THE ROLE OF PREFECTS IN THE MANAGEMENT OF SECONDARY SCHOOLS: A CASE STUDY OF KANDARA DIVISION; MARAGUA DISTRICT.

BY

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KENYATTA UNIVERSITY

-2005-
DECLARATION

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

_________________________  ______________________
KILEE MARGARET MUTIO       DATE

This Project has been submitted for examination with my approval as the University Supervisor.

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PROF. J OLEMBO               DATE

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DEDICATION

This project is dedicated to my late father J S Mutua for educating me, my mother Martha Mueni Mutua for her love, care and encouragement, and my late brother Maurice K Mutua for being my inspiration. To my children Mbithi, Mbindo, Musili and Nduku.
ACKNOWLEDGEMENTS

I would like to sincerely thank all those who assisted me either directly or indirectly in assembling this research project.

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I thank all my Lecturers for their good work and especially Dr. Kombo for sparing some time to guide me.

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I am extremely grateful to Peter who ably typeset the research proposal and finally very successfully completed the project report. Peter your moral support and encouragement will not be forgotten.

My colleagues, thanks for your support.

Finally I thank the Almighty for his ceaseless Love, Care and Protection. He has seen me through my Education.
The objective of this study was to investigate the role of prefects in the management of secondary schools in Kenya. The study was designed to find out the degree to which school prefects in secondary schools were involved in matters pertaining to discipline of students; organisations of co-curricular activities; matters relating to students welfare.

In the recent school riots prefects have become targets of attack. This raised concern from the stakeholders on the role and functions of prefects, their powers and privileges that go with the position. This concern is what stimulated interest to venture into this research. The aim of the study was to shed light to the school administration on the challenges that the prefects face in their day to day duties and that they should appreciate their work.

The study was descriptive and employed questionnaire and interview schedule as data collection instruments. It was limited to schools in Kandara Division, Maragua District. Eight (8) schools were purposively sampled for the study. The total population sampled was 32 i.e. 24 prefects and 8 deputy principals. Data was analysed using descriptive statistics (i.e. frequencies and percentages).

The recommendations are;- schools should devise ways of empowering prefects and making them acceptable to the students body in order to improve on management of schools. The Ministry should come up with proper guidelines on how to go about choosing prefects in schools. Students should be given a chance to elect their leaders through secret ballot. There was need for training prefects to equip them with managerial and leadership skills. School management should encourage students to take up leadership positions for schools are potential leadership training grounds. Heads of schools should motivate the prefects and appreciate their work.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Title page</th>
<th>i</th>
</tr>
</thead>
<tbody>
<tr>
<td>Declaration</td>
<td>ii</td>
</tr>
<tr>
<td>Dedication</td>
<td>iii</td>
</tr>
<tr>
<td>Acknowledgements</td>
<td>iv</td>
</tr>
<tr>
<td>Abstract</td>
<td>v</td>
</tr>
<tr>
<td>Table of Contents</td>
<td>vi</td>
</tr>
<tr>
<td>List of tables</td>
<td>ix</td>
</tr>
<tr>
<td>List of figures</td>
<td>x</td>
</tr>
<tr>
<td>Abbreviations</td>
<td>xi</td>
</tr>
</tbody>
</table>

## CHAPTER ONE

### 1.0 INTRODUCTION

1

1.1 Background to the problem

1

1.2 Statement to the problem

2

1.3 Purpose of the study

3

1.4 Objectives of the study

3

1.5 Research questions

4

1.6 Significance of the study

4

1.7 Basic assumption of the study

5

1.8 Limitations of the study

5

1.9 Theoretical Framework

5

1.10 Conceptual Framework

7
1.11 Definition of terms

CHAPTER TWO

2.0 REVIEW OF LITERATURE

2.1 Introduction

2.2 General overview of the available literature

2.3 Purpose and functions of the students body representatives

2.4 Summary and conclusion

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

3.2 Research design

3.3 Locale

3.4 Population

3.5 Sample and Sampling Procedures

3.6 Research Instruments

3.7 Data Collection Procedures

3.8 Data analysis

CHAPTER FOUR

4.0 DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

4.2 Contextual characteristics of Respondents

4.3 Role of the prefects in school administration
CHAPTER FIVE

5.0 SUMMARY AND DISCUSSION OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction 41

5.2 Summary and Discussion 42

5.3 Conclusion 50

5.4 Recommendations 51

5.5 Suggestions for further research. 52

BIBLIOGRAPHY 53

Appendix i Interview schedule 55

Appendix ii Questionnaire 60
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table 4.2.1</th>
<th>Age of the Prefects</th>
<th>28</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table 4.2.2</td>
<td>Gender of the Respondents</td>
<td>28</td>
</tr>
<tr>
<td>Table 4.2.3</td>
<td>class of prefects</td>
<td>29</td>
</tr>
<tr>
<td>Table 4.3.1</td>
<td>Functions of the prefects to school administration</td>
<td>30</td>
</tr>
<tr>
<td>Table 4.3.2</td>
<td>Duties and Responsibilities to students’ body</td>
<td>31</td>
</tr>
<tr>
<td>Table 4.3.3</td>
<td>Duties and Responsibilities to the students they represent</td>
<td>32</td>
</tr>
<tr>
<td>Table 4.4.1</td>
<td>Criteria used to select prefects</td>
<td>33</td>
</tr>
<tr>
<td>Table 4.4.2</td>
<td>Procedures for elections of prefects.</td>
<td>33</td>
</tr>
<tr>
<td>Table 4.4.3</td>
<td>Training of Prefects</td>
<td>33</td>
</tr>
<tr>
<td>Table 4.5.1</td>
<td>Problems prefects encounter from school administration.</td>
<td>34</td>
</tr>
<tr>
<td>Table 4.5.2</td>
<td>Problems prefects encounter from students’ body.</td>
<td>35</td>
</tr>
<tr>
<td>Table 4.5.3</td>
<td>Personal problems prefects encounter in discharging their duties.</td>
<td>36</td>
</tr>
<tr>
<td>Table 4.6.1</td>
<td>Solutions to challenges related to school</td>
<td>37</td>
</tr>
<tr>
<td>Table 4.6.2</td>
<td>Solutions to challenges related to students’ body.</td>
<td>37</td>
</tr>
<tr>
<td>Table 4.6.3</td>
<td>Solutions to challenges related to prefects’ body.</td>
<td>38</td>
</tr>
<tr>
<td>Table 4.7.1</td>
<td>Is being a prefect beneficial?</td>
<td>39</td>
</tr>
<tr>
<td>Table 4.7.2</td>
<td>Benefits of being a prefect.</td>
<td>39</td>
</tr>
<tr>
<td>Table 4.7.3</td>
<td>How school administration can improve.</td>
<td>40</td>
</tr>
</tbody>
</table>
LIST OF FIGURES

Fig 1: Getzels and Guba model 7
Fig 2: Conceptual Framework 7
**ABBREVIATIONS:**

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEO</td>
<td>District Education Officer</td>
</tr>
<tr>
<td>e.g</td>
<td>For example</td>
</tr>
<tr>
<td>Hon.</td>
<td>Honourable</td>
</tr>
<tr>
<td>i.e.</td>
<td>That is</td>
</tr>
<tr>
<td>KESI</td>
<td>Kenya Education Staff Institute</td>
</tr>
<tr>
<td>MOEST</td>
<td>Ministry of Education Science and Technology</td>
</tr>
</tbody>
</table>
CHAPTER ONE

1.0 INTRODUCTION TO THE STUDY

1.1 BACKGROUND TO THE PROBLEM

No institution can possibly function without a leader. The necessity for leadership stems from the fact that each organization or group has needs which must be met. In a secondary school situation the administration and management of these schools heavily relies on prefects.

Talking about students governments in our institutions Prewitt (1975) says;

Students’ governments in these institutions are modeled on the “British Prefects System”. A student is chosen to be a prefect by the headmaster in consultation with his teachers. With few exceptions, students themselves do not play an active role in the selection of their leader. For most part, prefects are selected for qualities which include a respect for school rules and deference to school authorities. The anointed leaders regard themselves as natural leaders and demonstrate this to themselves as well as others by conforming to the expectations of those who anointed them the school authorities.

Pupils are in closer touch with each other through peer interaction than the staff are with them, especially in boarding system. No school can succeed without involving students in some of the decision making process and even in
general management of the school. Ways in which the pupils are involved in
decision making and the management of schools are through;

- Prefectorial system
- Monitorial system
- Class captains.

This makes students feel a strong sense of involvement in the management
of students’ affairs hence the need to involve students through Prefectorial
system. The head of the school must ensure that there is an active prefect’s
council in school not only to serve as a link between the students’ body and the
school management but also to perform specific functions.

1.2 STATEMENT OF THE PROBLEM

The role of prefects and the powers they wield are contentious matters in
many schools and have been the cause of discontent and indiscipline in the
institutions.

There has been a major concern on the role of prefects, their powers and
the privileges that go with the position. A recent Education Ministry Inspection
Report of a secondary school in Central Province says, "Prefects are used to spy
on teachers". It was found that they played the role of teachers and even gave
examinations to fellow students.

In May 1999 two prefects from Nyeri High School died in a horrendous fire
attack while two others were admitted in hospital. This time round school strikes
had resulted to violence and destruction that led to loss of lives. It seemed that
prefects became targets of attack during riots and other disturbances. This
raised a lot of concern from all the stakeholders on the roles and functions of prefects in secondary schools.

The Report of the Task Force on students Discipline and Unrest in secondary schools, chaired by the then Director of Education Naomi Wangai says, the prefect system is rotten to the core since there was no criteria for selecting prefects in most schools in the country. This is because in many schools, prefects are appointed through the patronage of the principal and a clique of a few loyal pliant teachers. Many schools do not take their prefects for training in leadership.

1.3 PURPOSE OF STUDY

This study aimed at finding out the role of prefects in the day to day management of our schools.

1.4 SPECIFIC OBJECTIVES OF THE STUDY

(a). To investigate the role of prefects in the school management.

(b). To determine the attitude of students' body towards school prefects.

(c). To find out the criteria used to select prefects and methods used for the appointments.

(d). Uncover the challenges that prefects face as they carry out their duties.

(e). To give recommendations on improvement on the prefecture system.
1.5 RESEARCH QUESTIONS

(1) Are students in secondary schools involved in decision-making?

(2) Are prefects given opportunity to make contributions or suggestions in matters related to their welfare and academics and co-curricular activities?

(3) To what extent do schools involve prefects in formulation of the school rules and regulations and what are the challenges facing them?

(4) What is the criteria for selecting prefects?

1.6 SIGNIFICANCE OF THE STUDY

The study may have the following significance:-

- It may help the policy makers to see the need for training prefects.
- It should give pointers to the kind of contribution that prefects make in the day to day management of schools.
- It may be an eye opener to the school administration to see the importance of involving students more in decision making.
- It was expected to encourage dialogue between the school administration and the students.
- It may give a challenge to the school manager to appreciate the work done by prefects.
- It may give a challenge to the school administrators to improve on the mode of selection of prefects and organise for their training.
1.7 BASIC ASSUMPTION OF THE STUDY

(1) Students would like to be involved in deliberations that affect their welfare while they are in school.

(2) Students have to learn how to consult and give ideas concerning welfare of their school.

(3) Prefects are a link between the school administration, on one hand and the students, on the other.

(4) Prefects play a major role in the school management.

1.8 LIMITATIONS OF STUDY

Due to the constraints of time and resources, the study was limited to eight (8) selected schools in Kandara Division of Maragua District. The study focussed only on public secondary schools. It also looked at the role of prefects in the management of schools.

1.9 THEORETICAL FRAMEWORK

Concept of Role based on Getzels Paradigm

Getzels Paradigm constitutes the theoretical framework that guided this study. It has been presented as a theory and attempt to describe what happens in a school situation. It assumes that a school is a social system. A social system involves two classes of phenomena:

- The institutions with certain roles and expectations that will fulfill the goals of the system.

- The individuals with certain personalities and need dispositions whose observed interaction we call social behaviour. Behaviour
associated with institution, role and expectation is referred to as
normative or nomothetic dimension of activity in a social system.

The most important analytic units of an institution are roles which may be
defined in terms of expectations that is, of the rights, privileges and obligations
to which any incumbent of the role must adhere. Roles are complimentary in
that each role derives its definition and meaning from other related roles, for
example the role of the leader can not be understood except in relation to the
role of the follower.

The school as an organisation has certain roles and expectations. On the
other hand there are individuals and each individual has certain needs which
must be fulfilled by the organisation. The school has certain offices occupied by
individuals like Headmaster, Deputy Headmaster, Heads of departments, Subject
heads etc. These offices represent the nomothetic dimension of the organisation
and the role expectations of the occupier are spelt out in job description.

On the other hand the individuals who occupy the different offices and
positions have their own personalities and needs. These represent the
ideographic dimension. There must be interaction between the nomothetic and
ideographic in order to determine behaviour. Behaviour is a function of role
and personality of the role occupier.
Fig 1: Getzels and Guba model (1957)

Institution ---- Role ---- Expectation
Social system

Individual ---- Personality ---- Need disposition

Observed behaviour

1.10 CONCEPTUAL FRAMEWORK

Fig 2: Conceptual Framework

- Discipline
  - School rules & regulations
  - Give minor punishment
  - Report any indiscipline cases

- Students’ welfare
  - Food
  - General cleaning
  - Health
  - Reporting any problems to administration

- Performance
  - Academic
  - Supervise preps
  - Monitor teacher’s attendance

- Linkage – Administration and students

- Co-curricular activities
  - Games
  - Clubs/societies
  - Movements

- Participate
  - Organize concur

- Have to be disciplined

- Assist in cleaning

- Supervise cleaning

- Go between students & administration

PREFECTS
Schools Management heavily relies on prefects. A good prefect’s body will even improve the performance of the school. Prefects interact with the students more, therefore they mobilize the students to participate in school activities; to ensure that the students follow the school rules and regulations as well as the school routine.

The prefects themselves have to be role models so they must be disciplined and above average academically. They take care of the students’ welfare in case of any problems they report to the school administration.

1.11 DEFINITION OF TERMS

Prefectorial System; - A system of appointing student leaders with some authority over others and some responsibilities and privileges.

Monitorial System: - A system whereby students in a school are given authority over others in class.

Prefects: - A student appointed or elected with authority over others and some responsibilities and privileges.

Public Schools: - Schools that are staffed equipped and developed using public funds.

Principal: - A term used to refer to the head of secondary schools and colleges.

Student Council: - It is a body or an association of students at a particular college concerned with students’ rights and welfare.

Students Body: The entire student population in a given school or institution.
Client:- A person who uses the services or advice of a professional.

Deputy Principal:- A term used to refer to the deputy head master or mistress in secondary schools.

Role:- Is the expected pattern of behaviours associated with members occupying certain positions within the structures of the organisation.

Makarao:- This term is used to mean policemen.

Spy:- This is a student who collects secret information about other students and teachers and reports to the school administration.
2.0 REVIEW OF LITERATURE

2.1 INTRODUCTION

This chapter examines literature that is related either directly or indirectly to the study. The literature review focussed on the importance of involving students in the governance of our institutions be it secondary schools prefects or post-secondary schools students council in other parts of the world.

2.2 A GENERAL OVERVIEW OF AVAILABLE LITERATURE.

In countries like Canada all institutions have students’ council that is Secondary Schools, Colleges and Universities.

Burn et al (1973: 112 - 113) states that;

In Canada students self-government operate in all institutions. The students’ council seeks greater participation in the institutions’ governance being most pronounced in the universities.

Williamson (1961: 99) argues that

A client who receives service should also participate in certain phases of the administration and development of such service. One of such services is student’s activities, co-curricular activities being one of the major ones.

He also feels that students should participate in formulation of policies governing various aspects of the institution. He further argues that parallel to Follets observation, democratization of industry through the participation of
workers at all levels in management and policy making, then in the same token participation by students in certain institutional practices has become increasingly necessary.

For the schools to prepare the youth for adult status Friesen 1969; 221) argues;

If the conceptual boundaries of the school organisation could be extended to include student clients as integral part of the organisation and regard them as members of the school as an organisation, then there is no reason why the school cannot engage every member of its organisation (including students) to develop goals and identity of an institution.

He further argues that, since the major service of the school is that of moral and technical socialization of the youthful members of the society to prepare for adult status, then the schools have the responsibility of training the clients in knowledge and skills needed later in life.

The issue of students' participation in school governance has been pointed out by Carson (1975; 85). In his book, the governance of colleges and universities, he notes that students have a right to participate in the governance of the institutions. This is because most of the decisions of the institutions affect them. For instance students believe that if education is of fateful significance to them, then they should have a voice in its character and quality. Students have also a strong social and educational motivation and have also demonstrated that
they can provoke desirable educational change. He further argues that participation in governance is preparation for responsible citizenship in a larger society, then institutions have that responsibility of preparing students for that noble role. He noted:

Although students come and go, bringing little experience or accumulated wisdom and having perhaps little time to involve themselves in matters of governance in the institutions, yet the right to participate in governance has become recognized by many institutions.

Participation by students in the governance of the institutions has been undergoing marked changes in the recent years. One such change is that, while in the past students were consulted or listened to only when some crisis arose, the tendency now is to move away from this limited form of participation into more constructive and mature type of consultation about various institutional matters before policies are formulated.

Williamson (1961; 99 –102) supports this by saying;

While in the past students participation was in the form of appointed representatives (called prefects), today the trend is towards elected representatives to form what is called Students’ Council or Students’ Union or Association.

Holroyd (1933; 234) in his book, The Organization of School Societies and other activities, notes that democracy in schools is an admirable thing. He averts that;
If wisely arranged, students are capable of doing much of the work in running the schools, which is beneficial to themselves and which helps form 'espirit de corps'.

He further suggests that; “School Societies of all types help form this valuable force and the school senate or parliament helps in the matter of cohesion of all school societies and activities. The representatives of such should be elected by the students themselves”.

2.3 PURPOSE AND FUNCTIONS OF STUDENT’S BODY REPRESENTATIVES

A research carried out at the University of Exeter, Institute of Education from 1967 to 1970 by King found out that the major value of students council was to pass out information, suggest valuable ideas about the running of the schools, allow students bring their discontents into the open forum thus preventing the growth of ill feeling, makes the students feel involved in the school and also help in the process of living together. In addition, the students’ council gives the students the responsibility and experience in helping to run the school and an introduction to the methods of democracy.

James (1969; 271-272) states that students’ council activities furnish one excellent opportunity for schools to function as a workshop in democracy. This helps the students themselves to share in some form of decision making.

Olembo et al (1992) on the purpose of the students council noted that it was meant to promote students activity, develop harmonious relation between
the students and the faculty; to assist in the management of the school; to develop attitude of good citizenship; to promote welfare of the school and to provide forum for expression of students wishes; to develop students initiative and responsibility; to provide a laboratory for citizenship and to provide opportunity for the training of student leaders.

As regards representation of students body, Miller and Spalding (1958; 282-283) say that;

The students association should be all-inclusive in its membership and any student council established should be representative of the total group, that is, student council should be elected by students' body.

Referring to effectiveness of students council Lipham and Hoch (1974; 275- 279) averts;

An effective student's council should be used as a means of achieving organisational goals as well as satisfaction of the students' needs. To maximise the potential of students' government, the principal must encourage its active participation in the identification and solution of significant school problems.

They further argue that;

Effective students' participation in a student's government is important because the inherent value of student involvement
in decisions that affect them is ethically appropriate and educationally sound.

If current research is correct, students’ involvement in decision making is also politically wise in terms of preventing students’ unrest.

Mody Ochilo (1981) expressing almost similar views felt that one of the ways in which the Ministry of Education in Kenya could avoid school strikes is have students unions in all secondary schools whose major function would be to act as a bridge of communication between the administration and the students.

Gikandi (2004) averts that school management in our country heavily relies on prefects. The Report of the Task Force on Student Discipline and Unrest in Secondary Schools chaired by Wangai says the prefect system is rotten to the core.

Wachira (2004) averts;

In many schools prefects are appointed through the patronage of the principal and a clique of a few loyal and pliant teachers.

The Wangai Report (1999) further states that;

"Some prefects wield too much power, are harsh and even beat or molest fellow students".

Kigotho (2004) gave a report on Zimbambwe that the Ministry of Education in this country has published guidelines on criteria to be used in appointing prefects. Schools are urged to involve students. In addition the Zimbambwe Secondary Schools Heads Association has launched a programme
for prefects to attend a three-week seminar in moral leadership during the holidays.

It is unfortunate that most schools in our country Kenya do not train prefects. In exceptional schools like Starehe the prefects system is working very well.

Buluku (2004; 7) says;

The training of prefects at Starehe begins at the end of form two, when likely candidates are tried out as sub-prefects. They are given responsibilities in the library or school shop. If they do well they are promoted to house prefects. Sub-prefects are usually taken on a seminar each August for training. Senior prefects waiting to become Captains are trained in April. The trainers are usually former Captains.

Gikandi and Muniu (2004; 5) says;

"In Kiambu District, the Heads Association organises seminars for prefects. Prefects are taken to an exclusive venue where they are trained by counselors and psychologists”.

Another exceptional school that trains prefects is Karoti Girls. Kareithi and Khadija (2004) reported that;

In July every year the school holds annual leadership seminars. In the year 2004 the school hosted more than
600 prefects from various schools. They invite professionals to speak on leadership.

Griffins (1994) asserts that senior boys and girls in schools can achieve astonishing levels of responsibility if given the opportunity accompanied by the right guidance. He gives an example of Starehe Boys Centre whereby most of the routine day-to-day organisation and discipline of the school and outside of the classroom is done by prefects. The prefects do it extremely well leaving the teachers free to concentrate on academic duties.

All prefects should have access to the head of an institution. This would enable them have meetings with the head or the deputy in which they can review their work on weekly basis or as may be convenient and discuss whatever problems that arise in school and plan for any special activities or events of the school.

A sound prefects system is a splendid thing. Time invested in producing it pays rich dividends. A prefect’s attitude must be that he is serving the school, repaying to it something of what it has done for him.

Prefects serve as a link between the students’ body and the school administration. Among indisciplined students, prefects are enemies and very unpopular. They are called names like makarao’ Spy’s etc. but to the disciplined students they are people who sacrifice their time to serve others without expecting any reward.
2.4 **SUMMARY AND CONCLUSIONS**

In the whole the chapter attempts to outline and discuss issues that relate to the role of prefects in school management. The following are the major points;

(1) *The rationale for prefects' body in our schools system; they should participate in certain areas of school administration like co-curricular activities, student's entertainment and welfare, programmes of study and policies affecting students' discipline.*

(2) Since all students cannot be involved in these services both at policy making and implementation levels, then the representative body (prefects' body) is usually entrusted with these responsibilities. The students' then follow the recommendations.

(3) Besides organising various activities and services, the prefects' body, acts as a link between the students' body on one hand, and the school administration, on the other hand.

(4) While in the past prefects were comprised of students appointed by the school administration, the trend today is towards elected representation where students choose leaders of their own choice to the prefects' body.

(5) There is need for prefects training in areas of leadership.

(6) In Secondary school we find the prefects system while in Post-Secondary school; students' councils are most common.
Therefore the role of prefects in schools is very crucial. Schools cannot afford to do without prefects. They are the ones who interact more with the students; many matters and activities that go on in school revolve around students. The student is the core in school. Without students, there are no schools thus the need to involve them in management of schools and especially in matters that affect them most.

This study showed the need to involve students in the management of schools. By delegating some duties and responsibilities to the prefects so that the running of the schools become easier. It further shows that when students are involved in decision-making they feel appreciated. They serve as a link between the school administration and the students' body.
CHAPTER THREE

3.0 METHODOLOGY

3.1 INTRODUCTION

This chapter describes the research methodology used in the study. This includes the design; the target population, sample and sampling procedures; the research instruments used; the administration of the instruments and the procedure for data analysis.

3.2 RESEARCH DESIGN.

The descriptive survey design was used in this study. Descriptive survey designs, according to Wiersma (1985), is concerned with gathering facts and obtaining pertinent precise information concerning the current status of phenomenon and whenever possible, making conclusions from the facts discovered. It is concerned with generalised statistics that result when data is abstracted from a number of individual cases.

The descriptive survey design was appropriate for this study because it helped the researcher obtain information regarding the role of prefects in the management of secondary schools.

3.3 STUDY LOCALE

The study was based in Kandara Division of Maragua District in Central Province of Kenya. This is the most recent District to be created in Central Province. Kandara Division has forty (40) public schools. It is divided into two zones; Upper and Lower Kandara. The researcher chose it due to limitation of time and financial resources.
3.4 POPULATION

The target population of this study was prefects and Deputy Principals in all public secondary schools of Maragua District.

3.5 SAMPLE AND SAMPLING PROCEDURES

Due to the large size of the population it was not possible to include the whole population in the study. Mugenda and Mugenda (1999;42) observed that a study can be carried out from a carefully selected sample to represent an entire population. Hence the sample was obtained using purposive sampling method in order to ensure that all the types of secondary schools in the district were represented in the sample that is, boys, girls, mixed, day and boarding schools. Kothari (1990) states that the sample should neither be excessively large, nor too small. It should be optimum.

He further explains that an optimum sample is one that fulfills the requirements of efficiency, representativeness, reliability and flexibility. Parameters of interest and cost too dictate the size of sample used that a researcher can draw. A sample of twenty per cent (20%) of the total population is considered a good representation. Mugenda and Mugenda (1999;42) suggests that for descriptive studies ten per cent (10%) of the accessible population is enough.

Kandara division has a total of forty (40) schools. Purposive sampling was used to pick eight (8) schools out of forty (40). This was twenty per cent (20%) of the schools in the division.
The number of respondents sampled for the study were eight (8) deputy principals and twenty four (24) prefects.

The prefects were purposively selected especially those holding senior positions in school. Due to the nature of this study therefore, it became necessary to seek information from the senior prefects. Picking any members of the prefects' body at random to respond to the questionnaire would have led to serious deficiencies in the information which was being sought. Most of these students who responded to the questionnaire were in form three and form four.

3.6 RESEARCH INSTRUMENTS

As stated in the introduction the researcher used questionnaire and interview schedule to collect data.

The two instruments were used as follows:

Prefects questionnaire. It dealt with their personal background, and the student attitude towards the students' body.

Deputy Principal Interview Schedule. This was aimed at generating dialogue with the deputy principals who interact most with the prefects and are the chief advisors to the prefects' body, on matters relating to students.

Questionnaires are most commonly used method when respondents can be reached and are willing to co-operate. This method can reach a large number of subjects who are able to read and write independently.

Kothari (1990; 124) asserts that questionnaires are considered as the heart of a survey operation. He further gives the merits of using this method as
follows:- there is low cost even when the universe is large and is widely spread geographically; respondents have adequate time to give well thought out answers; respondents, who are not easily approachable, can also be reached conveniently; large samples can be made use of and thus the results can be made more dependable and reliable.

3.6.1 Prefects questionnaire

The questionnaires were administered to twenty four (24) prefects.

The prefects’ questionnaire had fourteen (14) questions. The questions are a mixture of open and closed-ended questions.

The researcher piloted the questionnaires by administering them to two prefects. The sample used for piloting was similar to the actual sample used during data collection. Prefects involved in pilot study were not included in the actual sample. The respondents were encouraged to make comments and suggestions concerning instructions, clarity of questions and relevance. After piloting the questionnaires the researcher went through the answered questionnaires noting all the items that seemed to be having problems.

The researcher consulted experts for validation of the instruments. The experts were the researcher’s supervisor and colleague from the institute for Continuing Education.

3.6.2 Interview Schedule for deputy principal

If a questionnaire is administered by a person face to face it becomes an interview. Kirby (1997) notes that there are the structured and unstructured interviews. Structured interviews occur when a questionnaire is administered
face to face and the interviewer is not allowed to deviate from the wording of the questions nor the order in which they are asked. The aim is to standardise the experience so that the only variations should reflect real variations in the answers given. To obtain accurate information through interviews, a researcher needs to obtain maximum cooperation from the respondents. The researcher must therefore establish a friendly relationship with the respondent prior to conducting the interview. Advantages of interviews according to Mugenda and Mugenda include:

- They provide in-depth data, which is not possible to get using a questionnaire.
- They guard against confusing the questions since the interviewer can classify the questions thereby helping the respondent give relevant responses.
- Very sensitive and personal information can be extracted from the respondent and by honest and personal interaction between the respondent and the interviewer.
- The interviewer can get more information by using probing questions.
- Interviews yield higher response rate mainly because it is difficult for a subject to completely refuse to answer questions or to ignore the interviewer.

The interview schedule was used to generate dialogue between the researcher and deputy principals who are the chief advisers of the prefects' body in schools. The deputy principals are in charge of discipline, they work hand in hand with
the prefects. The researcher conducted a kind of face of face questioning. This enabled the researcher to seek clarification whenever deemed necessary. The questions were sixteen in total.

### 3.6.3 Piloting or pretesting the questionnaire

The researcher tried out the questionnaires in the field. This was done to a selected sample, which was similar to the actual sample that the researcher planned to use in the study. Procedures used in pretesting the questionnaires were identical to those that were used during the actual data collection.

According to Mugenda and Mugenda (1999) the cases of pretest should not be very large. Normally the pretest sample is between 1% and 10% depending on the sample size. Therefore the sample size pretested in this study was two (2) prefects and one (1) deputy principal. They were therefore excluded from the study sample.

### 3.7 DATA COLLECTION PROCEDURES

#### Administration of the Instruments

The researcher obtained permission from the District Education Officer (DEO) Maragua as required to carry out the research in the public secondary schools in the District. The researcher visited the eight schools in the Division to administer the questionnaires to prefects and Interview schedule for the Deputy Principals.

The researcher upon arrival in each school tried to establish a rapport with the principal and the deputy principals and then was allowed to give out the
questionnaires to the prefects and explained the instructions to be followed. Arrangements for the second visit when the researcher would collect the questionnaires were made after consulting with the principals and deputy principals.

3.8 DATA ANALYSIS

After data collection all the completed questionnaires were organised according to given responses. Descriptive statistics were used in the analysis of the data provided. Mugenda and Mugenda (1999; 117 -118) says; “the purpose of descriptive statistics is to enable the researcher to meaningfully describe a distribution of scores or measurements using a few indices or statistics”.

Tables were used to summarise raw data and displaying the same in compact form for further analysis. The responses were then categorised according to percentages for interpretation.

The responses from the interviews with the deputy principals were used to explain and add to the information given by the prefects.
CHAPTER FOUR

4.0 DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1. INTRODUCTION

This chapter focuses on presentation, analysis and interpretation of data derived from the responses of deputy principals and prefects in the sampled schools.

The purpose of this study was to assess the role of prefects in the management of secondary schools in Kandara Division Maragua District, Kenya.

Two instruments were used to collect data. This included an interview schedule for the deputy principals and a prefect’s questionnaire. The respondents included eight (8) deputy principals and twenty four (24) prefects from eight public secondary schools in the Division. The total sample was thirty two (32).

After collecting data, the responses were tallied in separate and by the use descriptive statistics, the researcher was able to reach certain conclusions and make appropriate recommendations as shown in chapter five (5).

In this chapter, the data that were collected are presented focussing on the following:

- Contextual characteristics of respondents.
- Role of prefects in school administration.
- Criteria used to select prefects.
- Challenges faced by prefects in performing their duties.
➤ Suggested solutions to the challenges faced by prefects in performing their duties.

➤ Benefits of being a prefect.

➤ How school administration can be improved by involving prefects.

4.2. CONTEXTUAL CHARACTERISTICS OF RESPONDENTS

This section outlines the contextual characteristics of the respondents.

Age

Table 4.2.1: Age of the Prefects

<table>
<thead>
<tr>
<th>Age</th>
<th>n = 24</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>16 years</td>
<td>3</td>
<td>12.5</td>
</tr>
<tr>
<td>17 years</td>
<td>7</td>
<td>29.2</td>
</tr>
<tr>
<td>18 years</td>
<td>7</td>
<td>29.2</td>
</tr>
<tr>
<td>Over 18 years</td>
<td>7</td>
<td>29.2</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The results in table 4.2.1 indicate that most of the prefects are aged 17 years and above.

Gender

Table 4.2.2: Gender of the Respondents

<table>
<thead>
<tr>
<th>Gender</th>
<th>Deputy Principals</th>
<th>Prefects</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n = 8</td>
<td>n = 24</td>
</tr>
<tr>
<td>Male</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Female</td>
<td>6</td>
<td>14</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>24</td>
</tr>
</tbody>
</table>

Table 4.2.2 shows that majority of the respondents, both deputy principals and prefects were females.
The researcher had a face to face interview with the deputy principals. A total of 8 (100%) responded. It was established that 6 (75%) were female while 2 (25%) were male. They were all married. Three (37.5%) were between the ages of 30 and 34, 4 (50%) were between the ages of 35 and 39 and 1 (12.5%) was between the age of 35 and 49.

Six (75%) were in job group ‘M’ (i.e. Senior Graduate Approved Teacher) while 2 (25%) were in job group ‘L’ (Graduate Approved Teacher I)

Seven (87.5%) had served as deputy principals in their stations for less than three years and only 1 (12.5%) had served as deputy principal for more than three years.

Three (37.5%) had received KESI (Kenya Education Staff Institute) training on management and 5 (62.5%) had not yet received such training.

### Class

Table 4.2.3: Class of the Prefects

<table>
<thead>
<tr>
<th>Form</th>
<th>n = 24</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form one</td>
<td>1</td>
<td>4.2</td>
</tr>
<tr>
<td>Form two</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Form three</td>
<td>10</td>
<td>41.7</td>
</tr>
<tr>
<td>Form four</td>
<td>13</td>
<td>54.2</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>100.0</td>
</tr>
</tbody>
</table>

From table 4.2.3 it can be observed that majority of the prefects are in form four and form three.

### 4.3 ROLE OF THE PREFECTS IN SCHOOL ADMINISTRATION

This section presents the findings on the role of prefects in school management. The findings are presented in three subsections, that is functions of prefects in
school administration, to the entire students’ body and to the students they represent.

4.3.1 Functions of the Prefects in School Administration

The results of the findings on the functions of prefects in school administration are summarized and presented in table 4.3.1.

Table 4.3.1: Functions of the Prefects in School Administration

<table>
<thead>
<tr>
<th>Functions</th>
<th>Prefects n=24</th>
<th>%</th>
<th>D/Principals n=8</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present need of students to the school administration</td>
<td>11</td>
<td>45.8</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>Inform school administration of indiscipline</td>
<td>15</td>
<td>62.5</td>
<td>4</td>
<td>50</td>
</tr>
<tr>
<td>Supervise cleanliness in school and report to teachers</td>
<td>9</td>
<td>37.5</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Ensure the teachers take meals</td>
<td>4</td>
<td>16.7</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Maintain discipline in their areas</td>
<td>7</td>
<td>29.2</td>
<td>6</td>
<td>75</td>
</tr>
<tr>
<td>Assist solve problems on behalf of the school administration</td>
<td>0</td>
<td>0.0</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>Link between students and administration</td>
<td>7</td>
<td>29.2</td>
<td>5</td>
<td>62.5</td>
</tr>
<tr>
<td>Assist in smooth running of the school</td>
<td>9</td>
<td>37.5</td>
<td>3</td>
<td>37.5</td>
</tr>
<tr>
<td>Act as an eye to the administration</td>
<td>8</td>
<td>33.3</td>
<td>3</td>
<td>37.5</td>
</tr>
<tr>
<td>Ensure smooth running of school routine</td>
<td>3</td>
<td>12.5</td>
<td>1</td>
<td>12.5</td>
</tr>
</tbody>
</table>

NB: There were multiple responses.

Information in table 4.3.1 indicate that the main functions of the prefects in school administration according the school prefects themselves is to inform the school administration of cases of indiscipline among students, presenting the needs of students to the school administration, supervising cleanliness in school and report to teachers, assisting in smooth running of the school and acting as an eye to the school administration. According to the deputy principals the main functions of prefects in school administration are maintaining discipline in their
areas, informing the school administration of indiscipline, assisting in smooth running of the school and acting as an eye to the school administration.

4.3.2 Duties and Responsibilities of the Prefects to the Students’ Body

The results of the findings on the duties and responsibilities of the prefects to the students’ body are presented in table 4.3.2.

Table 4.3.2: Duties and Responsibilities of prefects to the Students’ Body

<table>
<thead>
<tr>
<th>Duties and Responsibilities</th>
<th>Prefects (n=24)</th>
<th>%</th>
<th>D/Principals (n=8)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present their problems to the school administration</td>
<td>14</td>
<td>58.3</td>
<td>3</td>
<td>37.5</td>
</tr>
<tr>
<td>Ensure that the students maintain discipline</td>
<td>11</td>
<td>45.8</td>
<td>4</td>
<td>50.0</td>
</tr>
<tr>
<td>Control the class and maintain silence</td>
<td>9</td>
<td>37.5</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>Ensure the students have learning resources</td>
<td>2</td>
<td>8.3</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Ensure students take their meals in good time</td>
<td>4</td>
<td>16.7</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Maintain cleanliness in their areas</td>
<td>4</td>
<td>16.7</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Give guidance to students</td>
<td>2</td>
<td>8.3</td>
<td>5</td>
<td>62.5</td>
</tr>
<tr>
<td>Punish notorious students</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Ensure equality among students</td>
<td>2</td>
<td>8.3</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>Link the students to school administration</td>
<td>2</td>
<td>8.3</td>
<td>3</td>
<td>37.5</td>
</tr>
<tr>
<td>Make duty Rota</td>
<td>3</td>
<td>12.5</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>Acting as role models</td>
<td>4</td>
<td>16.7</td>
<td>3</td>
<td>37.5</td>
</tr>
</tbody>
</table>

NB: There were multiple responses.

The results presented in table 4.3.2 indicate that according to the prefects themselves their main duties and responsibilities to the student body are; presenting their problems to the school administration, ensure that the students maintain discipline, and control the class and maintain silence. The main responsibilities of prefects to the student body according to the deputy principals are giving guidance to students, ensuring that the students maintain discipline,
acting as role models, linking the students to the school administration and presenting students needs to the school administration.

4.3.3 Duties and Responsibilities of the Prefects to the Students they Represent.

Table 4.3.3 presents the results of the findings on the duties and responsibilities of the prefects to the students they represent.

Table 4.3.3: Duties and Responsibilities of the Prefects to the Students they Represents

<table>
<thead>
<tr>
<th>Duties and Responsibilities</th>
<th>Prefects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create awareness on the importance of education</td>
<td>4 16.7%</td>
</tr>
<tr>
<td>Encourage the students to work hard to achieve their goals</td>
<td>6 25.0%</td>
</tr>
<tr>
<td>Report to the teachers needs of the students and discipline</td>
<td>10 41.7%</td>
</tr>
<tr>
<td>Report complaints of students about meals</td>
<td>4 16.7%</td>
</tr>
<tr>
<td>Supervise duties in various areas</td>
<td>6 25.0%</td>
</tr>
<tr>
<td>Solve the problems of the students</td>
<td>7 29.2%</td>
</tr>
<tr>
<td>Allocate studies to students</td>
<td>4 16.7%</td>
</tr>
<tr>
<td>Ensure conducive environment for the students</td>
<td>2 8.3%</td>
</tr>
<tr>
<td>Act as role models to the students</td>
<td>4 16.7%</td>
</tr>
<tr>
<td>Organise co-curricular activities e.g. games and clubs</td>
<td>10 41.7%</td>
</tr>
</tbody>
</table>

NB: There were multiple responses.

From table 4.3.3 the duties and responsibilities of the prefects to the students they represent are reflected. According to the majority of the prefects, their main duties to the students they represent include reporting to the teachers needs of the students and discipline, solving the problems of the students, supervising duties in various areas and encouraging the students to work hard to achieve their goals organising co-curricular activities like games, music, drama and clubs.
4.4 CRITERIA USED TO SELECT PREFECTS

The research instruments also sought to establish the criteria used in the schools to select the prefects and the methods used for the appointments. The results of the findings are summarized and presented in table 4.4.1 and 4.4.2.

Table 4.4.1: Criteria Used to Select Prefects

<table>
<thead>
<tr>
<th>Criteria</th>
<th>n = 24</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Election</td>
<td>9</td>
<td>37.5</td>
</tr>
<tr>
<td>Nomination</td>
<td>15</td>
<td>62.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>24</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4.4.1 indicate that the most common criteria for selecting prefects in schools is nomination.

Table 4.4.2: Procedures for Elections of Prefects

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Prefects</th>
<th>n=24</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students propose names and teachers use the list to nominate</td>
<td>9</td>
<td>37.5</td>
<td></td>
</tr>
<tr>
<td>Teachers meet to nominate the prefects</td>
<td>13</td>
<td>54.2</td>
<td></td>
</tr>
<tr>
<td>Outgoing prefects propose the names of prefects to the teachers to nominate</td>
<td>2</td>
<td>8.3</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>24</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

The results in table 4.4.2 indicate that the most common method used in the schools to appoint prefects is through nomination by teachers.

The research further sought to establish whether the prefects receive any form of training after their appointments. The findings are presented in table 4.4.3.

Table 4.4.3: Training of prefects

<table>
<thead>
<tr>
<th>Response</th>
<th>n = 24</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>5</td>
<td>20.8</td>
</tr>
<tr>
<td>No</td>
<td>19</td>
<td>79.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>24</td>
<td>100.0</td>
</tr>
</tbody>
</table>
The results in table 4.4.3 indicate that only 20.8% of the prefects had received some form of formal training on how to go about their duties and responsibilities.

4.5  CHALLENGES FACED BY THE PREFECTS IN PERFORMING THEIR DUTIES

This section presents the results of the challenges faced by prefects in performing their responsibilities. The presentation is based on problems encountered with school administration, problems related to the students' body and personal problems as a prefect.

4.5.1: Problems Prefects Encounter From the School Administration

The results of the findings on the problems prefects encounter from the school administration are summarized and presented in table 4.5.1.

Table 4.5.1: Problems Prefects Encounter From the School Administration

<table>
<thead>
<tr>
<th>Problems</th>
<th>Prefects</th>
<th>D/Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n=24</td>
<td>n=8</td>
</tr>
<tr>
<td>Misunderstanding by the school administration</td>
<td>12</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>50.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Lack of proper communication between school</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>administration and the prefects</td>
<td></td>
<td>0.0</td>
</tr>
<tr>
<td></td>
<td>37.5</td>
<td></td>
</tr>
<tr>
<td>Rebuke by school administration in front of other</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>students</td>
<td></td>
<td>0.0</td>
</tr>
<tr>
<td></td>
<td>16.7</td>
<td></td>
</tr>
<tr>
<td>Lack of cooperation from other teachers</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>20.8</td>
<td>37.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of confidentiality on the side of school</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>administration</td>
<td></td>
<td>25.0</td>
</tr>
<tr>
<td></td>
<td>8.3</td>
<td></td>
</tr>
<tr>
<td>Lack of motivation</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>12.5</td>
<td>12.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NB: There were multiple responses for the prefects, for the deputy principals there was no response for the first three problems.

From table 4.5.1 it can be observed that some of the common problems prefects encounter from the school administration are misunderstanding by the school
administration, lack of proper communication between school administration and the prefects, lack of cooperation from other teachers and rebuke by school administration in front of other students. According to the deputy principals there were minimal problems prefects encounter from the school administration, however, some of the problems include lack of cooperation from other teachers, lack of confidentiality on the side of school administration and lack of motivation.

4.5.2 Problems Prefects Encounter From the Students' Body

The results of the findings on the problems prefects encounter from the students' body are presented in table 4.5.2.

Table 4.5.2: Problems Prefects Encounter From the Students' Body

<table>
<thead>
<tr>
<th>Problems</th>
<th>Prefects n=24</th>
<th>%</th>
<th>D/Principal n=8</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disobedience from fellow students</td>
<td>15</td>
<td>62.5</td>
<td>4</td>
<td>50.0</td>
</tr>
<tr>
<td>Rejection and opposition</td>
<td>10</td>
<td>41.7</td>
<td>4</td>
<td>50.0</td>
</tr>
<tr>
<td>Lack of respect</td>
<td>6</td>
<td>25.0</td>
<td>3</td>
<td>37.5</td>
</tr>
<tr>
<td>Students refuse to do their duties</td>
<td>5</td>
<td>20.8</td>
<td>2</td>
<td>25.0</td>
</tr>
<tr>
<td>Insults from the students</td>
<td>4</td>
<td>16.7</td>
<td>2</td>
<td>25.0</td>
</tr>
</tbody>
</table>

NB: There were multiple responses.

The results in table 4.5.2 indicate that according to the prefects themselves the main problems they encounter from the student body are disobedience from fellow students, rejection and opposition and lack of respect. According to the deputy principals, the main problems are disobedience from fellow students and rejection and opposition.
4.5.3 Personal Problems Prefects Encounter in Discharging their Duties

The results of the findings on personal problems prefects encounter as they discharged their duties and responsibilities are presented in table 4.5.3.

Table 4.5.3: Personal Problems Prefects Encounter in Discharging their Duties

<table>
<thead>
<tr>
<th>Problems</th>
<th>Prefects</th>
<th>D/Principals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n=24</td>
<td>n=8</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Conflict in balancing academic and prefect duties</td>
<td>18</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>75.0</td>
<td>75.0</td>
</tr>
<tr>
<td>Lack of confidence</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>37.5</td>
<td>37.5</td>
</tr>
<tr>
<td>Fear of being dropped as a prefect</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>25.0</td>
<td>0</td>
</tr>
<tr>
<td>Fear and worry about dangers associated with being a prefect</td>
<td>12</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>50.0</td>
<td>25.0</td>
</tr>
</tbody>
</table>

NB: There were multiple responses.

Data in table 4.5.3 show that prefects face problems such as balancing academic and prefects’ duties as well fear and worry of dangers associated with the duties. According to the deputy principals the main problem was conflict in balancing academic and prefect duties. However, the second rated problem according to the deputy principals was lack of confidence.

4.6 SUGGESTED SOLUTIONS TO THE CHALLENGES FACED BY THE PREFECTS IN PERFORMING THEIR DUTIES

This section presents the results of the findings on the suggested solutions to the challenges faced by the prefects in performing their duties. The findings are presented in three sub-sections; solutions related to school administration, solutions related to students’ body and finally solutions related to prefect body.
4.6.1 Suggested Solutions to the Challenges Related to School Administration

The results of the findings on solutions related to school administration are presented in table 4.6.1.

Table 4.6.1: Solutions to the Challenges Related to School Administration

<table>
<thead>
<tr>
<th>Suggested solutions</th>
<th>Prefects</th>
<th>D/Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n=24</td>
<td>n=8</td>
</tr>
<tr>
<td>Need to understand prefects problems and their abilities</td>
<td>20</td>
<td>0</td>
</tr>
<tr>
<td>Organize regular meetings to forge ways of solving problems</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>Encourage dialogue and avoid rebuking prefects in public</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Encourage all teachers to cooperate with prefects</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Organize seminars/training for prefects</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>Motivate prefects</td>
<td>12</td>
<td>2</td>
</tr>
</tbody>
</table>

NB: There were multiple responses.

According to the results in table 4.6.1 most of the prefects suggests that the school administration need to understand prefects problems and their abilities, organize regular meetings to forge ways of solving problems, organize seminars/training for prefects and motivate prefects.

4.6.2 Suggested Solutions to the Challenges Related to Students’ Body

The results of the findings on the suggested solutions to the challenges prefects face that are related to the students’ body are presented in table 4.6.2.
Table 4.6.2: Suggested Solutions to the Challenges Related to Students' Body

<table>
<thead>
<tr>
<th>Suggested solutions</th>
<th>Prefects</th>
<th>D/Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n=24</td>
<td>n=8</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Stern measures be taken to instill discipline</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>8.3</td>
<td>25.0</td>
</tr>
<tr>
<td>Create awareness on the role of prefects</td>
<td>20</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>83.3</td>
<td>75.0</td>
</tr>
<tr>
<td>Make students understand why they are punished</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>33.3</td>
<td>0.0</td>
</tr>
<tr>
<td>Guide and counsel students on the need to live harmoniously</td>
<td>11</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>45.8</td>
<td>75.0</td>
</tr>
<tr>
<td>Peer counseling</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>33.3</td>
<td>12.5</td>
</tr>
</tbody>
</table>

NB: There were multiple responses.

From table 4.6.2 it can be observed that the main solutions to challenges that face prefects arising from fellow students according to both prefects and deputy principals are creating awareness on the role of prefects and guiding and counseling students on the need to live harmoniously.

4.6.3 Suggested Solutions to the Challenges Related to Prefects’ Body

The results of the findings on the suggested solutions to the challenges prefects face that are related to the prefects’ body are presented in table 4.6.3.

Table 4.6.3: Suggested Solutions to the Challenges Related to Prefects’ Body

<table>
<thead>
<tr>
<th>Suggested solutions</th>
<th>Prefects</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n=24</td>
</tr>
<tr>
<td></td>
<td>%</td>
</tr>
<tr>
<td>Increased cooperation among the prefects</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>91.7</td>
</tr>
<tr>
<td>Role models by being disciplined</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>8.3</td>
</tr>
<tr>
<td>Unity in the prefects’ body</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>70.8</td>
</tr>
<tr>
<td>Regular meetings to iron out differences</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>41.7</td>
</tr>
<tr>
<td>Understanding among the prefects</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>20.8</td>
</tr>
<tr>
<td>Moral support</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>29.2</td>
</tr>
<tr>
<td>Avoid favoritism when dealing with other students</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>12.5</td>
</tr>
<tr>
<td>Demote indisciplined prefects</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>12.5</td>
</tr>
<tr>
<td>Empower the prefect body to deal effectively with indiscipline</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>4.2</td>
</tr>
</tbody>
</table>
NB: There were multiple responses.

The results in table 4.6.3 indicate that the main suggestions are increased cooperation among the prefects, unity in the prefects body and regular meetings to iron out differences.

4.7 BENEFITS OF BEING A PREFECT

This section presents the results on the experiences of the prefects. Table 4.7.1 presents the results on the responses as to whether being a prefect is beneficial, while table 4.7.2 presents the results on the benefits of being a prefect.

Table 4.7.1: Is your Experience as a Prefect Beneficial

<table>
<thead>
<tr>
<th>Response</th>
<th>n = 24</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>24</td>
<td>100.0</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The results in table 4.7.1 shows that all the prefects find their position as prefects very useful.

Table 4.7.2: Benefits Arising from Being a Prefect

<table>
<thead>
<tr>
<th>Benefits</th>
<th>Prefects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enables them gain confidence to face a crowd</td>
<td>15</td>
</tr>
<tr>
<td>Enables them gain experience of applying leadership qualities</td>
<td>15</td>
</tr>
<tr>
<td>Helps them learn how to deal and socialize with people</td>
<td>9</td>
</tr>
<tr>
<td>Prepares them for future careers such as being a lawyer</td>
<td>2</td>
</tr>
<tr>
<td>Gives them courage</td>
<td>14</td>
</tr>
<tr>
<td>Helps them learn to speak in public/communication skills</td>
<td>5</td>
</tr>
<tr>
<td>Help one how to guide other students</td>
<td>4</td>
</tr>
<tr>
<td>Helps them be responsible</td>
<td>5</td>
</tr>
<tr>
<td>Help them learn how to solve problems</td>
<td>2</td>
</tr>
</tbody>
</table>

NB: There were multiple responses.
The results in table 4.7.2 indicate that the main benefits of being a prefect are that: it enables one gain confidence to face a crowd, enables one gain experience of applying leadership qualities and gives courage.

4.8 SUGGESTION ON HOW SCHOOL ADMINISTRATION CAN BE IMPROVED BY INVOLVING PREFECTS

Finally, this section presents the results on the suggestion given by the deputy principals on how school administration can be improved by involving prefects. Table 4.8.1 presents the results of the findings.

Table 4.8.1: Suggestions How School Administration can be Improved by Involving Prefects

<table>
<thead>
<tr>
<th>Suggestions</th>
<th>n=24</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Closer cooperation between school administration and the prefects ensure smooth running of the school</td>
<td>8</td>
<td>100.0</td>
</tr>
<tr>
<td>Incorporate prefects in maintaining discipline</td>
<td>4</td>
<td>50.0</td>
</tr>
<tr>
<td>They can easily detect planned riots since they interact and know fellow students well</td>
<td>6</td>
<td>75.0</td>
</tr>
<tr>
<td>They update the school administration on the day to day activities of students</td>
<td>8</td>
<td>100.0</td>
</tr>
<tr>
<td>They provide first hand information to school administration</td>
<td>8</td>
<td>100.0</td>
</tr>
</tbody>
</table>

NB: There were multiple responses.

From table 4.8.1 it can be observed that prefects are very useful in improving school administration through ensuring the smooth running of the school, updating school administration on the daily happenings pertaining to fellow students and providing first hand information to school administration on students’ activities.
5.0 SUMMARY, DISCUSSION OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

In this chapter, the major finding of the study are discussed and interpreted. The summary, conclusions and recommendations based on the findings are also presented. The main purpose of this study was to assess the role of prefects in the management of secondary schools in Kandara Division, of Maragua District Kenya.

The study involved eight schools in the division. The schools were selected through purposive sampling to ensure that all the categories were represented (i.e. two girls’ school, two boy schools, two mixed boarding school and two mixed day schools). A total of eight deputy principals and twenty-four prefects were involved in the study.

The researcher collected all the duly competed questionnaires during personal visits to schools. It was therefore possible to obtain 100% of the questionnaires. The researcher interviewed the deputy principals in a kind of face to face situation.

The instruments used in this study were interview schedule for deputy principals and questionnaire for prefects’.

The deputy principals interview schedule sought to investigate the major functions of prefects, structure of the prefects’ body, election procedures, the
problems that prefects face as they carry out their duties and how the school administration can be improved by involving the prefects.

The prefect's questionnaire sought to investigate their roles and responsibilities, election procedures, challenges and solutions, need for training and whether they should be involved more in school administration.

The data that was obtained through the research instruments was then analysed through descriptive statistics. Tables and percentages that show actual numbers were used in data analysis. The study covered the following broad areas; namely:-

- Role of prefects in school administration
- Criteria used to select prefects
- Challenges faced by the prefects in performing their duties
- Suggested solutions to the challenges faced by prefects in performing their duties
- Benefits of being a prefect
- Suggestion on how school administration can be improved by involving prefects

5.2 SUMMARY AND DISCUSSIONS

5.2.1 Role of prefects in school administration

Table 4.3.1 in the previous chapter summarized the results of the findings on the functions of the prefects in school administration. A critical look at the table reveals that the main functions of the prefects are; to inform the school administration of cases of indiscipline among students, presenting the needs of
students to the school administration, supervising cleanliness in their areas, assisting in smooth running of the school and acting as the eye to school administration. Prefects by the virtue of being students have the advantage of experiencing and acquiring first hand information on the needs, problems and cases of indiscipline among fellow students. They therefore furnish the school administration with timely information on the above problems. At the same time due to the sheer size of most schools and limited size of teaching force, the prefects come handy in assisting in the supervision of cleaning in their areas of assignment. These findings concur with those of King (1973) who found that the major values of the student council is to pass out information to the administration and to help in providing support in supervision of work such as cleaning.

Information in table 4.3.2 summarized the findings on the duties and responsibilities of prefects to the students’ body. The results show that the main duties of prefects to the students body are presenting their problems to the school administration, ensuring that the students maintain discipline, giving guidance to the students, acting as role models and linking the students to the school administration. These duties can be summed up as prefects being a link between students and the school administration. This link is very critical in the management of schools. Without which there would be disharmony between school administrators and the people they are meant to serve. According to Olembo (1992) the purpose of the students council is to assist in management of school through providing a channel for expression of students wishes and
problems. It is therefore an important link between students and school administrators.

Data in table 4.3.3 in chapter four tabulated the results of the findings on the duties and responsibilities of prefects to the students they represent. This is in terms of areas they appointment cover i.e. class prefect being responsible to the members of the class s/he represents. Trends observed in inspecting the table are that the main responsibilities and duties of the prefects to the students they represent are reporting to the teachers the needs of the students and discipline, solving the problems of the students and supervising duties. These findings reveal that the responsibilities revolve around linking students to the teachers and school administration and assisting in supervising fellow students.

5.2.2 Criteria Used to Select Prefects

This research theme was broken down so that table 4.4.1 presented the criteria used in selection, table 4.4.2 presented the procedures for the election or appointment, while table 4.4.3 presented the results of the findings on whether the prefects are given formal training after the selection. Data in table 4.4.1 revealed that the most preferred method of selection was nomination. This is confirmed by the results in table 4.4.2 which indicate that the most common procedure used in prefect selection in schools is where teachers meet to nominate prefects. This system is strongly criticized by Wachira (2004) who points out that because in many schools prefects are appointed through the patronage of the principal and a cabal of a few loyal teachers they end up
wielding too much powers and are hardly responsive to the needs of their fellow students.

Data in table 4.4.3 indicate that most prefects are not provided with induction training on leadership. They mainly learn on the job. This is unfortunate as they end up carrying out their duties without adequate knowledge on how to go about it. According to Griffins (1994), prefects can achieve astonishing levels of responsibility if given some formal training on how to go about their duties. Allan (2004) reported that the success story of Starehe Boys Centre prefects body is a result of the training they undergo.

5.2.3 Challenges faced by the Prefects in Performing their Duties

This research theme was broken down into three. A table each presenting the results of the findings on problems prefects encounter from the school administration, problems prefects encounter from the students’ body and personal problems prefects encounter arising from their responsibilities were drawn.

The results in table 4.5.1 revealed that the main challenges prefects face arising from the school administration are misunderstanding by the administration, lack of proper communication between the school administration and the prefects, lack of cooperation from other teachers, lack of motivation and public rebuke of the prefects in front of other students. Sometimes the school administration fails to understand that prefects are also students and therefore demand too much from them. Blame first lands on the shoulders of prefects without giving them due consideration. Poor communication arises out of lack of proper guidelines
given to prefects on their duties and responsibilities. Many times the school administration fails to pass proper information to the prefects leaving them to guess what to do when a problem arises. In the process the guesswork leads to errors and omissions. The tendency of school administrators to frequently rebuke prefects in front of their fellow students end up killing the morale of the prefects. As a leader they are normally held in esteem by other students, therefore frequent rebuking erodes this perception and lowers the self-esteem of the prefects. Prefects in some schools are rarely motivated through tokens of appreciation and recognition. This often deepens their spirits and they end up performing their duties below the expectations. Finally, some teachers fail to recognize some prefects and therefore avoid working with them or overrule their efforts. This also serves to discourage the prefects as they feel unappreciated.

Information in table 4.5.2 indicates that the main problems prefects encounter from the students' body are disobedience from fellow students, rejection and opposition and lack of respect. The nature of their duties and responsibilities bring the prefects into conflict with their fellow students. For a start, the other students see them as equals and thus refuse to obey their orders. Since they are expected to report to the school administration problems of indiscipline among the students, they end up being despised, rejected and opposed by the affected students. Some students also fail to respect the prefects. All these problems serve to derail the carrying out of duties and responsibilities effectively. Sometimes, because of fear of rejection some prefects opt to collude with
offenders by failing to report them and even engaging in misbehavior themselves.

Data in table 4.5.3 tabulated the responses on the personal problems prefects encounter out of their responsibilities as prefects. A critical look at the table reveals that the main problem is that of balancing academic and prefect duties. Some of the responsibilities and expectations required of the prefects distract their academic work. Cases have been noted where the performance of some students drops drastically as soon as they are appointed to be prefects. They immediately immerse themselves in to the work and get carried away by the powers they assume ending up having very little time for academic work. This means that training is essential for the prefects so that they do not loose track of the main reason they are in school.

5.2.4 Suggested Solutions to the Challenges faced by the Prefects in Performing their Duties

Table 4.6.1, 4.6.2 and 4.6.3 in the previous chapter presented the results on the suggested solutions to challenges faced by the prefects in discharging their duties. According to the findings in table 4.6.1, the main solutions to challenges arising from school administration are understanding the prefects problems and abilities, organizing regular meetings to listen to their problems and to come up with ways of solving problems in school, organizing seminars/training for prefects and motivating the prefects. By the virtue of not only being students but also adolescents, it is prudent that the school administration take time to understand the problems of the prefects and their abilities. This can aid in assisting the
prefects work better. Being a supportive team in management, the school administration should strive to have at least weekly meetings with the prefects. This can enable smooth flow of information and constructive discussions that can help improve the welfare of not only the prefects but also the entire student population. Also essential is organizing training and seminars to induct and equip prefects with right leadership skills. As had been noted earlier, training tremendously improves the quality of leadership among the prefects, success stories are many, Starehe Boys’ Centre being a shining example. Finally, it is important to motivate the prefects to encourage them discharge their duties effectively. Motivation is known to enhance the performance of people in responsibility. Motivation comes in many ways, it can be through a token, message of appreciation and recognition, organise for trips or outings.

Information in table 4.6.2 reveals that the main suggestions to challenges arising from the students’ body are creating awareness on the role of prefects and guiding the students on the need to have prefects live harmoniously. Most students do not understand the role and necessity to have the prefect body, they thus end up opposing and rejecting prefects. However, proper guidance and counseling can enable students understand the necessity of having prefects in schools. This can drastically reduce incidences where students attack and even harm prefects.

Table 4.6.3 tabulated data on the solutions to challenges related to the prefect body. A critical look at the table show that the main solutions lie on encouraging cooperation between prefects, and organizing regular meetings of prefects. For
the prefect body to function effectively and to avoid disharmony, prefects need
to meet regularly. This provides an opportunity to share experiences and to iron
out differences that may arise from time to time.

5.2.5 Benefits of Being a prefect

Data on table 4.7.1 presents the results of the benefit that may arise out of
being a prefect. The main benefits according to the findings are that it enables
one gain confidence to face a crowd, enables one gain experience of applying
leadership qualities and gives courage. It was also noted that to some
respondents it prepares one to careers such as law. These findings confirm that
common belief that qualities acquired from being a prefect equips the
adolescents with leadership qualities. They are able to experience leadership at
young age and develop qualities that in the long run makes them effective
leaders in future. So many political and corporate leaders were incidentally
prefects or student leaders while in school e.g. Cabinet Ministers, Simeon
Nyachae, Hon Ali Chirau Mwakwere, Hon. Amos Kimunya- they were Dormitory
captains. Hon . Raphael Tuju and Peter Kenneth were prefects at Starehe Boys
centre and so forth.

5.2.6 Suggestion on How School Administration can be Improved by
Involving Prefects in Management

Information in table 4.8.1 in the previous chapter presents the respondents
suggestions on how prefects can be used to improve school administration and
management. A look at the table shows that prefects can be used to forge a
closer cooperation between students and school administration. Prefects present
a critical link with the students, through them the school administration come to know the problems of students and devise effective ways of solving the problems of the students. The students are also important in updating the school administration on the day to day activities of the students. This enables the administration to put in place actions that can lead to smooth running of the school and cohesion.

5.3 CONCLUSIONS

This study was designed to explore the role of prefects in the management of secondary schools in Kandara Division, Maragua District. The findings show that:

- The main administration functions of the prefects include presenting students problems to the school administration, ensure that students maintain discipline, give guidance to students, linking the students to school administration and supervise cleanliness in their areas of jurisdiction and organise co-curricular activities.

- The main criteria used in most schools in selecting prefects is nomination by teachers.

- Most prefects in the schools have not received any formal training or attended seminars on leadership.

- The main challenges prefects face are misunderstanding by school administration, lack of proper communication channels, lack of cooperation by some teachers, lack of motivation, rejection and opposition by students, disobedience by students and conflict in balancing academic and prefect duties.
Suggested solutions to the challenges include understanding prefects' problems and abilities, regular meetings with school administration, regular training and seminars on leadership, creating awareness on the role of prefects and guidance and counseling.

- Being a prefect equips students with leadership qualities
- Prefects are a very important link in school management

5.4 IMPLICATIONS AND RECOMMENDATIONS

In a school setting, prefects provide a crucial link between school administration and students.

- It is recommended that schools should devise ways of empowering prefects and making them acceptable to students in order to improve on management of the schools.
- The ministry should come up with proper guidelines on how to go about choosing prefects in school.
- It is imperative that systems be set up to ensure that would be prefects are well prepared to take up their tasks.
- It is recommended that schools should open up and adopt the new method of election that has been found to be successful in schools such as Starehe Boys Centre.
- It is further recommended that schools should turn to the ballot box.
- Schools should also organize seminars to train and equip prefects with managerial skills on their duties and responsibilities.
The study recommended that the school administration should organize open forums to sensitize students, other students on the importance of working harmoniously with prefects.

Forums should also be created to guide and counsel prefects on how to behalf prefect duties and responsibilities with class work.

Prefects should be protected against any danger due to their work.

Those chosen to be prefects should take oath of office. They should swear to carry out their duties without fear or favour, obey school rules and help fellow students.

It is recommended that school management should encourage students to take up leadership positions in their schools so as to acquire skills that they may need later in life.

It may be important for schools to appoint new prefects every year.

Schools should work out a system to ensure the integration of prefects back into the student population after their tenure.

5.5 SUGGESTIONS FOR FURTHER RESEARCH

• This study was conducted in only one division of Maragua District. Future research could extend to other divisions and districts in Kenya to compare results.

• The study focused on involvement of prefects in administration. Future studies could study the involvement of the entire students body in administration and how it can enhance school management
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Appendix i

Deputy Principals Interview Schedule

Please note that the information given here will be kept in strict confidence and you are not required to indicate your name or any form of identification.

The information gathered will be used purely for academic purposes.

You are kindly requested to accord the researcher time, out of your busy schedule, to respond to the items presented below:-

However the usefulness of the information will depend solely on your honesty.

DEMOGRAPHIC DATA

Please respond to each question by ticking (✓) against the appropriate information that applies to you.

(1) Sex
   (a) Female ( )
   (b) Male ( )

(2) Marital Status
   (a) Married ( )
   (b) Single ( )

(3) Age in Years
   (a) 25 – 29 ( )
   (b) 30 - 34 ( )
   (c) 35 – 39 ( )
   (d) 40 – 44 ( )
(4) Education or Academic qualifications

(a) KCSE or its equivalent
(b) KACE or its equivalent
(c) Diploma in Education
(d) Bachelors Degree
(e) Masters Degree

(5) Professional qualifications

(a) Non- professional Teacher
(b) Graduate Teacher II A.T.S. II
(c) Senior Graduate Teacher
(d) University Graduate
(e) Any other please notify

(6) Teaching experience

(a) 0 – 5
(b) 6 – 10
(c) 11 – 15
(d) 16 – 20
(e) 21 – 25

(7) For how long have you been a deputy Principal?

(a) 0 – 3
(b) 4 – 6
In which job group are you?

(a) L ( )
(b) M ( )
(c) N ( )
(d) P ( )

Have you received any training in School Administration?

Yes ( )
No ( )

(i) If Yes specify which one

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

(ii) For how long was the training?

________________________________________________________________________
________________________________________________________________________

(iii) How useful was the training?

(a) Very useful ( )
(b) Useful ( )
(c) Not very useful ( )
(d) Not very useful at all ( )
What would you consider as major functions of the school prefects to

(a) School administration

(b) Students body

11. What are the major areas (portfolios) in the prefects' body of this school?

12. What are the procedures for elections and nominations of the prefects to the above areas?
13. How many members constitute the prefects' body?

(a) How many are elected

(b) How many are nominated

14. What do you think are the problems that prefects face in their day today duties?

15. Suggest a few ways in which the above mentioned problems could be solved.

16. Do you think the prefects' body should be involved in school administration?

If yes give reasons.
Appendix ii

Prefects’ Questionnaire

Please note that the information given here will be kept in strict confidence and you are not required to indicate your name or any form of identification.

The information gathered will be used purely for academic purposes.

You are kindly requested to accord the researcher time, out of your busy schedule, to respond to the items presented below:-

However the usefulness of the information will depend solely on your honesty.

PERSONAL BACKGROUND

Please respond to each question by ticking (✓) against the appropriate information that applies to you.

1. AGE---------------------------------------------
   SEX female ( ) Male ( )

   CLASS ---------------------------------------------

2. Position in family (tick)
   (i). First born ( )
   (ii). Middle born ( )
   (iii). Last born ( )

3. Did you hold responsibilities in your previous primary school?
   Yes ( )
   No ( )
4. (a) What position do you hold in the prefects’ body? ---------------

(b). Were you elected by the students or nominated by the school administration?

   ( ) Elected

   ( ) Nominated

(c) What are the procedures for elections and nominations of prefects in your school? -------------------------------

   ______________________________________________________

   ______________________________________________________

   ______________________________________________________

5. As regards your office or position in the prefects’ body what are your duties or responsibilities to:-

   (a). School administration

   ______________________________________________________

   ______________________________________________________

   ______________________________________________________

   (b). The students’ body which you are part of

   ______________________________________________________

   ______________________________________________________

   ______________________________________________________
6. Do you hold any other position(s) in the school other than that of
   (a) Prefect?
      Yes ( )
      No ( )
   (b) If yes list down those other positions

7. List the problems that you encounter as a prefect in your day to
day dealings with:-
   (a) School administration

   (b) Students' body
8. How do you think that the problems you have listed above could be solved?

(a) Those relating to school administration

(b) Those relating to students body

(c) Those relating to the prefects' body
9. Considering your academic work and other co-curricular activities you are involved in, how well do you feel you cope up with your prefects duties?

(  ) Much overloaded
(  ) Slightly overloaded
(  ) Not overloaded

10. Do you think your experience in the school as a prefect is beneficial to you as a future leader

(  ) Yes
(  ) No
(  ) Not much

if yes say briefly how

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11. (i) Does your school take you for training in leadership?

(  ) Yes
(  ) No

(ii) Is there need for such training mentioned in (i) above for prefects?

(  ) Yes
(  ) No
12. From your experience as a prefect, do you think prefects help in the administration of the school?

( ) Yes

( ) No

( ) Not much

13. Give suggestions on how the school administration can be improved by involving the prefects' body

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