

**INFLUENCE OF PREFECTS' ADMINISTRATIVE ROLE ON  
STUDENTS' DISCIPLINE IN PUBLIC SECONDARY SCHOOLS IN  
MASABA SOUTH DISTRICT, KENYA**

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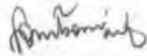
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## DECLARATION

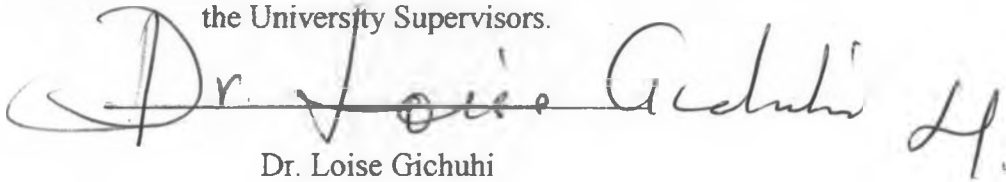
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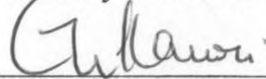


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## **DEDICATION**

This research project is dedicated to my wife Carolyne and our children Belinda, Natasha and Tevin.

## **ACKNOWLEDGEMENTS**

The successful completion of this study has been made possible by the cooperation and encouragement of many people. Sincere appreciation is expressed to my supervisors Dr. Loise Gichuhi and Mr. Edward Kanori for their insight, objective criticisms and friendly guidance and direction throughout the period of writing the project. Special thanks go to all secondary principals, teachers and students in Masaba South District who completed the questionnaire for this study. The moral support and discussions which came from my colleagues and other friends are also appreciated. Glory is to God.

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## ABBREVIATIONS AND ACRONYMS

B.Ed	Bachelor of Education
BOGs	Board of Governors
DEO	District Education Officer
FSE	Free Secondary Education
GOK	Government of Kenya
HODs	Heads of Departments
KCSE	Kenya Certificate of Secondary Education
KESI	Kenya Education Staff Institute
KSSHA	Kenya Secondary School Heads Association
M.Ed	Master in Education
MoE	Ministry of Education
UNESCO	United Nations Scientific and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund
USA	United States of America

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## ABSTRACT

This study sought to find out prefects' administrative role on students' discipline in public secondary schools in Masaba South District, Kenya. The study was guided by five objectives: to examine the selection procedure of prefects on students' discipline, to examine the roles undertaken by prefects on students' discipline, to examine the training programmes in schools for enhanced prefects' administration on students' discipline, to examine the strategies prefects use in dealing with challenges they face in the day-to-day administration of the students' affairs, and to examine decision making practices prefects employ on student's administration. The research questions were derived from these objectives. Literature related to the study was reviewed under the following categories: the concept and rationale of student discipline, the importance of prefects in school, students' involvement in decision-making, selection of prefects, training prefects in effective leadership and prefects and discipline.

This study employed a descriptive survey design. The study population consisted of 20 principals, 100 teachers and 200 form 3 students. Data was collected using questionnaire. A positive relationship was obtained with a coefficient of 0.753 for principals, 0.879 for teachers and 0.841 for students. The study established that prefects play a pivotal role on student's discipline and this can be improved with proper selection, job descriptions and basic training. The study also revealed that prefects undertake different roles delegated by the school administration. They also provide a useful link between the administration and the students. Therefore in tandem with the new constitution of Kenya, they should be involved in decisions that affect the students like selection of prefects among others.

The study recommended that the school administration should formulate and facilitate duties and responsibilities of respective prefects, have clear basic training programmes, involve students in decisions that affect them and strengthen guidance and counseling departments to support the prefects where necessary. The study suggests further research in the following areas; a comparative study on the prefects' role in students' discipline in primary schools in Kenya, a comparative study on the influence of prefects' administrative role in students' discipline in private secondary schools, an assessment of the performance of the student leaders in Kenya Certificate of Secondary Education and this kind of study can be replicated in other areas.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background of the study

The issues of prefects' administrative role on students' discipline are viewed by many as contemporary problems that may turn into a crisis if not checked. Lutomia and Sikolia (2006) states that these concerns become even more pronounced since the student community is generally considered more or less passive and apolitical. Students' disturbances are not peculiar to Kenya alone. Riots and strikes in schools is a global problem. Students' rebellions against established authority have occurred in practically every country with significant communities.

Wright & Keetley (2003) observes that students' disturbances have erupted in advanced capitalist countries such as France, Italy and the United States of America (USA) since the 60s. For example in France, massive student demonstrations shook the foundations of the fifth Republic. They pressured the organized labour into calling a general strike. They also forced the dissolution of the National Assembly and the holding of general elections. In fact, the students were largely responsible for the subsequent fall of General Charles de Gaulle's government. In Italy, students demanded reforms and a voice in university administration. Some of the old and new regimes that fell due to student disturbances include those in Cuba, Turkey, South Korea, South Vietnam, Indonesia, Bolivia, Venezuela, Ethiopia, Liberia and Ghana. For example, Munn & Johnstone (1992), calculate that in six middle schools in

South Carolina, USA, students lost 7932 instructional days (44 years) to in-school suspensions in a single year. In fact, participative management in schools, by way of effectively utilizing prefects, can lead to relative normalcy in schools.

Primary schools have not been spared either. In 1980, there was a primary school in the Central African Republic that went on rampage over alleged misconduct and embezzlement of school funds by a school head. In another incident, disturbance erupted after secondary school and university students were killed during riots to protest against former Emperor Bokassa's decree that required them to wear special uniforms. In Liberia, many of those killed in the Monrovia 'rice riots' during the Easter season in 1979 were students. The Liberian government accused the students of chanting on the streets without a clear idea of what they were protesting about (Sushila, 2004).

From the example above, it can be appreciated that students' disturbances are indeed a global issue. Therefore, the situation in Kenya needs to be addressed with the reference to what is happening elsewhere in the world. Kindiki (2004) elaborately quoted Onyango (2003) arguing that violence in schools in Kenya is common. There are many examples that qualify this statement. On the 13th July, 1991 boys of Saint Kizito Mixed Secondary school in Meru went on rampage in the night raping and maiming female colleagues in a violent ordeal. 19 female colleagues died and 71 received injuries (Nyamwamu, 2007).

In July 2001, students of Kyanguli Boys Secondary school in Machakos, Kenya, doused a dormitory with 20 litres of petrol and set it ablaze in the wee

hours of the morning as boys slept. 67 students were roasted alive. The boys wanted to force the school administration to close school earlier than was scheduled (Onyango 2003). Student Kithangaini Secondary School in Machakos locked the head teacher in the office and walked 25 kilometres to report their grievances to the Machakos District Commissioner's office. The students complained of an alleged invasion of ghosts in their school and high headedness of the school principal who refused to listen to their grievances (Nzia, 2006).

Following a spate of violence in secondary schools in Kenya in 2008, the first national student leaders' conference was held in April 2009. A part of the solution that the education officials proposed to curb such malpractices was the adoption of a study that indicated that child participation in school governance improves schooling. The study was conducted by the MoE and the UNICEF and showed that school with enhanced student participation in governance exhibited better schooling. The study also found out that the level of actual child participation in different realms and settings in school was minimal in the institutions in the country. That gave birth to the students' conference that has been held annually ever since. During the first conference, the schools were informed of the need to include students in decision-making and policy formulation on matters affecting students directly or indirectly so as to avert misunderstanding among school members. (Daily Nation, Thursday April 26, 2012).

Less discipline also takes other non-violent forms. Etisi (2008) states that most common discipline problems are those that involve non-criminal student behaviours such as boisterousness, talking out without permission and unauthorized movement about the room. The non-criminal student behaviours may be less threatening to safety of lives and property, but they negatively affect the learning environment. Democracy should be the guiding principle in school management and therefore every individual should be respected. From the foregoing, public secondary schools in Masaba South District are no exception to the issues and trends (Mbiti, 1974).

## **1.2 Statement of the problem**

Despite the existence of the school code of conduct, most schools worldwide continue to experience student discipline problems. This is because punishment produces anger and rebellion in the students, frustration and a feeling of inadequacy in the school administration .Punishment is often repeated without ever producing the desired results; that of collection and a change of heart in the students (Sushila, 2004).

For example, research studies conducted in developed countries such as USA and Europe in the United Kingdom (UK), France and Spain consistently highlight similar issues of the deteriorating scale and nature of students' discipline. The Scottish secondary teachers indicated that students persistently infringe on school rules. In less developed countries such as Trinidad and Tobago, the issue of student discipline is considered as a deteriorating big problem (MoE, 2005).In Tanzania teachers are supposed to have a absolute



powers over students; visible in methods of reward or punishment to enhance the students' discipline (Sushila, 2004). This leaves out student leaders who could help save quality time for teachers.

In Kenya, corporal punishment was legally abolished in schools in 2001 (MoE, 2005). Despite of efforts made by the government of Kenya in abolishing corporal punishment school discipline is deteriorating to such a level that the school system may soon become unmanageable. Many schools in Masaba South District have experienced discipline problems of both violent and non-violent kind. Efforts by the teachers and parents to combat the situation by recommending corporal punishment on students seem not to work at all. Therefore the trend in secondary schools in Masaba South District should not also be left unchecked. It is owing to the above problems above that the study sought to establish the administrative role of prefects in students' discipline in Masaba South District, Kenya.

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

The purpose of this study was to investigate the influence of the prefects' administrative role on students' discipline in public secondary schools in Masaba South district.

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

The study was guided by the following specific objectives:

- i) To examine the selection procedure of prefects and its effect on students' discipline in public secondary schools.

- ii) To examine the roles undertaken by prefects on students' discipline.
- iii) To assess the training programmes of prefects and their impact on students' discipline.
- iv) To examine the strategies prefects use in dealing with challenges they face in the day-to-day administration of the students'.
- v) To establish whether prefects are involved in making decisions that affect students.

### **1.5 Research questions**

This study sought to answer the following questions:

- i) How are prefects selected in the public secondary schools?
- ii) What roles do prefects undertake in student's discipline in public secondary schools?
- iii) Which training programmes are in place for prefects in the day-to-day administration of students' affairs?
- iv) What strategies do prefects use in dealing with the challenges they face in the day to day administration of students' affairs?
- v) Does the school administration involve prefects in making decisions in affairs that affect students?

### **1.6 Significance of the study**

The study would be beneficial in various ways to different institutions of people. Firstly, the study would help the Ministry of Education to come up with relevant policy guidelines on the place of prefects in maintaining discipline among students in public secondary schools. Secondly, the findings of the study would be useful to the KEMI trainers in developing their curriculum on the role of prefects in school management. Thirdly, the results of this study would be useful to the teachers' training colleges and universities as a source of knowledge. The study would also be useful to head teachers and teachers on the need to adequately involve prefects in the day-to-day administration of public secondary schools.

### **1.7 Limitation of the study**

The study had the following limitation that was beyond the control of the researcher: it depended highly on the co-operation of the respondents. To ensure that this limitation did not affect the success of the study, the researcher made it clear to the respondents that their identity was to be treated confidentially.

### **1.8 Delimitations of the study**

The following delimitations were placed on this research project:

The study was conducted only in Masaba South District of Kisii County. Thus the data collected is limited geographically and would be generalized for other parts of the country with caution. It is worth noting that this study leaves out

other members of the secondary school administration like the Board of Governors (BOG), teachers, sponsors, parents, school community and other stakeholders. Thus, the findings would not be generalized to cover all the stakeholders, though it is recognized they could generate important information on students' discipline.

### **1.9 Assumptions of the study**

The research study was carried out on the basis of the following assumptions:

- i) Each public secondary school has well defined school rules and regulations that govern the conduct of students and prefects.
- ii) Each public secondary school has well defined duties and responsibilities of different prefects.
- iii) The prefects are well inducted to their duties and responsibilities.

### **1.10 Definition of significant terms**

**Administration** refers to the process of acquiring and allocating resources for the achievement of organization's goals.

**Discipline** refers to having order and harmonious relations within and outside school; training of the mind to self-control, respect to authority and doing the right thing at the right time, with the right people and in the right manner.

**Influence** refers to promote an individual's change of behaviour or character through verbal or non-verbal communication.

**Leadership** refers to means of directing; it is the ability of the management to induce subordinates to work towards group goals with confidence and keenness.

**Prefect** refers to a student with leadership qualities either selected by the school administration or elected by other students and given power, authority and responsibility to control and guide other students.

**Public secondary school** refers to a school that is registered and gets teachers, material and financial support by the Ministry of Education as per the laid down regulations of the Government of Kenya.

**Riot** refers to an outburst of uncontrolled behaviour by a group that is driven by anger and other turbulent emotions.

**Role** refers to an organized pattern of actions performed by a person occupying a position within an organization.

**School** refers to an institution where students undergo formal education.

**Strike** refers to a complete stoppage of scheduled activities.

### **1.11 Organization of the study**

The study was organized into five chapters. Chapter one is the introduction and consists of background to the study, the statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, delimitations of the study, limitations of the study assumptions of the study, definition of significant terms and organization of the study. Chapter two is the literature review and it reviews the literature related to the study. It includes the concept and rationale of student discipline, the importance of prefects in schools, student involvement in decision-making, prefects and discipline, selection of prefects, training prefects in effective leadership, and summary of review of related literature, theoretical framework and conceptual framework. Chapter three is the research methodology. It covers research design, target population, sample size and sampling procedure, research instruments, instrument validity, instrument reliability, data collection procedures and data analysis procedure. Whereas chapter four deals with the analysis, presentation and interpretation of data in relation to the research questions, chapter five deals with the summary of the research study, conclusions, recommendations and major suggestions for further research on the topic.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

Literature review involves the systematic identification, location and analysis of documents containing information related to the research problem under investigation (Mugenda, O. & Mugenda, A. 1999). Literature and the studies on the influence of prefects' administrative role on students' discipline in public secondary schools has not attracted many writers despite the high interaction the prefects enjoy with students in schools. The section is subdivided into the following headings: The concept and rationale of student discipline, the importance of prefects in schools, student involvement in decision-making, selection of prefects, training prefects in effective leadership, prefects and discipline, a summary of review of related literature, the theoretical framework and the conceptual framework.

#### **2.2 The concept and rationale of student discipline**

Discipline is vital because no group of people can work together successfully without establishing standard of behaviour, mutual respect and desirable system of values that lead each person in the group to develop self-control and self-direction. Without discipline, aims and aspirations of schools cannot be effectively realized (Mwiria, 1995).

Discipline has different meanings to different people. Docking (1980) states that discipline also means punishment. Here punishment refers to the

intentional infliction of pain, shame or unpleasantness on students as a consequence of what teachers consider misbehaviour (Ileri, 1992). Many schools in Kenya employ punishment as a major strategy of dealing with discipline problems. Ayieko (1980) conducted a study on discipline in secondary schools in Kenya. In his study, it was revealed that 80% of schools involved used punishment as a means of solving discipline problems. However, despite its popularity with teachers, punishment has been criticized for breeding anger and resentment among students thus increasing the occurrence of undesirable behaviour (Buddy, 1990). Punishment per se; therefore, can lead to less discipline.

Docking (1980) also views that discipline should be educative; it should give moral responsibility to teachers to help children appraise social values rationally and to submit themselves in the role inherent in a valued activity in order that their interests in that activity can be developed and sustained. This supposition assumes that the teacher is the only facilitator of discipline and leaves out the other partners such as parents, the community around the school, sponsors, the support staff and prefects.

Bakhda (2004) views discipline as the process of training and control using a system of punishment aimed at obeying rules. Here discipline has negative connotations and it has to do with correction of the wrong action. Dennis (2004) supports Bakhda on control and adds that it is ordered behaviour resulting from obedience of rules and self-control. To him discipline is doing the right thing, at the right time in the right manner and in the right place. It



should not lead to repression but freedom. Dennis, quoting from Kasambira concluded that discipline is an act of using reasonable controls in an effort to produce desired behaviour. For him, desired behaviour is tantamount to good discipline.

Griffin (1994), argues that the paramount aim of school discipline should be to end each student with self-respect and proper pride in his or her own integrity. This would reinforce the student's observation of the norms of good conduct when not under compulsion or supervision. This behaviour is then carried on by the student eventually into his adult life. Sound discipline is an essential ingredient in the creation of happy and industrious school community, performing its functions of training the citizens of tomorrow. Griffin's idea of discipline encourages self-control and self-direction on a student's moral conduct, and discourages punishment (compulsion). It also points to the participation of all members of the school community whom the student observes and looks at discipline for posterity.

The modern conception of discipline is that it provides a pattern of acceptable behaviour and performance as opposed to the old fashioned idea of chastisement or punishment for wrong-doing. It appreciates that discipline obtained by fear is not a successful way of conducting affairs and has a detrimental effect on the morale of the school. This is because a school's disciplinary system exists to establish an atmosphere of mutual confidence and respect both within and outside (MoE, 1997).

Okumbe (1999) summarizes discipline by referring to it as the action of management to enforce organizational standards. He identified two types of discipline: preventive discipline; where the educational manager encourages employees and students to follow the standards, rules and regulations characterized by self-discipline among all school participants. Another is corrective discipline which follows infraction of a rule and is aimed at discouraging further infringement of a rule. Therefore school discipline should eliminate corrective discipline and encourage and sufficiently strengthen preventive disciplinary action.

### **2.3 The importance of prefects in schools.**

Most if not all schools in Kenya have prefects. Even those without prefects, like Strathmore have put in place other measures to perform most of the duties of prefects. When prefects are efficient and effective, the role of teachers is limited to teaching and carrying out other academic duties.

Griffin (1994) observes that at Starehe Boys Centre and School, most of the routine day-to-day organization and discipline of the school outside the classroom is done by prefects. They do it extremely well, leaving the teachers free to concentrate on academic duties. It must be noted that such astonishing level of responsibility is a result of careful selection, thorough training, proper guidance, proper hierarchy, steady upward mobility and deliberate sensitization of the school motto, vision, mission and core values to the prefects.

According to Griffin (1994), a prefect is a student or pupil with leadership qualities selected by the school authority or elected by other students and given

powers to control and guide other students. The role of prefects in a school includes, among others, acting as a bridge between the students' body and the school administration. The prefects' body in secondary schools is a very important organization in the maintenance of students' discipline. Since students are constantly in touch with fellow students, it becomes easy to deal with emerging indiscipline problems hence maintain discipline. In some instances of planned students' strikes, it is the prefects who have informed the school administration about such. This has helped to forestall disruption of school programmes. Since prefects should be students who command respect from other students, it is easy to use them to help maintain high standards of discipline. Prefects should; however, know their roles, area of jurisdiction and administrative hierarchy.

Discipline, both in school and at home, should be that which produces young people who will be responsible when they become adults. Prefectship should therefore be a means of preparing young people to adulthood, maturity and responsibility. School can promote and maintain high standards of discipline with the help of prefects. This will only be done if such prefects are respected and not feared by fellow students (Mbiti, 1974). Prefects play a very important role in schools. They perform the following functions: giving directions; getting things done; motivating and inspiring other students; developing other students and themselves and representing a group of students in their area of responsibility (Otieno, 2001). It must be noted that in well established prefect systems, these functions move on smoothly and school goals are easily achieved.

However, there is greater need to equip them with relevant skills to perform the functions. This in turn helps them to manage themselves, students, time, school duties and their studies. A proper balance of these other responsibilities coupled with proper guidance will ensure that they are not confused, stressed and burnt out. This way, the prefects will be a good link between the school administration and the students.

#### **2.4 Student involvement in decision-making**

Student involvement in decision making is the same as participatory management which is a tenet of the Human Relations Theory of Management. This theory views all members of the organization as worthy components without whose effort and input the objectives of the organization cannot be achieved effectively. Here, the leader shares the problem with the other members of the organization and together they generate and evaluate different solutions in order to reach a consensus.

Griffin (1994) found group decision making as a more liberal and free approach in making decisions for a group. The group leader can provide the group with ideas and information but does not try to influence the group to adopt his or her solutions. The leader is willing to accept and implement any solution that has the support of the entire group. Mbiti (1974) observes that the context of human relations management requires an emphasis on decentralized decision making, managing interpersonal relationships and delegation of authority. However, this is not done in most public schools in Kenya hence many reported cases of unrest. One of the aims of this study was to establish

weather discipline problems in public secondary schools in Masaba South District is a consequence of lack of student involvement in making decisions that affect them.

Kinyanjui (1976) observes that some of the arguments advanced by teachers for not involving students in decision making is that they may empower the students body to the extent of posing threats to the administrative set up of the school. However, according to Griffin (1996), students' involvement not only makes the work of teachers easy because there is co-operation from students but it also helps to evade possible conflicts. He further observes that changes aimed at increasing student participation in school management requires an overhaul of the power structure in school to a situation where students are not just passive listeners but active participants in the management process of the school. Democratization of the decision-making process through student involvement does not however mean a laissez faire approach to school discipline. According to Griffin (1994), there is need for formal but friendly discipline procedures in schools because only then can learners feel secure.

In this regard, Kinyanjui (1976) says that when students are consulted, it does not mean that they have the final authority over the decisions made. This authority lies with the head teacher or the other teachers. Democratic leadership entails the knowledge of how effective teamwork can be achieved rather than how one can enforce commands. The main goal of discipline in schools should be to produce young people who will be responsible people when they become adults Griffin (1994). Such people should be able to make

their own decisions and accept the consequences of their own decisions. They should be self-disciplined individuals who do not “swim with the tide.”

## **2.5 Selection of prefects**

The Kenya Secondary Schools Heads Association (KSSHA) in conjunction with UNICEF and the Ministry of Education rolled out the Student Leadership Programme in 2009, with the aim of enhancing student participation in school governance. Top on this was to spearhead implementation of the student council structure in all secondary schools in Kenya (Daily Nation, April 26, 2012). But the modality of selection remains an issue.

Many schools still rely on the teaching staff to appoint prefects with little or no students' participation. Mwiria (1995) argues that early involvement of students in making decisions which affect them is good training for their future and that of their country. Mbae (1994) also agrees with this and suggests that the organization structure of the school must be democratized. Time has come to allow for more democracy in line with the changes in our own country's political system.

If the prefectorial system is to be of any credit to the students, then they should identify themselves with it (Otieno, 2001). The sure way this can happen is to let them participate in the election of their prefects. However, the teachers should have the final say by approving the elected representatives. Take note that they have a duty to make changes where necessary. Another alternative is to involve old prefects to recommend those they think can make good prefects. The names suggested can be deliberated in a full staff meeting (Otieno, 2001).

Sometimes the danger with this option is that only the students who teachers have a spot on end up being prefects. Therefore teachers should be as objective as possible in this exercise.

According to Otieno (2001), there are a number of personality qualities that are essential for a student to be appointed as a prefect. A good prefect should be decisive, have firmness of purpose, persevering, participate fully and actively in all legitimate school activities, dedicated, ready to take initiative, optimistic, confident, hardworking, reliable, emotionally resilient, honest and have positive concern for others among others. While a student may not possess all these qualities in the same measure, it is desirable to have most of them in some measure.

## **2.6 Training prefects in effective leadership**

There is need to train prefects and equip them with skills to manage their responsibilities among other obligations. Expecting them to tame adolescents when they are going through the same internal turmoil is asking a bit too much from them. Remember, in most cases we have asked them to tame students who have defeated their parents and teachers.

According to Etisi (2006), the training needs to be in effective leadership skills, good communication, teamwork and team building, values and attitudes, and time management. Special attention should also be given to stress management and guidance on how to harmonize their roles as students as well as prefects.

Okumbe (1999) underlines the skills of management as planning, organizing, directing, co-coordinating and controlling. Each prefect should also develop such skills. In planning the prefect should set goals and objectives and determine the order in which they will be carried out. In organizing, the prefect assembles and arranges the resources required to accomplish a task. The prefect also guides the activities of the students to comply with the set objectives, that is, directing. In coordinating, the prefect harmonizes activities of various groups and ensures that the results achieved are complementary to each other. In controlling, the prefect does regular checks to measure how progress is going on. If things are found not to be going on well, corrective measures are instituted. Other important skills a prefect should have or develop to apply include: decision-making, delegation, administering punishment and conflict resolution skills.

It is therefore advisable that head teachers and teachers organize in-house seminars for prefects to train them in those skills. Frequent meetings between prefects and the teachers help to assess the progress made. Opportunities like these can be used to impart the necessary skills to enable prefects carry out their duties efficiently.

## **2.7 Prefects and discipline**

According to the Global Counselling Centre (2002), the prefect system is a very important organ in maintenance of students' discipline in schools. The prefects are close to the students and therefore, deal with discipline cases at grassroots' level. They are the bridge between the administration or staff and



the students' community. An active and responsible prefectorial body can thwart even a well planned strike. The role of prefects in discipline in public secondary schools in Masaba South District is not yet clear.

Report of the Bondo Teachers' College workshop on guidance and counselling (1999) established that the institution of prefects is crucial in school administration. It also recommended that since prefects work under the office of the deputy principal, he or she should occasionally attend their meetings and share in their discussions. Prefects need to know precisely their roles, areas of jurisdiction, leadership qualities, administrative hierarchy and prospects. Generally prefects carry out roles delegated to them by the school administration which must be defined clearly to avoid conflict. They should be consulted and involved in the day to day running of the school. This results in a strong sense of belonging and responsibility.

## **2.8 A summary of review of related literature**

Kerosi (1987) argues that discipline is not a responsibility of the head teacher alone and, therefore, it involves and demands participation and co-operation of all members of the organization. That is, the head teacher, teachers, parents, BOGs and other education stakeholders. It is notable that of the partners to discipline, students are normally left out yet they stand out as the most freely interactive group. This interaction requires control by other student leaders charged with authority and responsibility. For any good to come out of education system, all concerned parties should work hand in hand so as to ensure success in the schools.

## **2.9 Theoretical framework**

The study was based on the path-goal theory of leadership developed by Robert House in 1971. The theory states that a leader's behaviour is contingent to the satisfaction, motivation and performance of his or her subordinates. The theory argues that people are satisfied with their work and will work hard if they believe their work will lead to things that are highly valued. In addition, path-goal leadership presupposes four types of leadership styles: directive, supportive, achievement-oriented and participative leadership. The directive leadership gives structure to the work situation. The supportive leader has friendly relationships and shows concern for the well-being of the students. The achievement –oriented expects high levels of productivity from the subordinates, students in this case. The principal who applies participative leadership consults with the prefects and considers their views seriously before a decision is made. Subordinates' behaviour is motivated by leader's behaviour to the extent that the leader influences the expectations of the subordinate in a positive way.

Applying the theory to the study, students are motivated to work by the behaviour of the prefects. Similarly the prefects are motivated to work by the behaviour of the principal who bears the ultimate responsibility of discipline (Hanson, 1996). Hanson explains strategic functions of leaders as: recognizing and/or arousing subordinates needs for outcome, increasing personal payoffs, making paths to those payoffs easy to achieve, helping them

clarify expectations, reducing frustrating behaviour and increasing opportunities for personal satisfaction; contingent on effective performance.

In a school situation, the principal, through the prefects, and the school are the variables that mediate to determine students' discipline. Prefects are satisfied with their work and will work hard if they believe that their work will lead to valued things. Participatory governance applied by the principal motivates prefects to make decisions in the functions of management. This then helps in the realization of students' discipline. It arouses the prefects' need for outcome, establishing an enabling environment and making it easy to achieve goals effectively.

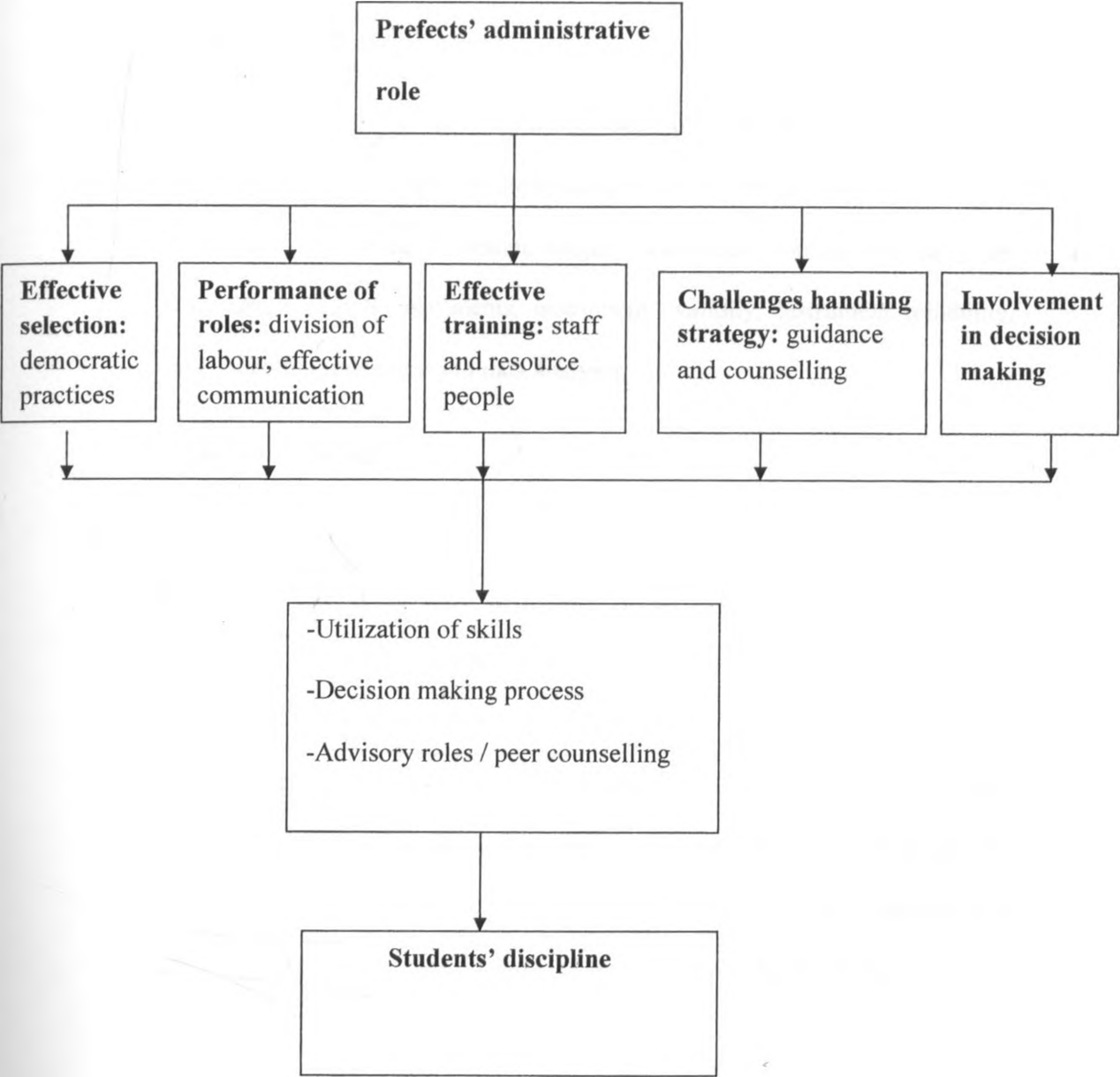
In conclusion, discipline is mandatory for the smooth running of any institution, but for this discipline to be successful, it must emanate from key players in the school organization including students themselves. Self discipline can only be achieved to the extent that disciplinary procedures are carried out objectively and democratically. This calls for high level of participation of students in the running of school affairs.

## **2.10 Conceptual framework**

When the head teacher facilitates the selection, training, motivation and communication of prefects to authority, the school will achieve its goals and aspirations. Also proper coordination and involvement of all the stakeholders, including the prefects, will lead to enhanced achievements of the school. The students will leave the school having acquired relevant knowledge and skills which are both beneficial to students themselves and society. On the contrary, a

head teacher who is efficient to other stakeholders and in particular inhibits the administrative role of prefects, who form an important link between the students and teachers, inhibits achievements of the school. The end result will be the students being ill-prepared to serve themselves and the society. Figure 2.2 shows the Interrelationships between the administrative roles of prefects and its effect on students' discipline. The intervening variables which include: adequate utilization of skills, decision making process and advisory roles / peer counselling leads to students' discipline in school. Prefects' administrative role is the independent variable while students' discipline is the dependent variable.

**Figure 2.1: Interrelationships between the administrative roles of prefects and its effect on students' discipline**



## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.1 Introduction

This chapter highlights the methodology appropriate to the study. It dealt with the description of the methods the researcher used when carrying out the study. It outlined the research design, target population, sample and sampling procedure, research instruments, instrument validity, instrument reliability, data collection procedure and data analysis.

#### 3.2 Research design

Research design is a plan or strategy for conducting the research (Kathuri & Pals, 1993). The study used a descriptive survey design. The design was appropriate for the study because the researcher would not manipulate the independent variables but provide a description as it was (Kombo & Tromp, 2006). Descriptive survey design is concerned with describing, recording, analyzing and reporting conditions that exist. Mugenda, O. & Mugenda, A. (2003) argue that descriptive survey design is widely used to obtain data useful in evaluating present practices and in providing basis for decision-making.

This study used a descriptive survey design to assess the influence of the prefects' administrative role on students discipline in public secondary schools in Masaba South District, Kenya. Descriptive survey design determines and reports the way things are (Mugenda, O. & Mugenda, A., 2003). This type of

study attempts to describe behaviour, attitudes, characteristics and values as they are. This was a descriptive survey kind of study that sought to find out the relationship between the social behaviour of prefects at work and the discipline of students.

### **3.3 Target population**

Target population is the population to which a research wants to generate the results of study and should be defined according to the purposes of the study (Mugenda, O. & Mugenda, A. 2003). The target population for the study included 39 public secondary schools. The schools included: a boys' boarding school, a girls' boarding school, a mixed boarding school which were automatically selected and day schools. From the 39 schools, 39 principals, 397 teachers and 1980 form three students were selected through purposive sampling technique. The principals were selected because they bare the ultimate responsibility in students' discipline. Teachers were selected because they are always close to students and were selected using stratified random sampling. The form three students were preferred from four were going on with their mock examinations. There were a total of 2416 respondents. From this, a sample was drawn to represent all groups.

### **3.4 Sample size and sampling procedure**

Gay (1992) says that a research selects a sample due to various limitations that will not allow research of the whole population. He recommends a minimum sample of 10.0 percent for a large population and 20.0 percent for a small population in a survey research. Mugenda, O. & Mugenda, A. (2003), says

where time and resources allow, a researcher should take as many respondents as possible for the purposes of this study, Mugenda, O. & Mugenda, A. (2003) recommendations were adopted and 50.0% of the target population was used. 20 schools were sampled from 39 in the district. The sample size was 20 principals, 80 teachers, 200 students. This was a total of 300 respondents.

**Table 3.1 Sampling procedure**

<b>Respondents</b>	<b>Target population</b>	<b>Sample</b>	<b>Percentage</b>
Principals	39	20	51
Teachers	397	80	20
Students	1980	200	10
<b>Totals</b>	<b>2416</b>	<b>300</b>	

**Source:** DEO's Office Masaba South District.

Sampling is selecting individuals for a study in such a way that the individuals selected represent the large group from which they were selected, that is, the population (Mugenda, O. & Mugenda, A., 2003). In choosing members to participate in the study, therefore, simple random sampling was employed to get the schools, teachers, prefects and students. This is due to the important role they play in school discipline. Purposively, the only three public boarding schools in the District were included: one boy's, one girl's, and the other mixed.



### **3.5 Research instruments**

The study used questionnaires to collect data from the respondents (Mugenda, O. & Mugenda, A. 2003).

Questionnaires refer to a set of questions designed to obtain response from the sources. The questionnaire was preferred in this study because it helped to collect as much information as possible within a given period of time. All the respondents were literate. The questionnaire had both closed and open-ended questions in order to get the views of the respondents about the influence of prefects' administrative role on students' discipline. The questionnaire had two main sections; section one sought to find out the demographic information about the respondents while section two sought to obtain information about the objectives of the study. The questionnaires were skilfully designed so that they could not create fear of insecurity to the respondent. Thorough information on the basic objectives of the study was availed to the respondent in an attempt to obtain more accurate information. The information received was scrutinized and classified for later analysis of the data. Identities of the respondents were treated confidentially. A questionnaire was designed for the head teachers, teachers and form 3 students to gather information on the involvement of the prefects on discipline. The form three students were preferred because form fours were going on with the mock examinations and form one and two students had not acquainted themselves with the school. The prefects were among the students who provided information on their involvement in

discipline and the possible strategies employed. Questionnaire was preferred because it is straightforward and less time consuming.

### **3.6 Instrument validity**

Validity is the degree to which a test or scale measures what it purports to measure (Borg and Gall, 1997). To ensure instrument validity content validity was tested. Content validity as the degree to which the sample of tests represents what the test is designed to measure (Orodho, 2009). The items to be measured were written down and questions checked against each item to ensure all items were adequately presented, consultation was done with the project supervisors regarding the quality of the instruments. Pilot study was conducted in two schools not included in the main study. The pilot study was to ensure that misinterpretation could not occur when the questionnaires were administered in the main study.

### **3.7 Instrument reliability**

Reliability is the level of internal consistency or stability over the time of the measuring instrument (Borg & Gall 1997). A pilot study was conducted in 2 randomly selected schools in order to improve the reliability of instruments to be used in the study (Kombo & Tromp, 2006). The test-retest method was used to estimate the degree to which the test results could be obtained with a repeated measure of the same concept in order to determine reliability. Questionnaires were developed and given to about 5 respondents not in the study. After two weeks the same questionnaires were administered to same respondents and analyzed and comparison made. Data collected in the pilot

study was analyzed using Pearson's product moment Correlation Coefficient formula.

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

**R** is the degree of reliability

**x** is the score obtained during the first test

**y** is the score obtained during the second test

$\sum$  is the summation sign

**N** is the number of scores within each distribution.

The reliability coefficient was found to be 0.753 for principals, 0.879 for teachers and 0.841 for students.

This was in line with Fraenkel & Wallen, (2000), recommendation that the instrument is reliable when the correlation lies between 0.5-1.0. This reliability is considered good (Gatimu & Ingule, 1995).

### **3.8 Data collection procedure**

Data collection procedure refers to the systematic steps of gathering information about the matter being studied. First, a letter of introduction from the chairman, Department of Education Administration and Planning of the University of Nairobi was obtained. Secondly, authority to conduct research

was sought from The National Council of Science and Technology. The researcher then consulted the DEO Masaba South for clearance before the commencement of the study. The researcher visited all the selected schools personally and administered the questionnaires to the respondents.

### **3.9 Data analysis techniques**

The analysis of the data was based on the purpose and objectives of the study. It was analyzed using descriptive statistics which involves frequencies, percentages, statistical tables and statistical graphs using the Statistical Package for Social Sciences (SPSS) software. Data obtained from open ended questions was thoroughly read then put into meaningful themes, categories and patterns for interpretation. The incomplete questionnaires were not coded. Qualitative data was analyzed according to the four steps proposed by Miles & Huberman (1994). They include: cleaning data, condensing data, interpreting data, making sense of the data and presenting it in narrative and interpretive forms.

## **CHAPTER FOUR**

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

#### **4.1 Introduction.**

This chapter focuses on the data analysis, presentation, interpretation and discussion of the study findings according to the data collected from the field. It begins with instrument return rate, discussion of the demographic data of the respondents, while the other sections present the analysis based on the research questions of the study.

#### **4.2 Instrument return rate.**

Instrument return rate is the proportion of the instruments returned after they have been issued to the respondents. In this study, of the 20 questionnaires administered to the head teachers, all were returned, which was 100% return rate. 3 questionnaires administered to the head teachers were discarded because they were not fully filled. Out of 80 questionnaires administered to the teachers, 66 were returned. This was 82.5% return rate. Out of the 200 questionnaires administered to students, 161 were returned. This is 80.5% return rate. This return rate was above the recommended Gatimu & Ingule (1995) and hence deemed adequate for the study.

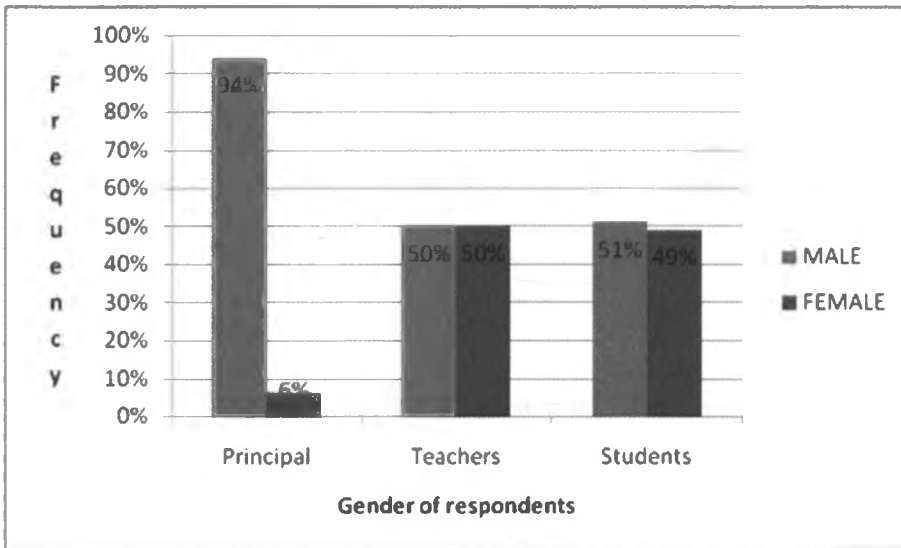
#### **4.3 Demographic data of the respondents**

This section presents the demographic information of the respondents, namely: head teachers, teachers and students.

### 4.3.1 Gender of the respondents

The study sought to find out the gender of the respondents. One of the principals was female and 16 were male. This represented 6% and 94% respectively. This is an indication of gender imbalance in the headship. 33 of the teachers were female (50%) and 33 male (50%). 80 of the students were female and 81 male. This is 49% and 51% respectively. This is because the study undertook stratified sampling for both teachers and students.

**Figure 4.1: Gender of the respondents**



### 4.3.2 Age of the respondents

The principals and teachers were requested to provide their age bracket. Their responses are captured in Table 4.1.

**Table 4.1: Age of the respondents**

Age bracket	Principals		Teachers	
	F	%	F	%
26-35	0	0	26	39.3
36-45	4	23.5	19	28.9
46-55	9	53.0	13	19.7
Over 56	4	28.5	8	12.1
<b>Total</b>	<b>17</b>	<b>100.0</b>	<b>66</b>	<b>100.0</b>

The results of the analysis show that a total of 26 respondents (39.3%) lie between 26 -35 years; however, no principal is in that age bracket. 23 representing 27.7% lie between 36-45 years while 22 respondents representing 26.5% lie between 46-55 years. Respondents over 56 years are 12 representing 14.5%. The result is an indication that the age spread of the respondents is favourable which provides the prefects and students with rich and diverse experiences.

### 4.3.3 Teaching experience of principals and teachers

The study sought to find out the teaching experience of the principals and teachers. The purpose of this information, for principals, was to find out if the principals had been exposed to the Ministry of Education policies and guidelines long enough to be able to carry out the role of administration of students' discipline. The study also sought to find out the teaching experience of the teachers. The aim of seeking this information was to find out if the teachers are exposed to the affairs of student discipline in respective schools long enough to replicate them when they become principals. The results are presented in Table 4.2.

**Table 4.2 Teaching experience of principals and teachers**

Age bracket	Teachers		Principals	
	Frequency	Percent	Frequency	Percent
0-5years	10	15.2	0	0.0
6-10 years	16	24.2	2	11.8
11-15years	19	28.8	12	70.6
16-20years	14	21.2	2	11.8
Over 20 years	7	10.6	1	5.9
<b>Total</b>	<b>66</b>	<b>100.0</b>	<b>17</b>	<b>100.0</b>

From Table 4.2 ten (15.2%) of the teachers had an experience between zero and five years, sixteen (24.2%) had an experience of between 6 and 10 years, sixteen (28.8%) 11 – 15 years, fourteen (21.2%) between 16 – 20 and seven



(10.6%) had over 20 years' experience. The above results show that 84.8% of the teachers had teaching experience of over 6 years and indication that most teachers have long exposure to the activities of students' administration and discipline. The table also shows that there was no principal with zero to five teaching experience, two (11.8%) had experience between six and ten years, twelve (70.6%) had an experience of between 11-15. This bracket indicates that most of the teachers and principals had a long teaching experience and therefore experienced in students' administration. Three (17.5%) principals and 21 (38.8%) have an experience of more than 15 years.

#### 4.3.4 Academic/Professional Qualifications of the principals and teachers.

The study sought to find out the academic qualifications of the principals and teachers. The results are presented in Table 4.3.

**Table 4.3: Distribution of principals and teachers by academic qualification**

Academic level	Frequency	Percent	Valid Percent	Cumulative Percent
Diploma	18	21.7	21.7	21.7
B.Ed	52	62.7	62.7	84.3
M.Ed	13	15.7	15.7	100.0
<b>Total</b>	<b>83</b>	<b>100.0</b>	<b>100.0</b>	

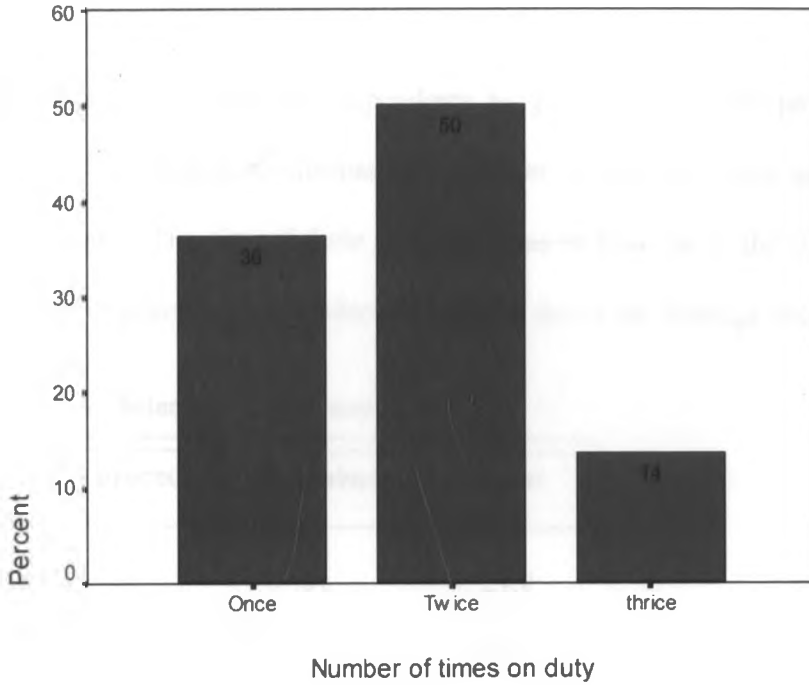
According to the findings 21.7% of the teachers and principals had acquired the minimum qualification of teaching in secondary school that is diploma in education. Most teachers and principals (62.7%) were bachelor of education holders while 15.7% had master in education. This indicates that Masaba South District is staffed with highly qualified teachers and principals able to

effectively handle students' discipline. This view concurs with Okumbe (1999) who considers such as capable of facilitating the skills of management such as planning, organizing, directing, co-ordinating and controlling. It also implies that the staff is capable of undertaking both preventive and corrective discipline.

#### **4.3.5 Teachers on duty during a term.**

The study also sought to find out the number of times a teacher is on duty during a term. The aim of seeking this information was to find out whether teachers are exposed to the actual implementation of school rules and regulations and the school routine in the overall administration of the students and school other than the usual teaching duties. This view agrees with Otieno (2001) who argues that prefects require support. Etisi (2006) also concurs with the findings because the different teachers on duty provide role modelling in leadership skills, good communication, team building and time management.

**Figure 4.2 Distribution of the number of times teachers are on duty in a term.**



The findings show that all the teachers are on duty in a term either once (36.4%) or twice (50%) and some thrice (13.6%). The results are an indication that teachers are adequately exposed to administration of students, other than teaching duties, and can therefore identify areas of improvement for enhanced students' discipline.

#### 4.4.1 Research question one

The question asked was: How are prefects selected in public secondary schools?

The question required the respondents to give the selection procedure of prefects. To obtain this information, a number of questions were asked to the respondents. The aim of these questions was to find out if the students are involved in selecting their leaders. Table 4.4 shows the findings obtained.

**Table 4.4: Selection procedure of prefects**

<b>Selection procedure</b>	<b>Frequency</b>	<b>Percent</b>
Students	51	21.8
Teachers	183	78.2
<b>Total</b>	<b>234</b>	<b>100.0</b>

From the findings, 51 respondents (21.8%) show that prefects are selected by the students' body while 78.2% indicate that teachers appoint prefects' body on behalf of the students'. This is an indication that most of the prefects' bodies are not reflective of the students' feelings and desires. They are imposed on them and hence the hostility of the rest of the students towards them. This hinders the administrative role of prefects on students' discipline.

The practice of teachers appointing prefects differs with Otieno (2001). He argues that if the prefect system is to be of any credit to the students, they identify themselves with it. The sure way of making this happen is to allow

them to elect their prefects. However the teachers should have the final say by approving the elected representatives to make alterations where necessary. The organization structure of the school must be democratized (Mbae, 1994).

#### **4.4.2 Research question two**

The question asked: What roles do prefects undertake in students' discipline in public secondary schools in Masaba South District?

To obtain information on this question, a number of questions were asked to the respondents. The aim of these questions was to find out if the prefects' role enhances students' discipline. Table 4.5 gives the findings obtained.

On the extent of role performance by prefects, the respondents were requested to rate on a five-point Likert scale thus:

5 Very large extent

4 Large extent

3 Some extent

2 Undecided

1 No

**Table 4.5 Distribution of the different roles of prefects that enhance students' discipline**

	5	4	3	2	1	Cum. Frequency	Scale $\sum f_i w_i$	Weighted Av. $\frac{\sum f_i w_i}{\sum f_i}$
Supervising manual Work	96	64	41	23	10	234	915	3.89
Writing and forwarding names of noise markers	182	29	13	14	6	234	1099	4.68
Reporting late comers	124	26	7	6	71	234	828	3.52
Taking roll calls in class or dorms	55	46	60	63	10	234	775	3.30
Punishing those who break school rules	7	8	163	32	24	234	644	2.74
Making announcement in class/dorm/parade	70	42	56	50	12	234	798	3.40
Reporting to the teachers those who misbehave	99	120	6	5	5	234	1008	4.29
Guiding and counselling other students	27	19	24	33	121	234	470	2.00

The table 4.6 shows that most respondents confirm to a very large extent that prefects were forwarding names of noise makers with a weighted average of 4.68. The results also showed that to large extent prefects were involved in supervising manual work as indicated by the weighted average of 3.89, writing and reporting late comers (3.52) and reporting those students who misbehave (4.29). To some extent, prefects punish those students who break school rules (2.74); taking roll calls in class or dorms (3.30) and making announcements in class/dorm/parade (3.40). The respondents revealed prefects do not carry out peer guidance and counselling which is a concern in this study in order to enhance students' discipline. This is an indication that prefects perform an important in enhancing students' discipline and this can be further improved by the strengthening of guidance and counselling as opposed to corporal punishment even through prefects. This view is supported by the Global Counselling Centre (2002) that considers guidance and counselling as an important organ in maintaining and improving students' discipline. It also identifies prefects as basic in this endeavour because they deal with discipline at the grassroots' level.

When prefects are efficient and effective, the role of the teacher is maximized in teaching and carrying out other academic duties. Griffin (1994) opines that in Starehe Boys' Centre and School, most of the routine day- to-day organization and discipline of the school is done by prefects. Otieno (2001) adds to the list of roles and says that prefects perform other functions such as

giving directions, getting things done, developing other students and themselves, motivating and inspiring other students, and representing a group of students in their area of jurisdiction. In a nutshell, the different roles undertaken afford the prefects both the theory and practice of leadership for posterity.

**4.4.3 Research question three**

The question asked was: Which training programmes are in place for prefects in the day- to- day administration of students’ affairs?

Through this question, the study sought to establish the personnel that trains prefects and the frequency of training. The aim was to establish whether prefects are adequately prepared for their duties and responsibilities in enhancing students’ discipline. Table 4.6 shows the personnel that trains prefects.

**Table 4.6: Personnel that train prefects**

<b>Personnel that train Prefects</b>	<b>Frequency</b>	<b>Percent</b>
<b>Teachers</b>	51	21.8
<b>Resource people</b>	46	19.7
<b>None</b>	137	58.5
<b>Total</b>	234	100.0



The findings show that 51 (21.8%) of the respondents are given basic training by teachers while 46(19.7%) of the respondents are trained by resource people. 137(58.5%) are not given any basic training either before or during their tenure of service. This is an indication that prefects are ill-equipped to handle their respective responsibilities on students' discipline.

**Table 4.7: How often prefects are trained**

<b>Training Prefects</b>	<b>Frequency</b>	<b>Percent</b>
<b>Very often</b>	8	3.4
<b>Occasionally</b>	85	36.3
<b>Never</b>	141	60.3
<b>Total</b>	234	100.0

Table 4.7 above illustrates that 8(3.4%) of the respondents agree that prefects are trained very often while 85(36.3%) show that they are trained occasionally. However, 141(60.3%) reveal that prefects are never trained at all. This is an indication that most prefects are ill-equipped basic leadership skills to enable undertake their administrative mandate in students' discipline.

#### **4.4.4 Research question four**

The question the study sought to answer was: what strategies do prefects use in dealing with the challenges they face in the day to day administration of students affairs?

Challenges are inevitable in life. According to the respondents, most prefects in public secondary schools face numerous challenges which include: heavy workload due to inadequate personnel, failure to balance between academic work and leadership, hostility from students and lack or inadequate training. Due to such challenges, prefects are not able to carry out their administrative roles effectively. The findings show that prefects to some unorthodox methods to overcome their challenges such as corporal punishment while others indulge in truancy hence providing wrong influence. Those that seek guidance and counselling services overcome the challenges and carry on with administrative roles effectively.

#### 4.4.5 Research question five

The question asked was: To what extent does the school administration involve prefects in decision making in affairs that affect students?

The study sought to establish whether prefects are involved in making decisions that affect other students. This is shown in Table 4.8.

**Table 4.8: Involvement of prefects in decision making**

Response	Frequency	Percent
Yes	96	41
No	138	59
<b>Total</b>	<b>234</b>	<b>100</b>

Table 4.8 shows that 96 (41%) of the respondents agree that prefects are involved in various decision making practices that affect other students. However, 138 of the respondents (59%) reveal that the prefects are not involved. This is an indication that school administration structures to a greater extent do not involve the students in issues that affect them which can compromise students' discipline. Prefects represent many student groups and their involvement brings about confidence and compliance to rules.

The study also sought to find out the areas of involvement of prefects in decision making. The areas included: school rules and regulations, school routine and the school menu. The responses of the students are captured in Table 4.9.

**Table 4.9: Distribution by area of involvement of prefects in decision making**

<b>Area of involvement</b>	<b>Frequency</b>	<b>Percent</b>
School rules and regulations	19	11.8
School routine	48	29.8
School menu	94	58.4
<b>Total</b>	<b>161</b>	<b>100.0</b>

The results indicate that 19 students (11.8 %) are involved in formulation of school rules. 48 (29.8%) in school routine and 94 (58.4%) are involved in designing the school menu. This is an indication that less than half that is 41.6%, of the prefects is involved in documents that bring about order in school.

#### **4.5 Summary of the findings of the study**

The following are the findings of the study:

The study established that prefects are selected by teachers, without involving students. The students and teachers confirmed that prefects are effective in students' administration and general maintenance of students' discipline. However, the challenges prefects face is due to lack of students' involvement in selection.

The study found out that head teachers and teachers had acquired high academic and professional qualification to enable them undertake the role of students' administration and discipline. All of them are trained on administration, theory and practice. The prefects however are only occasionally trained and others are not trained at all. Therefore, the prefects require adequate preliminary training both internally by use of principals and/or teachers and other relevant resource people who can seminisise the prefects.

The study found out that most of the students' disruptive behaviour is established by students. Such behaviour include; rudeness, noise-making, lateness, destruction of school property, drug and substance abuse, and failure to perform manual work. Other students easily confide in prefects about their or their colleagues' forms of truancy as opposed to teachers.

Therefore it helps the prefects either undertake guidance and counselling or report to the teachers for due assistance.

The study also found out that prefects are faced with challenges in performing their respective roles in students' discipline. The challenges include hostility from other students who deem them as spies, heavy workload as students and leaders which stretches their available time for class work.

The study revealed that prefects require constant informal training in leadership skills to inspire positive outcomes among students and time management to help them balance between their academic obligations and administrative roles. The study also established that prefects play an important link between the students and the school administration. Most communication to school administration is through the prefects. Therefore, the administration should involve the students in decision that affect them like selection of prefects, school rules and regulations, school routine and the school menu

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter dealt with the summary, findings, conclusion and recommendations of the study.

#### 5.2 Summary of the study

The purpose of the study was to examine the role of prefects in students' discipline in public secondary schools in Masaba South District, Kenya. The researcher developed research objectives from which research questions were drawn to be answered by the study findings. Related literature on prefects and students' discipline was reviewed. A theoretical and conceptual framework was provided.

The study used descriptive survey design. Random sampling method was used to get 20 head teachers and stratified sampling was used to find 80 teachers and 200 students to participate in the study. The researcher used questionnaire and observation to collect information. The number of questionnaires administered to the head teachers was 20 and the return rate was 100%. Three of the questionnaires were not used in the data analysis because the respondents did not fill in all the questions. Eighty questionnaires were administered to the teachers and 66 of them were returned, the return rate was 82.5%. Two hundred questionnaires were administered to students and 161 of them were

returned. 13 were not duly filled. The return rate was 80.5%. Data was analyzed using descriptive statistics.

### **5.3 Research findings**

The following were the major findings of the study:

The study established that prefects are selected by teachers, without involving students. The students and teachers confirmed that prefects are effective in students' administration and general maintenance of students' discipline. However, the challenges prefects face is due to lack of students' involvement in selection.

The study also found out that prefects undertake various basic duties that help identify students behaviour outside the classroom situation. These in turn help enhance discipline because prefects are able to control behaviour at these basic units which may be inaccessible to the teachers. Therefore training, guidance and counselling and involvement in decision making can help strengthen the prefects capacity to undertake their administrative role on students discipline.

### **5.4 Conclusions of the study**

From the findings of the study, several conclusions were made:

The study also concluded that the selection procedure of prefects should involve students to a large extent. The final prefects' list should be duly vetted and approved by teachers. The selection procedure should be democratic and represent the feelings of the students for better delivery of services. This view

agrees with Mbiti (1974) who says that democracy should be the guiding principle in school management and every individual should be respected.

According to the findings of the study, prefects undertake students' administrative duties that enhance students' discipline in various areas. Such areas include: supervision, control, directing, guidance and counselling, and reporting. Training of prefects on leadership skills need to be strengthened to further improve order among students for the prefects are always with students and have the confidence of the students. Impersonal relationships between prefects and students need to be strengthened. Good working relations will enhance conducive environment for students' discipline. All student leaders also need to be provided with specific duties and responsibilities in their areas of jurisdiction and be well inducted upon selection.

The study also concluded that training of prefects is important. The training should involve internal and external personnel who are acquainted with student administration skills and system, preferably former prefects, head teachers and teachers. The training programmes should be regular and continuous.

The prefects are faced with the challenge of being students and leaders. They should be assisted to strike a balance. The administration and teachers should be close to the prefects to offer necessary assistance.



The principals should sufficiently involve the prefects in decisions that affect students. This will help nurture leadership for posterity. Early involvement of students is good for their future and that of their country (Mwiria, 1995).

## **5.5 Recommendations**

The study makes the following recommendations based on the study findings:

- i) The Ministry of Education should institute and enforce policy guidelines to assist in selection of prefects. The policy should seek to involve students as much as possible. Also, the office bearers in the prefects' body should be fairly common across the public schools dependent on the type of school.
- ii) The duties and responsibilities of prefects should be well defined and moderated by the school administration so that the student leaders are not overburdened. This is in line with Etisi (2006) who encourages attention to stress management and guidance on how to harmonize their roles as students as well as prefects.
- iii) The head teacher should formulate a clear training programme for prefects. The Ministry of Education should also coordinate training programmes at the grassroots level (District and Counties) to nurture leadership right from schools.
- iv) The guidance and counselling departments in schools should be sufficiently strengthened by both the MoE and the school

management to help the prefects overcome their day-to-day challenges in students' administration.

- v) The Ministry of Education through the head teachers should explore possibilities of involving students in decisions that affect them to help improve inclusivity in students' discipline.

### **5.6 Suggestions for further research.**

Other studies can be done in the following areas:

- i) A study on the prefects' role in students' discipline in primary schools in Kenya.
- ii) A study on the influence of prefects' administrative role in students' discipline in private secondary schools.
- iii) An assessment of the performance of the prefects in Kenya Certificate of Secondary Education (KCSE).
- iv) This study can be replicated in other districts, counties or the whole country.

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APPENDICES

APPENDIX I

LETTER OF INTRODUCTION TO THE PRINCIPAL

University of Nairobi  
Department of Educational  
Administration and Planning  
P. O. Box 30197,  
Nairobi.

The Principal.....Secondary School

Dear Sir/Madam,

RE: RESEARCH STUDY

I am a postgraduate student at the University of Nairobi, carrying out research entitled **“Influence of Prefects’ Administrative Role on Students’ Discipline in Public Secondary schools in Masaba South District, Kenya.”** You have been selected to be part of this study and I kindly request you to assist me in filling the attached questionnaire. Your identity will be treated confidentially. Your assistance and cooperation will be highly appreciated.

Yours faithfully,



Fred Ombongi Machogu

## APPENDIX II

### QUESTIONNAIRE FOR THE PRINCIPALS

This questionnaire is intended to help in an investigation of the influence of prefects' administrative role on students' discipline in public secondary schools in Masaba South District. You are kindly requested to complete it by indicating your response by placing a tick (✓) against your option and filling in the blanks provided. To ascertain confidentiality, kindly do not write your name.

#### SECTION A: Demographic details

1. What is your gender?

i) Male [ ]

ii) Female [ ]

2. What is the category of your school?

Boys Boarding [ ]

Girls Boarding [ ]

Mixed Boarding [ ]

Mixed Day [ ]

3. What is your age bracket?

26-35 years      [   ]

36-45 years      [   ]

46-50 years      [   ]

51-55 years      [   ]

Over 56 years    [   ]

4. What is your professional qualification?

Diploma      [   ]

B.Ed      [   ]

M.Ed      [   ]

PhD      [   ]

Any other specify.....

**Section B: Student administration and discipline.**

5. a) Are there any discipline problems in your school?

i) Yes    [   ]



ii) No [ ]

b) If your answer is Yes, please give as many examples as you can.

.....

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.....

6. What role do prefects play in enhancing students' discipline? Select the appropriate option using the key below:

5 Very large extent 4 Large extent 3 Some extent 2 Undecided 1 No

Roles of prefects	5	4	3	2	1
supervising manual Work					
Writing and forwarding names of noise markers					
Reporting late comers					
Taking roll calls in class or dorms					
Punishing those who break school rules					
Making announcement in class/dorm/parade					
Reporting to the teachers those who misbehave					
Guiding and counseling other students					

7. Who handles discipline matters in your school?

.....

8. a) Do you hold open forum barazas with students?

Yes [ ]

No [ ]

b) If yes, how often?

Very often [ ]

Occasionally [ ]

Never [ ]

9 a) Suggest the training programmes you expose the prefects to help enhance discipline among students in your school

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

b) How often do you train or facilitate their training?

Very often            [   ]

Occasionally        [   ]

None                    [   ]

10. a) In your opinion do you think it is important to involve students in making decisions that affect them?

Yes                    [   ]

No                     [   ]

b) If your answer to question 10 (a) above is **Yes**:

i) Please suggest areas where they can be involved

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

ii) Give reasons why you think it is important to involve them

.....

.....

.....

.....

.....

c) Suggest better ways of involving prefects in enhancing student discipline

.....

.....

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.....

11. Who selects prefects in your school?

Teachers     [   ]

Students     [   ]

12. In your opinion, do your prefects face challenges in handling their line of duty?

Yes [    ]

No [    ]

If Yes, which challenges do they face?

.....

.....

.....

.....

## APPENDIX III

### TEACHERS' QUESTIONNAIRE

This questionnaire is intended to help in an investigation of the influence of prefects' administrative role on students' discipline in public secondary schools in Masaba South District. You are kindly requested to complete it by indicating your response by placing a tick (✓) against your option and filling in the blanks provided. To ascertain confidentiality, kindly do not write your name.

#### Section A: Demographic data.

1. What is your gender?

Male            [   ]

Female         [   ]

2. What is your age?

20-25 years     [   ]

26-30 years     [   ]

31-35 years     [   ]

36-40 years     [   ]

41-45 years     [   ]

46-50 years [ ]

Above 51 years [ ]

3. For how long have you taught?

0-5 years [ ]

6-10 years [ ]

11-15 years [ ]

16-20 years [ ]

Over years [ ]

4. How many times are you on duty in a term?

Once [ ]

Twice [ ]

Thrice [ ]



**Section B: Student administration and discipline.**

5. a) What common student discipline problems do you encounter during your week?

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b) How do you handle them?

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c) How helpful do you find prefects in handling students' discipline?

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.....

6. a) Who selects prefects in your school?

Teachers [  ]

Students [  ]

b) How effective is the method?

.....

.....

.....

.....

.....

7. a) In your opinion, is it necessary to involve prefects in making decisions that affect other students?

Yes [  ]

No [  ]

b) If yes, please suggest areas where they can be involved.

.....

.....

.....

c) Give reasons why you think it is important to involve them.

.....

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.....

.....

8. What role do prefects play in enhancing students' discipline in your school?

Selecting by ticking the appropriate option from the following:

5 Very large extent 4 Large extent 3 Some extent 2 Undecided 1 No

<b>Roles of prefects</b>	5	4	3	2	1
supervising manual Work					
Writing and forwarding names of noise markers					
Reporting late comers					
Taking roll calls in class or dorms					
Punishing those					

who break school rules					
Making announcement in class/dorm/parade					
Reporting to the teachers those who misbehave					
Guiding and counseling other students					

9. What problems do prefects face in executing their roles?

.....

.....

.....

10. a) Who trains prefects in your school?

Teachers            [   ]

Resource people   [   ]

None                [   ]

b) How often are they trained?

Very often [ ]

Occasionally [ ]

None [ ]

11. What is your opinion on the training of prefects in your school?

.....

.....

.....

## APPENDIX IV

### QUESTIONNAIRE FOR STUDENTS

This questionnaire is intended to help in an investigation of the influence of prefects' administrative role on students' discipline in public secondary schools in Masaba South district. You are kindly requested to complete this questionnaire indicating your honest response by placing a tick (✓) against your option and fill in the blanks by giving as many as details as you can.

#### Section A: Demographic data

1. What is your sex?

Male [ ]

Female [ ]

2. What is your age bracket?

12-14 years [ ]

15-17 years [ ]

Over 18 years [ ]

3. In which Form are you?

Form 1 [ ]

Form 2 [ ]

Form 3 [ ]

Form 4 [ ]

4. Have you ever been a prefect in this school?

Yes [ ]

No [ ]

**Section B: Student administration and discipline.**

4. a) Do students participate in selecting prefects?

Yes [ ]

No [ ]

b) Who selects prefects in your school?

Teachers [ ]

Students [ ]

5. What challenges do prefects face in handling other students?

.....

.....

.....

.....

6. How do students communicate to the school administration?

Please tick those which are applicable in your school.

By use of suggestion box [ ]

Through prefects [ ]

Through class teachers [ ]

Through parents [ ]

Through an open forum (school barazas) [ ]

vi) Any other, please specify

.....



.....  
.....  
7. The following duties are performed by prefects in your school.

Select by ticking any of the following options:

5 Very large extent 4 Large extent 3 Some extent 2 Undecided 1 No

Roles of prefects	5	4	3	2	1
supervising manual Work					
Writing and forwarding names of noise markers					
Reporting late comers					
Taking roll calls in class or dorms					
Punishing those who break school rules					
Making					

announcement in class/dorm/parade					
Reporting to the teachers those who misbehave					
Guiding and counseling other students					

8. Do you think prefects are effective in students' administration?

Yes [ ]

No [ ]

9. a) Who trains prefects in your school?

Teachers [ ]

Resource people [ ]

None [ ]

b) How often are they trained?

Very often [ ]      Occasionally [ ]      None [ ]

## APPENDIX V

### Public secondary schools in Masaba South District

Amabuko  
Amasege  
Bogeche  
Bong'onta  
Chibwobi  
Chironge  
Ekware  
Gekonge  
Gesabakwa  
Geteri P.A.G  
HEMA  
Ibacho  
Kegogi  
Kiamokama F.A.M  
Masabo  
Masimba  
Mesabisabi  
Metembe S.D.A  
Mobamba

## APPENDIX VI

### RESEARCH AUTHORIZATION LETTER

REPUBLIC OF KENYA



#### NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

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

P.O. Box 30623-00100  
NAIROBI-KENYA  
Website: www.ncst.go.ke

Our Ref: NCST/RCD/14/012/804

Date: 29<sup>th</sup> June 2012

Fred Ombongi Machogu  
University of Nairobi  
P.O.Box 30197-00100  
Nairobi.

#### RE: RESEARCH AUTHORIZATION

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

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

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

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

Copy to:

The District Commissioner  
The District Education Officer  
Masaba South District.

# APPENDIX VII

## RESEARCH PERMIT

**PAGE 2** **PAGE 3**

**Research Permit No. NCST/RCD/14012/804**  
**Date of Issue 25<sup>th</sup> June, 2012**  
**Fee received KSH. 1,000**

**THIS IS TO CERTIFY THAT:**  
**Prof/Dr/Mr/Mrs/Miss/Institution**  
**Fred Ombongi Machogu**  
**of (Address) University of Nairobi**  
**P.O.Box 30197-00100, Nairobi.**  
**has been permitted to conduct research in**

<b>Masaba South</b>	<b>Location</b>
<b>Nyanza</b>	<b>District</b>
	<b>Province</b>

**on the topic: Influence of prefects administrative**  
**role on students' discipline in public secondary**  
**schools in Masaba South District, Kenya.**

**for a period ending: 31<sup>st</sup> July, 2012.**

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

