

INFLUENCE OF METHODS OF PREFECTS' SELECTION AND DUTIES ON ACADEMIC PERFORMANCE: A CASE OF NYANDARUA CENTRAL DISTRICT SECONDARY SCHOOLS

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Abstract

The central problem of this study was to find out whether academic performance of prefects is affected by prefectship. The purpose of this study was to investigate factors influencing academic performance in selected public secondary schools in Kenya and Nyandarua central district in particular. The study was based on Luthans (2005) Leadership Theory that prefectship is more of behavior than personality as theoretical framework and does not affect academic performance of prefects. The objectives of the study included; to establish the methods of prefects' selection in the public secondary schools in the district; to investigate how type of duties performed by prefects affected their academic performance. The study targeted 12 out of 17 secondary schools in the district. To come up with this sample size, purposive sampling technique and simple random techniques were used whereby a total of 259 respondents were involved. Spearman Brown Split Half Method and Likert scale were utilized to score questionnaire items and interview schedules, administration of the tools was done once on even and odd numbered items, paired scores were used to calculate Spearman rank correlation. A coefficient of 0.8571 for teachers and 0.8570 for prefects was considered sufficient to judge reliability of the instruments. Purposive sampling was used to reach all public secondary schools under research and deputy head teachers since it is used with small number of individuals or institutions. Data collected was analyzed using both descriptive and inferential statistics, data analysis was done using tables, frequencies and percentages that were collected from respondents of the study. The major findings of the study were that prefect ship does not affect academic performance and that schools allowed students to elect prefects of their choice. The study concluded that students should be allowed to become prefects because academic performance is not affected by prefectship.

Key Words: Prefectship, Prefect Selection, Duties.



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Introduction

This chapter deals with the background of the study, the statement of the problem, research objectives, research questions, significance of the study, justification of the study, scope and limitations, delimitations, theoretical framework, definitions of operational terms and organization of the rest of the study will be presented.

Background to the Study

The prefectural system gives a good opportunity for students' participation in school administration. prefectural means administrative jurisdiction i.e. a person appointed to various positions of authority. The prefects act as a link between the school administration and the students (Ministry of Education, 2001).

In Britain the most common effect of prefects powers in school systems is to maintain discipline and execute punishments, this is in form of writing of essay lines and detention. Formalization of the prefectural system is done through duty rosters prepared in most schools and at times with special section of the school rules devoted to them. King (1973: 146) observes that over 80% of the schools in Britain have a senior student with the title "schools captain" with badges as the major emblem. In other schools, head prefect is in charge of overseeing pupils entering and leaving the school assembly. Former headmaster of a well-known English grammar school, while acknowledging the public school and aristocratic origins of the prefectural systems, emphasizes its positive aspects, as maintaining a high standard of behavior and justice (Eckstein 1966: 154). Prefectship is said to have originated in the British Independent boarding schools in the nineteenth century (Otiende, 1988), a more recent case of school administration where prefects are involved in school administration is Lavalla Catholic College (2005) in Britain. School captain in this school had the following to say about their appointment as prefects in the school.

"Being the school prefects for 2005 is a great honor for both of us and has given us opportunity to exercise our full potential. It has enabled us to take on one large active role in the development of our new school. It is a fantastic feeling to know that you have had the opportunity to represent such a fantastic group of young people and this is an experience that we are grateful for," (Lavalla, 2005; 12).

Eckstein, (1966:184) observes that most commonly, prefects are appointed by the head teacher from among the senior pupils of the school (sixth formers), generally on the recommendation of their teachers, apart from seniority 'per se' selection criteria include academic ability, non-scholastic activities and personal attributes such as good character and leadership qualities.

According to studies done by Friesens (1969) on students and school organization in the United States. He found out that students were the main clients in school organizations and yet not fully involved in school administration. He found out that even though the students were the cause of school's existence, they had no voice in shaping its operations. He also found out that students had no control over the practices, organization and selection of their leaders and had no power at all over the prefects' tenure. Friesens, (1969) concluded that the prefects had a very tremendous way over other students and could motivate one another towards the main goal in pursuit. Friesens, (1969) concluded that teachers and the school executives should involve students in choosing their own leaders so as to have means of control that leads to commitment on the part of the students.

This study therefore was set to investigate prefectship and its influence on academic performance. The past researchers fell short of addressing the prefectship and its influence on academic performance. According to Linsly School in Canada, (2009 - 2010) the prefect system is active in

every phase of life, for example, prefects assist new students in their adjustment to Linsly, and they act as liaisons between students and faculty. Prefects also assist with admissions, and help to tutor under classmen, (school captain 2009-2010). The print media in Kenya has continuously highlighted the prefects' plight in school administration, for example, (Daily Nation Newspaper of 7th April, 2010) "Students voted to end reign of prefects". In this meeting one thousand four hundred students' leaders had gathered at Bomas of Kenya, Nairobi to deliberate on students' involvement in school administration. During this students' conference attended by one thousand four hundred students, principals, Ministry of Education officials, KNEC Secretary, V.P. and U.N representatives, Kenya secondary Heads Association boss, then Mr. Cleopas Tirop commented that "Under the new leadership style, members of the council would be allocated extra duties. Prefects will be given freedom and the responsibility to manage their affairs and the schools. The congress asked the government to eliminate the large disparities in performance during K.C.S.E. This was after the Daily Nation Newspaper published a report exposing how a few schools scored top grades while others, especially those in rural areas performed dismally. According to Saturday Nation Newspaper (May, 29,2010) entitled "World Cup fever hits Kenyan Schools", due to prefects' involvement in school administration, it was reported that students' leaders negotiated directly with their schools to be allowed to watch world Cup where it did not interfere with learning programmes.

The ministry of education cautioned school heads to beware of possible disquiet among students while students' leaders' said that they hoped that the craze would not stain what has been a relatively calm year in the schools. President of the student leaders' council, then was a 17 years old Zahra Mohammed, a form three student of Kamahuha Girls' High School in Murang'a County said at the National student leaders' Conference held in April 2010 that they had promised to stop school unrest. To avert students' strikes, schools discussed with students' leaders before June, 11, 2010 the day World Cup was scheduled to start in South Africa. Student leaders and school administration agreed to be allowed to watch the games when it was appropriate.

The watching of these activities incited students to play hence develops our students physically, refresh students mind and this prepares them for the academic work, "all work and no play made jack a dull boy". Records availed by schools in Nyandarua central district showed students whose entry marks were higher in lower forms, form 1 and two continued to fair well academically in form three and four. In Kenya most schools pay attention to the use of correct method during the appointment of school prefects. This study discussed several titles that are pegged on prefectship. Such titles as school captain, games captain, dining hall prefect, laboratory prefect, environmental prefect and class prefects. These prefects assist teachers in their area of concern. Occasionally prefects are given other administrative duties such as assisting teachers in roll call and in arranging duty roster (Otiende 1988).

According to Nzuve (2007), the means by which one becomes a leader may either be formal or informal. It may be through inheritance, personal power, appointment by supervisors, election by peers and recognition by subordinates. According to MOEST (2002), cases of students' unrest have been in existence as far back as the beginning of the 20th century when the first case was reported in Maseno in 1908, over the years we have experienced school unrest as cited below. The nature of students' unrest took a new dimension as happened at St. Kizito mixed secondary school on 13th July, 1991 when male students invaded the girl's dormitory and violently raped a number of them. In the melee that followed 19 girls lost the lives, and as if that was not enough, a few students of Nyeri high school locked such prefects in their cubicles while they were asleep, poured

petrol and set them ablaze killing four of them in 1999. This is according to (Daily Nation of 24th May, 1999).

Cases of student's unrest intensified with more schools being burnt down, property destroyed with more lives being lost as happened in the arson attack in Kyanguli secondary school in Machakos district where 68 students were burnt to death and scores injured, this is according to Daily Nation, (April 1, 2001). The above incidences were happening when prefects were not involved in school administration and were mostly hand-picked by school authority hence alienating them from the rest of the students. Currently school unrest has subsided because schools are involving prefects elected by students in school administration. According to Mbiti (2006), success of any organization or school depends largely on effective administrative procedures. Leadership is a status of dominance and prestige acquired by ability to control, initiate or set the pattern of behavior for others. In general, schools use prefects in the social control of students. Others look upon the prefects as representing the school authority and leadership. In fact, they are always referred to as the "eye and ear" of the teachers in the school administration (Mbiti 2006), it is therefore important to investigate their performance and put forth suggestions on how they can be assisted and this study is tailored to do that. This study therefore intended to investigate prefectship and its influence on academic performance, a case of Nyandarua central District secondary schools.

Statement of the Problem

The main problem this study sought to examine was prefectship and its influence on Academic performance in public secondary schools in Kenya. The central problem of this study was to find out whether academic performance of prefects is affected by prefectship. The myriad problems affecting prefectship were confused to cause dismal academic of prefects. This research was tailored to investigate individual prefects' academic performance prior to becoming a prefect and after ascending to prefectship. Some prefectship posts start from form one and form two. In form one and two there is the class prefect and class monitor. In form two, the time keeper is elected academic records are well kept from form one to four. Majority of prefectorial position are contested from form three through the fourth form. Some students serve as a prefect from form one to four. The question of leadership starts far much earlier in primary schools. From the foregoing arguments, it's evident that prefects in Kenyan secondary schools are carrying an extra load on top of the normal academic work.

According to Otieno, (2001), there was a great need to train prefects and equip them with skills to manage themselves, fellow students, school duties and their studies. When responsibilities are delegated to them without proper guidance, this posed a great challenge because they got confused, stressed and more often than not destroyed. Expecting them to control hostile adolescent boys and girls when they are going through the same identity crisis is asking a bit too much from them. In most cases, prefects had been asked to tame students who have defeated their parents and teacher as well.

A student elected as prefect is likely to experience some adjustment problems due to new challenges that come with prefectship. These adjustments are likely to affect several areas of his or her life including academic performance; this study established the authenticity of academic performance and prefectorial duties.

The KNEC secretary while addressing the second student leaders conference (April, 2010) emphasized the importance of honesty and hard work, he further pointed out that students leaders

being the torch bearers of their respective schools should encompass such virtues as hard work, honesty and self-discipline to succeed in their academic performance (Education news of May 5-19, 2010). As per the meeting that was held at Bomas of Kenya, it was resolved that the era of prefectship should be replaced with students council in the next two years (Daily Nation April 7, 2010 and Education news 14-18 April 2010) where students leaders were motivated to play key role in school management. In attendance were the secondary schools' principals, MOE Officials, KNEC secretary, VP amongst other dignitaries, success of student councils largely depended on level of administrative support given by respective schools. This study sought to establish academic performance of prefects. Many of the studies done previously tended to focus on general underlying reasons for poor academic performance among schools but this study investigated the prefects' academic performance besides other school duties. Reasons for poor academic performance among schools have been researched but none however, attempted to look at individual factors that might be contributing to poor academic performance among individual prefect. Additionally, the researcher had not come across a study that addressed itself to prefectship and its influence on academic performance. According to Otieno (2001) there had been a national outcry by parents against involving their children in prefectship because of immense responsibilities that come with the same and dangers prefects have faced in the recent past in Kenyan secondary schools. (Ellis T. and Levy Y 2008 and 2010).

Prefectship therefore, is a subject of concern and it evokes a lot of emotional reactions, it was one of the major themes on the agenda for Head teachers national conference that was held in Kisumu in 2002 and various presentations were made on the same by various education experts present (Nasibi, 2003). Prefectship being a subject of concern that evokes a lot of emotions required thorough investigations on whether it affected academic performance of prefects.

To this end respondent on various respondents on various factors that affect prefectship were listed as follows; methods of prefect elections being democratic allows one to do prefectorial duties as well as academic work, prefectorial duties are planned in such a manner that it doesn't use academic time, level of school administrative support to prefects' act as a motivator in that the prefect is aware of this packing from teachers and school administration. Prefectship is not new to secondary schools' students, the analysis of this study indicated that 73% of students were prefects in primary schools, those appointed to prefectship positions in form ones went on excelling academically up to and including KCSE examination. In 1999, Kagumo High School in Nyeri county, students went on strike to protest the institutions poor academic performance in the Kenya Certificate of Secondary Education. Both prefects and students participated in this strike; this meant other issues could lead students to strike but not prefectship because it does not affect academic performance (The Nation of 21/5/2001).

The desire to establish the extent to which academic performance affect prefectship drove the researcher to base the study in Nyandarua Central District, the researcher intended to verify prefects' academic performance in Nyandarua Central District and generalize to the rest of the country. Moreover, the researcher is familiar with the district. Since one's behaviour is greatly influenced by one's position in society, this prompted the researcher to carry out this research. This study therefore sought to investigate prefectship and its influence in academic achievement of prefects in Nyandarua Central District secondary schools. The M.O.E, United Nations and Kenya secondary schools head association are jointly implementing the student councils in secondary schools. Though student conferences are nowadays held annually, the message does not trickle downwards to district schools and the emerging secondary schools, this study therefore

intended to shed some light on prefectship and its influence on academic performance in secondary schools in Kenya and in particular in Nyandarua central secondary schools.

Research Objectives

The main objective of the study is: To examine prefectship and its influence on academic performance. The specific objectives of the study are: -

1. To establish the methods of prefects' selection in public secondary schools in Nyandarua central district.
2. To investigate how the type of duties performed by prefects affect their academic performance.

Research Questions

The main question was: how does prefect ship influence academic performance in Nyandarua Public secondary schools?

Justification of the Study

There are many aspects that can influence a prefect's academic performance, for example, involving prefect in school administration and decision making. The central problem of this study was to find out whether academic performance of prefects is affected by prefectship. The myriad problems affecting prefectship were confused to cause dismal academic of prefects. This research was tailored to investigate individual prefects' academic performance prior to becoming a prefect and after ascending to prefectship. Some prefectship posts start from form one and form two. In form one and two there is the class prefect and class monitor. In form two, the time keeper is elected, academic records are well kept from form one to four. Majority of prefectural positions are contested from form three through the fourth form. Some students serve as a prefect from form one to four. The question of leadership starts far much earlier in primary schools. In the past teachers were appointing school prefects. This was likely to bring dissatisfaction among the students in secondary schools and in turn lead to indiscipline and students unrest, however, at the moment the schools administration supports prefects among other managerial duties in school. This study therefore was geared to investigate prefectship and its influence on academic performance.

According to Otieno, (2001), there has been a national outcry by parents against involving their children in prefectship because of immense responsibilities that come with the same and dangers prefects have faced in the recent past in Kenyan secondary schools and especially in the year 2008 when students unrest in about 300 secondary schools left properties worth millions of shillings in over 800 cases were destroyed. This is therefore a subject of concern and it evokes a lot of emotional reactions; it was one of the major themes on the agenda for Headteachers' national conference that was held in Kisumu in 2002 and various presentations were made on the same by various education experts present (Nasibi, 2003). It is against this backdrop that this research was being undertaken. In April 2010, more than 1400 students met in Bomas of Kenya under the guidance of KSSHA, UN and V.P for a road map to students' council which will replace the current prefect ship in the next 2 years (Education news 2010). Besides this sensitization meeting, the researcher had not come across any research done in Kenya and especially Nyandarua Central District on prefectship and its influence on academic performance. It was therefore the task of this study to find out whether this emotive subject has any influence on prefects' academic achievement.

Significance of the Study

- i) The findings of the study may lead to democratic elections of prefects.
- ii) The study will categorize prefectural duties and academic work.
- iii) The study may be of immediate benefit to students, teachers and school administration.
- iv) The study will enlighten policy makers on academic performance of prefects.
- v) The findings of this study would lead to better understanding of prefectship and its influence on academic so as to improve prefect academic performance.
- vi) The study will finally form a base on which others can develop their studies.

Scope of the Study

This study involved prefects in form one to four, majority of the schools elected prefects from form threes because of the acquaintance with secondary level of education, maturity and length of stay in school. Schools record showed students elected prefects in form one and two continued excelling academically. Majority of prefects are whoever elected in form three and four with the exception of class prefect/ monitor and time keeper who are elected in four one and two. This investigated prefect duties, school administrative support on prefects' election process of prefects and finally academic performance of prefects

This study focused itself on academic performance of prefects and its influence on academic performance. The researcher is aware that there are other factors that determine students' academic performance such as teaching- learning methodology; availability of enough teachers and learning resources among other factors like self-discipline, hard work and prayers. The researcher was relatively familiar with the District that was recently curved from the larger Nyandarua County.

Assumption of the Study

The researcher in carrying out the study made the following assumptions:

1. All schools would use similar methods to appoint prefects.
2. Duties performed by prefects would be similar.
3. School administrative support in all schools would be similar.
4. Prefects academic performance would not vary from school to school.
5. This study would focus on academic performance of prefects.
6. All questionnaires would be foreseen during validation.
7. All instruments would be reliable.

Theoretical Frame Work

This study was based on Luthans(2005) leadership theory , previously expounded by Fiedler (1967) contingency theory. Fiedler later named his contingency theory as leadership model. In their view, group performance is contingent upon the leader adopting an appropriate style in the light of the relative favorableness of the situation. According to Luthans, the three most important variables in determining relative favorableness of the situation are: -

1. Leaders - member relations,

2. Degree of structure in task,
3. Power and authority of the position.

In this study prefectship, appointment, duties, level of administrative support are the most important variables in determining effect on academic performance of prefects. According to Luthans, (2005) prefects are individuals who are able to manage situations, groups and take lead in academic performance tasks, they also possess a keen sense of duty, are mature in outlook and display self-discipline in their own approach to life. Over the years' schools build up a record of the achievements and abilities of each individual, teachers have also to observe students as part of continued assessment in their academic areas even when group work is undertaken it allows a teacher to observe leadership qualities within each individual. Various tours undertaken by schools allows leadership qualities to manifest in learners.

This theory is based on the premise that prefectship is more a question of appropriate behavior than of personality or being in the right place at the right time. This theory stresses that effective prefectship lies in what the school captain does to meet the needs of the task, groups and individuals that is, it deals with variety of factors –prefectship, duties, appointments and level of administrative support because they have a direct bearing on academic performance of prefects. According to Adair, J (1973), A school prefect seeks to achieve schools' administrative goals and also seeks to satisfy his or her personal goals so as to improve on academic performance. This theory informed the study that the school as an organization has duties to be executed by prefects in the school among them: roll calls, cleaning and supervision, enforce law and order, stop bullying, check on punctuality among others. Goals are set to be achieved e.g. excelling in academic performance, self-respect, discipline and wearing the right uniforms among the prefects. It is the task of prefects to see that this is achieved. The theory continued to inform the study that in the school set-up, prefect ship needs to be standardized hence adequate training of prefects is paramount if conflicts between them and students will be eradicated. This therefore calls for an urgent need for restructuring the existing prefects structure for enhancement of prefects' system. This was the intention of the third student council leadership meeting at Bomas of Kenya that was held between 17th-22nd April, 2011. (Daily Nation of 23rd April 2011), the fourth student council meeting theme was 'Nurturing democratic leadership', (Oduor, 2012).

This theory recognizes that certain prefectship characteristics and behaviors are effective only in some situations, for example; prefectship situation is an arena in which the prefect seeks to accomplish school goals and to raise his/her academic performance to concurrently satisfy his/her subjects and excel academically so as to achieve schools' administrative goals. It is the task of prefects' body to work as a team and embrace positive virtues such as discipline and hard work so as to impress other students to emulate them (Cole, 2008). For the success of prefects in duty performance and excelling in academic performance, it requires the school administration to support them. Prefectship is a responsibility on leadership and it prepares students for future

leadership positions, learned people are required to take up those leadership positions therefore prefects' work equally harder academically not to miss out on leadership posts. Democracy has been embraced in secondary schools and no one is forced to become a prefect. Usually above average academically students are elected, this has worked to the advantage of prefects for this responsibility do not deter them from excelling academically. Prefects have learnt to balance their academic work with prefectoral duties. School administrative support to prefects is mandatory otherwise, schools that do not support their prefects, prefects become reckless,

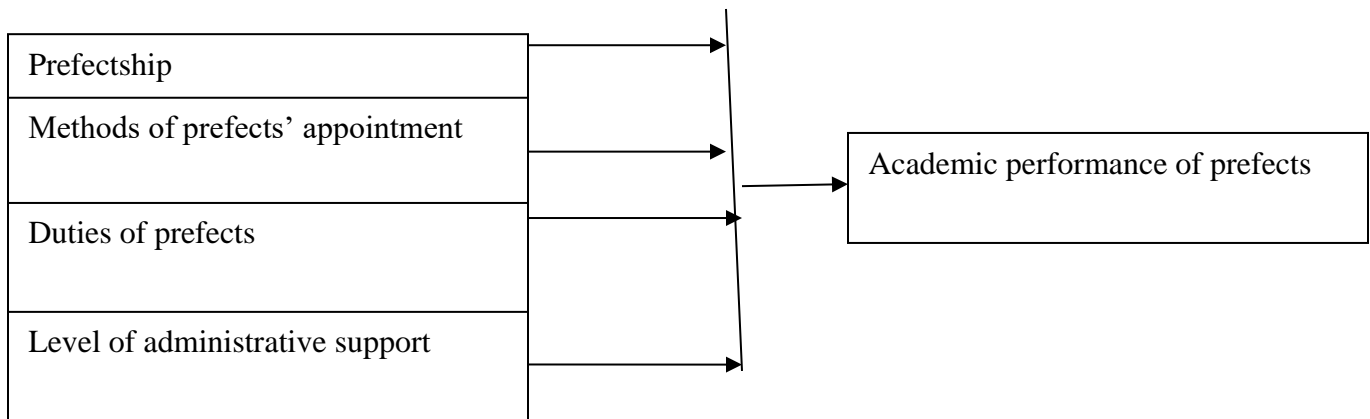
populists and sluggish, backing by school administration makes prefects do well in their prefectorial duties and academic work.

In summary the following variables if provided to prefects will have a positive effect on academic performance and this will inject in them some degree of influence on prefect ship. These variances include the methods of prefects' selection; types of duties performed by prefects; level of administrative support and the prefectship. In a school situation if the above variables are not addressed, academic performance of prefects would be disastrous.

In conclusion, prerequisite for academic excellence demands that a good prefect should be self-disciplined, respectful, presentable, obedient and mature MOE (2001) task force.

Prefectship influence on academic performance

Fig 1



Unlike a theory, a concept does not need to be discussed to be understood (Smyth,2004)

Literature Review

Introduction

This chapter presents review of related literature that is pertinent to the study. The literature review is presented under the following headings. The prefectorial system, method of prefects' selection, types of duties performed by prefects, level of administrative support, effect of academic performance of prefects and summary of literature review.

Chapter three discusses: - research design, study area, study population, target population, sample size and sampling techniques, research instruments, data collection procedures, piloting the research instruments, validity and reliability and data analysis

Chapter four deals with data presentation, analysis, interpretation and discussion of data while chapter five contains a summary of the study, conclusions and recommendations for prefectship and its influence on academic performance.

The Prefectoral System

Prefectship being a subject of concern that evokes a lot of emotions required thorough investigations on whether it affected academic performance of prefects. To this end respondent on

various respondents on various factors that affect prefectship were listed as follows; methods of prefect elections being democratic allows one to do prefectural duties as well as academic work, prefectural duties are planned in such a manner that it doesn't use academic time, level of school administrative support to prefects' act as a motivator in that the prefect is aware of this packing from teachers and school administration. Prefectship is not new to secondary schools' students, the analysis of this study indicated that 73% of student were prefect in primary schools, those appointed to prefectship positions in form ones went on excelling academically up to and including KCSE examination. The central problem of this study was to find out whether academic performance of prefects is affected by prefectship. The myriad problems affecting prefectship were confused to cause dismal academic of prefects. This research was tailored to investigate individual prefects' academic performance prior to becoming a prefect and after ascending to prefectship. Some prefectship posts start from form one and form two. In form one and two there is the class prefect and class monitor. In form two, the time keeper is elected academic records are well kept from form one to four. Majority of prefectural position are contested from form three through the fourth form. Some students serve as a prefect from form one to four. The question of leadership starts far much earlier in primary schools.

The prefectural system gives a good opportunity for student participation in school administration. The prefects act as a link between the school administration and the students (ministry of education, 2001). Prefectoral systems are generally regarded to be systems that underpin and serve as the basis for academic centralization. A prefect is a student who has been given limited authority over other students in the school, similar to authority given to a hall monitor in some British and common wealth schools (especially but not exclusively independent schools) prefects are usually students in 5th to 7th years depending on how many years the school in question has, they have considerable powers in some cases they effectively run the school outside classrooms. They were once allowed to administer corporal punishment. In some schools now abolished in UK and several other countries they usually answer to a senior prefect known as the head of the school, though in Canada, head of school is more often seen as gender neutral term for head prefect or headboy/headgirl or senior prefect. Larger schools may have a hierarchical structure with a team of senior prefects and a headboy/girl. The head prefect may also be the school captain if that is an appointed position in the school, however, due to health and safety laws the staff have tended to become stricter about what responsibilities prefects may hold for fear of being held responsible in case litigation, (Luthans 2005).

King (1973: 146) observes that, over 80% of the schools in Britain have a senior student with title "School captain" and with badges as their major emblem. In other schools, head prefect is in charge of overseeing pupils entering and leaving school assembly. Former headmaster of a well-known English grammar school while acknowledging the public school and aristocratic origins of the prefectoral systems emphasizes its positive aspects as maintaining a high standard of behavior and justice Nzuve,(2007). Prefectship is said to have originated in the British independent boarding schools in the nineteenth century Otiende, (1988) as expounded by (Biketi, 2008).

American schools like their English counter parts, seek to maintain a certain social order and to teach their students lessons about leadership, authority and responsibility. There are some students in the American high school who enjoy a more active and more influential role in the school's authority system than others. They may carry out tasks similar to those of English prefects, according to Ecksetein, (1966) and expounded by (Biketi, 2008). Students in American

high school do assist in maintaining order and that some of them do have supervisory role over their fellows. Their activities are best characterized by the term “service” which is often officially used to describe their task. However, though there may be privileges of certain kinds attached to their responsibilities. It is rare that there are any powers to punish or reward. The student council is another group common in American high schools. This is generally an officially sponsored agency in the high school where students make decisions and see that they are carried out by council members and officers of the students’ organization are elected by their peers for certain terms and to enforce or at least influence standards, according to Ecksetein, (1966) as expounded by Biketi. (2008).

In Britain a student’s mere presence in the sixth form would imply a measure of academic superiority or at least persistence, as well as some eminence among the school population. This contradicts the Kenyan situation where prefects are appointed when they are in form two and three. Most of these boys and girls appointed as prefects according to Otieno (2001) are in adolescent stage, struggling with identity crisis. According to Otieno (2001), expecting them to tame hostile adolescent boys and girls when they are going through the same internal turmoil is asking a bit too much from them. They are yet to mature, according to him and therefore they may not cope effectively with the various challenges that come with prefectship.

According to, (Daily Nation Newspaper of 7th April, 2010 and education news 14-18 April (2010) “students voted to end reign of prefects” It is in this second student councils meeting that it was discussed that prefectship should be done away and replaced with student council in the next two years, the motive behind this is to involve students in school administration, make students feel they are part of the school system and hence avert school strikes that dotted the secondary school calendar especially in term two (May- July) of every year. Previously, cases of students’ unrest have been in existence as far back as the beginning of the 20th century when the first case was reported in Maseno School in 1908.

Over the years we have experienced school unrest as cited below. At St. Kizito mixed secondary school on 13th July 1991, male students invaded girl’s dormitory and violently raped a number of them. In the melee that followed 19 girls lost their lives; a few students of Nyeri high school, in Nyeri County locked up school Prefects in their cubicles while they were a sleep, poured petrol and set them ablaze killing four of them in 1999. This is according to the (Daily Nation of 24th May, 1999). Other cases of students’ unrest followed until the year 2008 when over 300 secondary schools were burnt. This made the government to set up a task force that looked into students’ grievances. Prior to year 2008 there was no uniformity in methods of prefects selection/appointments, in some schools head teachers and teachers merely appointed students into prefectship, this created a wedge between the prefects and the students. There was a kind of parallelism between prefects and students, students would plan to do evil like petrol bombing the prefects without school administration or prefects’ knowledge. This system endangered prefects and the parents would not have liked their children to be appointed prefects. Duties performed by prefects did not have demarcation and in some schools’ prefects assumed teachers roles, this further widened the gap between prefects and fellow students. Some schools despite duties performed by prefects did not fully support prefects administratively, this ended up making prefects to be populist and hence endangering them. The probability of prefects excelling in academic performance was minimal. For academic performance of prefects to raise teacher-students’ relationships must be cohesive. The idea of listening to students has born fruits because the years 2009-2012 have been relatively calm years.

According to the standard newspaper of 18th April, 2011 the third students' national conference slated for 17th-22nd April started, 1500 students were in attendance there were several speakers who talked on diverse topics e.g. peace and conflict management, prefects' academic performance, corruption, crime, impunity and moral issues. According to (standard 21st April, 2011) ministers advised students to shun immorality; the advice was given by public health and sanitation minister. She told them that such risky behavior as homosexuality is a recipe for infection of deadly diseases. Students were further advised to go for HIV testing to avoid further transmission. Those who acceded to prefect ship should be students of good morals and stand out as role models to other students. According to the same newspaper justice minister challenged students to cultivate good morals and influence their peers positively the minister further addressed prefects on democracy and governance the days of coercion are long gone and democracy should be allowed to work as indicated elsewhere in this draft. (Standard 22nd April 2011) reported that teacher- student relationships spur academic performance. Students associated poor academic performance in some schools due to poor teacher-student relationship. The KNEC secretary requested the students to refrain from acquiring examinations beforehand and urged the student leaders to tell their peers not to collect money to buy papers or access websites on how to cheat or even use mobile phones. As indicated elsewhere the virtue of honesty was addressed (Daily nation 23rd April, 2011) student leaders fired salvo after each speech by various guests in the past five days during their conference the newspaper summarized the five-day conference as indicated above by the standard newspaper the workshop theme was: Education reforms: the students' perspective. The education news of 3rd – 17th of May covered all the information as deliberated by students' leaders at the Bomas of Kenya from 17th – 22nd April (Akello, 2011). 4th student council meeting theme was "Nurturing democratic leadership (Oduor, 2012)"

This study seeks to examine prefectship and its influence on their academic performance because the former studies have researched on prefects and school administration leaving out prefects' academic performance. This study therefore intends to fill the gap and give further recommendations. The student council is part of a leadership programme that was rolled out in the year 2008 with the aim of enhancing student participation. In school governance, the student riots and unrest subsided, incidences of indiscipline fell, academic performance rose (The Standard 25th, April 2012) the council president Clifford Kipchumba, a student at Labonet High School asked the entire leadership to embrace democracy as a way of management. An assistant minister for education concurred with him and said that the MOE was keen on enhancing participatory management of schools to avert previous cases of students' unrest. (Oduor, 2012).

Prefects are student leaders in primary and secondary schools, often along the lines of other common wealth schools but with superior powers the prefects' systems have changed little from when they were under British as the present governments have seen them as effective (Berger, 2002).

Methods of Prefects Selection

Prior to year 2008 there was no uniformity in methods of prefects selection/appointments, in some schools head teachers and teachers merely appointed students into prefectship, this created a wedge between the prefects and the students. There was a kind of parallelism between prefects and students, students would plan to do evil like petrol bombing the prefects without school administration or prefects' knowledge. This system endangered prefects and the parents would not have liked their children to be appointed prefects. Prefectoral systems is one of the most effective

ways of involving students directly in the administration of a school (Ozigi, 1983) school prefects in preparation for elections, form prefects are elected yearly, in lower classes of the school. Secondary schools have encouraged varying degrees of involvement by students in decision making. In most cases, however, principals retain at least a final veto on appointments.

The school has a prefect selection system that has been in place for many years. It must be remembered that we are looking at “leadership qualities” within the individual we endeavor to be fair to everybody (Paulo, 1997). According to Luthans (2005) prefects are individuals who are able to manage situations, groups and take lead in academic performance tasks, they also possess a keen sense of duty, are mature in outlook and display self-discipline in their own approach to life. Over the years schools build up a record of the achievements and abilities of each individual, teachers have also to observe students as part of continued assessment in their academic areas even when group work is undertaken it allows a teacher to observe leadership qualities within each individual. Various tours undertaken by schools allow leadership qualities to manifest in learners. All students are involved in voting, students who top after tallying and are competent in academic performance are then made prefects. In some schools’ prefects are announced at a special assembly whereby parents of these prefects are invited so as to be part of the special occasion in their children’s lives (Paulo, 1970).

Prefects body is constituted in term two of academic year, students elected are those who have shown outstanding leadership abilities, prefects are appointed by principals after being nominated and vetted by class teachers and outgoing prefects, they are then put through a rigorous training session by a committee whose head is deputy head teacher. The prefects are key to running of the school, it is they who see that the school rules and routine are adhered to. Prefects have authority to punish culprits via prefects punishment department, punishments include washing corridors and rooms, slashing fields and in extreme cases work in the school farm (Alliance High School, 2013).

According to Otieno (2001) many schools still rely on the teaching staff to appoint prefects with little or no student participation. Other schools have involved out – going prefects to recommend those they think can make good prefects, sometimes one’s body size and height makes a student qualify to become a prefect. Though one may be short and slender but have leadership qualities his/her body size and height disadvantages him/ her. The danger with this kind of selection is when a shorter and slender student is selected to lead other students, the students refuse to adhere to his or her commands due to that old-aged believe that tallness and big body size means one is a leader as opposed to shortness and slenderness of a person.

In other instances, teachers tend to assume that doing well in class and leadership responsibilities are the same entities, this is according to Kerlinger, (1983). It is not always automatic that a student who does well in class will also do well as a prefect. A student chosen as a prefect by teachers just because he or she is doing well in class is likely to experience some challenges as far as his/her academic achievements is concerned because not all best achievers academically can make good leaders. According to the Ministry of Education (2001), more often than not students are not involved in selection of prefects but prefects are imposed on them by the school administration. Some schools are known to give prefects special privileges like special diet, uniform, cubicles and full remissions of fees paid. The late Griffin (1994), director of Starehe Boys Centre and School, described this as “prefects’ bribery”. This kind of treatment made prefects to wield too much power and were harsh in their treatment to other students and this includes

molesting other students in the name of discipline. This kind of scenario in Kenyan secondary schools made students develop a very negative attitude towards prefects.

This kind of treatment to prefects by schools further alienated them from fellow students and it was not possible to read the mood of other students, this meant, other students could plan to do evil without the prefects knowing as it happened in the 1990's in various secondary schools, for example, on 13th July, 1991 according to Daily Nation, male students invaded girl's dormitory in St. Kizito Secondary School and violently raped a number of them, 19 girls lost their lives and in other secondary schools cited elsewhere in this draft. According to the ministry of education (2001), when students are not involved in selection of prefects, there is a possibility of appointing unpopular prefects rendering them ineffective. In some cases, students appointed as prefects were academically dwarf and therefore could not cope with the added responsibility. Privileges given by schools to prefects caused resentment making them a target during schools' animosity. It also alienates them from the mainstream students' body rendering them ineffective and populist as was suggested by deputy head teachers during the interview and is therefore unable to read the mood of the school.

Types of Duties Performed by Prefects

Otieno, (2001) outlined the specific responsibilities and duties of prefects. Duties performed by prefects did not have demarcation and in some schools' prefects assumed teachers' roles, this further widened the gap between prefects and fellow students. This study discussed several responsibilities and duties of prefects as outlined by Otieno (2001) and expounded by Biketi (2008). The following titles were discussed: - school captain, games captain, dining hall prefects, laboratory prefects, environment prefects, time keeper and class prefects were highlighted because they were common in all schools under the study., head of school is more often seen as gender neutral term for head prefect or headboy/headgirl or senior prefect. Larger schools may have a hierarchical structure with a team of senior prefects and a headboy/girl. The head prefect may also be the school captain if that is an appointed position in the school, however, due to health and safety laws the staff have tended to become stricter about what responsibilities prefects may hold for fear of being held responsible in case litigation, (Luthans 2005). School prefects enforce rules, prefects have been part of British school systems for decades but many Americans have not heard of the concept until the advent of the Harry Potter books. School prefects are somewhat similar to the American hall monitor, students are basically an extension of school administration and utilized to enforce school regulations. A school hall monitor is the American equivalent of a prefect. While patrolling their areas they ensure that there are no damages done to school (Rowling, 2007).

A School Captain

The school captain is the overall leader of the prefects' body. Mixed schools have two school captains, the head boy and the head girl he or she leads both prefects and the entire students body. These students are appointed because of their academic achievement.

A Games Captain

The games captain is in charge of all sporting activities in the school. The games prefect should be a good sports person.

A Dining Hall Prefect

The dining hall prefect manages a very important and sensitive area of the school, in bigger schools, this area is manned by more than one prefect for effective control of students.

A Laboratory Prefect

The laboratory prefect is in charge of the science laboratories mainly Biology, physics, chemistry and agriculture.

A Compound/Environment Prefect

The compound prefect is in charge of the overall cleaning activities in the school. Schools with large compound appoint more than one prefect for this section.

Time Keeper Prefect

In form two, the time keeper is elected, the time keeper or bell ringer prefect is in charge of timekeeping in the school, he or she signals start of the day, lessons, breaks, playtime, preps and close of the day.

A Class Prefect

The classroom is regarded as an important place for effective learning. A class prefect should maintain classroom discipline at all times. Some prefectship post start from form one and form two. In form one and two there is the class prefect and class monitor. In all schools that were visited, they were mixed schools and prefectship posts were shared equally between a boy and a girl. Gender equity is thus was maintained because students are made aware before elections.

From the foregoing, outline of responsibilities and duties of prefects, it was evident that prefects have a burdensome role to play in the day today running of the school. Griffin, (1994) sums it all by saying that "...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." Prefects are first and foremost students; they need to pursue their academic goals just like other students. At the same time, they are expected to lead others and perform leadership roles delegated to them by teachers. Combining these roles can be difficult without proper planning to strike a balance between duties and class work. That's why this study sought to investigate prefect ship and its influence on academic performance. Other responsibilities are dormitory or house prefects, entertainment prefects and library prefects. These were not discussed in this study because they were not in all schools under the study. Most prefects, according to Otieno, (2001), have ended up sacrificing either prefectship to excel in academic work or overlooking academic work and concentrating on prefectship. Students unprepared for prefectship are likely to experience some few adjustment problems which if not handled well can affect a student's life in school. The student conferences that are held annually since 2009 at Bomas of Kenya have come in handy this is because student leaders converge here from all the 47 counties. through discussions and motivation speakers invited to address them, there prefects get motivated and yearn to pass the same message to other prefects left at the school and the students who elected them. It is on this basis that this study was enacted to establish prefectship and its influence on academic performance in public secondary schools in Nyandarua Central District.

Research Design And Methodology

Introduction

This chapter presented the research procedures, methods of data collection and analysis that were used in investigating the problem and the implicit justification. This helped to establish the basis prefects' premises that have consistently influenced secondary school management. This chapter is presented under the following subheadings. Research design, study area, study population, target population, sample size and sampling techniques, research instruments, data collection procedures, piloting the research instruments, validity and reliability and data analysis.

Research Design

The function of research design is to provide for the collection of relevant evidence with minimal expenditure of effort, time and money. Research design is a blue print; it is the glue that holds the research together. Descriptive survey is intended to produce statistical information about aspects of education that interest policy makers and educators (Luck and Rubin 1999) as expounded by (Orodho, 2005). In this study descriptive survey was used. Ngechu (2003) further points out those descriptions are derived from responses to items in the questionnaires and interview schedules.

Research Methodology

Research methods means all those methods are techniques that are used for conduction of research. Technique are the behaviour or instruments used in performing research operation such as questionnaires, interview schedules and observations (Kothari,2008). Research methodology is a way to systematically solve the research problem. Research methodology has many dimensions that is scope is wider than that of methods for example why the research, how the problem is defined what data has been collected (Kothari, 2008). Research methodology gives details regarding procedures used in conducting study (Mugenda and Mugenda, 2003).

Variables

There are two categories of variables that were studied in this investigation. These are independent variable and dependent variable. The independent variable is prefectship while the dependent variable is academic performance.

The researcher mainly used these variables to examine prefectship and its influence on academic performance in Nyandarua central district public secondary schools.

Study Area

This study was based in Nyandarua central district recently curved out of the larger Nyandarua district in Nyandarua County. It borders Kipipiri to the East, Nyandarua North to the North, Nyandarua West to the west, Milangine district to the South West and Gilgil Districts to the South. The district covers an area of 604 square kilometers (The district statistical officer, Nyandarua January, 2001). The district headquarter is Olkalou town that has 4 divisions namely Rurii ,Olkalou, Kaimbaga and Mawingu . On the north-eastern side, though slightly outside the district is Lake Olborosat, the only lake in central province. River Malewa that drains into Lake Naivasha forms the boundary between Nyandarua central and Kipipiri districts. Two tarmac roads

Nyahururu - Gilgil and Njabini - Ndundori roads traverse the district. The inhabitants of this area are dairy and crop farmers. There are 17 public secondary schools in the district. There are three categories of schools, i.e. boarding mixed, boarding and day mixed and day mixed schools. The desire to establish the extent to which prefectship influence academic performance drove the researcher to base the study in Nyandarua central district. In addition, prefects have been part of school management since 2009 when student councils' became functional, therefore, the researcher intended to verify their academic performance and generalize to the rest of the country. See attached appendix F showing the map of Nyandarua central district.

study population

The district has a total population of 17 public secondary schools. The study population included all the 17 public secondary schools, 17 deputy head teachers, 98 teachers and 300 prefects, making a total of 415.

target population

The study targeted 12 public secondary schools in Nyandarua central district of which 2 are boarding mixed schools, 9 are mixed day schools and 1 is a day and boarding mixed school. In this research, the following respondents were targeted, all the 12 deputy head teachers, 78 teachers and 169 prefects making a total of 259 respondents.

Sample Size

The unit of analysis is secondary schools and the study covered 12 out of 17 public secondary schools. The reason for excluding the other 5 schools was because 4 schools were started recently by CDF and didn't have the necessary data for the purposes of this research i.e. TSC teachers and had not done KNEC exams, didn't have F3s and F4s, while one school is a provincial mixed school, the only provincial school in the district and therefore does not have another school to be matched with for the purposes of this study. A total of 259 respondents is above 62% of the entire population and hence sufficient to make judgement. A table for sample size from a given population guided in sampling the population. (Krejele, Robert V, Morgan and Daryle W. (1970) (Appendix G)

Sampling Technique

The researcher used purposive sampling technique to reach all the 12 out of 17 public secondary schools. Purposive sampling is used with small number of individuals or groups. It was also used to select D/HTs in the 12 public secondary schools. The researcher used simple random sampling to select the teachers because this gave each teacher an equal chance of being selected in the sample since each teacher was chosen at random, this is according to (Luck and Rubin 1999) as expounded by (Orodho, 2005). Simple random sampling was also used to select prefects. This gave each prefect an equal chance of being selected. (Orodho, 2005).

Research Instruments

The following instruments were used to collect data in this study.

Questionnaires

According to Kothari C.R. (2008), A questionnaire consists of a number of questions printed or typed in a definite order or set of forms. The questionnaires were distributed to teachers and prefects in the target schools and thereafter collected by the researcher. In this study the questionnaires had both closed ended and open ended items. The closed ended items used the Likert scale type with five degrees ranging from “Strongly agree”, “agree”, “undecided”, “disagree” and “strongly disagree” Likert, R. (1967) as expounded by (Mugenda and Mugenda, 2003). The advantages of using a questionnaire are:

- They are economical.
- Less time consuming.
- They have an element of uniformity and are free from bias
- Respondents had adequate time to give well thought out answers
- Large samples can be made use of and thus the results can be made more dependable and reliable.

The researcher developed two questionnaires that were filled by the teachers and prefects. The questionnaires were presented as in appendixes B and C.

Interview Schedule

According to Robson, (2006: 229) an interview is a conversation initiated by the interviewer for the specific purpose of obtaining research- relevant information. It is a quite straight forward and non- problematic way of finding things out, a situation where a person talks and another listens. Direct contact with the deputy head teachers during the interview made it possible for the researcher to secure in depth information through a one on one interaction regarding prefectship influence on academic performance. Interview schedule was used to elicit data from the deputy head teachers and the sessions were carried out by the researcher over lunch break. The interview schedule was presented as in appendix A.

Data collection procedure

The following procedures were used. The researcher sought permission from the Ministry of Higher Education after presenting an introduction letter from Moi University. The researcher then visited Nyandarua Central District Commissioner and District Education officer for permission to visit schools in the district. The researcher later visited 12 schools sampled before the actual study to inform the head teachers about the study and to make arrangements for distributing the questionnaires to the respondents. Interviews were conducted while questionnaires were distributed. Thereafter, collection of questionnaires was done and the researcher kept both the questionnaire and interview materials in confidence, see appendix I.

Piloting the research instruments

A pilot study was conducted in Shamanei mixed day school before the actual study was carried out. Shamanei mixed secondary school is in Nyahururu district in Rift Valley province. This helped in validating and testing the reliability of the instruments.

Validity

Validity indicates the degree to which an instrument measures what it is supposed to measure. To establish validity, the instruments were verified and confirmed by the supervisors and also further readings on what other researchers have done. Validity indicates the degree to which an instrument measures, what it is supposed to measure, De Vaus (2005). According to (Kothari, 2008) Validity refers to the extent to which a test measures what the researcher actually wishes to measure. According to him, validity helps to assess the clarity of the items and the language used in the questionnaires. Face and content validity was achieved by pilot testing the instrument among respondents not included in the sample population. Suggestions from my supervisors were used in making necessary changes in the final instruments to be used in the study. Piloting helped to;

1. Establish whether the questionnaires would provide data needed for the study.
2. Assess and identify any problems respondents would encounter in completing the questionnaires that were not foreseen during their development,
3. Assess the clarity of the questionnaires to the respondents.

Reliability

An instrument is said to be reliable if it consistently yields the same results when taken under the same conditions, De Vaus (2005). According to Kothari (2008), reliability refers to the accuracy and precision of a measurement procedure, an instrument is reliable if it provides consistent results. To establish reliability of the instruments, Spearman Brown Split Half Method was used and Likert scale utilized to score the items from one to twenty four Spearman rank correlation (ρ) was also used. The tools for questions on general information were also utilized. The administration of the tools was done once on even numbered items and odd numbered items. The respondents were five, a deputy head teacher, two teachers from form three and four and two prefects from the same classes.

The two scores for the 24 items, one for DHT, two for the teachers and two for the prefects, were collected on one day, paired and calculated whereby the computed value yielded a coefficient of variation of 0.8571 for teachers and 0.857 for prefects. This was considered sufficient to judge reliability of the instruments for it was above 0.5 that is required to judge the instruments. The Administration of the tool was carried out in Shamanei Mixed Secondary School outside the district of research. Simple random sampling technique was used to select this school. Items in the questionnaire were *split into two halves* using odd and even items. The paired scores were used to calculate spearman rank correlation. The less the random error the higher the reliability. In this study reliability of at least 0.5 and above was considered sufficient enough for the instruments to be used for the study.

The scores of 5 respondents were calculated and paired; the computer value yielded a reliability coefficient of 0.8571 for the teachers and for the prefects 0.857. This was considered sufficient to judge reliability of the instruments for it was above the minimum value of 0.5 that is required to judge a reliable instrument.

Data analysis

The data was presented by the use of descriptive survey and inferential statistics whereby tables, frequencies and percentages were used. The tables were drawn in a way that showed teachers and prefects responses from agreed, undecided to disagreed, frequencies were then attached and % s calculated (Luck and Rubbin, 1999) as expounded by (Orodho, 2005)

According to Robson (2006), an interview is a conversation initiated by the interviewer for the study. Deputy headteachers were subjected to oral interviews. Their responses strengthened the prefects and teachers responses on the questionnaires on “prefectship and its influence influence on academic performance”. This oral interview appear under appendix A in this draft, while questionnaires i.e. open ended and closed ended questions were given to the teachers and prefects as in appendix B & C . Twenty-four statements that closely express opinion on the prefectship and its influence on academic performance were tested. Each statement had five alternatives on the Likert scale, that is, strongly agree (5), agree (4) undecided (3) disagree (2) and strongly disagree (1) on the positive and vice versa for the negative. Open ended questions is aimed at getting further suggestions on how prefects can be supported in the performance of their duties, e.g., who to involve during prefects selection and suggest categories of duties done by prefects amongst other questions.

The administration of the tool was carried out on one occasion. One deputy head teacher, two form 3 and 4 class teachers, and two prefects for the same classes to make five. The mean scores of the five respondents were calculated and paired. The paired scores were used to calculate spearman rank correlation (rho).

Data Presentation, Interpretation And Analysis

General characteristics of the sample schools

This study concentrated on public secondary schools in Nyandarua central district in Nyandarua County. There were three main categories of schools i.e. mixed boarding, mixed day schools and mixed day and boarding schools. The sample population was twelve schools as shown in figure 1 and table 1

Table 1 Type of School

Type of School	Frequency	Percentage
Mixed Day	9	74.97%
Mixed Boarding	2	16.70%
Mixed Day and Boarding	1	8.33%
TOTAL	12	100%

From the table, 9 schools representing 74.97% were mixed day schools. This is almost three quarters of all schools in the district. We can deduce that majority of the residents are peasants and that is why they are taking their children to day schools that are funded by government.

Out of 12 schools that were sampled for the study, only 2 schools were mixed boarding schools representing a paltry 16.70%, this further confirms that majority of parents in this district do not get much in terms of earnings no wonder under chapter three 3.2 study area, the inhabitants are said to be dairy and crop farmers, this table is a clear testimony that the inhabitants are not well paid from dairy and crop sales.

One school was both day and boarding, initially the school was fully boarding but on introduction of free day secondary schools, the number of boarders reduced dramatically forcing the school to create a day wing in the same school, this indicates that day schools have an upper hand in this district. We can therefore infer that inhabitants are in favour of day schools because there is less financial constraint.

The implication of these scenarios in this study has been made easier since all schools have an element of day school save for two schools which are boarding. The wealth in the district is evenly distributed as depicted by the schools.

Figure 1 Type of schools

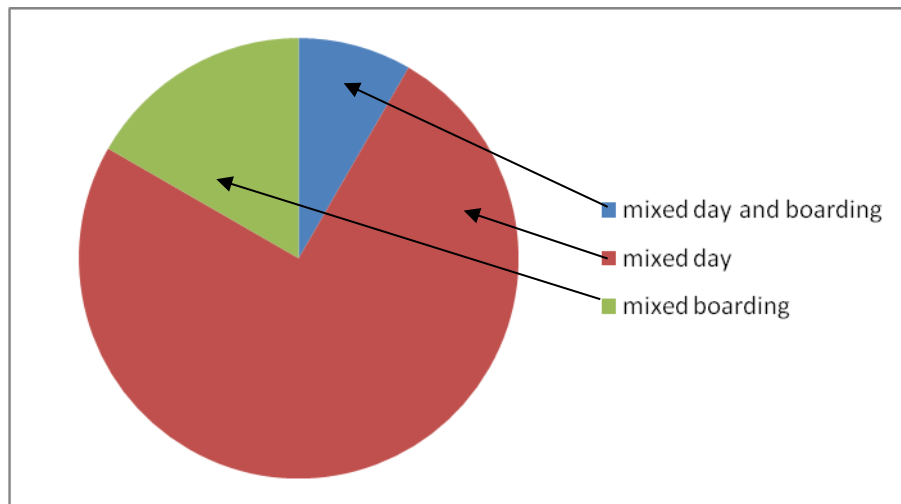


Figure 1 gives a clearer picture of the type of schools whereby mixed day schools almost occupies the whole circle living two slots that is mixed boarding and mixed day and boarding school to occupy less than a quarter.

In this district, the researcher is still finding out the think tank behind this kind of set up whereby girls and boys learn together unlike other counties where we have separate schools for boys and girls.

Gender Composition of the Sample Schools.

For the purposes of collecting data, the researcher interviewed deputy head teachers and gave out questionnaires to form 3 and 4 teachers and the respective prefects. The research findings are as indicated in table 2 below

Table 2 Gender composition of the sample schools.

Composition	Frequency	Percentage
Deputy Head teacher (n = 12)		
Male	11	91.67%
Female	1	8.33%
Teachers (n=78)		
Male	50	64.18%
Female	28	35.82%
Prefects (n = 169)		
Male	87	51.48%
Female	82	48.52%

From the table there were 12 deputy head teachers of whom 91.67% were males while only one female representing 8.33%. This implies that the gender equality in leadership has not been achieved in this district. We can therefore deduce that girls interest can be hampered since majority of teachers in leadership position are males. Girls simply lack role models of same gender.

Male teachers represent 64.18% while female teachers represent 35.82% can imply that though this is a district of mixed schools much needs to be done to post more female teachers to carter for the needs of the girl child and 51.48% were boys while girls were 48.52% indicating a near gender parity, we can only deduce that the teachers who oversee prefects elections make it on a ratio of 1:1. The implication of gender equality on the side of prefects is what boy can do, a girl can also do, this figures augur well with girls because it supersedes the old aged believe that it's only men who can get leadership positions when students are given freedom to elect representative any gender can produce a leader.

Deputy head teachers are in-charge of prefects, it is therefore pertinent to seek information on general background of deputy head teachers for the purpose of identifying the number of years he/she has served as a deputy and find out how prefectship affect academic performance or academic performance affect prefectship in the schools under research.

Respondent's years as a deputy head teacher.

The number of years in a school can determine whether the deputy head teachers will discharge duties and responsibilities efficiently, the longer one spends the more experience one is likely to acquire and thus respond correctly on how prefectship influence on academic performance or vice versa.

Table 3 respondent's years served as deputy head teacher represents years.

Years served as	Deputy head teacher n = 12	Frequency	Percentage %
Deputy	2	2	16.70
0-1	6	6	49.98
2-3	3	3	24.99
4-5	1	1	8.33
5 and above		12	100
Total			

From the Table 3 deputy head teachers had not served for many years. 0-1 year 2 (16.70 %) 2 -3 years 6(49.98%) 4-5 years 3 (24.99%) and above 5yrs 1(8.33%).This is partly because most appointments to deputyship are pegged on job group M' and above i.e. a senior graduate and it's the TSC that appoints

This could be interpreted to mean that most deputy head teachers were still acquainting themselves with the position and its emerging responsibilities and challenges.

Deduction from this table shows the personnel assigned to foresee prefects succeed are also amateurs; however, as indicated elsewhere seminars and refresher courses are held annually to help deputies grasp emerging leadership issues.

Prefects experience responses

Prefects experience was sought in questionnaire (appendix C: question 4 a & b), their responses are recorded below table 4

Table 4 Prefects experience responses

Title	Frequency	Percentage
Class prefects	80	47%
Senior prefects	17	10%
Vernacular prefect	17	10%
Compound Prefect	4	3%
Bell Ringer	4	3%
Not prefects	47	27%
Total	169	100%

Whether one was a perfect in primary school 73% responded Yes and 27 % responded No. They enlisted the following as the position they served before the current appointment; class prefects were 47%, senior prefects10%, vernacular prefects10%, bell ringer 3%, compound prefects 3% and Not prefects 27%

The table 4 shows that 122 prefects out of 169 prefects were prefects in primary schools, this represent 73% meaning majority of the prefects had fore knowledge on what prefectship entails. This means it was not difficulty for the prefects to adopt into the leadership requirements, since most students moved from day primary schools, it is likely they were not new to each other and that is why the percentage of those who had served as prefects is high. They were accustomed to prefectship challenges and therefore academic performance was not affected by these appointments.

Deputy Head teacher’s attendance of seminars and refresher courses

The district organizes leadership courses occasionally and seminars to keep deputy headteachers abreast of the emerging issues especially now that the MOE is in the process of implementing the new constitution in the education sector. Seminars are normally held at Murang’a T.T.C in August every year.

Table 5: Deputy Head Teachers Attendance of Seminars and Refresher Courses

Seminars or refresher courses	Frequency		Percentage %
Deputy Head Teachers	10		83.30
Deputy Head Teachers	2		16.70

The researcher found that 10 represented (83.30%) had had an opportunity of attending seminars and refresher courses while 2 represented (16.7%) have never had an opportunity. This however, does not affect the efficiency expected of deputy head teacher.

The seminars and refresher course attended by deputies went along way in enhancing democratic processes in our secondary schools as indicated elsewhere in this draft prefects indicated that deputy head teachers assist them most in discharging their duties followed by teachers on duties and teachers in charge of boarding in boarding schools respectively.

Methods that various schools used to select prefects

This was the first objectives of this study. The researcher determined this by presenting 5 items on a Likert scale. The respondents were the form 3 and 4 teachers and the respective prefects. They were also given freedom to make comments concerning this study.

(a) These responses were recorded as in table 6 first row.

Table 6

Methods of Prefect selection	Body	A		U		D	
		F	%	F	%	F	%
Prefects, HTs, DHTs and teachers are the only ones involved in prefects selection	Teachers	8	10.16	19	23.26	51	66.58
	Prefects	16	10.66	21	12.12	132	77.22
Students are rarely involved	Teachers	21	27.39	15	20.04	62	52.57

	Prefects	42	25.63	34	19.10	81	55.27
Students are always involved	Teachers	41	53.35	16	20.50	20	26.15
	Prefects	93	54.69	34	20.00	42	25.31
Campaign period is set	Teachers	10	13.48	15	20.17	53	66.35
	Prefects	44	26.20	14	7.10	111	66.70
Feel that you are rightly selected	Teachers	42	54.60	12	15.23	24	30.17
	Prefects	120	72.34	14	8.15	35	19.51

From table 6 first row, the following deductions were made that is 10.16% and 10.66% of teachers and prefects respectively agreed to the given statement that Prefects, HTs, DHTs and teachers are the only ones involved in prefects' selection while 66.58% and 77.22% teachers and prefects respectively disagreed with the above statement. There were 23.26% and 12.12% of teachers and prefects respectively who were undecided. This concurs with what the deputy head teacher said from the interview schedule that students elect representatives of their choice and teachers work is just vetting. A day for prefects' election is set aside, each student from form 1 – 4 is given a chance to nominate a prefect for all slots (class teachers supervise), names are then forwarded to deputy head teacher's office, a staff meeting to vet the names is convened, those nominated are placed in appropriate posts not necessarily the ones chosen by students, those who are above average academically are normally retained while those below average are dropped.

This is a positive indication that it is not only the head teachers, deputy head teacher and teachers who are involved in prefect selection but also students. Otieno (2001) other schools have involved out – going prefects to recommend those they think can make good prefects

(b) Teachers were asked to indicate whether students were involved in the selection of the prefects. Their responses were recorded as shown in table 4.6 second row. Both teachers and prefects agreed that 25.63% of prefects and 27.39 % of teachers agreed that students are rarely involved in prefect selection could imply that students thus are involved indirectly in the selection of prefects through the nomination but there is no guarantee to the students that the names shall come out as expected. Majority of the prefects are of the opinion that students are fully involved in the selection of the prefect but this selection needs further democratization where students take charge of their elections with minimal changes from the school administration. According to Otieno (2001) many schools still rely on the teaching staff to appoint prefects with little or no student participation. The percentage of prefects and teachers who disagreed that students are rarely involved is a testimony that students take charge of their elections.

©The teachers and the prefects were asked to indicate whether students are always involved in the selection of the prefects. Their responses were recorded as shown in table 4.6 third row which indicates that 53.35% of teachers and 54.69% of prefects agreed that students are always involved in prefect's selection while 25.31% of prefects and 26.15% of teachers disagreed. The number that was undecided was 20.00% of prefects and 20.50% of teachers. This is quite impressive as students own the prefects body and abide by what the prefects instructs them to do.

(d) This statement confirms that schools do observe child’s rights in the sense that they are always involved in the selection of prefects.

As per table 4.6, fourth row the teachers and prefects responded as follows: Prefects who disagreed were 66.70% while 66.35% of teachers disagreed, since these questionnaires were filled separately we can deduce that time wastage on campaigns is not condoned by schools. Deputies had nevertheless indicated that prefects’ self-esteem drive them to excel in academic performance and prefectoral duties. Therefore, a campaign period need not be set aside. The respondents whose responses were undecided clearly show that they are ignorant of what goes on in their schools and may be they were not sincere when they filled these responses.

One can make the following inference that time is valued in our schools and is mostly used for academic purposes. Deputy Head teachers had indicated that self-esteem drives a prefect’s academic performance and prefectoral duties.

(e) Teachers and prefects were asked to indicate their feelings on prefect’s election whereby their responses are recorded in table 4.6 fifth row. The respondents who agreed to the statement, do other students feel you rightly elected. Teachers and prefects who agreed were 54.60% and 72.34% respectively. The percentage of respondents who disagreed was 30.17% teachers and 19.51% of prefects. Those who were undecided are represented by 15.23% teachers and 11.36% prefects.

In the process of vetting, sometimes it happened that teachers changed names of prefects and this gave students prefectoral posts they were not elected or simply dropped the names that were picked by the students. There could be disquiet amongst the students and this question was aimed at assessing the general feelings of both teachers and prefects, as it turned out the results were in favor of the study and it indeed made the data analysis easy. From the research, students elect prefects hence they accept them as their leaders.

Duties Performed by Prefects

This was the second objective of this study; the researcher determined this by presenting five items on a Likert scale. The responses are indicated in table 7.

Table 7

Duties performed by prefects	Body	A		U		D	
		F	%	F	%	F	%
Prefects are inducted immediately after appointment	Teachers	11	14.20	12	15.36	55	70.44
	Prefects	15	9.63	39	23.01	115	67.36
Duties given to prefects take much of their learning time	Teachers	11	15.47	14	18.19	53	66.42
	Prefects	33	19.58	21	13.13	115	67.29
	Teachers	11	8.18	10	13.12	57	73.53

Some duties done by prefects should be done by teachers because they affect their academic performance	Prefects	26	8.27	12	7.15	131	77.43
Prefects are committed to both their duties and academic work	Teachers	66	83.38	6	8.33	6	8.29
	Prefects	119	69.68	20	12.01	30	18.31
Duties performed by prefects affect their academic performance.	Teachers	9	11.02	1	1.11	68	87.87
	Prefects	7	7.08	20	12.12	142	80.80

(a) From table 7 first row, majority of respondents refuted the claim that Prefects are inducted immediately after appointment. Most schools do not spare time in their crowded timetables to induct prefects, it therefore, make prefects meet with the challenges head on. The number of respondents who agreed formed a paltry 9.63% for the prefects and 14.20% for teachers. These results cannot sway results of respondents who had disagreed. This is not good as some of the challenges ought to melt down upon induction of prefects which is now missing.

One can deduce that most prefects are not inducted upon appointment. This confirms what deputy head teachers had pointed out in the interview schedule that some schools induct prefects but the overwhelming academic works affect their duty execution. From the foregoing, outline of responsibilities and duties of prefects, it is evident that prefects have a burdensome role to play in the day today running of the school. Griffin, (1994, p 34) sums it all by saying that "...most of the routine day to day organization and discipline of the school outside the classroom is done by prefects.

(b) From table 7 second row, teachers and prefects were asked to indicate if duties given to prefects take up much of their learning time. Their responses are recorded as follows;

We can deduce that 15.47% of teachers and 19.58% of prefects agreed to that statement as contrasted with 66.42% of teachers and 67.29% of prefects who disagreed. This indicates that prefects are able to use time for prefectural duties and vice versa for academic work. There was however, a small percentage of teachers and prefects who were undecided. Their percentages were 18.19% teachers and 13.13% prefects.

The implication of this to the study is students can balance between their prefectural duties and their academic work. This is a clear indication that self-esteemed prefects can balance between academic work and prefect ship duties as indicated by deputy headteacher during the interview.

(c) Teachers and prefects were asked to indicate if some duties done by prefects should be done by teachers. Their responses are recorded in table 7 third row.

Responses by teachers and prefects that disagreed were 73.53% and 77.43% respectively. This indicates that prefects embrace their prefectural duties. In the recent student council leadership forum at Bomas of Kenya, these prefects demanded that government provide earning materials to their schools (Education News of 3rd -17th, May 2011).

We can deduce that when it comes to academic Excellence, the prefects would do extremely well because their commitment come from the heart. This is a positive step in this research that prefects are not forced into prefectural duties but worked on their own volition.

(d) Teachers and prefects were asked to indicate whether prefects are committed to both their duties and academic work. Their responses are recorded in table 7 fourth row.

From the fourth row, the following can be deduced. Teachers who agreed that prefects are committed to both their duties and academic work were 83.38% while 69.68% of prefects are alluded to the same. The high percentage by teachers can be interpreted to mean the way the teachers judge the prefects. As indicated in literature review 2.3. Titles of prefects are: a School, Captain, a Games Captain, a Dining Hall Prefect, a Laboratory Prefect, a Compound/Environment Prefect, time Keeper Prefect and a Class Prefect according to Otieno (2001) as expounded by Biketi (2008).

(e) Teachers and prefects were asked to indicate whether prefectship duties affect their academic performance. Their responses are recorded in table 4.7 fifth row as follows;

Prefects who disagreed with statement were 80.80% while teachers were 87.87%, this confirms that prefects are able to balance time between prefectural duties and academic work. This at the same time removes the notion that extra duties like prefectural lead to academic dismal results. The percentage that had agreed with this statement was 7.08% for the prefects and 11.02% for the teachers. These percentages are closer to respondents who were undecided that is 1.11% teachers and 12.12% prefects. These responses could be interpreted to mean that the respondents were not sure whether they balance time well between prefectural duties and academic work. From the interview with deputies it emanated that duties and academic performance complement each other.

How the level of administrative support influence prefectship

This was the third objective of this study; the researcher determined this by presenting five items on a likert scale. The responses are indicated in table 8.

Table 8

How the level of administrative support influence prefectship	Body	A		U		D	
		F	%	F	%	F	%
School administration ensures that prefects are inducted before assuming prefectship office	Teachers	48	60.60	12	15.15	25	24.25
	Prefects	105	61.62	20	20.21	30	18.17
Schools occasionally take prefects for a leadership workshop outside the school	Teachers	51	65.65	4	5.05	23	29.30
	Prefects	130	76.76	12	7.12	27	16.12
Level of administrative support acts as motivation to prefects	Teachers	62	79.79	5	6.05	11	14.16
	Prefects	147	86.76	6	3.00	16	10.24
School recognizes prefects body as part of school managers	Teachers	59	75.75	8	10.05	11	14.20
	Prefects	105	61.62	16	10.10	48	28.28

Teachers always give adequate support to prefects when performing their duties.	Teachers	57	71.71	6	8.07	15	20.22
	Prefects	115	67.68	34	20.14	20	12.18

(a) From the table 8 first row which indicates that 60.6% and 61.62% of teachers and prefects respectively agreed to the statement that School administration ensures that prefects are inducted before assuming prefectship office. This response conflicts with response of objective one first row whereby both teachers and prefects refuted that most schools do not set time aside to induct prefects upon appointments. This puts the researcher in an awkward situation and the question that comes in is: were respondents able to interpret the question properly? The responses for those who disagreed and those who were undecided answers the above questions that respondents understood the questions. This is due to proximity in percentages as indicated in the first row table 8. This simply means that there are many schools which inducts their prefects before assuming prefectship office. This also reveals that level of administrative support is paramount for the success of prefectship. Interview with the deputy head teacher indicated that any case of indiscipline forwarded by prefects was dealt with promptly. Prefects who are not supported by the school administration become sluggish demotivated and end up being populist and ineffective. According to Mbiti, (2006) leadership is a status of dominance and prestige acquired by ability to control, initiate or set the pattern of behavior for others. In general schools use prefects in social control of students.

(b) Teachers and prefects were asked to indicate if schools occasionally took prefects for a leadership workshop outside the school. Their responses are recorded in table 8 Second row. There was an agreement between teachers and prefects that schools took prefects to leadership workshops, since 76.76% of prefects and 65.65% of teachers answered in the affirmative. Interview with deputy head teachers indicated that some schools occasionally took their prefects for a leadership workshop. This further confirms that level of administrative support is alive in schools and leads to prefects motivation. A small percentage of 29.30 teachers and 16.12 of prefects disagreed with above statement therefore; it means some schools do not take prefects for a leadership workshop. A paltry 5.05% of teachers and 7.2% of prefects were undecided this however do not change the above results.

© Teachers and prefects were asked to indicate whether level of administrative support acted as motivation to prefects. Their responses are recorded in table 8 third row. The high percentage of 86.76% by prefects and 79.79 by teachers is a clear indication that the support given by school administration acts as a motivator to prefects. As the prefects do their prefectorial duties, they do it with the mindset that they have support from the school. Deputies interview indicated that prefects who are supported by school fair well in both prefectship and academic performance. The percentage of respondents who were undecided was 6.05% and 3.00% for teachers and prefects respectively while those who disagreed were 14.16% teachers and 10.24% prefects. This could be interpreted to mean some schools do not back prefects and therefore prefectorial duties are burden some to these schools

(d) Teachers and prefects were asked to indicate if school recognized prefects’ body as part of school managers. Their responses are shown in table 8 fourth row

The following deductions were made that is, teachers and prefects representing 75.75% and 61.62% respectively agreed that schools recognized prefects body as part of school managers. This shows that majority of the schools' administration take prefects as part and parcel of school.

The percentage that refuted this claim was 14.20% of teachers and 28.28% of prefects while those who were undecided were nearly 10.05% of teachers and 10.10% of prefects. This could be interpreted to mean that full democracy has not been realized in some schools. According to Bennett, (1999), Autocratic or dictatorship is characterized by maximum possible centralization of authority, unilateral decision making and one way communication. It is a boss centered leadership. This leader is disliked as there is no scope for initiative and self-development. There is therefore a need for the school administration to recognize prefects body as part of school managers. Interview with deputies indicated that school recognizes prefects' body as part of school managers.

(e) Teachers and prefects were asked to indicate if teachers always supported prefects when performing their duties. Their responses are shown in table 8 fifth row, clearly indicates that 71.71% of teachers gave adequate support to prefects while 67.68% of prefects agreed with this statement that teachers always gave adequate support to prefects when performing their duties. Interview with deputies indicated that prefects who are not given adequate support by teachers become sluggish and demotivated; they therefore gave adequate support to prefects when performing prefect ship duties.

Teachers and prefects who disagreed were 20.22% and 12.18% respectively. This could mean that some schools had not given prefects freedom as indicated by Dr. griffin (Daily, Nation 17/08/2005) who informed head teachers that Starehe boys center and school offered considerable freedom of movement and speech, " We ensure an environment in which discipline and punishment are not synonymous and pupils are orderly, happy and free from undue stress" Cole (2008), defines training as any learning activity which is directed towards the acquisition of knowledge and skills for the purposes of a task, this is a necessity to our teachers to enable them give adequate support to prefects when performing their academic and prefectoral duties.

Effect of academic performance of prefects on prefectship

This was the fourth objective of this study; the researcher determined this by presenting five items on a Likert scale. The responses are indicated in table 9. Teachers and prefects were asked to indicate if academic performance was affected by prefectship. Their responses are shown in table 9 below:

Table 9

Effect of academic performance on prefects	Body	A		U		D	
		F	%	F	%	F	%
Prefectship affects academic performance	Teachers	6	8.12	6	8.08	66	83.80
	Prefects	30	18.18	17	10.12	122	71.70
Prefectship does not affect academic performance	Teachers	62	79.79	8	10.11	8	10.10
	Prefects	121	72.72	24	13.13	24	14.15
Prefectship make prefects fail in academic performance	Teachers	11	15.12	6	8.12	61	76.76
	Prefects	29	17.20	15	9.10	125	73.70
Prefects academic performance is not affected by prefectorial duties	Teachers	54	70.70	10	11.20	14	18.10
	Prefects	113	66.66	22	13.08	33	20.26
Students shy-off from prefectship post	Teachers	22	30.20	16	20.20	40	49.60
	Prefects	24	14.06	30	18.32	93	54.54

(a) From the first row the following deductions can be made, responses by teachers and prefects concur with what deputies said during the interview. Interview with the deputy head teachers indicated that prefectship did not affect academic performance because prefects are among the top performers in a school. Teachers and prefects who agreed with the statement were 8.12% and 18.18% respectively. There is a need for more leadership workshops to enable students' leaders learn from one another. Teachers and prefects who were undecided were 8.08% and 10.12% respectively. More awareness therefore need to be done in all schools. Since the year 2009, when students' councils started their annual meeting at bomas of Kenya, it has been calm in our secondary schools; this turn of events can imply that prefectship does not affect academic performance. Chronology of protest and destruction in schools as reported by Muchemi Wachira reveals that student unrest had evolved from simple protest to destruction of property and burning of prefects as expounded by Provincial Education Board (PEB 2001). Indiscipline was rampant in the central province and was manifested in 122 of student riots that occurred between 1999 and 2000. The upshot was that student disturbances were impacting negatively on academic performance and if not checked, indiscipline resulted in the province being relegated to academic oblivion. (Daily Nation of 21st May 2001) these crises, however, did not affect prefects' academic performance but those students who led protests.

(b) Teachers and prefects were asked to indicate whether prefectship does not affect academic performance. Their response are shown in table 9 second row

The responses by teachers and prefects that prefectship does not affect academic performance show that they were able to interpret this question. Teachers who agreed were 79.79% while prefects were 72.72%. Teachers and prefects who refuted the claim that prefectship does not affect academic performance were 10.10% and 14.15% respectively. The undecided responses were 10.11% for the teachers and 13.13% for the prefects. This portrays some characters as being neither here nor there.

Interview with deputy head teachers confirmed that prefectship does not affect academic performance.

In 1999, Kagumo High School in Nyeri county, students went on strike to protest the institutions poor academic performance in the Kenya Certificate of Secondary Education. Both prefects and students participated in this strike, this meant other issues could lead students to strike but not prefectship because it does not affect academic performance (The Nation of 21/5/2001).

© Teachers and prefects were asked to indicate if prefectship made prefects fail in academic performance. Their responses are recorded in table 9 third row

Both teachers and prefects disagreed with the statement that prefectship made prefects fail in academic performance by the following percentages that is, 76.76% for teachers and 73.70% for prefects. This takes us back to the statement that prefects are both committed to their duties and academic work.

Teachers and prefects who agreed were 15.12% and 17.20% respectively. This meant that some prefects do fail, though the number is minimal. The undecided responses were a paltry 8.12% for teachers and 9.10% for prefects. Thorough vetting should be done to pick only those prefects who succeed in both prefectorial duties and academic performance. Interview with deputy head teachers refuted the claim that prefectship make prefects fail in academics.

(d) Teachers and prefects were asked to indicate if prefect's academic performance was not affected by prefectorial duties. Their responses were recorded in table 9, fourth row

From the fourth row the following deductions were made, teachers and prefects who agreed with the statement that prefects' academic performance was not affected by prefectorial duties were 70.70 and 66.66% respectively. Other responses from the teachers and prefects who disagreed with the statement were 18.10% and 20.26% respectively while the undecided responses were 11.20% for teachers and 13.08 for the prefects. This concurred with what deputies had said during the interview that prefects are self-driven and that their academic performance was not affected by prefectorial duties. This implied that time for prefectorial duties and academic work is balanced.

(e) Teachers and prefects were asked to indicate if students shy-off from prefectship posts.

Their responses were recorded in table 9, fifth row

The academic performance posted by prefects attest to this that prefects do so well that there would be no reason to shy off from prefectship. Teachers who disagreed that students shy off from prefectship posts were 49.60% while prefects were 54.54%. This was a clear testimony that both teachers and prefects were in agreement that prefectship posts were accepted by students without coercion. Prefects who agreed that students shy off from prefectship posts were 27.14% while teachers were 30.20% this could be interpreted to mean that teachers were not very keen on prefectship post and behavior of students towards the same. Students are participants in the prefectorial post and the small percentage of 27.14% attest to this that they do not shy off from prefectship posts.

Prefects who were undecided were 18.32% while teachers 20.20%, going by the number of teachers and prefects who responded to this statement, this could be interpreted to mean that there are some teachers and prefects who are keen on prefectship posts.

The overall implication of this statement was that students do not shy off from prefectship posts. This is a plus to this study since it indicates that the outcome of academic performance is not affected by prefectship posts. Interviews from deputies indicated that students do not shy-off from prefectship posts.

Often, both parents and school personnel misinterpret the adolescent's desire for autonomy as a developmental barrier to family involvement. However, studies have indicated that such a desire for autonomy serves as moderator of preferences for certain types of involvement over others, rather than as a barrier to and type of parent involvement (XU, 2002).

Summary, Conclusions And Recommendations.

Methods of prefects' selection

It was established that there is open democracy because students had the freedom to choose their leaders. Prefects were inducted upon appointment in some schools. This study also established that many schools allow students to nominate prefects of their choice before subjecting the names to scrutiny and vetting. Otieno, (2001), asserts that if prefect system is to be of any credit to the students then they should identify themselves with it. Mugali, (2003), concluded that prefects could not be effective since they were not elected but appointed by the school authority (Head teacher and teaching staff) and imposed on the students who automatically rejected them (prefects), Mugali sees this as the greatest set back in performance of prefects. Bakhda, (2006), democratic leadership is used because students have freedom of movement and expression due to democracy that prevails in secondary schools, prefects' academic performance is not affected.

Duties performed by prefects

It was established that prefects are comfortable with duties given to them. Due to overwhelming academic work, induction done to prefects on duties is almost forgotten immediately. Prefects refuted that duties they do affect their academic work. Specific duties such as compound, dining and classroom cleaning and supervision do not take much of prefect learning time due to the support school administration give prefects; they perform their duties with relish. These duties prepare them for future leadership roles, (Otieno, 2001). Students elected to prefectship positions are usually those who have been above average, they therefore kind of balance their academic work with prefectorial duties, they are ever present in schools and do not miss out on what is taught by teachers. The end result is excellent academic performance.

Conclusions

The study informed that most schools adhere to democratic practices practiced in elections, it was established that students are given freedom to elect their own representative. This concurs with Griffin, (1994) that students should be allowed to elect their own representatives where teachers' role should be merely to guide in the process of elections. Schools should take prefects to seminars where interactions with prefects from other schools will present situations that are necessary for acquiring leadership skills and knowledge. 4th student council meeting at bomas of Kenya from 24th-27th April, 2012. The theme was "Nurturing democratic leadership". Topics that

were covered were: Peace and conflict resolution, cohesion and tolerance in schools, democracy and good governance, HIV/AIDs, drugs and substance abuse, etc. The study was also informed that prefects are both committed to their duties and academic work. It was noted that majority of the schools administration supported prefects to perform their duties. Finally the study informed that prefectship does not affect academic performance of prefects as most top slots are evenly shared between prefects and other students. The study also revealed that prefects are a great asset to schools and possibly no school can survive without them. There is therefore a need to recognize prefects by giving them special uniform and badges as a means to recognize them. This will make them feel motivated and is likely to raise their academic performance. The study also noted that, deputy head teachers, teachers in charge of boarding and teachers on duty in day schools give the most support to prefects. The research also revealed that prefects starts operating immediately after appointment and generally accept duties whereby they perform with relish. The study concluded that failure of prefects academically is not linked to prefectship as a fore mentioned above.

Recommendations of the study

Guided by the research findings and conclusions, the researcher made the following recommendations for strengthening prefectship and its influence on academic performance.

1. It is high time that schools should use special uniforms and badges for all prefects in our secondary schools, some schools have special uniforms and badges, all schools should.
2. The guide books used by prefects when they meet for their meeting at Bomas of Kenya should be circulated to all Secondary schools for the benefit of students who didn't have a chance to attend the meeting.
3. QUASO in the MOE should be used to inform student leaders on the current methods of prefects' selection, duties performed by prefects, extent of support by school administration and balance between prefectship and academic performance. They should do this via Deputy Head Teachers whose docket is prefectship.
4. Administrative support to prefects in Secondary schools should be mandatory.
5. There should be an allowance in the students' council legislation for voluntary resignation of prefects who wish to do so.
6. Deputy Heads to be in charge of students' councils and be assisted by teachers in charge of boarding in boarding schools and teachers on duty in day schools.
7. Personnel involved in carrying out prefectorial duties should be trained, circular and booklets with prefectorial information should be brought to the lime light for all and sundry to read and get the desired information.
8. seminars on prefectship should be held twice per year in addition to the annual conference that is normally held in April at the Bomas of Kenya since the year 2009
9. Prefects should be involved in peace and conflict resolution for national cohesion.

10. Awareness should be created to prefects on corruption, crime and impunity because they are opinion leaders of tomorrow.

suggestions for further research

The role of prefects in Kenyan secondary school management cannot be underrated, they act as a link between the students and the school administration, despite prefectship and academic performance, they meet several challenges. In respect of this, the researcher suggests the following as possible areas for further research;

1. There is need for research to be conducted to investigate the challenges of prefectship in secondary schools in Kenya
2. Further study should be carried out to establish the attitude of prefects towards students councils.
3. Further study should also be carried out to establish the impact of democratic practices on student discipline

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