

**INFLUENCE OF SCHOOL RESPONSIBILITIES ON PREFECTS' ACADEMIC
WORK PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN NAKURU
SUB-COUNTY, KENYA**

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Management) of Egerton University**

EGERTON

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DECLARATION AND APPROVAL

Declaration

I declare that this research project is my original work and has not been submitted in this or any other form for award of a degree in this or any other university.

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Approval

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

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DEDICATION

I dedicate this research work to the Almighty God, my late father Douglas Irimu, mother Shelmith Wanjiku, beloved husband Benson Kabugi and our children Catherine, Gerald and Shemmy; niece Loraine and nephew Elvis; family friends Everlyne and Annie.

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ABSTRACT

Prefects are student leaders elected or appointed and assigned administrative duties in schools. Besides their school responsibilities, prefects are expected to perform well and attain good grades in class tests and national examinations like other students. According to reports in Nakuru District Education Office, students in public secondary school decline academically when they take up prefects' responsibilities. Several factors have been put forward that include influence of newly acquired school responsibilities. This study sought to investigate the influence of school responsibilities on prefects' academic work performance in public secondary schools in Nakuru Sub-County, Kenya. The study used descriptive survey research design. The population of study consisted of 25 deputy headteachers, 135 class teachers and 450 school prefects in 25 public secondary schools. Purposive sampling technique was used to select 15 secondary schools and deputy headteachers that participated in the study. A sample of 45 class teachers and 150 school prefects were selected using simple random sampling technique. Three instruments; the Deputy Headteachers' interview guide (DHTIG), Class teachers' questionnaires (CTQ) and Prefects' questionnaires (PQ) were used to collect data. The three data collection tools were checked for content and validity by a team of four experts from the Department Curriculum Instruction and Educational Management, Egerton University. DHTIG, CTQ and PQ were piloted for reliability, their reliability coefficients were 0.70, 0.71 and 0.73 respectively. The reliability was estimated using the Cronbach's Alpha. Data was analyzed with the aid of the Statistical Package for Social Sciences (SPSS) version 17.2. Descriptive statistics, t-test, ANOVA and Post-Hoc tests were used to analyze data. The study established that; Majority of the prefects (79.4 %), class teachers (63.8%) and deputy headteachers (78.6%) were of the view that prefects performed their school responsibilities well. The results also showed that there was no significant difference in mean scores of students' academic work performance before and after appointment as prefects. The results further revealed that there was a significant difference on prefects' academic mean scores by school responsibilities performance category. The study is also expected to; assist prefects improve their academic performance by striking a balance between their responsibilities and academics; to inform the policy makers in the Ministry of Education and secondary schools administration on how to improve academic work performance of school prefects.

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LIST OF ABBREVIATIONS AND ACRONYMS

BOGs	Board of Governors
BOMs	Boards of Management
CAT	Continuous Assessment Test
CTQ	Class Teachers' Questionnaire
DHTIG	Deputy Headteachers' Interview Guide
GOK	Government of Kenya
HOD	Head of Department
IBSB	International British School of Bucharest
ICT	Information Communication Technology
KCSE	Kenya Certificate of Secondary Education
KEMI	Kenya Education Management Institute
KESI	Kenya Education Staff Institute
KICD	Kenya Institute of Curriculum Development
KIE	Kenya Institute of Education
KNEC	Kenya National Examinations Council
MOE	Ministry of Education
MOEST	Ministry of Education Science and Technology
NACOSTI	National Commission for Science, Technology and Innovation
PA	Parents Association
PQ	Prefects' Questionnaire
PTA	Parents and Teachers Association
ROK	Republic of Kenya
SAC	St. Andrews College
SACMEQ	Southern and Eastern Africa Consortium for Monitoring Educational Quality
SPSS	Statistical Package for Social Sciences
STI	Sexually Transmitted Infections
TSC	Teachers' Service Commission
UNESCO	United Nations Educational, Scientific and Cultural Organization

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education is a fundamental human right, a key to sustainable development, peace and stability within and among countries (Wolfenson, 2000). It ensures an individual a productive future, helps in making decisions and bolsters confidence. Education also provides a ladder for achieving success in life and enables one to utilize skills and caliber in a constructive way. Education is a welfare indicator, a key determinant of earnings, an important exit route from poverty and can reduce social and economic inequality (Government of Kenya [GOK], 2005). The role of education is not just to impart knowledge and skills that enable the beneficiaries to function as economies and social change agents in society, but also to impart values, ideas, attitudes and aspirations important for natural development (Nsubuga, 2003). According to Boit, Njoki and Chang'ach (2012), the purpose of education is to equip the citizenry to reshape their society and eliminate inequality.

An educational system in any country is established as a result of the determination of the broader aims of education which are in line with the aspirations of the country (Okumbe, 1999). National goals of education in Kenya are; foster nationalism, patriotism and promote national unity; promote socio-economic, technological and industrial needs for national development; promote individual development and self- fulfillment; promote sound moral and religious values; promote social equality and responsibility; promote respect for and development of Kenya's rich and diverse cultures; promote international consciousness and foster positive attitudes towards other nations; and promote positive attitudes towards good health and environmental protection (Kenya Education Management Institute [KEMI],2014).

Structure of education system varies from one country to the other. The structure of the formal education and training system in Tanzania is 2 – 7 – 4 – 2 - 3+, that is; 2 years of pre-primary education (year 1 and 2); 7 years of primary education (Standard I-VII); 4 years of secondary ordinary level education (Form 1- 4); 2 years of secondary advanced level education (Form 5 and 6) and 3 or more years of university education (The United Republic

of Tanzania, 2010). In Uganda, there is a two year pre-primary stage of education. The structure of education system is a four- tier model, 7-4-2-4. It consists of 7 years of primary education, 4 years of lower secondary, 2 years of upper secondary and 4 or more years of university education (Southern and Eastern Africa Consortium for Monitoring Educational Quality [SACMEQ], 2011). In Kenya, structure of education system is the 8-4-4. This system constitutes 8 years of primary schooling followed by 4 years of secondary schooling and a minimum of 4 years of first degree studies at university excluding the pre-school years (Wanjohi, 2011).

Secondary education is regarded as the most important stage in the educational cycle of a child in Kenya. It is the level at which learners are expected to acquire proficiency in both academic and applied subjects. Secondary school education is important because it is the foundation for further education, training and work (Koech, 2006). It is expected to provide for an all round mental, social, moral and spiritual development and ensure balanced development in cognitive, psycho-motor and affective skills of students. Secondary education is expected to lead to the acquisition of positive attitudes, self-respect, self-reliance, cooperation, adaptability, sense of purpose, integrity and self-discipline, respect and consideration for others, service to family, society and nation (Bogonko, 1994).

In secondary schools, students are also evaluated throughout the course with continuous assessment to determine the progress each student is making (United Nations Educational, and Cultural Organization [UNESCO], 2006). At the end of the fourth year of secondary education, students sit for an examination administered by the Kenya National Examinations Council (KNEC) leading to the Kenya Certificate of Secondary Education (KCSE). This examination is used for certification purposes and selection of students for universities courses or training in post-secondary institutions (GOK, 2005). The examination thus ushers students to higher education training or direct entry into the world of work. In addition to the academic certificate, the school awards each student a leaving certificate reflecting observed abilities and character development (UNESCO, 2006).

In Kenya, secondary schools are categorized as; public schools which are established, owned or operated by the Government and include sponsored schools; and private schools as those established, owned or operated by private individuals, entrepreneurs and institutions. Secondary schools are managed by Boards of Management (BOMs) (Republic of Kenya [ROK], 2013). According to Wango (2009), Secondary schools in Kenya are managed by the Board of Governors (BOGs) now BOMs and the school administration which consists of the principal and his/her deputy. The BOM is in charge of decision-making and policy making whereas the school administration assisted by the senior teachers, head of departments (HODs) and the prefects carry out the day-to-day administrative tasks. The school administration interprets and implements policies made by BOM in addition to undertaking routine and advisory work. Parents Teachers Associations (PTA) also plays a major role in the management of secondary school by raising funds to construct physical facilities and to purchase the required instructional equipment and materials.

In secondary schools, prefects are student leaders who are elected or appointed and assigned specific duties and responsibilities by the school administration. Prefects play an important role in the day to day running and maintaining of students' discipline in secondary schools. In many British and Commonwealth schools, prefects have considerable power and effectively run the school outside the classroom. The roles and responsibilities of prefects are to: assist in maintaining acceptable behaviors standards, discipline and order among students in the school (Berger, 2002; Griffin, 1994; Otieno, 2010). Prefects' responsibilities in Kenyan schools include; giving directions, management of daily routine, presenting students' issues for attention and action as well as enforcing school rules and regulations. The responsibilities and duties for position of school captain, deputy school captain, games prefect, dining hall prefect, library prefect, compound prefect, dormitory prefect, entertainment prefect and class prefect are clearly defined (Otieno, 2010). A study conducted by Muli (2012) revealed that the role of prefects in school administration in Kenya and other parts of the world is increasingly becoming more complex because of the changes in technology, society, culture, emerging issues such as HIV and AIDS, STIs and drug abuse.

Several researches conducted in Kenya show that students' academic achievement is influenced by several factors (Chepchieng & Kiboss, 2004; Gichuru, 2005). Such factors include; intelligence of students, anxiety level, motivation, discipline, vocational goals, home environment, learning facilities in schools, teachers' qualifications and nature of tests. Achievement in tests and examinations is also affected by the extent to which a student has covered the topics that are being examined, attends all classes, actively participates in class, completes assignment on time, amount of teaching and academic emphasis, teacher expectation and characteristics of school climate (Muriithi,2007). Whereas these factors have been recognized as possible contributions to the variation in academic achievement, very little has been done on the influence of prefects' responsibilities on their academic work. This study therefore sought to establish the influence of school responsibilities on prefects' academic work performance.

Prefects like other students are expected to attain good grades in class tests and nat According to reports in Nakuru District Education Office, students in public secondary school decline academically when they take up prefects' responsibilities. ional examinations besides their responsibilities as prefects. The KCSE results of 2008, 2009 and 2010 of 82% of public secondary schools in Nakuru Sub-County, reveal that less than 50% of prefects attained grade C+ which is the minimum requirement for the entry to quality courses in tertiary institutions and universities in Kenya (KNEC: 2008, 2009 and 2010). Good grades can only be attained if they undertake their academic work diligently. Prefects are supposed to observe academic discipline by handing in homework on time, being attentive in class, preparing adequately for examinations and other activities related to academic pursuits (Bakhda, 2006). The influence of school responsibilities on prefects' academic work performance therefore need to be determined.

1.2 Statement of the Problem

Prefects are student leaders elected or appointed and assigned administrative duties in secondary schools. Some of prefects' responsibilities in Kenyan schools include; taking roll call, reporting absentees, organizing co-curricular activities, handling minor offences and

ensuring that all students follow school rules and regulations at all times. The prefects are expected to perform those duties on top of the normal class work. Besides their prefects' responsibilities, prefects like other students are expected to attain good grades in class tests and national examinations. Research studies conducted in Kenya by Chepchieng, Kiboss and Gichuru found that achievement in examinations is affected by factors like teaching methods, learning resources, environment, attitude and motivation. It is also affected by how well a student has performed his/her academic work before being assessed. Students who attend classes regularly, actively participate in class, study well and do all class work/assignments generally perform well in tests and examinations. This study therefore sought to establish the influence of school responsibilities on prefects' academic work performance in public secondary schools in Nakuru Sub-county.

1.3 Purpose of the Study

The purpose of the study was to investigate the influence of school responsibilities on prefects' academic work performance in public secondary schools in Nakuru Sub-county, Kenya.

1.4 Objectives of the Study

The study was guided by the following specific objectives:

- i) To determine how prefects undertake their responsibilities in public secondary schools in Nakuru Sub-County.
- ii) To establish the prefects' performance of their academic work before and after appointment as prefects.
- iii) To find out whether school responsibilities significantly influence prefects' academic work performance.

1.5 Research Questions

The study sought to address the following research questions:

- i) How do prefects perform their responsibilities in public secondary schools in Nakuru Sub-County?
- ii) Does prefect's performance of academic work differ before and after appointment as a prefect?

iii) Do school responsibilities significantly influence prefects' academic work performance?

1.6 Significance of the Study

The study is expected to assist students, teachers and parents in understanding the influence of school responsibilities on prefects' academic work performance. Secondly, the study is expected to aid teachers in assisting the prefects improve their academic work performance as well as help the prefects strike a balance between their responsibilities and academics. In addition, the study is expected to inform policy makers in the Ministry of Education and Secondary schools administration on how to improve academic work performance of school prefects.

1.7 Scope of the Study

The study was conducted in public secondary schools in Nakuru Sub-County which comprise Nakuru Municipality, Barot and Lanet Divisions and targeted all prefects, class teachers and deputy headteachers. The study concentrated on the influence of school responsibilities on prefects' academic work performance.

1.8 Limitations of the Study

Limitations that underpinned this study included:

- i) Negative attitude of some teachers towards studies on prefects. The researcher explained the purpose and significance of the study before administering the questionnaires to the teachers.
- ii) Records on prefects were not readily available. The researcher had to liaise with the deputy headteachers and class teachers to get records of prefects.

1.9 Assumption of the Study

The study was done with the following assumptions:

- i) That performance of academic work translates to achievement in tests and examinations.
- ii) That responsibilities are similar in all schools.

1.10 Definition of Terms

The following terms used in the study were operationalized as follows for the study:

Academic achievement: This is the level of individual's work achievement that comes only after effort has been exerted (Hellriegel, 1992) but for this study academic achievement will refer to performance as reflected in scores in KCSE examination.

Academic work performance: This refers to the steady and consistent good study habits that improve overall performance (Wanjama & Muraya, 2006) but for this study academic work performance refers to setting academic goals and focusing on them, attending lessons regularly, actively participation during lessons, doing all class assignments on time and preparing personal timetable and following it strictly.

Influence: This refers to the effect a thing has on the way something happens (Macmillan English Dictionary, 2006) but for this study influence refers to the difference between academic work performance before and after appointment as prefect.

Nakuru Sub-County: This refers to three administrative divisions namely; Nakuru Municipality, Lanet and Barut.

Prefect: This is a student appointed to position of leadership (Wango, 2009) but for this study prefect refers to a form three and four students appointed to serve in position of leadership in the prefect body in a public secondary school.

Public secondary schools: This refers to schools established, owned or operated by the Government.

School responsibility: Responsibility is the obligation you have to perform the tasks assigned to you (Kinick & Williams, 2003). For this study school responsibility refers to the specific task a prefect is assigned to perform by the school administration, for example; taking roll calls, organizing co-curricular activities, reporting absentees, awarding minor offences punishment, ensuring that all students are following school rules and regulations at all times.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter provides a review of related literature on management of public secondary schools, responsibilities and duties of prefects. It further provides a review of students' achievements in tests and examinations, achievement and performance of academic work, prefects' performance of academic work, theoretical and conceptual framework of the study.

2.2 Management of Public Secondary Schools in Kenya

Management of secondary schools in Kenya by BOGs (currently BOMs) commenced after independence following recommendation by the Kenya Education Report by Ominde (ROK, 1964). This report aimed at giving each school its own personality and decentralization of authority for effective management. In Sessional paper No.6 of 1988, the government accepted the recommendations of the presidential working party on manpower, training famously known as Kamunge report that: Members of boards of governors be appointed from among persons who have qualities of commitment, competence and experience which would enhance the management and development of educational institutions (ROK, 1988). Education Act Cap.211 and Sessional paper No.1 of 2005 state that the BOGs have been given the role of managing human and other resources so as to facilitate smooth operations, infrastructure development and provision of teaching and learning materials (GOK, 2005; Kamunge,2007).

Secondary school administration and management involves working with and through BOGs (currently BOMs), PTAs, headteacher and deputy headteacher, HODs, Subject heads, teachers, prefects, students and support staff in order to achieve the goals of the school. Administration is the activity that directs actions of staff to work towards meeting organizational goals and involves getting things done as per defined objectives. The work of the school administration that is the head and the deputy headteacher is to ensure that: specific duties are assigned and performed; and there is a system of continuous feedback to improve on overall school management (Wango, 2009). According to Nzuve (2007)

management is made up of several elements that include: planning, organizing, staffing, directing, coordinating, reporting and budgeting. It involves effective delegation of duties and responsibilities according to abilities.

According to ROK (2013), all public schools in Kenya are managed by a BOM appointed by the Cabinet Secretary of Education. In appointing persons as members of a board of management, the nominating and appointing authority has to observe and respect: the ethnic and regional diversity of the people of Kenya; impartiality and gender equity; and Article 10 and Chapter Six of the Constitution. The BOM consists of a Chairman, Secretary and the members. The BOM elects an executive committee from its members. The committee is then given the powers to manage the school on behalf of the BOM. The BOM core functions include: Promoting the best interests of the institution and ensure its development; Promote quality education for all students in accordance with the standards set under the Basic Education Act or any other written law; Ensure and assure the provision of proper and adequate physical facilities for the institution; Manage the institution's affairs in accordance with the rules and regulations governing the occupational safety and health; Advise the County Education Board on the staffing needs of the institution; and determine cases of students' discipline and make reports to the County Education Board.

Other roles of the BOM include: facilitate and ensure the provision of guidance and counseling to all learners; provide for the welfare and observe the human rights and ensure safety of the students, teachers and non-teaching staff at the institution; encourage a culture of dialogue and participatory democratic governance at the institution; promote the spirit of cohesion, integration, peace, tolerance, inclusion, elimination of hate speech, and elimination of tribalism at the institution; encourage the learners, teachers and non-teaching staff and other, parents and the community, and other stakeholders to render voluntary services to the institution; allow reasonable use of the facilities of the institution for community, social and other lawful purposes, subject to such reasonable and equitable conditions as it may determine including the charging of a fee; administer and manage the resources of the institution; receive ,collect and account for any funds accruing to the institution; recruit,

employ and remunerate such number of non-teaching staff as may be required by the institution in accordance with the Basic Education Act; and perform any other function to facilitate the implementation of its functions under the Basic Education Act or any other written law. All these roles are mandated by the Basic Education Act. The Board of Management is also guided by; The Teachers Service Commission Act 2012, No. 20 of 2012; The Teachers Service Commission code of regulations for Teachers (Revised 2005); The code of management for secondary schools and teachers training college approved by the minister for education, (Order of 1969); and The Kenya National Examinations Council Act 2012. The school principal is the secretary to the BOM. It should be noted that all the transactions by either the executive committee or the secretary must be endorsed by the BOM.

Another body that also participates in the management of the school is the Parents Association (PA). Every public secondary school has a Parents Association consisting of; every parent with a pupil in the school and a representative of the teachers in the school. The Executive Committee consists of representatives of each class and two teachers. The committee is elected during annual general meeting of parents and teachers. The committee at its first meeting elects a chairperson. The Chairperson and two members of the Association are co-opted to the Board of Management. The principal is the secretary to the association (ROK, 2013).

ROK (2013) has identified the functions of PA as follows: promote quality care, nutritional and health status of the students; maintain good working relationship between teachers and parents; discuss, explore and advise the parents on ways to raise funds for physical development and maintenance; explore ways to motivate the teachers and students to improve their performance in academic and co-curricular activities; discuss and recommend charges to be levied on students or parents; undertake and oversee development projects on behalf of the whole Parents Association; assist the school management in the monitoring, guidance, counseling and disciplining of students; and discuss and recommend measures for the welfare of staff and students. The establishment of National Parents Associations, County Parents

Associations and Sub- County Parents Associations elected by Parents Associations from schools through a delegate system is mandated by The Basic Education Act, No. 14 of 2013.

A study conducted by Kamba (2010) in Southern Sudan revealed that parental involvement in schools through BOG and PTA has been widely acknowledged in both developing and developed countries. The parental involvement is associated with school effectiveness and children performance in general which view is held by Clase, Kok and Van der Merwe (2007) study in South Africa who noted that: parental involvement despite the educational background or social position of the parents is an essential component for successful education and teaching at school level. The reasons advanced for the emphasis on parental involvement in education includes: children learn better and the school become more successful; citizens get empowered and become active in education; home environment has been identified as a contributing factor in the children's education; strong home-school relationship has been identified as critical in the academic achievement among children; seen as a mechanism for raising standards as well as promoting local community social inclusion; contributes to educational, social and behavioural gains of the children; it is a requirement that schools have parent representatives among the governing bodies; when effective, it improves accountability within the education systems; it contributes to ownership and commitment.

Head of institutions are central to the successful management of educational institutions and the implementation of the total curriculum. Those who are appointed as heads of institutions should have appropriate academic and professional qualification, experience, ability competence, integrity and initiative (ROK, 1988). The head of a school is a TSC employee and oversees all the staff in their performance of duties. According to Bakhda (2006), the headteacher is the leader in a school, the pivot around which many aspects of the school revolve, and the person in charge of every detail of the running of the school, be it academic or administrative and bears the ultimate responsibility for all school discipline assisted by teachers and prefects to whom specific duties are delegated to. Thakur and Thakur (2004) state that secondary school leadership is major determining factor of the quality of education

and school performance. Leadership is essential in improving school management and raising standards of education. The quality of education depends on the nature of leadership provided by principal, his ability to control, direct and guide teachers and students. A principal is the focus of authority in secondary school and the crucial link with the outside world. Masiga and Ouya (2014) outline the responsibilities and duties of a principal as follows: overall running and control of the school and maintenance of all-round standards; planning, organizing, directing, controlling, staffing, coordinating, motivating and actualizing the educational goals and objectives of the institution and the country.

Other roles of the principal outlined by Masiga and Ouya (2014) include; organization and control of staff both teaching and non-teaching; organization and management of the approved school curriculum; financial controller and the accounting officer of the school responsible for all revenue and expenditure; secretary to the school board of governors and the parents teachers association and is responsible for writing and distribution of the minutes of the BOM and PTA meetings. Wango (2009) asserts that a principal is also responsible for the management and maintenance of the school plant equipment and teaching the subject of specialization. The principal delegates responsibilities and duties to deputy headteacher, heads of departments, class teachers and prefects in order to ensure the proper running of the school. In the following section, duties and responsibilities of deputy headteacher, heads of departments, class teachers and prefects are discussed at length.

The deputy headteacher is expected to work in close co-operation with the principal at all times and should be familiar with all financial and administrative aspects of the school. She/he must deputize for the head of the school whenever the head is absent (Masiga & Ouya, 2014). The deputy headteacher ensures implementation of formal (approved) curriculum and co-curriculum activities on behalf of the headteacher (Wango, 2009). Other responsibilities and duties of a deputy headteacher outlined by Bakhda (2006) include: drawing up school time-table and duty teacher roster; oversee and prepare lists for purchasing textbook and equipment; ensures student and staff discipline through articulation of adherence and compliance to daily routine and articulation of jointly accepted school rules

and regulations discipline; secretary at staff meetings and ensure that copies of minutes are promptly distributed to all teachers; plan and execute school functions for example, sports day and speech days. The deputy headteacher supervises the prefects in their duties and control the punishments which they award and teaching the subject of specialization.

The roles of a head of department as outlined by Wango (2009) include: organization of the curriculum in the department and teaching the subject of specialization; coordination of department activities; cooperating with the headteacher, the deputy headteacher, other HODs and subject teachers on the overall school programme and curriculum delivery in various subjects; continuously briefing the headteacher on major activities, issues and concerns in the department and to provide consultation to staff in the department who need support such as teachers on teaching practice and newly recruited teachers.

Other roles of HODs as outlined by GOK Masiga and Ouya (2014) include: organization of the department and holding regular departmental meetings and developing teaching strategies; organize the setting, moderating and marking of school examinations in the department; keeping minutes of meetings and report to the headteacher; oversee the implementation of decisions made at departmental meetings and other senior staff meetings; advise the head of the purchase of textbooks, equipment and be responsible for their proper use and allocation, including the maintenance of the relevant and appropriate ledger and inventories. The HOD is also responsible for the maintenance of all records pertaining to scores in evaluation and assessment of students' work within the department; ensures that students' progress is monitored, supervised efficiently and carry out internal inspection of subject teaching regularly.

Wango (2009) contends that teachers are recruited, appointed, deployed and promoted by TSC. They are responsible for the actual implementation of school curriculum in their subject areas. A teacher can be assigned duties of a class teacher by the headteacher. The duties of a class teacher as outlined by (GOK, 1987) include: maintaining class attendance register and supervising the cleanliness and organization of the class; advising, assisting and being

concerned with the welfare of the students in his / her class and presents any grievances expressed by his/ her students to the headteacher; informs the class of any timetable changes; issue of textbooks and initial issue of exercise books to the class; ensure that the report forms of the class are accurately and properly completed for submission to the head teacher; and in consultation with other relevant teachers, assist in preparation of school leaving certificates, testimonials or letters of recommendations. Class teachers also play an important role in monitoring prefects' performance of academic work.

Berger (2002) asserts that in some British and Common wealth secondary schools, prefects have considerable power and they effectively run the school outside the classroom. Prefects usually answer to a senior prefect known as the head prefect or head boy or head girl. Larger schools may have a hierarchical structure with a team of prefects, a team of senior prefects and a head boy and girl. The head prefect may also be the school captain if that is an appointed position in the school. Berger further contends that in India, Pakistan, Srilanka, Singapore and Malaysia, prefects are student leaders in secondary schools, often along the lines of other Commonwealth schools but with superior powers. Harry (1994) contends that prefects are an integral part of the power structure of any secondary school run on the English model. Harry also observes that a prefect is a member of the student body who is deemed more responsible than other students, and as such is given additional powers and responsibilities.

According to Wikimedia Foundation (2013), head boy and head girl are usually responsible for representing the school at events, and therefore must be able to make public speeches. He or She may also be expected to lead fellow prefects in their duties. Deputy head boy and head girl may also be appointed, taking on the day-to-day management of the prefects in some institutions, as well as looking after the school and creating a link between teachers and students. According to St. Andrews College (SAC), (2012) prefects are mainly chosen on the basis of their leadership skills, conduct and academic performance. A prefect should display the following characteristics and skills; sound moral values, be a role model, have good interpersonal and organizational skills, empathy, patience and maturity. A prefect is also required

to: show respect for teachers, peers and the school environment; be a good ambassador for the school; maintain an excellent attendance record and a good academic record.

The International British School of Bucharest (IBSB), (2012) also contends that a prefect is expected to: observe the school rules at all times; be dressed appropriately at all times; be punctual for duties; maintain a perfect behavioural record; be positive and enthusiastic; be able to encourage and motivate fellow students; be cooperative, helpful, well-mannered, trustworthy, and responsible; display leadership qualities: confidence, initiative, problem solving skills; be willing to take on extra responsibility; be able to work independently and complete tasks without supervision. IBSB further asserts that prefects play a vital part in the running of the school, assisting and supporting both staff and students. The main role of a prefect is to aid in the running of the school by providing their time to perform a particular duty on an everyday basis. The role of a prefect falls into four main categories: maintaining discipline, helping staff, supporting junior students and organizing events.

Prefects are student leaders in secondary schools who are elected or appointed and assigned specific duties and responsibilities by the school. Prefects are usually elected because of their character and leadership qualities (Griffin, 1994). Studies conducted by Machogu (2011) and Muli (2012) in Kenya revealed that prefects are appointed by administrators, teachers and students. Several attributes used in selecting prefects include; good academic performance, good behavior and discipline, communication skills and leadership qualities. The major roles of prefects include; supervising duties in school, monitoring students and assisting the administration in management. Machogu concluded that prefects play a pivotal role on students' discipline and it can be improved with proper selection, job descriptions and basic training. Machogu observes that in tandem with the new constitution of Kenya, prefects should be involved in decisions that affect students like selection of prefects. According to Otieno (2010), prefects' roles in secondary schools include: giving directions to other students whom they lead and setting the pace of activities for other students every day. Prefects also get other students to do what is required in order to attain desired result. In addition, prefects continuously motivate and inspire other students to ensure that good

performance in all school activities is constant. Every prefect represents a group or groups of students at his/her area of responsibility.

Griffin (1994) asserts that prefects, when properly trained will take and implement school administration policies with consistency and precision. A prefect system gives opportunity for students to participate in school management and leadership. The prefect system acts as a link between the school administration and the students. According to Okumbe (1999), prefects can perform their roles effectively if their potentials are consciously developed in planned forums, such as seminars, debates and speech days. Otieno (2010) contends that prefects are supposed to influence the opinions, attitudes and behavior of other students toward accomplishment of schools' objectives. Prefects are supposed to be visionary and concerned with the welfare of students. Prefects are given some power to enforce their authority and have special privileges and in many instances wear different uniforms part or in whole to distinguish them from the rest of the student population.

Muli (2012) noted that; schools use different criteria of appointing prefects depending on the culture of the school and the prefects are prepared through training, seminars and prefects symposia. Like other leaders prefects should have analytical and problem solving abilities, decision making skills and deserve the power and authority inherent in the administrative function. A prefect must show commitment, personal discipline, and a sense of responsibility and be a good role model (Wango, 2009). Prefects have various responsibilities, which essentially involve them in assisting in the smooth running of the school. School prefects are responsible at all times for the good conduct of all members of the student body. The school prefects may be required to assist the duty master at any time and to undertake supervisory duties. Prefects like other students are expected to gain academic requirements in the midst of school responsibilities. It is against this background that a research need arose to investigate the influence of school responsibilities on prefects' academic work performance in public secondary schools in Nakuru Sub-County.

2.3 Responsibilities and Duties of Prefects

The school prefects are assigned responsibility in areas such as; dining hall, library, laboratory, compound, dormitory, entertainment and class (GOK, 1987). The responsibilities and duties are defined clearly under the following designations; school captain, deputy school captain, games prefect, dining hall prefect, library prefect, compound prefect, dormitory prefect, entertainment prefect and class prefect.

Otieno (2010) contends that the school captain is the overall leader of the prefect's body and is responsible to the administration and teachers for supervising and guiding other prefects to ensure proper management of the areas of responsibility. He or she delegates responsibilities to the deputy school captain and other prefects carry out implementation of instructions from the administration and teachers as well as provide a vital link between the students and teachers. The school captain convenes and conducts prefects' meeting at least weekly, keep records on discipline cases and prefects' performance and present students' issues to the administration for action.

The deputy school captain is responsible to the school captain for drawing up prefects and students duty roster, ensures that prefects on duty take roll call when desired and reporting absentees. He or she is responsible for articulating the accepted school rules and regulations regarding mode of dressing, punctuality and order in class and compliance to daily routine. The deputy school captain mobilize students to perform voluntary services during special functions, coordinate and assist other prefects in the organization and performance of co-curricular activities, handle disciplinary cases involving students with other prefects and take minutes during prefects meetings (Bakhda,2006).

According to IBSB (2012), the dining prefect is responsible for ensuring that the dining hall is kept clean at all times, ensuring proper use and maintenance of dining hall furniture and other equipment as well as enforcing dining hall rules and regulations regarding mode of dress, punctuality and table manners. He or she reports any damages of dining hall equipment

coordinate and assist other prefects in the organization and performance of activities taking place in the dining hall.

The library prefect is responsible for ensuring that the library is kept clean and tidy at all times, ensures proper use and maintenance of library furniture, books and other materials. He or she reports any damages of library materials maintain systematic order of books on the shelves and ensure adherence and compliance of library rules (Otieno, 2010).

Griffin (1994) asserts that compound prefect is responsible for drawing up cleanliness duty roster in conjunction with other prefects, coordinates and assists other prefects in the organization and performance of cleaning activities and maintains high standards of cleanliness in the school. The prefect supervises and inspects all assigned tasks related to cleaning, ensures proper use and maintenance of tools for cleaning, report any breakages of cleaning tools, issue tools for cleaning and keep up-to-date records of tools.

The games captain is in charge of all sporting activities in the school, responsible for ensuring proper use and maintenance of games equipment, reporting any damages of games equipment and promoting development of all sporting activities within the school with the help of other prefects. He or she assists the games teacher to issue games equipment to teams participating in competitions, ensures that games uniforms are cleaned thoroughly after use, reports cases of injured students during games and delegates responsibilities to captains of various teams (IBSB, 2012).

Otieno (2010) contends that the responsibilities and duties of laboratory, dormitory and entertainment prefects are as follows: The laboratory prefect is responsible for maintenance of high standards of cleanliness in the laboratory, ensuring proper use and maintenance of laboratory furniture and other materials. He or she reports any damages of laboratory apparatus and equipment and ensure adherence and compliance to laboratory rules. The dormitory prefect is responsible for drawing up the dormitory duty roster in conjunction with other dormitory members, ensure proper maintenance and use of all materials in the

dormitory, report any breakage or damage of materials in the dormitory, maintain high standards of cleanliness and order in the dormitory at all times. He or she coordinates and assists in the organization and performance of inter-house activities, take daily attendance in the dormitory, conduct impromptu checks especially at night and report absent students, welcomes and inducts new students to the dormitory and presents issues affecting dormitory members to the authorities. The entertainment prefect is responsible for drawing up entertainment schedule to cater for varied needs of students, ensures proper use and maintenance of all entertainment equipment with help of other prefects. He or she reports any damage of entertainment equipment to the authorities and prepares the venue of entertainment in conjunction with other prefects.

The class prefect is responsible for drawing up the class duty roster in conjunction with other class members, reports absent students in class, promotes unity amongst class members and presents issues affecting the class to relevant areas for attention. He or she ensures proper use and maintenance of all materials in class, reports any damage of materials, issues exercise books to replace duly filled up ones, maintains high standards of cleanliness in class and welcomes new students in the class (Mckenzi & Rutto, 2010).

2.4 Students' Achievements in Tests and Examinations

Academic achievement is the outcome of education. It is the extent to which a student, a teacher or institution has achieved educational goals. Academic achievement is commonly measured by examinations (Murray & Ward, 1996). Bakhda (2006) contends that academic standards are determined by the school's results in external examinations such as KCSE. Therefore the pass rate is of great importance. A school's standing in the local community is decided by the number of students who are able to proceed to the next level of education.

According to Kumari and Srivastava (2005), student evaluation and assessment are central to every school as they serve to enhance student education and to improve teacher instruction. They also stress on keeping accurate, up-to-date records of student achievements. They highlight that: evaluation should help students by providing positive feedback and

encouraging them to actively participate in their own learning. Secondly, evaluation has accrued benefits to both the teacher and the learner in that it enables the teacher to identify what the learners know or do not know in order to facilitate him/her to teach more effectively and the learner to learn more effectively. Thirdly, evaluation enables the institution to make summative judgment about the adequacy of the learner's performance in the form of; grading, classification and certification.

Researchers have examined the influence of teacher characteristics such as gender, educational qualifications and teaching experience on students' academic achievement with varied findings. Akiri and Ugborugbo (2008) found that there was a significant relationship between teachers' gender and students' academic achievement. Etsy (2005) study in Ghana found that the teacher factors that significantly contributed to low academic achievement were incidences of lateness to school, incidences of absenteeism, and inability to complete the syllabi.

A study conducted by Adediwura and Tayo (2007) in Nigeria revealed that, academic achievement is designated by test and examination scores or marks assigned by the subject teachers. It could also be said to be any expression used to represent students' scholastic standing. Levin, Wasanga and Somerset (2011) reported that the academic achievement of students at secondary school level is not only a pointer of the effectiveness of schools but also a major determinant of the well-being of youths in particular and the nation in general. Schools are commonly evaluated using students' achievement data (Heck, 2009). Early and Weindling (2004) contend that the schools where students achieved more than expected tended to have the following; strong leadership; high expectations for students' achievement; an orderly atmosphere conducive to learning; an emphasis on basic skill acquisition; and frequent monitoring of student progress which is used as feedback.

According to Jung (1978) academic achievement of a student is affected by several factors. These factors include academic ability; motives conducive to academic achievement such as intrinsic interest in learning; extrinsic factors such as praise, high grades, parental pressure,

and avoidance of failure; motives conflicting with academic achievements which include; social interests, Sports and athletic interests ; Physical condition-state of health, Amount of rest and nutrition level; Emotional state-anxiety, depression and elation; Social environment - peer support or competition and quality of instructors.

Rutter, Maugham, Mortimer and Smith (1979) outline the factors that influence students' achievement as follows: amount of teaching and academic emphasis; the extent and nature of ability groupings; teacher expectation; styles of teaching and classroom management; patterns of discipline and characteristics of school climate. Sadker (1994) also contends that factor such as student motivation, ability, the amount and quality of instructions, degree of academic stimulation in the home and the academic orientation of the peer group influence academic achievement. Sadker further notes that students who diligently complete homework achieve higher scores than those who do not. Davies and Miller (2008) assert that another very important enhancer of academic achievement is the presence of physical activity. Studies have shown that physical activity can increase neurotic activity in the brain. Exercise specifically increases brain functions for example attention span and working memory.

According to Stumm and Premizic (2011), individual differences in academic performance have been linked to differences in intelligence and personality. Students with higher mental ability and those who are higher in effort and academic motivation tend to achieve highly in academic settings. Mental curiosity has an important influence on academic achievement in addition to intelligence and academic motivation. Magnuson (2007) contends that parents influence students' academic performance by shaping students' skills, behaviours and attitudes towards school. Academic socialization can be influenced by parents' socio-economic status. Highly educated parents tend to have more stimulating learning environments.

Hudley and Gottfried (2008) assert that when peer influences provide students with positive messages about academic accomplishments, students increasingly accept academic values and pursue learning tasks and goals leading to enhances in achievement. Being liked and

appreciated by others also is likely to result to in more academic help and assistance from teachers and peers, which in turn should lead to higher grades and good academic achievement. Hudley and Gottfried further note that achievement goal theory draws attention to the purpose of achievement as it is defined in the classroom offering mastery and performance goals as two contrasting achieving goal constructs. A mastery goal is focused on improving learning with the belief that academic effort will result in achievement. Conversely, a performance goal is concerned with doing better than others, reflecting the belief that ability leads to success. Students who are affectively engaged at school hold positive attitudes toward academic activities and achievement striving. Affective engagement is somewhat similar to intrinsic motivation, as an intrinsically motivated student will perceive the learning task to be a source of enjoyment (Deci & Ryan, 1987).

According to Early and Weindling (2004) schools are now adopting a wide range of approaches to improve student achievement. The strategies include: target setting using progress data to establish targets for groups of students and individual students; increasing learning time for example lunch time, after school and weekends; additional support for students through mentoring by adults; changes to classroom organization by having single-sex groups for some subjects; use of information communication technology (ICT) for example effective use of laptops and the internet; improved use of homework that entails faster and more specific feedback and planned coverage of a wide range of study skills; and greater parental involvement.

A study conducted by Kimani, Kara and Njagi (2013) in Kenya concluded that teachers' job group had significant and positive relationship with students' academic achievement in secondary schools. Teachers' weekly teaching workload, administration of students' classroom assignments, evaluation of students' CATs results, provision of individualized attention to weak students, time of completion of form four syllabus and setting performance targets for KCSE significantly affected students' academic achievement.

Yara and Wanjohi (2011) findings of a study conducted in Kenya revealed that teachers' experience and professional qualifications were the prime predictors of students' academic achievement. It has been proved that teachers have an important influence on students' academic achievement. They play a crucial role in educational attainment because the teacher is ultimately responsible for translating policy into action and principles based on practice during interaction with the students. In their study, Wright, Horn and Sanders (1997) concluded that the most important factor influencing student learning is the teacher. Teachers stand in the interface of the transmission of knowledge, values and skills in the learning process. If the teacher is ineffective, students under the teacher's tutelage will achieve inadequate progress academically. This is regardless of how similar or different the students are in terms of individual potential in academic achievement.

Studies by Chepchieng and Kiboss (2004) and Gichuru (2005) in Kenya revealed that students' academic achievement is influenced by several factors; one example of those factors is motivation. Students' motivation to learn is defined as an internal process that activates, guides and maintains a learner's behaviour over time (Schunk, 1990). Motivation propels and directs students to engage in academic activities, determine how much they learn from such activities, and how much they learn from information to which they are exposed (Slavin, 1997). Singh (2002), points out that; motivation process is influenced by personality traits, learning abilities, perception and competence of an individual; motivation also plays a crucial role in determining the level of performance and motivation may be positive as well as negative. Positive motivation include: incentives, rewards and other benefits while negative motivation implies some punishment, fear and use of force.

2.5 Achievement and Performance of Academic Work

Studies by Dermie, Lewis, and MacLean (2006) and Diriye (2006) attribute the poor performance of Somali pupils in United Kingdom to overcrowded accommodation. A typical Somali family of six children can have little or no space to organize their learning materials and may experience learning obstacles such as excessive noise levels. Lack of parental

support among the Somali students in the United Kingdom contributed to their poor performance. Many of the Somali parents were unable to offer help to their children because of lack of prior education or ability to use English. The above research was supported by studies in Kenya by Jagero (1999), Oloo (2003), and Mackenzie (1997), which showed that a major problem affecting academic achievement was a home environment of the day students that was not conducive to reading. A study by Clarissa (1992) in Barbados examined home environmental factors that have a positive influence on achievement of secondary students. She observed that family stability, unity, and security had a positive influence on school achievement.

According to Desarrollo (2007), in Latin America the extent to which parents or other family members are actively engaged in a student's education had a positive influence on student achievement. A study by Desarrollo in Latin America outlined that secondary student with the responsibility of earning money for their families on a regular basis performed poorly in their national examinations. In Malawi, according to Scharff and Brady (2006), girls are expected to help their mothers with labor-intensive house-hold chores before going to school and therefore arrive to class late and exhausted. Because of such responsibilities, girls are less likely than boys to perform well (Scharff, 2007). According to Mbilinyi (2003), most students, especially girls, are engaged in such activities as caring for their siblings when their parents are away, taking care of the sick, and attending to traditional rituals, funerals, and other celebrations. In Kenya Mensch and Lloyd (1997) found out that if girls have more domestic responsibilities than boys, they may have less time for homework, on the other hand, if girls are confined at home after school and boys allowed more freedom, girls may use some of their free time to do more homework thus performing better than boys.

Grantham, Williams and Walker (1998), while studying school performance of Jamaican girls declared that better achievement levels were associated with possession of school materials and access to reading materials outside of (the) school. A study by Hinum and Park (2004) determined that there was a positive correlation between the presence of reading materials at home and performance in rural China. The above studies by Grantham, Williams

and Walker and Hinnun and Park were extended by a research of Jagero (1999) in Kisumu district that substantiated the finding that lack of reading materials at home was a major factor affecting the performance of day secondary students.

Studies by Mwinzi and Kimengi (2006), Jagero (1999), and Mensch and Lloyd (1997) in Kenya indicated that being sent home frequently to collect fees balance interfered with students learning, and consequently their academic performance. On average students take up to one week per month to report back to school, in total the student ends up missing an average of one month per term which translates to one term per year. The consequences of missing classes have far reaching effects on the students that include increasing probability of dropping out, discouraging hard work, and stressing the students while they are trying to cover missed lessons, hence increase chances of failing.

According to Mensch and Lloyd (1997), school-based factors that reduce the learning time include disruptions due to teachers' absence and missed classes for chores or punishments. Gatabu (2012) contends that school based factors which affect performance include; inadequate instructional materials, related resources such as reference books and guides for teachers; inadequate teachers affect teaching and learning and ultimately affect performance hence teachers give assignments often but were not able to mark the assignment due to much work load and many classes to teach; inadequate physical facilities like laboratories, classrooms and dormitories. Oredein and Oloyede (2007) concluded that teacher management of homework and assignments given to students have an impact on student achievement especially when it is well explained, motivational, corrected and reviewed during class time and used as an occasion for feedback to students.

Yara and Otieno (2010) contend that the legacy of colonial education and political economy of post independence Kenya have led to an education that favours the most advantaged students. Students in most public schools are disadvantaged in that the classes are overcrowded and they do not have adequate learning facilities. Consequently, they do not get individual attention from their teachers. In some instances, they lack adequate textbooks and

laboratory equipments. As a result, the students may lose hope in performing well in academic work. This is in sharp contrast to private schools where the numbers of students are few as there are adequate facilities and the teachers are willing to go an extra mile to ensure that the students perform well in examination.

A study by Kitavi and Westhuizen (1997) in Kenya showed that students from poor families who cannot afford to pay for transport costs must walk long distances to school. In such situations by the time the students reach their schools they are already exhausted and less motivated to learn. The long distance to school can also lead to lateness and absenteeism and even some student can drop out. Yara and Otieno (2010) contend that learners from low socio-economic status families tend to value domestic activities more than schooling. Such children are subjected to child labour and they have little time for studies. Financial difficulties and hence poverty in developing countries have been a major barrier to effective undertaking of the major government financed programmes. In most developing countries, there are many families whose members despite full day's hard labour do not find it possible to make two ends meet. Children of tender age in such families have to work for their living. These coupled with little government financing of education sector makes many families unable to meet the requirements for their children's education thus contributing greatly to their poor performance.

According to Onyango (2012), a number of studies have been conducted in Kenya to assess the level of availability and adequacy of teaching and learning facilities in the schools. The school infrastructure which includes: buildings, science laboratories, play grounds, and school compound were found to play an important role in facilitating academic achievement in schools. An evaluation which was conducted by Kenya Institute of Education (KIE) (now Kenya Institute of Curriculum Development [KICD]) in the year 2007 to investigate how much prepared schools were for the new curriculum showed most of the sampled schools had inadequate infrastructure for teaching and learning. Other important resources in teaching and learning were found to be textbooks, charts, posters, library and computers. The most commonly used resource was found to be the textbooks some of which, according to a

monitoring report, have shallow content, contradictory information, too much unnecessary content and factual errors. A study by Yara and Otieno (2010) in Kenya found that availability of teaching/learning resources enhances the effectiveness of schools as these are basic things that can bring about good academic performance in the students.

In Kenyan secondary schools, students' academic work include the following: essay-writing, notes-making, writing up an experiment, mathematical exercises, diagrams and graphs, reading assignments, practical work in practical subjects, projects, study group activities, tests and examinations (GOK, 1987). According to Muriithi (2007), indicators of students' performance in academic work include: regular class attendance, active participation in class discussions, completion and handing in class assignment on time and scores in tests and examinations. Academic achievement can be enhanced if a student attends all classes, always ask questions and volunteer answers. Answering questions in class makes a student attentive, an active participant and enhances understanding and a teacher pays more attention to the student. Poor study habits, lack of motivation, poor preparation and poor test-taking negatively impact student academic achievement. Several ways of enhancing performance include; studying everyday whether there are exams forthcoming or not, completing assignment on time, having a study-time program, joining a study group and creating right studying conditions.

2.6 Prefects' Academic Work Performance

Performance is the level of the individual's work achievement that comes only after effort has been exerted (Hellriegel, 1992). In education, performance is often presented as synonymous with academic achievement or attainment, in carrying out of a task, course or assignment. In an effective school, students work hard on academic matters, are highly motivated and respect other students who achieve academically. Performance outcomes are indicators of goal accomplishment and include indicators such as academic achievement, student satisfaction with instruction, students' attitudes, students' drop-out rates, student absenteeism levels and overall quality performance (Hoy & Miskel, 1996). According to Griffin (1994),

the ability level of a school's form one intake coupled with availability of learning resources are significant factors in performance.

According to Otieno (2010) a prefect who does well in class commands respect from other students. Prefects like other students are expected to gain academic requirements in the midst of school responsibilities. After appointment, new prefects require to adopt a regular pattern of work. They should plan so that every minute or hour is spent well. The tendency of prefects to be engaged in other activities while teaching is in progress should be discouraged. It is advisable for all prefects to ensure that things are running well in their specific areas of responsibility so that most of the time is devoted to academic work. Therefore, prefects are expected to manage their time properly to strike a balance between duties and academic work.

In Ghana, Ahiatrogah and Koomson (n.d) found that some student leaders, who are not able to perform very well academically, are quick to accuse school authorities of victimization. On the other hand, some student leaders are always seen performing their leadership duties and yet end up with very good grades. One, therefore, wonders if the performance of leadership duties impact on students' academic performance. Ahiatrogah and Koomson observed that much time is expended by student leaders in the performance of their role to the detriment of their academic work. Student leaders are role model to other students as such, it is important that student leaders exemplify a balance between academics and leadership. Research has shown that participation in student leadership and other co-curricular activities can help students stay engaged with school, get good grades, and graduate. However, students often have many competing obligations (family, student leadership, health) which cause academic performance to suffer. Student leadership is important, but we need to emphasize that one must be a student first. Letting academics suffer at the expense of student leadership responsibilities is counter-productive.

2.7 Theoretical Framework

The study was based on trait and path- goal theories of leadership. The earliest trait theories of leadership can be traced back to the ancient Greeks and Romans. These early theories believed that leaders are born, not made. However, later researches began to accept that leadership traits are not completely inborn, but can also be acquired through learning and experience (Okumbe, 1999). Griffin (1994) contends that senior students can achieve astonishing levels of responsibility if given the opportunity, accompanied by the right guidance.

Davies (1991) asserts that trait theories stress the personality of the leader above all factors. Leadership requires a range of inherited characteristics or personality traits which are given priority over the job nature and demands of the job itself. There is no consensus view as to what constitutes the most desirable traits but qualities such as intelligence, initiative, self-confidence, enthusiasm are regularly featured in studies. There are obvious problems with this approach: there is no common definition as to the components of these qualities, there is no reliable method of identifying them and a list of qualities may include contradictory elements. In spite of these qualifications, this approach has dominated the selection of leaders in the education system. Otieno (2010) contends that there are a number of personality qualities that are essential for a student to be appointed as a prefect. The qualities include: dedication, readiness to take initiative, optimism, perseverance, decisiveness, enthusiasm, hardwork, confidence, courage, reliability, honesty, emotional resilience and concern for other students.

The modern development of path- goal leadership theory is usually attributed to Evans (1970) and House (1970), who wrote separate papers on the subject. The theory emphasizes on how leaders can facilitate task performance by showing subordinates how performance can be instrumental for achieving desired goals. The theory argues that people are satisfied with their work and will work hard if they believe that their work will lead to things that are highly valued (Hanson, 1979). The path – goal theory of leadership rests on two propositions: first, that the leader behavior will be acceptable and satisfying when subordinates perceive it to be

an immediate source of satisfaction or as being instrumental in obtaining future satisfaction. Secondly, that the leader behavior will be motivating to the extent that it makes subordinate satisfaction contingent upon effective performance and to the extent that it complements upon effective performance. In addition, the extent that it complements the subordinates' work environment by providing necessary guidance, clarity of direction, and rewards for effective performance (Steers, 1991). According to Mule (2011), student leaders are motivated to carry out their duties by the principal who directs and influences their attainment of both school and individual goals.

Okumbe (1999) asserts that the path- goal theory recognizes four distinct types of leader behavior: directive leadership where subordinates are not active participants since the leader provides them with specific guidance, standards and work plans, including rules and regulations; supportive leadership where the leader shows concern for the well being and personal needs of the subordinates. In achievement –oriented leadership, the leader sets challenging goals and exhibits the confidence that the subordinates will achieve high standards since they are endowed with the requisite potentials. In participative leadership, the leader consults with the subordinates and embodies their suggestions in decision making. The path-goal theory stresses that effective leadership is a function of the interaction between leader behavior and contingency variables of subordinates characteristics and environmental factors. For prefects to be effective leaders they need to embrace the four types of leadership. There was need therefore, to carry out a study to find out the influence of prefects' responsibilities on their academic work performance in secondary schools.

2.8 Conceptual Framework

The study was conceptualized basing on the variables that were used in the study. The Conceptual framework had three variables; dependent variables, independent variables and moderator variables. The variables of the study are illustrated in Figure 1.

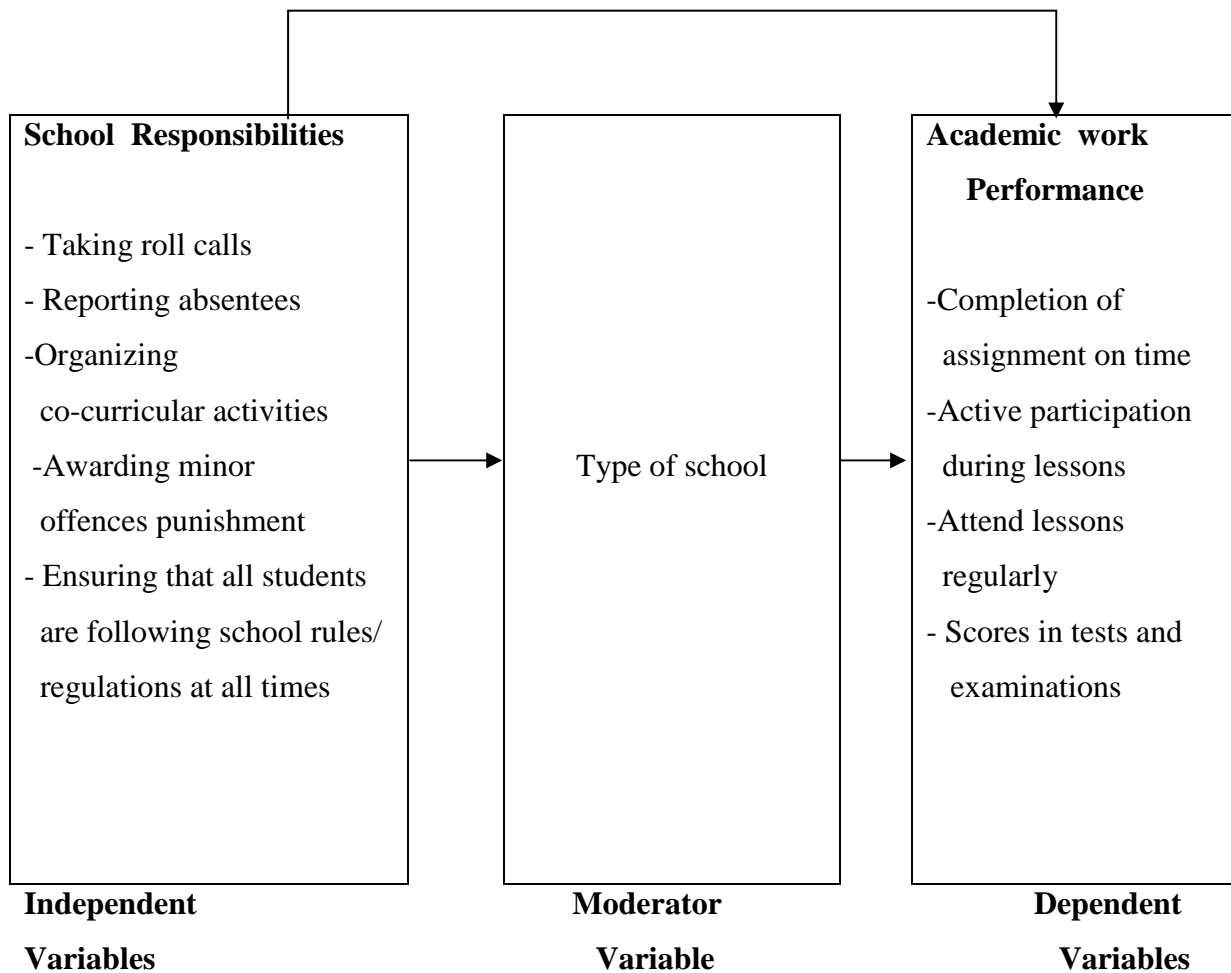


Figure 1: Conceptual Framework showing interaction of Prefects’ Responsibilities and Academic Work Performance

In this study the independent variable was school responsibilities, the indicators include: taking roll call and reporting absentees, organizing of co-curricular activities, handling minor offence cases and ensuring that all students are following school rules at all times. Dependent variable was the resultant effect of the interplay among the independent and the moderator variables. In this study, academic work performance of prefects in public secondary schools formed the dependent variable. Influence of the interplay between the independent (school responsibilities) and the moderator (type of school) variables on the dependent (academic work performance) variable could be established through checking indicators that include:

active participation during lessons, completion of assignment on time, regular class attendance and scores in tests and examinations. The feedback indicates that school responsibilities affect prefects' academic work performance. Moderator variable was a factor which facilitated a better understanding of the influence of the independent variables on the dependent variable. In this study, the moderator variable was type of the school. Day public secondary schools were selected for the study because there are no variations in prefects' responsibilities unlike boarding public secondary schools that have more responsibilities.

Kathuri and Pals (1993) assert that holding factors constant eliminates any effect the factors may have on the dependent variable. The study therefore thought to determine the influence of school responsibilities on prefects' academic work performance in public secondary schools in Nakuru Sub-County.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research design, population of the study, sample size and sampling procedures. It further describes the instruments that were used, and the data collection procedures and analysis.

3.2 Research Design

Descriptive survey research design was used for the study. The design was chosen because it is most suitable for collecting information that describe existing phenomenon (Mugenda & Mugenda, 1999). Kathuri and Pal (1993) also recommend the design in situations where the purpose of a study is to explain or explore the existing status of a situation.

3.3 Population of the Study

The population of this study included all prefects, all class teachers and all deputy headteachers of public secondary schools in Nakuru Sub-County which comprise Nakuru Municipality, Barot and Lanet Divisions. The Sub-County was chosen because less than 50% of prefects attain grade C+ in national examinations as reflected in KCSE results of 2008, 2009 and 2010. Currently there are 25 public secondary schools in Nakuru Sub-County (Nakuru District Education Office, 2013). Out of this number 23 are day schools and two are boarding schools. Only day schools participated in this study since there are variations in responsibilities between prefects in boarding and day schools. The accessible population was 25 deputy head teachers, 135 class teachers and 450 school prefects. The deputy headteachers were selected because they are in-charge of discipline in secondary schools and frequently interact with prefects. The class teachers were chosen because they have better access to information on prefects' academic work performance. The accessible population of the study is shown in Table 1.

Table 1***Distribution of Population***

Respondents	Number
Deputy Principals	25
Class teachers	135
School prefects	450

3.4 Sample Size

The sample sizes of class teachers and prefects were determined using the recommendation of Kothari (2004) which asserts that one third of the total population is considered a representative of the population under study. On the basis of the recommendation, a sample of 45 class teachers and 150 school prefects were drawn from the populations. The class teachers were selected because they are best placed in a school system to know a student's academic work performance. A sample of 15 deputy headteachers was drawn from 15 schools that had two or more than two streams. The deputy headteachers were selected because they are in charge of prefects and are best placed in a school system to evaluate prefects' performance of school responsibilities. The sample size of the study is shown in Table 2.

Table 2***Sample Size***

Respondents	Sample size
Deputy headteachers	15
Class teachers	45
School prefects	150

3.5 Sampling Procedure

Purposive sampling was used to select 15 public day secondary schools in Nakuru Sub-County. Selection of the 15 schools was based on the number of streams. Schools selected had two or more than two streams therefore suitable for the study. Mugenda and Mugenda (1999) contend that purposive sampling allows a researcher to use cases that have the required information with respect to the objectives of the study. The deputy headteachers of the purposive sampled 15 schools participated in the study. A list of class teachers and school prefects was obtained from the deputy headteachers. Simple random sampling was used to select 3 class teachers and 10 school prefects from each school.

3.6 Research Instruments

Two questionnaires, the Class Teachers' Questionnaires (CTQ) and Prefects' Questionnaires (PQ) and the Deputy Headteachers' Interview Guide (DHTIG) were used to collect data.

3.6.1 Prefects' Questionnaires (PQ)

PQ had four sections; Section A was used to generate the bio-data of the respondents while section B was to assist the researcher to rate the prefects' performance of their responsibilities. Sections C and D were used to generate data on prefects' performance of their academic work before and after their appointments. The instruments had both open ended and close ended Likert type items. The close ended items scored 1 (lowest) for poor, 2 for average, 3 for good, 4 for very good and 5 (highest) for excellent (Appendix A).

3.6.2 Class Teachers' Questionnaires (CTQ)

CTQ contained items that generated the respondents' bio-data and trends on prefects' performance of their responsibilities and academic work. The instruments had both open ended and close ended Likert type items. The close ended items scored 1 (lowest) for poor, 2 for average, 3 for good, 4 for very good and 5 (highest) for excellent (Appendix B).

3.6.3 Deputy Headteachers' Interview Guide (DHTIG)

Face to face interviews of 15 deputy headteachers of the schools involved in the study were conducted. The DHTIG contained open ended items that generated trends on; how school prefects perform their responsibilities and academic work; academic achievement trends of students before and after appointment as a prefect and challenges faced by the prefects in performance of their academic work and responsibilities (Appendix C).

3.6.4 Validity of Research Instruments

Validity is the degree to which a test measures what it purports to measure (Orodho, 2005). Therefore validity is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study (Mugenda & Mugenda, 1999). If such data is a true reflection of the variables, then the inferences based on such data will be accurate and meaningful. CTQ, PQ and the DHTIG were checked for content and face validity by a team of four experts from the Faculty of Education and Community Studies Egerton University. Their suggestions were used in revising the questionnaires and the interview guide before preparing the final copy.

3.6.5 Reliability of Research Instruments

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda & Mugenda, 1999). Before the instruments were used to collect the data for the study, a pilot study was conducted in three of the schools. The number of respondents for the pilot study should be between 9% - 10% of the sample population (Gall, Borg & Gall, 1997). The pilot study helped to identify the problems the respondents would encounter while filling them. A pilot study also provides data for making estimates of time and the cost for completing various phases of the research. Piloting was done in order to check the reliability of the research instruments. The reliability of DHTIG, CTQ and PQ was estimated using the Cronbach's alpha. DHTIG, CTQ and PQ questionnaires had a reliability coefficient of 0.70, 0.71 and 0.73 respectively. The instruments met the threshold reliability coefficient of 0.70 and higher which is

recommended (Frankeal & Wallen, 2000; Mugenda & Mugenda 1999). Hence, the questionnaires were accepted as reliable.

3.7 Data Collection Procedure

A research permit was sought from National Commission for Science, Technology and Innovation (NACOSTI) through the Director of Graduate School Egerton University. Once permission was granted, the District Education Office, Nakuru was formally contacted and informed about the study. Thereafter, the researcher visited the teachers and prefects in the targeted schools to explain to them the purpose of the study and seek their cooperation. The dates, venues and time for administering the questionnaires were then fixed. The researcher administered the questionnaires through drop and pick technique to avoid delays or loss of the instruments. The respondents were expected to fill the questionnaires without any assistance. Face to face interviews of 15 deputy headteachers were conducted. The researcher then collected the completed questionnaires and interview guides and arranged them in an orderly manner in preparation for analysis.

3.8 Data Analysis

The questionnaires and interview guides used to collected data were coded. A data sheet was prepared using the Statistical Package for Social Sciences (SPSS) Version 17.4 computer application. The coded data was keyed into the computer and analyzed using descriptive statistics, t-test, ANOVA and Post-Hoc tests. Classification of the mean rating was done using ranking of the index on a scale of 1(lowest) to 5(highest) where 2.33 and below was ranked poor, 2.34 to 3.66 average and 3.67 to 5.00 good. The influence was determined by comparing the after appointment academic work performance means scores with school responsibility performance category (poor, average and good).

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter presents an analysis of data collected from the sampled secondary schools on prefects' performance of their school responsibilities, prefects' performance of academic work before and after appointment and influence of prefects' school responsibilities on performance of their academic work. The study sought to find answers to the following questions:

- i) How do prefects perform their responsibilities in public secondary schools in Nakuru Sub-County?
- ii) Does prefect's performance of academic work differ before and after appointment as prefects?
- iii) Do school responsibilities significantly influence prefects' academic work performance?

The research findings have been described by use of descriptive statistics, tables and short explanations. ANOVA and post- hoc tests have been used to determine the influence of the independent variable on the dependent variable. A total of 150 prefects, 45 class teachers and 15 deputy head teachers participated in the study. The results and discussions are presented in the order in which the questions are stated.

4.2 Characteristics of the Respondents

Prior to presentation of the answers to the research questions, the study examined the characteristics of prefects namely: gender, age and class. The rationale was to provide evidence that the sample was a representative of students' male and female population drawn from forms 3 and 4.

The distribution of school prefects by gender is summarized in Figure 2.

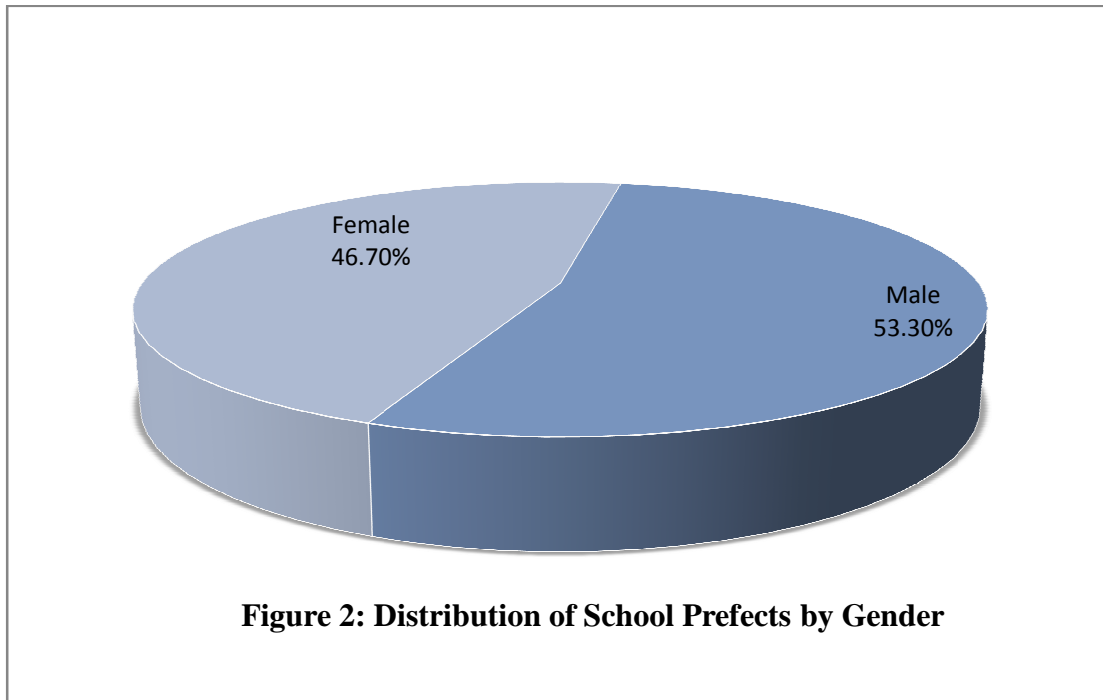


Figure 2 indicated that there were more male prefects 53.3% than female 46.7%. These findings are consistent with the findings of a study conducted by Glennerster and Kremer (2011) which showed that Kenya's secondary school net enrollment rate for boys is approximately 51% while the enrollment rate is 48% for girls. This is also consistent with Lloyd and Wesley (2000) who found that gender gaps in enrollment widen during teenage years.

The prefects who participated in the study were drawn from form 3 and 4. This is because majority of school prefects in public secondary schools in Kenya are from form 3 and 4 classes (Griffin, 1994; Bakhda, 2006; Wango, 2009).

A summary of prefects' sample by class is given in Figure 3.

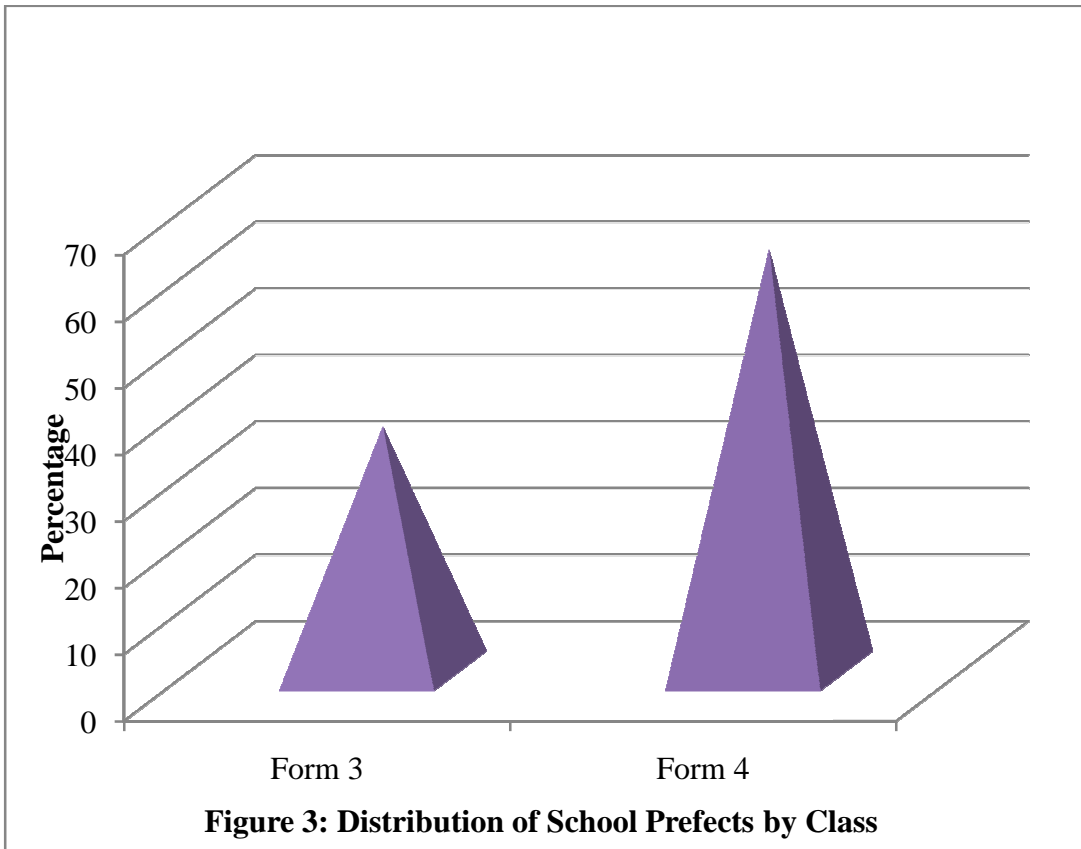


Figure 3 indicated that there were more form four school prefects 63.3% than form three 36.7%. This implies that most of the school prefects were from form four which is the senior most class. This corresponds with Griffin (1994) who asserts that senior boys and girls can achieve astonishing levels of responsibility if given opportunity accompanied by the right guidance. The results are also in line with Bakhda (2006) who contends that prefects from the senior most class in the school have wisdom and experience that comes with age and they also know the school well.

4.3 Prefects' Performance of their School Responsibilities

The study sought to provide an answer to how prefects perform their responsibilities in public secondary schools in Nakuru Sub- County. The researcher gave out questionnaires to 150 prefects. When prefects were asked to rate how they have performed their school

responsibilities, they had varying responses. Not all prefects who were given the questionnaires responded to all the 12 items on the scale measuring their performance of school responsibilities and this led to the variation of the sample size. The mean and standard deviation for each item was computed. In addition, the overall mean and standard deviation for the 12 items that prefects responded to and used to measure prefects' performance of school responsibilities were computed. Classification of the mean rating was done using ranking of the index on a scale of 1 to 5 where 2.33 and below was ranked poor, 2.34 to 3.66 average and 3.67 to 5.00 good. Prefects' rating of their performance of school responsibilities is given in Table 3.

Table 3
Prefects' Rating of their Performance of School Responsibilities

Responsibility	N	Mean	SD
Taking roll call	125	3.30	1.18
Reporting absentees	124	3.20	1.28
Awarding minor offences punishment	132	3.13	1.20
Organizing co-curricular activities	129	3.30	1.27
Drawing up students duty roster	123	3.75	1.19
Ensuring that all students follow school rules/regulations	135	3.63	1.12
Presenting students' issues to school administrators for attention and action	132	3.57	1.09
Welcoming and inducting new students to the school	133	3.54	1.15
Coordinating performance of cleaning activities	132	3.89	0.97
Maintaining high standards of cleanliness in the school	134	3.74	1.07
Maintaining order in class	132	3.92	1.06
Ensuring that the students have the right uniform	43	3.84	0.78
Overall mean of performance of school responsibility	140	3.57	0.72

The results in Table 3 revealed that, prefects' performance of school responsibilities was average (mean rating index-2.34 to 3.66) in; taking roll call (3.30), reporting absentees (3.20), awarding minor offences punishment (3.13), organizing co-curricular activities (3.30), ensuring that all students follow school rules/ regulations (3.63) and presenting students' issues to school administrators for attention and action (3.57). The results further revealed that, prefects' performance of school responsibilities was good (mean rating index- 3.67 to 5.00) in; drawing up students duty roster (3.75), coordinating performance of cleaning activities (3.89), maintaining high standards of cleanliness in the school (3.74), maintaining order in class (3.92), and ensuring that the students have the right uniform (3.84). The study found that the overall mean of prefects' performance of school responsibilities was average (3.57).

The study sought further to determine prefects' performance of school responsibility grading (poor, average and good). The results are summarized in Table 4.

Table 4

Prefects' Grading of their Performance of School Responsibilities

Rating	Frequency	Percent
Poor	23	14.0
Average	13	6.6
Good	113	79.4
Total	149	100.0

The results in Table 4 revealed that majority 113 (79.4%) of the prefects rated their performance of school responsibilities as good while 13 (6.6%) rated it average and 23 (14%) rated their performance of school responsibilities as poor. Further information on prefects' performance of school responsibilities was sought from the class teachers. Class teachers rating was important because they have access to information on prefects' performance and frequently interact with prefects. Out of 45 questionnaires that were given to class teachers, only one failed to respond. The results are summarized in Table 5.

Table 5***Class Teachers' Rating of Prefects' Performance of School Responsibilities***

Rating	Frequency	Percent
Average	7	14.9
Good	28	63.8
Very Good	9	21.3
Total	44	100.0

The results revealed that majority 28 (63.8%) of the class teachers rated prefects' performance of school responsibilities as good, 9 (21.3%) rated it very good and 7 (14.9%) of the class teachers rated prefects' performance of school responsibilities as average.

The study sought further information on prefects' performance of school responsibilities from the deputy headteachers. Deputy headteachers' rating was important because they are in charge of discipline in secondary schools and frequently interact with prefects. Out of 15 questionnaires that were given to deputy headteachers only one failed to respond. The results are summarized in Table 6.

Table 6***Deputy Headteachers' Rating of Prefects' Performance of School Responsibilities***

Rating	Frequency	Percent
Fluctuates	2	14.3
Average	1	7.1
Good	11	78.6
Total	14	100.0

The results in Table 6 revealed that majority 11 (78.6%) of the deputy headteachers rated prefects' performance of school responsibilities as good, 1 (7.1%) rated performance as average and 2 (14.3%) indicated that prefects' performance of school responsibilities fluctuates.

The study found that 13 (6.6%) prefects (Table 4), 7 (14.9%) class teachers (Table 5) and 1(7.1%) deputy headteachers (Table 6) rated prefects' performance of school responsibilities as average. The study also found that 113 (79.4%) prefects (Table 4), 28 (63.8%) class teachers (Table 5) and 11(78.6%) deputy headteachers (Table 6) were in general agreement that prefects' performance of school responsibilities was good. The study established that prefects' performance of school responsibilities as being good. This is consistent with Bakhda (2006) who contends that prefects' body is composed of students who are reliable and effective. The prefects make sure that school rules are observed by all students at all times and are able to communicate with those who do not follow school rules. Bakda observes that regular meetings are organized to discuss the prefects' duties and their effectiveness. The findings are also in line with Wango (2009) who asserts that a good prefect is responsible, respectable, self-disciplined, mature, a role model and has positive leadership qualities. The findings are also consistent with Griffin (1994) who observed that in Starehe Boys', most of the routine day to day organization and discipline of the school, outside of the classroom, is done by the prefects who do it extremely well. The findings are also consistent with Harry (1994) assertion that a prefect is a member of a student body who is deemed more responsible than other students, and as such is given additional powers and responsibilities.

4.4 Prefects' Performance of their Academic Work before and after Appointment

The study sought to provide an answer to how prefects have performed their academic work before and after appointment as prefects. The prefects were asked to rate their performance of academic work before appointment as a prefect. The results are presented in Table 7.

Table 7***Prefects' Performance of their Academic Work before Appointment as a Prefect***

Performance of academic work	N	Mean	SD
Set academic goals with realistic chances of success	130	3.66	1.02
Develop interest in learning	133	4.08	0.95
Attend lessons regularly	132	4.42	0.96
Actively participate during lessons	137	4.01	1.07
Perform my laboratory assignments	131	3.79	1.11
Visit the library whenever the need arises	132	3.28	1.18
Develop good study skills and habits	133	3.80	0.96
Prepare personal study time	132	3.81	1.10
Follow the prepared study time	131	3.50	1.15
Do all the class assignments on time	134	3.70	1.18
Sit for all the tests/exams as scheduled	133	4.64	0.71
Use the tests/exams results to plan for academic progress	134	3.84	1.09
Manage time well (balance academic, co-curriculum and my responsibilities as a prefect)	133	3.71	1.08
Overall mean of academic work performance before appointment as a prefect	140	3.67	0.73

The results in Table 7 indicate that prefects' performance of their academic work before appointment as a prefect was average (mean rating index- 2.34 to 3.66) in; setting academic goals with realistic chances of success (3.66), following the prepared study time (3.50) and visiting the library whenever the need arises (3.28). The study further revealed that prefects' performance of their academic work before appointment as a prefect was good (mean rating index-3.67 to 5.00) in; doing all the class assignments on time (3.70), managing time well (3.71), performing laboratory assignments (3.79), developing good study skills and habits (3.80), preparing personal study time(3.81), using the tests/exams results to plan for academic progress (3.84), actively participating during lessons (4.01) , developing interest in learning (3.80), attending lessons regularly (4.42) and sitting for all the tests/exams as scheduled

(4.64). The overall mean of academic work performance before appointment as a prefect was 3.67; this indicates a good performance of academic work.

The study further sought to find out the prefects' performance of their academic work after appointment as a prefect. The prefects were asked to rate their performance of academic work after appointment as a prefect. The results are summarized in Table 8.

Table 8

Prefects' Performance of their Academic Work after Appointment as Prefects

Performance of academic work	N	Mean	SD
Set academic goals with realistic chances of success	135	3.94	0.94
Develop interest in learning	135	4.16	0.89
Attend lessons regularly	134	4.37	0.91
Actively participate during lessons	136	4.17	0.97
Perform my laboratory assignments	132	3.84	1.03
Visit the library whenever the need arises	133	3.50	1.14
Develop good study skills and habits	135	3.87	0.98
Prepare personal study time	136	3.91	1.07
Follow the prepared study time	136	3.71	1.09
Do all the class assignments on time	134	4.00	1.05
Sit for all the tests/exams as scheduled	137	4.61	0.73
Use the tests/exams results to plan for academic progress	133	4.02	0.99
Manage time well(balance academic, co-curriculum and my responsibilities as a prefect)	135	3.89	1.04
Overall mean of academic work performance after appointment as a prefect	141	3.82	0.74

The results in Table 8 showed that prefects' performance of their academic work after appointment as a prefect was good (mean rating index-3.67 to 5.00) in: following the prepared timetable (3.91), performing laboratory assignments (3.84), developing good study

skills and habits (3.87), managing time well (3.89), preparing personal study time (3.91) and setting academic goals with realistic chances of success (3.94). Others included; doing all class assignments on time (4.00), using the tests/exams results to plan for academic progress (4.02), and developing interest in learning (3.87), actively participating during lessons (4.17), attending lessons regularly (4.37) and sitting for all tests/exams as scheduled (4.61). The study further found that prefects' academic work performance after appointment as a prefect that was average (mean rating index- 2.34 to 3.66) was visiting the library whenever the need arises (3.50). The study found that the overall mean of academic work performance before and after appointment as a prefect was 3.67 and 3.82 respectively. The performance index was relatively higher after appointment as a prefect. This indicates a good performance of academic work. This implies that appointment as a prefect led to improved performance of academic work.

The study ascertained whether there was a statistically significant difference between mean scores of prefects' performance of their academic work before and after appointment as a prefect using t- test. The results are presented in Table 9.

Table 9

Comparison of the Prefects' Performance of their Academic Work Mean Scores before and after Appointment as a Prefect

Period	N	Mean	S.D	df	t- value	p- value
Before appointment	128	3.67	0.75	267	1.881	0.061
After appointment	141	3.82	0.74			

The results in Table 9 revealed that the prefects' performance of their academic work mean scores (mean= 3.67, S.D= 0.75) before appointment as a prefect was slightly lower than the mean score (mean= 3.82, S.D= 0.74) after appointment as a prefect. The difference between the 2 mean scores were however not significant at the 0.05 level, $t(267) = 1.881, p = 0.061$.

This suggests that the appointment as a prefect did not affect their academic work performance.

The study further sought information on prefects' performance of academic work from the class teachers. The results are summarized in Table 10.

Table 10
Class Teachers' Rating of Prefects' Performance of Academic Work

Rating	Frequency	Percent
Average	13	29.8
Good	21	46.8
Very Good	8	19.1
Excellent	2	4.3
Total	44	100.0

The results in Table 10 show that majority 21 (46.8%) of the class teachers rated prefects' performance of academic work as good. However 13 (29.8%) of the class teachers rated the performance as average, 8 (19.1%) rated it very good and 2 (4.3%) rated prefects' performance of academic work as excellent.

The study further sought information on prefects' performance of academic work before appointment as a prefect from the deputy headteachers. The results are summarized in Table 11.

Table 11

Deputy Headteachers' rating of Performance of Academic Work of Students before Appointment as a Prefect

Rating	Frequency	Percent
Average	1	7.7
Fluctuate	3	23.1
Good	9	61.5
Poor	1	7.7
Total	14	100.0

The results in Table 11 revealed that majority 9 (61.5%) of the deputy headteachers rated performance of academic work of students before appointment as a prefect as good, 3 (23.1%) indicated that the performance fluctuated, 1 (7.7%) rated the performance as average and 1 (7.7%) rated performance of academic work of students before appointment as a prefect as poor.

The study further sought information on prefects' performance of academic work after appointment as a prefect from the deputy headteachers. The results are summarized in Table 12.

Table 12

Deputy Headteachers' Rating of Performance of Academic Work of Students after Appointment as a Prefect

Performance of Academic Work	Frequency	Percent
No change noted	3	21.4
Improved	5	35.7
Decline	4	28.6
Good	2	14.3
Total	14	100.0

The results in Table 12 revealed that majority 5 (35.7%) of the deputy headteachers indicated performance of academic work of students after appointment as a prefect improved. However, 3 (21.4%) said no change was noted, 4 (28.6%) indicated that performance declined and 2 (14.3%) indicated that performance of academic work of students after appointment as a prefect was good.

The study revealed that there was no statistically significant difference in prefects' performance of academic work before appointment and after appointment as a prefect. The study also found that when deputy headteachers were asked to rate performance of academic work of students after appointment as a prefect, they had varying responses, the highest percentage 35.7% (5) of the deputy headteachers indicated that performance of academic work improved. The study further revealed that when prefects were asked how appointment as a prefect affected their academic work, 16.7% (25) of the prefects indicated that they were motivated to work harder. The findings agree with Otieno (2010) who noted that a prefect should be hardworking in class and that a prefect who does well in class commands respect from other students. The results also agree with Muriithi (2007) and Sadker (1994) assertion that achievement in examinations is affected by the extent to which a student has covered the topics that are being examined, attends all classes, actively participates in class and diligently completes assignment on time. A student leader should observe these academic disciplines to enhance academic achievement. The results also agree with Hudley and Gottfried (2008) who noted that being liked and appreciated by others is likely to result to in more academic help and assistance from teachers and peers, which in turn lead to higher grades and academic achievement. Teachers and students need to appreciate students' leaders and offer academic help which in turn will lead to higher academic achievement. The results also agree with Ahiatrogah and Koomson (n.d) who noted that some student leaders are always seen performing their leadership duties and yet end up with very good grades. Student leaders are looked to as model students as such, it is important that student leaders exemplify a balance between academics and leadership.

4.5 Influence of Prefects' School Responsibilities on Performance of their Academic

Work

The study sought to provide answers to the influence of prefects' school responsibilities on performance of their academic work. Two sets of data were required: i) Prefects' performance of school responsibilities. ii) Prefects' performance of their academic work after appointment as prefects. The results of prefects' performance of academic work after appointment as a prefect are presented in Table 13.

Table 13

Prefects' Performance of their Academic Work after Appointment as Prefects

Performance of academic work	N	Mean	SD
Set academic goals with realistic chances of success	135	3.94	0.94
Develop interest in learning	135	4.16	0.89
Attend lessons regularly	134	4.37	0.91
Actively participate during lessons	136	4.17	0.97
Perform my laboratory assignments	132	3.84	1.03
Visit the library whenever the need arises	133	3.50	1.14
Develop good study skills and habits	135	3.87	0.98
Prepare personal study time	136	3.91	1.07
Follow the prepared study time	136	3.71	1.09
Do all the class assignments on time	134	4.00	1.05
Sit for all the tests/exams as scheduled	137	4.61	0.73
Use the tests/exams results to plan for academic progress	133	4.02	0.99
Manage time well(balance academic, co-curriculum and my responsibilities as a prefect)	135	3.89	1.04
Overall mean of academic work performance after appointment as a prefect	141	3.82	0.74

The study found that prefects' performance of their academic work after appointment as a prefect was good (mean rating index-3.67 to 5.00) in: following the prepared timetable (3.91); performing laboratory assignments (3.84); developing good study skills and habits (3.87); managing time well (3.89); preparing personal study time (3.91) and setting academic goals with realistic chances of success (3.90). Others included; doing all class assignments on time (4.00); using the tests/exams results to plan for academic progress (4.02); developing interest in learning (4.16); actively participating during lessons (4.17); attending lessons regularly (4.37) and sitting for all the tests/exams as scheduled (4.61). The study further found that prefects' academic work performance after appointment as a prefect was average (mean rating index- 2.34 to 3.66) in visiting the library whenever the need arises (3.50). The study revealed that overall mean of academic work performance after appointment as a prefect was 3.82.

The study determined the influence by comparing the after appointment academic work performance means scores with school responsibility performance category (poor, average and good). The academic work performance of prefects by school responsibilities performance categories is given in Table 14.

Table 14

Academic Work Performance of Prefects' Mean of Means after Appointment

School responsibility performance category	Frequency	Percent	Academic work mean	S.D
Poor	23	14.0	3.53	0.84
Average	13	6.6	3.56	0.79
Good	113	79.4	3.94	0.65
Total	149	100.0		

The study revealed that good school responsibility performance category comprised 79.4% (113) of the prefects and had the highest academic work performance mean score of 3.94; average school responsibility performance category comprised 6.6% (13) of the prefects and

had academic work performance mean score of 3.56 while poor school responsibility performance category comprised 14% (23) of the prefects and had academic work performance mean score of 3.53. The results revealed that prefects who perform their school responsibilities well also do well in their academic work.

To compare the means of academic work performance, ANOVA was carried out. The results are presented in Table 15.

Table 15
Comparison of Academic Work Performance by School Responsibility Performance Category (ANOVA)

Scale	Sum of squares	df	Mean square	F ratio	α-value
Between groups	3.541	2	1.770	3.73	0.026*
Within groups	62.608	132	0.474		
Total	66.148	134			

**Significance at 0.05*

The study found that the difference in mean scores amongst the 3 groups; poor, average and good was significant at the 0.05 level, $F(2,132) = 3.73$, $p = 0.026$ in favour of good performance. This means that prefects who perform their school responsibilities well also do their academic work well as in Table 15.

The results in Table 15 however, did not reveal where the differences were. There was need to perform the multiple comparisons “post-hoc tests”. The results are summarized in Table 16.

Table 16***Multiple Comparisons “Post-Hoc Tests” of Academic Work Performance Mean***

Groups	Mean difference	P-value
Poor verses Average	-0.031	0.994
Poor verses Good	-0.41	0.058
Average verses Good	-0.38	0.320

**Significance at 0.05*

The results in Table 16 show that differences between the groups were not significant at $p = 0.05$. The ANOVA test showed that difference was significant. This implies that school responsibilities influence prefects’ academic work performance. It was also noted that prefects who perform their school responsibilities diligently also perform well in academic work. Further, the study sought information from prefects on how appointment as a prefect affected performance of their academic work. The results are summarized in Table 17.

Table 17***How has appointment as a prefect affected your academic work?***

Effect	Frequency	Percent
Difficulties balancing academic and school responsibilities	24	15.8
Classes missed or interrupted	33	22.0
Motivated to work harder	25	16.7
Not affected	22	14.4
Uses leadership skills to manage academic work	46	31.1
Total	150	100.0

The results in Table 17 show that majority 46 (31.1%) of the prefects use leadership skills to manage their academic work, 33 (22%) indicated that they missed classes or classes are interrupted, 24 (15.8%) indicated that they experienced difficulties balancing academic and school responsibilities while 22 (14.4%) indicated that their academic work was not affected.

The study sought further information from prefects on their performance in tests/ exams since appointment as a prefect. The results are summarized in Table 18.

Table 18

How is your performance in tests/exams since appointment as a prefect?

Effect	Frequency	Percent
Declined	16	10.5
No change	39	25.8
Improved	86	57.6
Fluctuates	9	6.1
Total	150	100.0

The results in Table 18 revealed that majority 86 (57.6%) of the prefects indicated that performance in tests /exams improved after appointment, 39 (25.8%) indicated there was no change, 16 (10.5%) indicated that performance declined and 9 (6.1%) indicated that the performance in tests /exam fluctuated. The study sought further information from class teachers on changes in academic achievement of students in their class since appointment as prefects. The results are summarized in Table 19.

Table 19

Class Teachers' Rating of Changes in Academic Achievement of Students in their Class since Appointment as Prefects

Changes in Academic Achievement	Frequency	Percent
Decline	7	15.2
Improvement	19	43.5
No change	10	21.7
Fluctuate	9	19.6
Total	45	100.0

The results in Table 19 revealed that majority 19 (43.5%) of the class teachers indicated that academic achievement of students in their class since appointment as prefects improved, 10 (21.7%) indicated that there was no change, 9 (19.6%) indicated that performance fluctuates and 7 (15.2%) indicated that there was decline in academic achievement of students in their class since appointment as prefects.

The deputy headteachers interview guide sought further information from deputy headteachers on changes in academic achievement of students after appointment as prefects. The results are summarized in Table 20.

Table 20
Deputy Headteachers' Rating of Changes in Academic Achievement of Students after Appointment as Prefects

Changes in Academic Achievement	Frequency	Percent
Improvement	2	13.3
No change	2	13.3
Fluctuate	11	73.4
Total	15	100.0

The results in Table 20 show that majority 11 (73.4%) of the deputy headteachers indicated that academic achievement of students after appointment as prefects fluctuates, 2 (13.3%) of deputy headteachers indicated there was improvement and another 2 (13.3%) indicated there was no change.

The foregoing results show that there were significant differences in academic work performance by school responsibilities performance category. The study also found that prefects who performed their responsibilities well also performed their academic work well. The study also established that; 57.6% (86) of prefects, 43.5% (19) of class teachers and 13.3% (2) of deputy headteachers indicated that students' performance in tests/exams improved since their appointment as prefects. However, this is contrary to 6.1% (9) of

prefects, 19.6% (9) of class teachers and 73.4% (11) of deputy headteachers who indicated that students' academic achievements in tests /exams fluctuate after appointment as prefects.

The study found that majority of the prefects and class teachers were in general agreement that performance in tests/exams improved after appointment. The results agree with Harry (1994) and Muli (2012) who contended that good academic record is one requirement used in selecting prefects. The findings are also consistent with Otieno (2010) who contends that as prefects pursue their academic goal and lead others, they are expected to manage their time properly to strike a balance between duties and class work. The findings also corroborate with Ahiatrogah and Koomson (n.d) who asserted that student leaders are always seen performing their leadership duties and yet end up with very good grades. A study by Ahiatrogah and Koomson found out that student leaders are looked to as model students as such, it is important that student leaders exemplify a balance between academic and leadership. Open- ended questions information from the prefects explain this. It was found out that after appointment, 14.4% (22) of the prefects were not affected, 15.8% (24) of the prefects had difficulties balancing academic and school responsibilities, 16.7% (25) of the prefects were motivated to work harder, 22% (33) of the prefects' classes were missed or interrupted and 31.1% (46) used leadership skills to manage academic work.

The study established that after appointment, 16.7% (25) of the prefects were motivated to work harder because they would like to be role models, command respect from other students and to lead by example. The results revealed that 22.0% (33) of prefects indicated that classes were missed or interrupted as they performed their duties. This is consistent with study conducted by Ahiatrogah and Koomson (n. d) who found that much time is expended by student leaders in the performance of their roles to the detriment of their academic work. According to Mwinzi and Kimengi (2006), the consequences of missing classes have far reaching effects on the students that include increasing probability of dropping out, discouraging hard work, stressing the students while they are trying to cover missed lessons and could be reason why some prefects' academic work deteriorates.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the major findings of the study, the conclusions drawn from the findings and makes recommendations on what need to be done to enhance academic work performance of school prefects. It also suggests areas that require further research.

5.2 Summary

Objective one of the study sought to find out how prefects performed their school responsibilities. Data on prefects' performance of their school responsibilities was sought from the deputy headteachers, class teachers and prefects themselves. Majority of the deputy headteachers (78.6%), class teachers (63.8%) and prefects (79.4%) were of the view that prefects performed their school responsibilities well.

Objective two of the study sought to find out the difference in prefects' performance of academic work before and after appointment as a prefect. The difference between the 2 mean scores were however not significant at the 0.05 level, $t(267) = 1.881$, $p = 0.061$.

Objective three of the study sought to establish the influence of school responsibilities on prefects' academic work performance. The influence was established by comparing prefects' academic work performance with their school responsibility performance category (poor, average and good). The results of the comparison showed that there was significant difference in academic work performance in favour of prefects who did their school responsibilities well, $F(2,132) = 3.73$, $p = 0.026$.

5.3 Conclusions

The study makes the following conclusions;

Objective one of the study sought to find out how prefects performed their school responsibilities. The results the study showed that majority of the deputy headteachers, class teachers and prefects were of the view that prefects performed their school responsibilities well. On the basis of these observations, it was concluded that prefects perform their school responsibilities well.

Objective two of the study sought to find out the difference in prefects' performance of academic work before and after appointment as a prefect. The results of the study revealed that the difference in performance of academic work before and after appointment as a prefect was not significant. The conclusion drawn from this observation was that a student's academic work performance is the same whether appointed as a prefect or not.

Objective three of the study sought to establish the influence of school responsibilities on prefects' academic work performance. The results of the study revealed that performance of school responsibilities positively influence prefects' academic work performance.

5.4 Recommendations of the study

The following recommendations are made following the findings in the study:

- i) That there is need for the school administration to train prefects (after their appointment) on leadership and study skills.

- ii) That there is need for the school administration and teachers to provide more motivation (incentives, rewards, issuance of learning materials) to prefects so that they can study thoroughly and attain good grades in class tests and national examinations.

- iii) That there is need for the teachers to provide remedial teaching and academic counseling to prefects so that they can attain good grades in national examinations for entry to higher education.

5.5 Recommendations for further Research

The following issues came into light which may warrant further research. These are:

- i) Further research should be conducted to investigate influence of school responsibilities on prefects' academic work performance in public boarding secondary schools.

- ii) Further studies need to be carried out to investigate influence of school factors on prefects' academic work performance in public day secondary schools.

- (iii.) Further studies need to be carried out to investigate influence of gender factors on prefects' academic work performance in public day secondary schools.

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APPENDICES

APPENDIX A

PREFECTS' QUESTIONNAIRE (PQ)

Instructions: Give your response by providing an answer in the space provided/placing a tick in the appropriate cell. There is no right or wrong answer.

Part A: Bio-data

1. Gender: Male [] Female []
2. Class: Form 3 [] Form 4 []
3. Prefect for: Library [] Games [] Dining hall [] Any other specify-----

Part B: Performance of a prefect's responsibility

The items in the table below are your responsibilities as a prefect in the school. Rate how you have performed these responsibilities, use the given scale.

SCALE:

Poor (P)

Average (A)

Good (G)

Very good (VG)

Excellent (E)

No	Responsibility	Rating				
		Poor	Average	Good	Very good	Excellent
4	Taking roll calls					
5	Reporting absentees					
6	Awarding minor offences punishment					

7	Organizing co-curricular activities					
8	Drawing up students' duty roster					
9	Ensuring that all students follow school rules/regulations					
10	Presenting students' issues to school administrators for attention and action					
11	Welcoming and Inducting new students to the school					
12	Coordinating performance of cleaning activities					
13	Maintaining high standards of cleanliness in the school					
14	Maintaining order in class					
15	Other(specify)					

Section C: Performance of academic work BEFORE appointment as a prefect

The items in the table below are about how you have been performing your academic work in the school. Using the given scale, rate your performance before your appointment as a prefect.

Scale: Poor (P) Average (A) Good (G) Very Good (VG) Excellent (E)

No.	Item	Response				
		Poor	Average	Good	Very Good	Excellent
16	Set academic goals with realistic chances of success					
17	Develop interest in learning					
18	Attend lessons regularly					
19	Actively participate during lessons					
20	Perform your laboratory assignments					
21	Visit the library whenever the need arises					
22	Develop good study skills and habits					
23	Prepare personal study time					
24	Follow the prepared study time					
25	Do all the class assignments on time					
26	Sit for all the test/examinations as scheduled					
27	Use the tests/examination results to plan for academic progress					
28	Manage time well (balance academic, co-curriculum and your responsibilities as a prefect)					
29	Other (specify)					

Section D: Performance of academic work AFTER appointment as a prefect

The items in the table below are about how you have been performing your academic work in the school. Using the given scale, rate your performance after your appointment as a prefect.

Scale: Poor (P) Average (A) Good (G) Very Good (VG) Excellent (E)

No	Item	Response				
		Poor	Average	Good	Very Good	Excellent
30	Set academic goals with realistic chances of success					
31	Develop interest in learning					
32	Attend lessons regularly					
33	Actively participate during lessons					
34	Perform your laboratory assignments					
35	Visit the library whenever the need arises					
36	Develop good study skills and habits					
37	Prepare personal study time					
38	Follow the prepared study time					
39	Do all the class assignments on time					
40	Sit for all the test/examinations as scheduled					
41	Use the tests/examination results to plan for academic progress					
42	Manage time well (balance academic, co-curriculum and your responsibilities as a prefect)					
43	Other (specify)					

44. How has your appointment affected your academic work?

.....
.....

45. How is your performance in tests/exams since your appointment as a prefect?

.....
.....

THANK YOU FOR YOUR CO-OPERATION

APPENDIX B

CLASS TEACHERS' QUESTIONNAIRE (CTQ)

Instructions: Give your response by providing an answer in the space provided.

Part 1: Bio-data

1. Class teacher of form.....
2. Duration (in years) as a class teacher in the school.....

Section II: Performance of prefects' responsibilities and academic work

3. How many school prefects do you have in your class?
4. Using the scale: Poor (P) Average (A) Good (G) Very good (VG) Excellent (E) rate the school prefects in your class in the following areas:
 - a. Performance of prefects' responsibilities
 - b. Performance of academic work (e.g. attending classes, active participation during lessons etc).....
5. What changes in academic achievement have you noticed of students in your class since their appointment as school prefects?
-
-
6. What complaints about prefects' performance of their responsibilities have you received?
-
7. What complaints about prefects' performance of their academic work have you received?
-
8. In your view do prefects' responsibilities affect their performance of academic work?
-
-
-

THANK YOU FOR YOUR CO-OPERATION

APPENDIX C

DEPUTY HEADTEACHERS' INTERVIEW GUIDE (DHTIG)

1. Introduce yourself and explain the purpose of the interview
2. Seek information on how the school prefects perform their responsibilities
.....
3. Make inquires about academic achievement trends of students before and after appointment as a prefect (also examine tests, exams data)
 - Before
 - After
4. Make inquiries about performance of academic work of students before and after appointment as a prefect
 - Before
 - After
5. Find out the challenges faced by prefects in terms of
 - Performance of their responsibilities as school prefects
.....
 - Performance of their academic work
.....
6. Request the Deputy Headteacher to recommend what can be done to deal with these challenges
 - Performance of prefects' responsibilities
.....
 - Academic work performance
.....

APPENDIX D

PUBLIC SECONDARY SCHOOLS IN NAKURU SUB-COUNTY

National Schools

Nakuru High School

Nakuru Girls

County Schools

Afraha High School

Flamingo Secondary School

Langalanga Secondary School

Menengai High School

Nakuru Day Secondary School

District Schools

Crater View Secondary School

Hillcrest Secondary School

Kelelwet Secondary School

Kenyatta Secondary School

Lanet Secondary School

Moi Secondary School

Mogoon Secondary School

Mwariki Secondary School

Nairobi Road Secondary School

Nakuru Central Secondary School

Nakuru West Secondary School

Natewa High School

Ngala Special Secondary School

Rhino Secondary School

St Mary's Girls Secondary School

Tumaini House Secondary School

Uhuru Secondary School

Upper Hill Secondary School

Source: Nakuru District Education Office (2013)

APPENDIX E
LETTER OF INTRODUCTION

Nancy Hiuko Kabugi
Department of Curriculum,
Instruction and Education Management
Egerton University
P.O. Box 536
Egerton

Dear Sir/Madam,

RE: PERMISSION TO UNDER TAKE RESEARCH IN THE SCHOOL

I am a post graduate student at Egerton University. I am undertaking a research entitled “Influence of School Responsibilities on Prefects’ Academic Work Performance in Public Secondary Schools in Nakuru Sub-County, Kenya”. Deputy Headteachers, form three and four class teachers and selected school prefects will be involved.

Please note that any information given will be treated with utmost confidentiality and will only be used for the purposes of study.

Thank you in advance.

Yours faithfully,

NANCY H. KABUGI (MRS)

(Researcher)

Contact- 0722488002

APPENDIX F
RESEARCH AUTHORIZATION LETTER (NACOSTI)

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550
Mobile: 0713 788 787 , 0735 404 245
Fax: 254-020-2213215
When replying please quote
secretary@ncst.go.ke

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

Our Ref: **NCST/RCD/14/013/651**

Date: **16th May, 2013**

Nancy Hiuko Kabugi
Egerton University
P.O Box 536-20115
Egerton

RE: RESEARCH AUTHORIZATION

Following your application dated **29th April, 2013** for authority to carry out research on *“Influence of school responsibilities on prefects’ academic work in public secondary schools in Nakuru District, Kenya.”* I am pleased to inform you that you have been authorized to undertake research in **Nakuru District** for a period ending **31st December, 2013**.

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

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


SAID HUSSEIN
FOR: SECRETARY/CEO

Copy to:

The District Commissioner
The District Education Officer
Nakuru District

APPENDIX G
RESEARCH AUTHORIZATION (MOE)

MINISTRY OF EDUCATION

Telegrams: "LEARNING"
Telephone: 2216529/2216563
When replying please quote



DISTRICT EDUCATION OFFICE
NAKURU DISTRICT
P.O. BOX 1028
NAKURU

NKU/ED/122/VOL.II/(165)

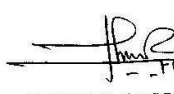
20th June, 2013

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION
NANCY HIUKO KABUGI

The above named who is a student at Egerton University has been authorized to carryout research in Public Secondary Schools in Nakuru District on "**Influence of School responsibilities on Prefects' academic work in Public Secondary Schools in Nakuru District, Kenya.**"

Please accord her the necessary support to conduct the research successfully.

 - For: DISTRICT EDUCATION OFFICER
NAKURU DISTRICT

DAVID K. SABULGONG
FOR: DISTRICT EDUCATION OFFICER
NAKURU DISTRICT.

c.c.

The District Commissioner
NAKURU DISTRICT.

The National Council of Science & Technology,
P.O. Box 30623-00100,
NAIROBI