

**INFLUENCE OF DEPUTY HEADTEACHERS' PROFESSIONAL  
PREPARATION ON PERFORMANCE OF THEIR ADMINISTRATIVE TASKS  
IN PUBLIC SECONDARY SCHOOLS, BOMET DISTRICT, KENYA**

**Cherotich Mary Gabriel**

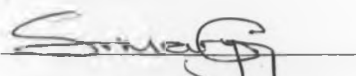
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**A Research Project Submitted in Partial Fulfillment of the Requirements for the  
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## DECLARATION

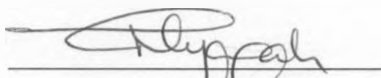
This research project is my original work and has not been submitted for the award of credit in any other university.



Cherotich Mary Gabriel

E55/78584/09

This research project has been submitted for examination with our approval as University Supervisors.



Dr. Grace Nyagah

Senior Lecturer and chairperson

Department of Educational Administration and Planning

University of Nairobi



Dr. Jeremiah M. Kalai

Lecturer

Department of Educational Administration and Planning

University of Nairobi

## **DEDICATION**

To my Parents and siblings, and to my Religious family, The Franciscan Sisters of St. Joseph, who have fostered my life and faith to make me who I am. For you I owe much gratitude and affection.

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## **ABBREVIATIONS AND ACRONYMS**

DEO	District Education Officer
JGK	Job Group K
JGR	Job Group R.
KEMI	Kenya Education Management Institute
KESI	Kenya Education Staff Institution
KIE.	Kenya Institute of Education
KSSHA	Kenya Secondary Heads Association
MoEST	Ministry of Education
MPET	Master plan on Educational Training
SPSS	Statistical Package for Social Sciences
SSHA	Secondary School Heads Association

## ABSTRACT

The purpose of this study was to determine the influence of deputy Headteachers professional preparation on performance of administrative tasks in public secondary schools in Bomet district, Kenya. The objectives of the study were, To identify the deputy's headteacher critical training needs of the administration task areas. To establish the deputy headteachers' training needs in administration as perceived by secondary school headteachers in Bomet district. To determine the usefulness of deputy headteachers training in administration tasks in Bomet district and To determine the influence of deputy headteachers' age, gender, academic qualifications and administrative experience on their administration training needs. The study employed descriptive survey and the System theory was used to guide the study. The sample size contained 54 deputies and 54 principals. Data was collected by use of questionnaires. The data was analysed statistical package for social sciences (SPSS) software to generate frequencies and percentages. The areas that the headteachers deemed very important for deputy headteachers in-service training included maintaining student discipline (86%) effective communication, time management (85.2%), supervision and inspection (79.6), drawing school daily routine, team building(83.3%). These findings indicated that headteachers perceived that their deputy headteachers required in-service training to carry out their administration tasks effectively. The findings further showed that (78.0%) of deputy headteachers had not attended any in-serve course and that they required training in various areas in relation to their administrative tasks. Based on the findings of the study, it was concluded that professional preparation is essential for the deputy headteachers to carry out their administration tasks effectively. Based on the findings, the study recommended that the government through KEMI or KESI should initiate training for deputy headteachers for effective performance of their administrative tasks. It was also recommended that deputy Headteacher should be trained in the areas of basic principles of education management, student personnel and staff personnel. The study further recommended that deputy headteachers should also be trained in the area of financial administration. There while the Ministry of Education should also out up strategies to have deputy headteachers get formal pre-service training so that they can carry their duties effectively. The study suggested that a study on the relationship between training in administrative tasks and students' performance should be conducted. It was also suggested that a study on the training needs of the headteachers in relation to performance of administrative roles should be conducted. An investigation on the attitudes of the teachers and headteachers towards training by KEMI or KESI should be carried out while a study on influence of deputy headteachers' personal characteristics on performance of administrative roles should be conducted.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background of the study

The recent educational literature reveals that great changes are taking place as results of creative innovation and new technologies in the sphere of Education. These changes have led to significant reforms in schools management and organization all over the world. As a result of these reforms school management is becoming complex as curricular demands continue to grow. The parents and government expectation and demand for great school effectiveness are raised (Thondy, Papandoum, et al 2007). This implies that meeting such expectations cannot be achieved unless the school administrators are prepared and developed for school administration. It is thus imperative for school administrators to have adequate and appropriate knowledge, skills and attitudes that could enable them undertake their roles responsibilities effectively that relate to the sound management of their schools.

Hallinger and Snidvongs (2008) states that 'the current focus on school leader preparation reflects the importance societies around the world are placing upon the goal of improving their education systems. The investment of substantial new resource into leadership preparation and development activities, based on their belief that school leaders make a difference in both effectiveness and efficiency of schooling.'

Kowalchuk (1990 ), notes that changing roles and expectation are making the role of school administrators to be very challenging in that, this leadership is constantly

changing with increased expectation, pressure and responsibilities that must be addressed when planning professional development programmes

Neil (1997) stated that in Britain the training of leadership emphasized that the job training was must formative learning experience. Those appointed to leadership must have acquired skills as heads of departments, house teachers, deputies among others. However; deputy principals were the most crucial majority of those appointed to leadership as principals

A survey of over 400 deputy principals in Australia found that the majority of this group perceived a lack of clarity in the role which led to difficulties of role demarcation with principal (Harvey,1994). There was also a view that deputy principal needed a much stronger leadership role than they actually possessed and that role was too reactive with little scope for leading innovation and change.

An American study found that the deputy heads wanted spend more time on curriculum development and instructional supervision and less time on routine tasks. It also highlighted how this in-balance caused dissatisfaction with the administrative practices (Cantwell, 1993).

In a large scale qualitative study of 50 primary school, in UK London. It was found that the deputy heads, felt that their role had expanded greatly during early nineties (Compbell & Neil, 1994). This increase responsibilities led to reduce attention to quality of their own teaching, difficulty keeping up with new development and the feeling that if the headteacher were away for one week they would find it hard to

take over leadership role. They also felt that they had insufficient time to develop financial and management skills they would need if they applied for leadership.

In Japan the in-service training focuses upon legal aspect of the function of the state in educational development. In-service education is compulsory for teachers and its administration is governed by the local public service personnel law. In-service for training programmes for teachers are divided into in-service for new teachers, in-service for experienced teachers and in-service for training deputy principals and principals

In Rwanda the Government's 2009 National Skills Audit also emphasized the need for quality training of educational professionals. Ministry of Education – school management programmes considered appropriate to organize a training programme intended for Deputy Headteachers in charge of discipline. It was piloted in school 2003 – 2007. (Ministry of Education Rwanda, 2010)

The democratic model of leadership highlights the importance of these occupying formal and informal leaderships roles within the school (Muijis & Harris, 2003) from the foregoing statement in reality the effectiveness of key leader depend on teamwork of all the staffs with their respective leaderships roles within the institution, in school situation principal, Deputy principal, head of the departments among others play a great role in leadership improvement of school. Several studies on school leadership relied upon account of principal/headteacher to define effective leadership in action (Rasik & Swanson 2001). Since effectiveness of school depends on several interlinked factors and human resource, this study seeks to explore how



other leadership post like deputy headteacher contributes to effective management of school and the challenges, managerial needs in this group of leadership.

Smith and Dodds (1997) observe that team-working skills are relatively increasing highly in survey aimed at predicting future development needs of managers. Leadership development should be a priority which people development specialist need to tackle. Since, leaders now function through team work, empower rather than control, create environment in which decision can be consulted rather than making decision themselves. This statement indicates the need to develop other leadership roles in an institution an example in school set up can be deputy headteacher, heads of departments among others for effective management of school.

Organizational effectiveness can be achieved when there exists a fit between the organisation and its environment and when there are fits among various organisation components which are task, individual staffs and managerial practices

Okumbe (1998) defines organizational effectiveness as ability of an educational organisation to procure and efficiently use available resources in order to achieve the goals for which it was established. He further notes that effectiveness in organisation is judged by the extent to which organisation achieves its goals, acquires necessary materials and human resources, provides a congenial organisations climate and meets the expectations of the society within which it is established.

In an educational organisation the managers deliberately coordinates the efforts of the staff for the purpose of imparting knowledge, skills and attitudes to students in

order to achieve the predetermine educational objectives or Goals. To coordinate staff the managers needs proper techniques and skills.(Okumbe, 1998)

Hallinger and Heck (1998) observes that leadership has long been established as key factor in school effectiveness and school improvement. In one of the most comprehensive studies of school effectiveness, the involvement of Deputy headteacher was found to be one of the most significant school factors affecting student achievement (Mortimore, Stool & Lewis 1998). However, the research base on deputy headteacher is far from extensive despite the clear implication that leadership at this level can have a positive impact upon school development and student learning outcomes.

Secondary school education and its progress in Kenya has been one of the main concerns of Kenyan Government, since independence. Recommendations like Kenya Educational Commission of 1964 were meant to improve the educational status in country. The Ominde Commission for instance came up with the agitate of efficient training of secondary teachers. This was meant to give education to young Kenyan citizens in order to face challenges of ignorance, poverty and general illiteracy.

Republic of Kenya (2004) currently persons to be appointed as principal must have served as deputy Headteachers for a period of not less than three years over which they are expected to attend in-service course in educational management at KESI (Republic of Kenya, 2004).

In Kenya there are a number of programmes in place for promoting professional development of educations; in Kenya Education Staff Institute (KESI) and Kenya

Institute of Education (KIE). KESI functions include identifying staff educational development needs and providing in-service training to meet those as well as organize and conduct training for personnel involved in administration of education (Ministry of Education, 2005).

Eshiwani (1993) notes that because the improvement of education depends mainly on the improvement of administrators competence, there is need for systematic upgrading, in-service programmes for administrators through long term and short-term courses and upgrading their management skills. Kibe (1994) suggest that, to raise the relevance of quality of education, the master plan on education develop and implement criteria for effective teacher professional progression.

Njoka (2009) highlight that, much attention has been given to in-service training and development of education staff especially the principals. This study seeks to establish the current training need of deputy headteacher to compliment the Headteachers role, hence all round improvement of administrator’s management skills.

The information from D.E .O office provided by District quality assurance officer on KCSE analysis for the last five years is shown below:

**Table 1.1 Bomet district KCSE analysis 2007-2011**

<b>Year</b>	2007	2008	2009	2010	2011
<b>Mean</b>	4.751	4.630	4.888	4.879	4.961

The above table indicates that the district performance is below average yet the district has a lot of potential. The study suggest one of the ways to improve this performance is to have strong deputies, with proper training, since this group of leadership are left to run schools. Most of the time when headteacher are out for conferences and other official meetings, they play crucial role in curriculum implementation and school discipline, which contribute a lot to schools performance, hence the gap for the study to establish the preparedness of deputy headteachers in the district to compliment headteachers role.

Wanzare and Ward (2000) noted that in Kenya schools new Headteachers often faces several problems associated with inadequate induction, undefined professional expectation, ignorance and culture shock from the foregoing statement there is indication that the experience of being a deputy headteacher is not always helpful experience encounter in their role. The absence of targeted professional training and leadership development for deputy Headteachers is considered to be major drawback in preparing for headship.

Several studies have been done focusing on the managerial needs of newly recruited principal / headteacher and administrative challenges that faces principals (Gatah (2007); Waithaka, (2010) and Cheruiyot (2006). These studies found out that both newly recruited and continuing principals are faced with managerial challenges and need to be updated in their skills. The studies indicated that the new recruited principals encounter more challenges. This study thus intends to consider the administrative needs that face deputy's leadership group. These training needs could

help design qualification programmes for headship hence minimizing the immense challenges faced by newly recruited principals in performance of their task.

## **1.2 Statement of the problem**

The complexities in education management and growing curricular, demands that the principals and their deputies teachers need to be well equipped with appropriate knowledge, skills and attitudes in order to play their role effectively. In Bomet County the records from County director education office has plans for headteachers workshops, meetings and annual conferences. These suggest that growing workload resulting from local management of school has contributed to an increase in delegation of more responsibilities to deputy headteachers. Hence the gap of this study is to explore the administrative needs of deputy head teacher who in most cases run the school in the absence of the headteacher. This study assumes that with the effort of two administrators with proper skill can improve the school effective management.

The report of The Task Force on the Re-alignment of Education Sector to the Constitution of Kenya 2010; Towards a Globally Competitive Quality Education for Sustainable Development (2012) spelt out the need to realign education sector with the constitution of 2010 and vision 2030. As a result of these there are education reforms taking place from National level to County level in school management preparation for school leaders, this study intend to identify critical training needs of deputy headteachers in Bomet district who are delegated the responsibility of

running the school when the headteachers are attending conferences and many other administrative errands.

The expanded roles of school administrators calls for distributed leadership where collective agency incorporating the activities of many individuals in school who work mobilizing and guiding other teachers in process of instructional change. (Spillance et al, 2001). This statement clearly notes the deputy head teachers share responsibility for leadership with head teachers. In most cases the deputy headteachers are responsible of maintaining discipline in school. This is challenging especially dealing with students from diverse socio-economic background, who are at the peak of their adolescence stage undergoing identity and confusion crisis. Hence this is a critical role that requires adequate preparation. In spite of the very fundamental role, the deputy leadership plays in a school there is no empirical evidence to show whether deputies in Bomet County faced any challenges in performance of their administrative tasks as a result of inadequate training in school management, thus the need to carry out this study in this area.

### **1.3 Purpose of the study**

The purpose of this study was to determine the influence of deputy Headteachers professional preparation on performance of administrative tasks in public secondary schools in Bomet district, Kenya.

#### **1.4 Research objectives**

The researcher sought to address the following objectives:

- i) To identify the deputy headteachers' critical in-service training needs of the administration task areas.
- ii) To establish the deputy headteachers' training needs in administration as perceived by secondary school headteachers in Bomet district
- iii) To determine the usefulness of deputy headteachers in-service training in administration tasks in Bomet district
- iv) To determine the influence of deputy headteachers' age, gender, academic qualifications and administrative experience on their administration training needs.

#### **1.5 Research questions**

The study was guided by the following research questions;

1. Which training needs do secondary deputy's headteachers consider critical in the administration task areas?
2. What are the deputy 'headteachers' training needs in administration as perceived by secondary school headteachers in Bomet district?
3. To what extent is training in administration useful among deputy headteachers in Bomet district?

4. What is the influence of deputy headteachers' age, gender, academic qualifications and administrative experience on their administration training needs in Bomet district?

### **1.6 Significance of study**

The empirical data obtained from the study may be useful to various institutions and personnel in decision making, policy formulation and implementation in general. The study aimed at providing feedback to Ministry of Education (MOE) on the level of preparedness of deputy Headteachers on school administration and management. The study may provide valuable information on perceived training needs for Deputy Headteachers for Ministry of Education.

### **1.7 Limitations of the study**

The main focus of this study is on deputy headteachers administrative leaderships with the aim of establishing their managerial needs. The targeted respondents were the Headteachers and the deputy Headteachers in public secondary schools in Bomet District. Since the deputy headteachers are assessing themselves there is a tendency that they might overrate themselves. Hence the Headteachers of the respective deputy's school were also be given questionnaires to assess the managerial needs of their deputies, this will minimize some biasness. The literature review specifically done on deputies managerial needs was very limited. But so much has been done about the principals' managerial needs thus this literature will hence be used to relate the managerial needs of this deputy's leadership.



### **1.8 Delimitations of the study**

This refers to the boundary of the study (Orodho, 2004). The study covered public secondary school deputy headteachers, and their principals in Bomet District. The study intends to determine deputies' professional preparation needs on performance of their administrative tasks.

### **1.9 Assumptions of the study**

The study assumed that the deputy headteacher are able to provide reliable information based on knowledge of their deficiencies. It also assumes that, pre-service, in-service and effective induction adds value to any education system. Also assumes that the deputy headteachers would be in a position to identify their training needs to improve their managerial skills.

### **1.10 Definition of operational terms**

**Administration** refers to provision of instruction, acquisition and allocation of resources, coordination of activities and efforts to members of school towards accomplishment of common goals and objectives.

**Administrative task** refers to areas of duties that the deputy headteacher are supposed to carry out in their service delivery.

**Deputy Headteacher's preparedness** refers to the state of being fully equipped with all the leadership knowledge and skills necessary to perform their administrative tasks.

**Influence** refers to effects that training has on individual in terms of delivery of their duties or roles

**In-service** training refers to short training given to those already in the professional with aim of refreshing their skills.

**Performance** refers to the manner one carry's out their task diligently and effectively in terms of delivery.

**Professional preparation** refers to training courses that deputy headteachers need to undertake to equip them with proper skills in relation to their administrative task.

**Public school** refers to the category of school where teachers and the school management are government appointed.

**Training needs** refers to the administrative competence required by Headteachers in order to fit them into their job.

**Training** refers to a planned activity by an organisation in order to increase knowledge, skills or to modify the attitude and social behaviour of members of a school in ways consistent with the job requirement.

### **1.11 Organisation of the study**

The study was organized in five chapters consisting of chapter one is introductory. It has the following section; background to problem, statement of the problem purpose of the study objectives and research questions, significant of the study the assumptions limitation, delimitation and definition of key terms. Chapter two reviews the related literature. Here the researcher exposes what has been studied about the subject and shows the research findings on various topics, related to this study. It has the following subtopics, concept of management development, role of deputy headteacher. The administration tasks namely: student management, end curriculum and instructional management. Theoretical framework and conceptual

framework. Chapter three dealt with research methodology. Chapter four focuses on data analysis, report findings chapter five present conclusion, recommendation and further research topics

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter deals with the literature review related to the research topic. The chapter focuses on the introduction, concept of management and development, educational administration preparation, role of deputy headteacher, student management as an administrative task, curriculum and instruction management and the summary of the literature review. The chapter also presents the theoretical and conceptual framework for the study.

#### **2.2 Concept of management and development**

Armstrong (1991) defines management as an attempt to improve managerial effectiveness through a planned and deliberate learning process. Commonwealth Secretariat (1997) defines education management as a process of designing, developing and affecting educational objectives and resources so as to achieve educational goals.

Commonwealth Secretariat (1997) defines education management as a process of designing, developing and affecting educational objectives and resources so as to achieve the pre-determined educational goals. This definition therefore shows clearly that educational manager is both policy maker and executor.

Oyaya (2002) stressed management is confined to keeping things on going getting routine tasks done inside the parameters set by leadership. Managers do things right whereas leaders do the right things. Leader set the course for organisation while managers make sure the course is followed.

The Presidential Working Party on education and training for next decade and beyond noted that the heads of institution are appointed from serving teacher who had no prior training in institutional management hence this adversely affected effective management of education institution (Republic of Kenya, 2009).

Lodiga & Olembo (1991) advocate for pre-service and continued in serving of staff to enable them acquire knowledge skills and attitude for new roles. The presidential working party on education and training for the next decade and beyond, recommended that role of KESI be expanded and diversified to develop both serving and potential educational managers republic of Kenya (1988) significantly, despite KESI being in existence for over twenty five years, the pre-service phase continues to be neglected Bongonko (1992).

Wekesa (1993) stated that Kenyan government is committed to provide sound and effective management and professional services in Administration and supervision of Education training programmes the development and implementation of various curricular and production of education materials. The management courses offered however are mainly focusing on headteacher provincial education officers. District education officials and very limited opportunities for deputy headteacher accepts the very few workshops or seminars.

Kalai (1998 ) states that, courses offered by KESI had shortcomings some of these are; the courses are not offered to schools before assuming the administrative duties such headteachers are left with no option but to consult their colleague in their neighbouring institution. Consultation of experienced Headteachers stem from the fact that headteacher operate in an environment with similar set of challenges, which make is possible for experienced Headteachers to be of.help to the young school Headteachers hence learnt from mentoring.

There is dissatisfaction with KESI courses by Headteachers that have undergone them due to the fact that those courses are offered as “Crash” – programmes. The two weeks period is too short for content mastery or to be observed. This leaves some critical areas of school administration either uncovered or haphazardly covered. The trainers do not take into account the entry behaviour of school heads about to undergo an in-service training, so that they could build upon their experiences and address their needs specifically. This suggest that KESI courses should cover more content to cater for most areas in school management specially on deputies headteachers and ample time should be allowed to courses to ensure in-depth coverage of the content.

Onya and Mweseli (2008) observe that the approved scheme of service for graduate / approved teachers is in place and the headteacher/deputy’s position is deployment after promotion to various job groups. They however points out that some shortcomings in the apparent appointment and deployment namely

- a) Some teachers are appointed to administrative post without gauging or their ability to perform.

- b) Some teachers are given administrative responsibilities to be in charge of more qualified staff, which has directly or indirectly demotivated or demoralized such qualified teachers.
- c) The gap between the headteacher and their deputies is in some case significantly large for example Chief Principal Job Group R (JGR) with a deputy in Job Group K(JGK) creates apathy in delivery of education services and hence indiscipline.

From the above therefore, the Headteachers/deputy's who are the custodians of institutions programmes offered by Kenya education and staff institute, (KESI) needs in-service training management courses restructuring of leadership hierarchy and systems induction programmes and peer interaction under the aegis of Kenya secondary heads association (K.S.S.H..A) should be built upon.

### **2.3 Educational administration preparation**

Iravo (2002) states that in Belgium, in-service training has been the formal way that is used for training headteachers of both state and private schools. Headteachers were being appointed without pre-service training. However, later on the private school started the pre-service programme. The first year concentrates on administration and finance where as the second year concentrates on administration on pedagogy and didactics.

Bogonko (1992) observes that the means by which most educational managers in developing countries like Kenya are trained, selected, included and inserted are

suitable to the development of effective and efficient school managers. Induction and pre-service training are recognised as improving the productivity of new employees all over the world.

Kitavi (1996) notes that despite the lack of pre-service training in Kenya the educational managers are expected to participate meaningfully in planning implementation of evaluation of education programmes and projects as soon as they assume their new appointments. A report on status of school leaders in Kenya acknowledges lack of managerial curriculum special requirement for set Kenyan educators including principals and deputy principals prior to their appointment for their job (KIE, 1993).

Cole (2002) contends that induction and pre-servicing should be treated as an extension of selection and beginning of continuing of staff development programme. The newly recruited principals are supposed to use managerial skills acquired as deputy heads since there is no pre-service training. Republic of Kenya (2004) currently persons to be appointed as principal must have served as deputy Headteachers for a period of not less than three years over which they are expected to attend in-service course in educational management at KESI (Republic of Kenya 2004).

Koech (1994) asserts that the need of Headteachers vary according to whether the training is intended to provide, new knowledge for example national policies on new curriculum; improved or new skills for example increase awareness of and sensitivity to the needs of others. Koech (1994) gives the headteacher job description as



implementers of the policies and procedures of government, lead provides of interesting, challenging and relevant learning experience, working with school community in creating facilities that will enhance teaching and learning and manages that ensure the supply and effective use of resources.

Blackmore (2004) defines leadership as a personal or organizational issue, a complex and indefinable set of capabilities that allow some individuals to exercise influence over others towards specific objectives. Educational leadership as such is about how individuals work with others within a particular set of conditions and relationship between people, institution and government that shapes daily practices and long term possibilities.

Makotsi (2004) asserts headteachers are people who “walk ahead” and committed to deep changes in themselves and their schools. In addition Headteachers influence other through the credibility, capacity and commitment and they come in many sizes, shapes and positions. It should be emphasized that leadership resides in the functions that the headteachers do while executing their duties. The delivery of education in any country depends on its teachers and as such the quality of improvement of that education hinges on the role played by competent teachers. In view of the competence, moral and enthusiasm of the teacher shave to continue being improved in the ever changing schools internal environment (Kibe, 1994).

To raise the relevance of quality of education, the master plan on education develops and implements criteria for effective teacher professional progression and to raise teacher moral (Republic of Kenya, 1998). The report point out on the need to

improve education managements down to the institutional level. Olivero (1992) posed that principals are more in the need of self renewal than other personal in the school setting because they shoulder most of the responsibilities for education improvement. The varied and multi-faceted nature of principal's duties requires multitude of skills.

Fullan (1991) state that, principal jobs has become more dramatically, more complex, overloaded and unclear. He captures the ambivalence of pervading the principal's role in his depletion of school heads as having opposing pressure to bring about major transformation and maintain stability". This statement indicates that there is delegation of some duties to deputy headteachers since the principal cannot solely performed the work load mention above, hence the need for deputy's headteachers on administrative skills too. This further suggests that growing workload of headteacher results from local management of school has contributed to an increase in delegation of more responsibilities.

Sergiovania (1991) argues that an effective school is one whose students achieve well in basic skills as measured by the achievement test. Lozothern indentify a number of characteristics that define and effective school. These are a productive school culture which involves orderly environment to share and articulate mission, focused achievement problems solving, orientation department's cohesion, collaboration, consensus communication and collegiality." All these characteristic can only be well coordinated by education leader who have sound educational management skills, and this is possible through proper educational training programme for educators.

Mussela & Leithwoods (1991), study of principals of effective schools in Canada contended that effective schools can only results from deliberate efforts to provide opportunities for continued professional growth and self renewal for both principals and teachers. Professional development programmes should be designed to meet the needs of principals who have to cope with ever changing expectation of educational administration (Musella, 1992).

#### **2.4 Role of deputy headteacher**

A deputy headteacher is a professional qualified teacher deployed in a school the principle/headteacher in managing the school besides undertaking normal teaching duties (Republic of Kenya, 1998). The deputies are at the second structural level in the school hierarchical structure and have duties outlined by the Ministry of Education which include organisation and administration of the approved school curriculum, management and maintenance of physical resources, management of educational resources, assisting in the preparation of the school budget and management of school finance, teaching and subjects of specialization offering instructional leadership, while monitoring learning activities and teaching techniques, responsible for the application of discipline. He /she also deputises for headteacher on all matters pertaining to school administration and takes charge of the school in the absence of the headteacher. Adudo (Daily Nation 1997, October 27) noted that apart from the above, the deputies find themselves loaded with more delegated work from the headteacher.

In this study of functions of Deputy – headteacher in Nairobi, Kamau (1986) noted that in some cases most of the deputies are only involved in making routine decisions

about the school with headteacher interfering duties that are within the deputy's zone of operation, in other, cases, their role was clearly a subservient one to the headteacher and task were delegated to them without negotiation. Often in secondary schools, the deputy head focused on discipline issues and data management attendance.

Marshall (1992) similarly points to lack of a "real" leadership role for many deputy headteachers. Various research studies point to the fact that lack of leadership responsibility is a major source of deep dissatisfaction for deputy headteachers. This absence of a 'real' leadership amongst deputy and assistant head is reiterated across many studies (Mertz, 2000). The foregoing statement thus indicates that deputy headteachers had maintenance rather than a developmental function within the school and were not acting, in most cases as leaders within the school.

Reed and Himmler (1985) point out that earlier the secondary deputy principal role largely preoccupied with timetabling and management of student behaviour. Scoggins and Bishop (1993) noted that later in many institutions the deputy headteacher most often are given the responsibility to look after discipline and attendance issues in the school. The role is viewed as being maintenance rather than a developmental or leadership function.

A survey in US that specifically explored job satisfaction among deputy Headteachers found that those who believed they were undertaking leadership responsibilities reported high level of job satisfaction (Scutter, 1996). This indicates that the leadership potential of deputy in many schools is not being fully released.

Their leadership capabilities are not being in the role. This is reinforced by Glanz (1994) when he noted in his study that a group of deputies who had recently been appointed as headteacher felt that their previous role had left them very unprepared for the job because of their lack of leadership experience.

Evidence would suggest that the growing workload of Headteachers in the last decade, particularly resulting from local management of schools has contributed to an increase in delegation of more responsibilities to deputy headteachers. The main consequence of this increase in responsibilities reduces attention to the quality of their own teaching. Harvey & Sheridan (1995), notes that the increase of responsibilities upon deputy headteacher for example planning, policy-making-curriculum management had resulted in less time being available for professional development. However, the influence and involvement of the deputy headteacher in leadership and development activities differs considerably across schools depending on the size, category and leadership style of the headteacher.

### **2.5 Student management as an administrative task**

In most of the literature reviews it reveals that the main role of secondary school deputy headteacher is to maintain discipline in school. Discipline is in real terms the epicenter of success of a school. This is because the effectiveness of all organizational activities depends on the overall organizational degree of discipline. To encourage discipline the education management must first of all chance self discipline among its teachers and support staffs (Okumbe, 2001). While the educational organisation strives to attain self-discipline, there will be always some students who would still required corrective discipline as a result of so many

complicated psychological, moral issues, and modern technology influences challenging student. In such scenarios the disciplinary person should apply appropriate procedures in handling discipline.

It is evidence from literature review that deputy Headteachers are in charge of discipline in many schools, hence the importance of disciplinary role of deputy headteacher as administrator cannot be underscored, needs to be developed exposed to service that will enable them to handle student discipline competently. Effective management of students requires that a comprehensive effort is made by management to ensure that the student activities and operations in a institution are effectively and efficiently administered. This calls for discipline administrators who are properly grounded in the techniques of educational management

Blackmore (2004) contends that if there were no students, there would be no school; there would be no teachers, deputies and headteachers. There is interdependence between students and teachers. We live in a world where values and lifestyles changes constantly, therefore administrators should explore and understand the needs of their students. They should be aware of the physical, mental and moral change in students as they grow into young adults. In relation to deputy principle performance of tasks, deputies should know the students well, records of students should be kept in files, cards and stored in computers, deputies should discuss politics with students and come up with school behaviour code.

## **2.6 Curriculum and instruction management**

According to Onyango (2001) the headteacher should oversee the planning of Curriculum implementation process in terms of timetabling, scheme of work for each subject area, class size and sourcing of curriculum resource. In most cases the headteacher delegate these responsibilities to deputy headteacher especially, time-tabling, checking scheme of works and lesson plan. Onyango (2001) further notes that lack of training adversely affect management of curriculum and maintenance of quality standard of education.

Lezotte (2001) contends that the ingredients of an effective school is having a competent instructional leadership. Lezotte state that strong instructional leader are proactive – seek help in building team leadership and a culture conducive to learning and professional growth. Delegation within the secondary is inevitable since no team leader can possibly do all the necessary work (Bell, 1992). This reveals the need of principal to develop their deputies so that together they can make an effective performance of administrative tasks in their institution.

## **2.7 Gender career progression**

The literature pertaining to deputy head teacher contains little serious consideration of gender within the wider context of school leadership and this has implication for access and promotion to deputy headship. Hall (1996) notes that, the main barrier to the advancement of women into leadership position, is the relative under-representation of women in senior leadership roles in schools.

A survey study in UK found that primary schools 40 per cent of female and 49 per cent of male deputy heads were either active or potential applicant to the headship. In secondary schools the difference was even more pronounced with 17 per cent of female and 38 per cent of male being either active or potential applicants (James and Whiting 1998). This scenario is also reflected in several studies done on school leadership in Kenya. (Gatah (2007); Waithaka, (2010) and Cheruiyot (2006). There is great gender parity. Females are less likely to seek leadership because of cultural beliefs

Coleman (2002) notes a perception of which gender is most suited to leadership has been shown to lead to overt discrimination when applying for management posts. A view that females might be less 'up to the job' has been shown to lead to discriminatory practices. However, he contends that there is no evidence to suggest that there is a gender divide in the approaches to leadership in action. This suggests that effective leadership practice is not gender specific

## **2.8 Summary of literature review**

The literature review presented in the study has emphasis on the role of deputy headteachers as the assistance administrators of schools in relation to their administrative tasks areas. Waithakan (2010) among others found out that many principals are faced with several challenges in performing their administrative task. The studies indicated that newly appointed principals encounter more challenges.

Wanzare and Ward (2000) also noted that in Kenya schools new headteacher often faces several problems associated with inadequate induction, undefined professional



role, poor performance and strikes. This shows that experience of being a deputy headteacher is not always helpful since in the leadership roles lack pre-service and in-service training hence the need of this study.

The literature review showed that the newly appointed principal, which is most case are appointed from deputy headteachers, are faced with difficulties in various managerial tasks they are involved, hence the gap of this study to determine the deputies managerial training needs so as to minimize this challenges as the assume to headteacher's role.

## **2.9 Theoretical framework**

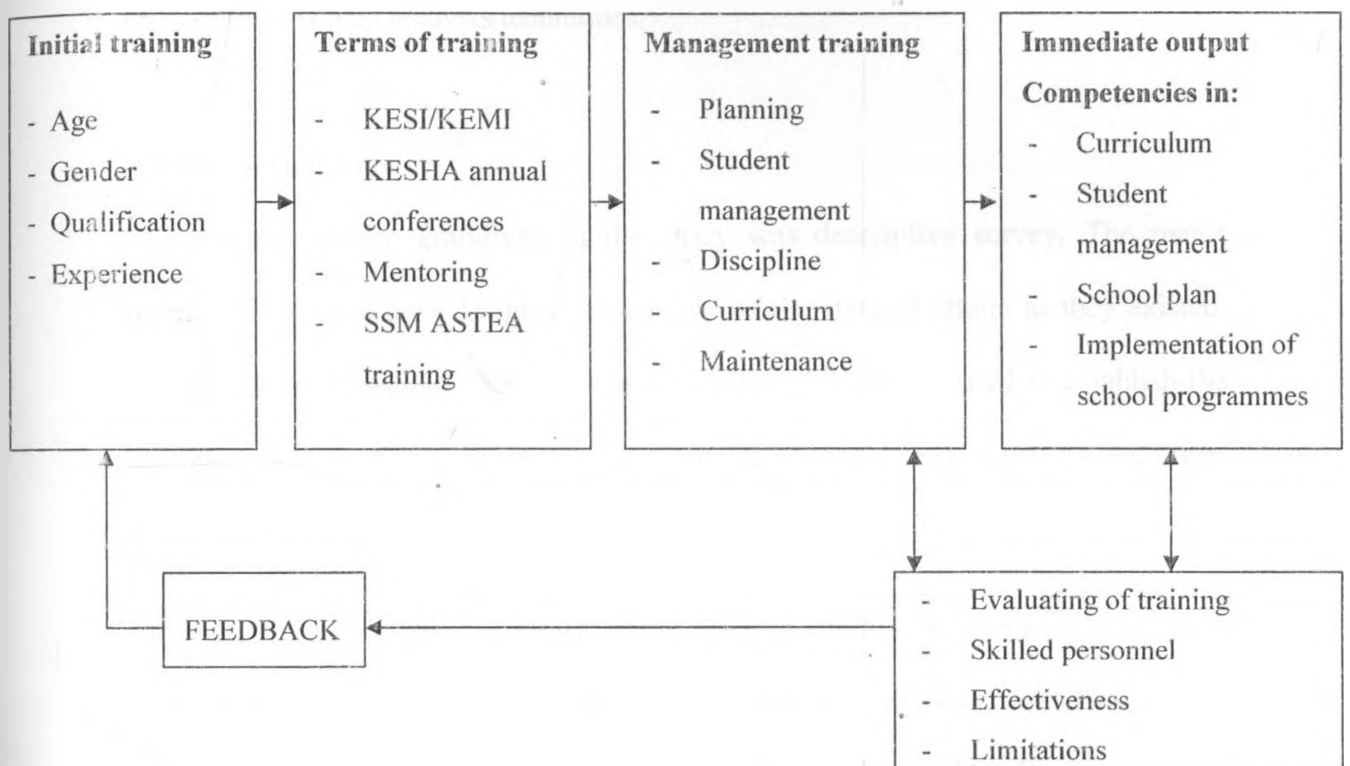
This study is guided by systems theory. It was proposed in 1940's by Ludwing Von Bertalanffy and furthered by Ross Asbby 1968. Van Bertahanffy emphasized that real systems are open to interact with their environment and that can acquire qualitatively new properties through emergence. System theory focuses on the arrangement of all relations between parts which connect them into a whole. Its application include, computing engineering, management and ecology. System analysis, developed independently of system theory, applies system principles to aid a decision-maker with problem of indentifying, reconstructing, optimizing and controlling system, while taking into account multiple objectives, constrains and resources. It aims at to specify possible courses of action with their risks costs and benefits Francis H. Cliff, J (2000).

This theory is applicable in this study since in management or administration of school. It looks at the educational institution system of interrelated parts working

together to achieve common goals. In this study the input will be seen in term of administrators skills, age experience, academic qualification that they bring into system. These will be processed to management training leading to competence in managerial tasks.

## 2.10 Conceptual framework

Figure 2.1 Relationship between the variables in the study.



This conceptual framework start with the in service training skills of deputy headteacher which he/she brings into the school system. The skills are processed through management training focusing on the managerial challenges of the deputy. After going through the process the deputy's are expected to be competent in implementing their managerial tasks. The feedback is received through evaluation of the training received.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter describes the methodology used in this study. It is organized in seven sub topic namely: research design, population and target population, sample and sampling technique, instrument validity, instrument reliability, data collection procedures and data analysis techniques.

#### **3.2 Research design**

The research design employed in the study was descriptive survey. The major purpose of this research design is description of the state of affairs as they existed. According to Mugenda (2008), descriptive survey designs are used to establish the extent of a range of issues such as community education, health, nutrition and crime in communities.

This design establishes the nature of the existing conditions such as present facts and conditions concerning an event, nature of persons, analysis, classification and measurements. Therefore this design is relevant to this study which is educational in nature. Kerlinge (1969) points out that description studies are not only restrictive to fact finding but may often result in formulation of important principles of knowledge and solution problem. It involves measurement, classification analysis comparison and interpretation of data. Descriptive survey is a method of collecting information by interviewing and administering a questionnaire to a sample of individuals Orodho

(2009). The study dealt with variables whose manifestation had already occurred and hence could be manipulated.

### **3.3 Population and target population**

According to Mbwesa (2006) population is the entire group of people, events or things of interest that researcher wishes to investigate. Kombo and Tromp (2006) postulate that, population is a group of individual, objects or items from which samples are taken to measurements. The target population in this research was all the public secondary schools in Bomet district. Records from DEO office indicated that there were 54 public secondary schools in the District and therefore 54 principals and 54 deputy principals. This is drawn from the schools of different categories that is National, Provincial and Districts schools and types of school, boarding boys and girls, day boys and girls mixed board, and mixed day.

### **3.4 Sample and sampling procedures**

Kombo and Tromp (2006) defines a sample as a finite part of the statistical population whose properties are studied to gain information about the whole. In this study, sample is a set of respondents selected from a larger population for the purpose of survey. Sampling is the procedure are researcher uses to gather people, places, or things to study (Kombo & Tromp, 2006).

Borg & Gall (1989) explained that a minimum of 30 thirty respondent's can be used in a qualitative research, but that the larger sample, the more likely the respondents scores on the measured variable will be to the representative of population scores,

considering this researcher, choose to include all the deputy headteachers (54) and principals (54) in public secondary schools in Bomet District as target population. Hence the sample size contained 54 deputies and 54 principals (108) in the public secondary schools in the district. Purposive sampling is used to focus on headteachers and deputy headteachers because they have the needed information.

### **3.5 Instrument validity**

Validity is the degree to which test measures what it purports to measure (Borg & Gall, 1989). It also refers to how well a test measure what is supposed to measure (Kombo & Tromp 2006). For this instrument content will be established content validity is the degree to which sample of test item represents the content that test is designed to measure. Piloting of instruments will be done to determine their validity. The ambiguity was improved through the corrections of the supervisor. The questionnaires for headteachers (5) and deputy headteachers (5) were piloted at five of the respondents schools and the feedback was used to polish up the tools in order to reduce ambiguity and other errors.

### **3.6 Instrument reliability**

According to Kumar (2005) a research instrument is reliable if repeated measurements but if under similar condition give the same results. To test the reliability of instrument, split be half method of reliability will be employed in the study during pilot study. Split method is a method where randomly divide all items that purports to measure the same construct into two sets (Mugenda & Mugenda, 1999) The entire instruments were administered to sample and calculate the total

scores for each randomly divided half. The split half was the correlation between the two totals.

### **3.7 Data collection procedures**

The researcher obtained a permit from the National Council of Science and Technology after the proposal has been approved by the University of Nairobi respective authority. The researcher then made advance visit to select schools, presented the authorization document and with the permission of respective principals, set date for data collection. The researcher administered questionnaires personally.

### **3.8 Data analysis techniques**

When the data was collected, it were sorted and cleaned. Data was coded and organized into themes and used description of behaviour and context in which it occurred. It was then entered into Statistical Package for Social Sciences (SPSS) software to generate the required data namely frequencies and percentages. Descriptive statistics for example of frequencies and percentage were used to summarize the data. Quantitative data used percentages and frequencies integrated both methods well.

## CHAPTER FOUR

### DATA ANALYSIS AND INTERPRETATION

#### 4.1 Introduction

This chapter focuses on data analysis based on the demographic information of the respondents, presentations, interpretation and discussions of findings. The presentations were done based on the research questions.

#### 4.2 Questionnaire Return Rate

Questionnaire return rate is the proportion of the questionnaires that were returned after being admitted to the respondents. The questionnaire return rate is presented in Table 4.1

**Table 4.1 Questionnaire return rate**

Category	Issued		Returned	
	F	%	F	%
Head teachers	54	100	54	100
Deputy headteachers	54	100	50	92.5
<b>Total</b>	<b>108</b>	<b>100</b>	<b>104</b>	<b>89.2</b>

The questionnaire return rate indicated that out of the 54 issues to the headteachers, all of them (100%) were returned. Out of 54 issued to the teachers, 50 (92.5%) were returned. These return rates were deemed adequate for analysis.

### 4.3 Demographic data of respondents

This section presents the demographic data of the respondents in the study. The section presents the demographic information of the headteachers and for the teachers.

#### 4.3.1 Demographic data of the headteachers

One of the demographic variables of the headteachers investigated was the gender. The headteachers were therefore asked to indicate their gender. Their responses indicated that 43 (79.6%) were male while 11 (20.4%) were females. This shows a great disparity in the gender of the headteachers. The data further suggests that the government policy on gender equity where at least 30% of such positions should be women is not adhered to. This suggests that female are less likely to seek for promotion or apply for school leadership position in Bomet County. The headteachers were further asked to indicate their age. The responses are presented in Table 4.2.

**Table 4.2 Distribution of headteachers by age**

Age	F	%
35 - 44 years	23	42.6
44 - 45 years	27	50.0
Over 50 years	4	7.4
<b>Total</b>	<b>54</b>	<b>100.0</b>

Data on the age of the headteachers indicated that 31 (57.45) were aged over 44 years. The data shows that they may have worked at the school for a considerable



number of years and were thus able to provide information on professional preparation and administrative task performance. They were also asked to indicate their marital status where data showed that all of them were married.

The researcher sought to establish the headteachers professional qualifications. Their responses are presented in Table 4.3.

**Table 4.3 Distribution of headteachers by professional qualifications**

<b>Professional qualifications</b>	<b>F</b>	<b>%</b>
Diploma	5	9.3
B.Ed	38	70.4
Approved teacher status	2	3.7
B.A/s SC. WITH P.GDT	5	9.3
M.Ed	4	7.4
<b>Total</b>	<b>54</b>	<b>100.0</b>

Data on the professional qualifications of the headteachers indicated that majority 38 (70.45%) had a bachelor of education degree. The data shows majority of the teachers had the minimum qualifications required for teaching at secondary school. These headteachers are therefore in a position to provide information pertaining the influence of professional preparation on administrative task performance. The researcher was further interested in establishing the duration that the headteachers had served as school heads.

The data is presented in Table 4.4.

**Table 4.4 Duration as headteachers**

<b>Duration as deputy</b>	<b>F</b>	<b>%</b>
Less than 1 year	4	7.4
1 – 5 years	36	66.8
6 -10 years	7	13.0
11 – 15 years	6	11.1
12 years	1	1.9
<b>Total</b>	<b>54</b>	<b>100.0</b>

Data indicated that majority 36 (66.8%) of the headteachers had been deputies for between 1 and 5 years while a considerable number of them having been in the position for longer time: The duration that they had been headteachers is adequate to provide information on the influence of professional preparation on administrative task performance. They were asked to indicate the position they held prior to becoming headteachers. The data is presented in Table 4.5 .

**Table 4.5 Position held prior to becoming school head**

<b>Position prior to headship</b>	<b>F</b>	<b>%</b>
Senior master	8	14.8
Games master	6	11.1
H.O.D	2	3.7
Boarding master	7	13.0
Class teacher	1	1.9
Deputy head teacher	30	55.6
<b>Total</b>	<b>54</b>	<b>100.0</b>

Data indicated that the headteachers had held various positions prior to becoming headteachers. These were positions such as senior master, games master, HOD boarding masters while majority 30 (55.6%) had been deputy headteachers. The data implies that the respondents had a wide experience in different positions and hence able to provide information of the professional preparation and its influence on administrative tasks.

The researcher further sought to establish the category of the schools that headteachers headed. The data is presented in Table 4.6.

**Table 4.6 Category of school**

<b>School category</b>	<b>F</b>	<b>%</b>
Boarding boys	13	24.1
Boarding girls	5	9.3
Boys day	1	1.9
Mixed boarding	6	11.1
Mixed day	29	53.7
<b>Total</b>	<b>54</b>	<b>100.0</b>

Data shows that the headteachers drawn from different categories of schools. The variety of the schools that the headteachers were drawn indicates that the different views on the professional preparation and its influence of administrative tasks would be sought. Asked to indicate the gender of their deputies, 43 (79.6%) indicated that they were males while 11 (20.45) were females. The data further indicate high gender inequality in the appointment of headteachers and deputy headteachers.

#### **4.3.2 Demographic data of the deputy headteachers**

To establish the gender of the deputy headteachers, they were asked to indicate their gender. Data showed that 44 (88%) were males while 6 (12.0%) were females. The data shows that most of the schools were not only headed by male headteachers but also had male deputies. They were also asked to indicate their age. The data is presented in Table 4.7.

**Table 4.7 Distribution of deputy headteachers by age**

<b>Age</b>	<b>F</b>	<b>%</b>
Less than 25 years	2	4.0
26 - 34 years	11	22.0
35 - 44 years	32	64.0
44 - 45 years	5	10.0
<b>Total</b>	<b>50</b>	<b>100.0</b>

Data on the age of the age of the deputy head teachers indicated that majority were relatively old as indicated by 32 (64%) who were aged between 35 and 44 years and 5 who were above 44 years. The data shows that the deputy heads were advance in age. Data on their marital status indicated that all of them were married. Asked to indicate their professional qualifications, they responded as shown in Table 4.8.

**Table 4.8 Distribution of teachers by professional qualifications**

<b>Professional qualifications</b>	<b>F</b>	<b>%</b>
Diploma	4	8.0
B.ED	34	68.0
Approved teacher status	3	6.0
B.A/s SC. with PGDE	4	8.0
M.Ed	5	10.0
<b>Total</b>	<b>50</b>	<b>100.0</b>

Data on the deputy headteachers indicated that majority 34 (68%) had a Bachelor of Education degree. This finding indicates that these teachers are able to provide information on how professional preparation influenced administrative task performance. They were further asked to indicate their teaching experience. Their responses are presented in Table 4.9.

**Table 4.9 Distribution of teachers by teaching experience**

<b>Teaching experience</b>	<b>%</b>	<b>%</b>
6 – 10 years	20	40.0
11 – 15 years	22	44.0
21 – 25 years	8	16.0
<b>Total</b>	<b>50</b>	<b>100.0</b>

Data on the teaching experience of teachers indicated that all of them had taught for more than 6 years. This is adequate time for them to have gained experience on how professional preparation affects performance of administrative tasks. The teachers were also asked to indicate the duration they had been deputy headteachers. Their responses are presented in Table 4.10.

**Table 4.10 Distribution of deputy headteachers per duration as deputies**

<b>Duration</b>	<b>F</b>	<b>%</b>
Less than 1 year	35	70.0
1 – 5 years	3	6.0
1 year	3	6.0
6 – 10 years	9	18.0
<b>Total</b>	<b>50</b>	<b>100.0</b>

Data indicated that majority 35 (70%) had been deputy heads for less than 1 year. The duration that they had been deputies indicate that they may have some form of experience on how professional qualifications impacts on performance of administrative tasks.

#### **4.4 Influence of deputy headteachers' professional preparation on performance of their administrative tasks**

The study sought to establish the influence of deputy headteachers' professional preparation on performance of their administrative tasks. This section presents the perception of secondary headteacher concerning the training needs of the deputy headteachers in relation to their administration tasks, areas of training that deputy headteachers perceived as important in relation to their administration tasks, the perception of deputy headteacher on usefulness of their training needs in relation to their administration tasks and also the perception of deputy headteacher concerning their training needs in relation to their administration tasks.

#### 4.4.1 Influence of professional preparation on deputy headteachers

##### performance of administration tasks

To establish the perception of secondary school headteachers concerning their training needs of their deputy headteachers in relation to administrative tasks, the headteachers were asked to indicate areas that their deputy heads required training to enable them perform your administrative duties effectively. Their responses are presented in Table 4.11.

**Table 4.11 Training needs in relation to student personnel management**

Area	Very important		Important		Not important	
	F	%	F	%	F	%
Maintaining students discipline	36	66.7	18	33.3	0	00.0
Students appraisal	33	61.1	19	35.2	2	3.7
Keeping students records	35	64.8	16	29.6	3	5.6
Evaluation and administration	36	66.7	18	33.3	0	00.0
Guidance and counseling	41	75.9	8	14.8	5	9.3
Provision of medical services	18	33.3	18	33.3	18	33.3
Students spiritual, clubs	25	46.3	20	37.0	9	16.7
Games and sports	30	55.6	18	33.3	6	11.1

Data on headteachers perception towards the training needs in relation to performance of personnel management indicated that 33 (61.1%) deemed students' appraisal as very important and 19 (35.2%) as important. Keeping students records was also deemed as very important by 35 (64.8%) and as important by 16 (29.6%). Other areas deemed as very important included guidance and counselling, students'



spiritual welfare and games and sports. The data shows that most headteachers deem as important several areas of personnel management. This perception is informed based on the years the headteachers have worked with their deputies.

The headteachers were also asked to indicate the areas that they perceived need training in the area of curriculum for their deputies. Their responses are presented in Table 4.12.

**Table 4.12 Training needs in relation to general administration**

Area	Very important		Important		Not important	
	F	%	F	%	F	%
Time management	46	85.2	7	13.0	1	1.9
Effective communication	41	75.9	12	22.2	1	1.9
Setting performance standard and evaluation	41	75.9	13	24.1	0	00.0
Utilization of available resource	45	83.3	8	14.8	1	1.9
Conflict management	40	74.1	13	24.1	1	1.9
Teaching learning process and programmes	32	59.3	19	35.2	3	5.6
Staff appraisal	39	72.2	15	27.8	0	00.0

Data indicated that majority of the headteachers recommends that training in the area of general administration is very important for their deputies. For example, 46 (85.2%) indicated that their required training in time management as very important, 41 (75.9%) deemed training in effective communication, setting performance standards as indicated by 41 (75.9%), training in utilization of available resources as

importance as shown by 45 (83.3%), training conflict management as shown by 40 (74.1%) and also in teaching learning resources and programmes and staff appraisal as indicated by 32 (59.3%) and 39 (72.2%) respectively. These findings show that deputy headteachers perceived training in general administration as very important.

The headteachers were further asked to indicate their perception of the importance of training in curriculum and instruction management. Their responses are presented in Table 4.13.

**Table 4.13 Training in relation to curriculum and instruction management**

Area	Very important		Important		Not important	
	F	%	F	%	F	%
	Time tabling	41	75.9	11	20.4	2
Supervision and inspection	43	79.6	10	18.5	1	1.9
Drawing schools daily routine	41	75.9	11	20.4	2	3.7
setting instructional objectives	30	55.6	21	38.9	3	5.6
Compliance of daily routine	42	77.8	9	16.7	3	5.6
Team building	45	83.3	8	14.8	1	1.9
Evaluation and administration	38	70.4	15	27.8	1	1.9

Data indicated that majority of the deputy headteachers indicated as very important various aspects of curriculum and instruction management for example, majority felt that training in time tabling was very important as shown by 41 (75.9%), supervision as inspection as indicated so by 43 (79.6%), drawing school daily routine as

indicated by 41 (75.6%). Other areas that were equally perceived by deputy headteachers as important were compliance to daily routine as indicated by 42 (77.8%), team building as indicated by 45 (83.3%) and evaluation and administration as indicated by 38 (70.4%). The data shows that deputy headteachers perceived training in curriculum and instruction management.

#### 4.4.2 Deputy headteachers training needs in administration as perceived by the headteachers

The deputy headteachers were also asked to indicate the areas that they deemed they required training. The data from the headteachers responses are presented in Table 4.14.

**Table 4.14 Deputy headteachers' responses on areas they required training in the area of staff personnel**

Area	Very important		Important		Not important	
	F	%	F	%	F	%
	Maintaining students discipline	43	86.0	5	10.0	2
Students appraisal	26	52.0	19	38.0	5	10.0
Keeping students records	36	72.0	7	14.0	7	14.0
Evaluation and administration	38	76.0	7	14.0	5	10.0
Guidance and counseling	34	68.0	13	26.0	3	6.0
Provision of medical services	16	32.0	27	54.0	7	14.0
Students spiritual, clubs	17	34.0	21	42.0	12	24.0
Games and sports	18	36.0	29	58.0	3	6.0

Data on the areas that the deputy headteachers rated training as very important indicated that majority 43 (86.0%) rated training in maintenance of students

discipline as very important, 36 (72.0%) rated training in students appraisal as very important, the same number rated training in keeping students records evaluation and administration as very important as indicated by 38 (76%), guidance and counselling was rated as very important by 34 (68%) while a relatively few indicated that they required training in provision of medical services, students' spiritual welfare and in games and sports as very important.

The data shows that the areas that deputy heads required training were majorly in maintenance of students discipline evaluation and administration and keeping students' records which were rated by the highest percentage. The deputy heads were further asked to indicate their perception on the areas that they required training in general administration. Their responses are presented in Table 4.15.

**Table 4.15 Deputy headteachers perceptions on areas that they required training in general administration**

Area	Very important		Important		Not important	
	F	%	F	%	F	%
	Time management	36	72.0	12	24.0	2
Effective communication	39	78.0	7	14.0	4	8.0
Setting performance standard and evaluation	37	74.0	11	22.0	2	4.0
Strategic planning and service delivery	41	82.0	3	6.0	6	12.0
Utilization of available resource	44	88.8	4	8.0	2	4.0
Conflict management	42	84.0	6	12.0	2	4.0
Teaching learning process and programmes	42	84.0	8	16.0		
Staff appraisal	28	56.0	20	40.0	2	4.0

Data indicated that majority of the deputy heads noted training in time management as very important as indicated by 36 (72%), effective communication was rated as very important as indicated by 39 (78.0%), setting performance standard and evaluation were noted as very important as indicated by 37 (74%), strategic planning and service delivery as indicated by 82.0%), utilization of available resource was rated as very important training as noted by 44 (88.0%), training in conflict management was noted as very important by 42 (84.0%) and teaching learning process and programmes as indicated by 42 (84.0%). The data shows that deputy headteachers required training in all the areas listed.

The deputy heads were further asked to indicate their perception on the areas that they required training in curriculum and instruction. Their responses are presented in Table 4.16.

**Table 4.16 Deputy headteachers' responses on importance of training in curriculum and instruction**

Area of training	Very important		Important		Not important	
	F	%	F	%	F	%
Time tabling	42	84.0	6	12.0	2	4.0
Supervision and inspection	34	68.0	12	24.0	4	8.0
Drawing schools daily routine	34	68.0	12	24.0	4	8.0
setting instructional objectives	25	50.0	23	46.0	2	4.0
Compliance of daily routine	23	46.0	18	36.0	9	18.0
Team building	28	56.0	15	30.0	7	14.0
Evaluation and administration	37	74.0	8	16.0	5	10.0

Data indicated that majority of the headteachers rated as very important training in time tabling (84.0%), supervision and inspection (68.0%), drawing school daily routine (68.0%) and evaluation and administration as rated very important by 37 (74.0%). Other training areas that they rated as very important included setting instructional objectives (50%), compliance to daily routine, team building (56.0%) and evaluation and administration.

#### 4.4.3 Perceptions of deputy headteacher on usefulness of their training needs in relation to their administration tasks

The study also sought to establish the deputy headteachers perceptions on the usefulness of training in different areas. The data is presented in Table 4.17.

**Table 4.17 Deputy headteachers responses on usefulness of training**

Area of training	Extremely useful		Very useful		Moderately useful		Not useful	
	F	%	F	%	F	%	F	%
Preparing schedule of staff meeting and student meeting	18	36.0	21	42.0	6	12.0	5	10.0
Acquisition of relevant teaching and learning materials	25	50.0	20	40.0	5	10.0	0	00.0
Setting students targets	17	34.0	22	44.0	11	22.0	0	00.0
Ensuring standard evaluation methods and administration of test	26	52.0	21	42.0	3	6.0	0	00.0
Maintaining discipline in school	17	34.0	28	56.0	5	10.0	0	00.0
Time management punctuality for both teachers and students	24	48.0	22	44.0	4	8.0	0	00.0
Motivation of staff and students	31	62.0	19	38.0	0	00.0	0	00.0

Data from the deputy headteachers on the usefulness of training indicated that minority 18 (36%) rated preparing schedule of staff meeting and student meeting as extremely useful while 21 (42.0%) rated as very useful. Acquisition of relevant teaching and learning materials was rated as extremely useful by 25 (50%) while 20 (40%) rated it as very useful. Setting students targets was rated as extremely useful by 17 (34%) while 22 (44%) rated it as very useful. Ensuring standard evaluation methods and administration of test was rated as extremely useful by 26 (52%) and very useful by 21 (42%). Other areas that the deputy heads rated as very useful when trained on included maintaining school discipline which was rated as extremely useful by 17 (34%) and 28 (56%) rating it as very useful. Time management was rated as extremely useful by 24 (48%) while motivation of staff and teachers were rated as extremely useful by 31 (62.0%).

The deputy headteachers were also asked to indicate whether they had attended in-service in various areas. The data is presented in Table 4.18.

**Table 4.18 Areas that deputy headteachers had attended training**

Area of training	Yes		No	
	F	%	F	%
Basic principles of education management	11	22	39	78.0
Student personnel	25	50.0	25	50.0
Staff personnel	14	28.0	36	72.0
Curriculum and instruction	26	52.0	24	48.0
Finance management	17	34.0	33	66.0

Data indicated that majority of the deputy headteachers had not attended training in Basic principles of education management as shown by 39 (78%), half the deputy heads had attended training in student personnel while majority 36 (72.0%) had not attended training in staff personnel. Just above half the deputy heads 26 (52%) had attended training in curriculum and instruction while majority 33 (66%) had not attended training in finance management. The deputy heads were also asked to indicate how often they got time off to attend professional courses and programmes, their responses indicated that 6 (12.0%) all the time, 29(58.0%) sometimes while 15 (30% did not get time at all.

The deputy heads were also asked to rate some ways that they thought contributed to making them effective teachers. The data is presented in Table 4.19.

**Table 4.19 Ways deemed to make teachers effective**

Contributing factor	Very important		Important	
	F	%	F	%
Experience as a head of department	49	98.0	1	2.0
Experience as a class teacher	36	72.0	14	28.0
Formal - pre service training	32	64.0	18	36.0
Having a mentor	33	66.0	17	34.0
Sharing ideas and experience with other deputies	38	76.0	12	24.0



Data indicated that experience as a head of department was rated as very important by 49 (98%) in making them effective teachers. Experience as a class teacher was rated by 36 (72.0%), formal - pre service training was rated by 32 (64.0%) as very important, having a mentor was rated as very important by 33 (66%) while sharing ideas and experience with other deputies was rated by 38 (76%) as very important in making teachers effective.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter presents the summary of the findings, conclusion, recommendations and suggestions for further research.

#### 5.2 Summary of the study

The purpose of this study was to determine the influence of deputy Headteachers professional preparation on performance of administrative tasks in public secondary schools in Bomet district, Kenya. Four research questions were formulated to guide the study. The research sought to; To determine the influence of professional preparation on headteachers performance of their administration tasks in secondary schools; establish the deputy headteachers' training needs in administration of as perceived by secondary school headteachers in Bomet district; determine the perception of deputy headteacher on usefulness of their training needs in relation to their administration tasks and lastly determine the influence of deputy headteachers age, gender, academic qualifications and administrative experience on their administration training needs. The research design employed in the study was descriptive survey. The sample size contained 54 deputies and 54 principals. Data was collected by use of questionnaires.

Findings indicated that headteachers perceived that their deputy headteachers required training to carry out their administration tasks effectively. For example,

33 (61.1%) of the headteachers indicated that their headteachers required training in relation to student personnel management. They also indicated that the deputy heads specifically required training on record keeping as indicated by 46 (85.2%). Majority 41 (75.9%) further indicated that their deputy heads required training on further indicated that the deputy heads required training in effective communication and setting performance standards as indicated by 41 (75.9%). Training in utilization of available resources was regarded as important by 45 (83.3%) of the headteachers while 39 (72.2%) indicated that the deputy heads required training staff appraisal.

According to the headteachers responses, the deputy headteachers required training on the area of curriculum and instruction management. For example 41 (75.9%) deemed training in time tabling as important for the deputy heads, supervision as inspection as indicated so by 43 (79.6%), drawing school daily routine as indicated by 41 (75.6%). Other areas that were equally perceived by the headteachers as important were compliance to daily routine as indicated by 42 (77.8%), team building as indicated by 45 (83.3%) and evaluation and administration as indicated by 38 (70.4%). Findings also indicated that the deputy headteachers indicated that they required training in various areas in relation to their administrative tasks. For example, in the area of staff personnel, majority 43 (86.0%) deputy headteachers indicated that their required training on maintenance of students discipline, 36 (72.0%) rated training in students appraisal and keeping

students records as very important, 38 (76%) in evaluation and administration and guidance and counselling as rated by 34 (68%).

Findings further indicated that they required training in general administration. These areas included time management as indicated by 36 (72%), effective communication as indicated by 39 (78.0%), setting performance standard and evaluation as indicated by 37 (74%), strategic planning and service delivery as indicated by 82.0%), utilization of available resource as noted by 44 (88.0%) and in training in conflict management as indicated by 42 (84.0%). Findings also indicated that deputy heads required training in the area of curriculum and instruction. The specific aspects that they required training were time tabling as indicated by (84.0%), supervision and inspection as noted by(68.0%), drawing school daily routine as indicated by (68.0%) and evaluation and administration as rated very important by 37 (74.0%).

### **5.3 Conclusions**

Based on the findings of the study, it was concluded that headteachers perceived that their deputy headteachers required training to carry out their administration tasks effectively. The areas that the headteachers deemed important for deputy headteachers training included training in student personnel management. Specifically the headteachers indicated that their deputy heads required training record keeping, effective communication, setting performance standards, and utilization of available resources and in staff appraisal. In the area of curriculum

and instruction, the headteachers suggested that the deputy heads required training on time tabling, supervision and inspection, drawing school daily routine, team building and evaluation and administration. Findings further indicated that the deputy heads indicated that they required training staff personnel. Specifically, they required training on maintenance of students' discipline, students' appraisal and in keeping students records.

The study further concluded that deputy headteachers indicated that they required training in general administration. Specifically, they needed training in time management, effective communication, setting performance standard and evaluation, strategic planning and service delivery, utilization of available resource and in training in conflict management. The study further concluded that deputy heads required training in the area of curriculum and instruction. The specific aspects that they required training were time tabling, supervision and inspection, drawing school daily routine and on evaluation and administration.

The study also concluded that the deputy headteacher rated the usefulness of their training needs in relation to their administration tasks. For example they rated preparing schedule of staff meeting and student meeting as extremely useful, acquisition of relevant teaching and learning materials was rated as extremely useful, setting students targets was rated as extremely useful, while ensuring standard evaluation methods and administration of test was rated as extremely useful.

#### **5.4 Recommendations**

Based on the findings, the following were the recommendations:

- i. The government through KEMI should focus in-service training for deputy headteachers for effective performance of their administrative tasks.
- ii. The in-service training should specifically focus on personnel management especially in provision of medical services.
- iii. Deputy Headteacher should also be trained in the areas of basic principles of education management, student personnel and staff personnel.
- iv. Deputy Headteachers should also be trained in the area of financial administration.
- v. The Ministry of Education should also out up strategies to have deputy headteachers get formal pre-service training so that they can carry their duties effectively.

#### **5.5 Suggestions for further research**

Taking the limitations and delimitations of the study the following were the areas suggested for further research.

- i. A study on the relationship between headteachers' training in administrative tasks and students' performance.
- ii. A study on the training needs of the headteachers in relation to effectiveness in performance of administrative roles

- iii. A study on evaluation of the attitudes of the teachers and headteachers towards training by KEMI
- iv. A study on influence of deputy headteachers' performance of administrative roles on students academic performance.

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**APPENDICES**  
**APPENDIX I: LETTER OF INTRODUCTION**

Sr. Mary Gabriel Cherotich  
University of Nairobi  
Department of Educational  
Administration and Planning  
P.O. Box 92  
Kikuyu

Principals /Deputy Headteachers

Dear Sir/Madam,

**RE: STUDY ON INFLUENCE OF DEPUTY HEADTEACHERS'  
PROFESSIONAL PREPARATION ON PERFORMANCE OF  
ADMINISTRATIVE TASKS IN SECONDARY SCHOOLS  
BOMET DISTRICT**

I am a postgraduate student at the University Nairobi pursuing a Master of Education degree in the department of Educational Administration and Planning. I am requesting for information that will facilitate the study. The information you give will be used for this study only and will be treated with utmost confidentiality. Please do not write your name or name of the school.

Thank you in advance for your co-operation.

Yours faithfully,

Sr. Mary Gabriel Cherotich

**APPENDIX II**  
**QUESTIONNAIRE FOR HEADTEACHERS**

**Section 1: Demographic Information**

1. What is your Gender                      Male [  ]      Female [  ]
  
2. In which age category do you belong?  
Less than 25      [  ]      26-34 [  ]      35-44 [  ]      44-50 [  ]      Over 50 [  ]
  
3. Please indicate your marital status  
Single [  ]                      Married [  ]
  
4. What are your professional qualification?  
Diploma [  ]      B.Ed [  ]                      Approved Teacher status [  ]  
B.A/s Sc. With P. GDT [  ]      M.Ed [  ]      P.hD [  ]      Others [  ]
  
5. What is your present grade/ job group?  
Chief principal [  ]      Senior principal [  ]      principal graduate JGP [  ]  
principal graduate JGN [  ]      Senior graduate JGM [  ]      graduate teacher JGL [  ]
  
6. For how long have you worked with your deputy headteacher \_\_\_\_\_(years)
  
7. What position were you holding prior to headteacher?  
Senior master [  ]      Games master [  ]      H.O.D [  ]      Boarding master [  ]  
Class teacher [  ]      others \_\_\_\_\_

## SCHOOL INFORMATION

8. Please indicate category of your school

Boarding Boys [ ]      Boarding girls [ ]      Boys day [ ]

Mixed boarding [ ]      mixed day [ ]      Girls day [ ]

9. What is the gender of your deputy headteacher?

Male [ ]      Female [ ]

## II. ADMINISTRATIVE TASKS

In this section put a tick ( ✓ ) in one of the three options given as 3 2 1 to indicate the areas that your deputy needs managerial training.

3 – Very important    2 -Important    1 -Not important

		3	2	1
<b>10</b>	<b>General administration</b>			
a	Time management			
b	Effective communication			
c	Setting performance standard and evaluation			
d	Strategic planning and service delivery			
e	Utilization of available resource			
f	Conflict management			
g	Teaching learning process and programmes			
h	Staff appraisal			



		3	2	1
<b>11</b>	<b>Student personnel management</b>			
a	Maintaining students discipline			
b	Students appraisal			
c	Keeping student records			
d	Evaluation and administration			
e	Guidance and counseling			
f	Provision of medical services			
g	Students spiritual, clubs			
h	Games and sports			
<b>12</b>	<b>Curriculum and instructional management</b>			
a	Time tabling			
b	Supervision and inspection			
c	Drawing schools daily-routine			
d	Setting instructional objectives			
e	Compliance of daily routine			
f	Team building			
g	Evaluation and administration			

### APPENDIX III

#### QUESTIONNAIRE FOR DEPUTY HEADTEACHERS

##### Section 1: Demographic Information

1. What is your Gender                      Male [ ]              Female [ ]
2. In which age category do you belong?  
Less than 25 [ ] 26-34 [ ]      35-44 [ ]      44-50 [ ] Over 50 [ ]
3. Please indicate your marital status  
Single [ ]              Married [ ]
4. What are your professional qualification?  
Diploma [ ]              B.Ed [ ]              Approved Teacher status [ ]  
B.A/s Sc. With P. GDT [ ]      M.Ed [ ]      P.hD [ ]      Others [ ]
5. What is your present grade/ job group?  
Job group [ ]              Job group [ ]              job group [ ]  
Graduate teacher [ ]      Senior graduate teacher [ ]
6. a) What is your teaching experience \_\_\_\_\_(years)  
b) For how long have you worked as deputy headteacher \_\_\_\_\_(years)  
c) Were you oriented in school immediately you were appointed deputy?  
Yes [ ]      No[ ]      If yes who did so? \_\_\_\_\_
7. What position were you holding prior to deputy headteacher?  
Senior master [ ] Games master [ ] H.O.D [ ] Boarding master [ ]  
Class teacher [ ] others \_\_\_\_\_

## SCHOOL INFORMATION

8. Please indicate category of your school

Boarding Boys [ ]      Boarding girls [ ]      Boys day [ ]  
 Mixed boarding [ ]      mixed day [ ]      Girls day [ ]

9. What is the gender of your headteacher?

Male [ ]      Female [ ]

10. How long have you worked with the present  
 Headteacher? \_\_\_\_\_ years

11. How many schools have you worked as deputy headteacher?  
 \_\_\_\_\_

## II. ADMINISTRATIVE TASKS

In this section put a tick ( ✓ ) in one of the three options given as 3 2 1 to indicate administrative areas you perceive you need training to enable you perform your administrative duties effectively

3 – very important      2 -Important      1 -Not important

		3	2	1
<b>12</b>	<b>Student personnel management</b>			
i	Maintaining students discipline			
ii	Students appraisal			
iii	Keeping student records			
iv	Evaluation and administration			
v	Guidance and counseling			

		3	2	1
vi	Provision of medical services			
vii	Students spiritual, clubs			
vii	Games and sports			
<b>13</b>	<b>General administration</b>			
i	Time management			
ii	Effective communication			
iii	Setting performance standard and evaluation			
iv	Strategic planning and service delivery			
v	Utilization of available resource			
vii	Conflict management			
vii	Teaching learning process and programmes			
ix	Staff appraisal			
<b>14</b>	<b>Curriculum and instructional management</b>			
i	Time tabling			
ii	Supervision and inspection			
iii	Drawing schools daily routine			
iv	Setting instructional objectives			
V	Compliance of daily routine			
Vii	Team building			
Vii	Evaluation and administration			

## TRAINING NEEDS

15. a) What is your opinion concerning your training on the following areas.

	Extremely useful	Very useful	Moderately useful	Not useful
i) Preparing of schedules, time tables				
ii) Assigning roles responsibilities and duties				
iii) Communicating regularly and effectively				
iv) Preparing schedule of student meeting				
v) Inducting of new staff and students				
vi) Supervision of scheme of work and syllabus				
vii) Problem solving strategies				
vii) Setting student targets				
vii) Maintaining discipline in school				
ix) Ensuring standard evaluation methods and administration of test				
x) Motivation of staff and students				
xi) Time management punctuality for both teachers and students				
xii) Acquisition of relevant teaching and learning material				

b) Have you attended any in-service training as school Deputy headteacher in the skills given below.

i) Basic principles of education management      Yes [ ]      No [ ]

ii) Human management

• Student personnel      Yes [ ]      No [ ]

• Staff personnel      Yes [ ]      No [ ]

iii) Curriculum and instruction      Yes [ ]      No [ ]

iv) Finance management      Yes [ ]      No [ ]

16 How often do you get time off to attend professional courses and programmes (conferences, seminars and workshops). Tick what is applicable to you

All the time [ ]      Some time [ ]      No time at all [ ]

17. Using the three point scale given below rate the following by putting a tick in terms of their contribution to being effective deputy headteacher.

	Very important	Important	Not important
i) Experience as a head of department			
ii) Experience as class teacher			
iii) Formal – pre-service training			
iv) Having a mentor			
v) Sharing ideas and experience with other deputies			

## APPENDIX IV

### RESEARCH AUTHORIZATION

REPUBLIC OF KENYA



### NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349  
254-020-310971, 2213128, 2219420  
Fax: 254-020-818245, 318240  
When replying please quote  
secretary@ncst.go.ke

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

**NCST/RCD/14/012/927**

**6th July 2012**

Our Ref:

Date:

**Cherotich Mary Gabriel**  
University of Nairobi  
P.O. Box 30197  
Nairobi

#### **RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on *“Influence of deputy headteachers’ professional preparation on performance of their administrative tasks in secondary schools, Bomet District, Kenya”* I am pleased to inform you that you have been authorized to undertake research in **Bomet District** for a period ending **31st August 2012**.

You are advised to report to the **District Commissioner and the District Education Officer, Bomet 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.

A handwritten signature in black ink, appearing to read 'M. K. Rugutt'.

**DR. M. K. RUGUTT, PhD, HSC.**  
**DEPUTY COUNCIL SECRETARY**

Copy to:  
District Commissioner  
District Education Officer .  
Bomet District

APPENDIX IV

RESEARCH PERMIT

PAGE 2

THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Mrs./Miss/Institution  
Cherotich Mary Gabriel  
of (Address) University of Nairobi  
P.O.Box 30197-00100, Nairobi,  
has been permitted to conduct research in

Location  
Bomet  
District  
Rift Valley  
Province

on the topic: Influence of deputy head teachers  
professional preparation on performance of  
administrative task in secondary schools,  
Bomet District, Kenya.

for a period ending: 31<sup>st</sup> August, 2012.

PAGE 3

Research Permit No. NCST/RCD/14/012/927  
Date of issue: 6<sup>th</sup> July, 2012  
KSH. 1,000



Applicant's  
Signature  
National Council for  
Science & Technology



