

**ROLE OF PREFECTS IN ENHANCING DISCIPLINE AMONG STUDENTS IN PUBLIC
SECONDARY SCHOOLS IN EMBU WEST DISTRICT, EMBU COUNTY.**

**BY
HARRIET MUKIRI**

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DECLARATION

I declare that this Research report is my original work and has not been presented for award of degree in any other University.

Signature:Date.....

HARRIET MUKIRI
L50/63700/2010

This Research report has been submitted for examination with our approval as the University supervisors.

Signature.....Date.....

Dr. JULIET NJERI MUASYA
Lecturer
School of Education
University of Nairobi

Signature.....Date.....

Mr.CHANDI JOHN RUGENDO
Lecturer
School of Continuing and Distance Education
University of Nairobi

DEDICATION

I dedicate this research project to my beloved husband Jacob Mbijiwe, daughters Joy and Christine, and my son Ian who have been my source of inspiration all through, and my energy to go that extra mile.

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TABLE OF CONTENTS

DECLARATION	ii
DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
LIST OF TABLES	viii
LIST OF FIGURES	ix
ABBREVIATIONS AND ACRONYMS	x
ABSTRACT.....	xi
CHAPTER ONE: INTRODUCTION.....	1
1.1 Background of the Study	1
1.2 Statement of the Problem.....	3
1.3 Purpose of the Study	3
1.4 Objectives of the Study	4
1.4.1 Research Objectives.....	4
1.5 Research Questions.....	4
1.6 Significance of the Study	4
1.7 Delimitations of the Study	5
1.8 Limitations of the Study.....	5
1.9 Basic Assumptions.....	5
1.10 Definitions of significant Terms used in the study	6
1.11 Organization of the Study	7
CHAPTER TWO: LITERATURE REVIEW	8
2.1 Introduction.....	8
2.2 Prefects duties in enhancing discipline	8
2.3 Prefects involvement in enhancing discipline.....	9

2.4 Prefects Training and Responsibilities.....	11
2.5 Ways of improving prefect’s performance	14
2.6 Theoretical Framework.....	14
2.5.2 The expected behaviours and what success should look like	15
2.5.4 Pre-correct for anticipated behavioural errors	15
2.6 Conceptual Frame Work	17
CHAPTER THREE: RESEARCH METHODOLOGY	19
3.1 Introduction.....	19
3.2 The Research Design	19
3.3 Target Population.....	19
3.4 Sampling Procedure	20
3.5 Method of Data Collection.....	20
3.6 Validity and Reliability of instruments.....	21
3.7 Methods of Data Analysis.....	21
3.8 Operationalization of variables	21
3.9 Definition of Variables	22
3.10 Ethical Issues.	23
CHAPTER FOUR: DATA ANALYSIS, PRESENTATION AND INTERPRETATION	25
4.1 Introduction.....	25
4.2 Demographic characteristics of the study population.....	25
5.1 Introduction.....	37
5.2 Summary of Findings.....	37
5.3. Discussion of the results	38
5.3.1 Duties of prefects in enhancing discipline	38
5.4 Conclusions.....	39
5.5 Recommendations of the Study	40
5.6 Suggestions for Further study	40

REFERENCES	42
APPENDICES	47
APPENDIX I:	47
INFORMED CONSENT TO THE SCHOOL	47
APPENDICE II: QUESTIONNAIRE FOR PREFECTS	48
APPENDICE III: QUESTIONNAIRE FOR GUIDANCE AND COUNSELING TEACHERS	53
APPENDICE IV: QUESTIONNAIRE FOR GUIDANCE DEPUTY TEACHERS ...	56

LIST OF TABLES

Table 3.1: The distribution of the sample size	34
Table 3.2: Operationalization of variables	36
Table 4.1: Questionnaire Response	38
Table 4.2: Gender distribution of respondents	38
Table 4.3: Duration of G & C teachers in their current schools.....	39
Table 4.4: Duration of service as deputy teacher.....	40
Table 4.5: Distribution of prefects	41
Table 4.6: Extent of prefect duties and enhancement of discipline	42
Table 4.7: Common causes of student indiscipline	44
Table 4.8: Perfect involvement in handing indiscipline cases	46
Table 4.9: Extent of perception by classmate affect enhancement of discipline.	49
Table 4.10: Training of prefects	50
Table 4.11: Skill that prefects need to discharge their duties	51
Table 4.12: Extent to which training perfects hence discipline	46
Table 4.13 Training prefects and enhancement of discipline	52

LIST OF FIGURES

Figure 1: Conceptual framework.....	24
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ABBREVIATIONS AND ACRONYMS

B.O.M	-	Board of Management
C.A.T	-	Continuous Assessment Test
D.S.C	-	Deputy School Captain
E.W.D	-	Embu West District
G.O.K	-	Government of Kenya
K.C.S.E	-	Kenya Certificate of Secondary Education
KESSHA	-	Kenya secondary schools heads association
K.N.E.C	-	Kenya National Examinations Council
M.E	-	Ministry of Education
M.O.E.S.T	-	Ministry of Education Science and Technology
P.T.A	-	Parents Teachers Association
S.C	-	School Captain
U.N.E.S.C.O	-	United Nations Educational, Scientific and Cultural Organization

ABSTRACT

Discipline is the epicenter of success in school and prefects have a crucial role to play in school administration. Despite the involvement of students' leaders, indiscipline cases have been on the rise as is manifested in the burning of schools. The researcher hence embarked on establishing the role of prefects in enhancing discipline in public secondary schools. The study was carried out in Embu West District, Embu County. The objectives of this study were, to find out the duties of prefects in enhancing discipline in secondary schools, the extent of prefects involvement in students' indiscipline, training of prefects on enhancing discipline and ways of improving the performance of prefects in carrying out their duties in public secondary schools in Embu west district. To achieve these objectives the researcher used structured questionnaires for prefects and guidance and counseling teachers and deputy principals.

Descriptive statistics entailing frequencies and percentages were used for data analysis. The study findings revealed that prefects were in charge of maintaining discipline and order in their respective classes as well as schools. This was confirmed by 50% of the deputy principles, 50% of Guiding and counseling teachers and 53.2% of the prefects. In ensuring that school rules are adhered to by fellow students and helping teachers maintain discipline, 39.2% of the prefects responded positively. These responsibilities were noted to enhance discipline in schools. The duties assigned to prefects enhance discipline in secondary schools; this is because their duties entail maintaining discipline and order in their respective classes, dining hall (16.67% of deputy principles), and dormitory (16.67% of deputy principles) and in the school compound (16.67% of deputy principles). Regarding the extent to which involvement of prefects in dealing with students' indiscipline in public secondary Schools 50% agreed, and 33.33% strongly agreed that prefects are involved in solving indiscipline issues that can be solved without the assistance of teachers, by listening to their fellow student complains. The common causes of student indiscipline were peer influence (33.89%) drug abuse (32.04%), conflicting school rules (11.65%), poor management (11.65%) and media influence (10.68%). Training plays a major role in equipping prefects with leadership skills, student conflict management skills in school and Arbitration skills .Based on study findings it is recommended that prefect's duties need to be clearly defined by school management to avoid conflict with their fellow students, that prefects should be trained on management skills, leadership skills, negotiation and peer counseling in order to execute their duties as prefects and that there is need to have school forums where all students are involved and sensitized on the role of prefects.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Students' discipline is a matter of great concern to all education stakeholders as it is vital for the smooth and effective running of educational programmes in schools. The existence of policy guidelines to facilitate enhanced discipline in schools does little to reduce indiscipline cases such as absenteeism, sneaking, defiance of authority, stealing, bullying among other cases often reported in most schools. Disciplinary problems have negative impact on the realization of national objectives of education and vision 2030 (R.O.K 2007). The Kenyan government has given education a lot of prominence as evident in the 2014/2015 financial year budget estimates in which 27.3 per cent is expected to be allocated to education sector. The Vision 2030 recognizes that education and training of all Kenyans is fundamental to the success of government's overall development strategy. This can be achieved through quality education and training to all Kenyans. Therefore, students' discipline must be enhanced to realize success in students performance hence meet education goals.

The prefect system mode of discipline enhancement originated from the philosophy that; students were valuable underused educational resources in maintaining a given disciplinary climate. The prefect system was introduced in English school since the nineteenth century and still operates in many English schools in various ways. Though the functions of prefects today vary extensively, the importance of the prefects in the authority systems of many schools are still noticeable. The prefect system is also a significant part of the educational experience that has to do with the development of character and responsibility. "A Review of Secondary Education Schools in England", (1998-2000) suggested that prefects hold positions of responsibility, hence they foster their social development as well as discipline in schools.

Eckstein (2001) indicated that prefects assisted the young and learned to use authority and younger students experienced the rule of their seniors before they moved on to exercise power to themselves. Prefects in secondary school were normally drawn from all senior forms. Apart from seniority, they were expected to do with good character and leadership qualities and also maintain a high standard of behaviour and a high standard of justice.

In American schools, student indiscipline is a serious problem facing the education system. According to Clarke (2002), about 45% of the teachers in America leaving the profession annually cite student behavior as one of the reasons for doing so. However, while enhancing student discipline, school principals in America face several challenges. Equally an expelled student must be allowed to apply to be readmitted no later than the end of a semester after the incident occurred or one year after. Teachers are even ordered by some boards to use “suspended expulsion” meaning students on probation can remain in school.

In St. Georges High School (Georgeshal –P.Schools 2010), an English International school in America, all prefects help to supervise young pupils while they work at lunchtime and provide an additional pair of eyes for teachers at break time. The prefects act as ambassadors and diplomats for the school; guiding guests around the school with open friendliness. Its prefectural structure is made up of a head boy, 4 senior prefects and 4 ordinary prefects. They (prefects) meet regularly to organize events. Among other roles, they act as role models for other students, maintain the standards of discipline and ensure all students adhere to full school rules and regulations.

In Kenya, many primary or secondary schools set up operate with prefect system. The documents for introducing the prefect system in schools can be found in the Student Discipline Section of in the Ministry of Education. According to these documents which outline the students’ code of discipline, the students themselves have responsibility for managing school discipline and help relieve teachers of certain everyday supervisory duties through the prefect system. Discipline as an important component of human behavior helps not only to regulate people’s reactions to various situations but also regulating human conduct and relations with others. It is the epicenter of success of a school and all members of a school are expected to adhere to various standards or codes of behavior (Okumbe, 2001).

According to Ireri (1992) ,who did research on pupils indiscipline in Nairobi, in traditional society, the question of children’s discipline was a joint effort for all members of society. Today, most children go to school from a very early age and therefore spend most of their time away from their parents. Thus the issue of discipline is mostly left to teachers. Schools therefore have to ensure those who go through it come out as disciplined members of society (Ministry of Education, 2003).

1.2 Statement of the Problem

Students' involvement in governance is crucial since most of the decisions made in school affect them in one way or another. Muchiri (1998) observed that when students are encouraged to take part in the administration of the school, they learn to cultivate democratic attitudes, right attitudes to work and a sense of belonging to both school and society; they also learn to be self directing, responsible and law abiding. Kenya, like any other country of the world has a code of discipline for students in schools (The Education Act, 1980). This code has been further elaborated in a manual for Heads of Secondary Schools in Kenya Ministry of Education, (2004). School administrators are directed to exercise the prescribed methods to the benefit of the student, teacher, parent, government and the whole country at large. This is imperative because discipline is the foundation of schools.

Prefects play a key role in maintenance of student discipline in secondary schools. Prefects in secondary schools in Embu West District, Eastern province are required to use the same disciplinary methods in enhancing student discipline as their counter parts in other parts of the country. While less taxing behavior control methods like punishment use of school rules and rewards are effective in secondary schools in Kenya, the same seem ineffective in Embu West District. A Report on Causes, Effects and Remedies of Indiscipline in Secondary Schools in Central Province (2000-2001), written during a period that can be best described as climax of school unrests in Kenya, indicates poor prefectural force system and communication barrier as some of the causes of unrests. There are some studies that have been done on the roles of students and prefects (Wanjiru, 1999; Wambulwa, 2004; Shikami, 2006) but none has investigated particularly on the involvement of prefects in students' discipline. Therefore, the researcher investigated the role of prefects in enhancing discipline in public schools in Embu West District.

1.3 Purpose of the Study

The purpose of this study was to assess the role of prefects in enhancing discipline among students in public secondary schools in Kenya, a case of Embu West district.

1.4 Objectives of the Study

The study established the role that prefects play in enhancing discipline among students' in Public Secondary Schools in Embu West District .

1.4.1 Research Objectives

The study was guided by the following objectives:

- (i) To establish the duties of prefects in enhancement of students discipline in public secondary schools in Embu West District.
- (ii) To establish the extent to which involvement of prefects in dealing with students' indiscipline enhance discipline in public secondary schools in Embu West District.
- (iii) To establish how training enables prefects in enhancing students discipline issues in Public secondary schools in Embu West District.
- (iv) To establish ways of improving prefects performance in dealing with students discipline in public schools in Embu West District

1.5 Research Questions

The following research questions were derived from the research objectives to guide the study:

- (i) How do prefects' duties enhance students discipline in public secondary schools in Embu West District?
- (ii) To what extent are prefects involved in dealing with students' indiscipline in public secondary Schools in Embu West District?
- (iii) How does training enable prefects to enhance students discipline issues in Public secondary schools in Embu West District?
- (iv) What can be done to improve the performance of prefects in enhancing students discipline in Public schools in Embu West District?

1.6 Significance of the Study

The study established the role of prefects in enhancing discipline on students in public secondary schools in Embu West District (E.W.D). The study provided insights on how to instill good behavior in public schools in the area through discipline. Schools used this information to come up with leadership models to enhance student's discipline as well as

gives the students an opportunity to decide their results by engaging them directly in policies that will better their lives.

Principals, Board of Management (BOM) and Parent's Teacher's Association (PTAs) also benefited from the study by understanding deeply the relationship between students' leadership and the school administration hence establish a rapport that will improve school discipline.

1.7 Delimitations of the Study

The study covered only public secondary schools Embu West District. The study sample included prefects and teachers in these schools. Only few prefects and captains in selected schools participated in the study, to represent the whole students' body. The sample population selected for this study was limited to students within public secondary schools; thus, the ability to generalize to the entire population of students in the district and beyond its borders was severely limited.

1.8 Limitations of the Study

The study limited itself to the public secondary schools in Embu West District. For more conclusive results, the private schools too within the area should have been studied. However, this was not possible due to time and financial constraints. It was not possible to cover a larger number of students because getting them will require considerable time, resources and other logistics.

The study also overlooked other data collection techniques and restricted itself to the use of questionnaires which limits clear understanding of the issue under investigation. The use of descriptive research design also paves way for biasness which is extremely difficult to overcome for the research practioners. However, the researcher maintained quality throughout the research.

1.9 Basic Assumptions

The assumptions of this study were that the schools under the study used the same school rules and regulations as stipulated by the government, board of directors and the school disciplinary committee. That all the respondents provided crucial information required for this study without any biasness.

1.10 Definitions of significant Terms used in the study

Decision making:-	This is bringing Prefects on board in discussions and conclusions of issues pertaining to their welfare in school.
Discipline:-	Refers to the action taken by the management to enforce organizations standards, thus, doing the right thing, at the right manner and at the right place.
Duties:-	Tasks or actions that a person is bound to perform for moral or legal reasons.
Indiscipline:-	Refers to the state of physical or mental disorderliness within a learner which makes him erratic, temperamental, emotional and casual in his dispensation of duties.
Influence:-	This is the positive or negative impact.
Involvement:-	The fact or condition of participating in something
Prefect-	This is the selected students' representatives in the schools under study.
Public secondary schools:-	Secondary level of education institutions where students go for their studies after completing the primary level.
Role:-	A character or part played by student or a performer. The characteristic and expected social behavior of an individual.
Training:-	Organized activity aimed at imparting information and/or instructions to improve the recipient's performance or to help him or her attain a required level of knowledge or skill.

1.11 Organization of the Study

The study project report is organized in five chapters. The first chapter is the introduction and has covered the background of the study, problem statement, objectives of the study, research questions, significance of the study, as well as the limitations and delimitations of the study. This is followed by Chapter Two which reviews extensively related empirical literature on the subject matter. Among the various topics to be covered includes concepts of duties of prefects, involvement of prefects, training of prefects and ways to improve prefects performance. Chapter Three looks at the methodology of the research which comprises the research design, the research target population, sample size and sampling technique. It also considers the sources of data and data collection instruments, methods of data collection and analysis.

Chapter Four presents findings of the study based on each of the objectives. Finally, Chapter Five offers a summary of key findings of the study and then discusses these key findings against literature. It then makes a conclusion of the whole study and offers recommendations on policy issues and also for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents an up to date review of the literature on the role of prefects in enhancing discipline in secondary schools, prefects' duties, prefect involvement, prefects training and ways of improving prefects' performance. The literature was sourced from relevant professional journals, published and unpublished thesis and published educational reports.

2.2 Prefects duties in enhancing discipline

Effective discipline requires the head teachers to redefine the role of prefects in schools (Nasibi, 2007). According to MOEST (2010/2011) there are many problems in Kenyan secondary schools because of the poorly perceived role of prefects among the student's body. This has led to open hostility, violence and even murder. Students view prefects as puppets of the administration, traitors and sell-outs (Oyaro, 2008). Oyaro adds that they see them as part of the autocratic system that suppresses them and as such they despise and loathe them. This attitude has prevailed because of the following: the way the prefects are chosen; special privileges given to prefects but denied other students like eating and sleeping in privileged situations or rooms; being served meals first and therefore getting the best; power to discipline, scare and report other students and in some cases, they have more powers than the teachers (Republic of Kenya, 2011).

According to Nasibi (2007), this negative attitude towards prefects can be changed if school administrators do the following: Form student councils with representatives elected directly by the students. Such prefects would owe their loyalty to fellow students and not the administration. At the same time, it gives the students a say on who is going to lead them. Ensure that the teachers do not abdicate their responsibilities to prefects; be clear on the role/duties of the prefects and these must be in writing, encourage prefects to give peer guidance and counseling to fellow students instead of policing over them; and prefects should treat students with respect so that they can earn the same from the students they are serving and see prefects as a bridge between the school administration and the student's body and therefore an effective tool for creating understanding between fellow students and the administration.

Muthamia (2006) says to discipline is to shape or mould the identity of a child, often by example, at times by insistence on certain actions or modes of behavior expected to be adhered to and occasionally admonishing the child to reinforce the method. Discipline is largely the responsibility of the principal.

If the principal is a lax disciplinarian, the control of the teachers and prefects over students throughout the school is slack and perhaps ineffective. However, in most secondary schools, the deputy principal is the head of the disciplinary committee in charge of discipline and prefects: he/she supervises them in their duties and controls punishment given. The prefects system is very important in the maintenance of student discipline in the school. The prefects are close to the students and therefore deal with discipline cases at the grassroots level. They are the bridge between the staff and student community. Prefects can thwart even planned strikes. Otieno (2008) gives the following pieces of advice as regards the role of prefects with reference to discipline: all prefects should take collective action whenever they come across cases of indiscipline; prefects involved in school outings are responsible for the discipline of the party and that classroom discipline is important for effective learning; and class prefects should ensure that students maintain silence while in class.

Prefects therefore, play a very important role in the management of discipline in secondary 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 maturely handle issues by themselves.

Consequently this study sought to establish whether the role of prefects in controlling discipline enhanced the discipline of public Secondary schools in Embu west.

2.3 Prefects involvement in enhancing discipline

Aggrawal (2008) says that while student representatives may not participate in matters relating to the conduct of examinations, evaluation of student performance, appointment of teachers and other secret matters, their participation should be ensured in all other academic and administrative decisions taken by these bodies. Though this view appears to support student participation in decision making, it however confines student involvement in decision making to specific areas of school life. Defining the limits of student participation in this way is however not only likely to give students the impression that the school's

commitment is tokenistic and therefore not to be taken seriously, but it also severely limits the possibilities for experiential learning (about the nature of schooling and the education system as well as in different forms of public decision-making) (Huddleston, 2007).

Involvement in curriculum and teaching and learning methods is frequently recognized as being one of the least explored areas of student participation. Hannan (2009) points out that for one thing, school curricula and evaluation criteria are often prescribed in detail by state or regional authorities, apparently leaving little room for involvement by teachers or students. However, in reality, the curriculum as experienced in the classroom and the learning methods employed present a range of different opportunities for student involvement – from decisions about the nature of assignments and projects, for instance, to assessment strategies and marking. This applies equally to the topics chosen by students for discussion in class and or school councils. The most effective school councils do not exclude anything from being discussed, apart from matters of personal confidentiality. If rigid limits are imposed on councils at the outset, students are unlikely to develop any enthusiasm for them (Huddleston, 2007). Hord *et al* (2009) further adds that student consultation relating to curriculum and examination reform is mandatory.

Prefects are in a unique position to make positive contribution to the improvement of discipline and to the operation of a more effective school system. The participation of prefects in decision-making should be considered part of the educational process. As appropriate to the age of students, class or school governments, organizations such as student councils and a student board of education may be formed to offer practice in self-governance and to serve as channels for the expression of student ideals and opinions.

Baker (2007) states that prefect's involvement in decision- making, helps to develop their leadership skills and ability to plan. In the long run, such students can come up with ideas that might help the smooth running of the school. Sergiovanni (2005) also states that involving students in decision-making creates a sense of ownership to the students. The students feel that the school is part of them and therefore do everything possible to boost and maintain the reputation of the school.

The morale of prefects in all activities is boosted when they are involved in decision-making. The principal of Kamama Secondary School in Eastern Province in an interview

with the Standard Newspaper of 7th June 2005 says: ‘For students in a school to be disciplined, students, teachers and parents should be involved in decision-making.’ He says that at his school, students are consulted when decisions are made. He cites a case where before the school bought a school bus the views of the students were sought. He says the students were unanimous that the idea was good and thus the school went ahead and bought the bus. He concedes that involving students in such matters makes them feel responsible.

2.4 Prefects Training and Responsibilities

The prefect system gives a good opportunity for student participation in school management. The school principal should thus ensure that there is a functional prefect system that acts as a link between the school administration and the students. Otieno (2009) says that many schools rely on teachers to appoint prefects with little or no student participation. He says that the time has come for more democracy in line with changes all over the world. Thus, students who should be allowed to participate in choosing their prefects should identify a credible prefect system.

Okumbe (2008) agrees with Otieno’s views about the appointment of prefects. He explains that in the appointment of prefects, it is more appropriate to allow them to hold democratic elections which enable the management to acquire prefects or student leaders who will help the organization meet its objectives. However, he is quick to caution that the election of student leaders should be guided by the overall organizational effort. After the appointment of student leaders, Okumbe (2009) argues that it is of paramount importance that such leaders be thoroughly inducted by the management on their roles and the boundaries within which they should operate. He says that constant leadership seminars for them should be an in-built programme in an educational organization so that student leaders’ administrative skills are further sharpened. Frequently prefects find themselves in an awkward situation because they are selected or appointed without any initial training on leadership roles. This problem is compounded further if no proper training and/or guidance is given after appointment. It is now generally agreed that training in leadership roles enhances effective school administration and that days of great man theories are no more. The great man theories insist that leaders are born not made, that leaders have inborn traits that make them great leaders.

However, due to dynamic changes in society, technology and so on, training is now emphasized. Kyungu (2009) claims that for a prefect to be accepted by students, the school leadership must facilitate his/her leadership through training, provision of a prefect's handbook, and proper delegation of duties/responsibilities. He further says that, once appointed by the school authority or elected by the pupils, prefects should undergo an initial induction course to familiarize themselves with their roles and limitations. Such induction should familiarize them with government policies especially the legal Notice Number 40/2002 of the Education Act on the Regulation of School Discipline. Further training should be conducted as the need arises.

Therefore, although Kyungu insist on training, it is not clear in which areas of school management prefect need training, who should carry it out, the manner in which it should be carried out and by what methods. It is on this basis that the researcher embarked on this study. In most schools, the training of prefects is conducted by the deputy principals, principals, or both. Griffin (2010) indicates that Starehe Boys Centre and school use some form of "apprenticeship or mentoring where a prefect to be, is, put under guidance of a senior prefect. Thus, the school has an equivalent of the „on-the-job training for prefects. Kyungu (2009) further says that as a leader, a prefect should have the following qualities: respect, good observer of school rules, a positive attitude towards his/her duty, be optimistic/inspired to lead, visionary, responsible, honesty, loyalty, punctuality, courtesy and acceptability. However, these personal attributes are not necessarily inborn or inherent. In fact most of them are acquired through administrative leadership training, which is usually highly formally organized.

Okumbe (2011) is quick to point out that the school management ought to be aware that student leaders are both part of the educational management as well as the integral part of studentship. Thus, student leaders should be careful not to get so much involved in their administrative duties at the expense of their prime duty of learning.

According to the American heritage dictionary, the word discipline refers to training that is expected to produce a specified character or pattern of behaviour. It is punishment that is intended to correct or to train. At organizational level, discipline can be defined as the action by the management to enforce organizational standards and the process of

encouraging workers to move uniformly towards meeting the objectives of an organization (Okumbe, 2012).

In Rich's viewpoint (2010), discipline is the codes of orderly and prescribed conduct and appropriate treatments of correction and punishment for wrongdoers. However, with educational impact, discipline should not be merely a response to misbehavior, but the development of self-control, respect for other's rights, orderliness and efficiency (Roger, 2009). According to Elton's Report (2009), it was found that some schools have a more positive atmosphere than others. The family backgrounds of students could be regarded as the reason, but could also be related to the school's atmosphere. In addition, the report clarified that establishing good behavior and discipline was dependent upon involving most members of the school community and ensuring a mutual understanding of the principles upon which discipline practice was based.

Research evidence suggests that the entire major features and processes of a school can influence students' behavior. The management of school discipline cannot be only considered to be the responsibility of the Discipline Team or the Discipline Committee to carry out all levels of discipline throughout the school. If the other school staff does not play an active role in the implementation of school regulations or code of practice, the members of the Discipline Committee will be overloaded with work and their morale will be lowered. If a school wants to improve the quality of behavior management and enhance the social and learning environment of a school, but not merely imposing a control over the students or deal with discipline casework, a whole school approach should be developed.

It is the administrative action taken by education managers to encourage employees to follow the standards, rules and organizational (school) expectations enthusiastically (Okumbe, 2007). It also refers to the values that students should live by within the school, family, the neighbourhood, the village and all the social units' up to the nation and the entire world community (Shiundu & Omulando, 2009). At classroom level, discipline can be defined as the business of enforcing simple classroom rules, to facilitate learning and minimize disruption. Infact, school discipline is the system of rules, punishment and behavioural strategies appropriate to the regulation of children and the maintenance of order in school. Also, the term discipline is applied to the punishment that is the consequence of breaking the rules in a school (Wikipedia, 2013).

2.5 Ways of improving prefect's performance

The MOE task force, investigating the cause of unrests in school (Republic of Kenya, 2010) found out that there were no particular criteria used in selecting prefects. The task force observed that more often than not, students were not involved in the selection of prefects: There was a possibility of appointing unpopular prefects hence rendering them ineffective in administration. Ten years have elapsed since the study was carried out. Currently, the situation has probably changed and this study set to find out the role of prefects in school.

From the review of the related literature mentioned above, it was clear that prefect system was one of the most effective ways of involving students directly in the governance of a school. However, in the appointment of the student's representatives (prefects), few schools involved the students in electing their leaders. In most schools, teachers handpicked prefects and did not train them for their leadership roles that they were expected to play.

2.6 Theoretical Framework

This study is informed by the holistic approaches to school discipline. A holistic school discipline, according to Miller (2007), thrives on three critical elements namely balance, inclusion and connection. According to this theory all things have arisen mutually and mutually supportive, in the sense they require one another as a condition for their existence. School discipline that emphasizes one aspect at the expense of another lacks balance and if skills, values and attitudes developed in student leaders do not feed into all aspects of the other the connection and inclusion is lost. The discipline standards in schools that have been catapulted due to the involvement of student leaders such as prefects calls for a balance, inclusion and connection from the various stakeholders in order to ensure that there is adherence to school rules and regulations.

The theory states that, there are five universal guidelines that can assist any school in beginning the process of aligning the collective prefects-responses to inappropriate student behaviour. These principles are universal; how they play out in a school is contextual.

2.5.1 Every school discipline plan is designed to be an instrument of support and inclusion, not removal and isolation

A proactive, systemic approach to student discipline has nothing to do with inventing *new* and creative ways to suspend and/or expel students. Discipline and punishment are two very different constructs. A systemic approach to discipline is about teaching, guiding, and supporting; it's about recognizing which social skills students are lacking and being able to address them through an instructional approach, not a punitive one.

2.5.2 The expected behaviours and what success should look like

If a school expects students to behave appropriately then they should be clear about what that means. Not only should students know what is expected, but they should know the contextual differences between appropriate behaviours, even within the same setting. How students behave during an assembly built around a formal ceremony/service is quite different from one involving an interactive musical theatre group. Behaviour is always contextual and we need to be clear about what, how, when, where, and, why?

2.5.3 Consistency, reasonable and fair when responding to inappropriate behaviours

The theory emphasizes on two important points here. First, the policy that should override all other policies is the policy of reasonableness. All of our rules should pass the reasonable test; is it a reasonable expectation for our students? As well, how we respond to inappropriate behaviours should also be reasonable. The second point is that fair is not equal. Fair means being fair given a student's individual circumstance and level of behavioural competence. Using equal as a starting point requires no thought; being fair allows us to respond to the student while considering the overall context.

2.5.4 Pre-correct for anticipated behavioural errors

The theory suggests that one strategy that is most effective while being the easiest to implement it's the pre-correction. Many of us have been pre-correcting students for years but have never thought to identify it by name. We do this before assemblies, before fire drills, before field trips, before science laboratory. We identify potential sources of tension for students and remind them of how to respond appropriately. When the source of tension does arise, the student is more likely to appreciate the fact that you were able to anticipate it for them and will more likely respond as you had suggested. Even more effective would be

to have the students participate in the process of identifying more prosocial ways of responding to aversive situations.

2.5.5 Respect the uniqueness of each student, each incident and each set of circumstances

This principle speaks to the notion that there are no automatic responses to any behavioural error. While your responses may end up being similar or the same as previous incidents, no steps are skipped and no detail is overlooked. I learned a long time ago that the more you agonize over a decision before you make it, the less likely it is that you'll live to regret the decision once it's made. While you're not likely to treat every behavioural error as a major crisis, the idea is to simply consider the situation and, without comparing it to anything else, determine the most appropriate response. Precedence can play a role, however, the point is to respond to the student, not just the behaviour.

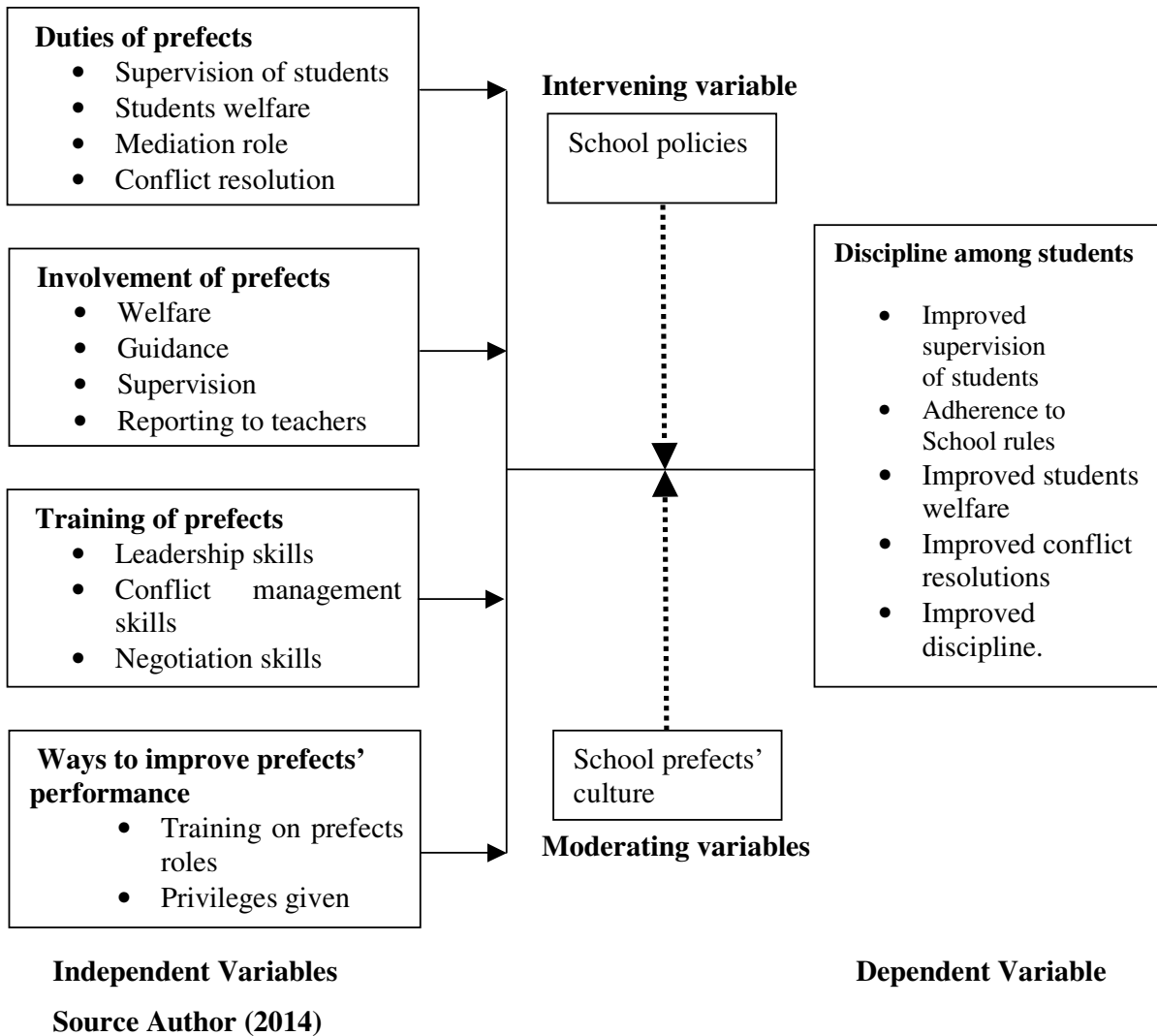
However, there are students who require more intensive and/or individualized approaches to improving their behaviour. While a school discipline plan is necessary, we must know that it won't be an effective process for all students. Fundamental to success with students who demonstrate negative behaviours is to make sure the intensity of the interventions matches the intensity of the presenting behavioural challenge; for some students, the general school discipline approach simply doesn't match the necessary level of intensity.

By following the theory, schools are more likely to create a more positive, productive, and proactive school discipline culture. Having a plan for the prefects to align their responses to behavioural errors creates predictability for students. Student discipline is about teaching and for prefects, it's about being thoughtful.

2.6 Conceptual Frame Work

The conceptual framework below was developed from the reviewed related literature. The independent variable was the challenges while the dependent variable was discipline. From the conceptual framework, the challenges prefects face in enhancing student discipline depended on the type of student indiscipline in their school.

Figure 2.1: Conceptual framework



Summary

The conceptual framework of this study is based on the relationships of the independent variables (duties of the prefects, involvement of prefects, training of prefects, ways to improve prefects' performance), the dependent variable which is discipline among students in public secondary schools in Embu West, moderating and intervening variables. These constructs and relationships are presented in Figure 1.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the methodology which was used in this study. The chapter focused on the research design, Location of the study, Target population, Sample size and Sampling techniques, Research instruments, Validity and reliability, Methods of Data analysis and Ethical issues.

3.2 The Research Design

A descriptive design approach was adopted because it was appropriate for the collection of primary data necessary to accomplish the task set out by the objectives of the study. The design was flexible as it allowed the researcher to collect qualitative and quantitative data. This method collected information through administering questionnaires to the sample population. The data collected was used to answer questions concerning the current state of the problem under investigation.

3.3 Target Population

The target populations of this study were the school captains, class prefects, house prefects, and other students' representative leaders, guidance & counseling teachers and deputy head teachers who are the discipline masters in 20 public secondary schools in Embu West District. The schools had a population of 132 prefects, 20 deputy head teachers and 20 guidance and counseling teachers. These were believed to be key stakeholders who are involved in enhancement of discipline among students in schools. The information can be tabulated as shown in table 3.1.

Table 3.1 Target population of the study

No.	Strata	No. of Respondents
1.	Deputy principles	20
2.	Guiding and counseling teachers	20
3.	Prefects	132
4	Total	172

3.4 Sampling Procedure

The researcher used random sampling method because it was applicable in a finite population and where the universe is homogenous. The procedure was entailed in writing the name of a school on a piece of paper, folded tightly and put in a common box. These small papers then got mixed and without checking them, the required papers were drawn without replacement. Each of the elements of this population had the same probability of being chosen (Kothari, 2008). The information can be tabulated as shown in table 3.2.

Table 3.2: Sample size

Respondents strata	Target population	Ratio	Sample size
Deputy head teachers	20	0.6	12
Guidance and counseling teachers	20	0.6	12
Prefects	132	0.6	79
Total	172		103

Source: Author (2014)

The researcher used stratified random sampling to select a sample of students to participate in the filling of the questionnaires. A total number of seventy nine (79) prefects, Twelve (12) deputy head teachers and Twelve (12) guidance and counseling teachers comprised the sample purposely gotten by calculating 60% of each stratum.

3.5 Method of Data Collection

In this study, two tools were used for data collection i.e. a checklist and set of administered questionnaires. The Check list was administered by the researcher by recording data which was openly displayed in schools. However, in some cases the researcher was assisted in getting insight as well as clarifications by the school management. The questionnaires were used to get information from the prefects, deputy head teachers and guidance and counseling teachers. The questionnaires were preferred because the respondents are literate and able to answer the items adequately. Both structured and unstructured questions in the questionnaire were used. Structured items were set in such a way so as to capture all the

likely answers from the respondents. The unstructured answers gave the respondents complete freedom of response which enriched the data.

3.6 Validity and Reliability of instruments

Validity is the accuracy of inferences which are based on the research results. To establish the validity of the research instruments the researcher had to seek opinions of experts in the field of study especially the supervisor. Reliability refers to the stability of the devices used during the study to get the data. A pre-test technique was used to assess the reliability of the research instrument. A pilot study was done with three teachers and six prefects from three schools before the actual administration of the questionnaire. The data collected helped the researcher in redesigning ambiguous or questions that were not understood. These three schools were excluded during the time of actual data collection and the pilot data was not used during analysis.

3.7 Methods of Data Analysis.

The raw data was then examined to detect errors and omissions and corrected where possible. The responses to every question in the filled questionnaires from the respondents were edited, tabulated, analyzed and computed into descriptive statistics of frequencies and percentages by use of statistical package for social sciences (SPSS) and information presented in form of tables and narration.

3.8 Operationalization of variables.

Operationalization is the putting into practicality the theories and strategies so as to ensure the goals and objectives of the organization are achieved. In the context of this study the research concepts and objectives are operationalized to make them measurable.

3.9 Definition of Variables

Table 3.2: Operationalization of variables

Objectives	Variables	Indicators	Measurement scale	Tools of analysis
To establish the duties of prefects in enhancement of discipline in secondary schools	INDEPENDENT -Duties of prefects	Better supervision Improved welfare Improved discipline	Nominal	Frequency percentage
To establish the extent to which involvement of prefects in dealing with students' indiscipline enhance discipline in secondary schools	INDEPENDENT -Involvement of prefects	Punctuality Adherence to rules Improved discipline	nominal	Frequency percentage
To establish how training enables prefects in enhancing discipline issues in secondary schools	INDEPENDENT -Training of prefects	Less conflicts Improved discipline	Nominal	Frequency percentage
To establish ways of improving prefects in enhancing discipline	INDEPENDENT -Ways to improve prefects	Motivated prefects Improved decision making	Nominal	Frequency percentage
	DEPENDENT -Discipline among students	-Improved supervision -Adherence to school rules -Improved students welfare	Nominal	Frequency percentage

3.10 Ethical Issues.

Due to sensitivity of some information collected, the researcher had a moral obligation to treat the information with utmost propriety. Since the respondents were reluctant to disclose some information, the researcher reassured the respondents of confidentiality of the information given and that the purpose of the study was purely for academic purposes.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This study assessed the role of prefects in enhancing discipline among students' in public secondary schools in Embu West District. The study sought to examine the duties of prefects in enhancement of discipline in public secondary schools in Embu West District, to establish the extent to which involvement of prefects in dealing with students' indiscipline enhance discipline in public secondary schools in Embu West District, to establish how training enables prefects in enhancing discipline issues in Public secondary schools in Embu West District and to establish ways of improving prefects performance in dealing with discipline in public secondary schools in Embu West District .

4.2 Demographic characteristics of the study population

This section discusses the respondent's gender, age, level of education and length of service. These attributes were relevant to the study since they have a bearing on the respondent to provide information that is valid, reliable and relevant to the study. The findings are presented in table see below.

Table 4.1: Gender distribution of respondents

Gender Distribution	Number of respondents					
	Prefects	%	G& C teachers	%	D/Head teachers	%
Male	48	60%	2	17%	8	67%
Female	31	40%	10	83%	4	33%
Total	79	100%	12	100%	12	100%

Table 4.1 shows that out of the 79 prefect under study, 48 (60%) were males while 31 (40%) were female. Under the guidance and counseling teachers category under study, 2 (17%) were a male and 10 (83%) were females. Out of the 12 deputy head teachers 8(67%) were males and 4 (33%) were females.

Table 4.2: Demographic Factors of Deputy Principals

Study group	Demographic factors	Variable	Frequency	Percentage
Deputy Principals	Age in years	30-34	2	16.67%
		35-39	4	33.33%
		40-44	4	33.33%
		Above 44	2	16.67%
	Education Level	Diploma	0	0%
		B.E.D	8	66.67%
		Masters	4	33.33%
	Length of service	Below 5years	2	16.67%
		5-10	8	66.67%
		Above 10 years	2	16.67%

Table 4.2 shows that the deputy principals had served in their current position for varied number of years; 2(16.67%) had worked for less than 5 years, another 8 (66.67%) had worked for 5-10 years and 2(16.7%) had worked for more than 10 years. Regarding the level of education of the deputy principals, 8(66.67%) had a bachelor's degree qualification. The other 4(33.33%) had masters degree qualifications. None of the deputy principals in the study population had a qualification of Diploma level. The deputy principals were of varying ages; 2(16.67%) were between 30-34 years, 4(33.33%) were between the ages of 35 - 39 and 2(16.67%) age was above 44 years. The age of the administrators affects decision making in many ways. Young administrators may be very conversant with current events but may make hasty decisions. While older administrators may not be very conversant with current events but may make well informed and thought out decisions. This is also related to the fact that they are dealing with youths who might engage in different vices.

The deputy principal is a very instrumental administrator in a school, especially in matters relating to discipline. Most of the schools rely on the deputy principal to co-ordinate discipline in schools. Hence their experience and qualification can reflect on discipline in any given school. The deputy principals who participated in this study depicted high levels of qualification and experience in managing discipline in their schools.

Table 4.3: Demographic Factors of Guidance and counseling teachers

Study group	Demographic factors	Variable	Frequency	Percentage
Guidance and counseling teachers	Age in years	30-34	4	33.33%
		35-39	6	50.0%
		40-44	2	16.67%
		Above 44	0	0.0%
	Education Level	Diploma	4	33.33%
		B.E.D	6	50.0%
		Masters	2	16.67%
	Length of service	Below 5years	2	16.67%
		5-10	8	66.67%
		Above 10 years	2	16.67%

Table 4.3 shows that 2(16.67%) Guidance and counseling teacher had been in their current school for less than 5 years. 8(66.67%) had been in the current school for between 5 to ten years while only 2(16.67%) had been in the current school for above 10 years.

The guidance and counseling teachers are the most important pillars in supporting the administration as direct link with the students. With reference to the results in table 4.3, the guidance and counseling teachers were well experienced and capable of maintaining discipline in schools. The more experienced guidance and counseling teachers were better adapted with management and discipline issues than the less experienced guidance and counseling teachers which is associated with the number of years of service at their given working stations.

Table 4.4: Demographic Factors of prefects

Demographic factor	Variable	Frequency	Percentage
Responsibility	Class prefects	47	59.49%
	House prefects	24	30.38%
	School captains	8	10.13%
Age in years	12-13	3	3.80%
	14-16	19	24.05%
	17-19	57	72.15%
	20 and above	0	0%

Table 4.4 shows the distribution of prefects in the schools under study which were based on the classes the prefects were chosen from, the houses prefects represented and the school captains. In the findings, prefect respondents 47 (59.49%) were class prefects, 24 (30.38%) were house prefects while 8 (10.13%) were school captains. The reason why the majority of the prefects were class prefects was due to the number of classes in secondary schools. The students from the different categories are useful in explaining the duties of prefects in supervision roles in the school compound and at the dormitories.

In the age category, majority of the prefects 57(72.15%) were in the ages of 17-19years, followed by ages 14-16 which had 19(24.05%) prefects. This can be attributed to the fact that most of the prefects are chosen from form three and form four students. Such students display good level of maturity and responsibility because they are among the senior students and therefore are well suited to understand school rules and regulations hence assist teachers in discipline issues of the students.

4.3 The duties of prefects in enhancement of discipline in public secondary schools in Embu West District.

The first objective of the study was to establish the duties of prefects in enhancement of discipline in public secondary schools in Embu West District. The results findings are shown in table 4.5

Table 4.5.The duties of prefects in enhancing discipline

Study group	Duties of prefects	counts	percentage
Deputy principals	Supervising duties in the school compound	2	16.67%
	Supervising duties in the Dining hall	2	16.67%
	Supervising duties in the Dormitories	2	16.67%
	Directing students especially in discipline	6	50.0%
G&C teachers	Supervising duties in the school compound	4	33.33%
	Assist administration in maintaining discipline	6	50.0%
	Welfare of students in dormitories	2	16.67%
Prefects	Mediators between students and staff	6	7.6%
	Ensuring that rules and regulations are followed	31	39.2%
	Directing students especially in discipline	42	53.2%

Table 4.5 shows that 6(50%) of the deputy principals said that the prefects were involved in directing students especially maintaining discipline in schools. The prefects were also involved in supervision duties in the dining hall, 2(16.67%), school compound 2(16.67%) and in the dormitories 2(16.67%).

Guidance and counseling teachers confirmed that the prefects were involved in such areas as supervision of other students in the compound, 4(33.33%), assisting the administration in discipline issues 6(50.0%). Another 2(16.67%) of the Guidance and counseling teachers noted that school prefects are concerned about the welfare of students in the dormitories.

Prefects were also asked to outline the authority they were accorded. Prefects reported that they played a role as mediators between students and staff, 6 (7.6%) and ensured that rules and regulations were followed by, 31 (39.2%). The prefects also said that they were involved in directing students especially in discipline 42 (53.2%)

This shows that in all the schools, prefects were included in the school discipline issues whether in the school compound, dining hall or in the dormitories. The prefects were involved in a number of discipline roles such as supervising duties and ensuring that school rules and regulations were followed by the students. This was in line with the findings of Shikami (2006), that prefects are mostly involved in enforcing discipline in schools. Schools lacking a strong prefecture body are faced with problems of instilling discipline (Wangeri 1986). This however, raises the question of the competence of the prefects in instilling discipline and the consequences of dealing with fellow students who are in disciplined.

4.4 The extent of involvement of prefects in dealing with students' indiscipline in public secondary schools in Embu west District.

The second objective of the study sought to establish the extent to which involvement of Prefects in dealing with students' indiscipline enhance discipline in public secondary Schools in Embu West District. The schools deputy principals were asked to indicate Whether they agree or disagree that prefects play an important role in enhancing discipline in the students body. The responses are shown in table 4.6

Table 4.6: Prefect involvement in handling indiscipline cases

Level of agreement	Frequency	Percentage
Strongly agree	4	33.33%
Agree	6	50%
Disagree	2	16.67%
Total	12	100%

Table 4.6 shows that most of the respondents 6 (50%) agreed that prefects involvement in handling indiscipline cases enhances discipline in public secondary schools, 4(33.33%) of the respondents strongly agreed while 2 (16.67%) disagreed that prefects involvement in handling discipline in public secondary schools. This shows that deputy principals rely on prefects to assist them in maintaining discipline in public schools.

To understand the nature of indiscipline issues in public secondary schools in Embu west District, the deputy principals, guidance and counseling teachers and the prefects were asked to indicate the common causes of indiscipline amongst students. The responses are shown in table 4.7

Table 4.7: Common causes of student indiscipline

Causes of indiscipline	Frequency	Percentage
Peer influence	35	33.89%
Drug abuse	33	32.04%
Conflicting school rules	12	11.65%
Poor management	12	11.65%
Media influence	11	10.68%
Total	103	100%

Table 4.7 shows that the respondents under study had diverse experiences on common causes of indiscipline in their respective schools. Out of the 103 respondents,35 (33.89%) noted that peer influence was the major cause of indiscipline, 33 (32.04)respondents indicated drug abuse as the cause of indiscipline, 12(11.65%) respondents noted conflicting school rules, 12 respondents (11.65%) noted poor management, while 11(10.68%) respondents noted media influence. This indicates that the three discipline pillars in schools are conversant with the main causes of indiscipline, and this makes it easy for them to approach student indiscipline from a point of information.

The deputy principals, guidance and counseling teachers and the prefects were asked to indicate the extent to which school prefects enhance discipline in public secondary schools. The findings are summarized in table 4.8

Table 4.8: Extent of prefect duties and enhancement of discipline

Prefects	Frequency	Percentage
To a great extent	36	45.57%
To an extent	29	36.71%
Moderately	14	17.72%
Deputy head teachers		
To a great extent	6	50%
To an extent	4	33.33%
Moderately	2	16.67%
Guidance teachers		
To a great extent	8	66.67%
To an extent	4	33.33%
Moderately	0	0%

Table 4.8 shows that out of the 79 prefects, 36(45.57%) indicated prefects enhance discipline to a great extent, another 29(36.71%) indicated that prefects enhance discipline to an extent while 14(17.72) noted that prefects enhance discipline moderately.

In the deputy head teachers category, out of the 12 deputy head teachers, 6(50%) indicated that prefects enhance discipline to a great extent, 4(33.33%)noted that prefects enhance discipline to an extent. A mere 2(16.67%) of deputy principals said that prefects enhance discipline moderately.

In the Guidance and counseling teachers category, 8(66.67%) of the teachers said that prefects enhance discipline to a great extent, 4(33.33%) indicated that prefects enhance discipline to an extent. None of the guidance and counseling teachers indicated that prefects enhance discipline moderately.

The findings from the three study groups show that prefects enhance discipline to a great extent, and therefore prefects are important component of school administration in regard to discipline of students in secondary schools in Embu West district.

4.5 The training of prefects in enhancing discipline in Public secondary schools in Embu West District.

The third objective sought on ways in which prefects are prepared to discharge their duties. The deputy principals, guidance and counseling teachers and the prefects were asked to indicate the areas of training that the prefects are usually exposed to before they are installed as prefects. The responses are shown in the table below.

Table 4.9: Skills those prefects are trained on to discharge their duties

Skills	Frequency	Percentage
Leadership skills	65	63.11%
Conflict management skills	11	10.65%
Negotiation skills	17	16.30%
Arbitration skills	10	9.94%
Total	103	100

Table 4.9 shows that the prefects are trained in leadership skills according to 65 (63.11%) of the respondents, another 17(16.30%) of respondents said prefects are trained in negotiation skills. 11(10.65%) said the prefects are trained in conflict management skills and 10(9.94%) indicated that prefects are trained in arbitration skills.

The findings show that prefects are trained before taking up their roles as prefects. They were trained in such areas as leadership roles, conflict management skills, negotiation skills and arbitration skills. This was done through open sessions with the school leadership, led by the deputy principal. This is very important given that most of prefects lack skills to deal with indiscipline issues especially when dealing with their age mates.

Training is very important in inducting prefects into their roles. This concurred with the findings of Okumbe (2001) that it was of paramount importance that prefects go through induction into their roles and be shown boundaries within which they were to operate. Kyungu (1999) asserted that for a prefect to be accepted by students, the school leadership had to facilitate his/her leadership through training, providing the prefect with a prefects handbook and the proper delegation of duties/responsibilities. Hence the major part of training prefects has been emphasized but the levels of adaptability after the training have to be monitored. Training should be detailed and focused on new challenges coming up in school administration.

The prefects were further asked to indicate the extent to which training of prefects enhances discipline. The findings are summarized in table 4.10

Table 4.10: Extent to which training prefects enhance discipline

Extent	Frequency	Percentage
To a great extent	49	62.03%
To an extent	22	27.85%
Moderately	8	10.12%
Total	79	100%

Table 4.10 shows responses from the prefects on the extent to which training enhanced discipline in their schools. The findings show that most of the prefects 49 (62.03%) indicated that training enhanced discipline to a great extent. Another 22 (27.85%) were of the opinion that training of prefects enhances discipline to an extent, while 8 (10.12%) indicated that training enhances discipline moderately.

Further, the deputy principals and guidance and counseling teachers were asked to indicate whether they agreed that training of prefects on their duties enhances discipline. Their findings are shown in table 4.11.

Table 4.11: Training prefects and enhancement of discipline

Response	Frequency	Percentage
Strongly agree	16	66.67%
Agree	7	29.16%
Neutral	1	4.17%
Disagree	0	0%
Strongly disagree	0	0%
Total	24	100%

Table 4.11 shows that 16 (66.67%) of the respondents strongly agreed that prefects training enhances discipline in public schools. Another 7(29.16%) indicated that prefects training enhances discipline in secondary schools in Embu West district. None of the teachers disagreed that training enhances discipline. This can be attributed to the fact that training is

crucial in equipping the prefects with the right information and skills to handle indiscipline cases.

4.6 Ways of improving prefects in enhancing discipline in Public secondary schools in Embu west district.

The fourth objective sought to find out ways of improving the prefects in discharging their duties. To understand this, the deputy principals and guidance and counseling teachers were asked to indicate some of the shortcomings of prefects. Opinions about the shortcomings of prefects in performing their duties were tabulated below.

Table 4.12. Some of the prefects' shortcomings

Study group	Shortcomings of prefects	Frequency	Percentage
Deputy Principals	Student-prefect conflict	6	50.0%
	Failure to balance responsibilities and academic work	4	33.33%
	Lack of leadership skills	2	16.67%
Guidance and counseling teachers	Student-prefect conflict	2	16.67%
	Failure to balance responsibilities and academic work	8	66.67%
	Lack of leadership skills	2	16.67%

Table 4.12. shows that out of the 12 deputy principals 6(50%), indicated that prefects had conflicts with students. Another 4(33.33%) indicated that prefect shortcoming was the failure to balance between the duties of a prefect and academic work. Only two deputy principals said that prefects had a challenge of leadership skills.

The difficulties in balancing their class work with their leadership roles were the main shortcoming. This can be associated with the fact that some prefects in most schools have also been found to misuse the privileges accorded to them. The privileges may make them feel as being intrinsically superior to the other students. This makes them to spend most of their time on prefects' duties and having less time for reading.

The deputy principals, guidance and counseling teachers and the prefects were then asked to suggest ways of assisting the prefects to improve in the performance of their duties. The findings are shown in table 4.13

Table 4.13. Ways of improving prefects' performance of their duties

Study group	Ways of improving prefects	Frequency	Percentage
Deputy principals	Support from teachers(guidance)	6	50%
	Training on leadership	4	33.33%
	Recognition	2	16.67%
	Reprimanding	0	0%
Guidance and counseling teachers	Rewarding system on performance	2	16.67%
	Training through seminars	6	50%
	Guidance and counseling	4	33.33%
Prefects	Chosen according to performance	23	29.11%
	Rewarding prefects	13	16.46%
	Attending leadership seminars	35	44.30%
	Empowerment by school	3	3.80%
	Having privileges	5	6.33%

Deputy Principals suggested several ways of improving the prefectural team in order to make it enhance discipline of the school. Some of the methods that they suggested include; teachers providing support to the prefects (50%); having training on leadership Skills (33.33%); recognition by the school administration (16.67%). None of the deputy principals gave reprimanding as a way of improving prefects.

The guidance and counseling teachers gave several recommendations on how to improve the prefects' body. These included: rewarding system on performance of prefects who do well in their work (16.67%); training through seminars (50%); Guidance and counseling (33.33%)

On their part, the prefects suggested the following ways for improving their duty performance. Out of the 79 prefects, majority 23(29.11%) indicated that prefects should be chosen according to their academic performance,13(16.46%) said that prefects need to be rewarded to perform the duties,35(44.30%)said prefects need to attend seminars for leadership training,3(3.80%) said prefects need to be empowered by the school to perform their duties and 5(6.33%) said prefects need to be given privileges.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings of the study, conclusions, discussions and recommendations arrived at. This study assessed the role of prefects in enhancing discipline among students' in public secondary schools in Embu West District. The study sought to examine the duties of prefects in enhancement of discipline in public secondary schools in Embu West District, to establish the extent to which involvement of prefects in dealing with students' indiscipline enhance discipline in public secondary schools in Embu West District, to establish how training enables prefects in enhancing discipline issues in Public secondary schools in Embu West District and to establish ways of improving prefects performance in dealing with discipline in public schools in Embu West District .It also gives suggestions for further studies.

5.2 Summary of Findings

The study found that prefects are involved in directing students and maintaining discipline in schools. The prefects were also involved in supervision of duties in the dining hall, school compound and in the dormitories.

The study also found that prefects were involved in assisting the administration in discipline issues and giving information about the welfare of students in the dormitories.

The study found that prefects enhance discipline to a great extent. This was supported by the deputy principals who said that prefects enhance discipline to great extent. The same was reported by the guidance and counseling teachers who said that prefects enhance discipline to a great extent.

The study findings revealed that training prefects on leadership skills, conflict management and negotiation skills and arbitration skills was important in enhancing discipline in schools.

The study suggested several ways of improving the prefectural team in order to make it enhance discipline of the school. Some of the methods that they suggested include; teachers

providing support to the prefects; having training on leadership skills; recognition by the school administration.

The guidance and counseling teachers gave several recommendations on how to improve the prefects' body. These included: rewarding system on performance of prefects who do well in their work, training through seminars and Guidance and counseling.

The prefects suggested the following ways for improving their duty performance which included, prefects be chosen according to their academic performance, prefects be rewarded to perform the duties, prefects attending seminars for leadership training, prefects empowerment by the school to perform their duties and prefects having privileges.

5.3. Discussion of the results

A discussion of findings of the study is based on the four objectives of the study.

5.3.1 Duties of prefects in enhancing discipline

The study found that prefects are involved in directing students and maintaining discipline in schools. The prefects were also involved in supervision of duties in the dining hall, school compound and in the dormitories.

The study also found that prefects were involved in assisting the administration in discipline issues and giving information about the welfare of students in the dormitories.

This was in support of the findings by Max A (2003) who stated that although prefects are perhaps most visible in the Dining Hall, their other duties, particularly in the compound are also very important.

Clarke, C. (2002), highlights that prefects must be able to command the respect of students, including their peers and to exercise their authority in a responsible manner. They should be prepared to be proactive and consider themselves prefects at all times, not just on their designated duty slot. They must therefore be: reliable, conscientious, authoritative (this can be calmly done.), polite, help with the running of Chapel and Junior assembly, monitor behaviour in the dormitory, run the lunch queue and monitor behaviour in the lunch hall during lunch break, monitor behaviour in the library during the lunch break, assist with the collection of lost property, conduct tours of the school for prospective parents and guests and assist at school functions.

The study found that prefects enhance discipline to a great extent. However, according to Okumbe (2001), prefects are required to be a role model or a shining example at all times.

Prefects encounter challenges of students' negative attitude towards learning, inadequate time for reading, heavy reading load and lack of learning materials. Therefore, for the prefects to positively influence other students positively, they should be the yardsticks of quality. This means that they should set high standards of discipline for other students to emulate.

The study findings revealed that training prefects on leadership skills, conflict management and negotiation skills and arbitration skills was important in enhancing discipline in schools. This concurred with the findings of Okumbe (2001) that it was of paramount importance that prefects go through induction into their roles and be shown boundaries within which they were to operate. Kyungu (1999) asserted that for a prefect to be accepted by students, the school leadership had to facilitate his/her leadership through training, providing the prefect with a prefects handbook and the proper delegation of duties/responsibilities. Hence the major part of training prefects has been emphasized but the levels of adaptability after the training have to be monitored. Training should be detailed and focused on new challenges coming up in school administration.

The study suggested various ways for improving prefects in enhancing discipline. This included; prefects be chosen according to their academic performance, prefects be rewarded for performing their duties well, prefects attending seminars for leadership training, prefects empowerment by the school to perform their duties and prefects having privileges.

Chapman (1988) says empowerment of prefects requires recognition, authority, responsibility and commitment necessary to sustain improvement.

5.4 Conclusions

The study found that prefects played major roles in enhancing discipline of public secondary schools in Embu west District. The roles of prefects included supervising students in their performance of duties, mediators between students and teachers and ensuring that rules were followed. Prefects were prepared for their roles in several ways. These included training, seminars and leadership workshops. The prefects were also inducted through meetings with the authorities. The prefects were mainly mediators between teachers and students. The study findings revealed that prefects were in charge of maintaining discipline and order in their respective classes as well as schools. This was confirmed by 50% of the deputy principles, 50% of Guiding and counseling teachers and 53.2% of the prefects. In ensuring that school rules are adhered to by fellow students and

helping teachers maintain discipline, 39.2% of the prefects responded positively. These responsibilities were noted to enhance discipline in schools. The duties assigned to prefects enhance discipline in secondary schools; this is because their duties entail maintaining discipline and order in their respective classes, dining hall (16.67% of deputy principles), and dormitory (16.67% of deputy principles) and in the school compound (16.67% of deputy principles). Regarding the extent to which involvement of prefects in dealing with students' indiscipline in public secondary Schools 50% agreed, and 33.33% strongly agreed that prefects are involved in solving indiscipline issues that can be solved without the assistance of teachers, by listening to their fellow student complains. The common causes of student indiscipline were peer influence (33.89%) drug abuse (32.04%), conflicting school rules (11.65%), poor management (11.65%) and media influence (10.68%). Training plays a major role in equipping prefects with leadership skills, student conflict management skills in school and Arbitration skills .Based on study findings it is recommended that prefect's duties need to be clearly defined by school management to avoid conflict with their fellow students, that prefects should be trained on management skills, leadership skills, negotiation and peer counseling in order to execute their duties as prefects and that there is need to have school forums where all students are involved and sensitized on the role of prefects.

5.5 Recommendations of the Study

It is evident that prefects play a major role in enhancement of discipline in secondary schools and in order to boost this, the researcher recommended the following:

That prefects' duty should be clearly defined by school management to avoid conflict with their fellow students. That prefect should be trained on group management, leadership skills, negotiation and peer counseling in order to execute their duties as prefects. That there should be school forums where all students are involved and sensitized that prefects are not their enemies but are there to help them in day to day running of schools, since teachers alone cannot run all students effectively.

5.6 Suggestions for Further study

Discipline in schools is of paramount importance to students thus there is need to conduct research to find out the relationship between discipline and school academic performance in Kenya. Further studies also need to be carried on the role of parents in enhancement of discipline in secondary schools. This is because parents are called upon when their children are either suspended or expelled from school due to indiscipline cases. Studies should be

done in other parts of Kenya, to validate the current findings since it is not possible to generalize the current study findings.

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APPENDICES

APPENDIX I:

INFORMED CONSENT TO THE SCHOOL

HARIET MUKIRI,

P.O BOX 486

EMBU-60100

1st March, 2014

THE PRINCIPAL

.....
.....
.....

Dear Sir/Madam,

RE: LETTER OF TRASMITTAL OF DATA COLLECTION INSTRUMENTS

I am a student at the University of Nairobi, Department of Extra Mural Studies, carrying out a research on the **Role of Prefects in Enhancing Discipline among Students in Public Secondary Schools of Embu West District.**

I am requesting you to allow me conduct this exercise in your school. I shall be submitting the research in partial fulfillment of the requirement for the degree of Master of Arts in project planning and management.

On completion, the results will offer a good reference material to the school administration in understanding the role of our prefects in enhancing discipline and their relationship with academic performance of the student and the school.

I look forward to your kind response, thanking you in advance.

Yours faithfully

Harriet Mukiri

APPENDICE II

QUESTIONNAIRE FOR PREFECTS

Kindly take time to respond to the following questions. Do not write your name anywhere on this paper. Your honest and accurate response will be highly appreciated.

All information will be treated in confidence.

Tick where applicable.

1. What is your gender?

- a) Male
- b) Female

2. What class are you?

- a)Form one
- b) Form Two
- c) Form Three
- d) Form four

3. What are the duties assigned to you as a prefect?

- a)Supervising duties in the school compound
- b)Supervising duties in the dining hall
- c)Supervising duties in the dormitories
- d)Directing students especially in discipline

4 (i). In your own opinion do the duties you have listed above enhance discipline in your school/class?

- a) Yes
- b) No

(ii) If yes in (i) above to what extent do you think they enhance discipline?

- (a) To a Great Extent
- (b) To an Extent
- (c) Moderately
- (d) Not at all

Why do you say so?

(iii) If No (i) Give reasons:

5. Indicate the most common cause(s) of student indiscipline which are applicable in
Your school.

- a) Peer influence []
- b) Drug Abuse []
- c) Conflicting school rules []
- d) Poor management []
- e) Media influence []
- d) Any other? Specify _____

6. Which are the most common discipline problems in your school?

- a) Disrespect to teachers and other staff []
- b) Unruly behaviour []
- c) Vulgarity and assault []
- d) Untidiness and rudeness []
- e) Drug and alcohol abuse []
- Any other? Specify _____

7. As a prefect are you involved in resolving indiscipline cases/issues in your class/school?

- a) Yes []
- b) No []

If yes how are you involved?

If No, why? please explain?

8. Prefect's involvement in handling indiscipline cases enhances discipline in public secondary school. To what extent do you agree with this statement?

- a) Strongly Agree []
- b) Agree []
- c) Neutral []
- d) Disagree []
- e) Strongly disagree []

9. How do your fellow classmate/schoolmates help you in improving discipline in your school as a prefect?

10. Does their involvement hinder you from performing your duties as a prefect?

- a) Yes []
- b) No []

Give a brief explanation for your answer above.

11. To what extent do you agree that prefects affect enhancing of discipline in your school/class?

- (a) Strongly agree []
- (b) Agree []
- (c) Moderately []
- (d) Not at all []
- (e) Do not know []

Please explain.

12. Have you ever undergone any training as a prefect?

- a) Yes []
- b) No []

If yes what was the content of the training and who was the facilitator?

13. In your own opinion which of the following skill do you think prefects should acquire so as to discharge their duties?

- (a) Leadership skills []
- (b) Conflict management skills []
- (c) Negotiation skills []
- (d) Arbitration skills []

14. To what extent do you think that training prefects enhance discipline in public secondary schools?

- (a) To a Great Extent []
- (b) To an Extent []
- (c) Moderately []
- (d)Not at all []

15. Suggest ways of improving prefects in dealing with indiscipline

- a)Chosen according to performance []
- b)Rewarding prefects []
- c)Attending leadership seminars []
- d)Empowerment by school []
- e)Having privileges []

APPENDICE III

QUESTIONNAIRE FOR GUIDANCE AND COUNSELING TEACHERS

Kindly take time to respond to the following questions. Do not write your name anywhere on this paper. Your honest and accurate response will be highly appreciated.

All information will be treated in confidence

Tick where applicable

1. What is your gender?

a) Male []

b) Female []

2. How long have you served in your current school?

a) Less than 1 year []

b) 1-5 years []

c) 6-10 years []

d) Above 10 years []

3. Are you involved in appointment of prefects?

a) Yes []

b) No []

If yes how are they appointed?

4. What are the duties of prefects in enhancing discipline in your school

a)Supervising duties in the school compound []

b)Assist administration in maintaining discipline []

c)Welfare of students in dormitories []

5. Prefects involvement in indiscipline issues enhance discipline in schools. To what extent do you agree with this statement and why?

- a) To a Great Extent []
- (b) To an Extent []
- (c) Moderately []
- (d) Not at all []

6. Do you agree involving prefects improve discipline in your school?

7. Do these involvement impact positively in enhancement of discipline in your school?

- a) Yes []
- b) No []

Give reasons for your answer above.

8. State prefects short comings

- a) Student-prefect conflict []
- b) Failure to balance responsibilities and academic work []
- c) Lack of leadership skills []

9. Do prefects in your school undergo any training?

- a) Yes []

b) No []

If yes what skills do they acquire?

- (a) Leadership skills []
- (b) Conflict management skills []
- (c) Negotiation skills []
- (d) Arbitration skills []

10. Suggest ways of improving performance in dealing with indiscipline

- a) Rewarding system on performance []
- b) Training through seminars []
- c) Guidance and counseling []

11. To what extent do you agree with this statement: Training prefects enhance discipline in secondary schools?

- (a) Strongly agree []
- (b) Agree []
- (c) Disagree []
- (d) Strongly disagree []

Give your reasons

APPENDICE IV

QUESTIONNAIRE FOR GUIDANCE DEPUTY TEACHERS

Kindly take time to respond to the following questions. Do not write your name anywhere on this paper. Your honest and accurate response will be highly appreciated.

All information will be treated in confidence

Tick where applicable

1. What is your gender?

a) Male []

b) Female []

2. How long have you served as a deputy head teacher?

a) Less than 1 year []

b) 1-5 years []

c) 6-10 years []

d) Above 10 years []

3. What are the common discipline cases in your school?

4. What are prefects' duties in enhancing discipline in your school?

a)Supervising duties in the school compound

b)Supervising duties in the Dining hall

c)Supervising duties in the Dormitories

d)Directing students especially in discipline

5. Do you involve prefects in dealing with indiscipline cases in your school?

a) Yes []

b) No []

Please explain.

6. Do you agree involving prefects improve discipline in your school?

7. Do these involvement impact positively in enhancement of discipline in your school?

a) Yes []

b) No []

Give reasons for your answer above.

8. State prefects short comings

a) Student-prefect conflict []

b) Failure to balance responsibilities and academic work []

c) Lack of leadership skills []

Please do explain.

9. Prefects involvement in indiscipline issues enhance discipline in schools. To what extent do you agree with this statement and why?

- a) To a Great Extent []
- (b) To an Extent []
- (c) Moderately []
- (d) Not at all []

10. Do prefects in your school undergo any training?

- a) Yes []
- b) No []

If yes what skills do they acquire?

- (a) Leadership skills []
- (b) Conflict management skills []
- (c) Negotiation skills []
- (d) Arbitration skills []

11. state ways of improving prefects in dealing with indiscipline

- a)Support from teachers(guidance)
- b)Training on leadership
- c)Recognition
- d)Reprimanding

12. To what extent do you agree with this statement: Training prefects enhance discipline in secondary schools?

(a) Strongly agree []

(b) Agree []

(c) Disagree []

(d) Strongly disagree []

Give your reasons

