of the consequences of non-compliance.
- 3) **Prefect:** Refers to a student with leadership qualities whether selected by school authority or elected by students and given certain powers to control and guide other students.
- 4) **Secondary School:** Refers to the post-primary school; developed, equipped and provided for with staff from public funds or private sector.
- 5) **Training:** Refers to the process of providing persons with specific knowledge and skills in order to enable them to perform specific work tasks.
- 6) **Training Needs:** Refers to areas where the trainee requires specific knowledge and skills in order to enable him perform specific tasks.

### **Organisation of the study**

Chapter two consists of literature review. The literature review includes: the concept of a prefect, the role of prefects, the appointment and training of prefects and their training needs. It also includes studies conducted in the area of study.

Chapter three describes the research methodology that was used. The research methodology entails: research design, target population, sample and sampling procedure, research instruments, pre-testing of the research instruments, data collection procedures and data analysis techniques.

Chapter four consists of the data analysis and discussion of the findings.

Chapter five consists of summary of the findings, conclusions, recommendations and suggestions for further research.

## CHAPTER TWO

### LITERATURE REVIEW

#### Introduction

This section covers literature review for the study under the following sub headings: - Studies on leadership, the concept of a prefect, the role of a prefect, the appointment of prefects and training of prefects, summary of literature review and conceptual framework.

UNIVERSITY OF NAIROBI  
EAST AFRICANA COLLECTION

#### The concept of the term prefect

A prefect is a student with leadership qualities either selected by the school authority or elected by students and given certain powers to control and guide other students. Kyungu (1999) says the prerequisite of being a prefect is that he/she should have some leadership qualities to enable him or her to be in charge of a group and capable of showing the ways and means of reaching a particular destination or goal.

According to Openda, in *Prefects Guide Handbook for Sinyolo Girls Secondary School, Kisumu* (as quoted by Kyungu 1999) “many people tend to know many things about others, but they seem not to know or understand themselves. Surprisingly, the same people struggle to perform their duties satisfactorily and incredibly” This is the administrative dilemma prefects are in; for they do not know whether they are above or equal to teachers or to their fellow students. Secondly, they do not know whether they are above school rules or are governed by the same rules they are supposed to implement. For one, they are mere appointees of the school administration thus making them out-rightly unpopular with the students. In cases where they are elected, they tend to serve the electorate and not the school administration. In which case, appointed or elected prefects must have a sense of direction and checks and balances to enable them execute their duties effectively (Kyungu, 1999).

Musiime, according to Kyungu (1999:13) puts it as follows: It is unusually what you make it, your attitude determines a lot, if your attitude is positive, then you will have a fair term, you need to be optimistic. Prefects should be disciplined and observe school rules .. before I became a prefect I obeyed prefects because I respected them. I wanted to be like some of them ... a prefect is therefore a leader and an inspired leader. From the foregoing analysis, therefore, it is clear that as a leader, a prefect should have qualities such as respect, obedience, possess positive attitudes towards his her duty, be optimistic and inspired to lead, be visionary and responsible brave but not forceful. For the latter can lead to resistance and breeds enmity, have ability to make prudent judgment, know his or her limitations as a student, honest, and acceptable to members of the school community (Kyungu, 1999).

### **Studies on leadership**

Prior to the 20<sup>th</sup> century, it was believed that the ability to lead directed was identified with a personality or a trait. The leadership trait concept dated back to the divine right of kings and the selection of military and political leaders from among those who by birth and bloodline were “ordained by God” to rule. This is the great man theory where it was believed that leaders were born and not made (Bittel, 1978).

The need for manager came up with the upsurge of large organizations, beginning with the First World War. The need made organizations to begin to search actively for methods that would allow them to select individuals who were able to handle the responsibilities of management; if people could be classified on the basis of some personality attributes, which were related to the ability to manage (Bittel, 1978).

Lewin, K. R. Lippit and White R. K. (1939) conducted an experiment in an attempt to find out the relationship between types of leadership and the group behaviour. In the experiment, autocratic leadership seemed generally to produce a great deal of tension and frustration. The participants seemed to like



their activities but were not genuinely contented with the situation. On the other hand, more favourable comments were made about democratic leadership than about authoritarian and laissez-faire technique of leadership.

The scholars noted that the results supported the importance of leadership techniques and the idea that many people can become better leaders through training techniques. The scholars pointed out that the results indicated that democratic leadership techniques probably produce better results than autocratic techniques. Further, that the participation involved in democratic techniques may be motivated through ego – involvement in-group purpose.

Stogdill (1972) published a review of studies spanning forty three years of research including one hundred and twenty four empirical studies on leadership traits Shutz (1977) points out that Stogdill concluded that there was no evidence of a single trait or characteristic that identified a person as a leader. The scholar could also not find a pattern of personality or traits, which identified a leader in all situations. The scholar surveyed an additional one hundred and sixty three studies conducted since his earlier review. Stogdill again came to the conclusion that there was nothing inherent in an individual's personality that could make him / her a leader or a successful executive.

Further, Stogdill pointed out that a number of traits he considered were a leader being fair, loyal, thoughtful and judicious – which he pointed out were essential and admirable. Berg (1977) concurs that the problem with this approach to the theory of leadership is not with the list of admirable traits, which it produces, but rather with the fact that this list is of little value to the practitioner or that some highly effective leader have not necessarily been fair, honest, truthful and loyal.

Katz (1955) outlined a useful approach to the selection and development of administrators. He emphasized the importance of skills in this endeavour. Herein lies the critical importance of training. Skill transcends the trait theory. It is ability that can be developed among individuals. Further, the scholar added

that skills were vital for the leaders in directing the activities of other people and in undertaking the responsibility for achieving objectives through these efforts.

Kartz points out that there are three aspects to the understanding of skill. That there is technical skill, human skill and conceptual skill. In technical skill, the leader develops his analytical ability and facility in the use of techniques in understanding of and proficiency in a specific kind of activity. In human skill, the leader develops the ability to see the enterprise as a whole and the interdependence of functions. This leads to the success of any decisions for coordination purposes.

### **Role of prefects in school leadership**

Prefects play a very important role in the control of the students and management of schools. They carry out the implementation of instructions from the administration and teachers. In Most schools prefects play an important role in the organization and discipline of the school outside the classroom (Otieno, 2001). In good performing schools like Starehe Boys Centre, prefects are also efficient and effective so that the role of teachers is limited to teaching and carrying out other academic duties. They are managers who are adequately trained to carry out their duties and responsibilities (Otieno, 2000). Dr. Griffin, the Director of Starehe Boys Centre says, "At Starehe Boys Centre, most of the routine day to day organization and discipline of the school outside the classroom is done by prefects. They do it extremely well, leaving the teacher free to concentrate on academic duties" (Griffin, 1994)

According to Njogu (East African Standard September 2<sup>nd</sup> 2004: 5) Prefects provide the link between the administration and students. Among indisciplined students, prefects are "enemies" but to the disciplined and focused ones, they are people who sacrifice their time to serve others without expecting a reward. Wachira, (East African Standard September 2<sup>nd</sup> 2004: 5) says that in some

cases, instead of prefects helping to maintain discipline, they are usually used by the headteacher. "Prefects are used to spy on teachers". It was found out that they played the role of teachers and even gave examinations to fellow students!

According to Kareithi (2004) by 2001, at Karoti Girls' Secondary School in Kirinyaga District, the prefects were so powerful that they were referred to as "Directors". They punished errant girls and even set examinations for other students. The Principal, Mrs. Maina, discloses that previously, prefects were so powerful that they overshadowed teachers and could even report them to the principal; but the powers have since been trimmed and their role in education matters removed (East African Standard op cit: 7).

The prefects perform the following functions: Giving directions:

- a) First, prefects give directions to other students whom they lead. They set the pace of activities for other students everyday. They do so by setting objectives and proposing what should be done in order to attain the objectives.
- b) Secondly, getting things done: Prefects do not just give directions and propose what should be done, rather they also get other students (including themselves) to actually do what is required in order to attain the desired results. The effectiveness of prefects is measured by the realization of the objectives set.
- c) Thirdly, motivating and inspiring: Prefects continuously motivate and inspire students to ensure that good performance in all school activities is constant. Motivating and inspiring other students means getting them interested in doing whatever they are doing and doing it without having to be pushed or ordered.
- d) Fourth, developing other students and themselves: When leading other students, prefects ensure that their talents are developed and put to good use. This is done mainly through delegating some of their jobs to other students. At the same time they develop their own talents.

- e) Fifth, representation: Every prefect represents a group or groups of students at his or her area of responsibility. He / she is responsible for what happens in their area. If something goes wrong, the prefect should bear the responsibility or blame rather than excuse himself or herself and pass the blame to others.

### **Appointment of prefects**

Prefects are student leaders in the school. They work as a body system with some junior and senior prefects performing various duties. A headteacher should ensure there is a functional prefects system, which acts as a link between the school and administration and the students, (Otieno, 2001). Wachira notes that, there are no specific rules on how prefects should be appointed, (Wachira, East African Standard, September 2<sup>nd</sup>, 2004 : 5). In most cases, he says, the headteacher picks prefects. Students and teachers are mere spectators.

UNIVERSITY OF NAIROBI  
EAST AFRICANA COLLECTION

According to Otieno (2001), many schools still rely on the teaching staff to appoint prefects with little or no student participation. But to him, time has come for more democracy in line with the changes in our own country's political system. If 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.

Another alternative, recommends Otieno(2001), is to involve older prefects to recommend those they think can make good prefects. After the names are submitted, the teachers should deliberate in a full staff meeting. They should be thorough and make an attempt to be as objective as possible in their contributions. The team appointed should have the support of the majority, if not all the teachers.

The Ministry of Education task force investigating the causes of unrest in schools (Republic of Kenya, 2001), found no criteria for selecting prefects. The

task force observed that more often than not students were not involved in the selection of prefects but were imposed on them by the school administration. Where students are not involved in the selection of prefects, there is a possibility of appointing unpopular prefects thus rendering them ineffective in the long run. In a report on causes of indiscipline in secondary schools in Central Province (MOEST, 2001) has the prefects factors as recurring feature.

In Murang'a District, one of the causes of unrest was "ineffective prefects system".(MOEST 2001 : 43) In Nyandarua District "Poor prefects system – prefects are not well guided and supported by teachers, the excessive privileges of prefects, students were not involved in selection of prefects" were some of the complaints, (MOEST op cit :13). It was noted that the privileged position of prefects causes resentment making them target of attack during disturbances. It also isolates them from the mainstream student's body and are therefore unable to read the mood of the school.

The MOEST therefore recommends that appointment of prefects be done cautiously and the appointed prefects be supported and encouraged to maturely handle issues by themselves. It also recommends creating effective channel of communication where students' grievances and problems are passed to teachers and the administration (MOEST, op cit). According to Wachira (2004), in Zimbabwe, the Education Ministry has published guidelines on criteria to be used in appointing prefects. Schools are urged to involve students, but whereas headteachers have powers to veto the appointments, prefects should be academically above average since poor students cannot cope with extra responsibilities and need time to improve their grades.

At the Millennium Academy, Nairobi, the selection of prefects is a serious exercise. Those who wish to serve apply to a panel of four senior teachers, but only those in Form Six are eligible. Prefects have to be mature, the principal says, that is why they select from the senior class and only a few apply. Bright students argue that if they become prefects they would be distracted from studies, added the principal.

The panel forwards a list of nominees to the management, which selects the final team of 30. Before 600 parents, teachers and students, the 30 boys and girls swear in turns to serve the school as prefects and an Advocate of the High Court is present to witness the occasion. The prefects swear to carry out their duties without fear or favour, obey school rules and help fellow students. Failure to live up to the oath does not only lead to demotion, but could also earn one a negative recommendation from the school says Mr. Farez Kanji, the Principal (Otieno, East African Standard op cit: 6).

At Kisii High School, the council of prefects identifies names of the potential prefects but teachers vet them. At Maseno School, students give their views on who should be prefect. Interviews are done and those who qualify are trained. (Oduor, E.A. Standard, op cit: 6). At Karoti Secondary School in Kirinyaga, the students decide who their leaders will be. They vote for 67 prefects and teachers supervise the polls; reports Kareithi, (East African Standard, op cit: 7). After voting, he adds, the 47 teachers form an electoral commission that scrutinizes each vote.

Mrs. Maina the Principal says, "It is mandatory for a candidate to be well behaved and good academically. This is to avoid populist leadership." The teachers vet the winners and then forward the results to the principal, who announces the victors at the school assembly. After the elections, religious leaders are called to the school to take part in the prefects' inauguration, akin to the swearing in of the cabinet, the prefects take an oath of office.

Njogu (2004 ) suggests that it is also important to involve parents in appointing prefects or resolving any issues that arise. This is because parents interact with their children outside school, (East African Standard, op cit:5). At Starehe Boys Centre, according to Griffin (1994), the 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, says Dr. Griffin. He

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, He adds, Gikandi and Muniu, (E.A. Standard, September 2<sup>nd</sup>, 2004 : 5).

### **Training prefects for effective leadership**

On appointment, Otieno (2001) recommends that prefects should make an effort to acquire and develop skills, which are necessary if they are going to be efficient in carrying out their duties. Students can learn effective leadership qualities just like adults. At Starehe Boys Centre, Griffin (1994) says 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 into portions, makes a fair allocation of boys to each portion and names prefects to supervise them as no adult is involved at all and the system works perfectly term after term, year after year.” Otieno (2000) 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 studies. When responsibilities are delegated to them without proper guidance, they get confused, stressed, and more often than not, demoralized.

According to Buluku 2004 (East African Standard, op cit:6) 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 for training. Senior prefects

waiting to become captains are trained in April. The trainers are usually former captains.

### **Benefits of training**

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

According to Wachira (1999), the importance of training administrators cannot be over emphasized be it in industry, public service or in educational institutions as their (administrators) quality to a large extent determines an organizations failure or success. The Report of the Commission of Inquiry Public Service Structure and Remuneration Commission (The Ndegwa Commission (1970) concluded that training was a necessary component of any effort aimed at raising the efficiency and productivity of public service. The same can be said of secondary school prefects.

UNIVERSITY OF NAIROBI  
EAST AFRICANA COLLECTION

### **Training needs of prefects**

2

According to Otieno (2001), each prefect requires to develop skills in:

Planning, organising, directing, co-ordinating and controlling. In planning, the prefect looks into the future and identifies activities that are desirable to be met. It involves setting goals and objectives and determining the sequence in which the activities are to be carried out. In organising, the prefect assembles and arranges the resources required to accomplish a certain task. Regarding students, the prefects give them tasks that they are able to perform. The prefect guides the activities of students to ensure that they are in line with the objectives set. As a leader, the prefect should give specific instructions and examples of how actually to do the required activities. This actually entails supervising the students. In co-ordinating the prefect harmonises activities of various groups and ensures that the results achieved are complimentary to each



other. In controlling the prefect does regular periodic checks to measure how progress is going on. If things are found not to be going on well, corrective measures have to be prescribed right away.

While prefects struggle to learn the skills to do these tasks, they need training in the following areas: -

(i) Time management: 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 rules can be difficult without proper planning to strike a balance between duties and class work. Otieno (2001) says it is advisable for all prefects to ensure that things are running well in their specific areas of responsibility so that most of the time is devoted to academic work.

(ii) Communicating: According to Nzuve (1999) communication is the process by which information is intentionally or unintentionally passed across. Otieno (2001) says that communication from prefects to other students is intended to inform and persuade them in order to produce results. Everyday prefects pass across important information from the administration to the students through various forums 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 instruction. Otieno therefore recommends that before making important statements, prefects should organise information in a systematic way. They need to use proper language and speak fluently, simply and clearly.

(iii) Decision Making: - the prefects may make Decisions alone or by the prefects with some or all the students. According to Otieno, effective decision-making should be made wisely. While making decisions that affect other students, prefects should not be emotional or angry but rather be sober with an open mind.

(iv) Administering punishments: According to Otieno (2001), in their day-to-day duties, prefects come across errant students. They have limited powers to punish such students, this is meant to boost their authority over other students. Prefects should take appropriate collective action whenever they come across cases of indiscipline or unsuitable behaviour of students. They however need to know the principles of punishment: -

- a) Punishment should aim at helping the student to correct the fault concerned and not hurting the individual. Therefore, it should be made clear to the student why he or she is being punished.
- b) Punishment should be fair, in the sense that the punishment should be proportional to the gravity of the offence.
- c) Punishment should be imposed and done soon after the offence is committed so that the offender can relate the offence to the punishment.
- d) Punishment should be consistent. Difficult cases of indiscipline should be reported to the school administration to avoid ugly cases of confrontation between prefects and students.

(v) Dealing with conflict: According to Nzuve (1999), conflict is the struggle between incompatible or opposing needs, wishes, ideas, interests or people. Conflict may degenerate into a fight, a struggle or a shouting match. According to Otieno (2001), conflict arises on daily basis in schools and society at large. The conflict may be between two students or two groups of students. It may also be between a prefect and a student, a prefect and a prefect, a prefect and group of students or even among three or more groups of students.

Prefects need to know how to handle these conflicts, the method they use depending on various factors such as the seriousness of the conflict, how willing the groups involved are to talk too each other, the urgency of the situation and the level of leadership hierarchy to which the groups involved belong. These are some of the areas that prefects need to be trained in.

Besides training, prefects require motivation to perform effectively. As Otieno (2001) puts it, prefects assist the school administration and teachers to control students and run the school therefore, they require encouragement and motivation to boost their morale and put in their best. A motivated prefect's body has an attachment and goodwill to the institution. The opposite will mean that the standards will fall and when this happens indiscipline sets in.

According to Kyungu(1999), for a prefect to be acceptable, the school leadership must facilitate his/her leadership through training, provision of a prefect handbook, schools' commitment to students welfare and proper delegation. Once prefects are appointed by the school authority or elected by the students, they (prefects) should undergo an initial induction course to familiarize them with their roles and limitations. Such induction should familiarize them with government policies, especially in the Legal Notice 40 / 1972 of the Education Act on the regulations of schools discipline. Continuous training should be conducted as need arises (Kyungu, 1999).

Due to their crucial role, prefects need to be trained, adds Gikandi (East African Standard, 2<sup>nd</sup> September 2004:5). Gikandi asserts that In Kiambu District, the Secondary Schools Heads Association organizes seminars for them. Counsellors and psychologists take prefects to an exclusive venue where they are trained. Topics include qualities of good leadership, balancing between their studies and academic work and dealing with crisis, including strikes and boycotts. He reports that teachers also conduct internal training and counselling programs for their own prefects. Alternatively, two schools pool resources and combine their prefects for the same exercise. Gichuru High School and Senior Chief Koinange have done this, he reports.

According to Wachira (East African Standard Op.cit: 6), the Zimbabwe secondary school heads association has launched a programme for prefects. Forty prefects from various schools are accompanied by their teachers when they attend a three-week seminar in moral leadership during the holidays.

Otieno (2001) recommends that Headteachers and teachers organize in-house seminars for prefects to train them in leadership skills. Frequent meetings between prefects and the teachers help to assess the progress being made. Opportunities like these can be used to impart the necessary skills to enable prefects carry out their duties efficiently.

### **Summary of literature review**

The studies on leadership emphasize the need to train leaders and equip them with skills that enable them to be effective in leadership. Kartz (1995) adds that training skills transcends trait theory. The ability to lead can be developed among individuals.

Prefects play a very important role in the control of students and management of schools. According to Kyungu (1999), the prerequisite of being a prefect is that she or he should have some leadership qualities to enable him or her to be in charge of a group and capable of showing ways and means of reaching a particular destination or goals.

Therefore the identification of these qualities is important while choosing prefects. 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 headteachers. According to Wachira (East African Standard, September 2<sup>nd</sup>, 2004:5), the appointments of prefects is not guided because, there are no specific rules on how prefects should be appointed. The MOEST should give guidance on this issue for better management of discipline in secondary schools.

Training for prefects is very important. Otieno (2001) notes that prefects should acquire and develop skills, which are necessary for them to be efficient in carrying out their duties. Yet, according to Njogu (East African Standard, 2004: 7), it is unfortunate that many schools do not train prefects. It is

imperative that systems be set up to ensure that would be prefects are well prepared to take up their tasks; he recommends, This is an area that the trainers of headteachers should put emphasis on.

Lastly according to Otieno (2001), a survey of literature revealed that there was very little written work literature on the vital topic of leadership by prefects. Therefore there is a need for more research in the area for better management of education.

### **Conceptual framework**

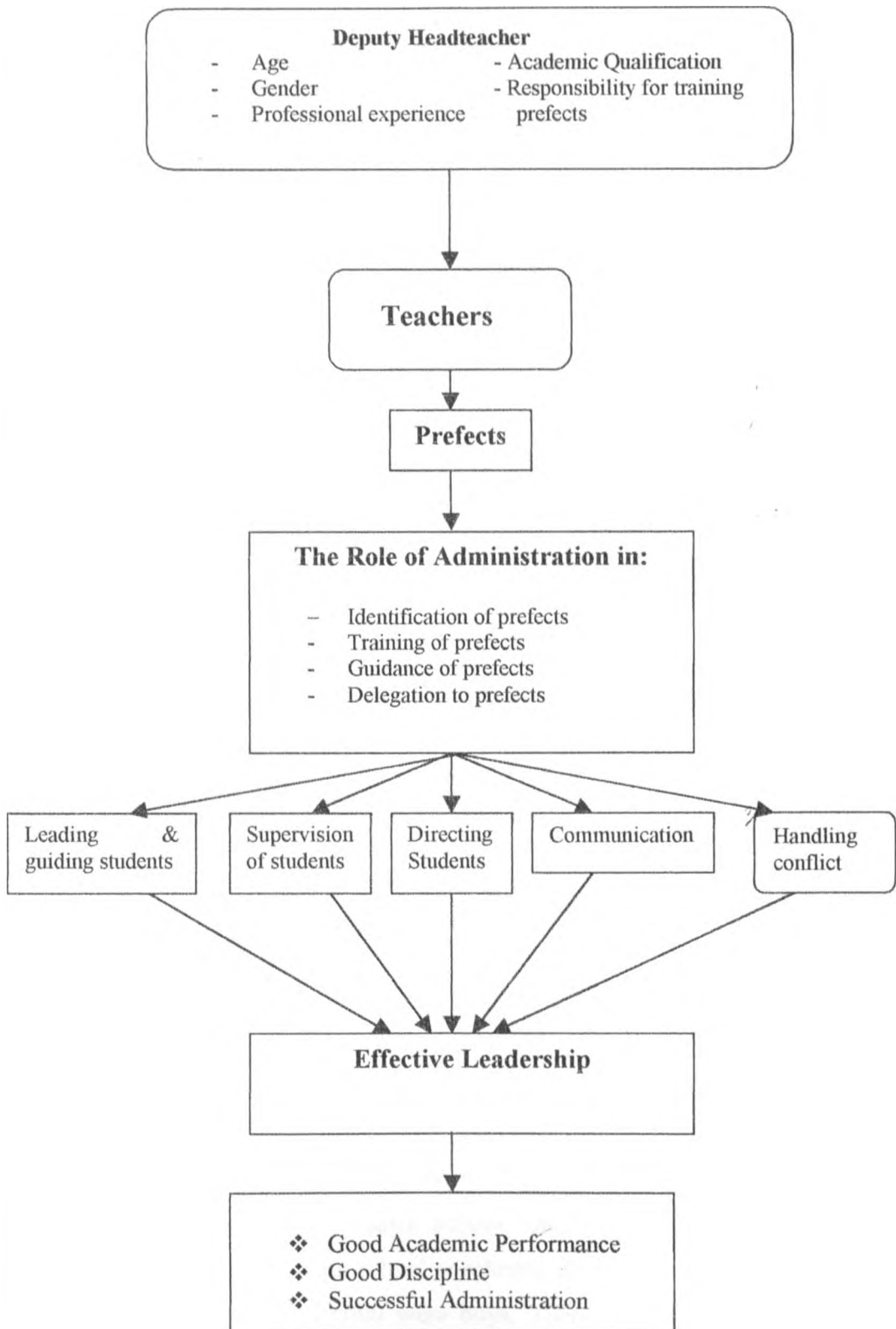
The conceptual framework (Figure 1) shows the variables like age, gender, professional experience, academic qualifications and exposure to student leadership in identifying and training prefects for better secondary schools management.

Secondly the conceptual framework demonstrates how the deputy headteacher can use prefects to enhance discipline in school. He or she can induct and guide prefects to serve the students body without overstepping their limitations and play their important role effectively.

Thirdly, the deputy headteacher, to avoid divisions among the students should do the induction and motivation of prefects cautiously. If these tasks are done unprofessionally, then the prefects system becomes ineffective and they do not handle their responsibilities well.

Lastly the establishment of an effective and efficient prefects system through training in a school means smooth maintenance of discipline among students, which is key to good performance in secondary schools.

**Figure 1: Conceptual framework for the study**



**Source: The Researcher**

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **Introduction**

This chapter discusses the research design, target population, sample and sampling procedure and research instrument pre-testing of research instrument and data analysis techniques are also discussed in the chapter.

#### **Research design**

This research was conducted as an ex-post facto study. This design, deals with research variables that have already occurred and thus cannot be deliberately arranged and manipulated through the intervention of the researcher, Borg and Gall (1989).

**UNIVERSITY OF NAIROBI  
EAST AFRICANA COLLECTION**

Ex-post facto study is aimed at the discovery of possible causes for the phenomenon being studied, by comparing subjects in whom a character is present with similar subjects in which it is absent or present at a lesser degree, Borg and Damien (1983).

#### **Target population**

The study was done only in public secondary schools. Only deputy head teachers and head prefects were targeted. Therefore the target population comprised of one hundred and forty (140) deputy headteachers and 140 headprefects.

There were 16 provincial girls schools, 9 provincial boys schools, 25 mixed provincial schools, 3 district girls' schools and no district boys' school and 87 mixed district schools with a total enrolment of 37,305 students out of which 18,305 were girls and 19,000 were boys. There were a total of 140 deputy headteacners.

### **Sampling techniques**

In order to obtain a sample for this study, a list of secondary schools in Machakos District was obtained from the District Education Officer. From the list of the names of schools were written on a small piece of paper. Then the researcher randomly picked the categories. Two methods of selecting the sample were used. The stratified random sampling and simple random sampling technique.

Stratified random sampling was preferred where the random sample turned out to be unrepresentative of the population or where there was no homogeneity of the characteristics. Every member of the population had a chance of being selected in relation to their proportion within the total population, Mugenda and Mugenda (1999). Sampling caters for various data of the population so that each is included in the sample, insufficient numbers and thus responses can be divided into statements on the basis of such variables as age, gender, level of education depending on the focus of the study. Basically stratification uses the researchers knowledge of the population in order to increase the representativeness of a sample. The data in this study was be along the lines of headteachers in provincial girls' schools, provincial boys schools, provincial mixed schools and district girls schools. A total number of a hundred and forty (140) deputy headteachers and headprefects were selected to participate in the main study.

### **Sample and sampling procedure**

According to Kerlinger (1986), sampling is taking any portion of target population or universe as a representation of that population or universe. The researcher selected the sample through random sampling. The sample included 20% of the total population of deputy headteachers and head prefects in the division. Ary, Jacobs and Raza (1972), observed that in descriptive research, ten to twenty percent (10 – 20%) of the total population is acceptable. This in turn means that out of the a hundred and forty (140) secondary schools 28



deputy headteachers and 28 head prefects were randomly sampled. This was 20% of the target population and thus an acceptable percentage of the sample according to Ary et al (1972). About 5 more cases will be covered to allow for non-respondents.

### **Research instruments**

The study used questionnaire as the instrument. In order to achieve the objectives of the study, questionnaires were used to collect data. There were two sets of questionnaires, one for the deputy headteachers and the other for the head prefects. Questions were developed from literature related to the prefects system in schools. The statements were simplified in order to make sure only one issue was involved and that ambiguity was avoided. The statements were presented in such a form as to permit a judgment value, so that they could form a scale of opinion, (Rano, 1973).

Appendix 1 had the questionnaire for deputy headteachers, which had two parts. Part one elicited background information of the respondents while part two elicited information on handling of prefects in the school.

Appendix 2 has questionnaires for head prefects, which had two parts: part one elicited background information of the respondent while part two elicited information of *selection and training of prefects*. The questionnaire had both open ended and closed ended questions. The closed ended questions were used because they deal with facts and are less time consuming, while open ended were used to give detailed information on the prefects training needs in secondary schools.

### **Piloting – testing of research instruments**

A pilot study was conducted to find the instrument validity and reliability and the procedures of administration. Mulusa (1988) recommends the use of 10 cases, which represents the target population in all major aspects to be used in

the pilot study. The questionnaires were administered to 5 deputy headteachers and 5 headprefects and were expected to be duly completed. This helped in finding out if there were any ambiguities in the questions asked so that the necessary corrections would be made before the final study.

### **Validity of instruments**

Validity of research instruments is the degree to which it measures what will be intended by the researcher (Borg and Gall, 1989). To enhance validity, a pilot study was carried out to help the researcher identify items in the research instruments that might be ambiguous in eliciting the relevant information. The instruments were then modified accordingly. Nachmias and Nachmias (1976), state that the validity of items in research instruments could be determined by expert judgment. In this case, the supervisor will examine the questionnaire and determined its content validity.

### **Reliability of instruments**

A reliability of a research instrument is its level of internal consistency or stability over time (Borg and Gall, 1989). Therefore, a reliable instrument is the one that consistently produces the expected results when used more than once to collect data from two samples randomly drawn from the population. To establish the reliability of the instrument, a pilot study was carried out to test both validity and reliability of the instrument in order to ensure clarity of language and interpretation. To test the reliability of the instrument, a test-re-test method was used. This involved going to the field and administering to the same group of subjects in order to assess the clarity of the instruments item whether they were correctly worded and hence free from misinterpretation when administered during the first study. This was done at an interval of two weeks. This helped to analyse whether the items were drawing any consistent responses.

### **Data collection procedure**

Data was collected in two stages; the pilot stage and the main study. The researcher visited the selected schools for the main study and appointments made for the administration of the questionnaires. After the questionnaires were given to the selected headteachers and head prefects, there was a period of one week given to the respondent to fill in the questionnaire and a date agreed upon for collecting the questionnaires.

### **Data analysis procedure**

For this study, descriptive statistics and inferential statistics were used. Analysis was done using frequencies and percentages. The responses in the questionnaires were tabulated, coded and processed by the computer. Descriptive statistics such percentages and frequencies were utilized to give a summary of the data and allowed one to make useful preliminary conclusions.

## **CHAPTER FOUR**

### **DATA ANALYSIS AND INTERPRETATION**

#### **Introduction**

This section outlines the questionnaire returns rate by the respondents and the demographic characteristics of the respondents. The chapter also addresses training needs of secondary school prefects as indicated by the respondents. Also analysed were problems facing students' leadership and suggestions that deputy headteachers and headprefects thought could make prefects more effective and efficient in secondary school management.

#### **The questionnaire return rate**

A total of 56 questionnaires were distributed to schools, 28 to deputy headteachers and 28 to headprefects. The overall return rate stood at 100%, which was an excellent return rate of the questionnaires.

#### **The demographic characteristics of the respondents**

The researcher was interested in finding out the sex, age, years of service and professional qualification of deputy headteachers and, age, sex and years of service of headprefects.

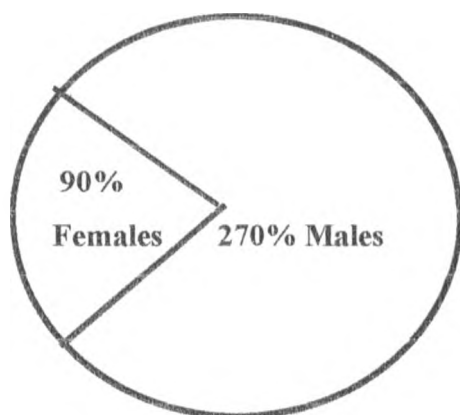
#### **Deputy headteachers sex classification**

A total number of 28 deputy headteachers were interviewed. Out of them 75 % were male headteachers while 25% were female. This means more male deputy headteachers participated in the study.

Figure 2 below shows the percentages.

Fig. 2: sex of deputy headteachers

Fig. 2: sex of deputy headteachers

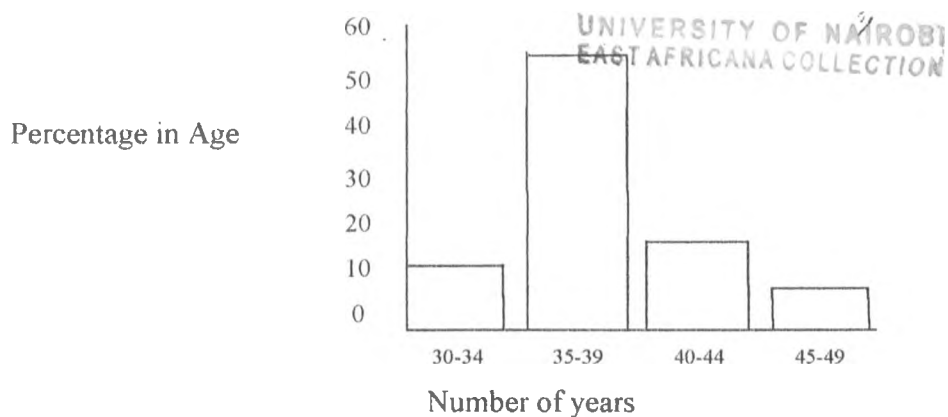


#### Deputy headteachers chorological age in years.

Deputy headteachers could be classified into four categories according to their age. The age cohorts included 30-34 years, 35-39 years, 40-44 years and 45-49 years. It was found out that deputy headteachers age bracelet was between 30-49 years with the majority ( 60.7 %) of them being in age bracket of 35-39 years.

The results are shown on figure 3 below.

Figure 3: Age of deputy headteachers.

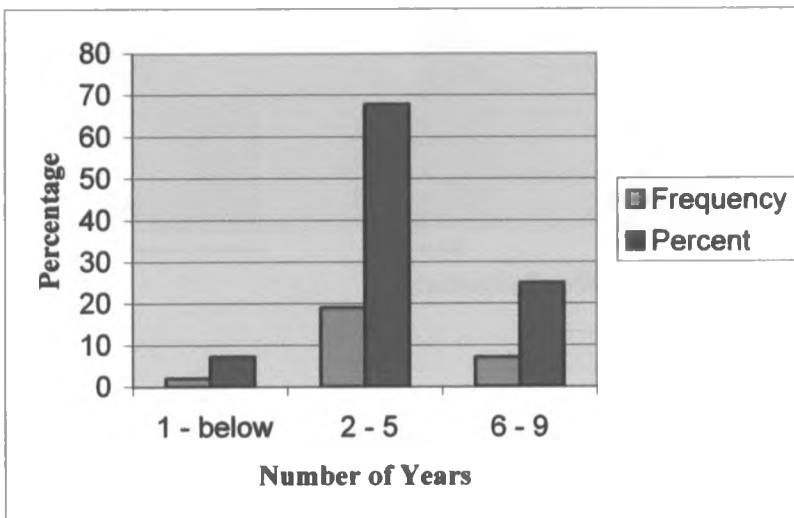


#### Years of service of deputy headteachers.

The data collected indicated that the deputy headteachers varied in their professional experience. This is summarized in fig. 4.

The data collected indicated that the deputy headteachers varied in their professional experience. This is summarized in fig. 4.

Figure 4: Years of service as deputy headteacher

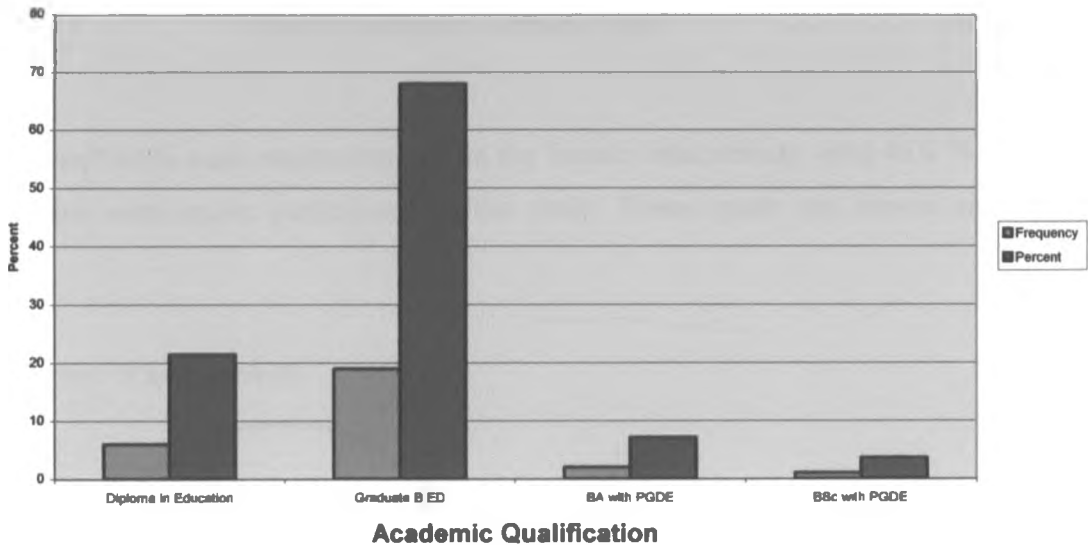


From the figure above, most deputy headteachers (67.8%) had experience of 2 – 5 years, 7.2% had served as deputy headteachers for a period of 1 year and below, while 25.0% had served as Deputy Headteachers between 6 – 9 years.

#### **Deputy headteachers professional qualification.**

Secondary school deputy headteachers in Machakos district could be classified in five categories according to their professional qualifications. The results are shown on figure 5.

Figure 5: Professional qualifications of deputy headteachers.



From the figure above, most deputy headteachers were B.Ed graduates (67.9%) and 21.4% had Diploma in Education. Therefore, majority had the basic requirements for administration of secondary schools that is B.Ed.

In addition, majority of deputy headteachers (66.7%) had attended in service course and out of the 21 deputy headteachers trained 86.4% were awarded a certificate of attendance after the in-service course.

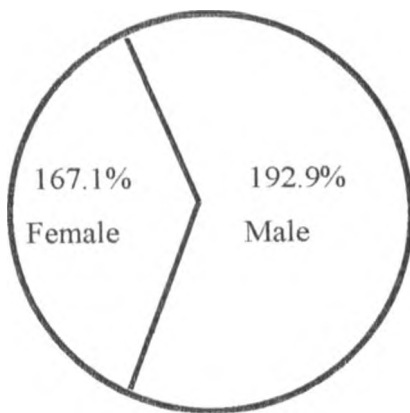
#### **Head prefects sex classification**

There were 53.6% male respondents while the female headprefects were 46.4 %. This means more males participated in the study. These results are shown on figure 6.

### Head prefects sex classification

There were 53.6% male respondents while the female headprefects were 46.4 %. This means more males participated in the study. These results are shown on figure 6.

Figure 6: sex of headprefects



### Headprefects chronological age in years.

Headprefects could be classified in the age bracket between 16-20 years, with the majority (75.8 %) being 17-19 years.

In addition, most of the respondents had been prefects in secondary school for between 1-4 years. This means that 17.9% of them had been appointed when they



were in form one. It was also found out that 82.1 % of the headprefects were prefects at one time in primary schools and only 17.9% became prefects when they were in secondary school.

### Data analysis

The data was analysed to answer research questions as follows:-

#### 1) How prefects are appointed in secondary schools.

The research intended to find out how prefects are appointed. The results are shown on Table 2.

Table 2: How prefects are appointed

Method	Pct. No. Responses	Pct. of cases
Appointed in staff meetings	25	48.1
Proposals by student body	14	26.9
By class teachers	8	15.4
Former prefects	5	9.6
TOTAL	52	100.00

According to deputy headteachers, the prefects were selected through various methods. In most cases ( 48.1%) the prefects were appointed in staff meetings and in 26.9% cases they were proposed by students body.

However, according to the head prefects, there were 58.5% cases where prefects were appointed by teachers and 7.3% cases where they were proposed by students. Other methods used to select prefects were interviews, voting, appointment by class teachers and proposal by former prefects.

It was further established that the qualities considered for choosing prefects were good academic performance (32%), good behaviour (31.7%) and leadership qualities (18.3%).

## 2) The training needs of prefects in secondary schools.

The questionnaire intended to identify the training needs of prefects in public secondary schools. Most of the deputy headteachers 92.9% indicated that there was need to train prefects so that they perform their duties effectively. They identified the topics they considered important for prefects to train in as shown on table 3.

Table 3: Topics considered important for prefects training

Topic	Count	Pct of responses
Relationship with teachers and students	19	25.7
Basic administration skills	12	16.2
Their roles and duties	12	16.2
Time management	10	13.5
Leadership skills	10	13.5
Guidance and counseling	9	12.2
HIV and Aids	1	1.4
Drug abuse	1	1.4
TOTAL	74	100.00

From table 3, majority of deputy headteachers (25.7%) considered it of great importance for prefects to be trained on how to relate with teachers and students while 16.2% of them considered training on basic administrative skills and also prefects roles and duties, 13.5% indicated time management and leadership skills training needs.

In addition, the deputy headteachers confirmed that prefects performance improves after training in areas indicated in table 4.

Table 4: Areas of improvement after training

Area	Count	Pct of responses
Output and co-ordination	8	33.3
Leadership techniques and teamwork	7	29.2
Loyalty and reliability	6	25.0
Confidence level	3	12.5
<b>TOTAL</b>	<b>24</b>	<b>100.00</b>

The results from the table show that the output of prefects is very high and generally they become more effective and efficient after training. These results corroborate with the recommendations by Otieno(2001:16). He recommends training of prefects in most of the topics indicated by the deputy headteachers.

In addition, the head prefects indicated that they needed more knowledge and skills.

### 3) Training of prefects for leadership

The researcher wanted to find out whether prefects in public secondary school in Machakos district are given training for leadership after appointment. Majority (64.3%) of the head prefects indicated that they were trained on becoming prefects while 35.7% were not.

However, it was noted that the deputy head teachers responses varied from those of head prefects in this case, where 82.2% of deputy head teachers indicated that their prefects were trained on appointment and only 17.9% were not.

#### The trainers of prefects.

The questionnaire intended to find out who trained prefects. The results are shown on table 5.

Table 5: Who trains prefects

Name	Count	Pct. Of responses
Deputy head teachers	16	29.6
Class teachers	15	27.8
Head teachers	13	24.1
Guidance and counseling department	6	11.1
Disciplinary committee	2	3.7
Invited guests	2	3.7
Total	54	100.00

According to deputy head teachers as shown on the table 5, it's mostly the deputy head teachers (29.6%) who train prefects. Others who train prefects are class teachers (27.8%) and head teachers (24.1%).

#### Topics covered in the training

The researcher sought to know the topics covered in the training of prefects. Table 6 shows the results.

Table 6: Topics covered in the training

Area	Count	Pct of responses
Leadership skills	15	33.3
Prefects role and behaviour	10	22.2
How to deal with students	7	15.6
Mode of punishments	7	15.6
Time management	2	4.4
Guidance and counseling	2	4.4
Public relations	1	2.2
Decision making	1	2.2
Total	45	100.00

From table 6, majority (15% of the prefects are trained in leadership skills.

The head prefects also confirmed that training was relevant to their responsibilities. Training helped them know their roles, the students better and make the right decisions.

When asked whether they needed more knowledge and guidance, 100% of the prefects responded in the affirmative. They needed more knowledge for them to be responsible leaders (31.8%), to be able to help students 31.8%, to handle the complex problems they encountered 18.2% and for outside interaction 18.2%.

#### **4) The skills deputy headteachers have for training prefects.**

The researcher wanted to establish whether deputy headteachers were adequately prepared to train prefects for leadership. It was also necessary to establish whether the deputy headteachers were in charge of prefects in their schools.

Majority of the deputy headteachers 64.3% indicated that they had attended in-service courses and covered other units not covered in training college.

The topics covered in their in-service courses are listed on table 7.

Table 7: List of the topics covered during in-service course

Name	Count	Pct of responses
Guidance and counseling	8	10.1
School discipline	7	8.9
Role of prefects administration	7	8.9
Financial management	6	7.6
HIV and Aids	6	7.6
Curriculum implementation	5	6.3
Drugs and Drug abuse	4	5.1
Effective communication	4	5.1
Special education needs	4	5.1
Conflict management in school	3	3.8
Legal provision	3	3.8
Time management	2	2.5
Stress and stress management	2	2.5
Departmental organization	2	2.5
Motivation to work	2	2.5
Student teacher relationship	1	1.3
Academic performance	1	1.3
Human and public relations	1	1.3
First aid and fire accidents	1	1.3
Leadership qualities of students	1	1.3
Personnel management	1	1.3
Procurement procedures	1	1.3
Report and project writing	1	1.3
Institutional management	1	1.3
Trade disputes acts cap 234(GOK)	1	1.3
<b>Total responses</b>	<b>79</b>	<b>100.0</b>

Table 7 shows that many important topics were covered during in-service training of deputy head teachers giving them relevant skills to train prefects for leadership.

### Organizers of the sessions

The research intended to find out the agencies that organized the in-service courses for deputy headteachers. The results are shown on table 8.

Table 8: The agency that organized the sessions

Name	Count	Pct of responses
Kenya Education Staff Institute	10	41.6
Ministry of Education	3	12.5
The British council	2	8.3
Cobades	2	8.3
Nacada	1	4.2
Kenya Secondary Schools Head Association	1	4.2
Kenya Institute of Administration	1	4.2
CREP Pastoral G/C Project	1	4.2
D.E.O's Office	1	4.2
Episcopal Conference Machakos	1	4.2
Kenyatta University	1	4.2
<b>Total</b>	<b>24</b>	<b>100.0</b>

The foregoing results in table 8 show that out of 24 deputy headteachers who responded, majority (41.6%) had attended sessions organized by KESI, 12.5% attended MOEST sessions while 45.9% attended sessions organized by other bodies.

### Attendance of prefects meeting

Prefects meetings are good for prefects to discuss problems facing them and issues concerning discipline of students. The meetings can also be used by deputy head teachers to guide and equip prefects with leadership skills. The researcher therefore wanted to find out how often prefects meetings were held and how often deputy headteachers attended the meetings.

The results showed that majority 35.7% of the prefects held meetings monthly and 60.7% of the deputy head teachers attended the meetings frequently.

### 5) The role of prefects in secondary schools administration

The importance of prefects in secondary school education administration cannot be over emphasized. The study sought the opinion of the deputy headteachers on the role of prefects in secondary school administration. Their responses are shown on Table 9.

Table 9. The role of prefects in school administration

Role	Count	Pct of responses
Simple running of the school	24	35.8
Leading other students	21	31.3
Link between students and teachers	18	26.9
Being role models	3	4.5
Managing time	1	1.5
Total	67	100.00

From the table 9 the results indicated that the main role of prefects was running the school by leading other students and being a link between students and teachers.

In addition, the prefects correct errant students by giving them punishments such as cleaning the school compound.



### 6) The main problems facing prefects

The research intended to find out the problems facing prefects leadership in public secondary schools.

It was established that 92.9% of the prefects encountered problems. According to headprefects, the greatest problems they faced emanated from fellow students such as opposition and insults from students, lateness, indiscipline in class, failure to perform their duties and drug abuse.

According to the deputy headteachers, the prefects faced problems listed on Table 10.

Table 10: The kind of problems prefects encounter

Problem	Count	Pct of responses
Harassment/opposition from students	25	44.6
Conflict of interest	9	33.3
Inadequate time for study	7	25.9
Inadequate communication skills	5	8.9
Compromise with friends	4	7.1
Inability to supervise	3	5.4
Lack of support from teachers	3	5.4
	56	100.00

From the results on Table 10, it was evident that prefects faced great challenges in their duties. They required knowledge and skills to cope with the challenges. Unless they are supported and guided, prefects could get frustrated and totally demoralized.

On the other hand, the prefects themselves posed problems to the school administration. These problems were: indiscipline, seeking favours or special treatment, siding with wrong doers and overstretching their powers.

Due to the problems posed or encountered by prefects, 39.3% of the secondary schools experienced students disturbance in the past 3 years. The causes of these unrests as cited by the head prefects are shown on Table 11: -

Table 11: Causes of disturbances

Causes of disturbance	Frequency
Peer influence	19.0
Students to carry food to school	19.0
Drug abuse	14.5
Need for better physical facilities	9.5
Students wanted new principal	9.5
Students wanted school bus	9.5
Students wanted mid term	4.8
Devil worship	4.8
Unfulfilled promises	4.8
Curiosity to experiment	4.8
Total	100.00

Most of these causes could have been resolved if there was proper communication between students and the school administration.

#### **7) Main recommendations by deputy headteachers and headprefects about prefects leadership training needs**

To have smooth running of secondary schools, prefects need to discharge their duties efficiently and effectively. In secondary schools, prefects form the link between the students and teachers and play a major role in maintenance of students discipline.

The following were the main recommendations made by both the deputy headteachers and headprefects.

- 1) Prefects should be given relevant training to face the challenges in their role and responsibility.
- 2) There should be dialogue between prefects and students before decisions are made.
- 3) Prefects should be given much exposure by interacting with relevant trainers outside the school.
- 4) Prefects should learn to be good models to other students in general and should particularly be exemplary in honesty, punctuality, academic performance and cleanliness.
- 5) Prefects should be given rewards for good work done and considered for privileges where necessary.
- 6) Prefects should get full support from teachers and school administration.

### SUMMARY

This chapter has analysed and interpreted data regarding leadership training needs of prefects in public secondary schools.

The appointment of prefects was mostly (58.5%) done by teachers, thus students participated less in this important exercise.

There were many training needs of prefects. The majority of deputy headteachers 92.9% recommended the training of prefects in various topics for prefects to perform their duties effectively. It was found out that majority of headprefects (64.3%) were trained after appointment. It was also found out that prefects are trained in school mostly by deputy headteachers and teachers. It was found out that all (100%) of the prefects need more knowledge and skills to perform their duties. It was established that most deputy headteachers were well skilled to train

prefects. It was also confirmed that prefects play a very crucial role in the running of schools.

The prefects face very many problems in the course of their duties; mostly from their fellow students. Several recommendations were made by both deputy headteachers and headprefects regarding prefects training needs and how to improve their performance in secondary schools administration.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

In this chapter, a summary of the entire study is given, the main findings of the study are summarized and salient conclusions drawn. Recommendations and areas of further research are also pinpointed.

#### Summary of the study

The current research set out to study the leadership training needs of prefects in public secondary schools in Machakos District. Leadership training needs are understood to encompass the training of prefects for effective leadership and benefits of training. Prefects are required in the day-to-day running of the school and their skills like planning, organising, directing, co-ordinating and controlling should be imparted. It is noted that inspite of their role in school leadership, prefects have not been deliberately singled out for training. The purpose of this study was therefore to study the leadership training needs of prefects and how the deputy headteachers coped with their role in prefect management.

UNIVERSITY OF NAIROBI  
EAST AFRICAN COLLECTION

The study sought to identify the training needs of prefects in secondary schools, and purposed to find out if there was need to train prefects. Further the research endeavoured to find out whether the secondary school prefects were given leadership training to carry out their tasks. The research intended to establish

whether prefects were trained in the school or outside the school and also, who trained them.

The study also intended to find out whether deputy headteachers had skills to train prefects. The research sought to establish the role of the deputy headteachers in the induction, orientation and general performance of the prefects. The study wanted to establish the performance of prefects after training and how often the prefects met.

The study sought to establish the main problems facing prefects in leadership. The study also sought to establish whether an education policy on prefects system was considered important and the areas it would cover. The study wanted to find our recommendations that would make the prefects more effective in their role in secondary school administration.

The study was conducted in Machakos District. The selection of Machakos District as a site for the study was based on the fact that it had a spate of indiscipline in the schools where property was destroyed and life lost. The causes of indiscipline were alleged to emanate from drug abuse, peer influence and lack of communication between school administration and students.

In terms of the methodology, ex-post facto study was conducted. This was because the variables, which were studied, could not be manipulated. The target population consisted of 140 deputy headteachers and 140 headprefects in Machakos Public Secondary Schools. The respondents for the study were 28 deputy headteachers and 28 headprefects in the main study. Random sampling was used in the selection.

In order to collect data two questionnaires were developed, one for deputy headteachers and the other for the headprefects.

The data was analysed in frequencies and percentages. The results were discussed and a summary of the findings made.

### **Summary of the Research Findings**

Most Secondary Schools deputy headteachers and headprefects were male. Male deputy headteachers were 75% while the female were 25%. The male headprefects were 53.6% and the female were 46.4%.

Findings on deputy headteachers chronological age in years showed that most of them were between 35 – 39 years, that was 60.7% the majority of the headprefects (67.9%) were aged 17 years and 18 years.

Most deputy headteachers had experience of 2 – 5 years that was 67.8%. Majority of the prefects (85.7 %) were in form four and 82.1% had been prefects in primary school.

Most deputy headteachers were graduate B Ed. that was 67.9% and 21.4% had Diploma in Education. With the current trends in school management, diploma teachers need to spare time for studies on administration.

Majority of deputy headteachers (66.7) had attended in-service course while (64.3%) of the headprefects indicated that they had been given training when they became prefects. Out of the 21 deputy headteachers trained, 86.4% were awarded a certificate of competence after attending the in-service course.

Majority of the deputy headteachers (92.9%) indicated that they were incharge of the prefects in the school and 82.1% of the deputy headteachers indicated that prefects in their schools were trained after appointment. In addition 64.3 % of the prefects showed that they were trained in the school. Majority of the deputy headteachers (96%) indicated that prefects performance improved after training.

Most headprefects 89.3% punished students and 100% of headprefects indicated that they held prefects meetings with 88.9% holding them weekly, fortnightly or monthly and only 10.7% hold them termly.

Most headprefects (92.9%) encountered problems in their duties with 92.9% of their problems posed by the students. Further, 42.9% indicated that they had experienced student disturbance in the past three years.



## Conclusions

Conclusions of the study were as follows:-

1. From the data collected on demographic information, it is evident that male deputy headteachers and male headprefects dominate the leadership of public secondary schools. The fact that there are more boys' schools and mixed schools give the former a upper hand. Most deputy headteachers were in the prime of their profession but a good number had low experience and called for further exposure in professional studies. At the same time 10.7% of headprefects who were newly appointed required training.
2. A good number of deputy headteachers attended in-service, it is important that KESI provides more courses basing on the prefects training since most deputy headteachers were in charge of the prefects in most secondary schools.
3. In most schools the prefects were appointed by the teachers. Most prefects were 18 years old and below and were mostly in Form Four. Majority had been prefects in primary school.
4. Majority of deputy headteachers and headprefects interviewed indicted the need to train prefects and confirmed that trained prefects performed better. The preferred areas to be covered by training were administration,

time management, communication, HIV AIDS, drug abuse, guidance and counselling, prefect roles, public relations and problems solving.

5. Most deputy headteachers and headprefects showed that most of the training took place in the school by headteachers, deputy headteachers, teachers, class teachers and administration committee.
6. Headprefects and other prefects encountered problems like harassment and opposition from students, inadequate time for study, conflict of interest, inadequate communication skills, inability to supervise duties, lack of support from teachers and compromise with friends. Prefects being students will need help from the teachers to tackle their challenges at the same time study.
7. From the findings most headprefects need of be role models to the other students. They also called for outside interactions in seminars and support from the teachers. Also the administration should motivate the prefects and provide proper training to them.

### **Recommendations of the Study.**

In the view of the foregoing discussion, the following recommendations are made.

1. Deliberate attempt should be made towards the establishment of a training session in KESI targeting deputy headteachers on the management of the prefects body. They should be constantly appraised on selection,

induction, orientation and training of the prefects body. A certificate of competence where examinations are given should be a prerequisite for appointment to position of the deputy headteacher.

2. All prefects should be well trained on management of their colleagues in school. Such training should be based on the day-to-day running of a school. Their duties and responsibilities should be well defined to avoid overlapping and conflicts. Conflict management skills, communication skills and public relations should be given priority.
3. The government should come up with a clear policy on prefects appointment or election, training and punishment. Without a clear policy, the prefects are likely to be victims of circumstances and many may be unable to provide the most required link between the students and the teachers. A policy on prefects will serve as a guideline on their roles in the school and that will go along way to arrest the problem of unrest in secondary schools.
4. It is recommended that prefects be elected by the students and confirmed by the teachers. This will help to create democratic principals and students will relate with the prefects as their leaders rather than their enemies. Such approach will reduce cases where prefects have been attacked and injured or killed by their fellow students.
5. Prefects should be given the opportunity to learn what happens in other schools. This can be done in form of exchange programme that will aim at

increasing their awareness and develop or nurture their leadership skills. The school administration should take prefects as students in need of skills in leadership before assigning them demanding responsibilities.

6. Prefects should be well motivated to acknowledge their status like in use of badges, special uniform, cup of tea during meetings, parties and trips. Further prefects should be recognised because of their good work during assemblies and given a token of appreciation during the parents' days to make them feel that their efforts are appreciated. Prefects should be reprimanded and/or punished in private where the other students do not see them to avoid mockery from the other students.
7. It is recommended that prefects be given a conducive environment to be role models to the students. They could still be used in peer counselling especially on drug abuse and HIV/AIDS education. The role of the prefects should be made to be appreciated by both students and the teachers.
8. It is recommended that prefects be helped by the deputy headteachers and other teachers to achieve high standards of education and excel in co-curricular activities. In doing so they will be role models and will help improve their performance and lead by actions. It should be installed in them that their life in school and outside should be exemplary.
9. It is recommended that a committee comprising the deputy headteacher and few other teachers depending on the school size be formed to train and

encourage the prefects. Mainly being a school prefect should be seen as start of leadership for future. Consequently, punctuality, neatness, exemplary life, conflict management and administrative skills should be imparted and nurtured in the prefects.

### **Suggestions for Further Research.**

The following are suggestions for further research arising from the findings and conclusions of the study that need to be looked into.

1. The issue of prefect training in secondary school management is a national matter in Kenya. The fact that unrest and destruction of school property is rampant is causing great concern. A further study on motivation of prefects will help in building a strong team of leadership to assist in taming this situation which is now of a great concern.
2. Girls schools tend to record fewer unrests compared to boys schools and mixed schools. A specific study should be undertaken focusing on boys and girls secondary schools separately. Such a study will reveal causes of differences in school unrest. In addition, such a study will help to reveal strategies that are best suited to deal with boys or girls schools.
3. There is need for an extensive study to draw a guiding framework to facilitate the desired balanced prefect in academics, administration and personality, in view of the many challenges faced by the prefects.

4. This study needs to be replicated with the sample drawn from urban set up to compare the results.

## BIBLIOGRAPHY

- Ary, D. Jacobs L.Raza Vieh A., (1932). *Introduction to Research in Education*  
New York: Holt Rheinehart and Winston
- Berg, K.A. (1977). *"Educational Leadership"* The clearing house:  
Vol 50 No 5 Jan. 1997, 212-214
- Bittel. L. R (ed) (1978). *"Leadership" Encyclopaedia of Professional  
Management* New York: McGraw-Hill, 610-624
- Borg, W. and Gall, M. (1989). *Educational Research*. New York: Longman
- Buluku A. (2004). *Secret "cabinet" Meetings For Senior Captains:*  
East African Standard, 2<sup>nd</sup> September 2004
- Cole G.A (1977). *Personnel Management*. London: Ashford Colour Press.
- Crano, W. and Brewe, M. (1973). *Principles of Research in Social  
Psychology*. New York: MC Graw Hill
- Gikandi B. and Muniu, M. (2004). *Prefects Link Teachers Aid Students:*  
Special Report: Student Leadership: East African Standard  
2<sup>nd</sup> September 2004
- Griffin, G. (1994). *School Mastery: Straight Talk About Boarding School  
Management in Kenya*. Nairobi. Lectem Publications Limited.
- Hannagan, T (1995). *Management: Concepts and Practice*. London: Penguin

Kareithi, A. Khadija (2004). Secret 'Cabinet' Meetings for Senior Captains.  
East African Standard, 2<sup>nd</sup> September 2004.

Katz, R. L. (1955). "Skills of an Effective Administrator"  
Harvard Business Review Jan – Feb, 33-42.

Kyungu, S.P.M. (1999). Leadership and Discipline: A Paper Presented During  
the National Conference on student Leadership, Delinquency, Guidance  
and Pastoral Care in Schools. Kenyatta University on August 16, 1999.

Lewin, K., R. Lippitt and White R. K. (1939) "Patterns of Aggressive  
Behavior in Experimentally Created Social Climates" Journal of Social  
Psychology Vol. No. 2 May, 271-299.

Maxwell, J. C. (1993). Developing the Leader Around You.  
Nashville. Thomas Nelson Publishers

Ministry of Education, (2001). Report on Cases, Effects and Remedies of  
Indiscipline in Secondary Schools in Central Province, MOEST, 2001

Mugenda, O.M. and Mugenda, A.G. (1999). Research Methods, Nairobi; Acts Press

Mulusa, T. (1990). Evaluation Research for Beginners: A Practical Study  
Guide, Bonn: Federal Education Science Documentation Center.

Mumero, M (2004). Consistency is key in stopping school violence:  
Special Report. East African Standard



Mwanzia, M (2004). Headgirl's position is for strikingly beautiful.

East African Standard, 2<sup>nd</sup> September 2004

Nachimias D and Nachimias C, (1976). Research Methods in Social Sciences,

NewYork:, Str. Martin Press.

Nation Correspondent (1999). PC Act on indiscipline in schools, Daily Nation July

13<sup>th</sup> 1999.

Njogu K. (2004). Potential Leadership Training Grounds Special Report:

Student Leadership: East African Standard, 2<sup>nd</sup> September 2004

Nzuve S.N.M (1999). Elements of Organizational Behaviour, Nairobi:

Nairobi University Press

Oduor, A and Khadija, Y (2004). Nyachae, Makwere and Kimunya were prefect:

East African Standard, 2<sup>nd</sup> September 2004 : 6.

Okumbe J.A (1998). Educational Management: Theory and Practice

Nairobi: Nairobi University Press.

Okumbe J.A (2001). Human Resource Management: An education perspective.

Nairobi: Educational Development and Research Bureau

Otieno, J. (2001). How to Establish an Effective Prefects System in Your

School. Kapsabet (Kenya): Kenya Educational and  
Technical Publishing Services.

Otieno, J. and Ambwere, H. (2000). *The Role of School Prefects.*

Kapsabet (Kenya): Kenya Educational and Technical  
Publishing Services.

Otieno, O (2004). *Prefects take Oath of Office: Special Report:*

*Student Leadership*, East African Standard 2<sup>nd</sup> September 2004.

Okumbe J.A (2001). *Human Resource Management* Nairobi; Nairobi University  
Press.

Republic of Kenya (2001). *Report of the Task Force on Students Discipline*

*and Unrest.(The Wangai Report)*, Nairobi; Jomo Kenyatta Foundation

Republic of Kenya (1970 – 1971). *Report on the Commission of Inquiry;*

*Public Service Structure and Remuneration Commission.*

(The Ndegwa Commission). Nairobi. Government Printer.

Stogdill, R.M, Day. D R (1972) “*Leader behaviour of male and female*

*supervisors; A comparative study*” *Personnel Psychology*

Vol. 25: 353-360.

**APPENDICES****APPENDIX A****QUESTIONNAIRE FOR DEPUTY HEADTEACHERS**

Dear Sir / Madam,

This study seeks to establish the training needs of prefects in secondary schools in Machakos District, and to give an insight into students' leadership in school management. The information given will be used for the purpose of this study. Please respond to all questions as honestly as possible. The information you provide will be treated with CONFIDENTIALITY. Your cooperation will be highly appreciated.

**SECTION A**

**Tick (√) in the appropriate box**

1 What is your sex?

Male

Female

<input type="checkbox"/>
<input type="checkbox"/>

UNIVERSITY OF NAIROBI  
EAST AFRICANA COLLECTION

2 Please indicate your age in years in the box provided below

30 – 34	<input type="checkbox"/>
35 – 39	<input type="checkbox"/>
40 – 44	<input type="checkbox"/>
45 – 49	<input type="checkbox"/>
50 – 55	<input type="checkbox"/>

3 Indicate below your service as deputy headteacher.

Below 1 year	<input type="checkbox"/>
1 – 2 years	<input type="checkbox"/>
3 – 5 years	<input type="checkbox"/>
6 – 9 years	<input type="checkbox"/>
10 years and above	<input type="checkbox"/>

4. What is your professional qualification? Select the appropriate one(s) below: -

SI	<input type="checkbox"/>
Diploma in Education	<input type="checkbox"/>
Graduate B. Ed	<input type="checkbox"/>
BA with PGDE	<input type="checkbox"/>

BSc with PGDE

M.Ed.


Any other please specify

---



---

5 a) Have you ever attended any in - service course?

Yes

NO


b) If yes, list some topics that were covered: -

I.	_____
LI	_____
LII	_____
I.V	_____
V	_____
V	_____
VI	_____

c) Which agency organized session (s) listed in 5 (b)?

I.	_____
II.	_____
III.	_____
IV.	_____
V.	_____

d) Were you awarded any certificate of competence after attending the listed in-service courses?

Yes

No


## SECTION B

1. a) Are you in charge of prefects in your school?

Yes

No


b) If no, who is in charge? \_\_\_\_\_

2 a) State how you choose your prefects

---



---



---

b) State the qualities you consider when choosing prefects?

- I. \_\_\_\_\_
- II. \_\_\_\_\_
- III. \_\_\_\_\_
- IV. \_\_\_\_\_

c) Do you see the need of training prefects?

Yes

No


d) If yes list areas below that you consider important for prefects to be trained in.

- (I) \_\_\_\_\_
- (II) \_\_\_\_\_

- (III) \_\_\_\_\_
- (IV) \_\_\_\_\_
- (V) \_\_\_\_\_
- (VI) \_\_\_\_\_

3 Are prefects in your school trained after appointment?

- Yes
- No

b) If yes above, what kind of training do you give them?

- (I) In the school
- (II) Outside the school

c) Who trains them?

- (I) \_\_\_\_\_
- (II) \_\_\_\_\_
- (III) \_\_\_\_\_

4 a) In your opinion does the performance of prefects improve after training?

- Yes
- No

b) If yes, explain how \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

5a) How often do you attend prefects meetings to discuss issues concerning them?

(I)	Always	
(II)	Frequently	
(III)	Occasionally	
(IV)	Rarely	
(V)	Never	

6b) State the role of prefects in the school administration?

- I \_\_\_\_\_
- II \_\_\_\_\_
- III \_\_\_\_\_
- IV \_\_\_\_\_

76a) Do prefects in your school encounter problems while performing their duties?

Yes  
No


b) If yes above, what kind of problems do they face? Please explain: -

- I \_\_\_\_\_
- II \_\_\_\_\_
- III \_\_\_\_\_
- IV \_\_\_\_\_

8a) Do prefects pose problems to the school administration?

Yes  
No

	3/

b) If yes above, please state some of the problems

- I \_\_\_\_\_
- II \_\_\_\_\_
- III \_\_\_\_\_



c) Do you consider an education policy on prefects system important?

Yes  
No


e) If yes above, list down areas the you would like it to cover?

- (I) \_\_\_\_\_
- (II) \_\_\_\_\_
- (III) \_\_\_\_\_
- (VI) \_\_\_\_\_

8 What recommendations would you make for prefects to be more effective in their i secondary school administration?

- I \_\_\_\_\_
- II \_\_\_\_\_
- III \_\_\_\_\_
- IV \_\_\_\_\_

THANK YOU

## APPENDIX B

### QUESTIONNAIRE FOR HEADPREFECTS

Dear Prefect,

This study seeks to establish the training needs of prefects in secondary schools in Machakos District, and to give insight into students' leadership in school management. The information given will be used for the purpose of this study. Please respond to all questions as honestly as possible. Your responses will be treated with CONFIDENTIALITY. Your cooperation is highly appreciated.

#### SECTION A

#### BACKGROUND INFORMATION

Tick (✓) in the appropriate box

1 What is your sex?

Male

Female


2 What is your age in years? \_\_\_\_\_

3 In what Form are you?

1	2	3	4
---	---	---	---

4 For how long have you been a prefect in secondary school?

1 Year

2 Years

3 Years

4 Years

5 Were you a prefect in primary school?

Yes

No

### SECTION B

1 How did you become a prefect?

I. \_\_\_\_\_

II. \_\_\_\_\_

III. \_\_\_\_\_

2 a) Were you given training when you became a prefect?

Yes

No

b) If yes above, where were you trained?

In the school

Outside the school

c) Who trained you?

---

---

---

---

3 a) What kind of topics were covered in the training?

(I) \_\_\_\_\_  
(II) \_\_\_\_\_  
(III) \_\_\_\_\_  
(IV) \_\_\_\_\_  
(V) \_\_\_\_\_

b) In which way has the training been relevant to your duties as a prefect?

---

---

---

---

c) Do you feel you need more knowledge and guidance to perform well as a prefect?

Yes   
NO

d) If yes above, please explain \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4 a) Do you punish students?

Yes   
NO

b) If yes above, what kind of punishment do you give? (tick (✓) below)

(I) Digging the school garden

(II) Cleaning the compound

(III) Cleaning the Toilets

(IV) Uprooting tree stumps

(V) Cutting grass

(VI) Kneeling down

Any other? Please specify \_\_\_\_\_


5 a) Do you hold prefects meetings

Yes

No


b) If yes above, how often?

Weekly

Fortnightly

Monthly

Termly

Any other specify \_\_\_\_\_


6 a) Do you encounter problems in your duty as a prefect?

Yes

No


b) If yes, above, specify by ticking what applies to you

(I) Students

(II) School workers

(III) Teachers

(IV) Administration

(V) Others specify \_\_\_\_\_


c) What kind of problems do you often encounter from these group (s) you have identified in 6 (b)

- I) \_\_\_\_\_  
 II) \_\_\_\_\_  
 III) \_\_\_\_\_  
 IV) \_\_\_\_\_  
 V) \_\_\_\_\_

d) Which indiscipline cases are students in your school often involved in?

- (I) \_\_\_\_\_  
 (II) \_\_\_\_\_  
 (III) \_\_\_\_\_  
 (IV) \_\_\_\_\_  
 (V) \_\_\_\_\_  
 VI) \_\_\_\_\_

7 a) Has your school experienced students disturbance in the past three (3) years?

Yes


No

b) If Yes, what was the main what were the main causes of the disturbance?

- I) \_\_\_\_\_  
 II) \_\_\_\_\_  
 III) \_\_\_\_\_

8 What recommendation would you make for prefects to be more effective in their role in secondary school administration?

- I) \_\_\_\_\_  
 II) \_\_\_\_\_  
 III) \_\_\_\_\_

THANKYOU

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

Telegrams: "EDUCATION", Nairobi

Telephone: Nairobi 334411

When replying please quote

Ref. No. ....  
and date

**MOEST 13/001/35C 32/2**



JOGOO HOUSE "B"

HARAMBEE AVENUE

P.O. Box 30040-00100

NAIROBI

**3<sup>rd</sup> February, 2005**, 20.....

**Joyce Muyia Kikuli**  
**University Nairobi**  
**P.O BOX 30197**  
**NAIROBI**

Dear Madam

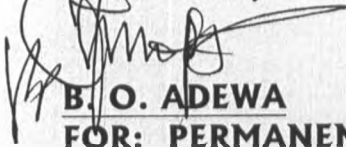
**RE: RESEARCH AUTHORISATION**

Please refer to your application for authority to conduct research on "A study of Leadership Training Needs for prefects in Public Secondary Schools in Machakos District", I am pleased to inform you that you have been authorised to conduct research in Public Secondary Schools in Machakos District for a period ending 30<sup>th</sup> May, 2007.

You are advised to report to the District Commissioner, the District Education Officers and the Principals of the respective Schools you will visit before embarking on your research project.

Upon completion of your study you are expected to submit two copies of your research findings to this Office.

Yours faithfully

  
**B. O. ADEWA**  
**FOR: PERMANENT SECRETARY**

UNIVERSITY OF NAIROBI  
EAST AFRICANA COLLECTION

Cc

**The District Commissioner**  
**Machakos**

**The Principals**  
**Public Secondary Schools**  
**Machakos**

**The District Education Officer**  
**Machakos District**