

**INFLUENCE OF SCHOOL PREFECTS' INVOLVEMENT
IN GOVERNANCE OF PUBLIC PRIMARY SCHOOLS
BORABU DISTRICT, KENYA**

Isaboke Jared Obiri

**A Research Project Submitted to the Department of Educational
Administration and Planning in Partial Fulfillment for the Degree of Master
of Education in Educational Administration,**

University of Nairobi

2013

DECLARATION

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

Isaboke Jared Obiri

E55/66731/2010

This research project has been submitted for examination with our approval as University Supervisors

Dr. Ursulla Okoth

Lecturer

Department of Educational Administration and Planning

University of Nairobi

Mrs. Lucy Njagi

Lecturer

Department of Educational Administration and Planning

University of Nairobi

DEDICATION

This study is dedicated to my wife Seraphine Kemuma and daughter Immaculate who, by their love, support and encouragement made an extensive contribution to this undertaking, their enthusiasm and patience enabled me to bring this undertaking to conclusion.

ACKNOWLEDGEMENTS

My sincere gratitude to my supervisors Dr. Ursulla Okoth and Mrs. Lucy Njagi for their constructive criticism, warm friendship and encouragement which have been of great value to the completion of this study. Special appreciation is extended to Dr. Grace Nyagah the Chairman, Department of Educational and Administration and Planning. I also wish to thank all the headteachers, deputy headteachers and prefects who provided me with data for this study. God bless you all.

TABLE OF CONTENTS

Content	Page
Title page	i
Declaration.....	ii
Dedication	iii
Acknowledgements	iv
Table of contents.....	v
List of tables.....	ix
List of figures.....	xi
Abbreviations and acronyms.....	xii
Abstract.....	xiii

CHAPTER ONE

INTRODUCTION

1.1 Background to the study	1
1.2 Statement of the problem.....	5
1.3 Purpose of the study.....	6
1.4 Objectives of the study.....	6
1.5 Research questions.....	7
1.6 Significance of the study.....	7
1.7 Limitations of the study	8
1.8 Delimitations of the study.....	8
1.9 Assumptions of the study.....	9

1.10 Definition of significant terms.....	9
1.11 Organization of the study.....	10

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction.....	12
2.2. Prefects involvement in formulation of school rules and regulations and school governance.....	12
2.3 Time keeping by school prefects and governance of public primary schools	16
2.4 Prefects’ role on maintenance of cleanliness and governance of public primary schools.....	18
2.5 Prefects’ role in conducting co curricular activities and governance of public primary schools	20
2.6 Summary of literature review.....	22
2.7 Theoretical framework.....	24
2.8 Conceptual framework.....	26

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction	27
3.2 Research design	27
3.3 Target population	28
3.4 Sample size and sampling procedures.....	28

3.5 Research instruments.....	29
3.6 Validity of the instrument.....	30
3.7 Reliability of the instrument.....	31
3.8 Data collection procedures.....	32
3.9 Data analysis techniques.....	32

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction.....	33
4.2 Questionnaire return rate.....	33
4.3 Extent of prefects’ involvement in formulation of rules and regulations.....	34
4.4 Extent of prefects’ involvement in time keeping.....	44
4.5 Extent to which prefects’ involvement in maintenance of cleanliness.....	51
4.6 Extent of prefects’ involvement in organizing co-curricular activities.....	56

CHAPTER FIVE

SUMMARY CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction	66
5.2 Summary of the study.....	66
5.3 Conclusions.....	69
5.4 Recommendations	70

5.5 Suggestions for further research.....70

REFERENCES.....71

APPENDICES

Appendix i: Letter of introduction.....75

Appendix ii: Questionnaire for the headteachers.....76

Appendix iii: Questionnaire for deputy headteachers.....82

Appendix iv: Questionnaire for prefects.....87

Appendix v: Research permit.....90

LIST OF TABLES

Table	Page
Table 3.1. Sampling frame.....	28
Table 4.1: School administrators opinions regarding prefects involvement in school matters.....	36
Table 4.2: Deputy headteachers responses on school administration involving prefects in formulation of school rules.....	37
Table 4.3: Prefects responses on frequency of meetings headteachers to deliberate on school matters.....	39
Table 4.4: Prefects responses on invitation by school administration discuss school matters.....	40
Table 4.5: Head teachers' rate of the prefect's participation in the decision making in the school.....	42
Table 4.6: Headteachers' responses on school administration involvement of prefects in decision making.....	43
Table 4.7: Headteachers responses on the role of the prefects in time keeping in the school.....	46
Table 4.8: Deputies rate on the role in prefects in time keeping.....	47
Table 4.9: Prefects rate on the role in prefects in time keeping.....	47
Table 4.10: Deputy headteachers' responses on importance of time keeping in school governance.....	49
Table 4.11: Deputies rating of punctuality as an aspect of school governance....	50

Table 4.12: Prefects responses on involvement in school cleanliness.....	52
Table 4.13: Headteachers responses on prefects’ maintenance of school cleanliness.....	53
Table 4.14: Prefects responses on their roles of refereeing matches.....	58
Table 4.15: Deputies responses on the frequency of organising schools co curricular activities.....	59
Table 4.16: Deputies rating on prefects involvement in organization of co curricular activities.....	61
Table 4.17: Deputies responses on prefects control of pupils during games	63
Table 4.18: Headteachers rating of on the role of prefects in the organization of co curricular activities.....	65

LIST OF FIGURES

Figure 2.1 Interrelatedness between variables in prefects' involvement and school governance	26
Figure 4.1: Headteachers' involvement in the selection of their prefects.....	35
Figure 4.2: Deputies frequency of meetings with prefects to discuss on matters regarding the schools activities.....	38
Figure 4.3: Headteachers responses on members of staff in charge of the prefects' body	41
Figure 4.4: Prefects involvement in time keeping in the school.....	45
Figure 4.5: Headteachers' discussion with the prefects on time keeping	48
Figure 4.6: Deputies responses on whether prefects organized other pupils in school cleanliness.....	54
Figure 4.7: Deputies responses on whether there were prefect incharge of co-curricular activities.....	56
Figure 4.8: Responsibility given to prefects to organize co-curricular activities ..	57
Figure 4.9: Prefects planning of school matches with the games teacher.....	60
Figure 4.10: Deputies frequency taking charge of school co-curricular activities.....	62
Figure 4.11: Headteacher responses on games master/mistress and prefects organize for co curricular activities.....	64

ABBREVIATIONS AND ACRONYMS

BOG	Board of Governors
CDE	County Director of Education
KCPE	Final primary school examinations
KEMI	Kenya Institute of Management
SPSS	Statistical Package for Social Sciences

ABSTRACT

The purpose of this study was to assess the influence of school prefects involvement on governance of public primary schools in Borabu district, Kenya. The study was guided by the four research objectives. The research objectives were to determine the extent to which prefects involvement in formulation of school rules, time keeping, maintenance of cleanliness, organising co-curricular activities influenced governance of public primary schools in Borabu District. The study adopted a descriptive survey design. The sample comprised of 15 headteachers, 15 deputy headteachers and 152 prefects. Questionnaires were used to gather data for the study from all the headteachers, deputy headteachers and the pupils. Findings indicated that prefects' were involved in the formulation of rules and regulations. For example prefects indicated that they were asked of their opinions by the school administration regarding school matters. Majority of the deputy headteachers indicated that they involved the prefects in formulation of school rules and regulations to a large extent. The deputy headteachers met with the prefects often to discuss matters regarding the schools activities. Findings also revealed that prefects were involvement in school governance in their role of time keeping. For example, Headteachers, deputy headteachers and prefects indicated that there was a prefect in-charge of time keeping. All the respondents in the study deemed the role in time keeping by the prefects as being very important. Findings indicated that prefects were involved in school cleanliness. For example, they were involved in organizing school co curricular activities. There were prefect incharge of co-curricular activities. The headteachers reported that they ensured that the prefects took charge of school co-curricular activities very often. The study concluded that prefects' were involved in the formulation of rules and regulations. The study concluded that prefects were involvement in school governance in their role of time keeping. The study further concluded that prefects were involved in organizing co-curricular activities. The study recommended that the school administration should put in place training programmes for prefects in a bid to enhance their involvement in school governance. That schools should have laid down policies on how prefects ought to be involved in school governance and lastly that the school administration should allow pupils to democratically elect their prefects. The study suggested that an investigation on challenges facing prefects in school governance should be conducted. A study on the influence of prefects involvement in school governance on pupils academic performance should be conducted and a study on role of headteachers in facilitation of prefects involvement in school governance should be conducted.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

The challenge of social control and of democratic socialization are two key issues facing education at present (Effrat & Schimmel, 2003). According to Davidoff and Lazarus (2007) administrative decentralization can be defined as a means of distributing authority to the different agencies, groups and stakeholders. This is based on the notion that schools understand their needs and are also in the best position to solve their problems. Bhengu (2005) argued that if decisions are made closer to the clients better decisions will be made and greater achievements will result. School governance refers to school leadership structures that aim at effective school management. The right of prefects' participation in school governance has received support in many educational institutions (Mabebe & Prinsloo, 2000; Schimmel (2003) and Effrat & Schimmel (2003). The abolition of corporal punishment in schools in, for example, England 1986 (Farrell, 2006); Western Australia 1987 (Farrell, 2006); South Africa 1996 (Morrell, 2001) and Canada 2004 (Farrell, 2006) within recent years is an important aspect of the changing philosophy of school administration.

Today, many scholars are of the view that it is important to include all parties in decision making process especially on the issues that affect them (UNESCO,

1995). Such inclusions in school governance system include board of governors, head teacher, teachers, parents and students. Students' involvement in governance is crucial since most of the decisions made in school affect them in one way or another.

As Effrat and Schimmel (2003) points out American schools and educational systems talk the talk of democracy, but, at best, they limp the walk. There would seem to be a direct parallel with Kenyan schools where traditional approach in many schools has been of an autocratic nature (McLennan & Thurlow, 2003). This means that the rules were decided on by the principal, or a few senior people, and were not open to discussion. Pupils entering the system are expected to take note of the rules and if they break them, they can expect to be reprimanded and punished. There is little empathy in this approach and pupils are expected to comply.

Prefectorial system operates in many schools in England in various ways (Nicolson, 1960). Even at the primary level, the practice of having class or school monitors prepares the way for its operation at the secondary level, a few private boarding institutions; prefects are commonly appointed just as in many other kinds of primary schools. Nash (1961) notes that although prefects' functions vary extensively, for significance in the authority systems of many schools remains considerable.

According to Denton (2003) the prefects play a critical role in the learning of a school given that they are charged with students' welfare, coordination of co-

curriculum activities, supervision of learning activities during morning and evening preps and when situation arises that they should do so. They also check for students' attendance to classes and other activities. Further, they are charged with dealing with minor cases of indiscipline. This implies that prefects act as a link between the students and the school administration. It also implies that they are in a position to detect indiscipline cases and report them to the administration as they have direct contact with the students unlike the administration.

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

This would also go some way towards the suggestion that the challenge in Kenyan education is for educational leaders to move away from bureaucracies

based on constraint and control and towards an environment that focuses on results and accountability. The Kenyan democracy is firmly entrenched in the Constitution; however, this is of little consequence if the citizens do not live and practise these values.

Most schools in Kenya have prefects and those without like Strathmore school have put in place other measures to execute most of the prefects' duties and responsibilities (Griffins, 1995). According to Wambulwa (2004) the involvement of learners in school governing body and co-operation in decision making can result into school improvement. Wambulwa (2004) raised a number of advantages of learner representation in school governing body. Firstly there is a link between learners and school governing body therefore contribution by learners can influence decisions. Secondly it contributes to the improvement and maintenance of discipline. Learners can offer their opinions regarding students' discipline and as a result adults are made aware of learner thinking regarding school governance. This suggests that if given the opportunity to serve on committees and exercise their right to vote consequently learners and educators get a chance to solve problems together.

Muchiri (1998) observes 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. Proper school governance

demands involvement of students in decision making through their representatives. But what is found on the ground is that students are not involved in decision making of what directly affects them (Muchiri, 1998).

Calls for inclusion of prefects in the decision-making structure in schools have led to various attempts by the Ministry of Education to put in place structures for inclusion. The most prominent of this was the recognition of role of school prefects in the participation of school governance (Sushila, 2006). In this new arrangement, students would be part and parcel of decision-making to ensure their interests are adopted in the administration of schools. Proponents of student participation in school governance have justified their support for this idea on premise that decisions in a school affect the student in latent and manifest ways. Largely the students are recipients of final decisions (Sushila, 2006) hence recommendations made by students may be very constructive and if approached in the right manner would work positively.

1.2 Statement of the problem

Prefects' participation in school governance is an important concept with potential for positive impact in the management of our schools and the overall development of the school child. Discussion about how to involve the children in the decision making process, policies and structures of the school is thus critical to facilitate wider child participation for a more cohesive school community and a more conducive learning environment. Despite the presence and vital role of prefects in

public schools, there has been an increasing discipline problem in public primary schools (Angeng'a & Simwata, 2011). This has led to poor performance, arson, loss of property and even life. For example according to County Director of Education (CDE) Borabu District which is the focus of this research has been experiencing school dropout and poor performance in the final primary school examinations (KCPE). This study therefore aimed at establishing the influence of prefects in the governance of public primary schools in Borabu district, Kenya.

1.3 Purpose of the study

The purpose of this study was to assess the influence of prefects' involvement in the governance of public primary schools in Borabu district, Kenya.

1.4 Objectives of the study

The study was guided by the following research objectives

- i. To determine the extent to which prefects are involved in formulation of school rules and regulations in public primary schools in Borabu District.
- ii. To establish the extent to which prefects assistance in time keeping influence governance of public primary schools in Borabu District.
- iii. To establish the extent to which prefects assistance in maintenance of cleanliness influence governance of public primary schools in Borabu District.
- iv. To establish how prefects assistance in organising co-curricular activities influence governance of public primary schools in Borabu District.

1.5 Research questions

To achieve the above objectives, the following were the research questions

- i. What is the extent of pupil involvement in formulation of school rules and regulations in primary schools in Borabu District
- ii. To what extent do prefects assistance in time keeping influence governance of public primary schools in Borabu District?
- iii. To what extent do prefects assistance in maintenance of cleanliness influence governance of public primary schools in Borabu District?
- iv. How do prefects assistance in organising co- curricular activities influence governance of public primary schools in Borabu District?

1.6 Significance of the study

The study is important in that it had several social and educational advantages. Firstly, the findings may assist school administration and teachers in establishing the extent to which prefects are involved in school governance. The study may provide the administrators with insights regarding the influence of prefects in governance of public primary schools in Borabu district thus promoting smooth running of schools. The findings of the study may give the prefects more insights regarding their influence in the governance of primary. The findings may be of importance to Kenya Institute of Management (KEMI) who may establish programmes for students' governance so as to empower prefects in school governance. The findings may be of great help to the students' body in general where they would be in a better position to

understand the role of prefects and not simply see them as possible enemies and traitors. The study may also contribute more to the area of prefectural system that has almost been neglected in the past. It served as an invitation for other researchers to this area.

1.7 Limitations of the study

A limitation is an aspect of the study a researcher knows may adversely affect the results or generalizability of the results of the study which the researcher has no direct control over (Orodho, 2008). One of the limitations of this study was that the study relied on respondents' perceptions which could have been influenced by their characteristics and hence affect the validity of the study. However, the researcher asked respondents to be as truthful as possible. Another limitation was that the respondents may withhold some information for fear of exposing the situation of students in the schools. This, however, was mitigated by explaining to the respondents the purpose of the study.

1.8 Delimitations of the study

The study was conducted in public primary schools in Borabu district. The respondents were the headteachers, deputy headteachers and the prefects. Due to the fact that the characteristics of public primary schools are somewhat similar all over the country, the findings of this study could be generalized but of course with caution. Other stakeholders in the school governance such as the Board of Governors (BOG) were not involved in the study due to the technicalities

involved in getting them and are less in content compared to the headteachers and their deputis..

1.9 Assumptions of the study

In conducting the research it is assumed that

- a) All public primary schools have prefects who have an influence on school governance.
- b) All respondents will be cooperative and provide reliable responses.
- c) That school administration works closely with prefects in their performance of duty.
- d) All schools involve prefects in maintenance of students' discipline.
- e) All schools have established student councils as required.

1.10 Definition of significant terms

This section presents the significant terms used in the study

Decision making refers prefects' involvement in making decision on school governance

Influence refers to power to make someone behave in a particular manner.

Maintenance of cleanliness refers to the prefects' role in ensuring that the school compound is clean.

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

Management refers to the act or skill of dealing with people in an organization.

Organising co-curricular activities refers to ensuring that prefects plan and coordinate co-curricular activities in the schools

Performance refers to the act or process of doing a task.

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

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

Time keeping refers to prefects' role in ensuring that punctuality is maintained in the school

1.11 Organization of the study

The study is organized in five chapters. The first chapter consists of the introduction and contained the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, basic assumptions of the study, definitions of significant terms and the organization of the study. Chapter two is literature review and focuses on the influence of prefects' role on maintenance of cleanliness on governance of public primary schools, effects of prefects' role on conducting co curricular activities on the governance of public primary schools, theoretical and conceptual framework of the study. Chapter Three focuses on the research methodology. It contained research design, target

population, sample of the study, sampling procedures, research instruments data collection procedures, piloting of the research instrument and data analysis technique. Chapter Four is concerned with data analysis and discussion of the findings while Chapter Five deals with summary of research findings, conclusion, and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter focuses on the literature review. The topics are the influence of prefects' involvement in decision making on school governance, influence of time keeping by school prefects on governance of public primary schools. The chapter also focuses on the influence of prefects' role on maintenance of cleanliness on governance of public primary schools, effects of prefects' role on conducting co curricular activities on the governance of public primary schools, theoretical and conceptual framework of the study.

2.2. Prefects involvement in formulation of school rules and regulations on school governance

Prefects' participation in decision making refers to the work of prefects' representative bodies - such as school councils, prefects' parliaments and the prefectural body. It is also a term used to encompass all aspects of school life and decision-making where prefects may make a contribution, informally through individual negotiation as well as formally through purposely-created structures and mechanisms. Prefects' participation in school governance refers to participation of prefects in collective decision-making at school or class level and to dialogue between prefects and other decision-makers in the school (Sithole,

1998). Prefects' participation in the formulation of school rules and regulations in schools is often viewed as problematic to school administrators, parents and society at large. This is often due to the fact that prefects are viewed as minors, immature and lacking in the expertise and technical knowledge that is needed in the running of a school. However, since they are constantly in contact with other pupils, they may play an important role in school governance. Thus Prefects participation in decision making is often confined to issues concerned with pupils' welfare and not in core or major governance issues. The extent of prefects' involvement in the formulation of school rules and regulations is debatable with often conflicting viewpoints propagated by differing stakeholders depending on their background and world view. Basically there are three viewpoints that guide the extent of prefects' involvement in decision making.

In reference to Sithole (1998), the first is that prefects must remain passive and receive instructions from parents and teachers. This view will mean that policies must be designed by adults and prefects are to follow them to the letter. The second viewpoint suggests that prefects can participate but only to a certain degree (Squelch, 1999; Magadla, 2007). In support of this view, Huddleston (2007) suggests that there is a tendency among some teachers and school leaders to define the issues which affect prefects quite narrowly. When prefects are involve in the formulation of school rules and regulations, school governance becomes easier for school administrators.

Prefects' consultation and formulation of school rules and regulations is often limited to aspects of school life that affect prefects only and which have no immediate relevance to other stakeholders, e.g., playgrounds, toilets and lockers. Aggrawal (2004) adds that while prefects' representatives may not participate in matters relating to the conduct of examinations, evaluation of prefects 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 prefects' participation in the formulation of school rules and regulations, it however confines prefects' involvement in the formulation of school rules and regulations to specific areas of school life. Defining the limits of prefects participation in this way is however not only likely to give prefects 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).

Effective involvement, it has been said, would go beyond prefects comment on aspects of their lives which are seen as safe or without significant impact on the work of adults in the school, embedded at classroom level, at institutional level and at the interface between local, national and international communities (Fielding & Radduck, 2003). The notion is authoritarian and paternalistic, rather than democratic. It not only assumes that school prefects have a legitimate interest

only in prefects-specific issues, but it also assumes that prefects have no right to decide for themselves the issues in which they want or do not want to be involved. For this reason many commentators have suggested that opportunities for prefects' participation should go beyond specifically prefects-related issues and extend to wider aspects of school life, as well as to society beyond the school.

There are very few aspects of school life and the formulation of school rules and regulations in which, principle at least, school prefects cannot be meaningfully involved – depending upon their age and experience hence the need to examine the third level of prefects' involvement in decision making. The third viewpoint suggests that prefects should fully participate in decision making (Magadla, 2007). This view is supported by Njozela (1998) who points out that principals and other stakeholders should not underestimate the contributions of prefects especially if they are given the opportunity to develop their skills and their level of maturity. In their support, Huddleston (2007) feels that prefects should be involved in all areas of school life.

Huddleston adds that the range of activities that make up the work of a school can be categorized in a number of different ways, but, however it is categorized, one should expect prefects to have opportunities for involvement in each major area – in particular in a school's: ethos and climate – including rules, rewards and sanctions, curriculum, teaching and learning, management and development planning.

Hannan (2003) 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 prefects. However, in reality, the curriculum as experienced in the classroom and the learning methods employed present a range of different opportunities for Prefects 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 prefects 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, prefects are unlikely to develop any enthusiasm for them (Huddleston, 2007). Hord & Robbertson, 1999) further adds that Prefects consultation relating to curriculum and examination reform is mandatory.

2.3 Time keeping by school prefects and governance of public primary schools

Internationally, the idea of prefects role in the school management has been viewed in a positive light by most school managers as found by Cottons (cited in Sagie & Kowlosky, 2000) in the studies conducted in United States, the United Kingdom and Netherlands. The findings indicated that managers in the Netherlands viewed prefects' council participation in ensuring punctuality in school as a social obligation, while the American managers saw it as a means of

ensuring smooth running of the school. School managers in Britain viewed participation in students' punctuality by the prefects as a way of ensuring the school run well and hence had a major role to play in school governance.

The British view of participative management is different in that British managers saw involvement as less desirable. Mungunda (2003) states that the effectiveness of the use of a prefects in time keeping has not matched its popularity. Mungunda also observed that different nations attach different meaning to the concept of participative management and that a meaning assigned to the concept in one country may be completely foreign to people in another country.

Prefects work with and for the school to ensure the smooth running of different aspects of the school day. Prefects are divided into several categories who are also in-charge of time keeping. The role of the school prefect for example in enabling punctuality is well established and in addition to the public duties mentioned above school prefects have an essential role in the day to day running of the school. Although they are perhaps most visible in the school compound, in the classrooms, their other duties, particularly in the general school environment are also very important. They must be able to command the respect of pupils, including their peers and to exercise their authority in a responsible manner (Magadla, 2007).

All school prefects are on duty all the time in all places during their period of service they are the leading examples to other students. Prefects are expected to

ensure order and harmony among students and that school activities are running smoothly according to approved routine. Principally, prefects must therefore be prepared to defend and enforce school guidelines and regulations. They must therefore know the regulations themselves first and be prepared to observe them. All attempts should be the prefects to make school the pride of the nation; the symbol of success; the model of excellence.

A study by Mathenge (2007) study found out that to some extent, prefects in Nyeri Municipality secondary schools were involved in school governance through participation in time keeping and maintenance of school discipline and hence they had an influence on school governance. Their influence was found in their involvement in supervision of day to day school activities and ensuring that school rules and regulations were followed by the students, there is still need for greater involvement where they should be encouraged by the administrators to participate in decision making (Mathenge, 2007).

2.4 Prefects' role on maintenance of cleanliness and governance of public primary schools

Riley (2002) outlines place a great emphasis on the role of the prefects who assist schools in the maintenance of school cleanliness. Tyndale (cited in Riley, 2008) brought the prefects issue to the fore and questioned the legitimacy of prefects in school governance. Findings were that prefects had an influence in school governance in the maintenance of school cleanliness. Many countries (including

Kenya) are beginning to think about how to develop policies which will involve prefects more closely in school administration (Riley, 2008). The studies conducted in Canada, Denmark, England, France and USA on prefects involvement in school governance, points out that children's learning becomes more effective if their prefects participate in the running of the school. Prefects According to Poster (2002), have special roles in the school governance. For example they are delegated responsibility of leading other students in for example maintenance of cleanliness in the schools. In most Kenyan primary schools, there are prefects in charge of the compound who lead other pupils and ensure that cleanliness is maintained (Mathenge, 2007).

The rationale behind the move to involve prefects in school governance is to make schools become more effective and efficient. Poster, (2006) argues that by and large, it is in the structure and composition of the school governing bodies that change has been most marked in recent years. His concern is that the number of prefects in the governing body is inadequate to fully represent them. He (Poster, 2006) states that he does not believe that prefects membership of the governing body is sufficient itself to achieve the full involvement of all prefects in the life and activities of the school.

One of the recommendations made by Hatry (1994) to enhance prefects' involvement is that: principals and site councils should increase prefects' participation in school cleanliness. They also make mention of the fact that

prefects should be invited to attend school administrative meeting concerning school cleanliness. While making these recommendations, these researchers overlooked the financial implication of this and did not take into consideration the time constraint the principal may face since there are other issues that need his/her immediate attention (Hatry, 1994). In her Belgian study of prefects' representatives in the new participatory school council, Verhoeven (2009) has suggested that prefects are generally insufficiently aware of their rights and obligations in the maintenance of school cleanliness. Verhoeven continued outlining that prefects readily accept that only teachers have a professional understanding of the problems of children at school and ascribe to them a great deal of autonomy. In terms of communication, she highlights that teachers are not easily contacted and always available for meetings.

2.5 Prefects' role in conducting co curricular activities on the governance of public primary schools

While prefects may not participate in matters relating to the conduct of examinations, evaluation of student performance, appointment of teachers and other secret matters, their participation in conducting clubs and societies becomes an important aspect in school governance. Though prefects influence on participation in conducting clubs and society's prefects support the school administration. A study on influence of prefects' involvement in co curricular activities revealed that this aspect is still a challenge in many schools. Nongubo

(2004) found that learner involvement in school governance is still problematic, though it is presently provided for by policies that govern schools. Nongubo (2004) suggests that the reason for minimal influence of prefects' involvement is that there is an indecisive and autocratic mindset among educators regarding the issue of learner involvement in governance and management. Nongubo (2004) states clearly that the democratic potential of learner participation is undermined. Many schools, historically, have a prefect tradition (DoE 1999).

A study conducted by Bisschoff and Phakoa (1999) indicated that prefects were not satisfied with the status they presently enjoy in the governing bodies and that they would like to be given the same status as that enjoyed by all other stakeholders. A survey conducted by Bisschoff and Phakoa (1999) based on the position of minors in governing bodies of public secondary schools in England, Japan and Kenya revealed that prefects played an important role in school governance. According to the studies conducted, South African learners appeared to be dissatisfied with their representation, however, the findings of these scholars revealed that, compared with England, Japan and Kenya, South Africa represents a unique educational scenario in terms of learner representation. In other words, learners were hardly represented in other countries. The only limitation they highlight about South African learner representation is that they are not involved in financial decision-making. Participants in the research process concurred that section 32 of the South African Schools Act should be scrapped and replaced by one which stipulate that learners be given voting and contracting rights with

respect to the financial management of their schools. The recommendations made by the researchers were that prefects should be given training with respect to school management and that all stakeholders need to ensure that they have access to copies of the Act, failing which they cannot possibly fulfill their function.

2.6 Summary of literature review

The chapter also focuses on the influence of prefects' role on maintenance of cleanliness on governance of public primary schools, effects of prefects' role on conducting co curricular activities on the governance of public primary schools, theoretical and conceptual framework of the study. The study has established that Prefects' participation in the formulation of school rules and regulations in schools is often viewed as problematic to school administrators, parents and society at large (Sithole, 1998). Huddleston (2007) has shown that there is a tendency among some teachers and school leaders to define the issues which affect prefects quite narrowly. Aggrawal (2004) adds that while prefects' representatives may not participate in matters relating to the conduct of examinations, evaluation of prefects performance, appointment of teachers and other secret matters, their participation should be ensured in all other academic and administrative decisions taken by these bodies. Njozela (1998) has established that points out that principals and other stakeholders should not underestimate the contributions of prefects especially if they are given the opportunity to develop their skills and their level of maturity while Hannan (2003)

points out that curricula and evaluation criteria are often prescribed in detail by state or regional authorities, apparently leaving little room for involvement by teachers or prefects. Sagie and Kowlosky, (2000) have indicated that that managers in the Netherlands viewed prefects' council participation in ensuring punctuality in school as a social obligation, while the American managers saw it as a means of ensuring smooth running of the school while Mungunda (2003) states that the effectiveness of the use of a prefects in time keeping has not matched its popularity. Mathenge (2007) on the other hand found out that to some extent, prefects in Nyeri Municipality secondary schools were involved in school governance through participation in time keeping and maintenance of school discipline and hence they had an influence on school governance. Riley (2002) found that prefects had an influence in school governance in the maintenance of school cleanliness. Many countries (including Kenya) are beginning to think about how to develop policies which will involve prefects more closely in school administration. According to Poster (2002), have special roles in the school governance. Nongubo (2004) found that learner involvement in school governance is still problematic, though it is presently provided for by policies that govern schools .Bisschoff and Phakoa (1999) indicated that prefects were not satisfied with the status they presently enjoy in the governing bodies and that they would like to be given the same status as that enjoyed by all other stakeholders. A survey conducted by Bisschoff and Phakoa (1999) based on the position of minors in governing bodies of public secondary schools in England, Japan and Kenya

revealed that prefects played an important role in school governance.

2.7 Theoretical framework

The path–goal theory, also known as the path–goal theory of leader effectiveness, is a leadership theory developed by Robert House in his 1971 Ohio State University graduate, in 1971. The theory states that a leader's behavior is contingent to the satisfaction, motivation and performance of her or his subordinates. The revised version in 1996 also argues that the leader engages in behaviors that complement subordinate's abilities and compensate for deficiencies. The path–goal model can be classified both as a contingency and as a transactional leadership theory.

Pathgoal theory was initially developed by Robert House to explain workplace leadership. The theory builds heavily on two theories of work motivation: goal setting and expectancy theory. Goal-setting theory suggests that an effective way to motivate people is to set challenging but realistic goals and to offer rewards for goal accomplishment. Expectancy theory explains why people work hard to attain work goals. People will engage in behaviors that lead to goal attainment if they believe that (a) goal attainment leads to something they value for example increase in pay, status, promotion) and (b) the behaviors they engage in have a high chance (expectancy) of leading to the goal. If people do not value the reward for goal attainment or believe that their behavior is unlikely to lead to goal attainment, then they will not be motivated to work hard.

Pathgoal theory builds on these propositions by arguing that effective leaders are those who help their subordinates achieve their goals. According to pathgoal theory, leaders have a responsibility to provide their subordinates with the information and support necessary to achieve the work goals. One way to do this is to make salient the effort reward relationship by linking desirable outcomes to goal attainment for example emphasizing the positive outcomes to the subordinates if they achieve their goals) and/or increasing the belief (expectancy) that their work behaviors can lead to goal attainment (for example by emphasizing that certain behaviors are likely to lead to goal attainment).

The path-goal leadership theory emphasizes on how leaders can facilitate task performance by showing subordinates how performance can be instrumental in achieving desired rewards. In the case of prefects, the school leadership expects the prefects' body to help in the improvement of students' discipline in their capacity as the 'eyes' and 'ears' of the administration in as far as students' discipline is concerned. The theory of leadership discussed here recognizes at least four distinct types of leader behavior. Directive leadership whereby the prefects are not active participants since the administrators provides them with specific guidance, standards and work plans, including rules and regulations. Also it recognizes supportive leadership where the administrator shows concern for well being and personal needs of the prefects. He or she is approachable and friendly.

2.8 Conceptual framework

The conceptual framework for the study is presented in Figure 2.1

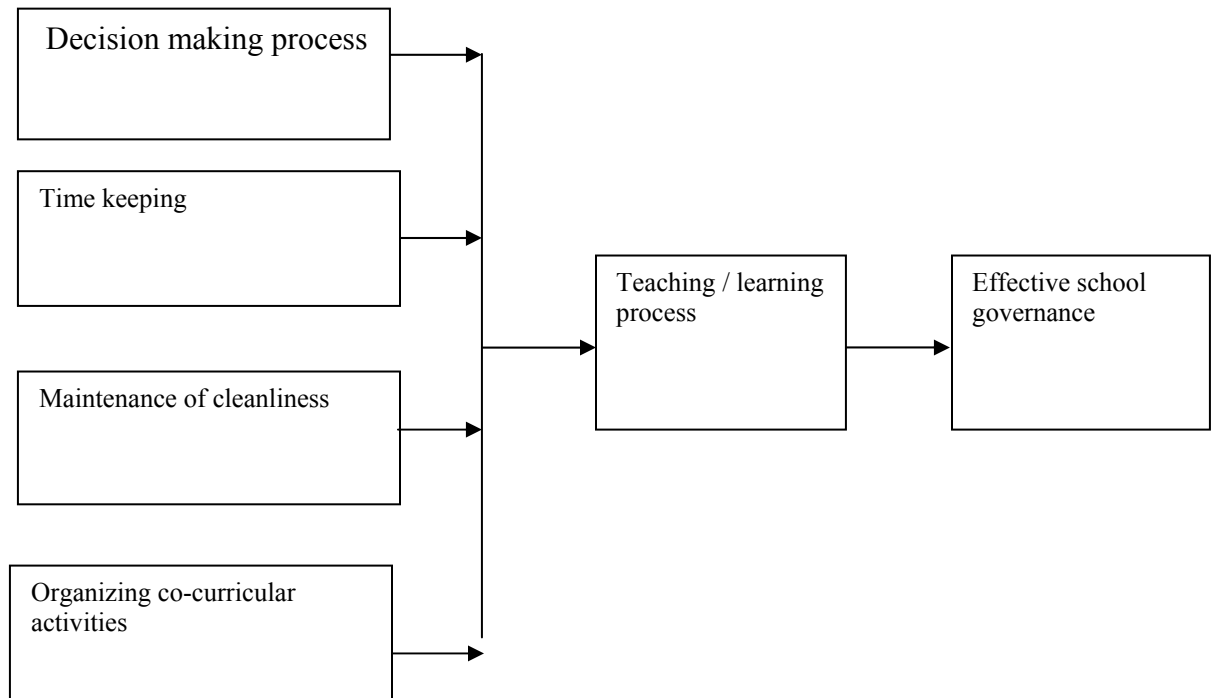


Figure 2.1 Interrelatedness between variables in the influence of prefects' involvement in school governance

The conceptual framework shows the relationship between variables in the involvement of prefects in school governance. The figure shows that when prefects are involved in the various aspects of school governance such as decision making, time keeping, time keeping, maintenance of school cleanliness and organization of co-curricular activities they assist the school administration in the process of school governance. Further, the school system will run smoothly when prefects play their roles.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter sets out various stages and phases that are followed in completing the study. It involves a blueprint for the collection, measurement and analysis of data. This chapter is an overall scheme, plan or structure conceived to aid the researcher in answering the raised research question. The chapter describes the research design and methodology that will be used to guide the study under the following sub-headings: the research design, target population, sample and sampling techniques, data collection instruments, validity and reliability of the instruments, data collection procedures and data analysis techniques.

3.2 Research design

In this study, descriptive survey design was adopted. The descriptive research attempts to describe, explain and interpret conditions of the present that is “what is”. The purpose of a descriptive research is to examine a phenomenon that is occurring at a specific place(s) and time. A descriptive research is concerned with conditions, practices, structures, differences or relationships that exist, opinions held, processes that are going on or trends that are evident (Hubermann, 2002). The descriptive design was therefore be used in the study to explain and interpret

and examine a phenomenon on the influence of school prefects in school governance.

3.3 Target population

Target population is the specific population about which information is desired. According to Ngechu (2004), a population is a well defined or set of people, services, elements, events, group of things or households that are being investigated. Mugenda and Mugenda, (2003), explain that the target population should have some observable characteristics, to which the researcher intends to generalize the results of the study. The target population of this study included the 38 headteachers, 38 deputy headteachers and 380 school prefects.

3.4 Sample and sampling procedures

Sampling means selecting a given number of subjects from a defined population as representative of that population. Any statements made about the sample should also be true of the population (Orodho 2005). It is however agreed by Mugenda and Mugenda, 1999 that the larger the sample the smaller the sampling error. Nwana (1982) commenting on sample size observed that there are certain non-definite practices among social research workers that the beginner can adopt. One such practice suggest that if the population is a few hundreds, a forty percent or more sample will do; if many hundreds, a twenty percent will do; if a few thousands a ten percent sample will do; and if several thousand a five percent or less sample will do. The district has a total of 38 public primary schools with total

number of 38 headteachers, 38 deputy headteachers and 380 prefects. To select the sample for the study, 40% was used. This means that 15 headteachers, 15 deputy headteachers and 152 prefects were selected. The sample size was therefore 182 respondents. The sampling frame is presented in table 3.1

Table 3.1. Sampling frame

Category	Population	Sample	% sample
Headteachers	38	15	40
Deputy headteachers	38	15	40
Prefects	380	152	40

3.5 Research instruments

Questionnaires were used to gather data for the study from all the respondents. As Kiess and Bloomquist (1985) observed, a questionnaire offers considerable advantages in its administration in that can be used for large numbers of population simultaneously and also provide the investigation with an easy accumulation of data. Headteachers questionnaire had five sections. Section one had four items concerning the extent of prefects' involvement in decision making, section B had three items focusing on the extent to which prefects assistance in time keeping, section C had three items on the extent to which prefects assistance in maintenance of cleanliness; section while section D contained three items on

how prefects assistance in organizing co-curricular activities.

Deputy Headteachers questionnaire had five sections. Section one had 4 items concerning the extent of prefects' involvement in decision making, section B had three items focusing on the extent to which prefects assistance in time keeping, section C had three items on the extent to which prefects assistance in maintenance of cleanliness; section while section D contained three items on how prefects assistance in organizing co-curricular activities. Questionnaire for the prefects had five sections. Section one will have 4 items concerning the extent of prefects' involvement in decision making, section B had five items focusing on the extent to which prefects assistance in time keeping, section C had three items on the extent to which prefects assistance in maintenance of cleanliness; section while section D contained three items on how prefects assistance in organizing co-curricular activities. The entire questionnaire solicited both qualitative and quantitative data.

3.6 Validity of the instrument

Validity is defined as the accuracy and meaningfulness of inferences, which are based on the research results (Mugenda & Mugenda, 2003). In other words, validity is the degree to which results obtained from the analysis of the data actually represents the phenomena under study. The pilot study helped to improve face validity and content validity of the instruments. According to Borg and Gall (1989), validity of an instrument is improved through expert judgment. As such,

the researcher discussed the results with colleagues and the supervisors in order to help improve content validity of the instrument.

3.7 Reliability of the instrument

Mugenda and Mugenda (2003) define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trial. To enhance reliability of the instruments, pre test was conducted in Borabu District, but which was not used in the final study. The reason behind pre-testing was to assess the clarity of the questionnaire items. Those items found to be inadequate or vague was modified to improve the quality of the research instrument thus increasing its reliability. In order to improve the reliability of the instrument, the researcher employed the test-retest technique for the deputy head teachers and deputy headteachers, whereby the questionnaires were administered twice to the respondents in the pilot sample. A Pearson's product moment correlation coefficient formula was used.

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

According to Mugenda and Mugenda (1999) a coefficient of 0.80 or more will simply show that there is high reliability of data. The coefficient for the headteachers questionnaire was 0.76 that of the deputy headteachers had a coefficient of 0.79 while that of the pupils had a coefficient of 0.72 hence the instruments were deemed reliable.

3.8 Data collection procedures

The researcher obtained research permit from the National Council for Science and Technology and clearance from the County Director of Education Office. The selected schools visited, the researcher created rapport with the respondents, explain the purpose of the study to them and then administer the questionnaires to them. The researcher picked them once they have been filled. The respondents were assured that strict confidentiality would be maintained in dealing with their identities. The researcher administered the questionnaires to the respondents himself.

3.9 Data analysis techniques

After the data had been collected, there was cross-examination to ascertain their accuracy, competences and identify those items wrongly responded to, spelling mistakes and blank spaces. Quantitative data was then entered into the computer for analysis using the Statistical Package for Social Sciences (SPSS). This processed the frequencies and percentages which were used to discuss the findings. Frequency distribution tables, pie charts and bar graphs were used to present the data while descriptive statistics such as percentages and frequencies were used to answer research questions. Qualitative data was analyzed according to the themes in the research objectives and research questions.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

Presented in this chapter are data analysis, presentation and interpretation of finding. The research objectives were to determine the extent to which prefects are involved in formulation of school rules and regulations in public primary schools in Borabu District; To establish the extent to which prefects assistance in time keeping influence governance of public primary schools in Borabu District; To establish the extent to which prefects assistance in maintenance of cleanliness influence governance of public primary schools in Borabu District and To establish how prefects assistance in organising co-curricular activities influence governance of public primary schools in Borabu District.

The data presented in this chapter were processed using Statistical Package for Social Sciences (SPSS). All themes discussing the same research questions were presented and analyzed together. The analysis of data was presented in both narrative and tabular forms.

4.2 Questionnaire return rate

Questionnaire return rate is the proportion of the questionnaire returned after administration to the respondents. In this study, out of 15 headteachers, 15 deputy headteachers and 152 prefects, 14 headteachers (93.3%), 15 (100%) deputy

headteachers and 144 (94.7%) prefects filled and returned the questionnaires. These questionnaire return rates were deemed adequate for data analysis.

4.3 Extent of prefects' involvement in formulation of rules and regulations

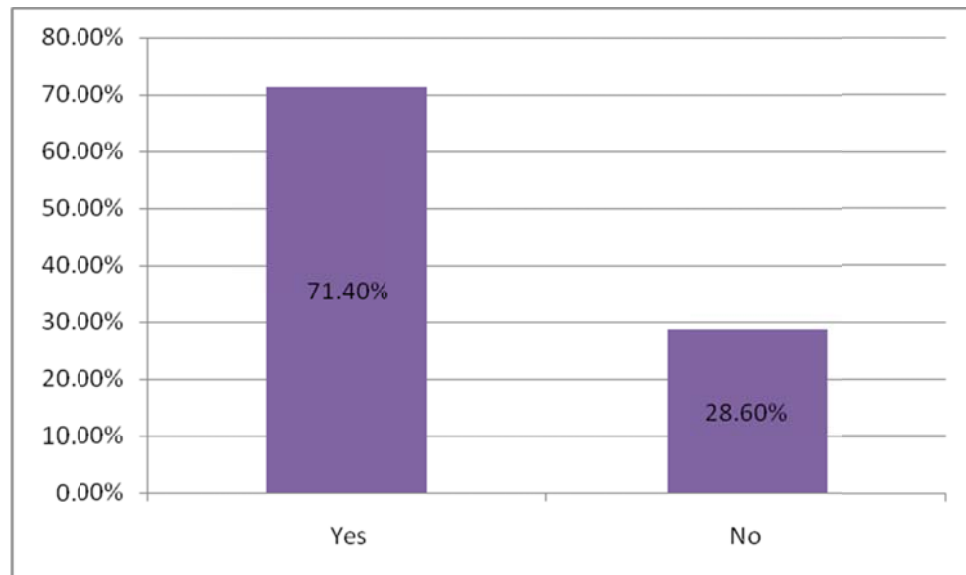
Prefects' participation in school governance refers to involvement of prefects in collective decision-making at school or class level and to dialogue between prefects and other decision-makers in the school (Sithore, 1998). To establish the extent of prefects' involvement in the formulation of school rules and regulations, the head teachers and their deputies were asked whether there were prefect's council in their school.

Headteachers' responses showed that the school had prefect's body. All the headteachers further indicated that they involved the prefects' in the formulation of school rules and regulations at school or class level and to dialogue between prefects and other decision-makers in the school. Data from headteachers indicated that prefects worked with and for the school to ensure the smooth running of different aspects of the school day. School prefects had an essential role in the day to day running of the school.

The study further sought to investigate whether the pupils were involved in the selection of their prefects. The headteachers responded as Figure 4.1

Figure 4.1

Headteachers' involvement in the selection of their prefects



Data on whether the pupils were involved in the selection of their prefects show that majority 10 (71.4%) of headteachers involved their pupils in the selection of their prefects. These findings indicate that majority of the schools gave pupils an opportunity to select their prefects.

The prefects were also asked to indicate whether the school administration asked them of their opinion regarding school matters. Their responses are presented in

Table 4.1

School administrators opinions regarding prefects involvement in school matters

Response	F	%
Yes	85	59.0
No	59	41.0
Total	144	100.0

Table 4.1 shows that majority (59.0%) of prefects indicated that they were asked of their opinions by the school administration regarding school matters. The data agrees with the headteachers and the teachers that prefects were involved in school governance. However, when the headteachers were asked whether they involved the prefects in designing school programmes, majority 8(57.1%) of them indicated that they did not involve prefects in designing the school programme.

The study further sought to establish from the deputy the extent to which the school administration involved prefects in decision making. Data is tabulated in Table 4.2

Table 4.2

Deputy headteachers responses on school administration involving prefects in formulation of school rules

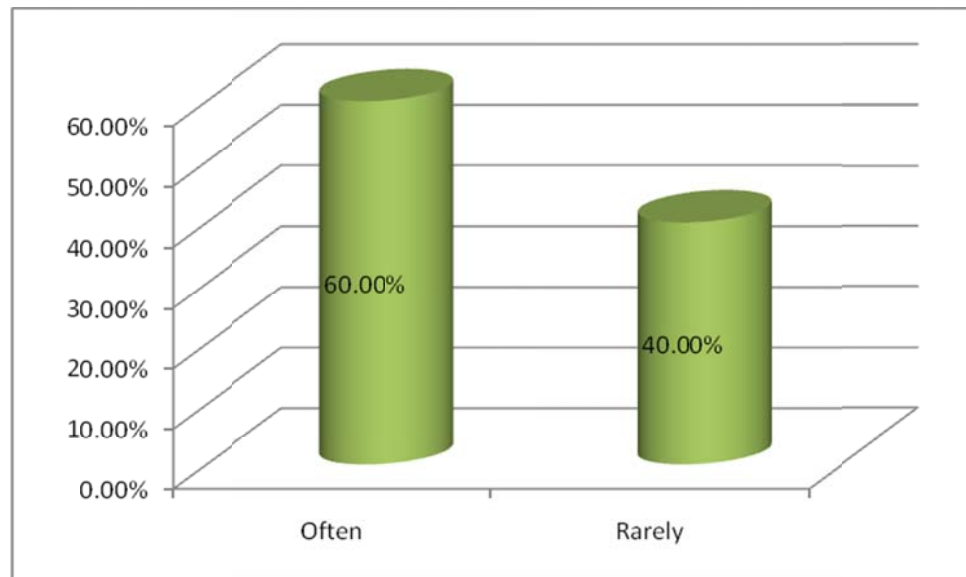
Extent	F	%
To a large extent	8	53.3
To a less extent	5	33.3
To a least extent	2	13.3
Total	15	100.0

Findings from Table 4.2 show that majority (53.3%) of deputies involved the prefects in formulation of school rules and regulations to a large extent while 33.3% of the deputy headteachers involved them at a less extent. These findings concur with the prefects responses that prefects were involved in the formulation of school rules and regulations.

When the deputy headteachers were further asked the frequency at which they met with the prefects to discuss on matters regarding the schools activities, they responded as indicated in Figure.4.2.

Figure 4.2

Deputies frequency of meetings with prefects to discuss on matters regarding the schools activities



Data shows that majority 9 (60.0%) of the deputy headteachers' met with the prefects often to discuss matters regarding the schools activities while 6(40.0%) of the deputies met with them rarely. This further suggests that prefects were involved in school governance.

The head teachers were also asked to respond on whether they involved prefects in discussing school matters, majority 10(71.5%) of the indicated that they often involved the prefects in discussing school matters. The prefects' responses on how often they met with the school administration to discuss school matters are presented in Table 4.3.

Table 4.3

Prefects responses on frequency of meetings headteachers to deliberate on school matters

Frequency	F	%
Very often	89	61.8
Often	19	13.2
Not at all	36	25.0
Total	144	100.0

Their responses indicated that majority (61.8%) very often met with the school administration to discuss school rules and regulations. These findings agree with those of the deputy headteachers where majority (60.0%) reported that they met with their headteachers to deliberate on school matters.

The prefects were further asked whether the school administration invited them to discuss school matters. Data is presented in Table 4.4

Table 4.4

Prefects responses on invitation by school administration discuss school matters

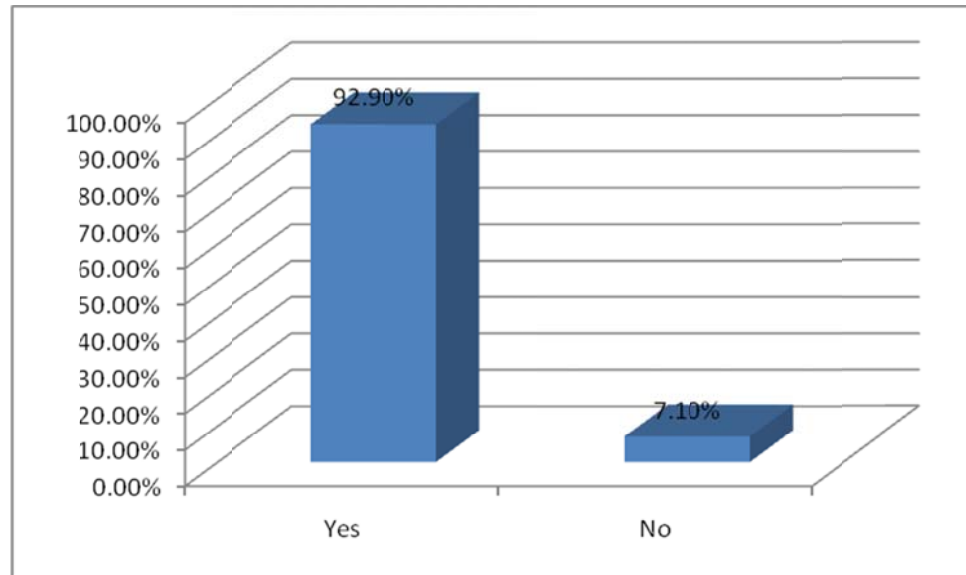
Response	F	%
Yes	69	47.9
No	75	52.1
Total	144	100.0

Data shows on the prefects responses showed that majority (52.1%) of them were involved by the school administration in discussion of school matters. The deputies were asked whether the prefects' opinions on school governance were taken into consideration. Data indicated that the prefects opinions were taken into consideration as indicated by majority (93.3%) of the deputies.

The headteachers were asked whether there was a member of staff in charge of the prefects' body in the school. Their responses are presented in Figure.4.3

Figure 4.3

Headteachers responses on members of staff in charge of the prefects' body



The data shows that majority 13(92.9%) of the head teachers indicated that there teachers who were in charge of the prefects body. This finding affirms that the school administration considered prefects as an integral part of school governance.

The deputy headteachers were asked whether they consulted prefects on school matters pertaining discipline. Data indicated that majority 10(66.7%) of the deputy headteachers consulted them in matters of discipline. This is a further indication that prefects were involved in school governance. The study further sought to investigate the extent of the prefect's participation in the decision making in the school. Data is tabulated in Table 4.5.

Table 4.5

Head teachers' rate of the prefect's participation in the decision making in the school

Rate	F	%
Highly involved	7	50.0
Moderately involved	7	50.0
Total	14	100.0

Data shows that there was a high prefects involvement in decision making in the school where half (50.0%) of the headteachers rated the prefect's participation in the decision making in the school highly while the same rate said it was moderately. This is in line with Huddleston (2007) who states that prefects should be involved in all areas of school life.

The headteachers were further asked to indicate the extent at which the school administration involved prefects in decision making. Data is presented in Table 4.6.

Table 4.6

Headteachers' responses on school administration involvement of prefects in decision making

Extent	F	%
To a large extent	10	71.4
To a less extent	3	21.4
To a least extent	1	7.1
Total	14	100.0

Data shows that headteachers viewed that the school administration involved prefects in decision making to a large extent while 21.4% of the headteachers viewed to a less extent. The prefects were asked whether there was a suggestion box in their school. Data indicated that there was suggestion box in the school as indicated by majority (70.8%) of the prefects.

When the headteachers were asked whether the prefects opinions on school governance was taken into consideration, majority 10(71.4%) of the headteachers said that it was taken into consideration, this agreed with majority 77(53.5%) of prefects responses who indicated that the prefects opinions on school governance was taken into consideration. The above findings show that school administration involved prefects in school governance in terms of decision making, formulation of school rules and regulations. The findings are in line with Njozela (1998) who

points out that principals and other stakeholders should not underestimate the contributions of prefects especially if they are given the opportunity to develop their skills and their level of maturity.

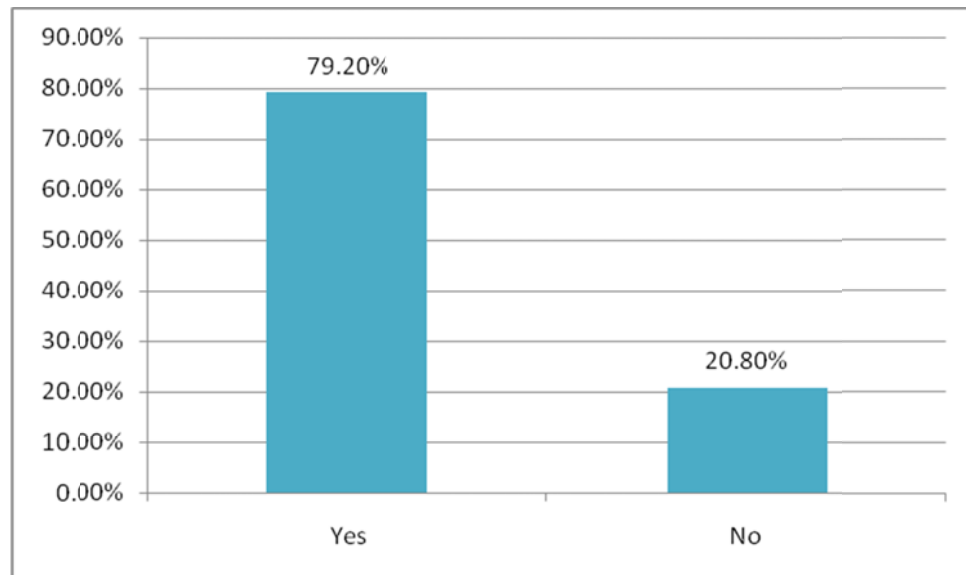
Prefects' consultation and decision-making is often limited to aspects of school life that affect prefects only and which have no immediate relevance to other stakeholders, e.g., playgrounds, toilets and lockers. Aggrawal (2004) adds that while prefects' representatives may not participate in matters relating to the conduct of examinations, evaluation of prefects performance, appointment of teachers and other secret matters, their participation should be ensured in all other academic and administrative decisions taken by these bodies.

4.4 Extent of prefects' involvement in time keeping

One of the roles of prefects in the school is time keeping. This is because they are constantly with other pupils. Usually in every school, there is a prefect who is in-charge of time keeping. Prefects work with and for the school to ensure the smooth running of different aspects of the school day. The study therefore sought to establish the extent to which prefects' were involved in time keeping. The headteachers were therefore asked whether there was a prefect in-charge of time keeping in the school. Headteachers indicated that there was a prefect in-charge. The pupils were also asked to respond to an item that sought to indicate whether there was a prefect incharge of timekeeping in the school. Their responses are presented in Figure 4.4.

Figure 4.4

Prefects involvement in time keeping in the school



Their responses indicated that 79.2% of the prefects agreed that there was a prefect in-charge of time keeping. Their findings therefore agreed with the findings of the headteachers that there were prefects in charge of time keeping in the schools. These findings further agreed with those of the deputy headteachers where majority 13(86.7%) agreed that there was prefect in charge of time keeping in the school. The findings of the headteachers, their deputies and the prefects agreed that prefects were involved in time keeping in the schools. This is in line with Magadla (2007) who found that prefects must be able to command the respect of pupils, including their peers and to exercise their authority in a responsible manner.

In a further bid to investigate the role of prefects in school governance in terms of

time keeping, the headteachers were asked to rate the role of the prefects in time keeping in the school. Data is tabulated in Table 4.7

Table 4.7

Headteachers responses on the role of the prefects in time keeping in the school

Rate	F	%
Very important	12	85.7
Less important	2	14.3
Total	14	100.0

Data shows that majority (85.7%) of the headteachers were of the opinion that the prefects role in time keeping in the school was very important. The same question was posed to the deputy headteachers to which they responded as indicated in Table 4.8.

Table 4.8

Deputies rate on the role in prefects in time keeping

Rating	F	%
Very important	9	60.0
Less important	5	33.3
Not important at all	1	6.7
Total	15	100.0

Findings in Table 4.8 shows that majority of the deputy headteachers (60.0%) said that the role of prefects in time keeping was very important. Their responses echoed that of the headteachers on the importance of prefects' role in time keeping. The prefects were also asked to rate the importance of prefects role in time keeping where they responded as indicated in Table 4.9.

Table 4.9

Prefects rate on the role in prefects in time keeping

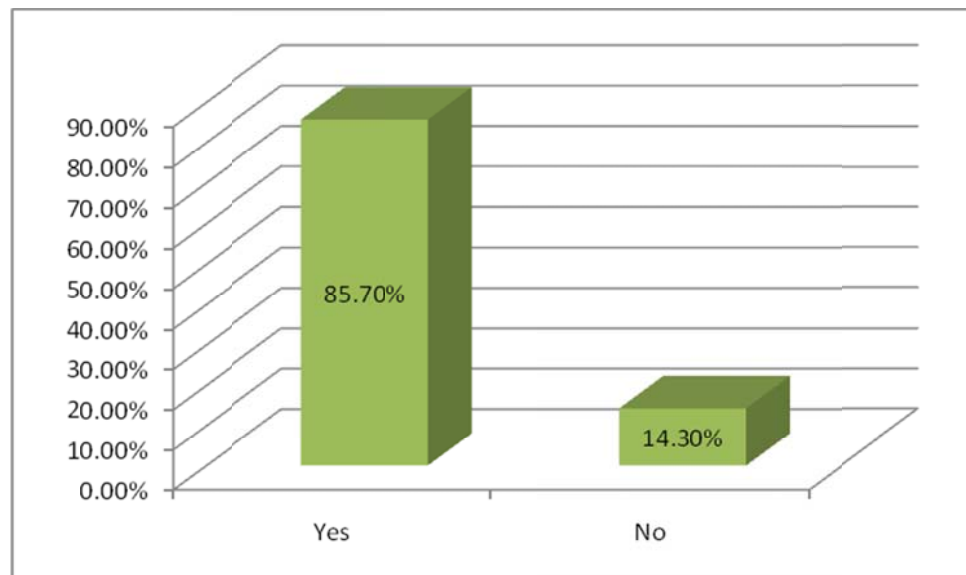
Rate	F	%
Very important	122	84.7
Less important	20	13.9
Not important at all	2	1.4
Total	144	100.0

The prefects responses as presented in Table 4.9 indicated that majority (84.7%) of prefects deemed their role in time keeping as being very important. These findings of the headteachers, their deputies and the prefects imply that prefects had an important role in school governance in their role of time keeping.

The headteachers were asked whether they discussed with the prefects about time keeping, data is presented in Figure 4.5

Figure 4.5

Headteachers' discussion with the prefects on time keeping



Data shows that majority (85.7%) of the headteachers discussed with the prefects about time keeping. This further affirms that the headteachers considered prefects as an integral part of school governance.

The deputy headteachers were also asked to indicate whether they considered

time keeping as an important aspect of school governance to which they responded as indicated in Table 4.10.

Table 4.10

Deputy headteachers' responses on importance of time keeping in school governance

Response	F	%
Yes	14	93.3
No	1	6.7
Total	15	100.0

Data shows that majority (93.3%) of the deputies considered time keeping is an important aspect of school governance. The findings agree with prefects responses where majority 105(72.9%) reported time keeping was an important aspect of school governance.

When the prefects were asked whether they ensured that other pupils were punctual, majority 130(90.3%) of the prefects said that they ensured their punctuality. The deputies were asked to rate the punctuality as an aspect of school governance, they responded as Table 4.11.

Table 4.11

Deputies rating of punctuality as an aspect of school governance

Rate	F	%
Very important	14	93.3
Less important	1	6.7
Total	15	100.0

Findings shows that majority (93.3%) of the deputies rated the punctuality as a very important aspect of school governance. This agreed with the prefects responses as majority (45.8%) of the prefects said that it was very important aspect. The headteachers further added that prefects' roles were divided into several categories where one was being in-charge of time keeping. The role of the school prefect for example in enabling punctuality was well established. The findings presented and discussed in this section have shown that prefects played an important part of school governance in their role of time keeping in the school.

The above findings agree with Cottons (cited in Sagie and Kowlosky, 2000) in the studies conducted in United States, the United Kingdom and Netherlands whose Findings indicated that managers in the Netherlands viewed prefects' council participation in ensuring punctuality in school as a social obligation, while the American managers saw it as a means of ensuring smooth running of the school. School managers in Britain viewed participation in students' punctuality by the

prefects as a way of ensuring the school run well and hence had a major role to play in school governance.

The findings further agree with Mungunda (2003) who found that the effectiveness of the use of prefects in time keeping has not matched its popularity. Mungunda also observed that different nations attach different meaning to the concept of participative management and that a meaning assigned to the concept in one country may be completely foreign to people in another country. The findings are further in line with Mathenge (2007) study found out that to some extent, prefects in Nyeri Municipality secondary schools were involved in school governance through participation in time keeping and maintenance of school discipline and hence they had an influence on school governance. Their influence was found in their involvement in supervision of day to day school activities and ensuring that school rules and regulations were followed by the students, there is still need for greater involvement where they should be encouraged by the administrators to participate in decision making

4.5 Extent to which prefects' involvement in maintenance of cleanliness

One of the roles of prefects in a school is that of maintaining cleanliness of the school. Riley (2008) outlines place a great emphasis on the role of the prefects who assist schools in the maintenance of school cleanliness. The study therefore sought to establish the extent to which prefects were involved in maintaining cleanliness in the schools. The prefects were for instance asked whether they

conducted school cleanliness in the school. Their responses are presented in Table 4.12.

Table 4.12

Prefects responses on involvement in school cleanliness

Response	F	%
Yes	120	83.3
No	24	16.7
Total	144	100.0

Data indicated that majority (83.3%) of the prefects conducted school cleanliness. The deputies were also asked whether there were prefects in charge of maintaining school cleanliness. Data showed that majority 14(93.3%) of the deputies responded to the affirmative that there were prefects in charge of school cleanliness. These findings agreed with the prefects responses where majority 114(79.2%) of the prefects indicated that there were prefects in charge of classroom cleanliness. The headteachers were asked whether the prefects helped in maintenance of school cleanliness, they responded as Table 4.13.

Table 4.13

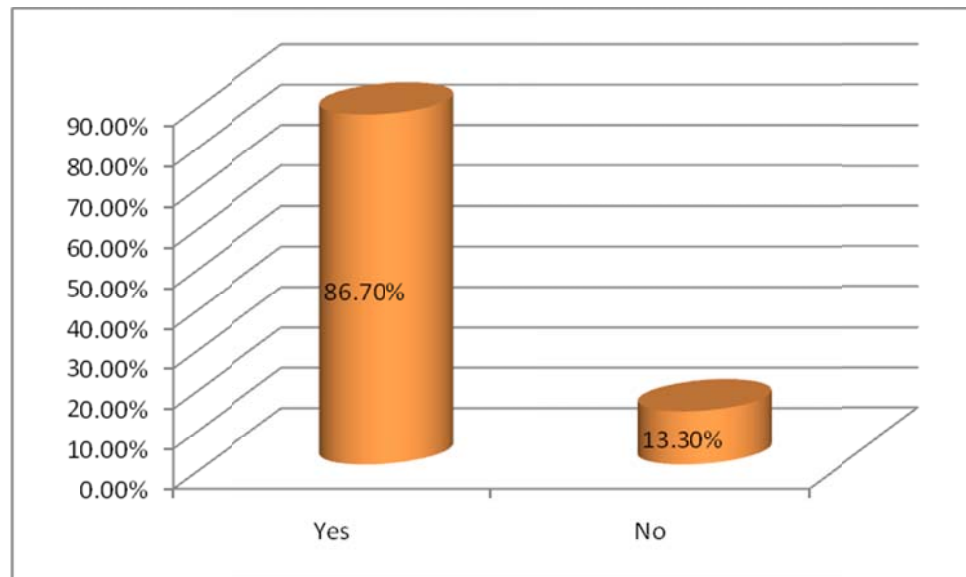
Headteachers responses on prefects' maintenance of school cleanliness

Response	F	%
Yes	12	85.7
No	2	14.3
Total	14	100.0

Data revealed that majority (85.7%) of the headteacher said that the prefects helped in maintenance of school cleanliness while 14.3% of headteachers said that the prefects did not help in maintenance of school cleanliness. The study further sought to establish whether there prefects organized other pupils in school cleanliness. The deputies were asked to respond to the same. Data is presented in Figure 4.6.

Figure 4.6

Deputies responses on whether prefects organized other pupils in school cleanliness



Majority 13(86.7%) of the deputies said that their prefects organized other pupils in school cleanliness. When the prefects were asked whether there was duty rota for the prefects in maintenance of school cleanliness, majority 127(88.2%) indicated that there was. These further shows that prefects were involved in school governance in their role of maintaining school cleanliness.

The findings from headteachers showed that all school prefects were on duty all the time in all places during their period of service they were the leading examples to other students. Prefects were expected to ensure order and harmony among students and that school activities are running smoothly according to approved routine. The headteachers further added that prefects must be able to

command the respect of pupils, including their peers and to exercise their authority in a responsible manner.

The study further sought to establish whether the headteachers discussed with the prefects on the issues of school cleanliness. Majority 13(92.9%) of the headteachers reported that they discussed matters of school cleanliness with the prefects. The study found from the deputies that school cleanliness is an important aspect of school governance as indicated by majority 12(80.0%) of the deputies. The researcher further asked the respondents to rate the importance of cleanliness in school governance. It was found that cleanliness in school governance was a very important factor as indicated by majority 10(66.7%), 91(63.2%) and 10(71.4%) of the prefects, deputies and headteachers respectively. To involve prefects fully in school cleanliness, the headteachers recommended that there should be prefects in charge of the compound who lead other pupils and ensure that cleanliness is maintained.

These findings are in line with Tyndale (cited in Riley, 2008) who found in his study that prefects had an influence in school governance in the maintenance of school cleanliness. The results are also in line with Poster (2002) who stated that prefects have special roles in the school governance when they are delegated with responsibility of leading other students in maintenance of cleanliness in the schools. The findings also agree with Mathenge (2007) who found that in most Kenyan primary schools, there are prefects in charge of the compound who lead

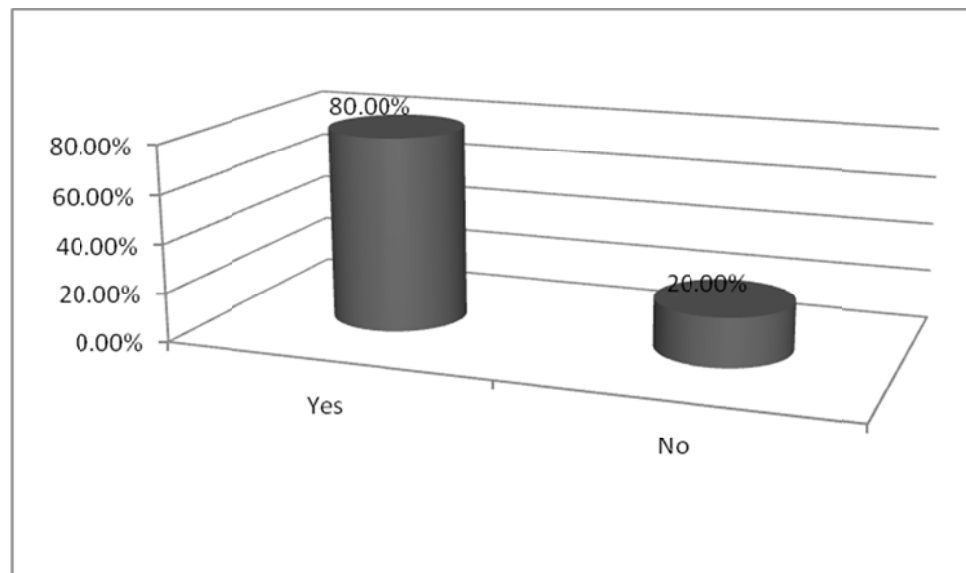
other pupils and ensure that cleanliness is maintained.

4.6 Extent of prefects' involvement in organizing co-curricular activities

The researcher further sought to establish the extent of prefects' involvement in organizing co-curricular activities; specifically the headteachers were asked whether they involved their prefects in the organization of school co curricular activities. Majority 13(92.9%) of the headteachers indicated that they involved them. The deputies were asked whether there were prefects in charge of co-curricular activities. Data is presented in Figure 4.7

Figure 4.7

Deputies responses on whether there were prefect incharge of co-curricular activities

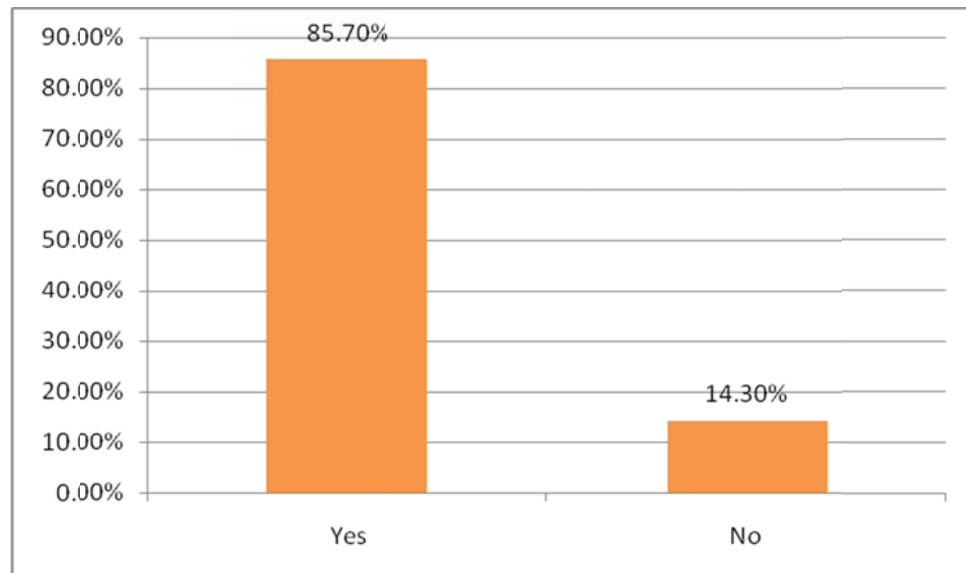


Data shows that majority 80% of the deputy headteachers indicated that there

were prefects in charge of co-curricular activities. This agreed with the prefect responses as majority 102(70.8%) of prefects agreed that there were prefects in charge of co-curricular activities. The researcher further sought to establish whether the headteachers gave responsibility to prefects to organize co-curricular activities in the school. The results are presented in Figure 4.8.

Figure 4.8

Responsibility given to prefects to organize co-curricular activities



Majority 12(85.7%) of headteachers indicated that they gave the prefects responsibilities of organizing co-curricular activities in the school. These findings indicated that the school administration deemed the role of prefects in school governance as important. When the prefects were asked whether they were given roles such as refereeing matches, they responded as indicated in Table 4.14

Table 4.14

Prefects responses on their roles of refereeing matches

Response	F	%
Yes	130	90.3
No	14	9.7
Total	144	100.0

Findings shows that majority 130 (90.3%) of the prefects said that they were assigned such roles. This shows that although prefects were given opportunity to organize and facilitate co curricular activities, the deputies were asked to indicate the frequency at which the games teachers met prefects to organize the schools co curricular activities. Data is tabulated in Table 4.15

Table 4.15

Deputies responses on the frequency of organising schools co curricular activities

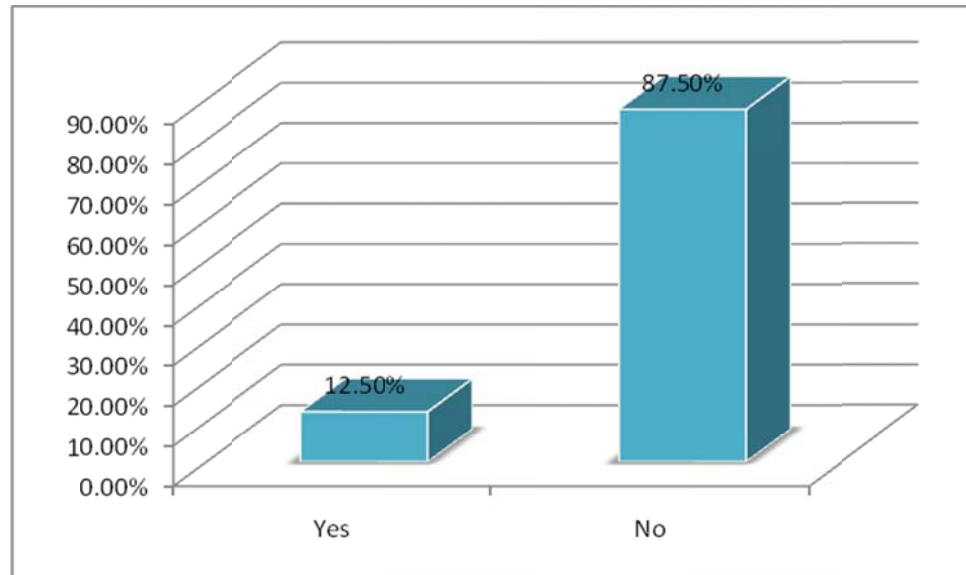
Response	F	%
Very often	8	53.3
Often	6	40.0
Not at all	1	6.7
Total	15	100.0

Data indicated that the deputies were of the opinion that games teachers often met with prefects to organize schools co curricular activities as indicated by 8 (53.3%) who indicated very often and 6 (40%) who indicated often. These findings show that games teachers involved prefects in matters of co curricular activities.

When the prefects were asked whether they planned school matches with the games teacher, majority 126(87.5%) of prefects reported that they were not involved in planning. This is indicated by Figure 4.9.

Figure 4.9

Prefects planning of school matches with the games teacher



The deputy headteachers were asked to rate the prefects involvement in organization of co curricular activities. Their responses are presented in Table 4.16

Table 4.16

Deputies rating on prefects involvement in organization of co curricular activities

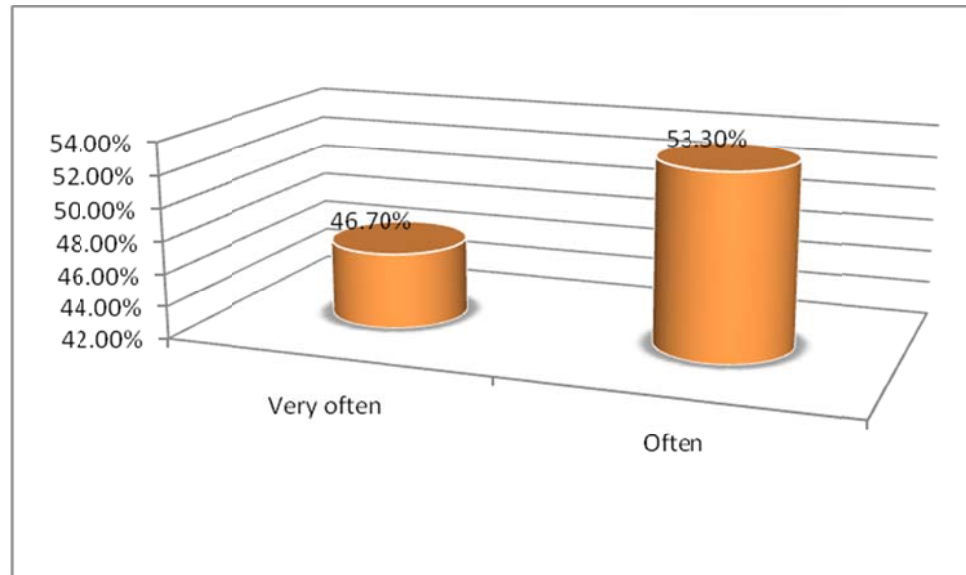
Rate	F	%
Very important	6	40.0
Important	9	60.0
Total	15	100.0

Data shows that the deputy headteachers rated prefects' involvement in organization of co curricular activities as being important as indicated by majority 9(60.0%). This further shows that prefects were considered important in school governance.

When asked to indicate the frequency at which they ensured that prefects took charge of school co-curricular activities, they responded as Figure 4.10.

Figure 4.10

Deputies frequency taking charge of school co-curricular activities



Data indicated that majority 8(53.3%) of the deputies reported that they often ensured that prefects took charge of school co-curricular activities. When the headteachers were asked to respond to the same item, majority 11(78.6%) of the headteachers reported that they ensured that the prefects took charge of school co-curricular activities very often. Majority 9(64.3%) of the headteachers further indicated that the prefects were able to organize other pupils for co curricular activities.

The study further sought to investigate whether prefects were able to control pupils during games in the absence of the teachers. The findings are presented in Table 4.17

Table 4.17

Deputies responses on prefects control of pupils during games

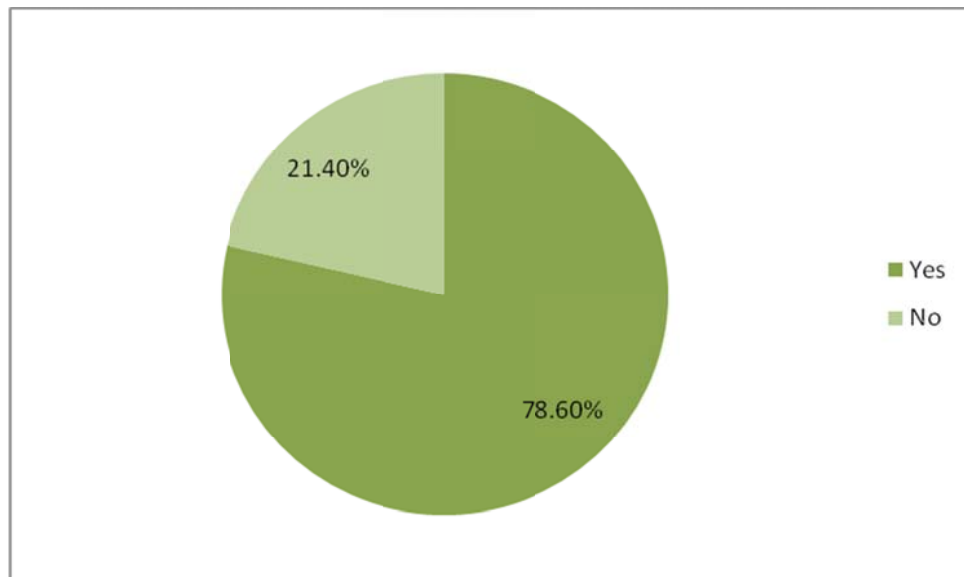
Response	F	%
Yes	8	53.3
No	7	46.7
Total	15	100.0

Data showed that majority (53.3%) of the deputies reported that the prefects were able to control the pupils in the absence of teachers. The findings show that prefects played an important role of school governance in their role of controlling pupils during co curricular activities.

When the headteachers were asked whether games master/mistress have meetings with the prefects to organize for co curricular activities they responded as indicated in Figure 4.11.

Figure 4.11

Headteacher responses on games master/mistress and prefects organize for co curricular activities



Findings indicated that majority 11(78.6%) headteacher reported that the games master/mistress had meetings with the prefects to organize for co curricular activities. Majority 12(85.7%) of the headteachers viewed that the role of prefects in the organization of co curricular activities was very important as shown by

Table 4.18

Table 4.18

Headteachers rating of on the role of prefects in the organization of co curricular activities

Rate	F	%
Very important	12	85.7
Less important	2	14.3
Total	14	100.0

The headteachers added that prefects should be given training with respect to school management. These findings show that prefects played an important role in school governance as they were involved in co curricular activities.

The above findings disagree with Nongubo (2004) who found that learner involvement in school governance was still problematic, though it was presently provided for by policies that govern schools. The finding were in disagreement with Bisschoff and Phakoa (1999) who indicated that prefects were not satisfied with the status they presently enjoy in the governing bodies and that they would like to be given the same status as that enjoyed by all other stakeholders.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings, conclusion, recommendations and suggestions for further research.

5.2 Summary of the study

The purpose of this study was to assess the influence of prefects in the governance of public primary schools in Borabu district, Kenya. The study was guided by the following research objectives. The objectives were to determine the extent to which prefects are involved in formulation of school rules and regulations in public primary schools in Borabu District; establish the extent to which prefects assistance in time keeping influence governance of public primary schools in Borabu District; establish the extent to which prefects assistance in maintenance of cleanliness influence governance of public primary schools in Borabu District and lastly to establish how prefects assistance in organising co-curricular activities influence governance of public primary schools in Borabu District.

The study adopted a descriptive survey design. The target population of this study included the 38 headteachers, 38 deputy headteachers and 380 school prefects. The sample comprised of 15 headteachers, 15 deputy headteachers and 152

prefects. This was done by simple random sampling. Data were collected by use of questionnaires which were duly validated and tested for reliability were used to gather data for the study from all the headteachers, deputy headteachers and the pupils.

Findings indicated that prefects' were involved in the formulation of rules and regulations. For example 85(59.0%) of prefects indicated that they were asked of their opinions by the school administration regarding school matters. Majority 8(53.3%) of deputies indicated that they involved the prefects in formulation of school rules and regulations to a large extent. Majority 9(60.0%) of the deputy headteachers met with the prefects often to discuss matters regarding the schools activities. Majority 89 (61.8%) of the prefects indicated that they very often met with the school administration to discuss school rules and regulations. It was also revealed that 14(93.3%) of the headteachers that prefects' opinions were taken into consideration by the school administration. Majority 10(66.7%) of the deputy headteachers consulted the prefects in matters of discipline. Majority 10(71.4%) of the headteachers were of the view that the school administration involved prefects in decision making to a large extent

Findings also revealed that prefects were involvement in school governance in their role of time keeping. For example Majority 12(85.7%) of the headteachers, majority 13(86.7%) of deputy headteachers and 79.2% of the prefects indicated that there was a prefect in-charge of time keeping. Majority 12(85.7%) of the

headteachers, 9(60.0%) of the deputy headteachers and majority 122(84.7%) of prefects deemed the role in time keeping by the prefects as being very important.

Findings indicated that prefects were involved in school cleanliness. For example, majority 120(83.3%) of the prefects conducted school cleanliness. Majority 12(85.7%) of the headteacher said that the prefects helped in maintenance of school cleanliness. Majority 13(86.7%) of the deputies said that their prefects organized other pupils in school cleanliness. Majority 13(92.9%) of the headteachers reported that they discussed matters of school cleanliness with the prefects.

Findings also revealed that prefects were involved in organizing co-curricular activities. For example, Majority 13(92.9%) of the headteachers indicated that they involved prefects in organizing school co curricular activities. Majority 80% of the deputy headteachers indicated that there were prefect incharge of co-curricular activities. Majority 12(85.7%) of headteachers indicated that they gave the prefects responsibilities of organizing co-curricular activities in the school. Majority 9(60.0%) deputy headteachers rated prefects' involvement in organisation of co curricular activities as being important. Majority 11(78.6%) of the headteachers reported that they ensured that the prefects took charge of school co-curricular activities very often while majority 9(64.3%) of the headteachers further indicated that the prefects were able to organize other pupils for co curricular activities. majority 11(78.6%) headteacher reported that the games

master/mistress had meetings with the prefects to organize for co curricular activities. Majority 12(85.7%) of the headteachers viewed that the role of prefects in the organization of co curricular activities was very important.

5.3 Conclusions

Based on the findings of the study, it was concluded that prefects' were involved in the formulation of rules and regulations. For example they were asked of their opinions by the school administration regarding school matters. The deputy headteachers met with the prefects often to discuss matters regarding the schools activities. Prefects' opinions were taken into consideration by the school administration. The prefects were consulted in matters of discipline.

The study concluded that prefects were involved in school governance in their role of time keeping. For example in many schools, there was a prefect in-charge of time keeping. Prefects were also involved in school cleanliness. The prefects conducted school cleanliness; they organized other pupils in school cleanliness and also discussed matters of school cleanliness with the school administration.

The study further concluded that prefects were involved in organizing co-curricular activities. For example, the school administration involved prefects in organizing school co curricular activities, there were prefect in charge of co-curricular activities, the school administration gave the prefects responsibilities of organizing co-curricular activities in the school. The headteachers ensured that

the prefects took charge of school co-curricular activities very often and also made sure that the games master/mistress had meetings with the prefects to organize for co curricular activities.

5.4 Recommendations

Based on the findings of the study, the following were the recommendations of the study

- i. That the school administration should put in place training programmes for prefects in a bid to enhance their involvement in school governance.
- ii. That schools should have laid down policies on how prefects ought to be involved in school governance
- iii. That the school administration should allow pupils to democratically elect their prefects.

5.5 Suggestions for further research

The following are areas of further research

- i. An investigation on challenges facing prefects in school governance
- ii. A study on the influence of prefects involvement in school governance on pupils academic performance
- iii. A study on role of headteachers in facilitation of prefects' involvement in school governance.

REFERENCES

- Angeng'a, D. & Simwata, R. (2011). *Student Power in Africa's Higher Education: A Case of Makerere University*. Kampala : CRC Publishers.
- Aggrawal, G. (2004). *Student Voice: A Historical perspective and New Directions*. Paper No 10. Department of Education. Melbourne.
- Bhengu, T.T. (2005). *Principals as Professional Leaders: Implications for Management of Rural Secondary Schools during Transition*. Doctoral Thesis (Unpublished). Pietermaritzburg: School of Education, University of Kwa-Zulu Natal.
- Bisschoff, T. & Phakoa, T.S. (1999). *The Status of Minors in governing bodies of public secondary schools*. South African Journal of Education, 19 (1), 251-396.
- Buhere, K. (2008, July 21) 'Boarding Schools not the Cause of Riots' *Daily Nation* p.4. Nairobi: Nation Media.
- Davidoff, S. & Lazarus, S. (2007). *The learning School: an organization development approach*. Kenwyn: Juta.
- Denton, P. (2003). Shared Rule-Making in Practice: The Jefferson Committee at Kingston High School. *American Secondary Education Journal*. 31(3): 66-96.
- Effrat, A & Schimmel, D. (2003). *Walking the Democratic Talk: Introduction to a Special Issue on Collaborative Rule-Making as Preparation for Democratic Citizenship*. *American Secondary Education*. 31 (3): 3-15.
- Farrell, C. (2006). *Judicial corporal punishment in South Africa*. <http://www.corpun.com/rules.htm> [14 June 2006].
- Fielding, M & Rudduck, J. (2003), *The Transformative Potential of Student Voice: Confronting the Power Issues*, Paper presented at the Annual Conference of the British Educational Research Association, University of Exeter, England, 12-14 September.
- Hannan, C. (2003). *Management and Evaluation of Schools*, Nairobi: Oxford University Press.
- Hatry, H., Morley, E., Ashford, B. & Wyatt, T. (1994). *Implementing School-Based Management. Insights into Decentralization from Science and*

Mathematics Departments. Washington DC: The Urban Institute

- Hord, S.M. and Robertson, H., M. (1999) *Listening to Students*. Journal of Staff Development, 20 (3) 38- 39.
- House, R. J. *A path-goal theory of leadership effectiveness*. *Administrative Science Quarterly*, vol. 16 (1971). pp. 321–338.
- Huddleston, T. (2007) *From Student Voice to Shared Responsibility: Effective Practice in Democratic School Governance in European Schools*: London. Citizenship Foundation.
- Kamuhanda, B. (2006) *Student Power in Africa's Higher Education: A Case of Makerere University*. Kampala : CRC Publishers.
- Kiess, H. O. & Bloomquist, D. W. (1985): *Psychological Research Methods: A Conceptual Approach*. Boston: Allyn and Bacon.
- Mabeba, M. Z. & PrinSloo, E. (2000). Perceptions of discipline and ensuing discipline problems in secondary education. *South African Journal of Education*. 20(1): 34-41.
- Magadla, M. (2007) *The Role of the Learner in the School Governing Body: Perceptions and Experiences of Principals, Educators, Parents and Learners*. Unpublished Med Thesis: University of Kwazulu- Natal.
- Mathenge, R. G. (2007). An Investigation into the extent of Involvement of Prefects in the Governance of Public Secondary Schools in Nyeri Municipality, Central Province. *Journal of Research Abstracts - JRA*, Issue 1, 2007.
- McLennan, A. & Thurlow, M. (2003). *The context of education management in South Africa*. In Thurlow, M. Bush, T, & Coleman, M. (eds). *Leadership and strategic management in South African schools*. London: The Commonwealth Secretariat. 1-20.
- Morrell, R. (2001). Corporal punishment in South African Schools: A neglected explanation for its persistence. *South African Journal of Education*. 21(4):292-299.
- Mugenda, O. M. and Mugenda, A. G. (2003). *Research Methods; Quantitative and Qualitative Approaches*. Nairobi: Acts Press.
- Mungunda, C. (2003). *An Investigation into School Principal's Experience and*

- Perceptions of Participative Management*. Unpublished M.Ed. thesis. Grahamstown: Rhodes University.
- Nash, H. (1961). *A Pilot Study to Evaluate the Impact of the Student Participation Aspects of the Citizenship Order on Standards of Education in Secondary Schools*. London: CSV.
- Nicolson, T. (1960). *Final Report: Schools Development in South Africa: A research project to investigate strategic intervention for quality Improvement in South African Schools*, Johannesburg: University of Witswatersrand.
- Njozela, D. (1998) *Teachers' Implicit Mental Models of Learners' Cognitive and Moral Development with Reference to the Inclusion of Learners in the Governing Bodies of Schools*. Med Thesis: University of Natal,
- Nongubo, M.J. (2004). *An Investigation into Perceptions of Learner Participation in the Governance of Secondary Schools*. Unpublished M Ed. thesis. Grahamstown: Rhodes University.
- Nwana, M. (1982). *Educational Research for Modern Scholars*. Fourth Dimension, Enugu, Nigeria.
- Orodho A. (2008) *Techniques of writing research proposals and reports in educational social sciences*. Kanezja Hp enterprises, Maseno.
- Ogot, B. (2003) *My Footprints in the Sands of Time: An Autobiography*. London : Trafford Publishing.
- Poster, C. (2002). *Community Education. Its Development and Management*. London: Heinemann Educational Books.
- Riley, K. A. (2008). *Whose School is it Anyway? Educational Change and Development*. London: Falmer Press.
- Sagie, A., & Kowlosky, M. (2000). *Participation and empowerment in education: Modelling, effectiveness and application*. London: SAGE Publishers.
- Schimmel, D. M. (2003). *Collaborative Rule-Making and Citizenship Education: An Antidote to the Undemocratic Hidden Curriculum*. American Secondary Education.
- Sithole, S. (1998) *The Participation of Students in Democratic School*

Governance Unpublished Med Thesis: University of Kwazulu- Natal.

Squelch, J. (1999) *Decentralized School Governance in South African Schools*
Unpublished M.Ed Thesis: University of Kwazulu- Natal.

Sushila, P. and Bakhda, M. (2006) *Management and Evaluation of Schools*,
Nairobi: Oxford University Press. Young, I. M. (2000) *Inclusion and
Democracy*. New York. Oxford University Press.

Wambulwa, E. (2004). "The role of prefects in school administration in secondary
schools in Kakamega District" Unpublished thesis: Baraton University.

APPENDICES
APPENDIX I
LETTER OF INTRODUCTION

Jared Isaboke Obiri
School of Education
P.O. Box 92,
Kikuyu

The Headteacher
_____ Primary school

Dear Sir/Madam,

REF: PERMISSION TO COLLECT DATA IN YOUR SCHOOL

I am a student at University of Nairobi currently pursuing a Masters' degree in Education. as part of my assessment. I am required to carry out research on "The influence of prefects in the governance of public primary schools in Borabu district, Kenya" Your school has been selected for the study. The purpose of this letter is to request you to kindly allow me to carry out the study in your school. Your identity will remain confidentiality. Please try to be as honest as possible in your responses and ensure that you respond to all items.

Yours faithfully,

Jared Isaboke Obiri

APPENDIX II

QUESTIONNAIRE FOR THE HEADTEACHERS

This questionnaire is designed to gather information on the influence of prefects in the governance of public primary schools in Borabu district, Kenya. You are kindly requested to tick (✓) the appropriate response or respond as indicated. Do not put your name or any other form of identification. The information you give will be confidential and will only be used for the purpose of this study. Please respond to all items.

Section A: Extent of prefects' involvement in decision making

1. Is there a prefect's council in the school?

Yes [] No []

1b) Explain your answer

Are pupils involved in the selection of their prefects?

Yes [] No []

2b) Explain your answer

3a Do you involve prefects in designing the school programme?

Yes [] No []

3b) Explain your answer

How often do you have meetings with the prefects regarding the schools activities?

Often [] Rarely [] Never []

Is there a member of staff incharge of the prefects' body in the school?

Yes [] No []

2. How would you rate the participation of prefects in the decision making in the school?

Highly involved [] moderately involved [] Not involved []

3. To what extent does the school administration involve prefects in decision making?

To a large extent [] to a less extent []

To a least extent [] Not at all []

4. How often do your teachers invite prefects' suggestions on school matters?

Often [] Rarely []

Never []

5. Are prefects' opinions on school governance taken into consideration?

Yes [] No []

9b) Explain your answer

Section B: Extent of prefects' involvement in time keeping

6. Is there a prefect incharge of time keeper in the school?

Yes [] No []

10b) Explain your answer

7. How would rate the role of the prefects in time keeping in the school?

Very important [] Less important []

Not important at all []

8. Are the prefects given the responsibility of time keeping the school?

Very important [] Important []

Not important []

9. Do you discuss with the prefects about time keeping?

Yes [] No []

13b) Explain your answer

11. What suggestions would you give to fully involve prefects in decision making?

Section C: Extent to which prefects' involvement in maintenance of cleanliness

10. Do prefects help in maintenance of school cleanliness?

Yes [] No []

15b) Explain your answer

11. Do you discuss with the prefects on the issues of school cleanliness?

Yes [] No []

16b) Explain your answer

Is there a prefect in charge of class cleanliness?

Yes [] No []

17b) Explain your answer

12. How do you rate the role of the prefects in maintenance of school cleanliness?

Very important [] Less important []

Not important at all []

13. What suggestions would you give to fully involve prefects in school cleanliness?

Section D: Extent of prefects' involvement in organizing co-curricular activities

14. Do you involve prefects in the organization of school co curricular activities?

Yes [] No []

20b) Please explain your response

15. Do you give responsibility to prefects to organize co-curricular activities in the school?

Yes [] No []

21b) Explain your answer

16. Are prefects able to organize other pupils for co curricular activities?

Yes [] No []

22b) Explain your answer

17. How often do you ensure that prefects take charge of co-curricular activities?

Very often [] Often []

Not at all []

18. Does the games master/mistress have meetings with the prefects to organize for co curricular activities?

Yes [] No []

24b) Explain your answer

19. How would you rate the role of prefects in the organization of co curricular activities/

20. What suggestions would you give for effective involvement of prefects in the organization of co curricular activities?

APPENDIX III

QUESTIONNAIRE FOR DEPUTY HEADTEACHERS

This questionnaire is designed to gather information on the influence of prefects in the governance of public primary schools in Borabu district, Kenya. You are kindly requested to tick (✓) the appropriate response or respond as indicated. Do not put your name or any other form of identification. The information you give will be confidential and will only be used for the purpose of this study. Please respond to all items.

Section A: Extent of prefects' involvement in decision making

1. Do you have a prefect's council in your school?

Yes [] No []

1b) Explain your answer

To what extent are the prefects involved in decision making in the schools?

To a large extent [] To a less extent []

To a least extent []

2. How often do you meet the prefects to deliberate on school issues?

Very often [] Often []

Not at all []

3. Are prefects' opinions on school governance taken into consideration?

Yes [] No []

4. Do you consult prefects on school matters pertaining discipline?

Yes [] No []

5b) Explain your answer

Section B: Extent of prefects' involvement in time keeping

5. Is there a prefect in charge of time keeper in the school?

Yes [] No []

6b) Explain your answer

How do you rate the role in prefects in time keeping?

Very important [] Important []

Not important []

6. Is time keeping an important aspect of school governance?

Yes [] No []

7. How do you rate punctuality as an aspect of school governance?

Very important [] Important []

Not important []

8. How do you rate the role of school prefects in time keeping?

Section C: Extent of prefects' involvement in maintenance of cleanliness

9. Are there prefects' in charge of cleanliness in the school?

Yes [] No []

11b) Explain your answer

Do prefects organize other pupils in school cleanliness?

Yes [] No []

12b) Explain your answer

Is school cleanliness an important aspect of school governance?

Yes [] No []

13b) Explain your answer

10. How do you rate the importance of cleanliness in school governance?

Very important [] Important []

Not important []

11. How do you rate the role of prefects in maintenance of school cleanliness?

Very important [] Important []

Not important []

Section D: Extent of prefects' involvement in organizing co-curricular

activities

12. Are there prefects in charge of co-curricular activities?

Yes [] No []

13. How often do games teachers meet prefects to organize the schools co-curricular activities?

Very often []

Often []

Not at all []

14. Would you rate the involvement of prefects in organization of co-curricular activities as important?

Yes [] No []

18b) Explain your answer

15. Are prefects able to maintain cleanliness in the school?

Yes [] No []

16. How often do you ensure that prefects take charge of school co-curricular activities?

Very often [] Often []

Not at all []

17. Are prefects able to control pupils during games in the absence of the teachers?

Yes [] No []

21b) Explain your answer

21. What suggestions would you give for effective involvement of prefects in co curricular activities?

APPENDIX IV

QUESTIONNAIRE FOR PREFECTS

This questionnaire is designed to gather information on the influence of prefects in the governance of public primary schools in Borabu district, Kenya. You are kindly requested to tick (✓) the appropriate response or respond as indicated. Do not put your name or any other form of identification. The information you give will be confidential and will only be used for the purpose of this study. Please respond to all items

Section A: Extent of prefects' involvement in decision making

1. Do you have a prefect's council in your school?

Yes [] No []

2. Does the school administration as you of your opinions regarding school matters?

Yes [] No []

3. Does the school administration invite you to discuss school matters?

Yes [] No []

4. Is there a suggestion box in your school?

Yes [] No []

5. How often do you meet the headteachers to deliberate on school matters?

Very often []

Often []

Not at all []

6. Are your opinions on school governance taken into consideration?

Yes [] No []

Section B: Extent of prefects' involvement in time keeping

7. Is there a prefect in charge of time keeper in the school?

Yes [] No []

8. How do you rate the role in prefects in time keeping?

Very important [] Important []

Not important []

9. Is time keeping an important aspect of school governance?

Yes [] No []

10. Do you ensure that other pupils are punctual?

Yes [] No []

11. How do you rate punctuality as an aspect of school governance?

Very important [] Important []

Not important []

Section C: Extent of prefects' involvement in maintenance of cleanliness

12. Do you conduct school cleanliness in the school?

Yes [] No []

13. Are there prefects in charge of classroom cleanliness?

Yes [] No []

14. Is there duty Rota for the prefects in school maintenance?

Yes [] No []

15. How do you rate the importance of cleanliness in school governance?

Very important [] Important []

Not important []

Section D: Extent of prefects' involvement in organizing co-curricular activities

16. Are there prefects in charge of co-curricular activities?

Yes [] No []

17. Are you given roles such as refereeing matches?

Yes [] No []

18. Do you plan school matches with the games teacher?

Yes [] No []

19. Are you as a prefect able to maintain cleanliness in the school?

Yes [] No []

20. How often do you ensure that prefects take charge of school cleanliness?

Very often [] Often []

Not at all []

APPENDIX V
RESEARCH PERMIT