INFLUENCE OF INTEGRATING PREFECT COUNCILS IN SCHOOL MANAGEMENT ON DISCIPLINE IN PUBLIC SECONDARY SCHOOLS, KATHIANI DISTRICT, MACHAKOS COUNTY

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A Research Project Submitted in Partial Fulfillment of the Requirements for the Award of the Degree of Master of Education in Educational Administration

University of Nairobi

2013

DECLARATION

This research project is my original work and has not been presented for award of a degree in any other university.

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DEDICATION

I dedicate this work to my father Daniel Mutiso Nzioki and mother Monica Katunge Daniel for offering me opportunity to study.

ACKNOWLEDGMENTS

My special gratitude goes to my supervisors, Dr. Mari Nelson and Dr. Boniface Ngaruiya and all other lecturers in the Department of Educational Administration and Planning for their understanding and diligent guidance in the development of this project.

My gratitude goes to my wife Elizabeth Mwei and my children Kyalo, Katunge and Mwaka whose encouragement, ideas and support kept me on through this learning programme. I also thank our Almighty Father for his favour and mercy upon me throughout undertaking this project of M.Ed (Educational Administration).

ABSTRACT

Student involvement in decision making in secondary schools refers to participation of students in matters concerning organization, administration, functions and control of discipline through delegation of powers and responsibility to the student body and student themselves who furnish valuable feedback. This study sought to investigate the influence of integrating prefect councils in school management on discipline in public secondary schools, Kathiani District, Machakos County. The study employed a descriptive survey study. The population of the study consisted of the 18 secondary schools in Kathiani District and 90 students. The purposive sampling technique and the simple random sampling was used to select 5 schools in which 5 students were randomly selected to participate in the study. The main research instrument that was used in this study was questionnaires. Tables, graphs and pie charts were used to present the research findings. From the findings the majority indicated that they participate in school forums, that the schools involve the students in decision making processes regarding extracurricular activities and that they do not participate in formulation of school rules. From the findings the study concluded that students raise issues in forums such as leadership, time table amendment, extracurricular activities and academic work. The study recommended that the school administration should consider students' opinions raised in different forums in decision making formulation and implementation in different aspects concerning the school management. For the students to select prefects democratically, the process should be free and fair to avoid any disruption of academic work due to students feeling shortchanged. The majority of strikes in public secondary schools are due to poor leadership by the prefect's body. The management needs to set aside enough time and resources to effectively and efficiently induct the prefects in order for them to be able to carry out their roles well. This is to be done by the school management. Resource persons who are well informed should be invited and the school should give enough support to the process. It is very important for prefects to be given all the necessary guidance and practical lessons intended to prepare them for the tough role. It is necessary for prefects to be motivated in order for them to devote themselves to their duties and to be able to balance activities with their studies. School administration should consult with prefects before making major decisions that affect the students. The principal and teachers should always try to hold meetings with prefects and update them on all issues affecting the students. The study findings may be utilized by the Ministry of Education (MoE), Kenya Education Management Institute (KEMI), Head teachers, Board of Management (BOM), Parents Teachers Association (PTA) and other stakeholders for effective implementation of school administration initiatives and strategies.

TABLE OF CONTENTS

Content	Page

CHAPTER ONE

INTRODUCTION

CHAPTER TWO

LITERATURE REVIEW

CHAPTER THREE

RESEARCH METHODOLOGY

CHAPTER FOUR

RESEARCH FINDINGS, ANALYSIS AND PRESENTATION

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

LIST OF TABLES

Table

LIST OF FIGURES

Figure

LIST OF ABBREVIATIONS

DC   District Commissioner

DEO   District Education Officer

EMIS   Educational Management Information Systems

GOK   Government of Kenya

KCSE   Kenya Certificate of Secondary Education

MOEST   Ministry of Education Science and Technology

SPSS   Statistical Package for Social Sciences

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Discipline clearly incorporates a wide range of behaviours which can change depending on both the context within which they are enacted and to whom they are directed (Mabeba and PrinSloo, 2000). Student participation in school administration, if properly organized and supervised, offers opportunities for developing students' morale, cooperation, prudent leadership and intelligent followership and also increases in discipline, self-direction and dependence. It also enables schools to mobilize all its forces for a comprehensive program of activities. The co-operation of both students and teachers is much more effectively than would be possible if the program was to be implemented by only the school administrators. Student participation provides better opportunities for teachers to gauge the special abilities of their pupils than as afforded by curriculum program of the school. It also makes it easy for the administration of the school as the responsibility for organizing activities and for maintaining discipline is actually shared by the teachers, students and the school administration even though the ultimate and official responsibility in these matters lies with the principal (Kochhar, 2007).

Developing countries have similarly been affected by student indiscipline problem. In countries such as the Trinidad and Tobago, for instance, the Ministry of Education (2005) considers the issue of student discipline a deteriorating big

problem. In Tanzania, teachers are meant to have absolute powers over students, visible in methods of reward or punishment used by the teacher because of student indiscipline. In Kenya prefects assist in maintaining discipline (Griffin, 1996).

There is a great need to select, train and equip prefects with skills to manage themselves, fellow students, time, school duties and their studies. When responsibilities are delegated to prefects without proper guidance they get confused, stressed and more often than not destroyed. Expecting prefects to tame hostile adolescent students when they are going through the same internal turmoils is asking a bit too much from students. Special attention should be dedicated to guidance on how to harmonize prefects' roles as students as well as student leaders (Otieno and Ambwere, 2000).

Prefects play a very important role in the control of students and maintenance of student discipline in public secondary schools. They carry out the implementation of instructions from the administration and teachers. There is need for every school to have an efficient and effective prefects system in order to assist in running the school well. Every school should adopt ways of establishing such system through proper prefect selection, in-house training of prefects in effective leadership, team work and team building, proper standards, values and attitudes, good communication and time management.

The prefects' position is one of responsibility which provides an important connection between pupils and staff. Becoming a prefect is a valuable goal and the position of prefect forms a valuable part of a pupil's personal development, opening their minds to new levels of responsibility and participation in a very positive way. Prefects are a tremendous help to the school and play a particularly important role in mentoring younger pupils (Denton, 2003). They are delegated duties concerned with day-to-day life in school. These include coordination of co-curricular activities, dealing with minor cases of discipline and taking responsibility for students' welfare.

Student discipline in secondary schools in Kenya is not just a fleeting concern of the last few months; the subject has long been debated and has featured repeatedly on school as well as national agendas both in Kenya and in other countries across the world. The Government of Kenya (GoK) implemented several measures aimed at curbing the various cases of indiscipline in learning institutions particularly the use of guidance and counseling units in all secondary schools (MOEST 2005). In spite of these efforts there have been several cases of student indiscipline reported. The indiscipline cases reported in Kenya show evidence of a communication breakdown between the schools administration and the prefects. A good body of prefects that is well inducted on its work and is motivated to carry out its duties would obviously report planned violence to the authority. In this sense, the prefects in the reported schools could be said not to have played their role. The prefects in these schools might have been participants in planning and

destroying the school's property. This study will therefore establish the extent to which the prefects influence maintenance of discipline in schools.

Table 1.1 Incidents of Secondary Students' Strikes in Kathiani, Mwala and Machakos Districts

Year	Kathiani District			Mwala district			Machakos District		
	Total	School strikes	%	Total	School strikes	%	Total	School strikes	%
2008	29	15	**52**	48	8	**17**	52	7	**13**
2009	29	8	**28**	49	6	**12**	54	4	**7**
2010	30	7	**23**	49	6	**12**	56	5	**9**
2011	32	10	**31**	54	7	**13**	58	4	**7**
2012	32	8	**25**	56	4	**7**	59	6	**10**

Source: DEO Kathiani Mwala, DEO Machakos

Data on the number of schools that went on strike between 2008 and 2012 indicated that Kathiani District has experienced a lot of school unrests as compared to the neighbouring district of Mwala and Machakos which are in the same ecological zone.

1.2 Statement of the Problem

Despite the presence and vital role of prefects in public schools, there has been an increasing discipline problem in public secondary schools (Angeng'a and

Simwata, 2011). This has led to poor performance, arson, loss of property and even life.

Kathiani District which is of great interest to this research due to the fact that it has been experiencing occasional riots and strikes and high rate of students suspension (DEO Kathiani, 2012).

The rampant indiscipline cases in public schools questions the influence of prefects in maintenance of discipline in public schools. This study was prompted by these observations and seeks to fill in the gap by investigating the influence of prefects in maintenance of discipline in public schools in Kenya by finding out the mode of selection of prefects, the extent to which prefects are inducted, the motivation level of students and the extent at which prefects act as a link between the prefects and the school administration.

1.3 Purpose of the Study

The purpose of this study was to examine the influence of the integration of prefect councils on discipline in public secondary schools in Kathiani District, Machakos County, Kenya.

1.4 Objectives of the Study

This study will be guided by the following objectives:

i.   To establish the influence of mode of selection of prefects on discipline in public secondary schools.

ii.   To establish how the prefects' induction process in maintaining discipline in public secondary schools.

iii. To determine the motivational level of prefects in public secondary schools in performing their duties and its influence on school discipline.

iv.   To examine the extent to which prefects act as link between the students and the administration in the maintenance of school discipline in public secondary schools.

1.5 Research Questions

i.   How is the mode of prefects' selection in public secondary schools in Kathiani district, Machakos County, Kenya?

ii.   To what extent do prefects get inducted in order to influence maintenance of discipline in public secondary schools in Kathiani district, Machakos County, Kenya?

iii. What is the motivational level of prefects in public secondary schools in performing their duties towards discipline?

iv.   How do prefects act as link between the students and the administration in the maintenance of school discipline in public secondary schools.

1.6 Significance of the Study

This study will provide a needed insight to those involved in administration on ways of improving students' discipline in secondary schools. The principals, deputies and teachers of secondary schools may find the findings of this study

6

helpful in that they may be able to establish a committed prefects' body as suggested by all the school stakeholders. Others who may benefit from the study included BOG's and PTA's being the bodies' in-charge of discipline in secondary schools. MOE and KESI may benefit greatly from research findings while giving seminars and workshops to secondary schools administrators.

1.7 Limitation of the Study

According to Best and Kahn (1998) limitations are conditions beyond the control of the researcher that may place restrictions on the conclusions of the study and their application to other situations. The questionnaire as a tool was a limitation since it is based on self-reporting and the researcher assumed that the responses were made with sincerity. The respondents' attitude towards this topic significantly influenced the responses especially when the respondent was partly responsible for the negative influence. This was minimized by assuring the respondents that the study was meant for academic only.

1.8 Delimitation of the Study

To increase the degree of sincerity, the respondents were requested not to disclose their names or those of their schools and were assured that their responses will be made confidential and will only be used for research purposes.

It would have been more appropriate to conduct this study in the whole country since in disciplinary cases in public schools and even the role of prefect in controlling discipline in schools is not unique to only one district. However for

the purpose of in-depth investigation of this phenomenon, this study was confined in public secondary schools in Kathiani district, Machakos County, Kenya.

1.9 Assumptions of the Study

    i.   All public secondary schools have prefects who have an influence on students' discipline.

   ii.   All respondents will be cooperative and provide reliable responses.

  iii.   Also that teacher's work closely with prefects in their performance of duty and maintenance of students discipline.

1.10 Definition of Significant Terms

Discipline refers to training especially of the mind and character in school aimed at producing self control and obedience in students.

Maintenance refers to keeping something in existence at the same level and standards or causing something to continue.

Prefect Council refers to a person in a school who has authority over other students and certain responsibilities for discipline.

School Governance refers to the formation and implementation of school policies by the school governing body.

1.11 Organization of the Study

Chapter one will deal with the background of the study, statement of the problem, purpose of the study, research questions of the study, significance of the study, limitations of the study, basic assumptions of the study.

Chapter two will deal with literature review organized into sub title preview of student council in secondary schools in Africa, concept of prefect council in secondary schools, prefects' mode of selection, motivation of prefects, theoretical framework and conceptual framework.

Chapter three will deal with introduction, research design, target population, sample size and sampling technique, research instruments, validity of the instruments, reliability of the instruments, data collection procedure and data analysis technique. Chapter four will contain data collecting, its analysis and interpretation. Chapter five summarizes the research findings, makes conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The section presents the variables affecting prefect council and maintaining of discipline in secondary schools. These include the induction of prefects in maintaining discipline in schools, the mode of selection of prefects in secondary schools, motivational level of prefects in secondary schools and the extent to which prefects act as link between the students and the administration in the maintenance of school discipline. The section also explains the theoretical framework and conceptual framework. The literature review presents previous studies and highlights the research gaps in them.

2.2 Participation of Prefects in School Governance and Discipline

The first right of enhancement means that the individual should have access to critical understanding and therefore new opportunities should be available to that person Bernstein (1996). The second right refers to the social, personal, intellectual and cultural inclusion of the individual into the school community but, most importantly, without losing his or her own identity. The third right is the right to participate in the operations whereby order is managed within the school environment. This right of pupil participation receives support from Mabeba & Prinsloo (2000); Schimmel (2003). This would also go some way towards the suggestion that the challenge in Kenyan education is for educational leaders to move away from bureaucracies based on constraint and control and towards an

environment that focuses on results and accountability. The history of corporal punishment is firmly positioned within the concepts of power, control and discipline. The abolition of corporal punishment in schools in, for example, England 1986 (Farrell, 2006); Western Australia 1987 (Farrell, 2006); South Africa 1996 (Morrell, 2001) and Canada 2004 (Farrell, 2006) within recent years is an important aspect of the changing philosophy of discipline.

According to Davidoff & Lazarus (1997) decentralization can be defined as means of distributing authority to the different agencies', groups and stakeholders. This is based on the notion that local communities understand their needs and are also in the best position to solve their problems. This shows commitment among education authorities that decision making about schools should lie as close as possible to each schools in order that full knowledge of circumstances be taken into account. Bhengu (2005) argued that if decisions are made closer to the clients better decisions will be made and greater achievements will result.

2.3 The Mode of Selection of Prefects in Secondary Schools and Discipline

According to Doddington, Christine, Flutter, Julia and Ruddock (2000) however policies pertaining to students' discipline are fraught with tensions and contradictions especially regarding the different notions of participation by fellow students. This suggests that the issue of learners being unable to participate fully in the school governing body can be one of the causes of tensions. In South Africa, all learners from grade eight onwards are allowed to vote learners who

11

will serve in the Representative Council for Learners (RCL), Doddington, Christine, Flutter, Julia and Ruddock Jean (2000). The RCL is the body that represents learners on the matters that concern them. It is the link between the learners of the school and the school administration as well as the school governing body. The RCL then elect two learners who will serve on the governing body. Their term of office is only one year, whereas other stakeholders can serve up to three years. This implies that the term of office may come to an end before the learners adapt or familiarize themselves with the acts, procedures as well as the role that they are suppose to play in the school governing body. http://library.unesco-iicba.org/English/Better accessed on 17th Feb 2011.

In Kenya, previously, the staff was solely involved in the selection of prefects with little or no students' participation (Otieno et al, 2000). Time has come to allow for more democracy in line with the changes in Kenya's political system. For example, Uasin Gishu High School has turned to elections to elect their prefects. (The East African Standard, 9/11/2010). If the prefectorial 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 (Otieno *et al*, 2000).

2.4 The Prefects' Influence in Maintenance of other Students Discipline

There has been much heated debate about the merits of corporal punishment in schools, over the years, by teachers, the public and politicians. Some have argued

that corporal punishment sets a bad example and establishes a model of violent conflict resolution; others have argued that it establishes boundaries and is not harmful, (Singh, 1997). With this change, the issue of corporal punishment came under the spotlight. Corporal punishment was removed as an option in Kenyan schools, based on the understanding that it was an infringement of an individual's human rights (Education Act, Cap 211). This change was in line with what had happened in many other countries such as England and Australia.

Morrell (2001) makes the point that reasons for the persistent and illegal use of corporal punishment include the legacy of authoritarian education practices. Many schools, by using an autocratic approach, undermine the legitimacy of their school Codes of conduct, (Christians, 2005). Flaws regarding the rules, within this approach, are that they can be restrictive, ambiguous and unexplained, authoritarian and illegitimate, legalistic and poorly taught and no collaboration and unfairness is perceived (Schimmel, 2003).

Shikami (2006) says that these extra elements are the psychiatric, psychological and educational experts, amongst others, who may give advice and opinion so as to assist the judges in their decisions. The abolition of corporal punishment came about through an understanding that it violated human rights. The authorities attempted to fill the space left by the removal of corporal punishment by introducing greater notions of co-operative democracy into schools (Morrell, 2001). This can be achieved by introducing codes of conduct and by involving

parents to a greater degree, (Cowley, 2001). However, despite this new philosophy, little, in reality, has changed.

According to Brown (2003) the participation of learners in the school governing body is replete with tension and controversy. She argues that for the purpose of transformation and democracy learners constitute a large number of stakeholders, but how learners are going to participate in students' discipline is still not well defined. In South Africa, the Department of Education (1999) concurs with Brown (2003) when it states that there must be a development of concrete policies on the participation of secondary school learners in the students' discipline.

Wanjiru (1999) argues that being a stakeholder does not mean that you participate in every decision. Some decisions concerning students' discipline are best left in the hands of parents and professionals. Contrary to that Smith, (2005) believe that when parents, educators and learners engage in co-operative decision-making, decisions will be ones that all stakeholders agree to the exclusion of learners in some of the decisions taken by the governing body cannot be considered as cooperative decision making.

2.5 Prefects' Role as Link Between School Administration and Students

The challenge of social control and of democratic socialization are two key issues facing education at present (Effrat and Schimmel, 2003). The Kenyan democracy is firmly entrenched in the Constitution; however, this is of little consequence if the citizens do not live and practise these values. As Effrat and Schimmel (2003)

put it: "our [American] schools and educational systems talk the talk of democracy, but, at best, they limp the walk". There would seem to be a direct parallel with Kenyan schools. The 'traditional approach' in many schools has been of an autocratic nature (McLennan & Thurlow, 2003). This means that the rules were decided on by the principal, or a few senior people, and were not open to discussion. Depending on the age of the school, many of these rules could be long-standing and in some cases 'dated'. Pupils entering the system are expected to take note of the rules and if they break them, they can expect to be reprimanded and punished. There is little empathy in this approach and pupils are expected to comply.

Research has indicated that pupils prefer participative decision-making and want to contribute meaningfully to school codes of conduct and structures, Mabeba & PrinSloo (2000), Schimmel (2003), Effrat and Schimmel (2003). Having input into the rules promotes commitment to those rules (Denton, 2003). The criticisms of this approach were that it was time-consuming, that communication from the committee to the whole student body was not easy and that a turnover of the school administration resulted in new leaders who had to learn about the process afresh each time. Collaborative rule-making can do more than just promote co-operation in the classroom; it can be a very powerful introduction to the workings of democracy. The 'democratic socialization challenge' is for schools to produce citizens who are equipped to contribute to, participate in, and appreciate the democracy within which their society functions (Effrat and Schimmel, 2003).

According to Wambulwa (2004) the involvement of learners in school governing body and co-operation in decision making can result into school improvement. However the limitations on role of prefects make it very difficult to have learners participating fully in the school governing body. Wambulwa (2004) raised a number of advantages of learner representation in school governing body. The first one is that there is a link between learners and school governing body therefore contribution by learners can influence decisions. Secondly it contributes to the improvement and maintenance of discipline. Learners can offer their opinions regarding students' discipline as a result adults are made aware of learner thinking regarding school governance. This suggests that if given the opportunity to serve on committees and exercise their right to vote consequently learners and educators get a chance to solve problems together.

2.6 Prefects' Motivation in Secondary Schools and Discipline

According to the University of Nairobi (UON) (2011) in a study carried out on leadership training needs of prefects in secondary schools in Machakos District, findings revealed that the prefects were highly de-motivated as they had limited skills to carry out their duties effectively, they felt that their needs were not well catered for, and that there was less support from the administration in terms of feedback on the work they were doing. 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 and the prefects be motivated through rewards to encourage them to perform their duties effectively.

According to Kubutha and Naituli (2011) in their study on developing future leaders by building leadership capacities for high school prefects in Kenya, it was revealed that leadership training empowers to become positive role-models and change makers and motivates them to make a positive contribution in their schools, communities and society at large. They observed that provision of 'role models' helps student leaders to unearth their inherent assumptions, and their deeply held biases, beliefs and stereotypes, and learn how to utilize them positively. They also observed that positive feedback help them identify specific strategies and steps towards effective performance of their duties.

2.7 Summary of Literature Review

The literature review has established that there were quite a number of studies on school discipline such as Kubutha and Naituli (2011) study on developing future leaders by building leadership capacities for high school prefects in Kenya, it was revealed that leadership training empowers to become positive role-models and change makers and motivates them to make a positive contribution in their schools, communities and society at large. This study did not focus on discipline and therefore the researcher will fill this gap.

No study has been undertaken on the influence of integrating prefect councils in school management on discipline in public secondary schools, Kathiani District,

Machakos County. This study intends to fill this missing gap by focusing on four objectives; to establish the influence of mode of selection, to establish how the prefects induction process in maintaining discipline, to determine the motivational level of prefects and to examine the extent to which prefects act as link between the students and the administration in the maintenance of school discipline in public secondary schools.

2.8 Theoretical Framework

This study was based on the Path - Goal leadership theory. The path-goal leadership theory whose proponent was Martin Evans (1998) emphasizes that leaders can facilitate task performance by showing subordinates how performance can be instrumental in achieving desired rewards.

In the case of prefects, the school leadership expects the prefects' body to help in the improvement of students' discipline in their capacity as the 'eyes' and 'ears' of the administration in as far as students' discipline is concerned. The path - goal theory of leadership rests on two propositions that the leader behaviors will be acceptable and satisfying when subordinates perceive it to be an immediate source of satisfaction or as being instrumental in obtaining future satisfaction. It also says that the leader behavior will be motivating to the extent that it makes subordinate satisfaction contingent upon effective performance and to the extent that it complements the subordinates' work environment by providing necessary guidance, clarity of direction, and rewards for effective performance.

The theory of leadership discussed here recognizes at least four distinct types of leader behavior. Directive leadership whereby the prefects are not active participants since the administrators provides them with specific guidance, standards and work plans, including rules and regulations. Also it recognizes supportive leadership where the administrator shows concern for well-being and personal needs of the prefects. The achievement - oriented leadership; where the leader sets challenging goals and exhibits the confidence that the subordinates' will achieve high standards since they are endowed with the requisite potentials and finally participative leadership where the leader consults with the subordinates and embodies their suggestions in decision making. In this respect, this theory is an appropriate protocol to inform this research.

2.9 Conceptual Framework

A conceptual model is a way of relating factors that tend to influence a particular outline in a more pictorial or diagrammatic way.

Figure 2.1: Role of Prefects in the Maintenance of Students' Discipline

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┌─────────────────────────────┐
│ Selection of Prefects       │
│ - Personality               │───┐
│ - Character                 │   │
└─────────────────────────────┘   │
                                  │
┌─────────────────────────────┐   │    ┌──────────────┐      ┌──────────────────────┐
│ Prefects' Induction         │   │    │ Process to   │      │ Students' Discipline │
│ - Training                  │───┤    │ Students'    │      │                      │
│ - Mentoring                 │   │    │ Discipline   │──►   │  • Class attendance  │
└─────────────────────────────┘   ├──► │              │      │                      │
                                  │    │ - Counseling │      │  • Dressing          │
┌─────────────────────────────┐   │    │ - Punishment │      │                      │
│ Motivation Level            │   │    │              │      │  • Communication     │
│ - Rewards                   │───┤    └──────────────┘      └──────────────────────┘
│ - Support                   │   │
│ - Recognition               │   │
└─────────────────────────────┘   │
                                  │
┌─────────────────────────────┐   │
│ Prefects as Link Between    │   │
│ Students and                │   │
│ Administration              │───┘
│ - Administrative instructions│
│ - Communication             │
└─────────────────────────────┘
```
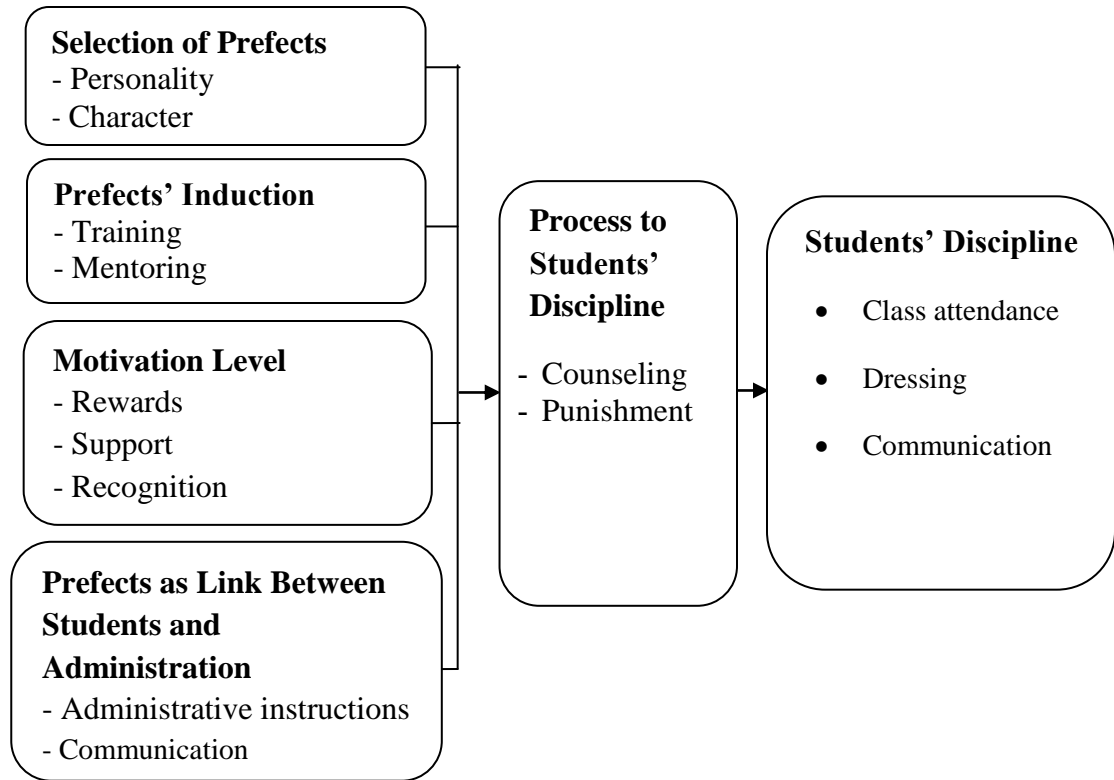
The conceptual framework shows relationship between independent variables: selection of prefects, induction of prefects, motivation of prefects and prefects as link between administration and students and influence of students' discipline. If the mode of selection of prefects is inadequate, there is likelihood that the prefects selected will not perform their duties effectively. In the same way, if the induction process is not effective, the prefects will not be able to perform their duties effectively. Further, if there is a communication breakdown between the prefects

and the school administration, there is likelihood of indiscipline rising since the administration may not be aware of what is going on. If the prefects are not motivated, they may tend to overlook the indiscipline issues in the school.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section describes the research design and research methodology to be employed in this study. This is set out in sections under sub-headings: study area, research design, target population, sampling for the study, data collection instruments and procedure and finally the data analysis and presentation.

3.2 Research Design

The study used a descriptive survey design which is a systematic empirical inquiry in which the researcher does not have direct control of independent variables because they are inherently not manipulatable. Inferences about relations among variables are made, without direct intervention from concomitant variation of independent and dependent variables (Paton, 2002). Selection of prefects, induction of prefects, motivation of prefects and prefects as link between administration and students and influence of students' discipline will be investigated without any manipulation or alteration.

3.3 Target Population

Target population should be explicitly and unequivocally defined, otherwise statements about the target population after the analysis of data will not be trustworthy (Orodho, 2005). The target population included principals, one form 4 and one form 3 class prefects from each school and form 3 and 4 students in public secondary schools in Kathiani district. The study therefore targeted 29

public secondary schools, 29 prefects and 720 forms 3 and form 4 students (Kathiani District, DEO's Office, 2012).

3.4 Sampling Techniques and Sample Size

A sample size of more than 30 or at least 10 percent is usually recommended for social sciences (Cooper and Schindler, 2003; Kotler, 2001). The study therefore sampled 30% of the schools to get 9 schools. The study involved one stream of form 3 and one form 4 students selected randomly from each school since they are the most experienced and therefore know more about prefects' role in maintaining of discipline in their schools. The study used census sampling to get 29 prefects. The study took 10% percent of the population of the students to get 72 students. The study will use census to sample all the 9 principals. The study had a sample of 99 respondents in the Kathiani district.

Table 3.1: Sample Size

Respondents	Population	Sample
Principals	29	9
Prefects	58	18
Students	720	72
Total	**807**	**99**

3.5 Research Instruments

The study used questionnaire as the only tool for date collection. The tool was considered appropriate because all the respondents are literate enough to answer the questions on their own. The items on the questionnaire were made simple in order to be effective as instrument for data collection. The questionnaires gather straight forward information and are less time consuming for respondents (Mwiria and Wamahiu, 1995). There were questionnaire for the administration (principals), questionnaire for prefects and questionnaire for students. The questionnaires were divided into two parts; part A contained demographic information while part B contained information on the influence of prefects on maintenance of students' discipline in secondary schools in Kathiani District.

The questionnaire was designed in line with the objectives of the study. To enhance quality of data to be obtained, Likert type questions were included whereby respondents indicated the extent to which the variables are practiced on a five point Likert scale (Garner, 2010). The structured questions were used in an effort to conserve time and money as well as to facilitate easier analysis as they are in immediate usable form; while the unstructured questions will be used so as to encourage the respondent to give an in-depth and felt response without feeling held back in revealing of any information (Mugenda and Mugenda, 2003).

3.6 Instrument Validity

Validity of qualitative research is determining whether the research truly measures that which it was intended to measure or how truthful the results are (Joppe, 2000). Mugenda and Mugenda (2003) describe validity as the accuracy and meaningfulness of inferences which are based on research results. In other words, validity is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study.

Content validity in this study was determined by first discussing the items in the instrument with the supervisor as well as colleagues- they indicated against items in the questionnaire whether it measures what it is meant to measure or not.

$$r = \frac{N\Sigma\,xy\quad - (\Sigma\,x)\,(\Sigma y)}{\sqrt{N\,[\sum X^2 - [\sum X]^2][\sum Y^2 - (\sum Y)^2]}}$$

A coefficient of those that measure was computed where a coefficient of above 0.5 will imply that the instrument is valid (Liptak, 2005).

3.7 Reliability of the Instruments

Reliability of an instrument according to Jwan (2010) is the probability that repeating a research procedure or method would produce identical or similar results. To test the reliability of the instrument to be used in this study, Pilot testing was done by doing a test − retest through administering the questionnaire to a number of the respondents and the responses was checked against the

24

research objectives. The recommendations of the pilot test were used to further develop the questionnaire.

The researcher used Pearson product moment correlation formula to correlate the scores from both test periods to obtain correlation coefficient; to establish the extent to which content of the instruments are consistent in eliciting the same responses every time the instrument is administered (Jwan, 2010). A correlation coefficient of about 0.82 obtained was considered high enough to judge the instruments as reliable for this study.

3.8 Data Collection Procedures

Two research assistants who were conversant with the area of study were trained and accompanied the researcher in piloting and modifying the research instruments so that they can comprehend fully the purposes and methods of data collection. The researcher administered the questionnaires to principals on himself. This enabled him gather additional information and interpret answers based on the research objectives.

3.9 Data Analysis

Data was processed (edited, classified and coded) and entered into the computer for analysis. Statistical Package for Social Sciences (SPSS) was used to aid the processing and analysis of the data collected. Muijs (2004) describes SPSS to have capability of offering extensive data handling and numerous statistical analysis routines that can analyze small to very large data statistics. This study

was expected to generate both qualitative and quantitative data. Mugenda (2008) gives the importance of descriptive analysis to provide clues regarding the issues that should be focused. Findings were presented in form of frequency tables, graphs, pie charts and the necessary measures of variances for interpretation.

CHAPTER FOUR

RESEARCH FINDINGS, ANALYSIS AND PRESENTATION

4.1 Introduction

In this chapter the researcher presents the data collected from the field. The responses on the closed ended and open ended items were summarized in figures and tables by frequencies, percentages, mean and median. The rest of the data was presented in narration from where the most striking responses were mentioned. The purpose of the study was to investigate the influence of integrating prefect councils in school management on discipline in public secondary schools, Kathiani District, Machakos County. The following research questions guided the study:-

   i.   How does the mode of prefects' selection in public secondary schools in Kathiani district, enhance discipline?

   ii. To what extent do prefects get inducted in order to influence maintenance of discipline in public secondary schools

   iii. How is the motivational level of prefects in public secondary schools in performing their duties?

   iv. How do prefects act as link between the students and the administration in the maintenance of school discipline in public secondary schools?

4.2 Questionnaire Return Rate

The sample for the study consisted of 9 principals, 18 prefects and 72 students. The questionnaires were administered to all the 9 principals representing 100% of

the sample size. 18 prefects out of 18 were used in the study representing 100%. 70 out of the 72 targeted students were used representing 98. For the purpose of the study, the questionnaire return rate was acceptable.

4.3 Demographic Information

The demographic data sought in the study included general profile of the study's respondents with regards to gender, academic qualification, duration for principals. Demographic information on prefects included gender, class and title. For students the information included gender and class.

Table 4.1 Gender of Respondents

|	Principal		Prefects		Students	
	F	**%**	**F**	**%**	**F**	**%**
Male	6	67	10	56	40	57
Female	3	33	8	44	30	43
Total	9	100	18	100	70	100

From Table 4.1 above, the majority of students 40 (57%) were male while 30 (43%) were female. The majority of prefects 10 (56%) were male while 8 (44%) were female. Principals' population was the majority 6 (67%) male. From this it can be deduced that the majority were male.

Table 4.2 Academic Qualifications of the Principals

Qualification	Frequency	%
Diploma	0	0
Bachelor degree	7	78
Masters	2	22
Total	**9**	**100**

From the Table 4.2, the majority of principals 7 (78%) had attained bachelor degree while only 2 (22%) had masters. From this it can be deduced that the majority had a bachelor degree. There was no principal who had diploma as the highest level of education. The findings show that the teaching professionals in the districts are qualified enough to handle discipline within the school.

Figure 4.1 Duration as a Principal
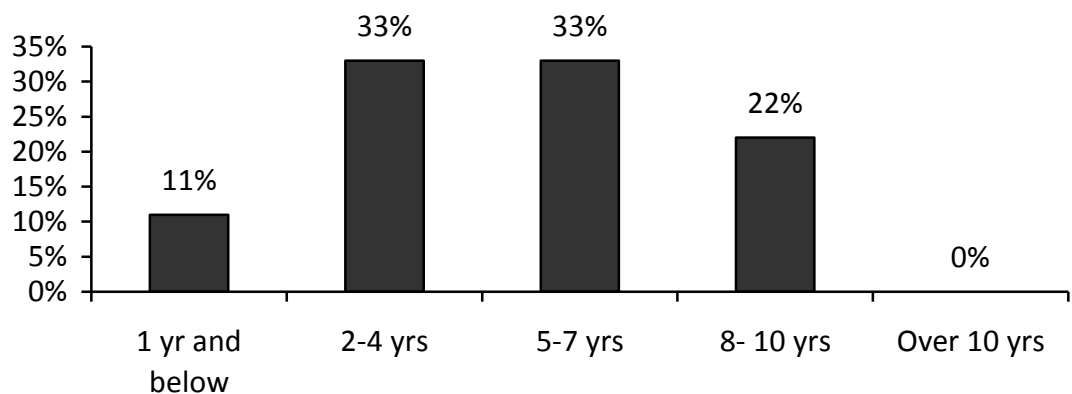
From the Figure 4.1, above, the majority of the principals 6 (28%) had been

principals for a period of 2-4 yrs and 5-7 yrs respectively. They were followed by 2 (22%) and 1 (11%) of all the principals who reported to have had 5-7 yrs and over 10 yrs. From this it can be deduced the majority of principal had been there for duration of over 5 years. This implies that principals can provide information on the influence of prefects on maintenance of students discipline in their schools.

The students were also requested to respond to an item which sought to establish their class. There was equal number 35 (50%) of form 3 and 4 students. From this it can be deduced that both form 3 and 4 students were involved in the study. Being in form three and four implies that they have experienced how prefects in their schools maintain discipline hence is able to provide valid information.

4.4 Mode of Selection of Prefects in Public Secondary Schools

The researcher first sought to know how prefects are selected in the different schools. The responses are presented in Figure 4.2.

Figure 4.2 How Prefects are Selected
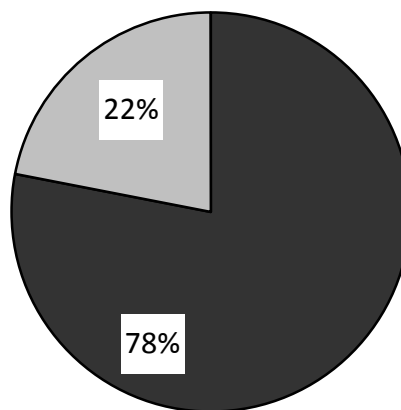
From the Figure 4.2, the majority 7 (78%) of the principals reported to have

selected prefects while the remaining 2 (22%) reported prefects to have been appointed. From this it can be deduced that the majority of prefects were being selected in a democratic manner as opposed to being appointed directly. In Kenya, previously, the staff was solely involved in the selection of prefects with little or no students' participation (Otieno et al, 2000). Time has come to allow for more democracy in line with the changes in Kenya's political system. For example, Uasin Gishu High School has turned to elections to elect their prefects. (The East African Standard, 9/11/2010). If the prefectorial 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 (Otieno *et al*, 2000).

Having found how prefects are selected, the researcher went further to investigate who was responsible of selecting prefects. The data is presented in Figure 4.3.

Figure 4.3 Authority of Selecting Prefects
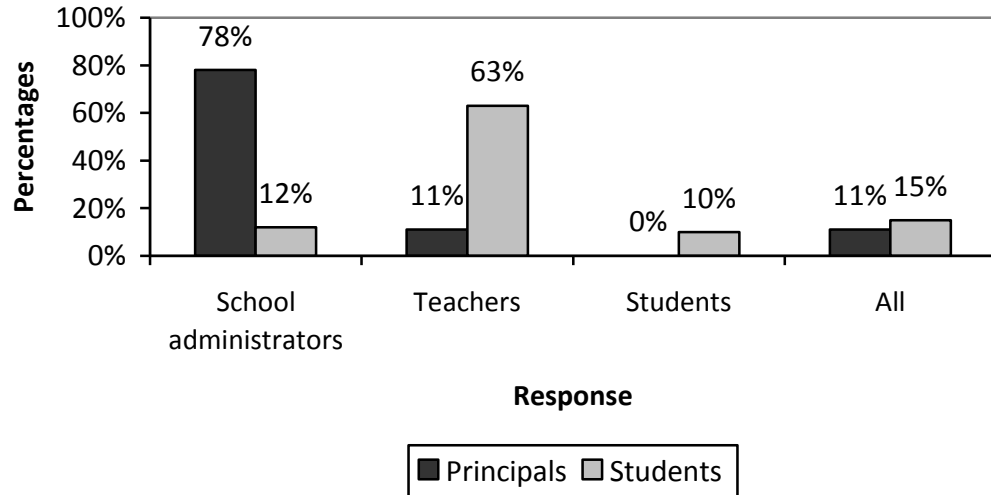
Results of the analysis on who selected prefects indicated that the majority of respondents students 44 (63%) reported the prefects to have been appointed by teachers, they were followed by 7 (78%) of the principals who reported the prefects to have been appointed by all the stakeholders. From this it can be deduced that prefects were being selected by different stakeholders in the various schools depending on the school set up. If the prefectorial 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 (Otieno *et al*, 2000).

The researcher went further to investigate who selected the current prefects. The data is presented in Figure 4.4.

Figure 4.4 Selected Prefects
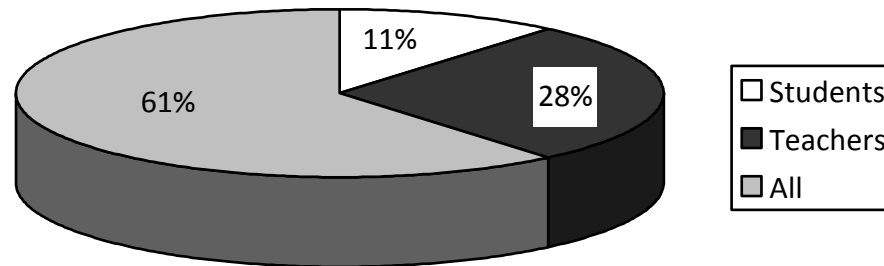
From the Figure 4.4, the majority of prefects 11 (61%) reported had been appointed by all stakeholders, they were followed by 5 (28%) of all prefects who reported to have been appointed by teachers while the remaining 2 (11%) were appointed by the students. From this it can be deduced that selection of prefects is done by all stakeholders of the various schools. Time has come to allow for more democracy in line with the changes in Kenya's political system. For example, Uasin Gishu High School has turned to elections to elect their prefects. (The East African Standard, 9/11/2010).

The study further sought to establish the considerations in prefects selection. The findings are presented in Figure 4.5.

Figure 4.5 Consideration in Prefect Selection
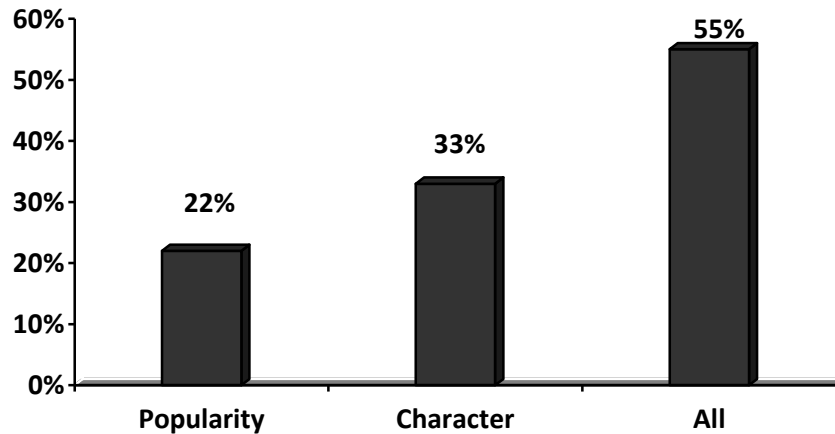
Data indicated that the majority of the principals 5 (55%) had considered all the attributes, they were followed by 3 (33%) of all the principals who reported to have considered the character of the students before selecting prefects. From this it can be deduced that consideration was put to all attributes ranging from popularity, character, personality and academic performance but most important was the character of the students. The prefects are supposed to be efficient and effective in their roles of maintaining students' discipline. Such astonishing level of responsibility is as a result of careful selections, thorough training, proper guidance, proper hierarchy, steady mobility and deliberate selling of the school motto and mission to the prefects (Griffin 1996). This Implies that prefects' selection involve all stakeholders and the focus should be in proper guidance, training and steady mobility.

Having found the principals consideration for selecting prefects, the researcher went further to investigate the criterion used to select the current prefects. Data is presented in Figure 4.6.

Figure 4.6 Criterion for Selecting the Current Prefects
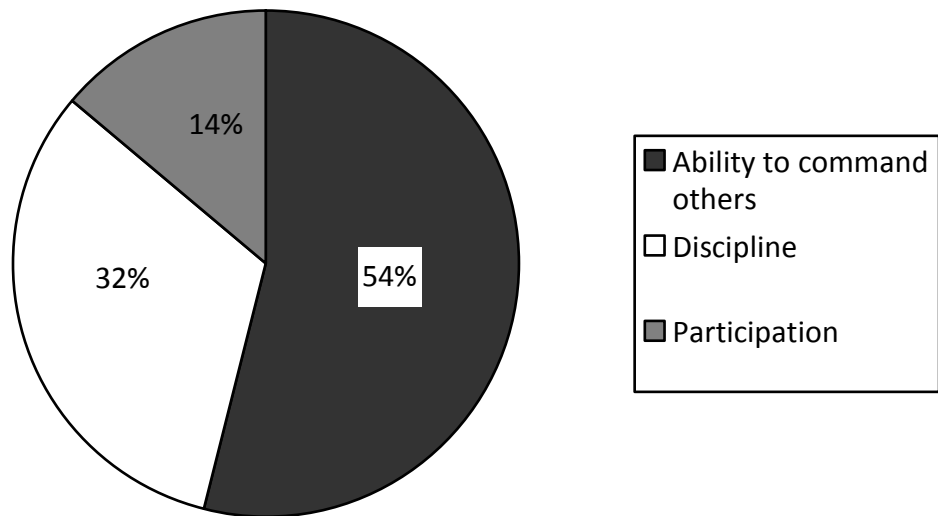
Results from Figure 4.6 showed that the majority of the respondents 10 (54%) of all prefects reported to have been appointed because of their ability to command others, they were followed by 6 (32%) who reported to have been selected out of discipline while the remaining 2 (14%) were selected out of participation in school activities. From this it can be deduced that the majority of the current prefects were selected out of their ability to command others. The prefects are supposed to be efficient and effective in their roles of maintaining students' discipline (Griffins, 1996).

Figure 4.7 presents the responses on the criterion for selecting the current prefects, the researcher went further to investigate how the process of selecting prefects was rated.

Figure 4.7 Rating of the Process of Appointing Prefects
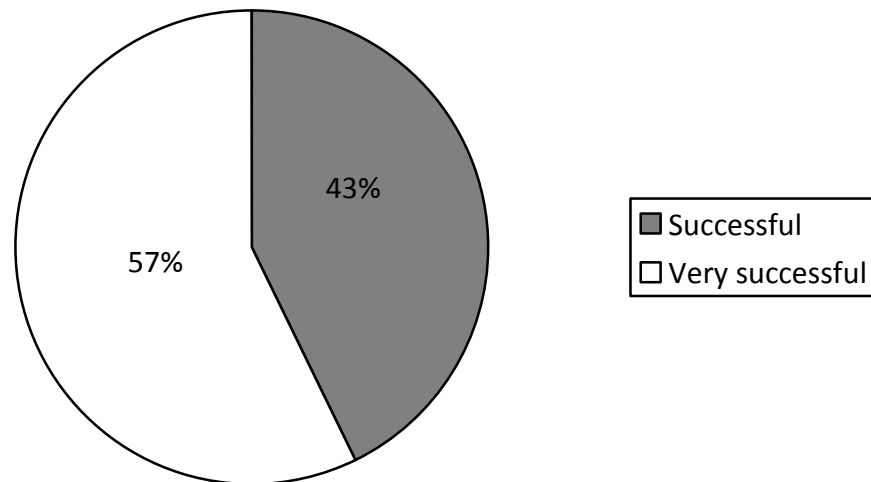
Findings revealed that the majority of principals 5 (57%) reported the process as successful while the remaining 4 (43%) reported the process as very successful. From this it can be deduced that the process of prefect selection was successful.

Having found how the principals and teachers rated the appointment of prefects, the researcher went further to investigate the students rating of appointment of prefects. The responses are presented in Figure 4.8.

Figure 4.8 Student Rating of Appointment of Prefects
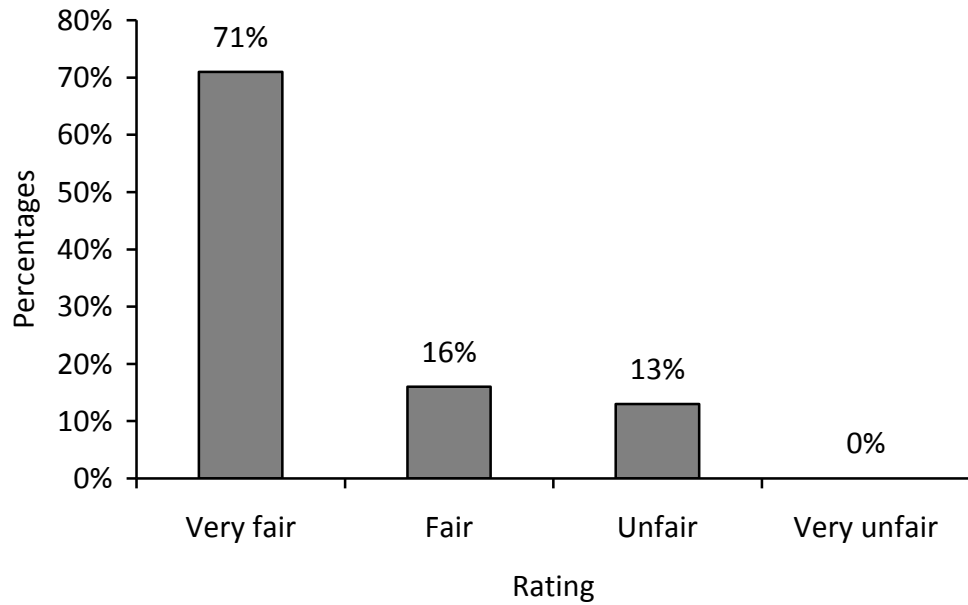
From the Figure 4.8, the majority of the students 50 (71%) rated the appointment of prefects as very fair, 11 (16%) as fair while 9 (13%) of all the students rated the appointment of prefects as unfair. From this it can be deduced that the appointment of prefects was being conducted in a fair manner.

The researcher went further to investigate whether students were satisfied with the selected prefects. The findings are presented in Figure 4.9.

Figure 4.9 Level of Satisfaction
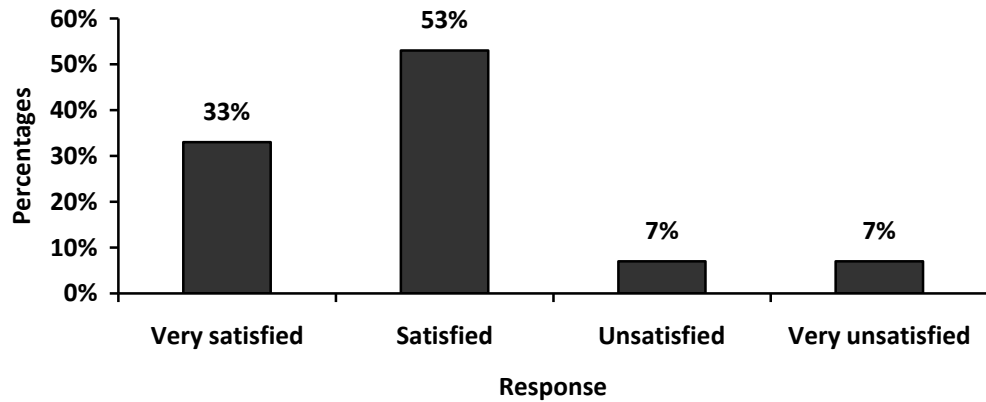
From the Figure 4.9, the majority of the students 37 (53%) were satisfied with the prefects selected in their respective schools, 23 (33%) were very satisfied while the remaining 5 (7%) were unsatisfied and very unsatisfied respectively. From this it can be deduced that the majority were satisfied with the prefects selected.

The researcher went further to investigate the attitude of students towards selection of prefects. The findings are presented in Figure 4.10.

Figure 4.10 Attitude Towards Selection of Prefects
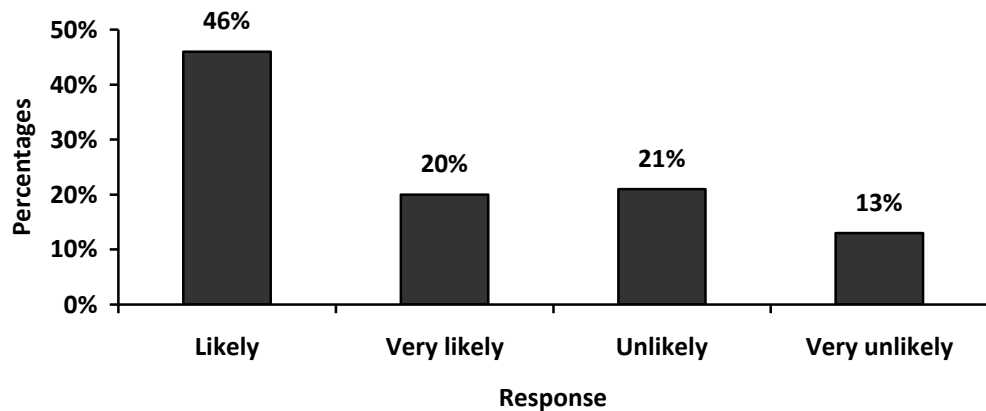
From the Figure 4.10, the majority of respondents 32 (46%) respondent indicated that it was likely the mode of selection of prefects determine their performance of duties in the respective school, 14 (20%) reported very likely while 9 (13%) reported very unlikely. From this it can be deduced that the mode of selection of prefects was a likely determinant of their performance of duties in schools. Research has indicated that pupils prefer participative decision-making and want to contribute meaningfully to school codes of conduct and structures, Mabeba & PrinSloo (2000), Schimmel (2003), Effrat & Schimmel (2003). Having input into the rules promotes commitment to those rules (Denton, 2003).

4.5 Prefects Induction

For the prefects to assume their roles, they have to be taken through a process of induction. This always prepares them to be ready physically and emotionally to handle the challenging task of maintaining student's discipline. The researcher therefore sought to investigate the people and institution responsible for inducting prefects.

Figure 4.11 Who Inducts Prefects
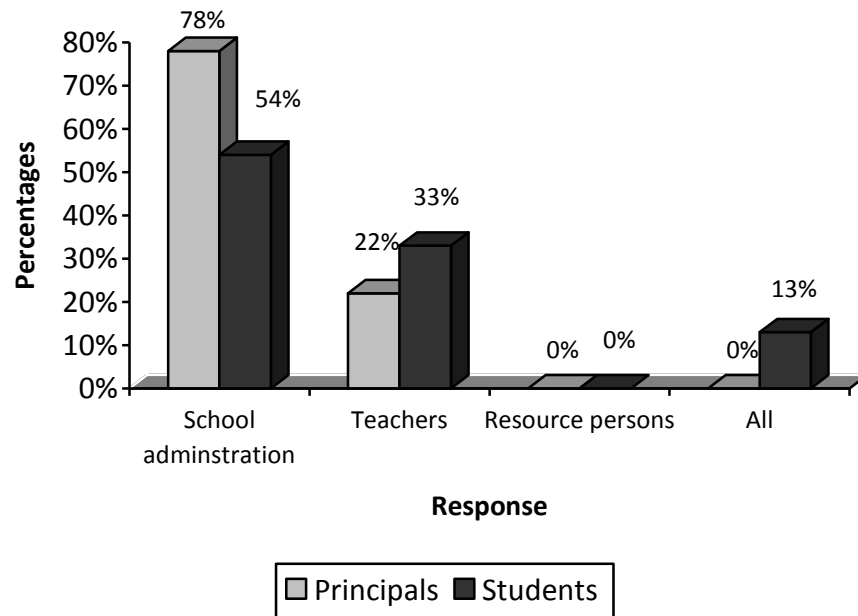
From the Figure 4.11, the majority of principals 7 (78%) reported the school administration to have been the one responsible for inducting prefects, they were followed by 2 (22%) of them who reported prefects to have been inducted by outgoing prefects, school administration and resource persons. The majority of the students 38 (54%) reported the school administration to have been the one responsible for inducting prefects while 23 (33%) reported teachers to have been the ones responsible for induction. According to Kubutha and Naituli (2011) in their study on developing future leaders by building leadership capacities for high school prefects in Kenya, it was revealed that leadership training empowers to become positive role-models and change makers and motivates them to make a positive contribution in their schools, communities and society at large. From this it can be deduced that prefects were being inducted by the school administration.

The researcher went ahead to investigate who inducted the current prefects

Figure 4.12 Current Prefects' Induction
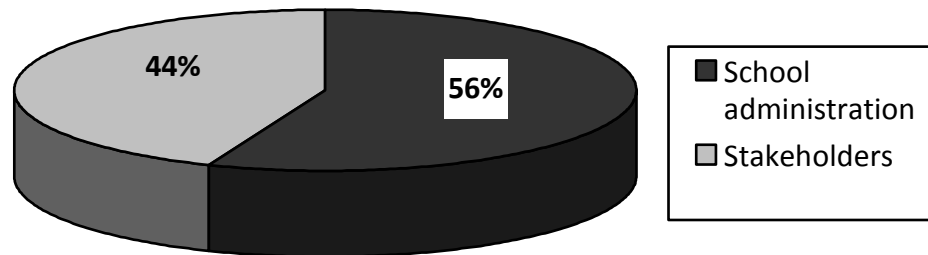
From the Figure 4.12, the majority of the prefects 10 (56%) reported the school administration to have been the one which inducted them while 8 (44%) reported to have been inducted by all the stakeholders. From this it can be deduced that the majority of prefects are inducted by all stakeholders, however the school administration seems to take the leading role in the induction process.

Having established who inducted the current prefects, the researcher went further to investigate the methods used for induction.

Figure 4.13 Induction Method
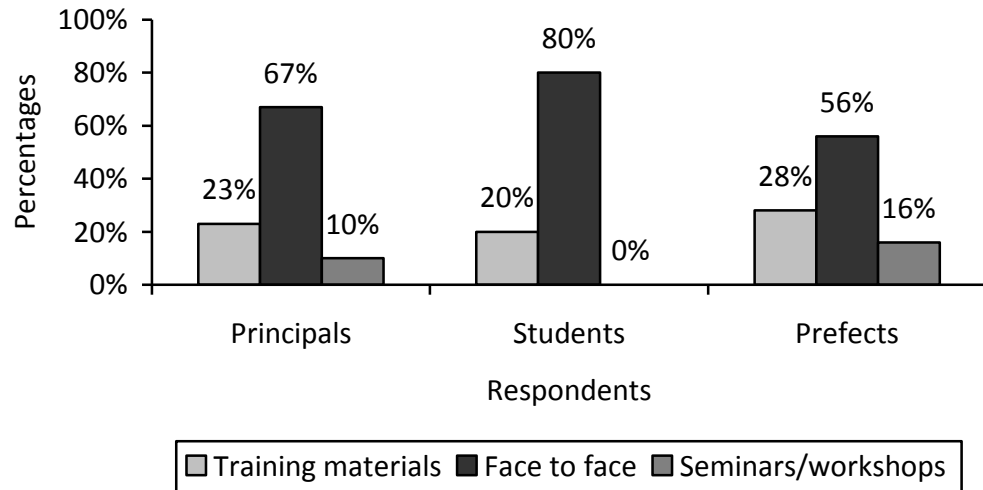
Findings revealed 56 (80%) reported of the students and 6 (67%) of all the principals and 10 (56%) of the prefects reported to have used face to face method. Those who reported to have used training materials and seminars/ workshops were very minimal. From this it can be deduced that the majority of schools were using face to face method when inducting prefects.

The study further sought to establish the duration of time which the induction was taking. The responses are presented in Figure 4.14.

Figure 4.14 Duration of Induction
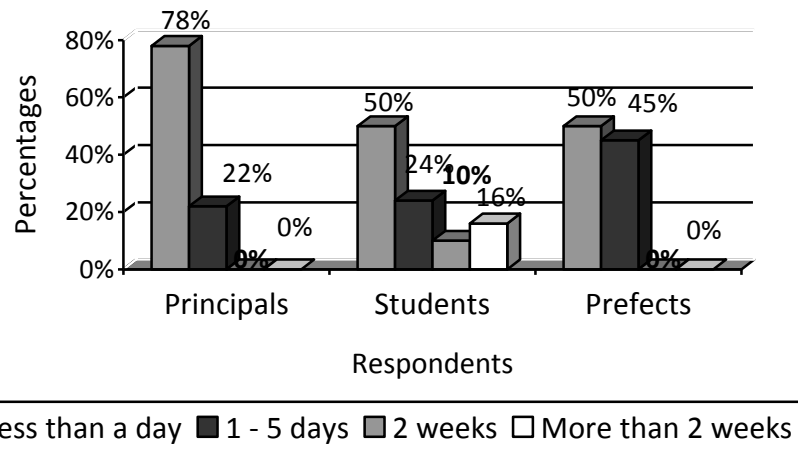
Figure 4.14, shows the majority of principals 7 (78%) reported to have used a duration period of less than a day, 5 (50%) and principals respectively also reported to have used less than a day. Out of all the principals 1 (11%) reported to have used 1-5 days while 2 (22%) reported 1-5 days. It can be deduced that the majority of the schools were using from 1-5 days in inducting prefects.

The researcher went further to investigate whether the induction process was adequate to prepare prefects for their role.

Table 4.3 Efficiency of Induction Process

Response	Frequency	Percentage
Very likely	52	54
Likely	25	26
Unlikely	13	14
Very unlikely	7	6
Total	**97**	**100**

43

From the Table 4.3, the majority of the respondents 52 (54%) reported that it was very likely for the induction process to have prepared prefects to their various roles, 25 (26%) reported likely while 13 (14%) reported very unlikely. From this it can be deduced that the induction process was likely preparing prefects to their various roles. Having established how the induction process prepares prefects for their role, the researcher went further to establish the rating of the induction process basing on the prefects performance. The results are presented in Figure 4.16.

Figure 4.15 Rating of Prefects Induction
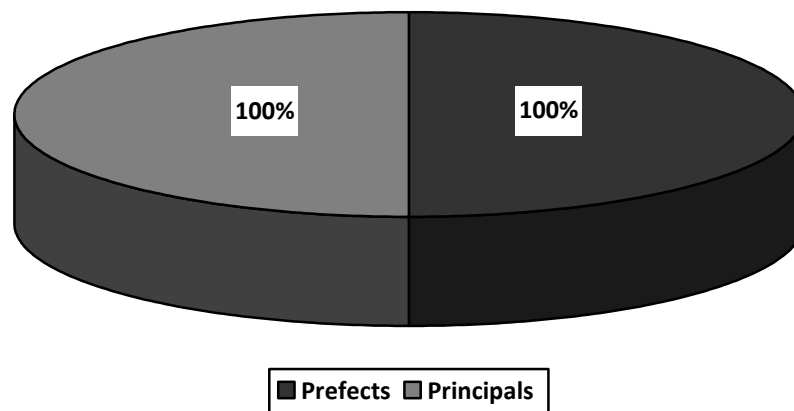
Data in Figure 4.15 indicated that all the principals and prefects rated the process of prefect's induction as very successful. From this it can be deduced that the process of inducting prefects to their various roles was very successful. Having found out that the induction of prefects is 100% effective, the researcher went further to establish whether the prefects were satisfied with the method of induction in their school**.**

Figure 4.16 Satisfaction of Induction Process
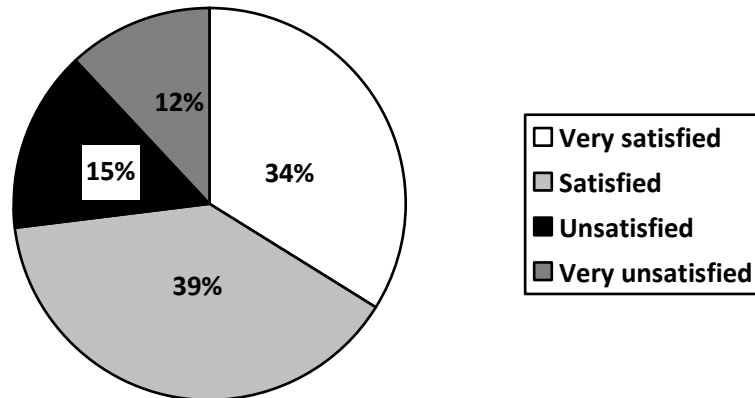
From the Figure 4.16, the majority of the prefects 7 (39%) reported to have been satisfied with the induction process, 6 (34%) were very satisfied, 3 (15%) unsatisfied while 2 (12%) were very unsatisfied. From this it can be deduced that the majority of the prefects were satisfied with the induction process. Having found out that the majority of respondents were satisfied with induction process, the researcher went further to analyze prefect's motivation.

4.6   Prefects Motivation

The researcher first sought to find out how often prefects were being rewarded. Data is presented in Figure 4.17.

Figure 4.17 Rewarding of Prefects
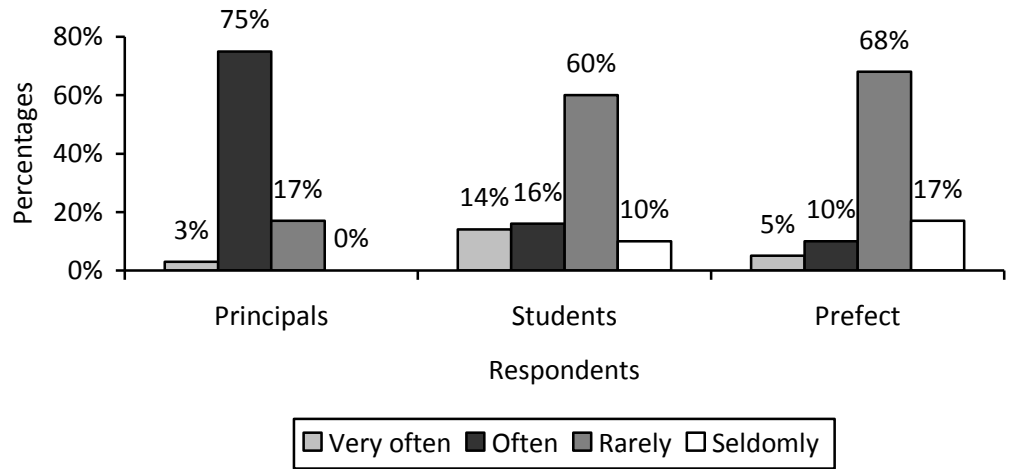
From the Figure 4.17 the majority of principals 7 (75%) reported to have often rewarded prefects while 1 (17%) reported rarely. The majority of prefects 12 (68%) reported to have been rewarded rarely while 3 (17%) reported to have been seldom rewarded. The majority of students 42 (60%) reported their prefects to have been rarely rewarded while 10 (14%) reported to have been very often rewarded. From this it can be deduced that the majority of schools were rarely rewarding their prefects although some were often rewarding. For efficient performance of duties, prefects need to be motivated. This can be through rewarding them for them to feel appreciated as they perform the much needed task. Rewarding them can be through school trips, privileges and parties.

The study further sought to investigate how often the administration was giving feedback to prefects. The results are presented in Figure 4.18.

Figure 4.18 Rate of Feedback
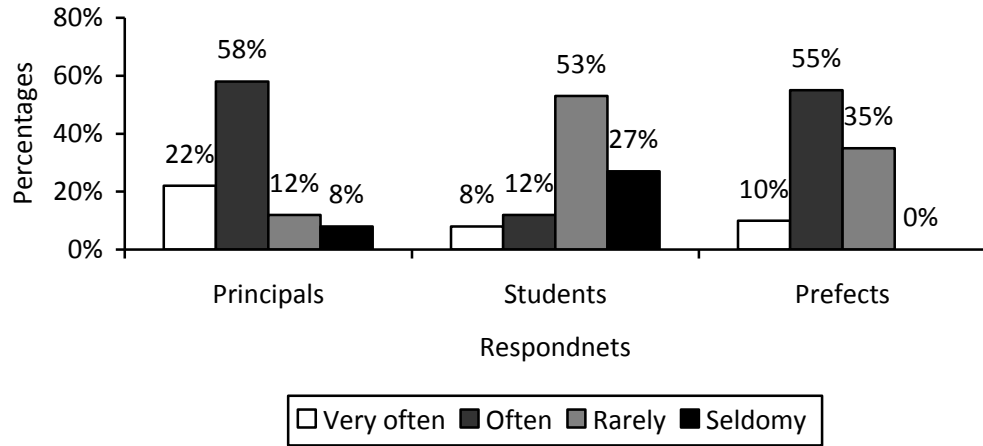
From the Figure 4.18 the majority of principals 5 (58%) reported to have often given feedback to prefects while 37 (53%) of the students reported the prefects to have been rarely given feedback. However, the majority of prefects 10 (55%) reported to have often given feedback. From this it can be deduced that the majority of schools were often giving feedback to prefects.

The researcher went ahead to investigate from prefects themselves the administration support they were receiving.

Figure 4.19 Administration Support
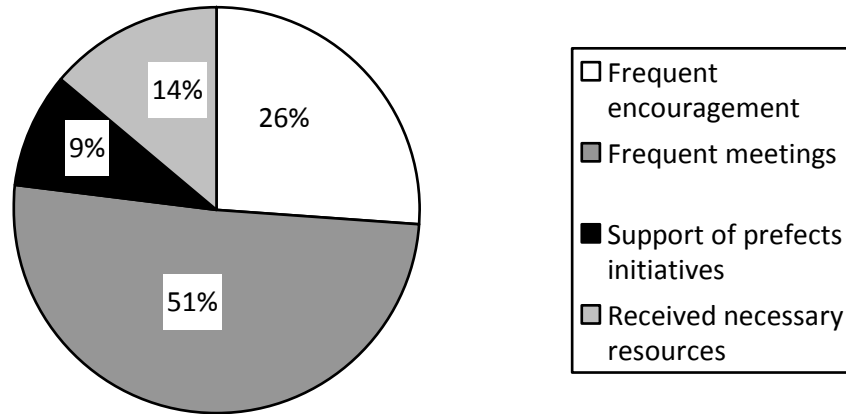
From the Figure 4.19 the majority of prefects 9 (51%) reported to have had frequent meetings with the school administration, 5 (26%) reported to have received frequent encouragements while 3 (14%) reported to have received necessary resources. From this it can be deduced that the school administration was being supportive to prefects in their roles.

4.6 Prefects as a Link Between Students and Administration

The researcher first sought to know the response of principals on the various statement of how prefects act as a link between students and administration. Findings are presented in Table 4.4.

Table 4.4 Response of Principals

	True		False	
	Frequency	**%**	**Frequency**	**%**
Implementation of administrative instructions	9	100	0	0
Participation in school and administrative activities	8	89	1	11
Supervision	8	89	1	11
Communication between administrative and students	9	100	0	0

From Table 4.4 all the principals agreed that both implementation of administrative instructions and communication between administrative and students is greatly enhanced by prefects. The majority of principals, 8 (89%) agreed that participation in school and administrative activities and supervision respectively is a link which prefects assist very much. From this it can be deduced that prefects acts as a link between students and administration. The challenge of social control and of democratic socialization are two key issues facing education at present (Effrat and Schimmel, 2003). The Kenyan democracy is firmly entrenched in the Constitution; however, this is of little consequence if the citizens do not live and practise these values. As Effrat and Schimmel (2003) put it: "our [American] schools and educational systems talk the talk of democracy, but, at best, they limp the walk". There would seem to be a direct parallel with

Kenyan schools. The 'traditional approach' in many schools has been of an autocratic nature (McLennan & Thurlow, 2003). This means that the rules were decided on by the principal, or a few senior people, and were not open to discussion. Depending on the age of the school, many of these rules could be long-standing and in some cases 'dated'. Pupils entering the system are expected to take note of the rules and if they break them, they can expect to be reprimanded and punished. There is little empathy in this approach and pupils are expected to comply.

Having found out that, the researcher went ahead to establish the response of students on the same statements.

Table 4.5 Response of Students

| | True | | False | |
Statements	F	%	F	%
Implementation of administrative instructions	42	60	28	40
Participation in school and administrative activities	42	60	28	40
Supervision	42	60	23	33
Communication between administrative and students	28	40	32	46

From Table 4.5 the majority of students 42 (60%) agreed that implementation of administrative instructions, supervision and participation in school and

50

administrative activities is greatly enhanced by prefects. From this it can be deduced that prefects acts as a link between students and administration.

Table 4.6 Response of Prefects

	True		False	
	Frequency	**Percentage**	**Frequency**	**Percentage**
Implementation of administrative instructions	15	82	3	18
Participation in school and administrative activities	17	95	1	5
Supervision	13	75	5	15
Communication between administrative and students	15	85	3	15

From Table 4.6 the majority of the prefects 15 (82%) agreed to have played the role of implementing administrative instruction, 17 (95%) of participating in school administrative activities, 13 (75%) of supervision and 15 (85%) of acting as a communication link between administration and students.

The researcher went ahead to investigate the level of agreement of the various statements. For the respondents to be able to investigate the statements, he had to rate the statement using a 4 likertscale 1 = Strongly agree, 2 = Agree, 3 = Disagree and 4 = Strongly disagree.

Table 4.7 Principals' Agreement

Responses	Mean	Median
Prefects are involved in students discipline matters	1.83	2.00
The principal consults with prefects in major decisions involving students discipline like suspension	2.67	2.5
The principal holds meetings with prefects on discipline issues	1.83	2.00
The principal invites prefects to be present when solving discipline cases.	2.42	2.00

From Table 4.7 the majority of principals strongly agreed that prefects are involved in students discipline matters and principals were holding meetings with them on discipline issues as the two had a mean of 1.83 and median of 2.00 respectively. On consultation with prefects in major decisions involving discipline and suspension and inviting prefects to be present when solving discipline cases, the majority of principals agreed as they had a mean of 2.67 and 2.5, and 2.42 and 2.00 respectively.

Table 4.8 Prefects' Agreement

Responses	Mean	Median
We are involved in students discipline matters	1.88	1.00
The principal consults with us in major decisions involving students discipline like suspension	3.09	3.00
The principle hold meetings with us on discipline issues	1.8	2.00
Our relationship with our teachers is good	1.85	2.00
We perform and discharge our duties well	1.69	2.00
We are directly involved in students issues on discipline	2.50	3.00
Teachers consult with prefects on major decisions regarding students discipline	2.37	2.00
Our decisions are supported by the staff in our school	2.08	2.00
Teachers hold meetings with us	2.72	3.00

From Table 4.8 the majority of prefects strongly agreed to have been involved in students discipline as it had a mean of 1.88 and a median of 1.00. The majority of them strongly accepted that the principal was holding meetings with them on discipline matters as it had a mean of 1.8 and median of 2.00. From this it can be deduced that prefects were greatly involved in students' discipline whereby they were holding regular meetings with principals and were performing and discharging their duties.

Table 4.9 Students' Agreement

Responses	Mean	Median
The principal consults with our prefects before making major decisions in your school	3.64	4.00
Prefects in our school hold regular meetings with teachers	3.07	3.00
Prefects punish students	3.33	4.00
Prefects are denoted to ordinary students due to indiscipline	2.61	2.00
Prefects abuse powers given to them	2.80	3.00
Prefects are consulted before the suspension of students	3.60	4.00

From Table 4.9 the majority of students reported prefects to have abused their powers given to them as it had a mean of 2.80 and a median of 3.00. However the majority of them disagreed that the principal was consulting with prefects before making decisions as it had a mean of 3.64 and a median of 4.00. Further they also disagreed that prefects were being consulted before suspension of students as it had a mean of 3.6 and a median of 4.00. From this it can be deduced that students had a different perspective of the role and performance of duties of prefects as they oppose all the other categories.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the main findings, conclusions and recommendations.

5.2 Summary of the Study

The purpose of the study was to investigate the influence of integrating prefect councils in school management on discipline in public secondary schools, Kathiani District, Machakos County. The study was guided by the following research questions: How is the mode of prefects' selection in public secondary schools? To what extent do prefects get inducted in order to influence maintenance of discipline in public secondary schools? How is the motivational level of prefects in public secondary schools in performing their duties? and How do prefects act as a link between the students and the administration in the maintenance of school discipline in public secondary schools in Kathiani district, Machakos County, Kenya?

5.3 Summary of the Research Findings

The analysis of the data solicited from the principals, prefects and students shows that prefects have an influence on the maintenance of discipline on students by way of their selection, induction, motivation and as link between the

administration and the students. The findings that emerged from the study as summarized below.

5.3.1   Selection of Prefects in Secondary Schools

The research revealed and concluded that prefects are democratically selected to the roles as opposed to being directly appointed. This was supported by the majority of the principals (83%) who agreed that prefects are selected. The majority of the students (59%) reported the prefects to have been selected by teachers. The major factors considered in prefect selection included character, student views and their academic performance.

5.3.2   Induction of Prefects and Influence on Student Discipline

Findings on the prefects' induction revealed that it was done and was mainly organized by the principals. The school administration did bulk of the induction process as reported by the majority of the prefects (52%) and students (53%).

The induction process used the face to face method and took about a day. The induction of prefects should be extended to the use of teachers, resource persons and also incorporate the use of training materials and workshops. This would go a long way in preparing prefects to further influence students' discipline.

5.3.3   Motivation of Prefects in their Performance of Duty

Findings on prefects' motivation indicated that the majority of all the respondents agreed that the prefects were being motivated in the various schools. All what could differ was the extent of motivation. Principals (41%) reported to have used

56

various methods of motivation that included trips, parties, gifts and special privileges. The majority of the students 68% reported to have been rarely motivated. It was evident that motivation of prefects has been wanting. It is recommended that proper ways of motivating prefects be established in order to encourage them to perform their duties effectively.

5.3.4   Prefects as a Link Between Administration and Students

Findings on the prefects as link between administration and students revealed that prefects assist in implementation of instructions in schools. This is done through supervision and consultation. The majority of the prefects (74%) agreed that they assist in supervision. The majority of students 42 (60%) accepted that prefects assist in implementing administrative activities and supervision. However all the prefects were split on those roles which they act as a link to but the majority accepted they facilitate all those roles for smooth running of the schools. The majority of prefects strongly agreed to have been involved in students discipline matters but disagreed on the principals consulting with them on major decisions involving students discipline like suspension and expulsion.

5.4 Conclusions

The prefects' maintenance of students' discipline is affected by several factors. The research findings concluded that prefects have been selected in a relatively fair manner by the stakeholders. It was also concluded that prefects were inducted by the school administration. However this requires further input. Motivation of

prefects was only to a very small extent and should be given priority if prefects must be in a position to influence students' discipline. Finally, prefects have been acting as link between school administration and students through consultative meetings, supervision and feedback

5.5 Recommendations

Based on the findings the recommendations are as follows:

i. Students' body to elect prefects democratically, the process should be free and fair to avoid any disruption of academic work due to students feeling shortchanged. The majority of strikes in public secondary schools are due to poor leadership by the prefect's body. This can be done by selecting a qualified committee to oversee the prefect election.

ii. Set aside enough time and resources to effectively and efficiently induct the prefects for them to be able to carry out their roles well. This is to be done by the school management. Resource persons who are well informed should be invited and the school should give enough support to the process. It is very important for prefects to be given all the necessary guidance and practical lessons which is intended to prepare them to their tough role. This can be done by setting aside finances in the budget to help prefects in their operations.

iii. Good motivation to their prefects in order for them to devote themselves to their duties and be able to balance with their studies. This can be done by offering bursaries and learning materials to better performing prefects.

iv. School administration to consult with prefects before making major decisions that affect the students. The principal and teachers should always try to hold meetings with prefects and update them on all issues affecting the students. This can be done by allowing frequent meetings with prefects for brainstorming of issues affecting the schools discipline.

5.6 Suggestions for Further Research

Taking the limitations and delimitations of the study, the following were the suggestions for further research.

1. Given that the study focused only on Kathiani District a similar study in other parts of the country would be useful for comparative purposes. Indeed, a nationwide study would be useful comparing the results in the various regions of the country.

2. This study investigated a limited number of factors that impact on prefects as they influence students discipline in public secondary schools namely selection of prefects, prefect induction, level of motivation and prefects as link between administration and students. There is however other factors that may influence discipline of students like student councils, guidance and counseling, roles of PTA and BOG in the management of public secondary schools and student discipline in particular. It would be useful to explore the extent to which other factors impact on student discipline.

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Appendices

Appendix I: Questionnaire for Principals

Instructions

I am a postgraduate student of the University of Nairobi conducting a research on **the influence of the integration of prefect councils on discipline in public secondary schools in Kathiani District.** Kindly feel free to fill in the questionnaire provided. Please tick appropriately or explain.

Section A: Demographic Information

1.   Please indicate your gender   (a)   Male   [   ] (b)   Female [   ]

2.   What is your highest academic qualification?

        Diploma [   ]   Bachelor Degree [   ]   Master [   ]   PhD [   ]

3.   How long have you been a principal? Please indicate the number of Years.

        (a)   0-2 [   ]   2-4   [   ] 5-7 [   ] 8-10 [   ]   Over 10 [   ]

Section B: Mode of Selection of Students

4.   Are prefects in your school selected? Please tick where appropriate.

        Selected [ ] Appointed [ ]

5.   What do you consider in selecting your prefects? Please tick where appropriate.

        Popularity [ ] Personality [ ] Character [ ] Academic performance [ ] All []

6.   Who selects prefects in your school?

      School administrators [ ] Teachers [ ] former prefects [ ]   Students [ ] All

7.   How can you rate the process of prefect selection in your school?

      Very successful [ ] Successful [ ] unsuccessful [ ] Very unsuccessful [ ]

8.   Do you sometimes have to replace some of the prefects selected? Please

      tick appropriately.

      Very often [ ] Often [ ] rarely [ ]   seldomly [ ]

9.   What are some of the reasons for question (8) above?

      Indiscipline [ ] under performance [ ] transfer [ ] other-------- (specify)

10.   In your own opinion, how can the mode of selection of prefects be

      improved?

      _____

Section C: Prefects' Induction

11.   Who inducts prefects in your school? Please tick where appropriate.

      Out going Prefects [ ] School administration [ ]   Resource persons [ ]

      All [ ]

12.   What methods do you use for prefect induction? Please tick appropriately.

      Training materials [ ] Face to face discussions [ ] seminars/workshops [ ]

13.   How long is the induction period? Please tick appropriately.

Less than a day [ ] 1-5 days [ ] two weeks [ ] more than two weeks [ ]

14.   How can you rate the induction process in your school basing on the prefects performance of their duties? Please tick appropriately.

Very effective [ ] Effective [ ] not effective [ ]

15.   In your own opinion, how can prefects induction be improved?

_____

Section D: Motivation of Students

15.   Do you think your prefects are motivated? Yes [ ]   No [ ]

16.   How often do you reward your prefects? Please tick appropriately.

Very often [ ] often [ ] rarely [ ] seldom [ ]

17.   How do you reward your prefects? Please tick appropriately.

School trips [ ] parties [ ] gifts [ ] special privileges [ ] all [ ]

18.   How often do you monitor how the prefects are carrying out their duties?

Very often [ ] often [ ] rarely [ ] Not at all [ ]

19.   How often do you give your prefects feedback on question (13) above?

Very often [ ] often [ ] rarely [ ]

20.   How do you support your prefects in carrying out their duties? Please tick.

Statements	True	False
Frequent encouragement		
Frequent meetings		
Involvement of motivational speakers		
Support of prefects initiatives		
Provision of necessarily resources		

21.   In your own opinion, how can the prefects be motivated?

_____

Section E: Prefects as a Link Between Students and administration

22.   How do your prefects act as a link between students and school
administration? Tick appropriately.

Statements	True	False
Implementation of administrative instructions		
Participation in school and administration activities		
Supervision		
Communication between administration and students		

In the section, SA means Strongly Agree, A means Agree, D means Disagree and SD means Strongly Disagree. Indicate your level of agreement.

Statements	SA	A	D	SD
Prefects are involved in students discipline matters				
The principal consults with prefects in major decisions involving students discipline like suspension.				
The principal holds meetings with prefects on discipline issues.				
The principal invites prefects to be present when solving discipline cases				

Section F: Student Indiscipline

28.   Compared to other schools you have been to, to what extent would you

say are your students disciplined? Please tick appropriately.

Very Disciplined [ ] Disciplined [ ] Undisciplined [ ] Very undisciplined [ ]

29.   How often do you handle indiscipline cases in your school?

Very often [ ] Often [ ] Rarely [ ] Seldomly [ ]

30.   How can you rate the indiscipline cases in your school?

Very grave [   ]   Grave [ ]   Pretty [ ]

31.   To what extent are the prefects involved in the students discipline in your

school? Please tick appropriately.   100% [ ] 50% [ ] less than 25% [ ]

Appendix II: Prefects' Questionnaire

Instructions

I am a postgraduate student of the University of Nairobi conducting a research on **the influence of the integration of prefect councils on discipline in public secondary schools in Kathiani District.** In confidence, kindly feel free to fill in the questionnaire in the spaces provided. Please tick appropriately.

Section A: Demographic Information

1.   Gender   (a)   Male   (b)   Female

2.   In which class are you?

      Form One [ ] Form two [ ] Form three [ ] Form four [ ]

3.   Tick your appropriate title.

      School captain [   ]   Dining hall captain   [   ]

      Games captain [   ]   Entertainment captain   [   ]

      House captain [   ]   Any other specify…………………………

Section B: Mode of Selection of Prefects

4 a)   Is there any method used to select prefects in your school? Yes [   ] No [ ]

  b)   If yes, what criterion was used to select you?

        Participation in school activities [   ]   Discipline   [ ]

        Ability to command others   [   ]   Academic performance [ ]

        Popularity   [   ]

6.   Who selected you as a prefect?

Administration   [   ]   Teachers   [   ]

Outgoing prefects   [   ]   Students   [   ]   All the above [   ]

7.   There were prefects who are selected but are not suitable for their positions?

True [ ]   False [ ]

8.   In your own opinion, how can the mode of prefect selection be improved?

_____

Section C: Prefects' Induction

9.   Who inducted you? Please tick where appropriate.

Outgoing Prefects [ ] School administration [ ] Resource persons [ ] All [ ]

10.   What are the methods used for induction of prefects in your school?

Training materials [ ] Face to face discussions [ ] seminars/workshops [ ]

11.   How long is the induction period? Please tick appropriately.

Less than a day [ ] 1-5 days [ ] two weeks [ ] more than two weeks [ ]

12.   Are you satisfied with the process of prefect induction in your school?

Very satisfied [ ] Satisfied [ ] Unsatisfied [ ]   Very unsatisfied [ ]

13.   Does the induction process prepare you for the roles you are required to perform as a prefect?

Strongly agree [ ] Agree [ ] Disagree [ ] Strongly disagree [ ]

14. In your own opinion, how can the prefect induction be improved?

_____

Section D: Prefects' Motivation

14. As a prefect in your school, do you feel motivated? Yes [ ]   No [ ]

15. How often are you rewarded in your school? Please tick appropriately.

   Very often [ ] often [ ] rarely [ ] Not at all [ ]

16. How are you rewarded in your school? Please tick appropriately.

   School trips [ ] parties [ ] gifts [ ] special privileges [ ] all [ ]

17. Does the administration monitor you as you carry out your duties?

   Very often [ ] often [ ] rarely [ ] seldomly [ ]

18. How often does the administration give feedback to you on qn (19) above?

   Very often [ ] often [ ] rarely [ ] seldomly [ ]

19. How does the administration support you as you carry out your duties?
   Please tick appropriately.

   Frequent encouragement [ ]   Frequent meetings   [ ]

   Involvement of motivational speakers [ ] Support of prefects initiatives [ ]

   Provision of necessary resources [ ]   All [ ]

20. In your own opinion, how can the motivation of prefects be improved?

_____

Section E: Prefects as a Link Between Students and Administration

How do you act as a link between students and school administration? Tick.

No	Statements	True	False
20	Implementation of administrative instructions		
21	Participation in school and administration activities		
22	Supervision		
23	Communication between administration and students		

In the section, SA means Strongly Agree, A means Agree, D means Disagree and SD means Strongly Disagree

No	Statements	SA	A	D	SD
24	We are involved in students discipline matters				
25	The principal consults with us in major decisions involving students discipline like suspension.				
26	The principal holds meetings with us on discipline issues.				
27	Our relationship with our teachers is good.				
29	We are directly involved in students issues on discipline.				

30	Teachers consult with prefects on major decision regarding students discipline				

Section F: Student Discipline

31. What is the level of students' discipline in your school? Please tick appropriately.

     Very Disciplined [] Disciplined [ ] Undisciplined [ ] Very undisciplined [ ]

32. What kind of indiscipline cases do you deal with as a prefect?

     Noise making [ ] Skipping classes [ ] Rudeness [ ] Lateness [ ]

     Sneaking [ ]   Other [ ] (Specify) ------------

33. How can you classify the discipline cases you deal with?

     Minor cases [ ] Major cases [ ]

34. How can you classify indiscipline cases you forward to the school administration?

     Very grave [   ]   Grave [ ]   Not grave [ ]

35. How often do you forward such cases (35) above?

     Very often [ ] often [ ] rarely [ ] seldomly [ ]

STUDENTS' QUESTIONNAIRE

Instructions

I am a postgraduate student of the University of Nairobi conducting a research on **the influence of prefects integration in the maintenance of students discipline in public secondary schools in Kathiani district.** In confidence, kindly feel free to fill in the questionnaire in the spaces provided. Please tick appropriately or explain using own words.

Section A: Demographic Information

1. Sex   (a)   Male   (b)   Female

2. In which class are you?

    Form One [ ] Form two [ ] Form 3 [ ] Form 4 [ ]

3. Have you ever been a prefect before?   Yes   [   ]   No   [   ]

Section B: Mode of Selection of Prefects

4. Who selects prefects in your school?

    Administration   [   ]   Teachers   [   ]

    Outgoing prefects   [ ]   Students   [   ]   All [   ]

5   Which criteria is used to select prefects in your school?

Participation in school activities [ ]   Discipline   [ ]

Ability to command others   [ ]   Academic performance [ ]

Popularity   [ ]

6.   How can you rate the process of selecting prefects in your school?

Very fair [   ] Fair [   ] Unfair [   ] Very unfair [   ]

7.   Are you satisfied with the prefects selected in your school?

Very satisfied [   ] Satisfied [   ] Unsatisfied [   ] Very unsatisfied [   ]

8.   Do you think the mode of selection of prefects determine their performance of duties in your school?

Very likely [   ] Likely [   ] Unlikely [   ] Very unlikely [   ]

Section C: Prefects' Induction

9.   Who inducts prefects in your school? Please tick where appropriate.

Outgoing Prefects [   ] School administration [   ] teachers [ ] Resource persons [ ] All [   ]

10.   What methods do you use for induction of your prefects? Please tick appropriately.

Training materials [   ] Face to face discussions [   ] seminars/workshops [ ]

11.   How long is the induction period? Please tick appropriately.

Less than a day [ ] 1-5 days [ ] two weeks [ ] more than two weeks [ ]

12.   Do you think the induction process prepares prefects for their various roles?

Very likely [ ] Likely [   ] Unlikely [ ] Very unlikely [ ]

Section D: Motivation of Students

13.   Do you think your school prefects are motivated?

Yes [ ]   No [ ]

14.   How often are your school prefects rewarded? Please tick appropriately.

Very often [ ] often [ ] rarely [ ] seldomly [ ]

15.   How are your school prefects rewarded? Please tick appropriately.

School trips [ ] parties [ ] gifts [ ] special privileges [ ] all [ ]

16.   How often does the administration monitor how the prefects are carrying out their duties?   Very often [ ] often [ ] rarely [ ] seldomly [ ]

17.   How often does the administration give your prefects feedback on question (16) above?   Very often [ ] often [ ] rarely [ ] seldomly [ ]

18. How do you support your school prefects in carrying out their duties? Please tick appropriately.

Statements	True	False
Respecting them		
Performance of duties		
Carrying out their instructions		
Support of prefects initiatives		
Following school rules and regulations		

Section E: Prefects as a Link Between Students And Administration

19. How do your school prefects act as a link between students and school administration? Tick appropriately.

Statements	True	False
Implementation of administrative instructions		
Participation in school and administration activities		
Supervision		
Communication between administration and students		

In the section, SA means Strongly Agree, A means Agree, D means Disagree and SD means Strongly Disagree

No	Statements	SA	A	D	SD
20	The principal consults with our prefects before making major decisions in your school.				
21	Prefects in our school hold regular meetings with teachers.				
22	Prefects punish students.				
23	Prefects are demoted to ordinary students due to indiscipline.				
24	Prefects abuse powers given to them.				
25	Prefects are consulted before the suspension of students.				

26. Perfects are friendly to ordinary students? Yes   [   ]   No   [   ]

27. Give suggestions on how the prefect system should be improved to enhance participation in the maintenance of students discipline on your school?

………………………………………………………………………………

Section F: Students Indiscipline

28.   What is the level of students' discipline in your school? Please tick

        appropriately.

         Very Disciplined [ ] Disciplined [ ] Undisciplined [ ] Very undisciplined [

39.   What kind of indiscipline cases are handled by the prefects?

        Noise making [ ] Skipping classes [ ] Rudeness [ ] Lateness [ ]

        Sneaking [ ]   Other [ ] (Specify) ------------

30.   How often do the prefects deal with indiscipline cases?

        Very often [ ] often [ ] rarely [ ] seldomly [ ]

31.   How can you classify the discipline cases dealt with by the prefects?

        Minor cases [ ] Major cases [ ]

32.   How can you classify indiscipline cases forwarded to the school

        administration?

        Very grave [   ]   Grave [ ]   Not grave [ ]

33.   How often do are such cases forwarded (35) above?

        Very often [ ] often [ ] rarely [ ] seldomly [ ]

34.   How often are you involved in indiscipline issues?

       Very often [ ] often [ ] rarely [ ] seldomly [ ]

35.   How often do you respond positively to prefects punishments?

       Very often [ ] often [ ] rarely [ ] seldomly [ ]

36.   How often are you forwarded to the principal for indiscipline issues?

       Very often [ ] often [ ] rarely [ ] seldomly [ ]

37.   What can you do to avoid indiscipline?…………………………………

Thank you for your cooperation