

# Prefects' Preparedness in Public Secondary Schools: A Case of Baringo North Sub-County, Baringo County, Kenya

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**Abstract:** The purpose of the study was to investigate the level of preparedness of prefects in secondary schools in Baringo North Sub-county. The objectives of the study were: to establish the mode of selection used by various schools to select their prefects and to determine the level of preparedness of secondary school prefects to assume the duties given to them by the school administration. The study was guided by Henry Mintzberg's theory on organizational structures and systems. The ontology was pragmatism and the epistemology was realism. The research method was mixed method. The research design was *ex post-facto*, random sampling and stratified techniques were applied. Data was generated using questionnaires and interview schedule. A total of 324 participants, 114 females and 210 males, eight deputy head teachers from the secondary schools responded to the Questionnaire and interview schedule. The data collected was analyzed using descriptive statistics, frequencies and percentages. The findings established that prefects are not adequately prepared though they are expected to act as agents in the management of secondary schools. It therefore provides solutions to the failure of prefects to effectively perform their duties through adequate preparation hence ease management by guess work. It recommended that the prefect system be replaced with a council and the latter be phased out with time in public secondary schools among other recommendations.

**Key words:** prefect preparedness, performance of duties, public secondary schools, prefectoral system and Baringo County

## I. INTRODUCTION

The "prefectoral system" of student government in all secondary schools has roots in colonial Kenya and the period shortly after independence (Shilavika, 2006). Moreover, prefectship is a common phenomenon in most of the secondary schools in Kenya today. Furthermore, according to Otieno (2001) and Biketi (2008) most schools in Kenya have prefect bodies. Consequently, the existence of prefect bodies in schools is as a result of the realization that students are key stakeholders in educational organizations and therefore, need proper and adequate representation in the institution management (Republic of Kenya (ROK), 2001). In addition, according to Biketi (2008), this gives a good opportunity for student participation in school management at lower levels.

Arekenya (2012) observe that prefects' work with and for the school community to ensure smooth running of the school and should be able to: command respect from fellow students,

exercise authority in a responsible manner and should be proactive considering themselves prefects always, not just on their designated duty slots. Hence, they must be: reliable, conscientious, authoritative, polite, approachable and relate well with staff and students. Arekenya (2012) maintains that prefects should monitor queues during meals, the behaviour of other students at the library, halls of residence and classrooms, assist in recovering or collection of lost items, conduct tours in the schools for prospective parents and guardians and assist at school functions. Berger (2002) notes that prefects maintain order in the school corridors at all times. Moreover, students' involvement in the management of schools, if properly instituted, contributes tremendously to the attainment of desired educational goals. Furthermore, it is with this understanding that teachers in secondary schools find it relevant to institute prefects in order to help them run the schools (Kolid, 2006).

Prefects play an instrumental role of helping schools to enforce rules and regulations that greatly determine the eventual success of the organization and without their input nothing much can be achieved (Shilavika, 2006). Moreover, prefects' main task is to get to the bottom of the institutional matters, adherence to school rules and regulations, while enhancing discipline by directing other students (Shilavika, 2006). According to Keter (2008), prefects occupy a very unique and challenging position where they play two roles at the same time: a prefect as a leader and as a student. She adds that for the prefect to perform well in these two roles they must be properly guided and their roles clearly spelt out to avoid any conflict and ambiguity which would cause stress and frustrations among them.

Prefects ensure that daily routines are adhered to, order is maintained in the halls of residence, dining hall and in the field during co-curricular activities (UNESCO, 2010). In addition, Gorton and Alstan (2009) posits that prefects play a key role in resolving conflicts among learners and promote cohesion among students for a peaceful learning environment. Njogu (2004) observes that prefects should be entrusted with organizing and running of co-curricular activities. The Ministry of Education (2001) maintains that prefects must be used to detect any bullying alongside other small crimes. Kenya Secondary Schools Sports Association (2010) observes that prefects or student leaders help in making the voice of

students and opinion be heard in school management and promote general welfare of the students at the school level. Shilavika asserts that, institution administration becomes smooth when the management burden is shared out to students, who feel fully involved and therefore, ready to cooperate with other stakeholders (Shilavika, 2006).

Jones (1997) asserts that prefects have, for better or for worse, been a particularly significant influence on the effectiveness of their schools. Furthermore, there is a dynamic, ever changing scene which requires of its leaders including student leaders (prefects) equal dynamism and flexibility. Likewise, the person, the ability, the leadership style, the intellect, the inter-personal skills of the prefect, will not have themselves, however brilliant and “perfect” they may seem, be sufficient to guarantee excellent prefectship (Jones, 1997).

Schools are dynamic organizations, their component parts are constantly changing, as is their environment. Managing this kind of enterprise requires a completely new order of skills and qualities. No wonder prefects are feeling the strain. Most were not chosen with this situation or their skills in mind, and if they happen to be able to cope, it may be more by luck and good fortune than by deliberate design (Jones, 1997). Prefects need to be given more support, reassurance and more specific training in appropriate skills if they are to take on their important role in the school. Some of the expectations put upon the prefect in this developing role are not only unrealistic and overwhelming but they are also confusing and contradictory. Prefects who clearly understand their roles can be very effective link between the school administration and students (Kigotho, 2009).

Prefects should undergo leadership training. Many students have suffered the wrath of overzealous prefects who violate their rights. Some bully other students for favours. Failure to consent to their demands often leads to mistreatment or suspension. The prefects even fabricate cases, which they present to the teachers-on-duty or principals. This unbecoming behaviour is widespread, but it can be eliminated by leadership training and a code of conduct for students (Wabwire, 2008).

The Task Force on student discipline and unrest in secondary schools (ROK, 2001) was informed that in some schools prefects were given special privileges such as uniforms, special diet and cubicles that some prefects were wielding too much power and were harsh in their treatment of other students; and some prefects molest other students. The Task Force also discovered that the privileged position of prefects caused resentment, making prefects the target of attack during disturbance.

In a circular that is yet to come into effect that gives prefects another task to perform, the Ministry of Education intends to use class prefects to identify and punish non-performing teachers. The prefects will now have to mark and sign teachers’ lesson attendance to prove they attended classes. According to the circular signed by the Ministry’s

Director of Quality Assurance, Enos Oyaya, prefects will also take records of the number of lessons taught or missed in a week and report the same to the class teacher, relevant Heads of Department or subject, the principal and his deputy. The move is part of measures created to track smooth implementation of curriculum and syllabus to improve performance in schools (The standard, Friday, May 15, 2009). Are prefects fully prepared to undertake this task?

Kibe (2005) in the study ‘role of prefects in management of secondary schools notes that prefects are very important in a school since they are the ones who interact more with students and know their needs best. Kibe further notes that among the undisciplined learners, prefects are enemies and very unpopular and actually called ‘Makarao’ or spies. Kosgey (2009) observe that teen mothers who are readmitted back to school suffer unique problems; emotional and psychological leading them to truancy. This causes a big challenge to prefects since the problem and the ‘world’ of a teen mother is unique and not understood by prefects. In the year 2000, Kericho High school students bullied and sent prefects away before assaulting and raping a female teacher (Kigotho, 2000). Nairobi Chronicles (2008) notes that preferential treatment to prefects and rigid hierarchy contributes to bitterness between students and prefects. NACADA (2008) observes that drug and substance abuse have high clientele among school-going age. This is a challenge to prefects since they could also be victims, or have to manage fellow student who are already intoxicated. According to NACADA (2008), the following incidences took place in Kenyan schools first in 1992, 19 girls of St. Kizito Secondary School, Meru County were raped and killed by fellow students (boys) and second in 1999, Nyeri High School students attacked and killed their own prefects.

Following months of interviews with principals counselors and student behaviour experts, Kihumba, Njagi and Ng’eno (2009) managed to isolate some do’s and don’ts in regard to school strikes. One of them is to invest in training of prefects. A study by Keter (2008) indicates that prefects occupy a very unique and challenging position where they play two roles at the same time: a prefect as a leader and as a student. The study recommends that for the prefect to perform well in these two roles they must be guided and such roles be clearly spelt out to avoid any conflict and ambiguity which, would cause stress and frustrations among them. This makes the prefects preparedness in the performance of duty inevitable.

However, Prefects have continued to be blamed by teachers and the school administration whenever students’ exhibit reluctance in taking instructions and to abide by the school’s routine. Ironically despite being blamed, prefects have continued to be entrusted with more duties by the teachers and the school administration.

## II. METHOD

### *Participants*

The participants of this study were described by their gender and by the class in which they were learning at the time of

data collection. A total of 324 participants, 114 females and 210 males, eight deputy head teachers from the secondary schools responded to the Questionnaire and interview schedule. The average class size for Kenyan secondary was between 40 – 60 students. The size of the schools ranged from 200 to 1200 students. All the secondary schools are located in Rift Valley Province, Baringo County and are recognized nationally among the 47 Counties.

*Instruments and Procedure*

Prefects responded to a Questionnaire developed by the researchers. Beside the demographic information section, the second section in the questionnaire was used to measure the prefect’s perception on their preparedness in the performance of duties and comprised of 20 items. The section was Likert type which provided the respondents with a series of statements to which they could indicate the degree of agreement or disagreement. The participants, who were prefects, completed the questionnaire in class during lunch hour and games time. It took participants approximately 30 to 40 minutes to respond. The deputy head-teachers respondent to an interview schedule informed by the literature reviewed and took between 40 – 50 minutes to respond. All participants were proficient in both spoken and written English.

*Data Analysis*

The participants’ responses were coded and categorized into information that could answer the researchers’ questions and objectives, and then analyzed using both descriptive and inferential statistics. Therefore, descriptive themes based on the research questions were developed. Then, the data was coded and entered into the computer for analysis using the Package for Social Sciences (SPSS 16.0). In addition, this allowed the researcher to establish prefects’ perception. The qualitative data was analyzed thematically.

**III. RESULTS**

*School type, Gender and Class of the Participant*

The participants of this study were described by their gender, class and school type in which they were learning at the time of data collection. This information is reported in figure 1.1 and Table 1.1

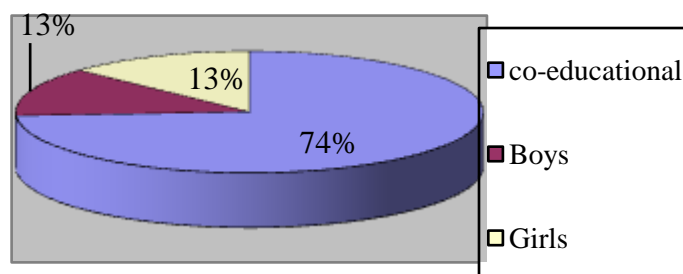


Table 1.1: gender composition of the schools

Composition	frequency	percentages
Deputy Head teachers	8	
Male prefects	7	87
Female prefects	1	13

In total six (74 %) of schools used in the study were co-educational, (13 %) for Boys and one (13 %) Girls only school.

Table 1.1 shows eighty seven percent (87%) of deputy head teachers are male and only thirteen percent (13%) are female. This is a great disparity considering the fact that seventy four percent of the schools in the district are co-educational. This implies that the interest of the girl child is not fully catered for and it might also mean that female prefects in the co-educational institutions are not being adequately prepared as compared to their colleagues in single sex schools. The male deputy head teachers who are the majority may not be in a position to address certain peculiar issues regarding the female prefects that impede their performance of duty.

*Mode of selection of prefects*

The first research question raised was: What is the mode of selection used by various public secondary schools in Baringo North Sub-County to select their prefects? To answer this question, the participants were asked to respond to 4 items in the questionnaire. In addition, the deputy head teachers were interviewed. The responses were scored and the results presented in Table 1.2.

Table 1.2: Responses on the Mode Schools used to select Prefects

Mode of selecting Prefects	Body	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Headteacher, deputy Headteacher and teachers	Prefects	21	23	1	25	36
	Students	47	20	6	63	74
Students not involved	Prefects	48	38	1	9	10
	Students	33	21	5	57	94
Qualities clearly spelt out	Prefects	56	35	1	6	8
	Students	84	58	11	26	31
Students to be involved in the selection	Prefects	16	32	9	28	21
	Students	126	51	5	8	20

The results of the descriptive statistics presented in Table 1.2 indicate that eighty one point one percent (81.1%) of the prefects were not selected by students. Seventeen point nine percent (17.9%) indicated that they strongly disagree and zero point nine percent (0.9%) were undecided. Twenty five point seven percent (25.7%) of the students indicated that students are not involved in the selection of prefects. Seventy one point nine percent (71.9%) of the students indicated that they

strongly disagree and two point four percent (2.4%) were undecided.

According to the findings of this study, students are involved indirectly in the selection of prefects through nomination where the names floated for the various slots are then vetted but there is no guarantee to the students that the names nominated shall come out as they expected. Majority of the students agree that they are involved but alterations are made by the teachers and the administration to include even names that were not nominated. However, many students were of the opinion that students need to be fully involved in the selection of prefects and therefore schools need to embrace this view. Keter (2006) proposed that the role of the teacher or the school administration as regards prefects appointment is to provide “checks and balances” in the students democratic participation process.

The prefects and the students were asked to indicate whether the qualities of a prefect are clearly spelt out. Table 1.2 third row indicates that eighty five point eight percent (85.8%) of the prefects indicated that the qualities are clearly spelt out. Thirteen point two percent (13.2%) of the prefects indicated that they strongly disagree and zero point nine percent (0.9%) were undecided. Sixty seven point six percent (67.6%) of the students indicated the qualities of a prefect are clearly spelt out. Twenty seven point two percent (27.2%) of the students indicated that they strongly disagree and five point two percent (5.2%) were undecided.

According to the respondents, the students will make informed decisions as they participate in the selection of prefects through nominations. At the same time it raises issues as to why teachers and the administration do not approve of the students choices. While the teachers and the administration may have their own reservations regarding the names nominated, there is an urgent need for the two to include as many names as possible nominated by the students and if possible to provide some reasons warranting the few variations.

The prefects and the students were asked to indicate if the students should be involved in the selection of prefects. Their responses were recorded and shown in table 1.2. Table 1.2 fourth row indicates that forty five point three percent (45.3%) of the prefects indicated that students should be involved in the selection of prefects. Forty six point two percent (46.2%) of the prefects indicated that they strongly disagree and eight point five percent (8.5%) were undecided. Eighty four point three percent (84.3%) of the students indicated that students should be involved in the selection of prefects. Thirteen point three percent (13.3%) of the students indicated that they strongly disagree and two point four percent (2.4%) were undecided.

According to the findings, students and the prefects strongly support the opinion that it is high time that schools should embrace total involvement of students in the selection of prefects instead of merely involving them in the nomination

stage which seem not to impress the students as indicated by the deputy head teachers in the interview. Mugali commented on prefects’ selection and its effects and concluded that prefects could not be effective since they were not elected but appointed by the head teachers and their staff and imposed on the students who automatically resist them as they (prefects) are known to please those who appoint them. This according to Mugali is the greatest set back in the performance of prefects (Mugali, 2003).

#### *Level of Preparedness of Prefects to Assume Duties*

The second research question raised was: What is the level of preparedness of secondary school prefects to assume their duties? To answer this question, the participants were asked to respond to a number of items in the questionnaire. In addition, the deputy head teachers were interviewed. The responses were scored and the results presented in Table 1.3, 1.4.

Table 1.3: Response on the Induction of Prefects

Item	Responses	Body	Frequency	%	
Prefects are appointed and adequately inducted before assuming duties	Strongly Agree	Prefects	17	16.0	
		Students	34	16.2	
	Agree	Prefects	25	23.6	
		Students	64	31.0	
	Undecided	Prefects	4	3.8	
		Students	34	16.2	
	Disagree	Prefects	27	25.5	
		Students	35	16.7	
	Strongly Disagree	Prefects	33	31.1	
		Students	42	20.0	
	Inadequate induction of prefects is responsible for their failure to perform their duties	Strongly Agree	Prefects	17	16.0
			Students	33	15.9
Agree		Prefects	36	34.0	
		Students	55	26.4	
Undecided		Prefects	7	6.6	
		Students	25	12.0	
Disagree		Prefects	31	29.2	
		Students	49	23.6	
Strongly Disagree		Prefects	15	14.2	
		Students	46	22.1	
TOTAL			P=106 S=210	100	
When prefects started operating	Immediately after appointment	Prefects	62	63.3	
	After induction and exposure to duties given	Prefects	36	36.7	
TOTAL			98	100	

Finding out from the prefects and students responses if the prefects are appointed and adequately inducted before assuming duty Table 1.3 first row indicates that thirty nine point six (39.6%) of the prefects said that prefects are appointed and adequately inducted before assuming duty. Fifty Six point six (56.6%) of the prefects indicated that they strongly disagree while four (3.8%) were undecided. Ninety eight (47.2%) of the students indicated that the prefects are appointed and adequately inducted before assuming duties. Seventy seven (36.7%) of the students indicated that they strongly disagree while fourteen (6.9%) were undecided.

This reveals that most prefects are of the opinion that they are not adequately inducted before assuming duties, a position that seems to be shared by a handful of students though up to 16.2% are not sure whether the prefects are adequately inducted before assuming duty. Induction greatly influences the performance of duty and therefore the school administration needs to intensify the induction of prefects as a way of increasing the prefects' efficiency in the performance of duties. Mathenge (2007) attempted to propose measures that would improve prefects participation in governance which include among others, offering leadership training to prefects.

Results from the prefects and students on whether inadequate induction of prefects is responsible for their failure to perform their duties indicates that fifty three (53%) of the prefects said that inadequate induction of prefects is responsible for their failure to perform their duties. Forty six (43.4%) of the prefects indicated that they strongly disagree while seven (6.6%) were undecided. Eighty eight (42.3%) of the students indicated that inadequate induction of prefects is responsible for their failure to perform their duties. Ninety five (45.7%) of the students indicated that they strongly disagree while twenty five (12.0%) were undecided.

Induction of prefects assumes the same meaning as orientation and training in the school set up. Induction if done well is equally essential to prefects as it is here that they get exposed to the challenges that await them and possibly the remedies, emerging issues related to prefectship, clear definition of mandate, sharing experiences, guidance and counseling and expectations. It is revealed here that prefects concur with the statement just as the ordinary students though about 12.0% of the students seem unaware of such induction. Mugasia (2007) in his findings in a research entitled "A study of perceptions of the role of prefects in secondary school administration in Nandi South district" pointed out some of the shortcomings of prefects that must be addressed for an improvement to occur and included the fact that prefects should be trained in leadership. It is also in this study that teachers and the principals suggested that prefects need to be inducted to their duties upon appointment an issue that requires sacrifice on the part of the school to ensure that they do precisely that. It further stated that prefects are students and they cannot be expected to be perfect in their duties. They need to be trained so as to become better leaders in executing their duties.

From the interview with deputy head teachers it is revealed that schools do not engage in serious induction. Students who are selected as prefects are assembled by the deputy head teacher, who issues them with guidelines accompanied with few explanations of what is expected of them. It is done by the deputies alone and in some instances few heads of departments such as the boarding master/mistress attend. Deputy head teachers complained of lack of time to fully induct the prefects. In the prefects questionnaire part A on background information item 7 the prefects were asked to indicate when each prefect started operating. Their responses were recorded as shown in table 1.3 third row.

From the table sixty two (63.3%) of the prefects indicated that they started operating immediately after appointment. This implies that they are not fully inducted before assuming the duties given to them by the school administration which calls for an urgent action by the school administration to fully induct the prefects. Griffin, in Otieno (2001) stressed that there is a great need to train prefects and equip them with skills to manage themselves, fellow students, time, school duties and their duties. He added that when responsibilities are delegated to them without proper guidance they get confused, stressed and ore often than not demoralized.

Thirty six (36.7%) of the prefects indicated that they started operating after induction and exposure to duties given. This reveals that few schools engage in early induction of prefects but the level of the induction is questionable.

Table 1.4: Responses on the Appointment and Rating of Prefects

Item	Responses	Body	Frequency	Percentage
Prefects need to be appointed and adequately inducted before taking up their duties in form?	Form 1	Prefects	38	38.0
		Students	57	27.1
	Form 2	Prefects	35	35.0
		Students	121	57.6
	Form 3	Prefects	20	20.0
		Students	25	11.9
	Form 4	Prefects	7	7.0
		Students	7	3.3
TOTAL			P=106 S=210	100
Rating of prefects' preparedness in the performance of duty	10%	Prefects	3	3.0
		Students	18	8.6
	30%	Prefects	16	16.2
		Students	65	31.0
	50%	Prefects	47	47.5
		Students	51	24.3
	60% and above	Prefects	33	33.3
		Students	76	36.2

Suggestions on how prefects can be prepared so as to perform their duties accordingly	Inducting, training and orientation	Prefects	59	59.6
		Students	114	56.4
	Early appointment	Prefects	34	34.3
		Students	46	22.8
	Counseling	Prefects	-	-
		Students	30	14.9
	Prefect mentorship	Prefects	6	6.1
		Students	12	5.9
TOTAL			P=99 S=21 0	100

The prefects and students were asked to indicate if prefects need to be appointed and adequately inducted before taking up their duties in form one, form two, form three and form four. Table 1.4 first row indicates that thirty eight (38%) of the prefects need to be appointed and adequately inducted before taking up their duties in form one. Fifty seven (27.1%) of the students indicated form one. Thirty five (35%) of the prefects indicated form two. One hundred and twenty one (57.6%) of the students indicated form two. Twenty (20%) of the prefects indicated form three. Twenty five (11.9%) students indicated form three. Seven (7.0%) of the prefects indicated form four and seven (3.3%) students indicated form four. This reveals that both the prefects and students are strongly of the view that prefects need to be appointed and adequately inducted before taking up their duties in form two and a few prefer forms three and four respectively.

From the interviews with the deputy head teachers, a majority supported the view held by the students and prefects of form two since this was common in many schools but were of the opinion that the appointment at the same level be retained. They strongly recommended that an all-inclusive and well-coordinated induction schedule is required that takes effect immediately after the appointment of prefects.

Further rating of prefects' preparedness in the performance of duty, prefects and students were asked to indicate the rating of prefects' preparedness in the performance of duty. Table 1.4 second row shows that thirty nine point six percent (39.6%) of the students feel that the prefects can be rated at between ten and thirty percent (10-30%) meaning that their level of preparedness is below average though twenty four point three percent (23.3%) rate them at fifty percent (50%) and thirty six point two percent (36.2%) of the students rate them at sixty percent (60%) and above respectively. However, the prefects put their level of preparedness at average i.e. sixty three point seven percent (63.7%) of the prefects rate themselves at fifty percent (50%) as opposed to three percent (3%) of the prefects who rate themselves at ten percent (10%) and thirty three point three percent (33.3%) at sixty percent (60%) and above respectively.

One can deduce that the level of prefects' preparedness is at average as per the rating of both the students and the prefects respectively.

Finally, finding out from the students and prefects on suggestions on how prefects can be prepared so as to perform duties accordingly. Table 1.4 third row indicates the prefects and students grouped suggestions in order of their priorities.

The following number of prefects suggested the following in order of priority;

- i. Fifty nine point six percent (59.6%) suggested induction, training and orientation
- ii. Thirty four point three percent (34.3%) suggested early appointment
- iii. Six point one percent (6.1%) suggested prefect mentorship

The following number of students suggested the following;

- i. Fifty six point four percent (56.4%) suggested induction, training and orientation
- ii. Twenty two point eight percent (22.8%) suggested early appointment
- iii. Fourteen point nine percent (14.9%) suggested counseling
- iv. Five point nine percent (5.9%) suggested prefect mentorship

According to the respondents, a substantial number of prefects and students i.e. fifty nine point six percent (59.6%) and fifty six point four percent (56.4%) respectively strongly held the view that in order for prefects to perform accordingly then their preparation should be designed to encompass the following; induction, training, orientation, early appointment and prefect mentorship.

#### IV. DISCUSSION AND CONCLUSION

##### *Mode of Selection used to select Prefects*

This study established that many schools have a criterion for selecting prefect. In most cases students are allowed to nominate students of their choice to the various prefects' slots before such names are finally subjected to scrutiny and vetting by the teachers and the school administration. However, this to a majority of the students reverts the entire exercise for it gives the teachers and the school administration undue advantage over students since only a handful of the student preferred choice are selected while the rest comprise of student whose names were not initially nominated but proposed and selected at the vetting stage.

Students feel short changed an issue that makes them not to identify themselves with the prefect system. It has also made the selection of prefects appear undemocratic leaving students wondering whether it is right for the staff and school administration to engage in such an activity.

This system of selecting prefects denies students the opportunity to fully participate in the selection of prefects an

issue that has stripped the prefect system of credibility from students.

#### *Level of Preparedness to Assume Duty*

The research established that prefects in most schools are not adequately inducted before assuming duties. There is no deliberate, systematic and a well-coordinated process of training or inducting prefects. Prefects are appointed and immediately start operating before receiving any form of training. This is what Njogu (2004) reported that, many schools do not train prefects. It is assumed that they know how to resolve conflicts and deal with their fellow students. He further adds that it is imperative that systems be set up to ensure that would-be prefects are well prepared to take up their tasks.

It also emerged from the research that deputy head teachers normally convene a meeting of prefect soon after appointment to issue them with guideline spelling out specific duties for each prefect in the respective areas and to explain to the new team what is expected of them without necessarily going into the nitty gritty of what prefectship entails. The study also found out that inadequate induction of prefects is responsible for the failure of prefects to perform their duties as expected.

Deputy head-teachers who are assumed to be directly in charge of prefect seem to be the only ones in the effort to induct and give directions to prefects, making it extremely difficult given that majorities have quite a number of other official duties and responsibilities to carry out, among them many lessons to attend. The study also revealed that most of the deputy head teachers are school appointed, meaning that most of them still acquainting themselves with the position and its emerging responsibilities and challenges include the training of prefects. This concurs with what Kikuri (2004) established in that deputies had limited capabilities to train prefects because they themselves are not trained fully in school administration.

It is therefore clear that if schools do not put an effort to support deputy head teachers in this endeavor then the preparation of prefects before assuming duty shall remain compromised, thus continuing to inhibit the performance of duty by prefects.

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