

**THE INFLUENCE OF GENDER AND SCHOOL RELATED FACTORS ON
PERFORMANCE OF PREFECTS IN PUBLIC SECONDARY SCHOOLS IN
CENTRAL DIVISION, MACHAKOS DISTRICT, KENYA.**

Michael Wambua Mutua

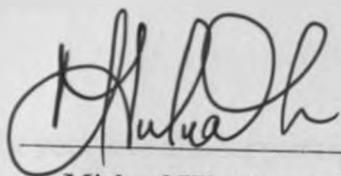
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Degree of Master of Education in Education Foundation of the
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DECLARATION

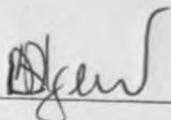
This project report is my original work and has not been presented for a degree in any other university.



Michael Wambua Mutua

Date July 2012

This project report is presented to the University with my approval as University Supervisor.



Dr Lewis M. Ngesu
Lecturer
Department of Education Foundation
University of Nairobi

Date 13 08 2012

DEDICATION

This work is dedicated to my dear wife Stella and my children Hope Mwende,
Precious and Ruby.

Thank you for your love and support throughout this study.

ABSTRACT

This study focused on the influence of gender and school related factors on performance of prefects in public secondary schools in central division of Machakos district, Machakos County. The sample was drawn from 9 secondary schools in central division. The collected data was quantitatively and qualitatively analyzed.

The findings indicated that gender and school related factors influenced prefect performance for varied reasons. Majority of the respondents believed that motivation was important in making prefects more effective. In the light of these findings, it is recommended that the Ministry of Education should review its policies on selection and training of prefects with a view to determine the level of competence required.

The study recommends that induction courses for newly appointed prefects be made compulsory to curb unnecessary friction between students and prefects body. The study also recommends that schools should hold regular consultative meetings between teachers, prefects and students in order to address discipline problems.

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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Leadership in schools has today become a very complex phenomenon because of the complexity of industrial, social or political organization, globalization and technological advancement especially in information technology. Research on effective schools points to the crucial role leaders play in establishing and monitoring quality schools for all students (Aikaman & Unterhalter, 2005). In the context of schools a prefect is a pupil who has been given limited trusty-type authority over other pupils in the school similar to the authority given to a hall monitor or safety patrol member, (Berger, Adolf, 2002). In a dictionary of education written by Derek (1981), 'Prefect is a term defined in secondary schools for senior pupils who are appointed or elected to exercise some authority and disciplinary responsibility among their fellows'. Prefects are a tremendous help to the school and play a particularly important role in mentoring younger pupils.

Eckstein (2000) revealed that a basic function of educational systems was to provide social ideals of authority and responsibility. The prefect system originated from the philosophy that students were valuable underused educational resources and students themselves in maintaining a given disciplinary climate. The prefect system has been in the English school since the nineteenth century and still operates in many English schools in various ways.

Though the functions of prefects today vary extensively, the importance of the prefects in the authority systems of many schools are still noticeable. The prefect system is also a significant part of the educational experience that has to do with the development of character and responsibility.

Prefects work with and for the school community to ensure the smooth running of different aspects of the school day. The role of the school prefect is well established and in addition to the public duties mentioned above, school prefects have an essential role in the day to day running of the school. They must be able to command the respect of pupils, including their peers and to exercise their authority in a responsible manner. They should be prepared to be proactive and consider themselves prefects at all times, not just on their designated duty slot (Northouse, 2007).

The position of prefect is a one of responsibility and one, 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 mind 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 (Monitor, 1999). 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 of students' welfare. They also carry out supervision of learning activities after school for junior pupils and checking attendants, (Ozigi, 1995).

1.2 Statement of the Problem

The influence of gender and school related factors on performance of prefects in public secondary schools has been rated as one of the leading concern of teachers, administrators and even students themselves globally (Shikami 2006 and Wambura 2007). For teachers, parents and school administration, poor supervision of students by prefects may lead to indiscipline, and wasted teaching and learning hours.

In Kenya the increased enrolment in secondary school and ever increasing demand for quality education has made school governance a more complex undertaking than ever before and this calls for cooperation between the school team (Principal, teachers and support staff) and prefects because efficient performance of duties by prefects is a prerequisite for improving the culture of teaching and learning. However, the prefects system in Kenya is faced by many challenges, some of which stem out pupils personal backgrounds and school learning environment.

Studies conducted by (Wanjiku 1999, Ozigi 1998 and Shikami 2006) shows that for purpose of achieving success in schools, the position of prefects is critical because they are delegated duties concerned with day to day life in school. This study sought to determine the influences of gender and school related factors on performance of prefects in public secondary schools in Kenya and determine methods of intervention needed to bring about effective leadership skills in schools.

1.3 Purpose of Study

The purpose of this study was to investigate the extent to which selected gender and school related factors influence prefects' performance in public secondary school in central division, Machakos district.

1.3.1 Specific Objectives of the Study

- i) To investigate the influence of gender related factors on prefects' performance in public secondary schools in central division, Machakos district.
- ii) To investigate the effects of administration support of prefects performance.
- iii) To examine the influence of induction courses on prefects performance.
- iv) To assess the effects of prefects selection process on performance.

1.4 Research questions

The study was guided by the following questions:-

1. To what extent do gender related factors influence prefects performance in secondary schools?
2. To what extent does administration support influence prefects' performance in secondary schools?
3. What is the influence of induction courses on performance of prefects in public secondary school?
4. To what extent does selection process influence prefects' performance?

1.5 Justification and significance of the Study

The prefectural system plays very significant role in the administration of a school. It is therefore important to investigate the influence of gender and school related factors on the performance of prefects. It's hoped that the findings of the study will enable education policy makers to formulate legislations and procedures of making use of students for effective administration in secondary schools. The findings of the study will also sensitize educational administrators in the need to establish and motivate the prefectural system to higher levels of efficiency and effectiveness. The present study is expected to generate knowledge for policy makers, curriculum developers, educational planners and other educational practitioners in formulating educational policies in future. Finally the findings will be useful to future researchers in Kenya.

1.6 Assumptions of the Study

This study focused on the influence on gender and school related factors on performance of prefects in public secondary schools in central division Machakos district and hence assumed that each of secondary school had a body of prefects appointed by the school administration.

The study also assumed that the prefects were aware of their duties in the schools and that all the views given by the prefects and other participation in the study were true and free of outside influence. The study in addition assumed that the population targeted would not change in the time of data collection.

1.7 Scope of the Study

The study was conducted in public secondary schools in Machakos District whereby researchers administered the students in the prefectural system with a questionnaire.

This means that all the students in the prefect system formed the target population of the study in an effort to draw information on their views of the gender and school related factors influencing the performance of prefects in secondary schools in central division of Machakos district.

1.8 Limitations of the study

The researcher was not able to cover all the secondary school prefect systems in Kenya.

The researcher anticipated a challenge in securing the respondent's precious time in giving views given the tight timetable schedules in the school. Some of the targeted populations were not in a position to interpret the various questions on the objective of the study with ease.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter contains a review of literature related to the study. The chapter covers Fredrick Taylor's theory of scientific management which is the theoretical framework upon which the study was based. The chapter also covers a review of literature concerning the prefectural and monitorial systems in English and American schools respectively, roles of pupils as partners in school management, the importance of prefects in school, as well as the duties performed by prefects.

2.1 Theoretical Review

2.1.1 The Theory of Scientific Management

A major contributor to improvement of management as a means of increasing productivity was Taylor (1856-1917). He considered that all work process could be analyzed into discrete tasks and that by scientific method it was possible to find the "one best way" to perform each task. Each job was broken down into component parts each part timed, and the parts re-arranged into the most efficient method of working.

Taylor as a believer in the rational-economic needs concept of motivation believed that if management acted on his ideas, work would become more satisfying and profitable for all concerned. Obtaining the highest possible wages through working in the most efficient and productive way would motivate workers. Taylor was concerned with finding more efficient methods and procedures for coordination and control of work.

He set out a number of principles to guide management. These are the development of a true Science for each person's work, the scientific selection training and development of the workers, co-operation with the workers to ensure work is carried out in the prescribed way and the division of work and responsibility between management and the workers (Dublin, 1989). This theory is applicable in the study because this can be compared to workers in an organization, whose participation will lead to efficient and effective operations of the organization. Prefect, unlike other students have specialized duties. For the prefectural system to be effective there is need, as Otieno, (2001) observed, for careful selection of prefects, continued training and proper guidance as the theory emphasizes. The prefect's body, being an arm of the school administration, should have unstrained instructions with the rest of the administration and the student's body for effective and efficient running of the school. Different prefects have different specialization of their work. This yields effectiveness for prefects in carrying out their duties.

2.2 The Prefectural System

King (1973) defines prefects as pupils who have formal authority over other pupils. Their basic duty is to act as a general agent of social control in the schools. The rationale put from this hinges on those aspects of the school as an agent of socializations, on the assertions as to the relative maturity of high school students and on the arguments as to the effectiveness and efficiency of school administration if students are incorporated in school administrative process. The primary responsibilities of a school administrator is the development of each and every student, and therefore the student is at the center of the educational process and all activities in the school

should aim at developing his total personality to the fullest, (Ozigi 1983). In order to achieve this, the administrator should see it that good instructional programmes are implemented and the school provides opportunities for the pupils to develop responsible attitudes and to experience the type of moral training which prepares them for future life.

The prefectural system, which is as old as the formal school system, is perhaps the most potent tool for participation in school management. The head must ensure that there is an active prefect's council not only serving as a link between the pupil body and the school management, but also to perform specific functions. The common prefectural positions include house and dining hall prefects (in boarding school), and entertainment, sports, and games prefect, a library prefect and dispensary prefect, (UNESCO, 2004).

The role of students in the life of the school gives them the chance to undergo training which prepares them for future life (Ozigi; 1983) from purely administrative posing of view, pupils participation in the life of the school also contributes greatly to the effective and orderly operation of the institution. It will improve communication, lead to a better understanding and co-operation and help to resolve many personal and social problems which can be disruptive (Ozigi, 1983). Apart from this, it is not possible for an administrator and his staff to perform certain duties concerning pupils' welfare when the pupils themselves can more efficiently perform such duties.

This is because school administrators and teachers have too much to do as to be able to attend to certain details of non-academic duties (Ozigi, 1983). It's therefore important that the administration of the school understands this and delegate responsibilities to students. Prefectural system is one of the most effective ways of involving pupils directly in the administration of the school (King, 1973).

2.2.1 Prefectural system in England

During 19th century, England experienced an increase in the number of schools. With this increase, the new institutions understandably used as model schools of long standing and established tradition (Nicholson, 1960). The new grammar schools offered an education to a new, growing and powerful segment of the population, the manufacturing middle class. Yet earlier goals and the house system are two examples of the great influence of traditional education upon the public system of schools (Eekistin 1966). Today the prefectural system operates in many English schools in various ways. Even at primary level, the practice of having class/school monitors prepares the way for operation at the secondary level. Although the functions of prefects in different schools vary extensively, their significance in the authority systems of many schools remain considerable (Nash, 1961).

Most commonly, prefects are appointed by the headmaster from among the senior pupils of the school (sixth formers) generally on the recommendation of their teachers (Eckstein, 1966). There might be about twelve in a school of five hundred pupils. Apart from seniority per se, criteria for selection include academic ability, non-scholastic activities, and personal attributes such as good character and leadership qualities (king, 1973).

Prefectoral duties in English schools generally include the policing of school premises and activities in various ways thus relieving teachers of certain everyday minor supervisory chores. According to King (1973), the prefects' duties in English schools generally include acting as guides to visitors, as stewards at school functions, supervision of other pupils during assembly as well as reading the lesson in assembly, supervising other pupils on the school buses and more rarely in detentions.

Prefect's powers include the awarding of minor punishments such as extra assignments, detention after school hours and recommending more serious punishments. Prefects may have formal meetings to discuss their problems and activities, but the schools generally permit little real delegation of power or independent responsibility. The prefects are often a headmaster's private police force exerting a predominantly repressive and punitive discipline and exerting obedience to an external and imposed authority (Eckstein, 1966).

Certain schools have contrived to include changes in the selection, preparation and functions of prefects so that negative aspects of the system could be eliminated. In certain cases, teachers, senior students and the current group of prefects all nominate future school prefects (Everest, 1959). In preparation for this, former prefects are elected yearly in lower classes of the school-secondary schools which encourage varying degrees of involvement by pupils in decision making in most cases. However, the head teacher retains at least a final veto on the appointments (Everest 1959).

2.2.2 The Prefectural System in America

American schools like their English, seek to maintain a certain social order, and to teach their students lessons about leadership authority and responsibility. There are some students in the American high schools that enjoy more active and more influential role in schools authority system than others. They may carry out tasks similar to those of English prefects but particularly to the English observer, there appears to be no such thing as a prefectural system; (Eckstein, 1966). In one sense, the honor students found in certain American high schools might be compared with the prefects in English schools, (Empley, 1963). They form scholastic elite and usually occupy an important part in school affairs. The leading athletes of the high schools, the sports stars, may be another group, which in some respects is comparable with the English schools elite. They may be socially eminent influential models for younger pupils. They are school community heroes. Consequently, they may possess an informal influence, and are endowed with official power by the school to maintain a given regime, (Eckstein 1966).

A closer approximation to the English prefect is perhaps provided by the American service squad member, monitor or school aide. This is one of a group of high school students who have varied responsibilities connected with maintaining order on school premises. He may, for example, supervise traffic in corridors and in the cafeterias to ensure orderly and safe movement. He may be a monitor who in addition to maintaining orders, quietly runs errands for teachers, escort visitors within the building and fulfills similar functions in the school.

The basis of selection of such responsibility varies considerably, though a combination of nomination and approval by teachers and willingness by pupils generally determines membership of this group. Academic criteria, in the form of minimum scholastic standards are often included. A badge, pin or other form of insignia is often given to such pupils as a mark of office. (Eckstein 1966).

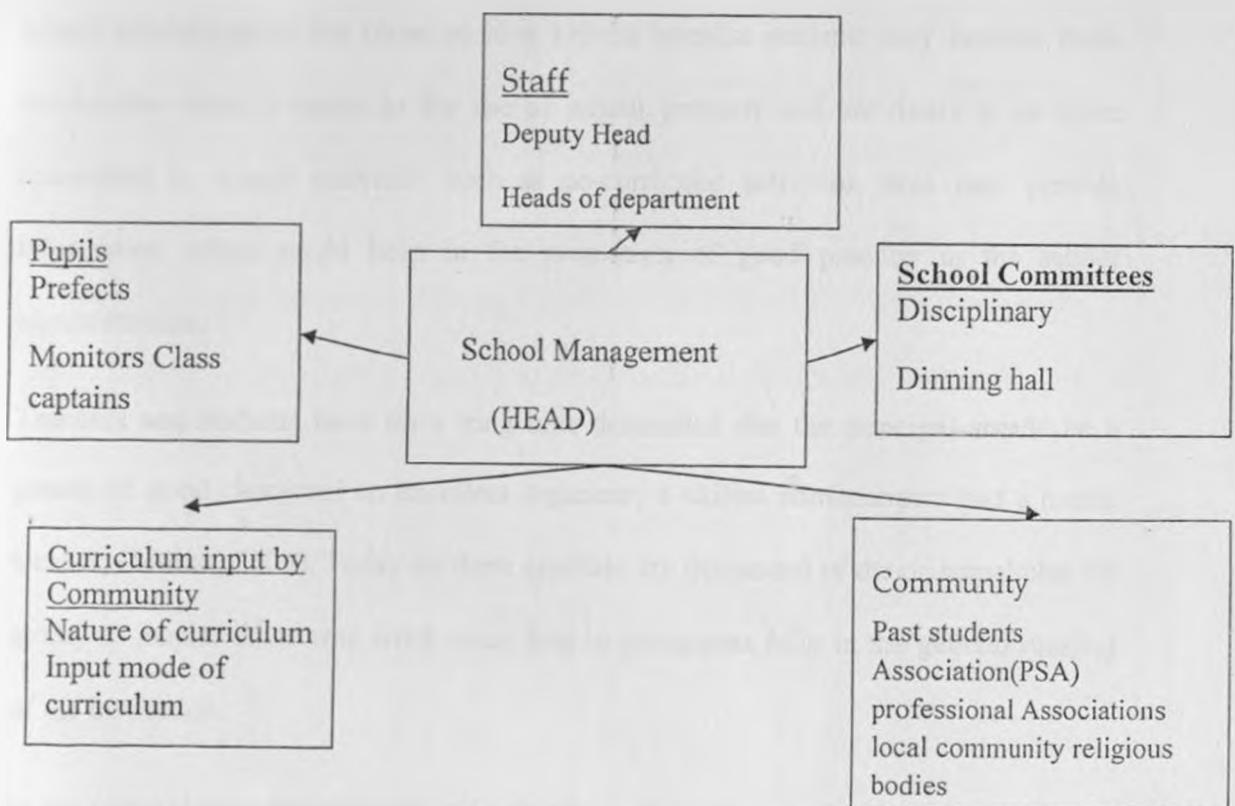
The student council is another common phenomenon in American high schools. This is generally an officially sponsored agency in the high school, where students may make decisions and see that they are earned out (Eskstein 1966). Council members and officers of the student organization are elected by their peers for certain terms and have some powers to initiate action and influence standards (Eskstein 1966). In conclusion, the American high school pupil's involvement in disciplinary regime of the school appears to be varied and diffused. Opportunity for supervision of pupils is given, there are selected elites, and responsibilities of different kinds are given to pupils and sometimes official and unofficial status and influence overlap (Gordon, 1975)

2.3 Pupils as Partners in School Management: A Case for Africa

The rapid expansion of student involvement in most African countries since the attainment of political independence, coupled with inadequate resources to cope with the ever increasing demand before educational provision has made school management a much more complex and difficult enterprise now than a few decades ago (UNESCO, 2004) To ensure effective and successful management, the school head must not only be innovative, resourceful and dynamic, but also able to interact well with people both

within and outside the school. These include the staff and pupils, parents, members of the P.T.A. and many other members of the community all of whom need to be brought in some way or other into decision making processes (UNESCO, 2004). In other words before the purpose of achieving success as a manager, the head must create an environment before participatory democracy in school running. A summary of the partners and partnership involved in school management is given in figure 2.1.

Figure 2.1 Partners in school management



Source: UNESCO: Better Schools; Resource materials for school heads in

Africa: [Hhp:// library.unesco-iicba.org](http://library.unesco-iicba.org)

As indicated above, pupils are an important aspect of the school management.

Partnership: Pupils are in closer touch with each other through peer interaction than the staffs are with them, especially in boarding system. No school can succeed without involving pupils in some of the decision-making processes (UNESCO, 2004) and even in the general management of the school. A head teacher in a secondary school ought to recognize and develop strategies for student involvement in decision making and some aspects of school management (Mulwa 2004); otherwise his ideas and decisions may not be implemented properly according to (Mwiria, 1995). Students involvement in school administration has some positive aspects because students may become more responsible when it comes to the use of school property and are likely to be more committed to school activities such as co-curricular activities, thus may provide information which could help in the promotion of good practice in the school administration.

Teachers and students have for a long time demanded that the principal should be a person of good character, an excellent organizer, a skilled administrator and a model teacher, (Mulwa, 2004). Today all these qualities are demanded of the principal plus his ability to inspire those who work under him to participate fully in the general running of the institution.

In the old authoritarian educational institutions where the principal was a dictator, his was perhaps an easier task because what he needed was the ability to inspire awe and fear among the staff and students and all went well. Looking at modern institutions of education, there is a greater lean towards democratic administrative styles.

The emphasis now is more on freedom of participation and reciprocal co-operation and less on dictatorship. The principal has to learn his administrative compliance by encouraging the staff and students to participate in the instructions decision-making process (Mulwa, 2004) and general management. Some of the ways in which students are involved in decision-making and the management of the school are through prefectural system, monitorial system and class captains.

In good performing schools like Starehe boys centre, prefects are so efficient and effective that the role of teachers is limited to teaching and carrying out other academic duties (Otieno 2004). The prefects in such schools are managers who are adequately trained to carry out their duties and responsibilities. In his book, *School Mastery*, Griffin (1994), the Director of Starehe Boys' Centre says: At Starehe, 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 teachers free to concentrate on academic duties. As just one example, the cleanliness of the center draws praise from every visitor. The cleaning is done by the boys, in accordance with the master plan drawn by the senior prefects before the term opens. This plan divides the grounds and buildings into 6 portions, making fair allocation to boys in each portion and names of prefects to supervise them. No adult is involved at all and the system works perfectly, term after term, year after year.

2.4 Duties Performed by Prefects

Schreiner (2010) gives a detailed account of the duties expected of a prefect. As such he explains that when they move along this line, prefects ought to be respected.

2.4.1 Prefects Work to keep peers in line

A prefect is the British equivalent of a school hall monitor. Students who fill this role are expected to act with decorum and be conscientious of the school regulations. Prefects are intended to be akin to staff members in their enforcement of school rules. As a prefect, a student is expected to act with maturity and work to preserve the school buildings and ensure that pupils conduct themselves in an orderly and appropriate fashion.

2.4.2. Monitor Set Area.

Prefects are generally assigned a set area to monitor. During duty time, prefects should patrol their set area faithfully and ensure that other students do not loiter and that no mischief is going on. Often, prefects are held responsible for rule-violating behavior that occurs within their set area, so they must ensure that they watch carefully and successfully thwart any bad attempts and misdeeds.

2.4.3. Enforce Dress Code.

Prefects must ask students to modify their attire if they are out of dress code, or give them a dress code violation if the attire cannot be satisfactorily modified. Because they are to enforce dress code, prefects must also strictly adhere to the dress code themselves. If a prefect's attire deviates from the regulation attire, other students see the prefects as hypocritical and are less likely to follow his direction.

2.4.4. Protect School Property.

While patrolling their set areas, prefects must ensure that no damage is done to school property. This is particularly important in buildings with historical significance.

Preventing this damage is important because damaged school equipment can be highly costly to repair.

2.4.5. Report any Violators

Prefects must inform school administration of any rule-violations they witness. Commonly, prefects are given a book or referral forms to use for the recording of rule violations. While prefects do not hand down punishments themselves, punishments are commonly dispensed as a result of prefect reports.

2.4.6 Act as Student Leaders

Prefects are intended to be role models to other students. In addition to acting as leaders of the general student body, some prefects receive their opportunity to take leadership role within the prefect system. Commonly school administration selects lead prefects. These individuals act as student administrators and oversee all other prefects to ensure that the system operates effectively and all members do their part to ensure the safety of the school environment.

2.4.7 Liaison

Students are often more at ease speaking to fellow students about their problems than with a teacher or administrator. School prefects can serve as liaison officers between students and teachers, helping both to get their sides heard and understood, and speaking on the behalf of students who are too shy, frightened or cynical to speak for themselves.

2.4.8 Information Officer

Prefects are often used to pass on information to the students, both formally and informally. Prefects may be the ones to announce changes in rules or exam times, or to pass on information to new students regarding regulations and procedures. Some schools ask prefects to read aloud announcements or daily inspirational readings. Prefects can even be sources of everyday information such as where a certain classroom or lab is, or how to change classes.

2.4.9 Team Captain and Police officer

Some schools choose prefects to specialize in one duty over all others, such as sports. Prefects are often designated as captain of the school sports teams, and as such must organize the team members, equipment, practices and games. Schools also tag prefects to be the heads of academic teams, such as Science, debate and mathematics, or of cultural departments like speech and drama.

Often prefects are simply used as hall monitors. They ensure no one is on the hallway who doesn't have legitimate business there, or are assigned to classroom or school doors to make sure no one leaves or enters without a valid reason. Prefects on door or hallway duty can also point students who are lost in the proper direction. Perhaps the one duty prefects are most known and vilified for is that of police officer. Prefects can't arrest anyone, of course, but they are counted on to enforce the school rules and to report infractions to teacher or administrators.

Prefects are generally not allowed to use any kind of physical force, but can confront law-breaking students and issue ultimatums.

If a school uses a point or demerit system to reward or punish students, prefects are often empowered to give or take points as they see fit.

Prefects are students leaders typically chosen by their teachers or peers based on academic or moral merit. Being a prefect requires leadership, responsibility and dedication to the management and efficiency of school policy in regard to his fellow students. Prefects are assigned area-specific duties on a daily basis to make sure school standards are continuously maintained.

Prefects are, above all, leaders and role models for their fellow students. As it is important that they embody, follow and uphold all school rules and regulations, including dress and behaviour codes. They should treat other students with dignity and respect, attempting to solve all disciplinary matters without physical action or intimidation. Students should remind their fellow students of the rules without arguing or debating the topic, and should discipline everyone in the same manner, leaving out personal or emotional payback.

2.5 The effectiveness of prefects in carrying out their duties

Writers who have contributed in the area (including Otieno (2001) and Ozigi (1983) contented that the present day prefect is likely to face many challenges in carrying out duties. First are the questions of competence (Otieno, 2001). To be competent prefects need to know their roles well; and the school administration; and teachers should ensure this by delegating responsibility to prefects (Ozigi, 1983).

The other challenge facing prefects is that of confidence. As changes in technology across the world unfold so first, there is improved flow and access to inform. Some of the students may become informed and this may make prefects feel inferior, (Otieno, 2001). Prefects due to their role in enhancing school discipline find themselves unpopular to other students in illustrating this challenge, (Otieno (2001).

2.6 Factors affecting prefectorial duties

2.6.1 Gender

Gender roles refer to the set of social and behavioral norms that are considered to be socially appropriate for individuals of a specific sex in the context of a specific culture, which differ widely between cultures and over time. There are differences of opinion as to whether observed gender differences in behavior and personality characteristics are, at least in part, due to cultural or social factors, and therefore, the product of socialization experiences, or to what extent gender differences are due to biological and physiological differences.

Views on gender-based differentiation in schools management and in interpersonal relationships have often undergone profound changes as a result of feminist and/or economic influences, but there are still considerable differences in gender roles in almost all societies. It is also true that in times of necessity, such as during a war or other emergency, women are permitted to perform functions which in "normal" times would be considered a male role, or vice versa.

Gender differences in today's prefectorial systems in secondary schools are considered with a view toward illuminating some factors that may present particular obstacles or opportunities for girls.

Chores performed at school, particularly those that are more domestic in nature than others, may reduce time devoted to learning. The literature reviewed contains accounts of girls performing more such duties at school than boys, mirroring their presumably greater responsibilities in the home. Students are provided with a list of duties some of which are more menial in nature, including preparing and serving food, running errands, and assisting teachers in their homes. Two were more academic assisting teachers with younger students, and working as monitors or prefects.

2.6.2 Leadership Skills

Good leaders are made not born. If you have the desire and willpower, you can become an effective leader. Good leaders develop through a never ending process of self-study, education, training, and experience, (Jago, 1982). It was discovered that secondary school prefects are not given orientation training after appointment as school prefects in their respective schools. It has become very clear that most school prefects have a very poor leadership skill to motivate, influence and guide their fellow students on best practices, moral upbringing, educational pursuit and other prevailing vises within the school system. Record has shown also that youths learn good and bad characters from their peers. School prefects are supposed to influence their peer students positively but unfortunately the prefects have little or nothing to offer the students because they lack the basic skills and information to influence their peers positively base on the gaps mentioned above. Prefects are supposed to be agents of change in volunteerism, in school services and that of the community.

Since the colonial days, student leadership in secondary schools has been in the hands of prefects appointed single-handedly by school administration in particular the

principal in consultation with teachers. This essentially implied that prefects were leaders imposed on students by the school administration. Despite large classes, the few students that get the opportunity to serve as prefects or club leaders acquire basic leadership skills, build their self esteem, gain more confidence and become more assertive. The leadership training for prefects seeks to empower students to become positive role-models and change makers in their schools, communities and society at large.

In the context of this study, prefects are characterized by their firmness and strength of purpose. They know what they want and need, and go about achieving it assertively. They are never daunted by the challenges that they have to overcome on the path to achieving their goals. They have an unwavering attitude towards the obstacles that come their way. A leader has the skill to demand and get the cooperation of his/her team assertively in order to achieve the goals set.

2.6.3 Administration Support

The elected prefects may be tempted to exercise excessive power over other students. The schools administration has the role of mentoring the prefects to help them understand their responsibilities clearly and be able to differentiate between the prefect system and the school administration. The support and communication of the school administration with the prefect's team, especially the top most prefects, are very important. Some schools even appoint a school captain as the leader of the discipline team. If the principal and his/her deputies recognize and understand clearly the objectives and operation of the prefect system, they can give good advice and make appropriate decisions regarding school management and discipline.

The prefect system also needs the strong support of the school administration in the recruitment of team members and the setting up of a student prefect team, besides acquiring the necessary facilities and accommodation to interview students and conduct programmes. To facilitate communication with the school administration, the prefect system should regularly report and review the work progress of the team. In this way, the prefect system can gain the recognition and support of the school administration.

Guidance and discipline are the two very important pastoral services of the school. While the two teams (i.e. prefect system and the school administration) have their own specialized expertise and responsibilities, they share a common objective of cultivating a harmonious and orderly learning culture in school. In terms of collaboration, the guidance teachers should help the prefects, through guidance activities, to maximize their potential to improve and accept the consequence of their behavior for becoming role models to their subordinates. The fundamental requirement is that the guidance team selected by the school administration and the prefect system should have a high degree of mutual understanding and communication and see their efforts as complementary instead of conflicting with each other.

A successful and effective prefect system does not work alone. It must collaborate with the other functional teachers and overall the school administration, and win their support so that the discipline policy and strategies could be effectively implemented.

The important guiding principle is that every teacher is responsible for managing students with behavior problems and enforcing the school discipline policy while the discipline teachers serve as resource persons to support, monitor and co-ordinate the prefect system. Every teacher plays an important role in the prefect system.

2.6.4 Selection procedure of new prefects body

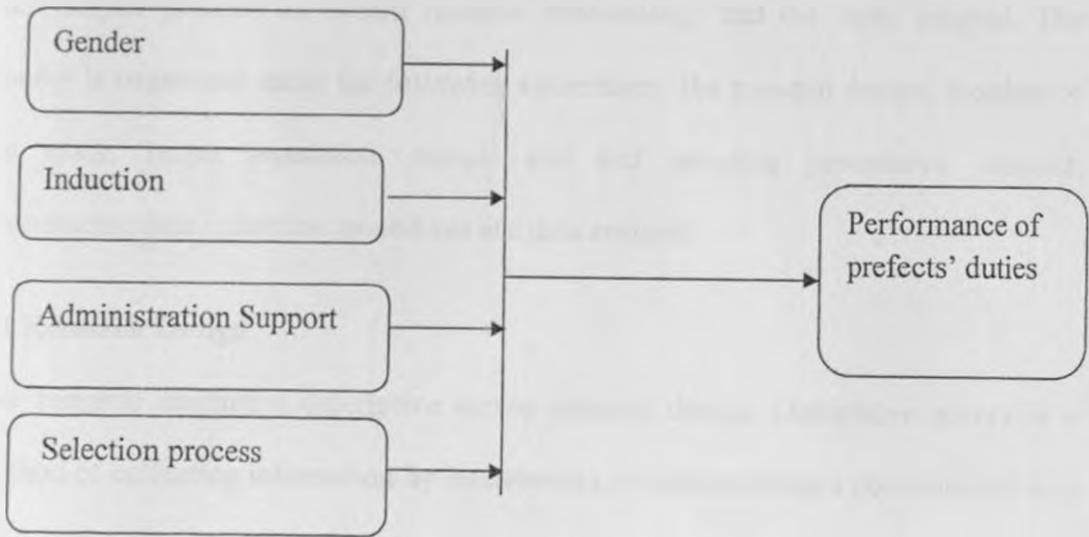
According to Tirop (2009) in the opening speech during the 1st Student Leaders Congress held at Bomas of Kenya on the new prefect body and councils in secondary schools he reported that the more democratic procedures of selection, the more effective is the student leaders. The consensus and communiqué by the student leaders and prefects after the conference, students now want to choose their leaders rather than get them imposed on them by school administrators and teachers. The more democratic and students centered process the more effective the leaders become every subsequent groups of prefects.

Schools are therefore encouraged to adopt the new student centered approach to the selection of the prefects and discard the old colonial order that leaders in schools can only be chosen for them by the school administrators.

2.7 Conceptual Framework

Prefects' duties are enormous and these include planning, organizing, co-coordinating and controlling activities for the smooth running of the school. The effectiveness with which the prefects carry out their duties is dependent upon a number of variables, as shown in Figure 2.1. These variables include the criteria employed in selections of prefects, whether or not prefects are inducted after selection, the attitudes of students

toward the professorial system, level of support given to prefects by the school administration, gender of prefects and specialization of duties. When these factors are favorable prefects perform their duties effectively and this is reflected through positive social norms.



Independent Variable

Dependent Variable

Figure 2.1: Conceptual frameworks showing the factors that affect Prefects' performance of their duties.

Source: Author, 2011

CHAPTER THREE

METHODOLOGY

Introduction

This chapter presents an overall research methodology that the study adopted. The chapter is organized under the following subsections, the research design, location of the study, target population, sample size and sampling procedures, research instruments, data collection procedures and data analysis.

3.1 Research Design

The research adopted a descriptive survey research design. Descriptive survey is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals, (Mugenda, and Mugenda, 2003). It can be used when collecting information about people's attitudes, opinions, habits or any of the variety of social issues, (Orodho and Kombo, 2002). It utilized both the quantitative and qualitative approaches. The questionnaires were used to access quantitative data. In this way, verification, deeper explanation and appropriation of findings was sought for the sake of accuracy in interpretation of data. This design was appropriate for the study because it is used systematically for collecting information from people in the field by obtaining their responses to questions using the questionnaires as an instrument for data collection.

3.2 Location of the study

The study was carried out in Central division, Machakos District, Machakos County. The division is a cosmopolitan region with high population, majority of them being unemployed and a small number practicing small scale business.

The rationale for choosing central division was motivated by two factors: namely reported cases of students' indiscipline and frequency of strikes, some caused by poor leadership by school prefects. According to the (Ministry of Education 2010) the division has 30 secondary schools.

There are 12,500 students in secondary schools on this region (DEO's office, 2012). Many of them come from the division with a significant number from the neighbouring counties such as Nairobi, Kajiado and Makueni.

3.3 Target Population

According to Ngechu, (2004), a population is a well defined or set of people, services, elements, events, group of things or households that are being investigated. The target population is the population that the researcher wants to generalize the results of the study and should be defined according to the purposes of the study (Mugenda and Mugenda, 2003). This definition ensures that population of interest is homogeneous. And by population the researcher means complete census of the sampling frames. Additionally the selection of respondents largely depended on the information needed, data technique to be used and the available funding. The target population of this study comprised of head teachers and prefects of secondary schools in central division.

The study therefore targeted the 284 students in the prefectural system in all the nine schools. According to the District Education Statistics, the division has 30 public secondary schools. These schools have 30 principals and 600 prefects. The prefects were sampled based on the fact that they are appointed by the school to help in the management of school and therefore are well placed to explain the phenomenon under investigation. Principals were useful for this study because they are crucial in influencing the ethics and authority styles in schools. They are also school managers.

3.4 Sample /Sampling Size

According to Mugenda, and Mugenda, (2003) sampling is the act, process or technique of selecting a suitable sample for the process of determining the characteristics of the whole population. For the purpose of the study, the researcher selected the respondents using stratified random sampling technique in each of the school prefect system population's.

Out of the target population of 600 students in the prefect system, 284 prefects from 9 sampled schools participated in this study (See Table 3.1). All the 9 principals in the schools also participated in the study.

Table 3.1: Sample size

Name of School	Number of prefects in the school	Percentage (%)
1. Kwanthanze secondary	32	12
2. Muindi Mbingu sec	34	11
3. Kyanguli Memorial sec	28	9
4. Ngomeni sec	24	9
5. Mikuini sec	30	12
6. Mang'auni secondary	36	13
7. Muvuti Secondary	40	10
8. Kitonyini sec	38	11
9. Katoloni sec	22	13
Total	284	100%

3.5 Data collection Instruments

The study adopted two data collection instruments namely; questionnaire and interviews.

3.5.1 Questionnaire

Questionnaires were used as the main research instrument. According to Ngechu. (2004), a questionnaire is a carefully designed instrument for collecting data in accordance with the specification of the research questions.

The questionnaires were designed with simple closed ended questions as well as open ended questions. The questionnaires were filled by the prefects with the help of the teachers and the researcher. The questionnaire was self administered. Questionnaires are among the most widely used data gathering instruments and are preferred to other methods when factual information is needed.

3.5.2 Interview Schedule

Interviews were conducted with the 9 selected principals of the sampled public secondary schools. One advantage of an interview is that it enabled the researcher to collect more in-depths information on the aspects of the study. The instruments used to supplement data collected from the questionnaires were used to cross validate the information collected. Each interview lasted not less than 50 minutes. The method was appropriate because of its flexibility and adaptability. Data collected on the spot and was manually recorded for further content analysis.

3.6 Validity of Instruments

Orodho, (2009) defines validity as the accuracy and meaningfulness of inferences which are based on the research results. In other words validity is the degree to which results obtained from the analysis of the data actually represents the phenomena under study. Validity of the research instrument was done through expert judgment by the supervisors and colleagues to find out if everything would work efficiently and detect any potential misunderstanding or biasing effects of different questions. It also helped to test the feasibility of the study techniques and perfect the questionnaires concept and wording.

3.7 Reliability of Instruments

Orodho, (2009) define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trials. The stability of questions will be assessed in terms of test-retest reliability. The questionnaires were administered twice to the same group of respondents. The second one was done after a two weeks lapse time to check whether the same results would be obtained.

3.8 Ethical consideration

Ethical issues are often deemed to be resolved by procedures such as voluntary participation, informed consent, confidentiality and anonymity. Janse Van Ronsburge (200:28) describes research ethics as referring to the moral dimensions of researching about what is right and wrong while engaging in research. In this study the researcher assured the respondents of their confidentiality and also sought principals' consent to interview them.

3.9 Data Collection Procedures

The researcher sought approval from the University of Nairobi graduate school and the Ministry of Education and obtained a research permit. The respondents were guided through the questionnaires. Confidentiality, anonymity and informants' consent were put in place as requirement conditions for the whole research process in respect for the informants and in order to protect them from abuse of data they give for the research. Authority to carry out the study was obtained from the office of the District Commissioner, Machakos District.

The researcher then proceeded to do a pilot study in Mumbuni girls' secondary school. Piloting was done for the purpose of testing on the suitability of the instruments. The researcher administered the questionnaire with the help of one research assistant.

3.9.1 Data Analysis Procedure

The researcher perused the completed research instruments and document analysis recording sheets. Quantitative data collected using questionnaires was analyzed by the use of descriptive statistics using SPSS (Statistical Package for Social Sciences) and was presented through percentages, means and frequencies. The information was also displayed by use of frequency tables, charts and other figures applicable in data presentation.

CHAPTER FOUR

DATA ANALYSIS , PRESENTATION AND DISCUSSION

The focus of this chapter is to present the data collected by means of the questionnaires and interviews. Statistical analysis of the data is presented and interpreted to unearth the relationship between the studies variables. The analysis is based on the study objectives earlier stated.

4.1 Nature and Characteristics of Respondents

The study targeted a sample of 284 students and 9 head teachers from public secondary schools in Machakos district. Out of 284 students, 152 (53.3%) were males while 132 (46.5%) were females. Table 4.1 shows the religion which the students belong to.

Table 4.1: Religion of Respondents (students)

Religion	f	%
Christian	236	83.1
Muslims	27	9.5
Hindu	21	7.4
Total	284	100.0

Out of 284 participants, 236 (83.1%) were Christians, 27 (9.5%) were Muslims while 21(7.4%) were Hindu. This implies that majority of the students were Christians.

Figure 4.1 illustrates students' response on their parents' level of Education where majority 185 (65.5%) parents had attained the secondary school level, 51 (18.0%) were primary school dropouts while 41 (14.4%) were university graduates.

However, 6 (2.1%) students reported that their parents had never gone to school. This implies that most of the parents had Secondary education and therefore were aware of duties that prefects were expected to perform in schools.

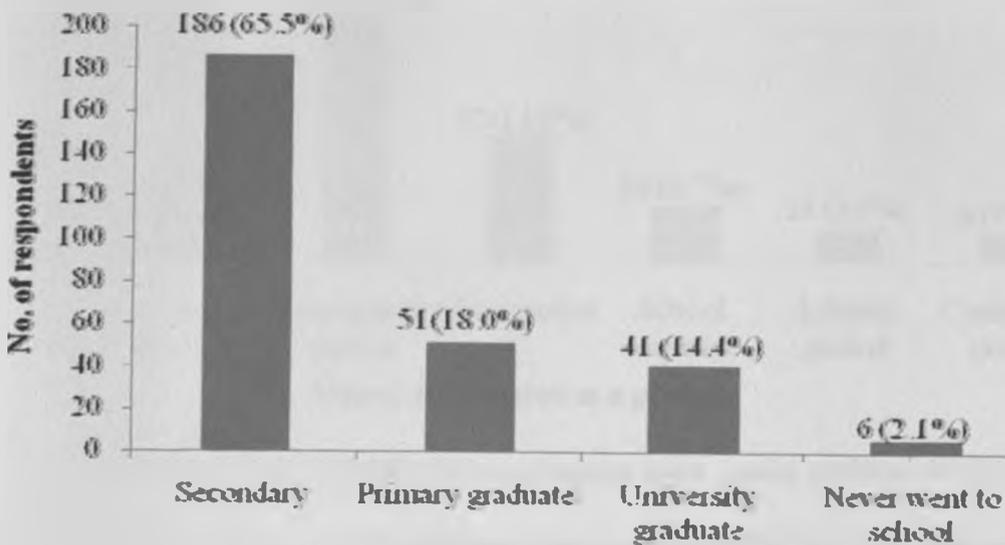


Figure 4.1 parents level of Education

Table 4.2: Class level of prefects

	f	%
Form 1	68	23.9
Form 2	74	26.1
Form 3	58	20.4
Form 4	84	29.6
Total	284	100.0

As Table 4.2 above indicates, 68 (23.9%) prefects were in Form 1, 58 (20.4%) were in Form 3 while 84 (29.6%) were in Form 4. This shows that majority of the prefects were in Form 4. Figure 4.2 indicates the position which the respondents hold as prefects in their schools.

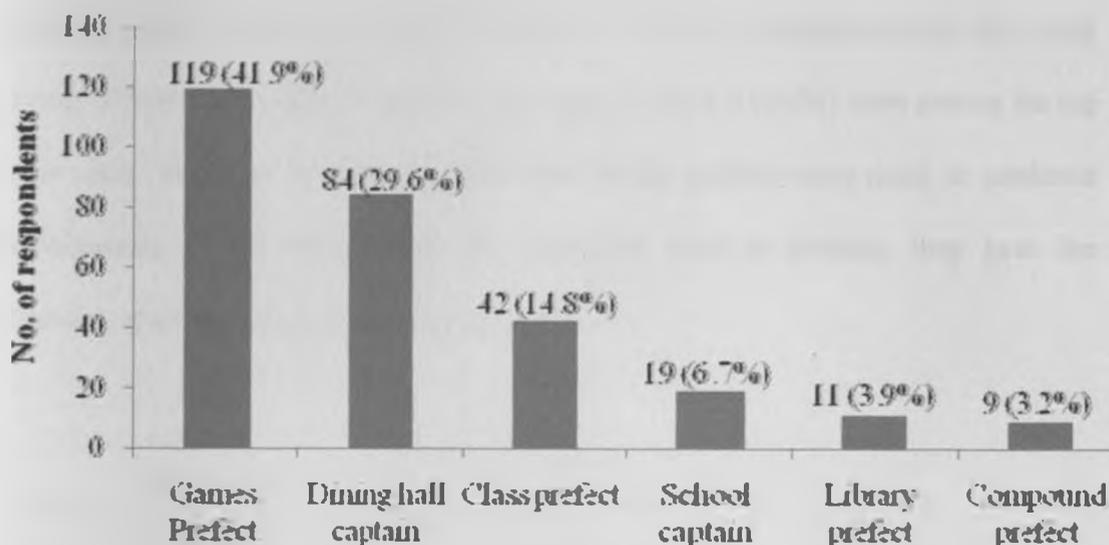


Figure 4.2 Position as a prefect

The findings indicate that, 119 (41.9%) respondents were games prefects, 84 (29.6%) were dining hall captains, 42 (14.8%) were class prefects while 19 (6.7%) were school captains. This implies that majority of the respondents in the study were games captains. According to Ozigi (1983) prefectural system is one of the most effective ways of involving pupils directly in the administration of the school. In the system the pupils are delegated certain duties connected with the day-to-day life of the school.

This includes the organization and co-ordination of all sorts of extra curricular activities, such as games, societies, clubs or dealing with minor cases of discipline, taking responsibility for students' welfare, supervision of learning after school for junior pupils and checking attendance.

To determine prefects' academic performances, the researcher requested them to indicate average position in class. In response, 195 (68.7%) reported that they were among the top 10 in class, 70 (24.6%) were top 20 while 6 (2.1%) were among the top 30 in class. This was an indication that most of the prefects were good in academic performances. When asked about who appointed them as prefects, they gave the following responses as presented in Figure 4.3

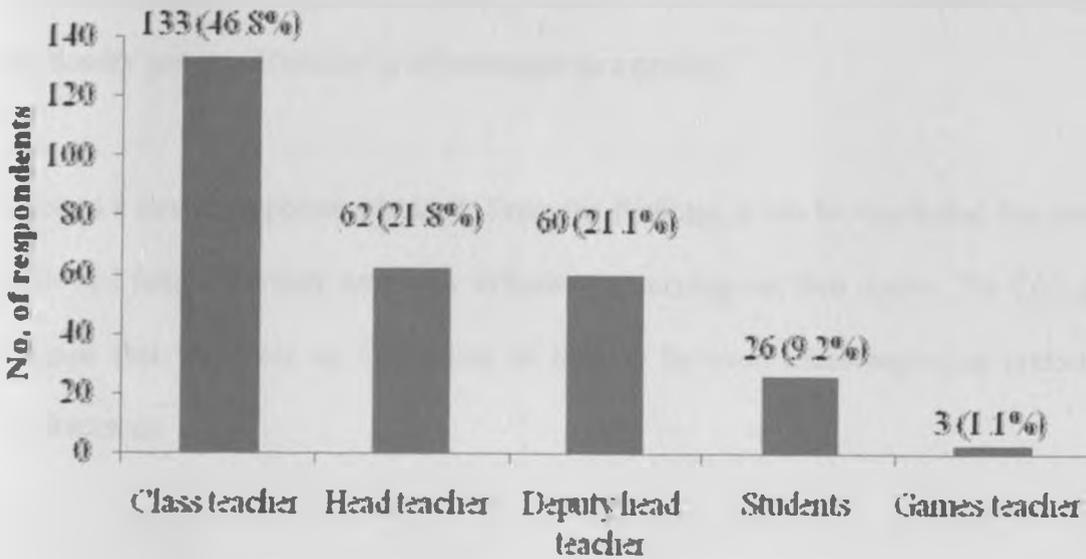


Figure 4.3 Person appointing prefects

Figure 4.3 shows that 46.8% of the respondents were appointed as prefects by class teachers, 62 (21.9%) by head teachers, and 60 (21.1%) by deputy head teachers.

This indicates that majority of the respondents were appointed by class teachers as prefects. The rationale is that class teachers knew the performance of the students, behaviour and also were able to identify students' ability. Prefects in schools can be compared to workers in an organization. Therefore, for the prefectural system to be effective there is need, for careful selection of prefects, continued training and proper guidance (Otieno, 2001).

4.2 Effect of Gender on Performance of Prefectoral Duties

The first objective of the study was to establish the effect of gender on performance of prefectural duties in secondary schools. To address this objective, the researcher sought to identify gender difference in effectiveness as a prefect.

Table 4.4 shows responses obtained. From the findings, it can be concluded that most male and female prefects were very effective in carrying out their duties. The findings suggest that there are no differences of opinion between sexes regarding prefects' performance.

4.2.1 Prefects feelings of effectiveness across gender

Table 4.3: Prefects feelings of effectiveness across gender

Effectiveness as prefect	Gender				Total
	Male		Female		
	f	%	f	%	
Very effective	56	36.8	57	43.2	113
Effective	84	55.3	75	56.8	159
Very ineffective	12	7.9	0	0.0	12
Total	152	100.0	132	100.0	284

$$\chi^2=11.165 \quad df=2 \quad Sig=0.004*$$

As shown in Table 4.4, 55.3% of the male respondents felt that they were effective in their duties as prefects while 36.8% felt that they were very effective.

However, 56.8% of the female respondents felt that they were effective whereas 43.2% felt that they were very effective. Based on the Chi-square test, the result revealed that there was a significant relationship between male and female students perception on their effectiveness as prefects at, $p < 0.05$. This implies that both male and female prefects felt that they were effective in their work.

The head teachers confirmed this and reported that teachers delegated some tasks to both males and females prefects, for example, keeping the class orderly and supervising cleaning. In addition the head teachers said that the prefects act as a link between the students and the school administration.

4.2.2 Prefect relationship with other students across gender

Table 4.4: Prefect relationship with other students across gender

Relationship with other students	Gender				Total
	Male		Female		
	f	%	f	%	
Friendly	142	93.4	126	95.5	268
Non-friendly	10	6.6	6	4.5	16
Total	152	100.0	132	100.0	284

Table 4.5 illustrates that out of the 152 male prefects, 93.4% were friendly with other students while 6.6% were unfriendly. As for female prefects, 95.5% were friendly, 4.5% were unfriendly. This implies that the prefects' had good working relationship with other students.

The findings seem to suggest that male and female prefects are becoming more friendly and accommodative to other students. This is likely to promote a healthy teaching and learning environment.

4.2.3. Prefects relationship with teachers across gender.

Table 4.5: Prefects relationship with teachers across gender

Relationship with teachers	Gender				Total
	Male		Female		
	f	%	f	%	
Friendly	150	98.7	132	100.0	282
Non-friendly	2	1.3	0	0.0	2
Total	152	100.0	132	100.0	284

As indicated in Table 4.5 above majority (98.7%) of the male prefects rated their relationship with teachers as friendly while 2 (1.3%) rated it as non-friendly. On the other hand, all female respondents reported their relationship with teachers as friendly. This implies that all prefects had a friendly working relationship with teachers except 2 male prefects. All the head teachers interviewed indicated that the prefect-teacher relationship was good.

4.3: Effects of Administration support on prefects' performance

To find out the effect of administrative support on prefects performance, the statistical significance was tested using the chi- square statistics.

Table 4.6: Prefects effectiveness across orientation

Effectiveness as prefect	Received orientation		Total
	Yes	No	
Very effective	106	7	113
Effective	135	24	159
Very ineffective	9	3	12
Total	250	34	284

$\chi^2=6.982$ $df=2$ $Sig=0.030^*$

The results in Table 4.6, shows that out of 250 prefects who received orientation, 135 of them were effective in the work as prefects, 106 were very effective while 9 were very ineffective. However out of the 34 who did not receive orientation, 24 were effective in their work while 7 were very effective. Based on Chi-square test, the result revealed that there was a significant relationship between prefects effectiveness in their duties and orientation given after appointment at $p<0.05$. This implies that through support and training prefects' are able to perform their duties effectively.

4.3.1 Prefects effectiveness across school administration support

Table 4.7: Prefects effectiveness across school administration support

Support by school administration	Effectiveness as prefect						Total
	Very effective		Effective		Very ineffective		
	f	%	f	%	f	%	
Very adequate	59	52.2	30	18.9	5	41.7	94
Adequate	44	38.9	126	79.2	4	33.3	174
Inadequate	10	8.8	3	1.9	3	25.0	16
Total	113	100.0	159	100.0	12	100.0	284

$$\chi^2=55.604 \quad df=4 \quad Sig=0.000*$$

As shown in Table 4.7 above, out of the total sample of 284 prefects, 113 were very effective, 159 were effective while 12 were ineffective in their duties. In particular, 52.2% of the prefects who were very effective in their duties reported that the school administration support was very adequate to them while 8.9% felt that administration support was adequate. In addition, 79.2% of the prefects who were effective in work felt that school administration support was adequate while 18.9% felt that it was very adequate. Based on the Chi-square results, it emerged that there was a significant relationship between prefects perceptions of their effectiveness and school administration support at, $p < 0.05$ level of significance.

This implies that prefects who were adequately supported by the school administration were effective in their duties and vice versa

4.3.2 Prefects effectiveness versus teachers support

Table 4.8: Prefects effectiveness versus teachers support

Support by teachers	Effectiveness as prefect						Total
	Very effective		Effective		Very ineffective		
	f	%	f	%	f	%	
Very adequate	62	54.9	31	19.5	5	41.7	98
Adequate	51	45.1	121	76.1	4	33.3	176
Inadequate	0	0.0	2	1.3	3	25	5
Very inadequate	0	0.0	5	3.1	0	0.0	5
Total	113	100.0	159	100.0	12	100.0	284

$$\chi^2=78.975 \quad df=6 \quad \text{Sig}=0.000^*$$

As shown in Table 4.8, above, chi-square results revealed that there was a significant relationship between prefects perception of effectiveness and teachers support at, $p < 0.05$ level of significance. Specifically, among the 113 prefects who reported that they were very effective in their work, 54.9% of were given very adequate support by their teachers while 45.1% were given adequate support. This implies that teachers support had a positive impact on prefects' performance.

4.4: Effects of induction on prefects' performance

The third objective of the study was to establish the extent to which leadership skills through induction affects performance of prefects in secondary schools. Good leaders are made not born. If you have the desire and willpower, you can become an effective leader. Good leaders develop through a never ending process of self-study, education, training, and experience, (Jago, 1982). To address this objective, the head teachers were asked to indicate whether they induct prefects once appointed. In response all the nine head teachers reported that induction training was carried out in their schools by deputy head teacher, discipline master and the teacher counselor.

Table 4.9: Prefect feelings of effectiveness versus induction

Received training	Effectiveness as prefect						Total
	Very effective		Effective		Very ineffective		
	f	%	f	%	f	%	
Yes	102	90.3	88	55.3	5	41.7	195
No	11	9.7	71	44.7	7	58.3	89
Total	113	100.0	159	100.0	12	100.0	284

$$\chi^2=41.677 \quad df=2 \quad Sig=0.000*$$

Table 4.9 illustrates that there was a significant relationship between prefects feelings of effectiveness and training rated at $p < 0.05$ level of significance.

The Table shows that, 90.3% of the prefects who received training were very effective in their work while 55.3% were effective. However, 58.3% of the students who did not receive training were very ineffective in their work. This implies that training had a positive impact on prefects' effectiveness in their duties. This differs with a previous study where it was reported that secondary school prefects are not given orientation training after appointment in their respective schools. It is also very clear that most school prefects have a very poor leadership skill to motivate, influence and guide their fellow students on best practices, moral upbringing, educational pursuit and other prevailing vices within the school system. School prefects are supposed to influence their peer students positively but unfortunately prefects have little or nothing to offer the students because they lack the basic skills and information to influence their peers positively. Prefects are supposed to be agent of change in volunteerism, in school services and that of the community. The leadership training for prefects seeks to empower students to become positive role-models and change makers in their schools, communities and society at large (Jago, 1982).

4.4.1 Appointment of prefects

Table 4.10: Staff members responsible for prefects' selection across prefects' effectiveness.

Who appointed you as a prefect?	Effectiveness as prefect						Total
	Very effective		Effective		Very ineffective		
	f	%	f	%	f	%	
Head teacher	22	19.5	32	20.1	8	66.7	62
Deputy head teacher	25	22.1	35	22.0	0	0.0	60
Class teacher	51	45.1	78	49.1	4	33.3	133
Students	12	10.6	14	8.8	0	0.0	26
Games teacher	3	2.7	0	0.0	0	0.0	3
Total	113	100.0	159	100.0	12	100.0	284

$$\chi^2=20.827 \text{ df}=8 \text{ Sig}=0.008^*$$

As shown in Table 4.11, out of the 113 prefects who were very effective in their duties, 45.1% were appointed by their class teachers while 22.1% were appointed by the deputy head teachers. In addition, among the 159 prefects who were effective in their work, 49.1% were appointed by teachers while 22.0% were appointed by deputy head teachers.

However, 66.7% of the prefects who were very ineffective in their work were appointed by the head teachers. Chi square test revealed that there was a significant relationship between prefect effectiveness and selection procedures by different members of staff, $p < 0.05$. This indicates that most of the prefects who were effective in their work were appointed by class teachers. Otieno, (2001) concurs with the above findings. He observed that, for the prefectural system to be effective there is need for careful selection of prefects, continued training and proper guidance. The prefect's body, being an arm of the school administration, should have unstrained instructions with the rest of the administration and the student's body for effective and efficient running of the school. Different prefects have different specialization of their work. This yields effectiveness for prefects in carrying out their duties.

4.5: Effects of selection procedures of new prefects' performance

Table 4.11 Staff members responsible for prefect selection across prefects' relationships

Who appointed you as a prefect?	Relationship with					
	Other students		Teachers		Other prefects	
	Friendly	Non-friendly	Friendly	Non-friendly	Friendly	Non-friendly
Head teacher	56	6	60	2	62	0
Deputy head teacher	60	0	60	0	60	0
Class teacher	123	10	133	0	133	0
Students	26	0	26	0	26	0
Games teacher	3	0	3	0	3	0
Total	268	16	282	2	284	0

As shown in Table 4.11 above, majority of the prefects who were appointed by teachers were friendly with other students (123), teachers (133) and other prefects (133). However, 6 prefects who were appointed by the head teachers were not friendly with other students while 2 were not friendly with teachers. This implies that majority of the prefects had a friendly relationship with other people in the school. The more democratic and students centered process the more effective the leaders become. Schools are therefore encouraged to adopt the new student centered approach to the selection of the prefects and discard the old colonial order that leaders in schools can only be chosen for them by the school administrators. According to the head teachers the criteria used to appoint prefects are leadership qualities, recommendation by teachers, and other prefects, academic performance and student's discipline level.

4.5.1 Special treatment given to prefects

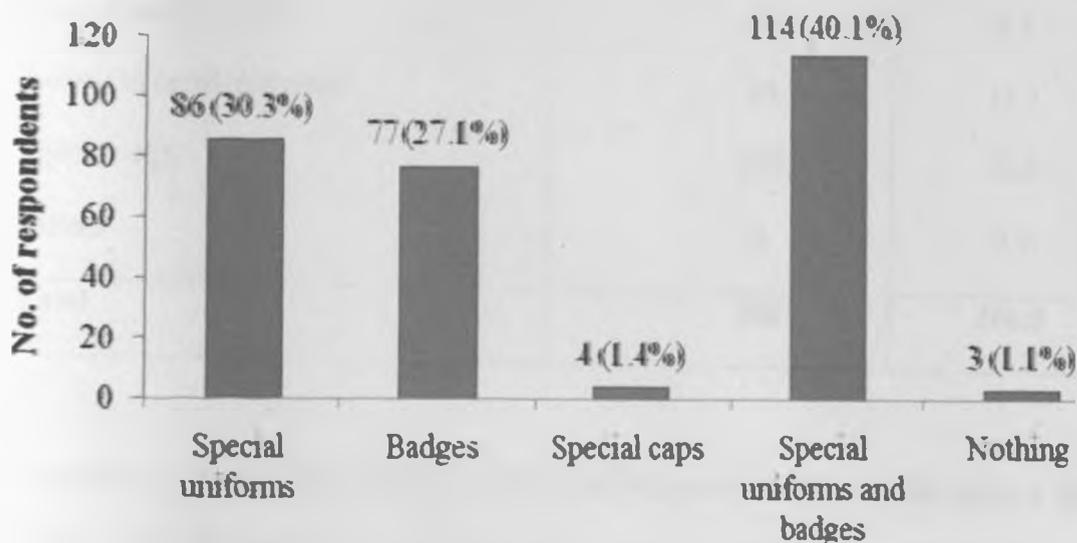


Figure 4.4 Symbols /special treatment given to prefects

Figure 4.4 above shows that 40.1% of the prefects were given special uniforms and badges as a symbol for identification and authority, 30.3% were given special uniforms while 27.1% were given badges. Other types of symbol used for identification was body special caps. This is one area that may affect relationship between prefects and students' body and is likely to stir up students' violence and potential strike situations. Other privileges accorded to prefects and reported by both head teachers and students are shown in Table 4.12.

Table 4.12: special treatment given to prefects

Special privileges	F	%
Special diet	3	1.1
Special prefect rooms	9	3.2
Access to restricted areas	43	15.1
Special trips	227	79.9
Others	2	0.7
Total	284	100.0

As shown in Table 4.12, majority of the prefects were considered for special trips (79.9%), 43 (5.1%) allowed to access restricted areas, 9 (3.2%) allocated special prefect rooms and 3(11%) special diet.

This implies that prefects are given special treatment in schools so as to motivate them when doing their duties as students' representatives. This agrees with recent findings whereby, the task force reviewing recent student unrest received information that in some schools prefects were given special privileges such as uniforms, special diet and cubicles; that some prefects were wielding too much power and were harsh in their treatment of other students; and, some prefects molest other students (Republic of Kenya, 2001).

4.6 Possible measures to improve prefects' performance

Table 4.14: Ways of improving prefects' performance

Ways of improving prefect performance	F	%
Special uniform	92	32.4
Instituting in-service training for school prefects termly	80	28.2
Allowing students to elect prefects democratically	56	19.7
Establishing student councils in place of school prefects to monitor students	23	8.1
Special trips	23	8.1
Allocating prefects rooms	10	3.5
Total	284	100.0

As shown on Table 4.14 above, student perception on measures to improve performance were varied. 32.4% strongly agreed that giving them special uniform would improve their performance. 28.2% considered in-service training for prefects, with 19.7% calling for student to be allowed to elect prefects democratically. Establishing students councils in place of school prefect and giving prefects special trips were rated at 8.1% respectfully while allocating prefects special rooms was rated at 3.5%.

The findings seem to suggest that the efficacy of prefect public schools can be strengthened through the use of various methods. This information is supported by findings gathered from interviews with head teachers of secondary schools. The research conducted by Mulwa (2004) does corroborate this as well.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of the study, conclusions and pertinent recommendations arrived at. It also gives suggestions for further studies with respect to the major findings of the study.

5.1 Summary of the Study

The purpose of this study was to investigate the influence of gender and school based factor on performance of prefects in public secondary schools in Kenya. Four objectives were formulated to guide data collection and analysis.

The design of the study was descriptive survey conducted among secondary school prefects and head teachers in central division of Machakos district. The review of literature covered the theory of scientific management, prefectural system, pupils as partners in school management, duties performed by prefects and empirical review on factors affecting prefectural duties.

There were two hundred and eighty four students who filled in the questionnaire. All the nine head teachers of the sampled secondary schools participated in the interview. These had been chosen deliberately by virtue of their sex, age and the kind of information needed. The questionnaire was the main research instrument in data collection and was supplemented by interviews. The research findings were both qualitatively and quantitatively analyzed.

The quantitative data were processed with the help of statistical Package for Social Sciences (SPSS) software programme and were summarized into table of frequencies and percentages. Qualitative data were subjected to content analysis. The interpretation of the results point to the fact that the more democratic procedures of selecting prefects are used, the more effective is the student leaders.

5.2. Summary of the major findings

The following were the major findings of the study:-

5.2.1 On the effects of gender on prefects performance

The study established that both male and female prefects were very effective in carrying out duties. It is also apparent from the findings that both male and female prefects were delegated some tasks namely; to keep the class orderly and supervise cleaning. In both categories of schools investigated (mixed and single sex schools) female prefects are friendly with the teachers contrary to the common expectation and past beliefs that females are endangered in most public schools.

5.2.2. On the effects of administration support on prefects' performance

The study established that prefects who were supported by the administration were effective in their work. It was established that teachers support was a significant factor in prefects' effectiveness. This implies that prefects who are adequately supported by the school administration are effective in their duties.

5.2.3 On the effects of induction /training on prefects performance

Majority of the prefects received training and induction once appointed as school leaders and those who did not receive training were not effective in their work. The most effective prefects were those appointed by class teachers. Those appointed by deputy and head teachers ranked 2nd and 3rd in performance. The study established that most prefects appointed by the head teachers were ineffective.

5.2.4 On selection procedures of new prefects body

The study established that majority of the prefects are selected by the head teachers, teachers, other students and continuing /outgoing prefects. Schools are therefore encouraged to adopt the new students centered approached in the selection of prefects and discard the old practices that leaders in school can only be chosen for them by the school administrators.

The most frequent mentioned motivation given to prefects are:

- Special uniform
- Badges
- Special trips
- Special diet
- Special rooms for prefect.

5.3 Conclusion

Based on the summary of study findings it can be concluded that training and induction of prefects is a key component for effective school leaders. This is because it gives them skills to relate with other students, teachers, other prefects and the wider community which as a result make them effective. Prefects who are very effective perform well in class contrary to the common belief that average students perform well as prefects.

Although head teachers have the responsibility of selecting school prefects, the class teachers are better placed to appoint prefects. This is because class teachers interact with the learners on daily basis and therefore are able to identify well behaved students with good leadership skills.

Most prefects, that is male and female who are supported by the school administration are very effective. This is typical of schools which show understanding and tolerance of students and those with the help of the prefects establish regular channels through which students air their grievances.

5.4 Recommendations

Based on the findings of the study, the researcher makes the following recommendations:-

1. All prefects should be given adequate induction after appointment in order to make clear to them of their duties and responsibilities.

Further, there should be regular training courses for prefects, especially covering leadership public relations and problem-solving skills provide by the government.

2. Schools should hold regular consultative meetings between teachers, prefects and students in order to address discipline problems. Head teachers should appoint prefects with consultation with class teachers.
3. The government should make clear guidelines on the process of selection and induction of prefects as well as a clear statement of their duties and responsibilities. Such guidelines should be accessible to the prefects for review.
4. Schools should develop proper criteria for appointing of prefects. The students appointed to be prefects should be mature, bright, disciplined and popular among students. Students should be involved in selection of prefects in order to improve relationships between prefects and students.

5.5 Areas for Further Studies

1. A similar study could be carried out in another setting, for example, in an urban area to see if the findings can be replicated.
2. There is need to carry out a study on the relationship between prefects work ethics and academic performance.

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APPENDIX ONE

PREFECTS' QUESTIONNAIRE

Dear Respondent,

I am a postgraduate student at the University of Nairobi, Department of Education Foundation. I am currently carrying out a research on influence of gender and school related factors on performance of prefects in public secondary schools in central division, Machakos District, Kenya. I request you to kindly allow me to collect data from your school.

This study is purely academic and any information provided by respondents will be used for the purpose of this study only. The respondents will be treated with utmost confidentiality.

Section 1: Background Information

This section requires that you tick (√) in the bracket provided to the response that best suits you.

1. Gender Male () Female ()

2. Name of school.....

3. Age

4. Class Form 1 () Form 2 () Form 3 () Form 4 ()

5. Position as a prefect

e.g. School Captain () Class Prefect () Games Captain ()

6. Average class position

8/38 () 1/38 () 10/38 ()

7. When were you made a prefect?

Form 1 () Form 2 () Form 3 () Form 4 ()

8. Who appointed you as a prefect?

Head teacher ()

Deputy head teacher ()

Class teacher ()

Others (specify)

Section 2:

9. Below are some of the insignia used for identification of prefects. Please tick the one used in your school.

Special uniforms ()

Badges ()

Others (Specify)

10. Below are some of the privileges given to prefects given to prefects, please tick the ones that apply to your school.

Special diet ()

Special prefects rooms ()

Access to restricted areas ()

Others (specify)

11. Were you forced to become a prefect or you took the position willingly?

Forced () Became prefect willingly ()

12. What did you feel when you were appointed as a Prefect.

Excited () Worried ()

13. How do you feel about your effectiveness as a prefect?

Very effective ()

Effective ()

Very ineffective ()

14. How did your parents react when they learnt of your appointment as a prefect?

Prefect ()

Excited ()

No feeling ()

Disappointed ()

15. Did you receive orientation into your duties once appointed prefect.

Yes () No ()

16. If yes in 15 above, to what extent for you feel the induction received was adequate.

Very adequate ()

Adequate ()

Inadequate ()

Very inadequate ()

17. Have you received any training to equip you to carry out your protectoral duties

more effectively? Yes () No ()

18. Do your duties as a prefect affect your academic work in any way?

Yes () No ()

19. If, yes, state how

Consumes a lot of time ()

Unable to concentrate ()

Makes me work harder ()

20. How is your relationship as a prefect with the other students?

Friendly ()

Non-friendly ()

Normal ()

21. How is your relationship as a prefect with your teachers?

Friendly ()

Non-friendly ()

Normal ()

22. How is your relationship as a prefect with other prefects?

Friendly ()

Non-friendly ()

Normal ()

23. What do you say about the support given to prefects in your school by the school administration?

Very adequate ()

Adequate ()

Inadequate ()

Very inadequate ()

24. What would you say about the support given to prefects in your school by the teachers?

Very adequate ()

Adequate ()

Inadequate ()

Very inadequate ()

25. What would you say is the respect accorded to prefects by students in your school?

Very high ()

High ()

Low ()

Very Low ()

26. How often do you meet with the school administration to discuss your duties in regard to discipline in your school?

Once a year ()

Once a term ()

Twice a term ()

Monthly ()

Weekly ()

Others (specify).....

27. What would you say about the level of discipline in your school?

Very disciplined ()

Disciplined ()

Indiscipline ()

Very indiscipline ()

28. Give some of the factors that affect your performance as a prefect.

29. What do you suggest be done to improve the performance of prefects in your school?

30. As a prefect, what other duties do you perform?

APPENDIX TWO

HEADTEACHERS' INTERVIEW SCHEDULE

Dear respondent,

My name is Michael Wambua Mutua. I am a postgraduate student at the University of Nairobi, Department of Education Foundation. I am currently carrying out a research on influence of gender and school related factors on performance of prefects in public secondary schools in central division, Machakos District, Kenya. I request you to kindly participate in this interview.

1. Do you induct the prefects, once appointed, to inform them of their duties and responsibilities? If, yes, in 1 above who carries out two induction exercise?
2. How do students communicate their views to the administration?
3. What criteria do you use in appointment of prefects?
4. Who holds the responsibility of appointing prefects in your school?
5. Give the nature of support given to the prefects by your schools administration.
6. What does your school do to motivate the prefect?
7. Do you use any insignia for identification of the prefects in your school?
If yes, name the type of insignia used.
8. How would you rate the effectiveness of your prefects in performing their duties?
9. How do you deal with your prefects once caught on the wrong?
10. How would you rate the relationship between your prefects, school administration, students and fellow prefects?

11. How would you rate the level of support given by the school administration, teachers and other students?
12. How co-operative are the prefects with the administration in ensuring a smooth running of the school?

APPENDIX THREE

LIST OF THE SAMPLED SCHOOLS

1. KWANTHANZE SECONDARY SCHOOL
2. MUINDI MBINGU SECONDARY
3. KYANGULI MEMORIAL SECONDARY
4. NGOMENI SECONDARY
5. MIKUINI SECONDARY
6. MANGAUNI SECONDARY
7. MUVUTI SECONDARY
8. KITONYINI SECONDARY SCHOOL
9. KATOLONI SECONDARY



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Our Ref: NCST/RCD/14/012/1092

Date: 30th July 2012

Michael Wambua Mutya
University of Nairobi
P.O.Box 30197-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Determinants of performance by prefects in executing duties in selected secondary schools in Central Division of Machakos District, Kenya.*" I am pleased to inform you that you have been authorized to undertake research in Machakos District for a period ending 31st July, 2013.

You are advised to report to the District Commissioner and the District Education Officer, Machakos District before embarking on the research project.

On completion of the research, you are expected to submit two hard copies and one soft copy in pdf of the research report/thesis to our office.

DR. M. K. RUGUTT, PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:

The District Commissioner
The District Education Officer
Machakos District.