

**INFLUENCE OF ADMINISTRATORS' TREATMENT OF  
PREFECTS ON STUDENTS' DISCIPLINE IN SCHOOLS,  
NAIROBI COUNTY, KENYA.**

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**Research Project Report Submitted In Partial Fulfilment of Requirements  
for the Degree of Master of Education in Educational Administration**

**University of Nairobi**

**2012**

## DECLARATION

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



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Ingrid Moragwa Messa

This research project report has been submitted with our approval as the university supervisors.



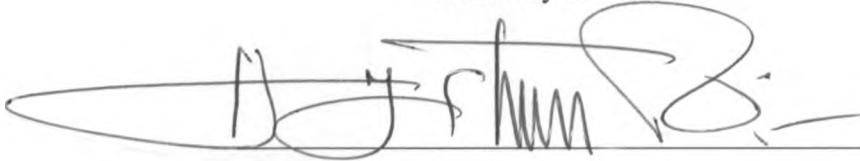
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## **DEDICATION**

This study is dedicated to my daughter Claire.

## ACKNOWLEDGEMENT

I wish to express my sincere thanks to the University of Nairobi for facilitating the completion of my course work and project. In particular my supervisors Mr. Edward Kanori and Dr. Jeremiah Kalai for their guidance professional advice and positive criticism that kept me to the end. My thanks also go to all the lecturers in the Department of Educational Administration and Planning.

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## **ABBREVIATIONS AND ACRONYMNS**

KCSE	Kenya Certificate of Secondary Education
KSSSC	Kenya Secondary School Student Council
KSSHA	Kenya Secondary School Heads Association
MOEST	Ministry of Education Science and Technology
RCL	Representative Council of Learners
SGB	School Governing Bodies
SRO	School Resource Officer
TSC	Teachers Service Commission
UNESCO	United Nations Scientific and Cultural Organisation

## ABSTRACT

Discipline is defined as the practice of training people to obey rules and orders and punishing them when they disobey the rules and orders. It is also the controlled behaviour or the situation that results from this training. In the laws of Kenya, school discipline is regulated in the Education Act L.N 40 of 1972 and L.N. 56 of 2001. These regulations are cited as school discipline and apply to public schools. Prefects, play a very important role in the management of discipline in schools. Their appointment should be democratic and cautiously done so as to ensure that the right cadre of prefects is appointed for effective administration.

The purpose of this study was to determine the influence of administrators' treatment of prefects on student discipline in secondary schools in Nairobi County. In particular, the study aimed to determine the extent to which methods used to select prefects influence student discipline in secondary school in Nairobi County, the extent to which information sharing by head teachers' with prefects influence students discipline, the extent to which the head teachers' provision of training for prefects influences student discipline, the extent to which the head teachers involve students' in decision making influence students' discipline and the extent to which the head teachers' use of school reward systems for prefects influence school discipline in public secondary schools in Nairobi County. Research questions were formulated for each objective of the study.

According to the literature review, four processes influence participation in administration which includes: Information sharing is the communication which is concerned with keeping stakeholders informed about the status of the company. In the school the study investigated the channel of communication to the students through the prefects. Secondly training, raising the skill levels of employees and offering development opportunities that allow them to apply new skills to make effective decisions regarding the organization as a whole. In this study training given to prefects was investigated. Thirdly employee decision making, includes, determining work schedules, budgets or processes. The study sought to determine the extent to which prefects are involved in decision making. Fourthly rewards, tied to suggestions and ideas as well as performance. The study investigated the rewards and privileges accorded to prefects to motivate them to influence school discipline.

The sample size for this study was 300 students who were learning both in the national and provincial schools (both day and boarding) in Nairobi County, 272 students responded to the questionnaire translating to a response rate of 90.7 percent. Further, 57.65 percent of the sampled students were males while the rest were female. In addition, 52.6 percent of the sampled students were in Form Four

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and were followed by the students who were in Form Three who formed 45.8 percent of the total sample the rest were in Form Two. The data was collected using a structured closed questionnaire and the collected data was entered and analyzed in the Statistical Package for Social Sciences (SPSS). Both descriptive and regression model were used to analyze the data where the results of the study were presented in both tabular and graphical formats.

The results of the study showed that only information sharing and training which had a positive relationship with discipline among the sampled secondary schools with the student leadership, student participation in decision making, reward system all having an insignificant relationship with the school discipline. The study recommends that the school administration should consider taking the appointed prefects for a special training on leadership after their appointment. The study also recommends that head teachers that in addition to inviting motivational speakers, school libraries need to have books on character competencies.

The results from the study showed that a majority 80 percent of the sampled schools have adopted a democratic method of appointing the school prefects, who are given an open forum to campaign to be elected, which is the expectation of the Kenya Secondary Schools Student Council which a democratically constituted body. From the results of this study, it is recommended that that a further research be undertaken to investigate if the students discipline is related in any way with their performance in secondary schools. In addition another research would be required to investigate if the student discipline is influenced in any way by external factors such as the family background where the student has been raised.

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the study

Discipline is defined as the practice of training people to obey rules and orders and punishing them when they disobey the rules and orders. It is also the controlled behaviour or the situation that results from this training according to (Oxford advanced learner's dictionary, 2010). Furlan (1998) indicates in a study commissioned by UNESCO that, education literature place discipline in different conceptual frameworks. Its variously thought of as the central task of education; an optional extra to be used occasionally, one method of providing moral education, a basic requisite of all educational activity, a construct enabling each individual to interact with others and a consequence of the sanctions imposed by the establishment.

Kupchika and Monahanb (2006) found that public schools in the United States have resorted to the use of the police, and referred to as School Resource Officers (SROs) and technological surveillance to manage discipline in high school. Importing SROs into schools is a shift away from school self maintenance of discipline, and toward a model where discipline is outsourced to state agencies or private companies. Beger (2002) reporting for the New York Times claims that the presence of police officers instead of hall monitors, school security guards and all individuals who traditionally have handled discipline and report to the school

principal it is more likely now that students will be formally prosecuted rather than simply punished. Problems faced by students are now more likely to be defined as criminal rather than social or counselling problems.

Morapedi and Jotia (2011) found that the scenario in Botswana schools is that the prefects are not representatives of the student body. The administration has absolute power to refuse or accept a student leader despite the fact that the student body might be having confidence in that individual. They further argue that the prefect system violates the purpose of having student leadership which is to involve the students in the running of the school organization and the consequences should be an improved discipline and building of a democratically active society.

In South Africa every public school enrolling learners in grade 8 and higher must establish Representative Council of Learners (RCL). It is the duties of the RCL to elect the learners who must serve on the School Governing Bodies (SGBs) constituted as a major vehicle for the democratic transformation of schools. Parents constitutionally comprise the majority of SGB members. SGBs have a role to play in policy including the developing of a code of conduct, “but when you draw up the code of conduct for your school, you must use the guidelines and regulations on school discipline determined by the Minister of Education” (South Africa, 1997).

The RCL is the only body that represents every learner and in which every learner can participate (South Africa, 1998). The main objectives of establishing

the RCL is to create a sense of co-responsibility in learners. It is an attempt to create the opportunity to identify and train future leaders. In appropriate cases, an RCL provides learners with an opportunity to participate in decision making regarding the school. The RCL must liaise and communicate with learners, professional school management and the SGB at the school. The body must foster a spirit of mutual respect, good manners and morality amongst learners. Most importantly, the RCL must promote and maintain discipline among learners and in school, (South Africa, 1998).

In the laws of Kenya, school discipline is regulated in the Education Act L.N 40 of 1972 and L.N. 56 of 2001. These regulations are cited as school discipline and apply to public schools. The head teacher of a school may suspend a student for gross misconduct; a letter will be conveyed to the parents and within fourteen days the Board of Governors (BOG) shall make a decision on the punishment other than corporal punishment. The Act only emphasises on the mode and procedure of punishment and not the mode of inculcating self-discipline among the learners.

Kiprop (2012) found that each secondary school in Kenya has its own unique way of maintaining discipline within the school. Oyaro (2005) reports that there are common methods of discipline, which most schools use, like school rules, punishment, and guidance and counselling. Effective discipline requires the head teachers to redefine the role of prefects in schools (Were 2003). According to MOEST (2000/2001) there are many problems in Kenyan secondary schools

because of the poorly perceived role of prefects among the student's body, leading to open hostility, violence and sometimes even murder.

Prefects therefore, play a very important role in the management of discipline in schools. Their appointment should be democratic and cautiously done so as to ensure that the right cadre of prefects is appointed for effective administration. To ensure that they perform their roles effectively, they must be inducted to orient them into their roles. They should also be supported and encouraged to handle issues maturely by themselves. Griffin, (1994) indicates that at Starehe Boys Centre most of the routine day to day organisation and discipline of the school outside the classroom is done by prefects. Head teachers are concerned with proper management of student affairs in order for effective learning in secondary schools countrywide.

Under the guidance of Kenya Secondary School Heads Association, (KESSHA) the Kenya Secondary Schools Student Council was formed in 2009 during the first annual national conference for secondary school students. This was a reaction to widespread strikes in the country in 2008, (Githinji, 2011). This marked the first step that the voice of the Kenyan secondary school student to be granted a platform to be heard. Githinji says the prerequisite to attending the conference one had to be democratically elected by his or her peers within the school. Students then proceed to elect leaders at district level, provincial level, culminating in the Kenya Secondary Schools Student Council. This has led to a number of schools adopting an elected student leadership body.



Simatwa (2012) found that in the past decade, concern had been raised to the effect that there was unabated violent incidents of students' unrest in secondary schools and tertiary institutions that resulted in loss of lives and property, worth millions of shillings in Kenya. Ayoti & Mambili (2008) reported that in Thika, the police had arrested thirteen students of Mbugiti Secondary School in Gatanga division were being detained after they were implicated in the burning of the schools' dormitory, four classrooms and an administration block. In Kericho, local police boss said seven students were arrested and detained after they were found with a jerry can of petrol for use in setting ablaze the school.

In a report by the PDE's office (2009) Nairobi, over 300 schools in the country were affected by strikes in the year 2008 during which students destroyed property worth millions of shillings. In Nairobi province, 28 out of 62 public secondary schools were affected by students' unrest. This translates to 45.2 per cent of the total secondary schools in the province. In Upper Hill Secondary school an arson attack on a dormitory on left one prefect dead and scores injured.

Muchelle (1996) found that in Western province head teachers had a negative attitude towards election of prefects and student council members by students. In the same Province Bulinda (1999), recommended, that a further study be carried out to investigate the lack of practice of participatory leadership styles by principals on student behaviour and discipline in schools. Kikuvi (2004), in her study on training needs of prefects in Machakos District found out that at times prefects are not motivated and find it a big challenge to balance between the

role of a prefect and classroom activities at a time when they are developing their personalities.

Jerono (2006) found that in Nairobi, the many privileges and powers accorded to prefects earned them resentment and attacks by fellow students. Muchiri (1998) recommended that students be allowed to participate actively in all school matters that affect them. They ought to be involved at the decision making level in all democratic processes of the school and be encouraged to participate fully in management affairs in the school.

There are seventy-three public secondary schools in Nairobi County. According to the PDE's report in Nairobi in the year 2011 there were 100 cases of indiscipline handled by the office. The research investigated the influence of administrators' treatment of prefects on students' discipline public secondary school in Nairobi County.

## **1.2 Statement of the problem**

This research investigated how school administrators' treatment of prefects' influences student discipline in public schools Nairobi County. The prefects being students are not school managers, therefore their treatment by the head teachers may determine their influence on school discipline. The research aimed to investigate the practices on prefects that may influence discipline. This research wished to bridge the gap of information by getting the students perspective on the administrators treatment of prefects.

Previous studies have mainly used the head teachers, deputy head teachers and teachers as the main respondents. In this study the students were the main respondents as they are the key players in a school system. The study will investigate variables that may influence school management practices including, methods used to select prefects, information sharing, student leadership training, student participation in decision making and rewarding system on student discipline.

### **1.3 Purpose of the study**

The purpose of this study was to determine the influence of administrators' treatment of prefects on student discipline in secondary schools in Nairobi County.

### **1.4 Objectives of the study**

The following were the objectives of the study;

- i. To determine the extent to which methods used to select prefects influence student discipline in secondary schools in Nairobi County.
- ii. To determine the extent to which information sharing by head teachers' with prefects influence student discipline in secondary schools in Nairobi County.
- iii. To determine the extent to which the head teachers' provision of training for prefects influences student discipline in secondary schools in Nairobi County.

- iv. To determine the extent, to which the head teachers involve students in decision making influences student discipline in secondary schools in Nairobi County.
- v. To determine the extent to which the head teachers' use of school reward systems for prefects influence school discipline in public secondary schools in Nairobi County.

### **1.5 Research questions**

The following research questions guided the study;

- i. What methods are used to select prefects in public secondary schools in Nairobi County?
- ii. How does the level of information sharing between the head teacher and prefects influence school discipline in public secondary schools in Nairobi County?
- iii. To what extent does the training given by the prefects influence school discipline in public secondary schools in Nairobi County?
- iv. In what ways do head teachers' involvement of prefects in decision making influence school discipline in public secondary schools in Nairobi County?
- v. In what ways do the head teachers' uses of rewards for prefects influence school discipline in public secondary schools in Nairobi County?

## **1.6 Significance of the study**

The findings of the study may benefit school managers by helping them re-examine their leadership and management of the prefects and hence creating an environment that may encourage peaceful existence in our secondary schools. The findings may also help the Ministry of Education, BOGs and PTAs in the management of secondary schools for effective student discipline. The Ministry of Education may use the study as a basis to enhance the role of prefects in school management policy on discipline.

## **1.7 Limitations of the study**

This study was limited by a number of factors beyond the control of the researcher. First every school has developed unique tradition over time. Secondly students who participated in the study have different attitudes and perceptions. Hence the influence of prefects in student discipline may have different meaning among different students. A pilot study was done in order to mark out the gaps in the student questionnaire.

## **1.8 Delimitation of the study**

The study was carried in secondary schools in Nairobi County only. This study used students as the respondents to provide information to what extent the school management practices of prefects influence student discipline. Other stakeholders such as BOG and PTA members and support staff also play a significant role in schools but this study did not examine their perception on the

role of administrators' treatment of prefects on student discipline. The researcher used a student questionnaire and an interview schedule for the head teacher.

### **1.9 Basic assumptions of the study**

The study was based on the following assumptions:

- i. The respondents gave accurate responses to the items in the questionnaire.
- ii. All students are sufficiently aware of the school administrators' treatment of prefects and were in a position to respond adequately to all items in the questionnaire.

### **1.10 Definitions of significant terms**

**Administrators** refer to the head teacher and other teachers who are regularly involved in managing day to day activities in the school routine.

**Board of Governors** refers to a body whose members are constitutionally formed according to Kenya's Education Act of 1980 Cap. 211, part III to manage school on behalf of the Minister of Education.

**Discipline** refers to adherence to the set rules and regulations in a school and practices used to enforce the rules.

**Head teacher** refers to any person appointed by TSC and charged with the responsibility of the day to day management of Secondary School.

**Influence** refers to perceptions held by the students and head teacher on the role played by prefects in this study.

**Kenya Certificate of Secondary Examination (KCSE)** refers to the certificate awarded to successful candidates at the end of the Secondary school course.

**Prefects** refers to appointed school leaders in secondary schools in Kenya who are recognised in the Education Act

**School** refers to learning institutions for children mostly between 15-19 years of age in this study.

**School management** refer to the mechanisms put in place by head teachers to enhance the role of prefects in this study.

**Student council** refers to a student body that is elected by other students in helping run their affairs

**Teachers Service Commission (TSC)** refers to a body established by an Act of Parliament in 1968, charged with the responsibility of recruiting, employing, remunerating and maintaining standards of teachers in Public Institutions in Kenya (except University).

**Treatment** refers to the extent to which prefects are involved in management of schools and the benefits and privileges that they obtain as a result of being prefects.

## 1.11 Organisation of the study

The study has five chapters. Chapter one contains the introduction. This includes the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions for the study, significance of the study, limitations of the study, delimitation and basic assumptions of the study. It also contains definitions of significant terms and organisation of the study.

Chapter two has the review of related literature on the area of study; the theoretical and conceptual frame work. It shall explore the theoretical framework which includes the theory, X, Y and Z in schools, previous studies and findings. The conceptual framework includes the independent and dependant variable. The conceptual framework is expressed in figure 1.

Chapter three has the research methodology. This includes the research design, target population, sample size and sampling procedures, research instruments, instrument validity, instrument reliability, data collection procedures and data analysis techniques.

Chapter four contains the research findings. This includes data analysis, interpretation and discussion of findings and presentation. The findings are reported in charts, tables, frequencies and percentages. Chapter five is on the conclusion, recommendations and suggestions for further research based on the findings of the research



## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

The literature related to the influence of student discipline in secondary schools is under the following sub headings; management of school discipline, information sharing, training, student participation in decision making and rewarding system on school discipline, summary of the literature review, theoretical frame work and the conceptual frame work.

#### **2.2 An overview of management of school discipline**

Rutter et al. (1979) in a report commissioned by the Commonwealth noted that; an early study of school effectiveness in Britain found that schools that give a large proportion of students' responsibility had better examination results, better behaviour and attendance and less delinquency. Cotton (2005) defines school discipline as a form of discipline appropriate to the regulation of children and the maintenance of order in the school. Rosen (2005) states that good discipline is considered to be one of the major attributes of effective schools and many failing schools have been blamed for lack of discipline.

Contemporary research in the literature on school discipline examines the subject from three dimensions; looks at discipline from the preventive perspective, supportive approach by, and the use of corrective measures.

Gaustad (2005) points out that preventive discipline involves the application of preventive measures to halt the occurrence of misbehaviour. They include quality teaching, good school management and effective curriculum. There are factors peculiar to the school environment, which the school principal must consider in the management of the school. These peculiar factors should be utilized to enhance preventive school discipline.

Cotton (2005) advocates for use of supportive approach to discipline. Here the administrator helps both teachers and students to maintain their own self-discipline. The supportive method provides for the student to be aware that he is monitored by the school authority who will not accept any form of misbehaviour. Student are aware that management is willing and prepared to assist them maintain acceptable behaviours

Duke (1989) adds another dimension to school discipline which involves the use of corrective measures to keep students away from misbehaviour. The principal tries to correct, support and re-channel misbehaviours. The corrective approach puts an immediate check to the misbehaviour and refocuses the student back on the right path. This model may illicit bad feelings from the corrected student, but it fosters positive work and improves self-discipline. The corrective model will occur because in the management of school, despite the use preventive and supportive approaches, some indiscipline will occur and principals should be well prepared to handle indiscipline.

Robbins (2005), states that four processes influence participation in organisational management which include: Information sharing is the communication which is concerned with keeping stakeholders informed about the status of the company. In the school the study investigated the channel of communication to the students through the prefects. Secondly training, raising the skill levels of employees and offering development opportunities that allow them to apply new skills to make effective decisions regarding the organization as a whole. In this study training given to prefects was investigated. Thirdly employee decision making, includes, determining work schedules, budgets or processes. The study sought to determine the extent to which prefects are involved in decision making in that influence discipline. Fourthly rewards, tied to suggestions and ideas as well as performance. The study investigated the rewards and privileges accorded to prefects to motivate them to influence school discipline.

Muchelle (1996) the recommends that first step toward participatory administration would be the formation of student groups among the student body; for instance a student council and a prefect's body. The use of prefects in school management is a form of participatory management in schools. The teachers, students and parents' involvement are important to the success of school discipline.

### 2.3 Methods used to select prefects

Riordan (2003) states that most research assumed that leadership must come from the school principal. The realisation that improving instruction requires shifts in behaviour of school leaders has spurred new theories of school leadership and attempts at restructuring school organisation. There is much greater emphasis on complex idea of “distributed leadership”, shared by many individual at different levels of the organisation.

Supovitz and Poglinco (2001) states that school leadership must be viewed as the cumulative activities of a broad set of leaders both formal and informal within a school rather than the work of one actor, the principal. This “distributive leadership” serves much purpose expanding expertise across staff members there by deepening efforts for instructional improvement.

Harber (1993) based on interviews with staff and students in two schools in Tanzania with active elected school councils, on the other hand identified a number of advantages in regard to creating a culture of non-violence. Bulinda found that in Kakamega district neither teachers nor students were given opportunities in important processes of planning, directing coordinating and reporting. The majority of the head teachers in the study did not allow election of prefects.

## **2.4 Information sharing by school management and prefects**

According to Nyongesa (2007), school systems can be created to enhance the sharing of information. Rules and regulations on school discipline must be known. All organisations must have a set of rules which acts as a code of discipline. Participation keeps employees informed of upcoming events so they will be aware of potential changes. The organization can then place itself in a proactive mode instead of a reactive one, as managers are able to quickly identify areas of concern and turn to employees for solutions.

Muchelle (1996) found in Western province that head teachers encouraged positive involvement of students in sharing information and decision making in specific areas; meetings to discuss dress code and menu. The suggestion box evoked mixed reactions both positive and negative. The majority of head teachers had a negative attitude towards student publications on notice boards and newspapers.

## **2.5 Leadership training for prefects**

According to Were (2005) in school management, continuous training of members of staff enhances their work performance. The prefects are trained using various methods which include mentorship, on job training, use of workshops. Through training, development opportunities, and information sharing, employees can acquire the conceptual skills needed to become effective managers or top

executives. It also increases the commitment of employees to the organization and the decisions they make.

Mugasia (2006) states that prefects are leaders in schools to other students whom they are leading, responsible for setting the pace of activities for other students on daily basis, they set objectives and ways to meet them. Effectiveness of a prefect is measured by the realisation of objectives set by the school administration.

Otieno (2001) suggests that responsibilities improperly delegated to prefects with no proper guidance and training puts effectiveness of prefects into question. Ineffective supervision leads to misuse of powers making prefects confused, stressed, and demoralised. Munyasya (2007) recommends that all those charged with the responsibility of managing schools should undergo training on management before they are assigned that duty.

## **2.6 Student participation in decision making**

Meyers (1987) states that focus on decisions will add interest to school learning because decision-making and problem solving tasks provide numerous opportunities for engaging students as part of in-depth learning environment. First students are given an opportunity to clarify their own values, wrestle with conflicting objectives, and critically think through tough choices using tools such as values and decision trees. Secondly decision making skills learned strengthen ties between school based activities and the world of friends, family, and jobs

outside school. The student who learns to clarify his or her objectives to negotiate successfully is likely to be equipped and motivated to carry these same higher order thinking skills over to personal health, safety, employment and political decision.

Muchiri (1998) noted that school directors objected the involvement of pupils in school decision making and gave the explanation that involved in decision making students would make them proud decisions would not be secret where necessary. System would strain relationship with teachers as some pupils hated being involved in decision making. Kikvi however differs as stated that excluding prefects from school administration reduced them to a spectator role. The situations in schools demand that prefects be incorporated in decision making.

## **2.7 Rewarding system for prefect**

School managers have the responsibility of striking a balance in rewarding as they appreciate the role of student leaders they are not seen as incentives or bribes to have them serving the school but rather as an opportunity to learn and develop skills.

Nyongesa (2007) states that rewards when used a disciplinary technique, are symbols of approval from authority and are used to control and motivate good learning. They spur both workers and students to greater achievements. On the other hand rewards may have negative effects on the recipients if not carefully

administered. They could become ends in themselves because they can cause recipients to want to work not for duty's sake but for the sake of winning a prize.

Griffin (1994) states that many schools give special food to their prefects, and all sorts of other bribes in use. This is wrong for it leads prefects to look upon themselves as mercenaries and such an attitude renders them unreliable and destroys the character-building effects of their office. The true reward of a prefect is the chance to give service to his school coupled with the trust of his Head teacher.

## 2.8 Summary of literature review

Mestry and Khumalo (2012), state that the ultimate goal of co-operative discipline is to inspire children to make smart choices and develop positive behaviour. It is a collaborative effort on the part of the student, teacher, administration, and parent. Gwirayi & Shumba, (2007) found that child development research indicates that self-esteem is critical for successful growth and emotional development.

Hue & Wai-Shing, (2008) found that learners with positive self-esteem feel valued and independent in school and this helps to foster co-operation and responsibility. Positive discipline creates a climate that promotes self-discipline because the child has a positive self-esteem and is therefore better able to maintain self-control. This implies that children should realize that they are solely responsible for their actions.



Muchiri in her findings recommended the formation of student councils through elections in order to enhance discipline. The elected student councils should not be seen as stooges of the school administration. She also recommended that disciplinary committees be formed in schools to ensure there is fair treatment of students found with disciplinary problems through decisions reached by the committee members through consensus. The study looked into perceptions by head teachers in this study the researcher shall look at the student perspective. It is assumed with the new constitutional dispensation the attitudes towards democratic ideals have been revised. The researcher in this study will seek to close the gaps recommended in these studies.

## **2.9 Theoretical framework**

Participative management of school discipline is based on McGregor's theory X and Y and Ouchi's theory Z. Theory X, which shows that workers are assumed to be lazy and do not want to work. Theory X applies on the role of prefects to their peers. Prefects are involved in supervision of the students because school management has little faith that on their own school regulations and routine may be followed. The supervisory role of the prefects is based on the theory that human beings are lazy and must be supervised.

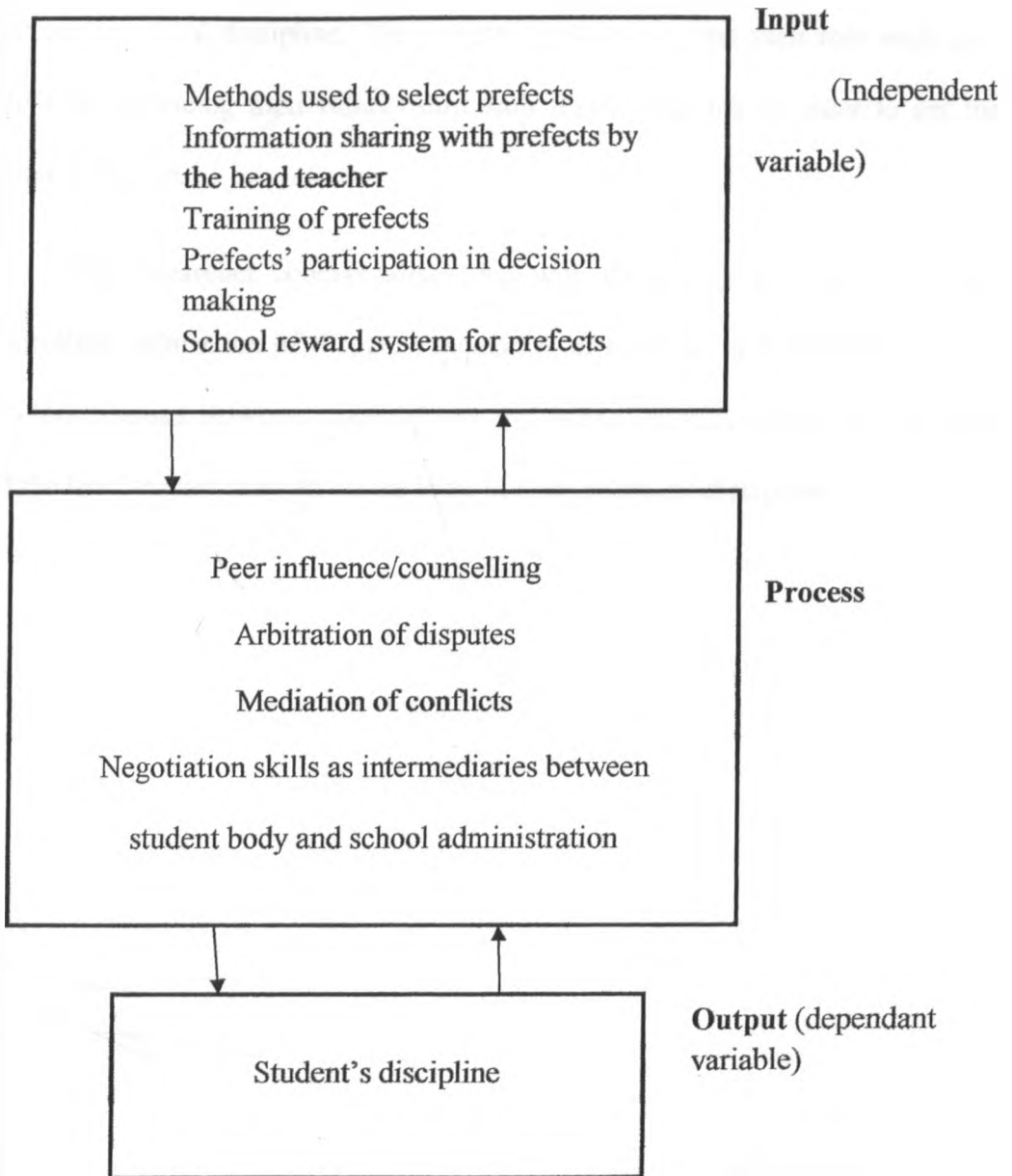
Theory Y suggests that workers tend to be more participative and creative. Creativity and motivation give a more effective organisation. Theory Y seems to address the more motivated type of employee. Theory Y applies to the

relationship between the school management and the prefects. The prefects are expected to be participative and creative as they carry out their duties to maintain the delicate balance of being students, supervisors to fellow students. At the same time win the trust and confidence of the teachers as they enjoy the privileges accorded to their office, they pursue academic excellence being their core business in school.

Ouchi's Theory Z seems to take that notion a step farther by implying that not only are assumptions about workers made, but assumptions about managers as well. That is to say that under Ouchi's theory, managers must be more supportive and trusting of their employees, in order to receive the benefit of increased participation in the decisions of the company. Theory Z applies to the school management practices by the head teacher and his team of teachers. Assumptions were made that the practices employed by the school on the prefects were in their best interests in order to get optimum performance of the school.

## 2.10 Conceptual framework

Figure 2.1 the conceptual frame work: Administrators' treatment of prefects and the influence on student discipline



Adapted from the Vroom's Expectancy Theory.

The conceptual framework of this study shows the dependent variable; school discipline as a function of independent variables; information sharing, training, student participation in decision making and rewarding system on school discipline. The head teachers' use of the dependent variables determines the outcome in school discipline. The prefects as they carry out their role walk on a tight rope balancing their relationship with fellow students in order to get the desired outcome.

The researcher conceptualises that with the use of peer influence and counselling, arbitration of disputes, mediation of conflicts and negotiation skills as intermediaries between student body and school administration, the prefects and the head teacher may attain the level of desired school discipline.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

The research methodology includes the research design, target population, sample size and sampling procedure, sampling design, research instruments, validity of instruments, reliability of instruments, data collection procedure, data analysis techniques.

#### **3.2 Research design**

This study used survey research design. This is because the research was exploratory and descriptive. Descriptive results are used in exploratory studies to allow researchers to gather information, summarise present and interpret for the purpose of clarification Orodho (2005). The researcher studied factors influencing student discipline in the students' questionnaire designed to answer the research questions in order to give a clear description of the study outcome.

#### **3.3 Target population**

According to the PDE Nairobi office, 2011 statistics, there are 73 public secondary schools in Nairobi province. The target population therefore comprised of 73 secondary schools which include 20 boys and 23 girls and 30 mixed secondary school student population 30666. The respondents were students in public secondary schools and the head teachers.

### **3.4 Sample size and sampling procedures**

Rarely is a study conducted that includes the total population of interest as the subject (Gay, 1981). Stratified sampling and simple random sampling procedures were used to draw a sample. Stratification was used because the population is non-homogenous while simple random sampling ensures that each respondent will have an equal chance of being selected, Mugenda & Mugenda (2003).

The highest number of respondents was drawn from day schools using purposeful sampling because they face more challenges in school discipline than those in national schools. Form 3, form 4 students and the school captain were targeted because they have stayed long in school to clearly identify factors that influences school discipline. However a small percentage of the Form 2 got an opportunity to fill the questionnaire. The population was divided into two strata and proportionate sample drawn from each stratum, as shown below.

**Table 3.1**

**Sampling design**

<b>Category of School</b>	<b>Population</b>	<b>Sampling Proportion</b>	<b>Sample Size</b>	<b>No of students</b>
<b>National</b>	7	0.006	2	40
<b>Provincial Boarding</b>	24	0.26	4	80
<b>Provincial Day</b>	42	0.68	9	180
	<b>73</b>	<b>1.00</b>	<b>15</b>	<b>300</b>

**3.5 Research instrument**

The main research instrument in this study was the students' questionnaire. However an interview with the head teacher was sought. The instrument provided information to explore, analyse and evaluate influence of management practices on student discipline. The students' questionnaire was classified into sections to ensure research questions are addressed appropriately.

Section A contained objective items meant to yield demographic data about the respondents. Section B, had closed ended questions to be scored on the Likert scale, items that are designed to elicit students' perception and attitude on prefects information sharing, prefects training, student participation in decision making and school rewarding system influences school discipline. Responses were evaluated on the relevance to the objectives set.

schools. A pilot study was carried out in three schools which were not included in the actual study in order to eliminate gaps in the questionnaire.

### **3.7 Reliability of instruments**

The split-half technique was used to assess reliability, whereby the Spearman's Rank Order Correlation Co efficient ( $r_s$ ) is to be calculated to determine reliability index.

The questionnaires were coded divided into two halves the odd numbered will be variable (X) even numbered will be variable (X2). The items in the two sets were administered to the two separate groups of the same sample and their score treated accordingly. Therefore binary scoring of the results was carried out and the two sets correlated to estimate reliability index.

### **3.8 Data collection procedure**

Before the start of data collection, the researcher sought a permit from the National Council of Science and Technology; made a courtesy call to Provincial Education Officer to obtain the total number of secondary schools and students' population. An introductory letter was attached to the instrument to guarantee a high level of confidentiality.

The researcher did a pilot study in three secondary schools with thirty students in order to find the gaps in the questionnaire. The three schools were excluded from the main study. The researcher then proceeded to selected schools to administer



The researcher did a pilot study in three secondary schools with thirty students in order to find the gaps in the questionnaire. The three schools were excluded from the main study. The researcher then proceeded to selected schools to administer questionnaires to students, and collected them within same day. Interview with the head teacher was booked in advance.

### **3.9 Data analysis techniques**

Data from the questionnaires and interview schedule was edited and coded. Editing helped to check for completeness, logic of the answers, consistency and relevance of responses to objectives set. The Statistical Package for Social Sciences (SPSS) was used to analyze quantitative data. The results are reported in the form of tables, frequencies and percentages.

## **CHAPTER FOUR**

### **DATA ANALYSIS PRESENTATION AND INTERPRETATION**

#### **4.1 Introduction**

This chapter discusses the data analysis, interpretation and presentation of the findings. The purpose of this study was to determine the influence of administrators' treatment of prefects on student discipline in secondary schools in Nairobi County. In particular, the study aimed to determine; the extent to which methods used to select prefects influence prefects influence student discipline in secondary school in Nairobi County, the extent to which information sharing by head teachers' with prefects influence students discipline, the extent to which the head teachers' provision of training for prefects influences student discipline, the extent to which the head teachers involve students' in decision making influence students' discipline and, the extent to which the head teachers' use of school reward systems for prefects influence school discipline in public secondary schools in Nairobi County. The results of this study are presented in both tabular and graphical formats.

#### **4.2 Questionnaire return rate**

This study target 300 students from across four categories namely: national, provincial, boarding and provincial day out of which 272 responses were obtained which translates to a response rate of 90.7% which is above the 70% required threshold.

This section presents the results of the demographic and basic characteristics of the students and the sampled schools respectively. In particular, the following characteristics are analyzed; gender, class, age and school size. The table below presents the results:

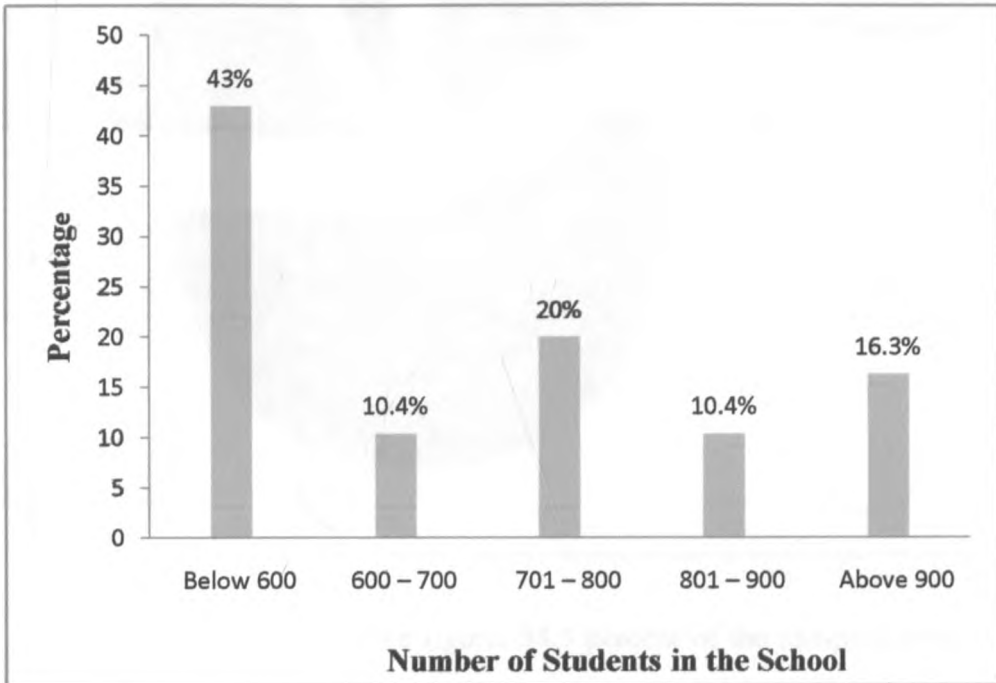
**Table 4.1: Background information**

<b>Characteristic</b>	<b>Frequency</b>	<b>Percent</b>
<b>Gender</b>		
Male	157	57.6
Female	115	42.4
<b>Class</b>		
Form 2	4	1.6
Form 3	116	45.8
Form 4	133	52.6
<b>Age</b>		
Below 15 Years	32	11.9
16 – 17 Years	112	41.9
Above 17 Years	126	46.3

The results above show that 57.6 percent of the respondents were males while the rest 42.4 percent were females. This is attributed to the fact most schools sampled were mixed day schools which tend to enrol more boys than girls. In addition, majority 52.6 percent of the respondents were in Form Four, 45.8 percent were in Form Three while 1.6 percent of the respondents were in Form 2 while none of the respondents was in Form One. Further, 46.3 percent of the respondents were aged above 17 years, 41.6 percent were aged between 16 and 17 years while 11.9 percent were aged below 15 years. The older students

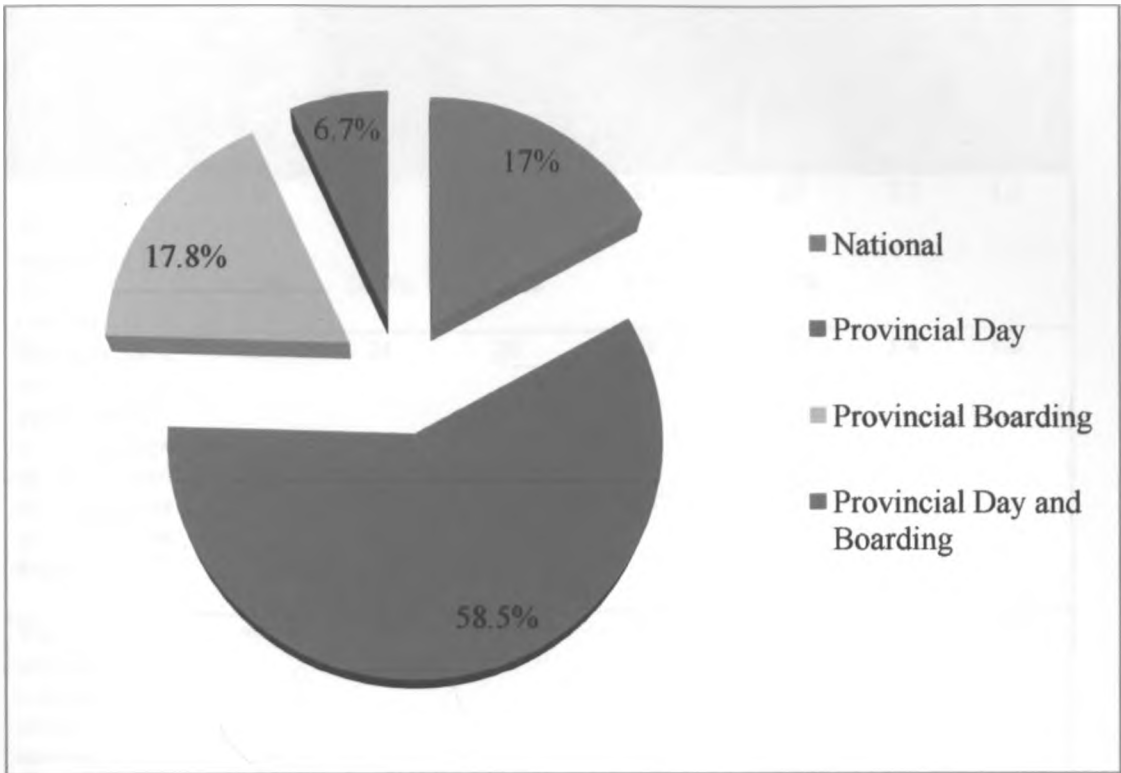
and 17 years while 11.9 percent were aged below 15 years. The older students were more as they have stayed longer in the school and occupy the senior classes that were targeted through purposive sampling.

**Figure 4.2 School Size**



On the school size, the results showed that 43 percent of the schools had an overall enrolment of less than 600 students, 20 percent had an overall enrolment of between 701 and 800 students, 16.3 percent above 900 students while 10.4 percent had an enrolment of between 600 and 700 students and another 10.4 percent had an overall enrolment of between 801 and 900 students. The results are a reflection of the sampling design as there are fewer national and provincial boarding schools in Nairobi County with higher population and more day schools less population but more in number.

**Figure 4.3 School category**



According to the above figure, 58.5 percent of the sampled schools were provincial days schools, 17.8 percent were provincial boarding and another 17 percent of the sampled schools were national schools while 6.7 percent of the schools were both provincial day and boarding.

#### **4.4 Student Leadership**

This section presents the results on the students' leadership. The table below presents the results in both percentage and averaged value.

**Table 4.2 Student Leadership**

Statement	Strongly Disagree	Disagree	Moderately Agree	Agree	Strongly Agree	Mean	Standard Deviation
The prefects' are appointed by the head teacher	114 42.4%	67 24.9%	42 15.6%	21 7.8%	25 9.3%	2.2	1.3
Prefects have an opportunity to campaign to be elected by students in an open forum	68 25.2%	24 8.9%	20 7.4%	48 17.8%	110 40.7%	3.4	1.6
The prefects always represent the students' interest	46 17.0%	35 12.9%	71 26.2%	71 26.2%	48 17.7%	3.1	1.3
The prefects know the problems faced by the students	38 14.0	23 8.5%	62 22.8%	81 29.8%	59 22.4%	3.4	1.3
The students are comfortable with method used to appoint student leaders	60 23.3%	20 7.8%	43 16.7%	62 24.1%	72 28.0%	3.3	1.5

According to the above table, 42.4 percent of the respondents strongly disagreed with the statement that “the prefects’ are appointed by the head teachers” another 24.9 percent disagreed with the same statement while only 17.1

percent of the respondents who either agreed or strongly agreed with the same statement. The average rank for this statement was 2.2 with a standard deviation of 1.3. This mean that majority of the respondents disagreed that the school prefects are appointed by the head teachers. Further, on the statement “prefects have an opportunity to campaign to be elected by students in an open forum”, 40.7 percent of the students strongly agreed with statement, while 25.2 percent strongly disagreed with the same statement. On average, the mean rank for this statement was 3.4 with a standard deviation of 1.6 which means that majority of the students agreed that the aspiring prefects are always given an opportunity to campaign to be elected by students in an open forum.

In addition, on the statement “the prefects always represent the students’ interests”, 26.2 percent of the respondents moderately agreed with the statement, another 26.2 percent agreed with the statement while 17.7 percent strongly agreed with the same statement. On average, the mean rank for the statement was found to be 3.1 ( $\pm 1.6$ ) which means that most of the students agreed with that the prefects always represent the students’ interest. Moreover, on the statement “the prefects know the problems faced by the students”, 29.8 percent of the respondents agreed with the statement, 22.8 percent moderately agreed with the statement while 22.4 percent strongly agreed with the statement. On average, the mean rank for the statement was 3.4( $\pm 1.3$ ) which mean that majority of the respondents agreed that the prefects know the problems faced by the students. Finally, on the statement “the students are comfortable with method used to

appoint student leaders” 28 percent strongly agreed with the statement, 24.1 percent agreed with the same statement while 23.3 percent strongly disagreed with the statement. On the average, the mean rank for the statement was 3.3( $\pm 1.5$ ) which mean that majority of the students agreed with the statement that the students are comfortable with the method used to appoint students leaders.

The findings reflect a democratic approach of appointing prefects is prevalent across public secondary schools in Nairobi County. This is in agreement with the proponents of new school leadership theories on ‘distributed leadership’; shared by many individuals at different levels of the organisation. However the findings disagree with the study by Bulinda in Kakamega District where neither the students nor the teachers played a participatory role in school administration. Most head teachers did not allow election of prefects. The difference in the findings can be attributed to the passage of time. It could also be with the new constitutional dispensation most head teachers have embraced democratic principles.

#### **4.5 School Discipline**

This section presents the results of the sampled schools’ discipline from the respondents’ point of view



**Table 4.3 School Discipline**

Statement	Strongly Disagree	Disagree	Moderately Agree	Agree	Strongly Agree	Mean	Standard Deviation
<b>The laid down rules and regulations for the school are known</b>	6 2.2%	10 3.7%	27 10.0%	66 24.4%	162 59.8%	4.4	0.9
<b>School programmes are run according to the school routine</b>	17 6.3%	15 5.6%	24 8.9%	74 27.4%	140 51.9%	4.1	1.1
<b>There are many cases of theft in our school</b>	36 13.5%	41 15.4%	55 20.6%	43 16.1%	92 34.5%	3.4	1.4
<b>The students respect their teachers and support staff</b>	10 3.8%	6 2.3%	61 23.0%	80 30.2%	108 40.8%	4.0	1.0
<b>There are few case of bullying in our school</b>	69 25.7%	36 13.4%	28 10.4%	41 15.3%	94 35.1%	3.2	1.6

The results in the above show that 59.8 percent of the students' interviewed strongly agreed that the laid down rules and regulations for the school are known, 24.4 percent agreed with the same while approximately 5.9 percent of the students disagreed of strongly disagreed with the above. On average, the mean rank for this statement was 4.4( $\pm 0.9$ ) which mean that the students interviewed strongly agreed that the laid down rules and regulation for the school are known

to them. On school programmes being run according to the school routine, 51.9 percent of the respondents strongly agreed with the statement, 27.4 percent agreed with the statement while another 11.9 percent of the students' either strongly disagreed with the statement or disagreed with the same statement. On average, the mean rank for this statement was  $4.1(\pm 1.1)$  which mean that majority of the students agreed that the school programmes are run according to the school routine.

Further, 34.5 percent of the students sampled strongly agreed that there are many cases of theft in the school and 16.1 percent agreed with the same statement, while only 28.9 percent who either disagreed or disagreed with the same statement. On average, the mean rank for this statement was  $3.4(\pm 1.4)$  which man that the sampled students agreed that there are many cases of theft in their schools. On students respecting their teachers and the support staff, 40.8 percent of the respondents strongly agreed with this statement, and 30.2 percent agreed while only 6 percent who either disagreed or strongly disagreed with the above statement. On average, the mean rank for this statement was  $4.0(\pm 1.0)$  which mean that majority of the sampled students strongly agreed that the students respect their teachers and the support staff. Finally, 35.1 percent of the students sampled strongly agreed that there are few cases of bullying in their schools, and 25.7 percent strongly disagreed with the statement. On average, the mean rank for this statement was  $3.2(\pm 1.6)$  which mean that majority of the students agreed with that there a few cases of bullying in their schools.

The findings show that most schools have put in place mechanisms to inculcate discipline such creating awareness of school rules and regulations. In this study cases of theft were common as indiscipline. Muchelle in his findings the recommends that first step toward participatory administration would be the formation of student groups among the student body; for instance a student council and a prefect's body. The findings of the research agree as most of the schools sampled have elected prefect bodies in place.

#### **4.6 Information Sharing**

This section presents the results on information sharing by the students from the sampled schools.

**Table 4.4 Information Sharing**

Statement	Strongly Disagree	Disagree	Moderately Agree	Agree	Strongly Agree	Mean	Standard Deviation
<b>The head teacher communicates with students in good time on expected behaviour</b>	11 4.1%	16 6.0%	25 9.4%	56 21.1%	158 59.4%	4.3	1.1
<b>Students are always free to discuss issues affecting them with teachers</b>	48 17.8%	36 13.3%	54 20.0%	56 20.7%	76 28.1%	3.3	1.4
<b>The students- teachers relationship is very good</b>	29 10.8%	35 13.1%	93 34.7%	47 17.5%	64 23.9%	3.3	1.2
<b>Teachers encourage students to ask questions</b>	10 3.8%	8 2.9%	22 8.1%	68 25.0%	158 59.4%	4.3	1.0
<b>Students have a lot of confidence with the teachers to solve issues presented</b>	34 12.6%	41 15.2%	72 26.7%	70 25.9%	53 19.6%	3.2	1.2

According to the above table, 59.4% of the respondents interviewed strongly agreed with the statement that “the head teachers’ communicates with students in good time on expected behaviour” and 21.1% of the sampled students agreed with this statement while only 10.1% of the sampled students either

strongly disagreed or disagreed with the statement. On average, the mean rank for this statement was  $4.3(\pm 1.1)$  which meant that majority of the sampled students strongly agreed that the head teacher communicates with students in good time on expected behaviour. On the statement that “the students are always free to discuss issues affecting them with teacher” 28.1 percent of the respondents’ strongly agreed with this statement, 20.7 percent agreed while 17.8 percent strongly disagreed and 13.3 percent disagreed with this statement. The mean rank for this statement was  $3.3(\pm 1.2)$  which mean that majority of the sampled students agreed with this statement.

On the students-teachers relationship being very good, 23.9 percent of the sampled students strongly agreed with this statement, 17.5 percent agreed with the statement while 13.1 percent of the respondents disagreed that the student-teacher relationship was very good while 10.8 percent strongly disagreed. The mean rank for this statement was  $3.3(\pm 1.2)$  which mean that majority of the sampled students agreed that the students-teachers ration was very good. Further, on the statement “teachers encourage students to ask questions” 59.4 percent of the sampled students strongly agreed with this statement, 25 percent agreed while 6.7 percent of the sampled students either strongly disagreed or disagreed with this statement. The mean rank for this statement was found to be  $4.3(\pm 1.0)$  which mean that majority of the sampled students strongly agreed that the teachers encourage students to ask questions. Finally, on the statement “students have a lot of confidence with the teachers to solve issues presented”, 25.9 percent of the

sampled students agreed with statement while 19.6 percent strongly agreed with the statement. The mean rank for this statement was found to be 3.2( $\pm$ 1.2) which mean that majority of the sampled students agreed with that the students have a lot of confidence with the teacher to solve issues presented.

The findings reflect that in many public schools in Nairobi County most students enjoy good relations with their teachers and have confidence in them handling their issues. They also explain beforehand the expected conduct of behaviour. This agrees with the findings made by Muchelle in Western Province where most head teachers encouraged information sharing with students in specific areas.

#### **4.7 Training**

This section presents the results on training

**Table 4.5 Training**

Statement	Strongly Disagree	Disagree	Moderately Agree	Agree	Strongly Agree	Mean	Standard Deviation
<b>The school has a well-known programme to students for training prefects</b>	114 44.4%	61 23.7%	32 12.5%	26 10.1%	24 9.3%	2.2	1.3
<b>Motivational speakers are invited on a regular basis to discuss character competencies</b>	21 8.2%	19 7.4%	60 23.3%	64 24.9%	93 36.2%	3.7	1.3
<b>The school library is well equipped for book</b>	124 48.8%	42 16.5%	29 11.4%	36 14.2%	23 9.1%	2.2	1.4
<b>Prefects and the head teacher are role models to students</b>	36 14.5%	24 9.6%	72 28.9%	60 24.1%	57 22.9%	3.3	1.3
<b>Student leaders enjoy special privileges for the service they give to the school</b>	40 15.7%	21 8.3%	45 17.7%	50 19.7%	98 38.6%	3.5	1.5

The results above show that 44.4 percent of the sampled students strongly disagreed with the statement that “the school has a well-known programme to students for training prefects” while 23.7 percent of the students disagreed with the statement. On the other side, 12.5 percent of the sampled students moderately

agreed that the school has well known programme to students for training prefects, while 10.1 percent agreed with the statement and only 9.3 percent of the sampled students who strongly agreed with the statement. The mean rank for this statement was  $2.2(\pm 1.3)$  which mean that majority of the sampled students disagreed that the school which they belonged to had a well-known programme to students for training prefects.

Further, on the motivational speakers being invited on a regular basis to discuss character competencies, 36.2 percent of the strongly agreed with this statement, 24.9 percent agreed, and 23.3 percent moderately agreed with the above statement while 15.6 percent of the sampled student either disagreed with the statement or strongly disagreed with the statement. The average rank for this statement was  $3.7(\pm 1.3)$  which mean that majority of the sampled students agreed that motivational speakers are invited on a regular basis to discuss character competencies. In addition, on the school library being well equipped with books on character, 48.8 percent of the sampled students strongly disagreed with the statement, 16.5 percent disagreed, 11.4 percent moderately agreed with the statement while 14.3 percent of the sampled students agreed with the same statement and only 9.1 percent strongly agreed with that the school library is well equipped with books on character. The average rank for this statement was  $2.2(\pm 1.4)$  which mean that majority of the sampled students disagreed that the school libraries were well equipped with books on character.



Finally, on students' leaders enjoying special privileges for service they give to the school, 38.6 percent of the sampled students agreed with this statement, 19.7 percent agreed with the same statement while 15.7 percent of the sampled students strongly disagreed and 8.3 percent disagreed with the same statement. The average rank for this statement was  $3.5(\pm 1.5)$  which mean that majority of the sampled students agreed that the students leaders enjoy special privileges for the service they give to the school.

The findings in this study showed that the level of prefect training in leadership skills is low and the resources to empower prefects through their character are limited. However there was the use of incentives to compensate for the services was widely used. In the study done in Machakos District by Munyasya, agrees with the finding that there is need for training of prefects.

#### **4.8 Students' Participation in Decision Making**

This section presents the results on students' participation in decision making

**Table 4.6 Students' Participation in Decision Making**

Statement	Strongly Disagree	Disagree	Moderately Agree	Agree	Strongly Agree	Mean	Standard Deviation
Students have a choice in creating school menu	198 76.8%	23 8.9%	17 6.2%	8 3.1%	12 4.7%	1.5	1.0
The prefects are elected by students on a regular basis	79 31.0%	36 14.1%	46 16.9%	38 14.0%	56 20.6%	2.8	1.5
There is a suggestion box where students can communicate to the administration	76 29.6%	17 6.6%	18 7.0%	36 14.0%	110 42.8%	3.4	1.7
The students are attached in a teacher-parent programme to guide the students in school	50 19.8%	35 13.8%	40 15.8%	47 18.6%	81 32.0%	3.3	1.5
The students are involved in choosing the visiting/academic day for their parents	186 72.4%	32 12.5%	11 4.3%	7 2.7%	21 8.2%	1.6	1.2
Students are elect sports team captains to lead school teams	77 28.3%	33 12.1%	31 11.4%	43 15.8%	64 23.5%	2.9	1.6

On students' participation in decision making, 76.8 percent of the sampled students strongly disagreed that students have a choice in creating menu, 8.9 percent disagreed with the statement while 4.7 percent of the sampled students strongly agreed with this statement and 3.1 percent agreed. The average rank for this statement was  $1.5(\pm 1.0)$  which mean that the sampled students strongly disagreed with that students have a choice in creating school menu. In addition, 31.0 percent of the sampled students strongly disagreed that the prefects are elected by students on a regular basis, 20.6 percent strongly agreed with the same and 16.9 percent moderately agreed with the same. The mean rank for this statement was  $2.8(\pm 1.5)$  which mean that majority of the sampled students disagreed with that the prefects are elected by students on a regular basis.

On availability of a suggestion box where students can communicate to the administration, 42.8 percent of the sampled students strongly agreed with the statement, 29.6 percent strongly disagreed with the statement, 14 percent agreed and 6.6 percent of the sampled students disagreed with the statement. The average mean rank for this statement was  $3.4(\pm 1.7)$  which mean that majority of the respondents agreed that there was a suggestion box where students could communicate to the administration. Further, 32 percent of the sampled students strongly agreed that "the students are attached in a teacher-parent programme to guide the students in school", 19.8 percent strongly disagreed, 18.6 percent agreed with the statement while 13.8 percent of the sampled students disagreed with the statement. The mean rank for the statement was  $3.3(\pm 1.5)$  which mean that

majority of the sampled students agreed with that the students are attached in a teacher-parent programme to guide the students in school.

Moreover, 72.4 percent of the respondents strongly disagreed that the students are involved in choosing the visiting/academic day for their parents, 12.5 percent disagreed with the statement while only 8.2 percent of the sampled students strongly agreed with the statement and 2.7 percent agreed with the same. The mean rank for this statement was  $1.6(\pm 1.2)$  which mean that majority of the sampled students strongly disagreed that the students are involved in choosing the visiting/academic day for their parents. Finally, on students electing sports team captain to lead schools teams in competitions, 28.3 percent of the sampled students strongly disagreed with this statement, 23.5 percent strongly agreed while 12.1% of the sampled students disagreed with the statement and 15.8 percent agreed with the statement. The mean rank for this statement was  $2.9(\pm 1.6)$  which mean that majority of the sampled students disagreed with that students elect sports team captains to lead school teams in competition.

These findings reflect a mixed approach where head teachers select when students can be involved in decision making and when they are not involved. Most head teachers involved the students through the suggestion box and teacher-parent programme. However they did not involve students in the school calendar important dates and in election of student leaders. In her research findings in Nairobi, Muchiri noted that school directors objected the involvement of pupils in decision making as it would make them proud and decisions would not be secret.

However Kikuvi states that excluding prefects in decision making reduces them to a spectator role. Therefore involvement of prefects in decision making in order to influence discipline is used in a selective manner.

#### **4.9 Reward System**

This section presents the results for the reward system

**Table 4.7 Reward System**

Statement	Strongly Disagree	Disagree	Moderately Disagree	Agree	Strongly Agree	Mean	Standard Deviation
<b>Students who perform better are recognized and motivated</b>	17 6.6%	11 4.3%	22 8.5%	48 18.6%	160 62.0%	4.3	1.1
<b>The school has a system of rewards for prefects well known to the students</b>	99 38.4%	41 15.9%	38 14.7%	38 14.7%	42 16.3%	2.5	1.5
<b>The school has a trophy cabinet displayed to the public at all times</b>	125 48.8%	49 19.1%	22 8.6%	23 9.0%	37 14.5%	2.2	1.1
<b>Prefects enjoy a number of privileges accorded by the school</b>	61 23.6%	19 7.4%	39 15.1%	49 19.0%	90 34.9%	3.3	1.4

On the reward system, 62 percent of the sampled students strongly agreed that “students who perform better are recognized and motivated”, 18.6 percent agreed with the same statement, 8.5 percent moderately agreed with the statement,

and 6.6 percent strongly disagreed with the statement while 4.3 percent agreed with the statement. The mean rank for this statement was  $4.3(\pm 1.1)$  which mean that majority of the sampled students strongly agreed that students who perform better are recognized and motivated. In addition 38.4 percent of the sampled students strongly disagreed that the school has a system of rewards for prefects well known to the students, 16.3 percent strongly agreed, 15.9 percent disagreed with the statement, 14.75 percent either agreed with the statement or moderately agreed with this statement. The mean rank for this statement was  $2.5(\pm 1.5)$  which mean that majority of the sampled students disagreed that their school had a system of rewarding for prefects well known to the students.

Moreover, 48.8 percent of the sampled students strongly disagreed that the school had a trophy cabinet displayed in public at all time, 19.1 percent disagreed with the same and 14.5 percent strongly agreed with this statement while 9 percent of the sampled student agreed that the school had a trophy cabinet displayed to the public at all times. The mean rank for this statement was  $3.3(2.2\pm 1.1)$  which mean that majority of the sampled students disagreed that the school had a trophy cabinet displayed to the public at all times. Finally, 34.9 percent of the sampled students strongly agreed that the prefects enjoy a number of privileges accorded by the school, 23.6 percent strongly disagreed with the same, and 19.0 percent agreed with the same while only 7.4 percent of the sampled students who disagreed with the statement. The mean rank for this

statement was 3.3( $\pm$ 1.4) which mean that majority of the students agreed that the prefects enjoy a number of privileges accorded by the school.

These findings show that majority of head teachers recognise and reward better performance. There are also privileges in place to provide incentives to prefects to work. However the rewards for prefects were unknown in majority of the schools. The schools' rewards were also not publicly displayed. According to Jerono too many privileges and powers earn prefects' resentment and attacks from fellow students.

#### 4.10 Regression Analysis

Regression analysis is a statistical tool for the investigation of relationships between variables. Usually, the researcher seeks to ascertain the causal effect of one variable upon another. In this study the researcher used regression to investigate the relationship which existed between the dependent variable (student discipline) and the independent variables (student leadership, information sharing, training, student participation in decision making and reward system). Due to the fact that the researcher had more than one independent variable; she utilized multiple linear regressions to model the relationship. The relationship which was modelled took the following structure:

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \beta_5X_5 + \square$$

Where Y – dependent variable (student discipline)



$X_i$  – Independent variables

$\epsilon$  – Error Term

$\beta$  – Parameters to be estimated

For regression analysis to be valid, the assumption of normality of the error term should hold. But the assumption of normality of the error term can only hold if the dependent variable and independent variables are normally distributed. Therefore, the researcher first tested the normality of both the independent variables and the independent variables using the Shapiro-Wilk Test and the results are displayed in Table 4.8:

**Table 4.8 Test for Normality**

Variable	Shapiro Wilk Statistics	P – Value
<b>Student Discipline</b>	0.972	0.309
<b>Student Leadership</b>	0.899	0.200
<b>Information Sharing</b>	0.981	0.600
<b>Training</b>	0.946	0.163
<b>Student Participation in Decision Making</b>	0.934	0.183
<b>Reward System</b>	0.899	0.129

$\alpha = 0.05$

According to Table 4.8, the study established that all the independent variables were normally distributed. This is because; in all the situations the p-

value associated with the each variable was found to be greater than the level of significance (0.05). Further, the dependent variable was also found to be normally distributed since the p-value associated with the dependent variable was found to be greater than the level of significance (0.05). Therefore, since the study established that all the variables of interest were normally distributed then, the researcher went ahead to use regression analysis to model the relationship between the dependent variable and the independent variables. Table 4.9 presents the estimated parameters and their statistical test:

**Table 4.9 Estimated Parameters**

<b>Model</b>	<b>Estimated Parameter (SE)</b>	<b>P – Value</b>	<b>R – Square</b>
<b>Constant</b>	14.2 (±1.3)	0.000	
<b>Student Leadership Information Sharing</b>	-0.06 (±0.05)	0.244	
<b>Training</b>	0.138 (±0.05)	0.009	
<b>Student Participation in Decision Making</b>	0.194 (±0.064)	0.003	0.523
<b>Reward System</b>	0.006 (±0.05)	0.904	
	0.018 (±0.06)	0.792	

$\alpha = 0.05$

According to the above model, the constant of regression was established to be significant at 5% level of significance. This means that if all the other factors are held constant then the dependent variable (student discipline) would be at 14.2 scores. In addition, the model established that information sharing had a positive relationship with the student discipline when all the other factors are held constant. According to the results, a unit increase in the information sharing would lead to an increase in the scores of the student discipline by 0.138 units. This relationship was found to be significant at 0.05 level of significance

( $p=0.009$ ). Further, according to the model, a unit increase in the scores of training would lead to an increase in the scores of student discipline by 0.194 units when all the other factors are held constant. This relationship was also found to be significant at 0.05 level of significant ( $p=0.003$ ). According to the model all the other variables were found to have an insignificance relationship with the dependent variable (student discipline). Finally, the coefficient of determination (R-square) suggests that the established model below can account 52.3% of the variation in the dependent variable while the rest cannot be accounted by the model. The model takes the following form:

$$\hat{Y}=14.2(\pm 1.3)-0.06(\pm 0.05) X_1+0.138(\pm 0.05) X_2+0.194(0.06)X_3+0.006(\pm 0.05)X_4+0.018(\pm 0.06)X_5$$

**Table 4.10 ANOVA**

	<b>Sum of Squares</b>	<b>Degree of Freedom</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
<b>Regression</b>	43.13	5.00	8.63	5.34	0.02
<b>Residual</b>	67.85	42.00	1.62		

The results in Table 4.10 show that estimated regression model was found to be significant at 0.05. The test of variance at significant 0.05 shows the distribution was normal in the relationship between the independent and dependant variables.

## **CHAPTER FIVE**

### **SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents summary of the finding from this study. In addition, the chapter presents the conclusion of this study as well as the recommendations drawn from the conclusion of this study. In addition, the chapter will present suggestions for further study.

#### **5.2 Summary of the Findings**

Discipline is defined as the practice of training people to obey rules and orders and punishing them when they disobey the rules and orders. It is also the controlled behaviour or the situation that results from this training. In the laws of Kenya, school discipline is regulated in the Education Act L.N 40 of 1972 and L.N. 56 of 2001. These regulations are cited as school discipline and apply to public schools. Prefect, play a very important role in the management of discipline in schools. Their appointment should be democratic and cautiously done so as to ensure that the right cadre of prefects is appointed for effective administration.

The purpose of this study was to determine the influence of administrators' treatment of prefects on student discipline in secondary schools in

Nairobi County. In particular, the study aimed to determine; the extent to which methods used to select prefects influence prefects influence student discipline in secondary school in Nairobi County, the extent to which information sharing by head teachers' with prefects influence students discipline, the extent to which the head teachers' provision of training for prefects influences student discipline, the extent to which the head teachers involve students' in decision making influence students' discipline and the extent to which the head teachers' use of school reward systems for prefects influence school discipline in public secondary schools in Nairobi County.

In the literature review in school administration, four processes influence participation which includes: Information sharing is the communication which is concerned with keeping stakeholders informed about the status of the company. In the school the study investigated the channel of communication to the students through the prefects. Secondly training, raising the skill levels of employees and offering development opportunities that allow them to apply new skills to make effective decisions regarding the organization as a whole. In this study the training given to prefects was investigated. Thirdly employee decision making, includes, determining work schedules, budgets or processes. The study sought to determine the extent to which prefects are involved in decision making. Fourthly rewards, tied to suggestions and ideas as well as performance. The study investigated the rewards and privileges accorded to prefects to motivate them to influence school discipline.

The results of the study showed that only information sharing and training which had a positive relationship with discipline among the sampled secondary schools with the student leadership, student participation in decision making, reward system all having an insignificant relationship with the school discipline. The sample size for this study was 300 students who are learning in both national and provincial schools (both day and boarding) in Nairobi County. The data was collected using a structured closed questionnaire and the collected data was entered and analyzed in the Statistical Package for Social Sciences (SPSS). Both descriptive and regression model were used to analyze the data where the results of the study were presented in both tabular and graphical formats.

The study had targeted 300 students from various categories of secondary schools in Nairobi County, however, only 272 students responded to the questionnaire translating to a response rate of 90.7 percent. Further, 57.6 percent of the sampled students were males while the rest were female. In addition, 52.6 percent of the sampled students were in Form Four and were followed by the students who were in Form Three who formed 45.8 percent of the total sample the rest were in Form Two while none of the sampled student was in Form One. On age, most 46.3 percent of the sampled students were aged above 17 years while those who were aged below 15 years were 11.9 percent and the rest 41.9 percent were aged between 16 and 17 years. On the school size, 43 percent of the sampled schools had an overall enrolment of below 600 while 16.3 percent of the sampled schools had an overall enrolment of over 900. Finally, on the school type, 58.5

percent of the sampled schools were provincial day school schools and 17.8 percent were provincial boarding's schools. The national schools constituted to 17 percent of the sampled school and the rest 6.7 percent were provincial day & boarding schools.

On the student leadership, the study established that most 67 percent of the sampled students disagreed that the prefects were appointed by the head teachers. In addition, it was established by the study that aspiring prefects usually get an opportunity to campaign to be elected by students in an open forum. Further, the study showed that most 64 percent of the sampled students agreed that the prefects always represent the students' interest while 70 percent of the sampled students agreed that the prefects know the problems faced by the students. Finally, 68 percent of the sampled students agreed that the students are comfortable with the method used to appoint the students leaders.

On school discipline, there was a strong agreement by the sampled students that the laid down rules and regulation for the school were well known to them while still the results showed that there was a strong agreement by the sampled students that the school programme are run according to the school routine. However, over 50 percent of the sampled students agreed that there were cases of theft in their schools. However, the study showed that majority 70 percent of the sampled students strongly agreed that the students respect their teacher and the support staff. Finally, there was a general agreement by the



sampled students 51 percent that there were few cases of bullying in their schools.

On information sharing, there was a very strong agreement by the students 80 percent that the head teachers communicate with students in good time on expected behaviour. Further, over 60 percent of the sampled students agreed that students are always free to discuss issues affecting them teachers while majority of the sampled students agreed that that the student-teacher relation was very good. In addition, the study showed that majority 85 percent of the sampled students strongly agreed that the teachers encourage students to ask questions while there was a general agreement by the sampled students that the students have a lot confidence with the teachers to solve issues presented to them.

On training, majority 67 percent of the sampled students disagreed that their school had a well-known programme to students for training prefects. However, over 60 percent of the students agreed that there were motivational speakers being invited on a regular basis to discuss character competencies. Further, most 64 percent of the sampled students disagreed that the school libraries were well equipped with books on character. The results of the study also showed that over 50 percent of the sampled students agreed that prefects and the head teachers were role models to students while over 60 percent of the students agreed that the student leaders enjoy special privileges for the service they give to the school.

Further, the results of the study showed that over 85 percent of the sampled strongly disagreed that the students have a choice in creating school menu while over 50 percent of the students disagreed that the prefects were elected by students on a regular basis. On the availability of the suggestion box, over 64 percent of the sampled students agreed that they were available while over 60 percent of the students agreed that the students are attached in a teacher-parent programme to guide the students in school. Further, 85 percent of the sampled students strongly disagreed that the students were involved in choosing the visiting/academic days for their parents and over 50 percent of the students disagreed that students elected sports team captains to lead school teams in competitions.

The results on reward system, the study showed that over 80 percent of the sampled students strongly agreed that students who performed better were recognized and motivated while over 50 percent of the sampled students disagreed that there school had a system of rewards for prefects well known to the students. Further, over 64 percent of the students sampled disagreed that in their school there was a trophy cabinet displayed to the public at all time while over 60 percent of the respondents' agreed that the prefects enjoyed a number of privileges accorded by the school.

Finally, the results of the regression model showed that only information sharing and training which had a positive relationship with discipline among the sampled secondary schools.

### **5.3 Conclusion**

Based on the results of this study, it is then concluded that methods used by the school administration in selecting prefects did not have any direct impact on the discipline of the students. This is mainly due to adoption of democratic methods where the prefects campaign in an open forum. These findings negate the studies done in Western Province Muchelle (1996) where head teachers were found to have a negative attitude to election of prefects. This change of attitude may be a result of the general change in the country due new constitution dispensation. Most of the current head teachers were not in management at the time the previous study was done the current head teachers may be applying management systems that are different

However, the results of the study showed that information sharing by the head teachers' with prefects have a significant influence on the discipline of the secondary schools students in Nairobi County. This is in agreement with the findings in Western Province by Muchelle where head teachers encouraged sharing of information except the question box which evoked mixed reactions.

In addition, the study showed that provision of training for the prefects by the school administration would have a significant positive impact on the level of

students discipline among the secondary school students in Nairobi County. These findings agreed with the findings made by Kikuvi (2004) where she underscored the need for leadership training for prefects. The study showed that the level of training among the prefects was still low in most of the sampled schools.

On the other hand the results of the study showed that the head teachers' involvement of students' in decision making does not a significant influence on the level of discipline among the secondary school students in Nairobi County This finding is in tandem with the findings by Muchiri (1998) where she noted that school directors did not involve students in decision making, because pupils hated being involved in decision making.

The study also concludes that there was low motivation of the prefects from the school administration. Finally, the study concludes that the use of school reward system for prefects does not have any direct impact on the level of discipline among the secondary school student in Nairobi County.

#### **5.4 Recommendations**

The researcher recommends that the school administration should consider taking the appointed prefects for a special training on leadership after their appointment. This according to the study would impact on the level of discipline among the secondary school pupils. In addition, the study found the school administration should consider having a way of motivating the prefects in the presence of the school students since it was established by the study that there was

still low motivation of prefects by the school administration. From the study, it is also recommended that the school libraries be equipped on motivation and character books. This would help improve the character of the students in the secondary schools and equip them with life skills including leadership skills to enhance discipline in schools

### **5.5 Recommendations for Further Research**

From the results of this study, it is recommended that that a further research be undertaken to investigate if the students discipline is related in any way with their performance in secondary schools. In addition another research would be required to investigate if the student discipline is influenced in any way by external factors such as the family background where the student has been raised. Another research would be required to investigate the influence of school culture on student discipline.

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## APPENDICES

### Appendix -I

#### LETTER OF INTRODUCTION TO RESPONDENTS

Through,

The PDE's office

Nairobi.

University of Nairobi,

College of Education and

External Studies,

P.O. Box 30197,

**NAIROBI.**

May 2012

Dear head teacher

#### **RE: REQUEST FOR RESEARCH DATA COLLECTION**

I am a post graduate student at the University of Nairobi, pursuing a Master of Education degree in educational administration. I am conducting research on **'influence of administrators' treatment of prefects on students' discipline in public secondary schools in Nairobi County'**. I kindly request you to allow students to fill the questionnaire as honestly as possible, the document is meant for this research only and the identity will be confidential. No names of the respondents or institution are required.

I thank you for your participation in this important exercise

Yours faithfully

Ingrid Moragwa Messa

## Appendix-II

### STUDENTS' QUESTIONNAIRE

This questionnaire is for the purpose of investigating school management practices on prefects that influence discipline in Nairobi County. You are kindly requested to complete this questionnaire by putting a tick (✓) against your answer. The purpose of the information is for this study and your identity will be treated with utmost confidentiality.

#### Section A

1. What is your gender?            male ( )            female ( )
2. What is your class?            F3 ( )            F4 ( )
3. What is your age? Below 15 – 16 ( ) 16 – 17 ( ) above 17 ( )
4. What is the category of your school? National ( ) Provincial day ( )  
Provincial boarding ( )
5. What is the number of students in your school?  
Below 600 ( )            600 – 700 ( )            701- 800 ( )  
801- 900 ( )            above 900 ( )

## Section B

For the items below, please tick the option that reflects your opinion appropriately on the Likert scale where the score of 1 means strongly disagree, 2 = disagree, 3 = moderately agree, 4 agree and 5= strongly agree.

Question		Score				
Mandate		1	2	3	4	5
	<b>Part (1) –Student leadership</b>					
i.	The prefects’ are appointed by the head teacher					
ii.	Prefects have an opportunity to campaign to be elected by students in an open forum.					
iii.	The prefects always represent the students’ interest					
iv.	The prefects know the problems faced by the students					
v.	The students are comfortable with method used to appoint student leaders					
	<b>Part (2) –School Discipline</b>	1	2	3	4	5
i.	The laid down rules and regulations for the school are known.					
ii.	School programmes are run according to the school routine.					

iii.	There are many cases of theft in our school					
iv.	The students respect their teachers and support staff					
v.	There are few case of bullying in our school					
	<b>Part (3) – Information sharing</b>	1	2	3	4	5
i.	The head teacher communicates with students in good time on expected behaviour.					
ii.	Students are always free to discuss issues affecting them with teachers.					
iii.	The students-teachers relationship is very good.					
iv.	Teachers encourage students to ask questions.					
v.	Students have a lot of confidence with the teachers to solve issues presented					
	<b>Part (4) – Training</b>	1	2	3	4	5
i.	The school has a well-known programme to students for training prefects.					
ii	Motivational speakers are invited on a regular basis to discuss character competencies.					
iii.	The school library is well equipped with books on character					

iv.	Prefects and the head teacher are role models to students					
v.	Student leaders enjoy special privileges for the service they give to the school.					
	<b>Part (5) – Student participation in decision making</b>	1	2	3	4	5
i.	Students have a choice in creating school menu					
ii.	The prefects are elected by students on a regular basis.					
iii.	There is a suggestion box where students can communicate to the administration					
iv.	The students are attached in a teacher-parent programme to guide the students in school.					
v.	The students are involved in choosing the visiting/academic day for their parents.					
vi.	Students are elect sports team captains to lead school teams in competitions.					

	<b>Part (6) – Reward system</b>	1	2	3	4	5
i.	Students who perform better are recognized and motivated					
ii.	The school has a system of rewards for prefects well known to the students					
iii.	The school has a trophy cabinet displayed to the public at all times					
Iv	Prefects enjoy a number of privileges in school					

**-Thank You-**



## Appendix- III

### INTERVIEW SCHEDULE FOR HEAD TEACHER

The interview aims at yielding information on the extent to which school administration treatment of prefects influence student discipline in Nairobi County, your views are unique to this study and will make positive contribution to education. Kindly respond to the best of your knowledge giving personal views. Your identity will be kept confidential.

#### Section A

- i. To indicate gender.
- ii. Length of period in administration.
- iii. Highlight major duties of the office.

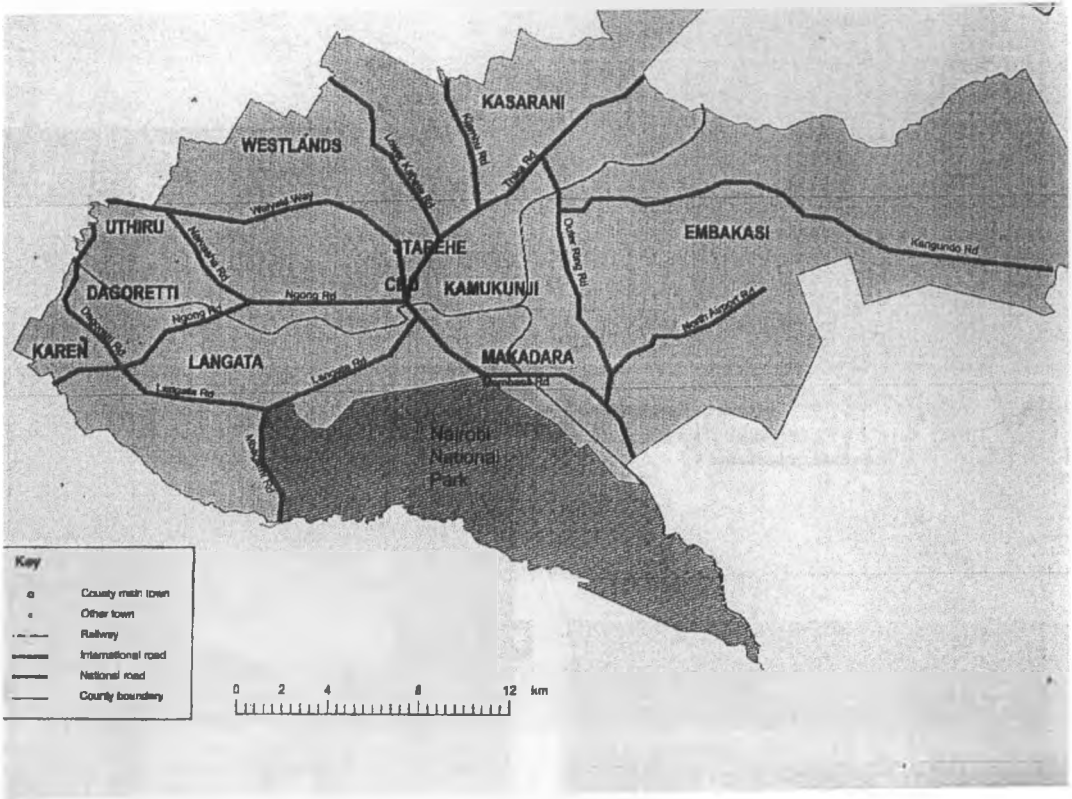
#### Section B

- i. In your own opinion what are the best practices when choosing prefects?
- ii. Are prefects elected by students more effective than the ones appointed by the teachers?
- iii. Which methods of communication does your school employ with the prefect?
- iv. What are the short comings of the methods used?

- v. How are the prefects trained in order to carry out their duties?
- vi. Is there a difference between trained and untrained prefects in work out put?
- vii. In which areas do you involve students in decision making?
- viii. Do they make sound decisions?
- ix. How are prefects rewarded in your school and why?
- x. What effects do the rewards have on their performance?

# Appendix -IV

## Map of Nairobi County



Appendix-V


RESEARCH PERMIT

PAGE 2

**THIS IS TO CERTIFY THAT**  
**Prof./Dr./Mr./Mrs./Miss/Institution**  
**Ingrid Morag va Messa**  
**of (Address) University of Nairobi**  
**P.O.Box 30197 00100, Nairobi**  
**has been permitted to conduct research in**  
**Nairobi**  
**Location**  
**District**  
**County**  
**on the topic: Influence of administrators**  
**treatment of prefects on students' discipline**  
**in public secondary schools, Nairobi County,**  
**Kenya**  
**for a period ending: 31<sup>st</sup> July 2012**

PAGE 3

**Research Permit No. NCST/RCD/14/012/743**  
**Date of Issue 22<sup>nd</sup> June, 2012**  
**Fee received KSH. 1,000**



**Applicant's Signature**  
**Full Secretary**  
**National Council for Science & Technology**

## Appendix-VI

### RESEARCH AUTHORISATION

REPUBLIC OF KENYA



#### NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349  
254-020-310571, 2213123, 2219420  
Fax: 254-020-318245, 318249  
When replying please quote  
secretary@ncst.go.ke

P.O. Box 30623-00100  
NAIROBI-KENYA  
Website: [www.ncst.go.ke](http://www.ncst.go.ke)

Our Ref: **NCST/RCD/14/012/743**

Date: **22<sup>nd</sup> June 2012**

Ingrid Moragwa Messa  
University of Nairobi  
P.O.Box 30197-00100  
Nairobi.

#### **RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on *"Influence of administrators' treatment of prefects on students' discipline in public secondary schools, Nairobi County, Kenya,"* I am pleased to inform you that you have been authorized to undertake research in Nairobi County for a period ending **31<sup>st</sup> July, 2012.**

You are advised to report to the **Provincial Commissioner and the Provincial Director of Education, Nairobi County** 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.

  
**SAID HUSSEIN**  
**FOR: SECRETARY/CEO**

Copy to:

The Provincial Commissioner  
The Provincial Director of Education  
Nairobi Province.