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

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Project Report Submitted to Graduate School in Partial Fulfillment of the Requirements for the Award of the Degree of Master of Education (Educational Management) of Egerton University

EGERTON

OCTOBER, 2014
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.

Signature ___________________ Date ___________________

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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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I would first wish to thank The Almighty God for his love, grace, mercy and providence that I enjoy. I owe a great deal of gratitude to those who have helped me throughout this educational journey. I would like to give special thanks to my supervisor, Prof. Edward K. Tanui for his invaluable assistance, scholarly input and guidance. Credit also goes to the Egerton University, more particularly the Department of Curriculum, Instruction and Educational Management, Njoro campus for giving me the much awaited opportunity to pursue and realize my dream that someday I will join the list of prominent scholars. I also wish to thank Mr. Ogola Leo, Mrs Martha Kimaru and Mrs Pauline Kirocho for their comments, advice and encouragement.

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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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