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PREFECT'S ACADEMIC PERFORMANCE AS A PREDICTOR OF LEARNERS' ACADEMIC ACHIEVEMENTS IN PUBLIC SECONDARY INSTITUTIONS IN MATUGA SUB COUNTY, KENYA.

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ABSTRACT

The leadership traits of prefects in public secondary institutions is an essential concept that is capable of influencing a positive effect in academic achievement of the institutions as well as influencing the general growth of the institution and the learner. This study focused on establishing the influence of prefects' leadership characteristics on learners' academic achievement in secondary institutions in Matuga Sub County, Kwale County Kenya. The specific objective of this research was; to establish the extent to which prefects' academic performance influence learners' academic achievement in public secondary schools in Matuga Sub County, Kwale County, Kenya. The study was anchored on Path-Goal theory and was descriptive in nature. The study employed questionnaires, interview guide and secondary data sources to enrich data gathering. Descriptive statistics as well as inferential statistics were employed to analyse data. The results of the study revealed that prefects' academic performance had a great influence on learners' academic achievements. The study concluded that prefects' academic performance positively influenced learner's academic achievements in public secondary schools. The study recommended that: School management should induct and train prefects before assuming their roles; school management should engage prefects and learners in general to be actively involved in their learning activities; and school management should organise regular appraisal sessions with prefects with a view of identifying their weaknesses and remedial measures taken to make them work better.

Key Words: Prefect's academic performance, Learners academic achievements, Leadership traits, Public secondary schools.

1. INTRODUCTION

Institutions across the globe have a unique position to impact the leadership development of young individuals. The impact occurs through the facilitation of formal and information opportunities for leadership, training in leadership, and educator support of young individuals on their leadership journey (OECD, 2018). Research suggests that students' leadership is crucial in establishing the needed skills such as confidence and motivation. Additionally, this also enhances the trust between educators and learners. In turn, this According to Hall and Kennedy (2006), the involvement of student leaders in learning institutions was embraced by school managers in United States of America to improve students learning outcomes in secondary schools because by then learners could not make enough reading advancement to achieve the basic obligation of No Child Left behind (NCLB) by the year two thousand and thirteen to two thousand and fourteen. The strategy to involve learners in school management altered the learners thinking dimensions, equipped them with important skills to make vital verdicts, in addition to a clear teaching program that led improvement of learners literacy. On the

assists in building effective affiliations (UNESCO, 2016). The participation of students' leaders in the management of their institutions is vital based on the account that it enhances disciplined demeanour among learners in and out of the teaching space, the dining hall and dormitories. Additionally, student leaders assist educators to establish order in varying activities while establishing an orderly and friendly setting for the learners which has the potential of positively influencing the learning outcome of the school (Arthur, 2012).

other hand, increase in figures of divergent enhanced creativities in learning institutions, teaching consistency contributes to knowledge acquisition by linking learner's understandings as well as constructing them over time (Anderson et al., 2004).

In Australia, learners taking part in learning institution administration was embraced in Melbourne High School. It was the first learning institution to come up with a Student Representative Council (SRC) where learners vote for their leaders to epitomise them in the school boards of administration. Learning institutions have obligatory learners' involvement, in the school management undertakings. According to Lansdown (2003), the

participation of students had a better satisfaction, proficiency and was more operative, whether in relation to ventures that emphases on the matters concerning the young learners or within undertakings of growth in the broader public. Learners involvement is deliberated to make well thought judgement in addition a better way of raising matters is the best way of passing out intrinsic information pertaining the public as a whole (Philiphs,2000). The philosophy fortified investment of effort into education, sporting, musical, leadership, and individual quests. Learners had accomplished good results in the Victorian Certificate of Education (VCE) examinations due to the participation of learners in daily school management partaking's.

Student leaders in Tanzania play major supervisory and advisory roles. The head prefects act as the chairpersons of the learner council and are required to advice the Head of Institutions on issues that are related to learner affairs while maintaining learner discipline (Kiggudu, 2009). In classes, learner leaders control commotion and keep up the overall cleanliness; outside the study hall, they control exercises, for example, games, clubs, and social orders, manage mutual work inside the many,

administer the association and the wellbeing of the learners in quarters, and affirm that those in charge work well and on schedule. As such, matters regarding education are endorsed lengthily (Haber & Dadey 2013).

In Kenya, every government owned secondary school embraces its own exceptional way of administration. A research carried out by Kiprop (2012) revealed that majority of the head teachers embrace leading/servant boldness when handling learners. The administrators infrequently listen to learners complaints since they have a mentality that student got nothing to offer. As a result tension, stress and misapprehension among members of the school community has been created. This assertion is in line with earlier research findings by Nyamwamu (2007) on learners' participation in improving government owned secondary schools students discipline, which averred that learning institutions misbehaviour are a result of lack of channel to pass information between the school leadership and learners. In regard to this misbehaviour among the learners in schools is a result of lack channels of communication between the school administrations in addition to students. As a result school manager's needs to embrace participatory conditions in the

learning institutions by encouraging the learners to take part take part in regular fora and engage the school administration as instructors and learners are heartened to air their opinions (MOEST, 2001).

Notwithstanding leadership jobs being appointed to regents, the issue of indiscipline in Matuga sub-county institutions keeps on being a phenomenal distress, diffusion due to leadership, financial, land, tribal, as well as carnal course restricts. The pressure is not only on the hazard of decimation material possessions, indemnities to individuals but also to individuals living in destitutions' acquaintance interrelated with the production of indiscipline (Mathenge, 2012). Consequently, when control is influenced adversely notwithstanding the presence of officials, execution in the institutions similarly endures. This is so in light of the fact that there would be challenges in embedding the SDGs, and educators have less an ideal opportunity to pass on instructive encounters rather they are regulating homeroom discipline thus crippling the idea of preparing.

2. STATEMENT OF THE PROBLEM

Prefects assume a crucial role in learning institutions based on their involvement in coordination of co-educational plan exercises, understudy's welfare, and supervision of learning during preps and also assess class attendance by teachers as well as students. Prefects are also involved in dealing with minor indiscipline cases among students. These duties if bestowed in the hands of someone with the right leadership traits including discipline, hardworking, firm and trustworthy have the potential of maintaining higher discipline levels among learners and increased prospects of higher academic achievements through role modelling.

In Matuga sub-county little attention has been paid to leadership traits when it comes to choosing prefects in public secondary. Leadership trait is a crucial concept with the prospect of positive influence in the academic achievement of institutions and development of the learners. In this regard, the prefects are capable of improving performance among learners in their examinations. According to the County Director of Education (CDE), Matuga Sub County, the area which is the focal point of this examination has been encountering institutions dropout and horrible showing in KCSE. This examination attempted to establish the impact of prefects' leadership attributes on the scholastic accomplishment

of students in public secondary schools in Matuga sub-county.

3. OBJECTIVE OF THE STUDY

To establish the extent to which prefects' academic performance influence learners' academic achievement in public secondary institutions in Matuga Sub County, Kenya.

4. RESEARCH QUESTION

What is the influence of prefects' academic performance on learners' academic achievement in public secondary institutions in Matuga Sub County, Kenya?

5. THEORETICAL FRAMEWORK OF THE STUDY

This investigation is be guided by Path-Goal Theory. This theory was founded by Robert House in 1971 grounded on the leader-follower concept. Path-goal theory was initially established to explain workplace management. The Theory principally narrates the leader's behaviour with the inspiration, academic achievement and the gratification of supporters. The work of the leader outlines the aims, elucidates the route to be taken so that assistants understand the method to embrace, eradicate obstacles preventing them to make available necessary assistant and encouragements through increased rewards alongside the course. Administrators can take robust or partial

method in these. In expounding the track, they may perhaps be directive or give unclear suggestions. In eliminating obstacles, they might scrub the method or path to assist the followers transfer the superior blocks. By rising rewards, they might provide infrequent inspiration. The management styles include directive, supportive, participation in addition to achievement-oriented (House, 1996).

The Path-Goal model specifies that operational management includes naming of the best leadership behaviour in numerous circumstances. Learners bodies, provides platform to Kenyan students to exercise their leadership in secondary schools, consequently, their capability to identify the suitable management conduct in numerous situations is critical. In the same way, several learners' assembly's post requires various behaviour. Consequently, it is domineering for learner's boards to classify the leadership conduct greatest suitable for their council posts. Good conduct or behaviour is vital for good academic performance. Main objective of every learner in school is achievement of good learning outcomes in academics. Good academic achievement can be achieved by students embracing handwork and morally upright conduct. The learners' frontrunners

can establish great discipline values in school to be monitored by colleague learners in order to accomplish academic achievements.

6. LITERATURE REVIEW

In the recent past, learner's participation in running institutions is viewed as restricted in different dimensions. Active participation of students in management of learning institutions play vital roles in bringing forth changes in education and equipping learners with the vital skills needed in school management (Fletcher, 2009). Learner's participation should be a process where students take part in school activities in their own willingness not because they are required to do so or because they are afraid of the repercussion of not following the set rules and guidelines (Okumbe, 2011). In order to improve school academic achievement and individual learner learning outcome's, students chipping in school management is vital because learners influence above and beyond embolden one another as well help one another to work smart and devotedly in their academics.

Learner's involvements in leadership positions in secondary schools help them to nurture abilities and develop leadership skills. Participation of learners in carrying out institutions endeavours helps in bettering learner instructor relation; stimulate encouraging educational undertakings besides augment operational accomplishment of the learning institutions objectives. Inclusion of students in leadership of schools and participation of prefects is the main idea that students have different abilities and inhibitions are of good use to personalized teaching practices (Nussbaum, 2006). Leithwood, Louis, Anderson and Wahlstrom (2004) highlighted that student's involvement in school management as a direct method of establishing a blueprint to other learners. As a result, learners focus on the vision and mission of the learning institution. According to Keefe and Moore (2004) influencing learner's academic achievements requires school manager's to build students capabilities, monitoring policies and guidelines. This is vital for school managers when initiating educational changes in learning institutions (Keefe & Moore, 2004).

MoEST (2011/2012) indicates that there are various challenges in Kenyan discretionary institutions considering the ineffectually observed employment of chairmen amongst the substitute's body. This provoked an uncluttered compromising ambiance,

brutality, as well as homicide. Substitutes consider emissaries to be puppets of the association, double crossers, plus sell-outs (Oyaro, 2013). Oyaro further incorporates that they believe them to be a bit of the dictatorial structure that covers them and in like manner they scorn and seriously detest them. This temper has won because of the going with: the way wherein the authorities are picked, distinctive advantages are granted to the delegates anyway left without various substitutes like taking meals as well as napping privileges conditions.

Shikami (2013) in a research article titled appraisal of prefecture in institutions the heads and guidance in Kenya got ready for perceiving the noteworthy impediments to a class execution by representative's board that need to be inclined to in order to make dominant part regulation assemblies for the right association of institutions platforms. Moreover, they attempted to examine the occupation of officials in influencing great control that winds up at an intersection since the blacklist of punishment in learning institutions in Kenya.

7. METHODOLOGY

This study employed a descriptive research design based on its ability to reflect the affiliation among variables. This was considered vital since it describes the information presented by other scholars (Kothari, 2003). Kathuri and Pals (1993) state that the approach is viable when the reason for the assessment is to reflect explain and decode the present conditions. Hence, the approach was deemed viable in this research since it will enhance the researcher's ability to clarify, decipher, and assess the aspects that impact academic performance in government own secondary schools.

8. INSTRUMENTATION

Data for this assessment was congregated through dialogue convention. An interview guide was employed using multiple queries that were unstructured. Orodho (2008) states that, this kind of assessment empowers the interviewees to communicate to the leadership attributes employed by the head teachers in institutions in Matuga Sub County. The investigator employed unstructured interview to assess the perceptions, emotional state, in addition to information regarding management characteristics and their influence on substitutes' academic achievement in open elective institutions. The method was selected since it is adequate.

9. VALIDITY OF INSTRUMENTS

Validity is used in reference to the rate in which a research tool accurately assesses what it intends to assess quantify (Mugenda & Mugenda, 2008). In this case, three-part legitimacy was employed. Face validity was established by assessing the aspects on the research tools in addition to ensuring that they are noteworthy as well as appropriate to the participants. Substance correctness resolves to ensure the acceptability of the instruments. On the other hand, content legitimacy focused on assessing whether the instrument is illustrative of the aspects in the study. In this study, the legitimacy of the instruments was established from end to end directorial tools in a sole open non-compulsory institution left out from the research.

10. RELIABILITY OF INSTRUMENTS

Research instruments were issued two times to a similar set of subjects. There was a 14-day time frame to separate the key test and the subsequent test. In this case, a test-retest approach was employed to evaluate the reliability of the instruments. Tashakkori and Teddlie (2010), points that Cronbach's alpha coefficient that is below 0.6 put forward that research tools employed has a little reliability. Conversely, an alpha coefficient of 0.7 is considered reliable.

Internal consistence reliability domain was estimated through Cronbach alpha in which a reliability coefficient of $\alpha = .70$ was generated. This implies that the items were sufficiently correlated. In other words the items were measuring the same construct.

11. DATA ANALYSIS AND PRESENTATION

Information collected from this investigation was broken down, drawn, as well as decoded to establish measurable outcomes. The quantitative data collected was organized using Statistical Package for Social Science (SPSS Version 26.0). Additionally, inferential assessments as well as engaging insights were employed to sort the data through frequencies and standard derivations. The data was then depicted through diagrams, tables and rates. Links and relapses were employed to establish the affiliation among managers' inventiveness characteristics in addition to substitutes' studious achievement in supplementary institutions in Matuga Sub County, Kenya.

12. RESULTS AND DISCUSSIONS

The objective of the study sought to find out the extent to which prefects' academic performance influence learners' academic achievement in public secondary institutions in Matuga Sub County, Kenya. To achieve

this objective, the study formulated the third research question which was stated as follows:

Q. What is the influence of prefects' academic performance on learners' academic achievement in public secondary institutions in Matuga Sub County, Kenya?

In order to answer the third research question, respondents' mean scores from their responses to the likert scale items were computed. The result of this computation is presented in Table 1.

Table 1.

Respondents' academic achievement Mean Scores on Prefects' Academic Performance

Statement	Mean Score	Standard deviation
As a prefect I endeavour to work hard and be at the top of my class.	4.94	.817
I develop good study skills and habits to be a role model.	4.91	.786
As a prefect I always set academic goals with realistic chances of success	4.84	.813
I utilize examination outcomes to plan for my progress in academics	3.28	.811
I find balancing academics, co-curriculum and my duties as a prefect a big challenge.	2.87	.798
My role as a prefect has affected my academic performance negatively.	2.22	.832
Grand Mean	**3.84**	**.810**

An analysis of Table 1 mean score stood at 3.84. This implies that the influence of prefects' academic performance upon learners' academic achievement was high. The Table further reveal that the prefects' academic performance factors that had the greatest influence on learners' academic

reveals that the overall achievement was the prefects' endeavour to work had and remain top of the class (mean=4.94), followed by whether prefects develop good study skills and habits to be a role model with a mean of 4.91. On the other hand, the factors which had the least influence was balancing academics, co-

curriculum and prefectural duties (mean=2.87), followed by whether the role of being a prefect affects academic performance negatively (mean=2.22).

The respondents' scores were further subjected to simple regression statistics and the results are presented in Table 4.10.

Table 2.

Summary of Simple Regression between Prefects' Academic Performance and Learners' Academic Achievement

Variable		R^2	$R^2_{adjusted}$	Constant	df	F	P- value
Dependent	Prefects' academic performance	.516	.518	2.564	1,238	317.541	.002*
Independent	Academic achievement	$\beta = .755$		Regression coefficient .304		t= 10.047	.000*

The data in Table 2 shows that the F-value was statistically significant [F=317.541; df=1,238; p=.002]. This finding indicates that prefects' academic performance and learners' academic achievement were related and that this relationship was significant. Consequently, it can be argued that prefects' academic performance was capable of predicting learners' academic achievement. The Table further shows that the computed beta index (β =.755) was not only positive but also statistically significant. This implies that prefects' academic performance had a statistically significant influence on learners'

academic achievement. Moreover, the generated R-values (R^2=.516) suggests that teacher promotion accounted for 51.6% of the total variation in teacher motivation.

This finding is supported by Stave et, al (2017) study which concluded that academic performance of learners can be enhanced at an institution staff level, learner level, and regional level. At a learner level, the authors noted that encouraging the learners to engage in leadership positions in institutions is capable of boosting their performance. On the other hand, Oyaro (2013) found out that higher achiever prefects were capable of

positively influencing academic performance because they acted as models who other learners could emulate.

13. CONCLUSION AND RECOMMENDATIONS

The result generated by the study indicate that prefects' academic performance had an influence on learner's academic achievement. The responses from the respondents were further subjected to regression statistics. The regression statistics revealed that prefects' academic performance was positively and statistically significant influence on learners' academic achievement.

14. CONCLUSIONS

The overall purpose of the study was to find out whether prefects' academic performance had any influence on learners' academic achievement in public secondary institutions in Matuga sub-county, Kwale County, Kenya. The basic assumption of the study was that the factor identified above may have a bearing on learners' academic achievements in public secondary institutions in Matuga sub-county. In this regard, the study carried out investigations with a view to validate this presumption.

The study concluded that prefects' academic performance positively and significantly influenced learners' academic achievement in public secondary institutions in Kwale County, Kenya.

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