INFLUENCE OF DEPUTY HEAD TEACHERS' IN-SERVICE ON STUDENTS' DISCIPLINE IN KATHIANI SUB-COUNTY, MACHAKOS COUNTY, KENYA

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DECLARATION

This research project report is my original work and has not been presented for award of any other degree in any other university.

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DEDICATION

This research project is dedicated to my husband, David Kiplagat, for his support throughout my studies; and to our child, Denley Kipkoech who had to bear with me for long hours of absence as I attended to my studies.

Thank you all for your support throughout the study.

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ABREAVIATIONS AND ACRONYMS

ADEM – Agency for the Development of Education Management

D.E.O – District Education Officer

DQASO – District Quality Assurance and Standards Officer

EFA – Education for all

KEMI – Kenya Education Management Institute

KESI – Kenya Education Staff Institute

KICD – Kenya Institute of Curriculum Development

KNEC – Kenya National Examinations Council

KSSHA – Kenya Secondary Schools Heads' Association

M.O.E.S.T – Ministry of Education, Science and Technology.

MOE – Ministry of Education

NCSL – National College for School Leadership

SCQASO – Sub-County Quality Assurance and Standards Officer

TSC – Teachers Service Commission

ABSTRACT

Deputy Head teachers are very instrumental in the management of secondary schools. To a large extent, they encounter a lot of administrative problems. This is because they spend a lot of time handling problems from students, teachers and parents. The purpose of this study was therefore to investigate the influence of deputy head teachers' in-service on students' indiscipline in Kathiani Sub-County, Machakos County, Kenya, a sub-county that has experienced many strikes and has led to a marked drop in academic performance. The study sought to determine the influence of in-service programmes offered by Kenya Education Management Institute (KEMI), head teachers mentoring of deputy head teachers, on-the-job training of the deputy head teachers and the influence of previous administrative experience on deputy head teachers and their influence on competence in management of secondary school students' discipline. Kathiani Sub-County has 32 public secondary schools according to the Sub-County Director office data. The study therefore considered the deputy head teachers of 32 secondary schools, 32 head teachers, 32 prefects under the guidance and assistance of the District Education Quality Assurance Officer. Descriptive research design was used where three questionnaires were prepared, that is for the head teachers, deputy head teachers and school presidents. Data was collected using questionnaires. The data was analyzed using descriptive statistics with the aide of Statistical Package for Social Sciences (SPSS) from which frequency tables, bar graphs and percentages were generated. The study established that deputy head teachers are not adequately prepared to manage students in schools especially on drug and substance abuse, bullying fellow

students and time management among others. The study therefore recommends the re-introduction of corporal punishment in schools, empowering prefects' body to assist the deputy head teachers on how to manage students' discipline. The MOE should increase its budgetary allocation to schools in order to address emerging issues which include drug abuse. KEMI should also organize relevant in-service training courses for deputy head teachers in order to equip them with management skills.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Educating a nation remains the most vital strategy for the development of the society throughout the developing world (Aikaman & Onterhalter, 2005). Fullan (2001) in one of the most comprehensive studies of school effectiveness states that the involvement of the deputy head teacher was one of the most significant school factors affecting students' discipline and overall achievement.

Harris, Muijs and Crawford (2003) found that the leadership potential of assistant and deputy head teachers in many schools were not being fully realized or exploited, that is to say they are not being developed in their roles or lack professional support. It is argued that if administrators rely on their own previous experiences and on learning by trial and error, disastrous mistakes can occur when managing education institutions in periods of unpredictable change (Edmonds, 2000). There is a strong case both for pre-service and for continuing in- service education and training.

Globally, Ribbins (1997) in his qualitative study of 36 deputy head teachers in Hong Kong found that the majority of his informants considered their experience as deputy head teachers disappointing and frustrating because they did not feel prepared and supported for the principalship by their principals. (Greenfield 1985; Marshall 1992) felt that on-the-job training is as important as off-the-job development programmes in nurturing future school leaders. The latter provide them with the knowledge base for making quality decisions and

the former gives them the opportunities to apply theories in daily school operations especially on discipline.

The National College for School Leadership (NCSL) in England was formed in 2000 to ensure that current and future leadership develop managerial skills and the capacity to lead (Murden, 2003). Aspiring head teachers who are the deputy head teachers are prepared through the National Professional Qualification for Headship (NPQH) programme (Fink, 2005) and are inducted early. Those in service are continuously developed through the Head for the Future (HftF) programme (Brundret & De Cuevas, 2007).

In Britain, over the last century and a half, the difficulties of inspectors have centered on two things, recruitment and training, and the relationship with the employing agency (Edmonds, 2006). Much of the controversy over recruitment and training of inspectors has stemmed from the two -fold nature of their allegiance, on one hand to schools and on the other hand to those who appoint the inspectors. It was by no means axiomatic that in the appointment of inspectors special consideration should be given. This was through scholastic attainments and diplomas, knowledge of psychology and pedagogy. It was also done through educational training in the ways similar to in- service today and institution of certain grades of appointment not carrying full status at once. In addition, observation practice was also done where one was attached to a more experienced colleague at a time or put on probationary period whereby conferment of appointment was done after serving satisfactorily for a given number of years usually two. This shows that management of discipline may depend on the deputy head teachers' experience. In Asia, Hong Kong and

Singapore have been making efforts to develop institutions and programmes for preparation and development of head teachers and deputy head teachers.

Other forms of developing school managers include; use of workshops, overseas study trips on school management, theory and practice(Hammond,2007). Certification for Head Teachership (CFP) was also introduced in 2002 for aspiring head teachers who are the deputy head teachers as a quality assurance mechanism to ensure that future head teachers will have met certain leadership requirements in preparing themselves for headship (Walker & Dimmock, 2006).

In most of the industrialized countries, in- service training is compulsory. In Finland, teachers are required to devote three days in a year to in- service training. In New-Zealand, in-service teacher education is the responsibility of the board of trustees. The boards have an operating grant which include the professional development of their teachers. In addition the Ministry of Education directly funds the provision of some professional development and in service training opportunities (Brandr and Raymenans, 2000).

Regionally, developing countries' development of school managers in Africa is either lacking or not formal (Bush & Oduro, 2006). MacBeath (2003) notes that there are efforts in Africa to come up with programmes for preparation and development of those aspiring to be principals and principals. New professional development initiatives for principals and aspiring principals are now covered in the policy frame work for leadership, education and management development. It is because of that Mutunga (1998) quoting Mbamba (1992) said; "viewed as a profession or a discipline, educational

management is relatively young on the African continent". Professional educators have for a long time managed their educational system … but they have very much depended by and large on their educational background and on-the- job experience out of which they were expected to acquire knowledge, skills and attitudes needed to manage the educational system effectively and efficiently more so on issues of discipline management. The College for School Leadership (NCSL), a common health survey, in Lesotho's in- service program observed there were no clearly defined guidelines for the provision and co-ordination of pre-service and in-service training and support of school managers. The nature of these training programs lacked continuity hence a need to show whether frequency of attendance has an impact on management of students' discipline.

In our neighboring country Tanzania, Tanzania's Agency for the Development of Educational Management (ADEM) offers training on educational management for educational managers and administrators. It aims at provision of educational management training, research and consultancy services on emerging issues in schools one of them being student discipline. ADEM has a Vision 2025 plan which aims to have knowledgeable personnel who are able to supervise and manage the vision of education to the public.

Locally, in- service education was expected to serve five main purposes some of which included implementing government approved innovations in schools, to upgrade serving trained teachers for better certification (Ministry of Education, 1994) and enabling teachers to acquire new practices in school administration and management which is conducted by the Kenya Education

Management Institute.

In Kenya, prior to the establishment of the Kenya Education Staff Institute (KESI), school administrators employed all methods within their disposal coupled with what they learnt in college and universities to manage schools and more so in the area of discipline management. This was found to be insufficient as the society and educational institutions become more and more complex. The education act (revised, 1980) gives the mandate of maintaining standards in schools to the inspectorate. One of its roles is assisting the quality development service with the design of in-servicing training programs for teachers according to the Ministry of Education Science and Technology (MOEST, 2000). The other organ is the Kenya Education Management Institute (KEMI) which was established in 1981 and was charged with the responsibility of developing managerial capacity within the Ministry of Basic and Higher Education (MOEST, 1999). School administrators are thus in-serviced by KESI in education management for a duration of two weeks, they also attend seminars and workshops offered by Kenya National Examination Council (KNEC), Kenya Institute of Education currently (KICD) and Kenya Secondary School Heads' Association (KSSHA).

Training boosts the competence of a deputy head teacher even though the competence can be demonstrated only in a work situation by achieving certain practical results or a certain level of performance (Okumbe, 2001). For example, in a school situation high standard of discipline for both students and teachers may yield better performance in the Kenya Certificate of Secondary Education (KCSE). During the time of serving as a deputy, one is thus expected

to attend at least two in- service courses in institutional management offered by KESI (Republic of Kenya, 2007). Since the duration is usually two weeks, the trainees never get time to discuss the practical application of the theoretical concepts learnt during the in-service.

Afrol news report (23rd July, 2008) noted that more than 300 secondary schools went on strike in Kenya between May and August 2008 resulting in the destruction of property worth millions of shillings. The students were protesting against poor living conditions and management

Afrol news report 23rd July, 2008. Mathiu (2008) pointed out that the past decade, many secondary schools had suffered from strikes most of which placed deputy head teachers in the spot light as they are in charge of discipline as delegated by the school heads. This has also put the in- service programs on the spot as to whether they are effective or not in management of students. In view of this, Wambua (2005) observed that the KESI course on student discipline and human resource management could be extensively and intensively covered since they were still problem areas to the deputy headteacher even after attending KESI in-service courses. There was thus a need to find out the influence of in- service trainings on students' discipline in secondary schools in Kathiani Sub-County, Machakos County, Kenya.

1.2 Statement of the problem

Deputy Head teachers in public secondary schools in Kenya assist and deputize the principal in all matters of school administration (KESI, 2004) and Osterman (1990) asserts that if deputy head teachers continue to be forgotten by policy makers, the results may be their ineffective participation in school management and this may have negative impact on performance in schools. Kathiani sub – country thus been experiencing a drop in the K.C.S.E performance with a very low mean of 4.54 in 2012 followed by a drop to 4.5 in 2013 and to a mean of 4.13 in 2014 .In Kenya, any performance below 5.0 is below average. This may have been caused by cases of indiscipline as shown by the table below.

Sub-counties

Table 1.1: Incidences of indiscipline

YEAR	A Kathiani	B Machakos central	C Athi river
2010	1	2	1
2011	1	1	1
2012	3	2	1
2013	6	1	1
2014	8	1	1

In view of Table 1.1, it is evident that cases of indiscipline increased in consecutive years in Kathiani sub-county as compared to Machakos Central and Athi- River sub-counties.

1.3 Purpose of the study

The purpose of this study was to investigate the influence of deputy head teachers' in-service on students' discipline activities in public secondary schools in Kathiani sub-county, Machakos County.

1.4 Objectives of the study

The study aimed at achieving the following objectives:

i. To determine the extent to which in-service training by the Kenya Education Management Institute (KEMI) influences deputy head teachers' competence in management of discipline in Kathiani sub-county.

ii. To examine the extent to which on- the -job training influences deputy head teachers' competence in management of secondary school students' discipline.

iii. To determine the influence of head teachers' mentoring on deputy head teachers' competence in management of secondary school students' discipline.

iv. To establish the influence of Kenya Secondary Heads' Association workshops on deputy head teachers' competence in management of secondary school students' discipline.

v. To determine the influence of administrative experience on deputy head teachers' competence in management of secondary school students' discipline.

1.5 Research questions

The study sought to answer the following questions:

i. To what extent do in-service training programmes offered by the Kenya Education Management Institute (KEMI) influence deputy head teachers' competence in management of students' discipline in Kathiani sub-county, Machakos County?

ii. To what extent does on-the-job training influence deputy head teachers' competence in management of secondary school students' discipline in Kathiani sub-county, Machakos County?

iii. To what extent does head teachers' mentoring on deputy head teachers' influence their competence in management of secondary school students' discipline in Kathiani sub- county, Machakos County?

iv. To what extent do workshops by Kenya Secondary School Heads' Association influence deputy head teachers' competence on management of secondary school students' discipline in Kathiani sub-county, Machakos County?

v. To what extent does the deputy head teachers' experience influence his or her competence in management of secondary school students' discipline in Kathiani sub-county, Machakos County?

1.6 Significance of the study

The study aimed at providing feedback to the Kenya Education Staff Institute on determining whether the various courses offered are of benefit to

deputy head teachers. It also helped KEMI to come up with new relevant courses which are meaningful to the deputy head teachers with the current changes in the society and technology advancement. It also helped the Ministry of Education to come up with other mechanisms to enhance in-service training for deputy head teachers and improve the provision of in-service training in Kathiani, sub-county.

1.7   Limitations of the study

Limitations are conditions beyond the control of the researcher that place restrictions on the conclusions of the study and its applications to other situations (Best & Kahn, 1998). The major limitation of this study was that the findings would be sub-county, specific and will involve a target population of 32 deputy head teachers in 32 public secondary schools in Kathiani sub-county in Machakos County, Kenya. Therefore the findings of the study can only be generalized to the rest of the country with caution.

1.8   Delimitations of the study

This study only involved public secondary schools. Primary and private schools were not studied.

1.9   Basic assumptions of the study

The study was based on the following assumptions:

i.   Training of deputies will be an investment that will pay dividends for the educational systems.

ii. The deputy head teacher who is to be trained in school management will understand his/her duties and responsibilities.

iii. The respondents in Kathiani sub-county in Machakos County will be willing to respond to all questions honestly in the questionnaire.

iv. All the public secondary schools in Kathiani sub-county in Machakos County have Teacher Service Commission (TSC) appointed deputies.

1.10 Definition of significant terms

Administrative task areas refers to six operational areas of administration and in school setting refers to curriculum and instruction, student personnel, staff personnel, schools plant, school community relations and financial management, Okumbe (2001).

Deputy Head teacher – is the principal assistant and deputizes the principal in all matters of school administration (KESI, 2004).

Discipline – favorable behavior of a learner or action by the management to enforce organizational standards.

In-discipline – refers to any behavior of a learner which threatens teaching and learning activities in a school.

In- service training – refers to short-trainings provided to teachers already in service with aim of improving and renewing their skills, knowledge and abilities.

On-the-job training - is a training that requires a carefully controlled and supervised apprenticeship with actual responsibilities increasing with time. It takes place at work site and supervised by an experienced co-worker.

Pre – service training – refers to training offered to teachers before they start their teaching career.

Public school - refers to the category of schools where teachers and school management (BOM) are government appointed and school funded by public funds.

Training – refers to planned activity on the part of the organization to increase knowledge and specific skills or modify the attitudes and social behavior of a member of an organization in ways consisted with the requirements of the job. Training is an investment that increases employees' productivity both in terms of quality and quantity unlike the untrained employees.

1.11 Organization of the study

The study was organized in to five chapters. Chapter one provides an introduction to the study and comprises background of the study, statement of the problem, purpose, research objectives, research questions, significance of the study, limitations of the study, delimitations of the study, basic assumptions, definition of terms and organization of the study. Literature was reviewed from various sources which include journals, textbooks, internet, unpublished master and doctoral theses and dissertations from university libraries.

Chapter three of the study described the research methodology which focuses on research design, target population samples and sampling procedures, research instruments, instrument validity, instrument reliability, data collection procedures and data analysis techniques. Chapter four presented data analysis and interpretations while chapter five covered discussion of the results, summary of the study, conclusion of the study, recommendations of the study and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1   Introduction

This chapter discussed the concept of professional development, role of the deputy head teacher, programmes available in developed countries for preparation of deputy head teachers, programmes available in Africa for preparation of deputy head teachers and programmes available in Kenya for preparation of deputy head teachers. It also outlined the need for in-service training, student management of discipline as an administrative task, recommended principles of discipline and the disciplinary process, studies carried out on deputy head teachers' preparedness in school administration and case studies of students' indiscipline, theoretical frame work and conceptual frame work.

2.2 The concept of professional development and managers' roles

Mussela and Leithwoods (1991) study of deputy principals of effective schools in Canada contended that effective schools can only result 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. A survey in the United States of America (U.S.A) that specifically explored job satisfaction among deputy headteacher found that those who believed they were undertaking leadership responsibilities reported high level of job satisfaction (Sutter, 1996).

In stressing the importance of identifying the right people for leadership of educational institutions Campbell (1983) contended that some individuals need to be encouraged to try their hand in educational management while others should be seriously discouraged from attempting it. The Kamunge report noted that many shortcomings that occurred in Schools were due to lack of professional preparations and recommended expansion of Kenya Education Staff Institute to provide in-service training. Similar sentiments were contained in the sessional paper No.6 of 1988 of the Government of Kenya, which among other things underscored the role of the government to ensure that those appointed as heads of educational institutions have appropriate academic qualifications, experience, competence, integrity and initiative.

In a principal's conference held in South Africa in the year (2000), principals made a number of observations regarding management of secondary schools notably management of secondary schools was not so much as issue of devotion to duty but rather a question of principals having adequate skills for running schools more effectively which can possibly start earlier on during the level of deputy-ship.

Eshiwani (1987) attributed poor performing educational systems to among other factors, weak managerial capabilities especially by the key managers i.e. the head teachers and deputy head teachers. The need for training is also expressed in a Kenya Episcopal Conference (2000) in which a need for training of educational administrators is underscored on the understanding that schools are faced with many challenges from within and without due to fast

changing world, especially in print, electronics media, dynamic cultures and religious pluralism which lead to issues of growing indiscipline in schools.

2.3   The role of the deputy head teacher

The role of deputy principal involves managing other people in the process of achieving the school goals. The deputy principal is the survival of the school. Everard, Morris and Wilson (2004) identified characteristics of a highly performing deputy head teacher in the UK which include: Thinking analytically, handing challenges, being confident, developing potential, holding people accountable, information seeking, being initiative, having personal convictions, respecting other, strategic thinking, team working , being a transformational leader and understanding others.

In the recent past there has been a deliberate move by various scholars and Ministry of Education to analyze the tasks, roles and functions, duties and responsibilities of scholars and Ministry of Education to analyze the tasks, roles and functions, duties and responsibilities of school heads and deputy head teacher. They categorized and presented six broad administrative and management tasks for the headship. The entire six depict the head and the deputy as managers according to Okumbe (1998). The deputy according to the heads manual is in charge of discipline and as per the guidelines published by Teacher Service Commission he/she is responsible for human and material resource management in school. This makes deputy head teacher to assume the roles of the head teacher, manager and deputy manager. The head teacher and deputy head teacher as managers of school perform main management tasks in

a school environment which are categorized as the management of the curriculum and instruction, staff personnel, management and promotion of school community relationship, management of student personnel, management of physical resources and management of financial resources.

2.4 In- service programmes for deputy head teachers

2.4.1 In- service programmes for deputy head teachers in developed countries

Schools in developed countries have become complex organizations because of their sizes, broad curriculum and the technological changes. There is thus the need for trained administrators some of them being deputy head teachers so as to be able to manage discipline in schools as a delegated administrative task. Asia, Hong Kong and Singapore lead in the development of school administrators. In Britain in-servicing of teachers was accelerated after the Menair Report of 1944 (Board of Education). Local Education Authorities (LEAs) offered in - service courses while Universities, training colleges and Teacher center's offered refresher courses. In most industrialized countries in - service are compulsory for example in Finland where teachers are supposed to devote three days in every year to under the training. In New-Zealand it the responsibility of the board of trustees to fund in - service teacher training using an operations grant. Ministry of Education directly funds the provision of some professional development and in-service training opportunities.

2.4.2 In- service programmes for deputy head-teachers in Africa

Africa just like the rest of other continents in the world is also affected by the broad and new challenges arising from socio-economic changes and technological advancement hence need for development and training of deputy head teachers to be able to manage students' discipline. Developing world countries especially in Africa lack development of aspiring head teachers who are the deputy head teacher or the development is informal (Bush & Oduro, 2006). A good example is the common wealth survey in Lesotho's in- service programs that observed that first that there were no clear guidelines for provision and co-ordination of pre-service and in-service training and support of school administrators and if any lacked continuity. Follow up and evaluation of such programs also lacked making it difficult to determine its impact on addressing the emerging issues in the education system especially discipline of students. In Tanzania, Tanzania's Agency for the Development of Educational Management (ADEM) offers training for educational managers and administrators. In Zambia in - service was in the form of a series of one day conferences held in all provinces .Such conferences were designed to discuss common problems of school management and organization.

Generally, according to Trevaskis (1996), seven study areas namely Zimbabwe, Kenya, Zambia, Uganda, Tanzania, Ghana and Lesotho in -service programs improve managerial, administrative and supervisory skills of the participants which are needed by deputy head teachers.

2.5 Deputy head teachers' programmes in Kenya

In Kenya there are a number of programmes in place for promoting professional development for deputy head teachers. A number of terms are used interchangeably with professional development including staff development, teacher development and in-service education, to refer to any experience designed to enhance teacher performance with the ultimate aim of promoting student learning (Wanzare and Ward, 2002). In Kenya, a number of organizations involved in- service training of head teachers and deputy head teachers in collaboration with the department of quality Assurance and Standards at the Ministry of Education. These include:

2.5.1 The Kenya Education Management Institute

The Kenya Education Management Institute formerly the Kenya Education Staff Institute (KESI) was set up in 1981 and formally established in 1988 through legal notice number 565 which gave it the mandate of promoting and providing education management development and training for education stakeholders. The institute capacity building programmes target a total of 355,539 officers (KESI, 2009) whom of which include 4000 deputy head teachers.

Functions of Kenya Education Management Institute

The institute provides directly or in collaboration with other institutions of learning management, training, research and consultancy services in the education sector and to any other persons, local or foreign who may request for such services from it. It also provides training programmes, seminars and

workshops and produce publications aimed at promoting managerial competence and integrity in the education sector, while utilizing diverse learning methods including open and distance learning approaches.

The Kenya education management institute aims at producing, maintaining and disseminating documentation and information services and equipment relating to administrative management, technical and educational reform issues. It further serves as a management, advisory, consultancy and resource center's for personnel involved in educational work. Kenya Education Management Institute also undertakes research in relation to training needs assessments, quality assurance processes, training impact assessments, political, management and emerging issues for the purpose of designing appropriate management training programs and ensuring the integrity of these programs. In addition to the above the institute provides a forum for effective collaboration between the public and private sectors and other interested parties for capacity building in the education sector, Conduct examinations and award diplomas, certificates and other awards to successful candidates and lastly it generally promotes and carries on the work of a management development institute.

KEMI has however been faced with several shortcomings for example shortage of training staff since no permanent employees since it depends on staff deployed by the Ministry of Education or Teacher Service Commission which has hindered its smooth operations of Kenya Education Management Institute, lack of funds to organize regular in - service courses since it depends on grants from the directorate of education. This has also led to postponing of training programmes, too short in-service training lasting for two weeks, lack of

systematic process of selecting those to be trained and lack of trainees since the cost sharing approach has made it difficult for heads and deputy head teacher to raise the in-service fees.

2.5.2 Kenya Institute of Curriculum Development

Functions

- Advise the government on matters pertaining to curriculum development

- Evaluate, vet and approve for application in Kenya, any local and foreign curricula and curriculum support materials in relation to the levels of education and training.

- Implement the policies relating to curriculum development in basic and tertiary education and training

- Develop and review programmes, curricula and curricula support materials for early childhood care, development and education, adult, continuing and non-formal education

- Teacher education and training

- Special needs education

- Demand-driven professional training

2.5.3 On-the-job managerial training

This involves training in the specific skills required to perform the immediate job. The training is accomplished by a supervisor and an experienced worker who is given the training task as part of his/her job assignment. It gives the supervisee a chance to ask questions and receive thorough and honest

answers .In the U.S most training occurs at the work place. Over a quarter of all workers report that they receive some formal job training from their employers and about 70% of firms indicate that they offer some type of training to employees.

2.5.4 Mentoring of deputy head teachers by head teachers

In contemporary times, mentors have played a vital role in the development of individuals in education. Caffarella (1992) defined mentoring as an intense caring relationship in which persons with more experience work with less experienced persons to promote both professional and personal development. Zachary(2000) pointed out that mentors , in addition to their expertise and experience need to be familiar with specific process skills .In Australia mentoring is conducted by a group of mentoring practitioners all who had significant experience in the development and management of mentoring programmes.

A deputy head teacher can also acquire administrative skills on discipline by self-development through reading relevant literature, being given various administrative responsibilities hierarchically; internal staff development seminars and Head teachers' conferences where the issues addressed include discipline, guidance and counseling and policy issues among others. Head teachers borrow a leaf from their colleagues and apply back in their stations. They also built networks with their contemporaries through which they continue sharing, advising and supporting each other after the conferences (Kennedy, 2005).

2.6 The need for in-service training for deputy headteachers

Olembo, Karagu and Wanga (1992) contended that in-service training refers to all those planned courses and activities in which a serving teacher head teacher, school inspector or education administrator may participate in for the purpose of improving their instructional or professional knowledge, interest and skills. Management of school is a major challenge. It follows then that management of discipline in schools can only succeed with proper training through in-service courses. Blandford (1998) has this to comment on training "…for teachers to manage classroom and school in general there is need for further training beyond qualification. This is meant to provide the support necessary for teachers to be effective in the classroom. A teacher should be able to teach while discipline is an integral element in teaching.

When teachers are unable to maintain discipline they should feel confident because support is available in terms of the in-service trainings. This enables teachers to develop their knowledge and understanding of the nature of discipline and the management or support agencies available is critical to good practice in school. Edevard (1988) says the following on need for training "secondary schools have got larger numbers of pupils and cater for a wide cross section of pupils who are less ready to accept the old norms" School boundaries have also become more permeable as different interest groups question and challenge what they do. School management system is not up to the demands made on it for coping with change. Hence there is need to send head teachers and senior teachers on management training courses. The Ministry of Education

Science and Technology. Training Prospectus (1999) summarizes the need for in-service training as follows:

"…most officers within Education and Training sectors are recruited among trained teachers. Their pre-service training concentrated on teaching and learning skills. Such officers therefore require additional knowledge skills and attitudes in management administration and planning of educational policies, programmes, projects and activities Education officials require continuous preparations to cope with challenges in management of change arising from perpetual innovations and reforms in the education system structure, curricular and practices.

2.7   Student management of discipline as an administrative task

In the U.S the Department of Education in collaboration with the U.S Department of Justice released a school discipline guidance package that was to assist states, districts and schools in developing practices and strategies to enhance school climate and ensure those policies and practices comply with federal law. Even though incidents of school violence had decreased overall, too many schools were still struggling to create positive safe environments as a report released by the U.S Department of Education, Press Office and the U.S Department of Justice, Press Office. U.S Secretary of Education Arne Duncan also believed that effective teaching and learning cannot take place unless students feel safe at school, "positive discipline policies can create safer learning environments without relying heavily on suspensions and expulsions'', and this lies entirely on school rules and regulations as school policies and

managed by deputy head teachers.

Regionally, studies carried out in Africa indicate a positive relationship between secondary school leadership styles and students unrest, Umba (1976). One such study is that carried out in Tanzanian Secondary schools. In the Tanzanian Education Journal, NO.12 p. 6, results for a study on discipline in five Tanzanian Secondary Schools, three day schools and two boarding schools by use of questionnaires showed that one of the causes of unrest was conflict between the teachers and the students.

According to the Ministry of Education, the general inspectorate, standards to promote a quality education in Rwanda, July (2007) a good deputy head teacher in charge of discipline in secondary school should be of good character, be ready to work with young people, be capable of working in a team, be capable of holding a speech in public and conduct a meeting, have participated in training on the assistance of traumatized students, have an open mind and creative, among others.

Wangeri (1986) on 'A Special study of discipline problems affecting secondary schools in Thika' (An unpublished M.Ed Thesis, Kenyatta University) carried a study on discipline problems affecting schools in Thika District. The study focused on all secondary schools and the study revealed that students are rarely involved in the formulation of school rules, since rules are formulated by the head teacher, deputy head teacher and members of teaching staff hence the many cases of unrests.

2.8 Recommended principles of discipline and the disciplinary process

Okumbe (1998) defines discipline as the action by the management to enforce organizational standards. In order to successfully achieve the objectives of a school, all the members in the institution are required to strictly adhere to the various behavior patterns necessary for maximum performance.

A deputy head teacher as an administrator of discipline should follow McGregor's 'hot stove rule' in which McGregor emphases that a good disciplinary action should follow precisely the consequences of a burn from a hot stove.

The principles are as follows: there should be a prior knowledge of rules and regulations; a disciplinary action should be applied immediately; disciplinary actions must be consistently applied; disciplinary actions must be objective; disciplinary actions should be impersonal; and avoid entrapment to allow the right of appeal. As the deputy head teachers follow the McGregor's principles of discipline the following disciplinary process should also be followed:

Preliminary Investigation

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Temporary Suspension

↓

Oral warning/ reprimand and written warning/ reprimand

↓

Demotion, suspension and expulsion from the school
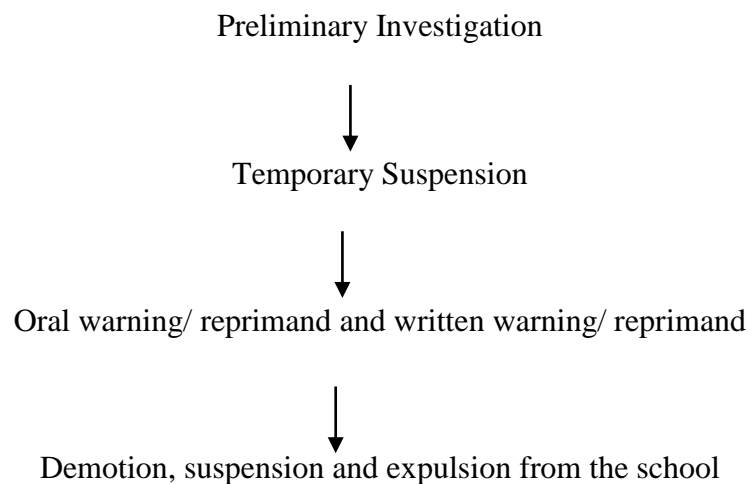
2.9 Deputy head teachers' preparedness in school administration and case studies of students' indiscipline

According to Bush (1998), preparation for school leadership has become a global concern. Overall, the programmes can be classified as those for serving, prospective or aspiring head teachers who are the deputy head teachers. In this regard different countries differ in their provisions. The governments of England and Wales have started to propose a move from programmes for serving principals to the idea that there should be a mandatory headship preparation for prospective or aspiring principals who are deputy head teachers.

In Sweden and Denmark both provide more than twenty days of training. This programmes share assumption that "leadership can no longer be exercised on the basis of experience and natural ability alone" (Hillman 1992). In Kenya a study by Onyango (2001) indicated that the in-service courses conducted by Kenya Education Management Institute are woefully inadequate in meeting secondary school heads and deputy heads training needs. Although terming such programmes as woefully inadequate could be a little bit subjective, there is need to assess objectively the factors, which might lead to such in adequacies in training by Kenya Education Management Institute. The Koech Report (1999) noted an anomaly in the tendency to deploy Ministry of Education's underperforming officers (professional rejects) to the management institute.

A study carried out by Muli (2012) on student unrest in secondary schools in Nairobi North District Kenya identified some causes of students'

unrest which include peer pressure, administrative leadership and in- disciplined prefects. The star dated 16 October 2012 reported that students of more than seven schools in Embu had gone on rampage demanding to be allowed to go for mid-term break.   The schools included St. Paul Kevote, St. Teresa Girls Kithimu, Nguviu Boys, Kavutiri Boys secondary school in Embu East, Kamama Boy's Secondary School and Kirimari Boys secondary school in Embu West. It is also acknowledged that gender and ethnicity can prove to be covert barriers to promotion within a wide range of professional fields.   The literature pertaining to deputy head teachers contains little serious consideration of gender and ethnicity issues. On a seminal study of female head teachers Hall (1996) notes there is barrier to the advancement of women into leadership roles in schools. He found out that there were more men who were deputy head teachers in England and this send a strong message to women who aspire to such roles that it is difficult to gain access. Davies and G Wardena (1992) who studied gender roles in school management in a variety of countries (including the UK) found that there was a tendency for women to have pastoral responsibilities while men were given responsibility for 'harder' aspects such as discipline or data.

2.10 Summary of the literature review

This section has explored the literature related to the study. It is sub-divided into introduction on the role of the deputy head teacher, programmes available in developed countries for preparation of deputy head teachers, programmes available in Africa for preparation of deputy head teachers,

programmes available in Kenya for preparation of deputy head teachers, need for in-service training, student management of discipline as an administrative task, recommended principles of discipline and the disciplinary process, studies carried out on preparedness of deputy head teachers in school administration and case studies of students' indiscipline, theoretical frame work and conceptual frame work.

The research will aim at determining the influence of the deputy head teachers' professional preparation as they carry out the management of discipline in   public secondary   schools   through skills, knowledge   and experiences acquired in this training centres. The research will also aim at re-emphasizing the need for a follow up on the effectiveness of in-service programmes especially in management of students' discipline.

2.11 Theoretical framework

The effectiveness and efficiency of deputy head teachers can be enhanced through formal and informal training. Formal training can be acquired through pre-service and in-service training programs whereas informal training can be acquired through experience, interaction and on-the-job training. Pre-service and in-service training have been the major means of preparing administrators in the western world while Kenya on-the-job and experience have been used. The researcher will use the Human Capital Theory by Schultz (1971) which states that there should be efforts geared at developing the productivity of the worker in all working environment. Training of administrators in public, private and the education sector equips the recipients with relevant knowledge, skills

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and techniques necessary for efficient management. According to Karz (1955)
and cited by Onyango (2001) there are three skills that a deputy head teacher
should have which include conceptual, technical and human skills.

2.12 Conceptual framework

This illustrates the relationship between the independent and the dependent variables in diagrammatical presentation.

Formal and Informal Training of deputy head teachers	Acquisition of:	Effectiveness or Ineffectiveness in:

• KESI/KEMI
• KESSHA Annual Conferences / Workshops
• Mentoring
• On- the job training
• Personal development
	• Knowledge
	• Attitude
	• Skills:
	    -Technical
	    -Human
	    -Conceptual
		• Student management of discipline
		• Curriculum and instruction
		• School climate
		• Implementation of school programmes

Figure 2.1 Conceptual frame work

Deputy head teachers need proper training and skills irrespective of their age, gender, qualification and experience to enable them organize, plan and administer all the human resources available in a school with the student at the centre. Administrative competence is influenced by training. Training of the deputy head teachers through in-service, on-the- job training enhances development of three skills technical, human and conceptual .However failure to go through any of the essential training could greatly reduce the competence and performance of the deputy head teachers which may lead to indiscipline issues, poor implementation of school programs and also affect supervision and evaluation of curriculum.

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CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the research design, target population, sample procedure and sample size, research instruments, instrument validity, instrument reliability, data collection procedure and data analysis.

3.2 Research design

The study used descriptive survey design. Mugenda and Mugenda (1999) noted that this design attempts to collect data from members of a population in order to determine the current status of population with respect to one or more variables. This design is preferred because the researcher will not be in a position to manipulate the variables of the study like age, sex, academic qualification, professional grade experience and size of the school. The researcher will aim at determining whether the deputy head teachers' age, gender academic qualification and level of experience will influence his/her administrative task on students discipline.

Descriptive survey design involves formulation of questionnaires that will help solicit the desired information, identification of the individuals to be surveyed and the means by which the survey will be conducted for example by phone and face-to-face interview (Orodho, 2005).

3.3 Target population

Oso and Onen (2005) defined a target population as the total number of subjects or total enrolment of interest to the researcher. It is also defined as all members of a real or hypothetical set of people, events or objects to which the researcher wishes to generalize the results of the research study (Borg and Gall, 1989). The target population of consisted of all 32 deputy head teachers, 32 head teachers and 32 prefects of public secondary schools and the DQASO Kathiani sub-county in Machakos County. The schools fall in the following categories: boys' boarding schools, girls' boarding schools and mixed day schools.

3.4 Sample size and sampling procedure

Mugenda and Mugenda (1999) defined a sample as a smaller group obtained from the accessible population; each member in the sample is referred to as a subject. According to Borg and Gall (2003) sampling is a research technique for a given number of subjects from a target population as a representative of that population. All categories of schools were selected i.e. boys' boarding schools, girl's boarding, mixed day boarding and mixed day schools. Systematic random sampling was used .Systematic sampling is the one in which a starting point is selected by a random process and then every nth number on the list is selected. It was the most preferred because it ensured a high degree of representativeness, was more convenient, faster and economical. It involved the use of a list of the secondary schools obtained from Kathiani sub- county education office and then gathering information from schools

occupying an odd position.

3.5 Research instruments

   The main research instrument that was used in this study was the questionnaire to obtain information about the population. A questionnaire is a list of a research or survey questions asked to respondents and designed to extract specific information. According to Ugula (1998) the advantage of a questionnaire as a data collection technique is that a questionnaire can reach a large group of respondents within a short time with little cost; respondents' anonymity ensures that they give honest answers; absence of interviewers enable respondents to give honest answers without fear of giving answers that they think the interviewers want to hear; and respondents have adequate time to reflect and consult documents and other people if questions require doing so. The questionnaire was designed to have both structured and open- ended questions. Open- ended questions permitted a greater response by the deputy head teachers and head teachers and gave their own opinions about in-service programmes. School presidents also responded to questions pertaining discipline management in their respective schools.

   The deputy head teachers gave factual information on the types of in-service courses they had attended, specific views on relevance, content and duration of training, impact of in-service courses to effective management of discipline in the schools.

3.6 Validity of the instruments

According to Mugenda and Mugenda (2003) validity is the accuracy and meaningfulness of references which are based on the study results. Validity is also the degree in which a test measures what it purports to measure. Content validity is the degree to which the sample of test items represents the content that the test is designed to measure while construct validity is the extent to which a particular test can be shown to measure a hypothetical construct i.e. a theoretical construct about the nature of human behavior. After the researcher designed the instruments, face and content validity were verified using the advice from the two supervisors of the university in the department. They assessed the extent to which instruments were related to the objectives of the study. These specialists improved the suitability and validity of questions in instruments and their recommendations were incorporated in the final instruments.

Before conducting the research, piloting was done to test the appropriateness of the questionnaires. Piloting helps in enhancing the reliability and validity of the instruments (Mugenda and Mugenda, 1999). Kombo and Tromp (2006) also state that piloting helps to test the feasibility of the study techniques and to perfect the questionnaire concepts and wording. A single school which was among the 32 schools was used where the questionnaire was filled in the presence of the researcher to prevent influence and estimate the time required to fill it. This represented a 3% of the target population.

3.7 Reliability of the instruments

The test - retest method was used to gauge reliability of instruments. Reliability of a research instrument is its level of internal consistency or stability over time (Boarg & Gall, 2003). A reliable instrument will thus produce the expected results when used more than once to collect data from two samples drawn from the population. In this method, the instrument is administered to the same group of respondents (not included in the study) at different times and the correlation between the two sets of scores computed (Gay, 1981; Ogula, 1998; Orodho, 2005). The result was used to work-out reliability co-efficient using Pearson's product correlation co-efficient.

3.8 Data collection procedure

Data collection procedures refer to the protocol that must be followed to ensure that data collection tools are applied correctly and efficiently. Data collection began after the proposal was accepted by the supervisor and the Educational Administration and Planning department. A research permit was then sought from the National Commission for Science Technology and Innovation. The researcher got permission from the County Education Officer and clearance from her school head teacher. The researcher then drew a visit schedule and visited the schools in person in order to get consent from the head teachers to administer the instruments. This enabled the researcher to familiarize herself with the deputy head teachers and establish rapport. The researcher assured the respondents of strict confidentiality in dealing with the responses, no one was forced to give any information and maximum respect was

accorded to the respondents. The researcher collected the questionnaires later which depended on the time frame agreed between the parties.

3.9 Data analysis techniques

After the fieldwork, the data collected from the deputy head teachers, head teachers, head boys or/and head girls was first edited to inspect the data pieces and identify those items wrongly responded to, spelling mistakes in response and any blank spaces left unfilled by the respondents. All questions were analyzed using descriptive statistics with the aid of Statistical Package for Social Sciences programme (SPSS).By use of this, the researcher was able to get the actual meaning of the results, calculating frequencies and percentages that were presented using tables or charts. Qualitative data gathered was used to identify recurring themes, phrases and ideas shared by the respondents.

3.10 Ethical considerations

Before the research was conducted, the researcher sought permission from the university requesting for a letter of introduction. The researcher was also to design objective questionnaires and with questions guarding the respondents' privacy taking note of their physical and psychological needs. The researcher was also to guarantee the respondents of confidentiality of any information they were to give. Caution was also to be taken to optimize the time to be taken by each participant in responding to the questions to prevent them from pursuing their own interests.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents the analysis and findings of the study.The main aim for this chapter is to analyse data, interprete and discuss the findings of the study. The first section presents demographic information of the respondents who were head teachers, deputies and prefects. The second section presents information sought from the respondents on influence of deputy head teachers' in-service on students' discipline in Kathiani sub-county, Machakos County.

4.2 Questionnaire return rate

This is the proportion of the sample that participated in the research. It shows the respondents, the sample and the percentage of returned questionnaires.

Table 4.1: Questionnaire return rate

Questionnaire return rate Respondent category	No. in the Sample size	No. of responses	Response by percentage
School presidents	32	28	88
Deputy Head teachers	32	24	75
School Principals	32	25	78
Total	**96**	**77**	**80**

The return rate for school presidents, deputy head teachers and school principals was 88 percent, 75 percent and 78 percent respectively. Mulusa (1990) says that 50 percent return rate is adequate, 60 percent good and 70 percent very good. The return rate was hence considered adequate enough to provide required information for the purpose of data analysis. The returned questionnaires were coded, cleaned and analyzed using Statistical Package for Social Sciences (SPSS).

4.3 Demographic information

4.3.1 Gender for deputy head teachers

To determine the distribution, the principals and deputy head teachers were asked to indicate their gender as shown in Table 4.2

Table 4.2: Distribution of respondents by gender

Gender	Frequency	Percent	Frequency	Percent	Frequency	Percent
Male	15	53.6	14	58	13	52
Female	13	46.4	10	42	12	48
Total	28	100.0	24	100	25	100.0

In Kenya women mostly don't go for leadership roles this is contributed by several factors in which among them is cultural and religion factors. The researcher noted that there was need for in-service training to all deputy head teachers irrespective of their gender.

Further demographic information was sought of the school presidents and head teachers in terms of their age, qualification and teaching experience.

4.3.2 Age for deputy head teachers

In order to determine the distribution by age, the principals and deputy head teachers were asked to choose their age bracket. The results were as shown in Table 4.3 below.

Table 4.3: Distribution of deputy head teachers by age

Age	Frequency	Percent
25-35	3	13
35-45	17	71
45-55	3	13
Above 55	1	3
Total	**24**	**100**

Kenya is a youthful nation most working population is on the age between 30-45 years. The research also established that, majority of deputy head teachers had their age between 35 and 45 years. The researcher also noted that there was need for in-service training to all deputy head teachers irrespective of their age.

4.3.3 Academic qualification for the deputy head teachers

In order to determine academic qualifications for deputy head teachers, the principals and deputy head teachers were asked to select their academic qualification. The results were as shown in Table 4.4 below.

Table 4.4: Distribution of deputy head teachers by academic qualifications

Academic qualification	Frequency	Percent
Master	3	13
Bachelor in Education	7	29
Diploma in Education	8	33
Others	6	25
Total	**24**	**100**

In view of Table 4.4 above Diploma and Bachelor holders were more compared to master and other qualifications. According to Okumbe (2001) all employees regardless of their previous education qualification must be given further training and development because competence of deputy head teachers will never last forever due to such factors as substances and drug abuse, technological chances, transfers and promotions.

4.3.4 Length of service as a deputy head teacher in the entire teaching career

In order to determine the length of service for deputy head teachers, the principals and deputy head teachers were asked to indicate the years of service. The results were as shown in Table 4.5 below.

Table 4.5: Distribution of deputy head teachers by length of service in the entire teaching career

Length of service	Frequency	Percent	Indiscipline cases
Less than 1 year	7	29	4
1-3 years	9	38	3
Over 3 years	8	33	1
Total	**24**	**100**	**8**

In view of Table 4.5, schools with the highest number of indiscipline cases were those with their school deputies serving with less than a year while those with few cases had served for longer period. Therefore there is a relationship between lengths of service as deputy head teacher to management of student discipline.

4.3.5 Distribution by type of school

In order to understand the kind of secondary schools that existed in the county, the principals were required to indicate the type of school they headed in terms of whether it enrolled boys or girls or both and whether it was day or boarding school. The results were as shown in Table 4.6.

Table 4.6: Distribution of schools by type

School size	Frequency	Percent
Boys' Boarding	3	9.4
Mixed Day	3	9.4
Mixed Boarding	5	15.6
Girls' Day	6	18.8
Boys' Day	7	21.9
Girls 'Boarding	8	25.0
Total	**32**	**100**

The study found out that varied types of schools existed in the county. This observation indicates that the responses from the deputy head teachers and principals would interrogate the research questions from a variety of angles. Girls' boarding schools had the highest presentation at 25 percent with boys' day schools having a share of 21.9 percent. This findings implied that the principals interrogated the issues of discipline from a balanced approach that encompassed both day and boarding schools and from both single sex and mixed schools.

Schools were classified to determine whether there was a relationship between the school type and the cases of indiscipline reported in Kathiani Sub-county. In 2014, out of eight cases of indiscipline reported five were from mixed boarding schools this indicates that deputy head teachers needs in-service training to handle discipline.

4.4 Analysis of responses per question and objectives

In order to determine the number of times the deputy head teacher had attended in-service training, the deputy head teachers indicated the number of times they have attended such trainings and responses were recorded on Table 4.7 below.

Table 4.7:Responses on number of times deputy head teacher attended in-service training in a year

Number of times	Frequency	Percent
None	13	54
Once	7	29
Twice	4	17
Thrice	0	0
Four and above	0	0
Total	**24**	**100**

During the time of serving as a deputy head teacher one is expected to attend at least two in-service courses in institutional management offered by KESI (Republic of Kenya, 2007). The case was different in this study since more than half of the deputy head teachers did not attend even one of such trainings as shown on Table 4.7 above.

To understand effectiveness of in-service courses in enhancing deputy head teachers' competence levels in their administrative task, five questions were asked to the respondents and responses to these questions were recorded on Table 4.8 below.

Table 4.8 Effectiveness of KEMI in-service courses in enhancing competence of deputy head teachers

Effectiveness in the following aspects of discipline management	Very effective	Effective	Fairly effective	Not effective	Very ineffective
Involvement of student body in discipline management	10	14			
Use of peer counselors in discipline management	10	6	8		
Use of deputy head teachers open forum in discipline management	4	18	2		
Use of school mothers and fathers in discipline management	2	2	18	2	
Use of family units where teachers are foster parent in discipline management	6	4	8	4	2

In view of Table 4.8, we note that involvement of students body in discipline management and use of peer counselors in discipline management proved very effective while the use of deputy head teachers' open forums was effective in management of students' discipline.

In order to know the extent to which in-service training by KEMI influenced deputy head teachers' competence in management of discipline, the responses were analyzed using descriptive statistics and findings were recorded on Table 4.9 as shown below.

Table 4.9: Analysis on the extent to which in-service training by KEMI influences deputy head teachers' competence in management of discipline

	N	Minimum	Maximum	Mean	Std. Deviation
Involvement of students body in discipline management	24	4.00	5.00	4.4167	.50361
Use of peer counsellors in discipline management	24	3.00	5.00	4.1250	.85019
Use of the deputy head teachers' open forums in discipline management	24	3.00	5.00	4.0000	.51075
Use of school mothers and fathers in discipline management	24	2.00	5.00	3.1667	.63702
Use of family units where teachers are foster parents in discipline management	24	1.00	5.00	3.5000	1.21584
Valid N (list wise)	24				

From Table 4.9 above, respondents showed involvement of students' body and use of deputy head teachers' open forums as the most effective to enhance deputy head teachers' competence level in their administrative task areas. The standard deviation obtained was less than one which indicated that responses gotten were more similar to each other.

To understand the effectiveness of mentoring by head teacher before assuming deputyship and enhancing their competence, five questions were asked to the respondents and responses to these questions were recorded on Table 4.10 and its analysis were recorded on Table 4.11.

Table 4.10: Responses on effectiveness of Mentoring by head teachers in enhancing competence levels of deputy head teachers in administration task areas

Task area	Very Effective	Effective	Fairly effective	Not effective	Very ineffective	Total
Management of students discipline	14	6	4			24
Provision of students' welfare	10	10		4		24
Curriculum implementation	8	10	4	2		24
Curriculum evaluation	12	4	4		2	24
Management of school plant	2	4	12	2	2	24

In view of Table 4.10, responses given showed that Mentoring on deputy head teachers was most effective on management of students' discipline and provision of student welfare. The research also establish that mentoring by head teachers on deputy was not much significant in management of school plant.

In order to determine the extent to which mentoring by head teachers influenced deputy heads, the responses were analyzed to get means and standard deviation which were later recorded on table 4.11 below.

Table 4.11: Descriptive Analysis on Influence of head teachers' Mentoring on deputy head teachers competence in management of secondary school students' discipline

	N	Minimum	Maximum	Mean	Std. Deviation
Management of student discipline	24	3.00	5.00	4.5000	.65938
Provision of students welfare	24	2.00	5.00	4.2917	.85867
Curriculum implementation	24	2.00	5.00	4.0833	.82970
Curriculum evaluation	22	1.00	5.00	4.0455	1.21409
Management of school plant	22	1.00	5.00	3.2273	1.02036
Valid N (list wise)	22				

In view of Table 4.11, it was evident that Mentoring was more effective on management of student discipline and also on provision of students' welfare. The study also established that Mentoring was not effective on management of school plant more responses indicated that it was fairly effective as according to the mean of 3.22 obtained in the Table 4.11 above.

To understand the effectiveness of on-the-job training in enhancing management of students' discipline, question 9 was asked to the respondents and the responses to this question were recorded on Table 4.12 and its descriptive analysis were recorded on Table 4.13.

Table 4.12: Responses on how on- the job experience enhances management of students' discipline

Task area	Most Effective	Effective	Fairly effective	Least Effective	Not Effective
I. KSSHA annual conferences	2	10	6	4	2
II. Background preparation	5	1	3	2	
III. KEMI programmes	5	6			
IV. Previous leadership roles before assuming deputyship	3	6	2		

Iravo (2004) observed that undergraduate teachers from local universities cover only one unit in educational administration which is just an introductory course, education administration is also offered as an area of specialization of the master degree. It is because of this that respondents strongly agree that on- the job training by KEMI programs is key in management of students' discipline.

To understand the extend to which on-the-job training influences deputy head teachers' management of students' discipline, it was important therefore to do

analysis of the responses obtained and findings were recorded on table 4.13

below.

Table 4.13: Analysis on extent to which on-the-job training influences deputy head teachers' management of students' discipline

	N	Minimum	Maximum	Mean	Std. Deviation
Kenya secondary school head teachers association annual conferences	22	1.00	5.00	3.2727	1.07711
Background preparation	22	2.00	5.00	3.9091	1.10880
KEMI programs	24	3.00	5.00	4.2500	.60792
Previous leadership roles before assuming deputyship	22	3.00	5.00	4.0909	.68376
Valid N (list wise)	22				

From Table 4.13 above it was evident that KEMI programs were more effective

with a mean of 4.2(n=24, mean = 4.25). The standard deviation was also

between 1 and 0.6 indicating that responses were more similar to each other.

KSSHA annual conference had the lowest mean (n=24, mean = 3.27).

To understand the sufficiency of in-service courses in preparing deputy head

teachers, question 10 was asked to the respondents and responses to this

question were recorded on Table 4.14 below.

Table 4.14: Responses on sufficiency of KEMI programmes

Task area	Adequately	Partially	Total
Duration	6	18	24
Content	22	2	24
Organization	10	14	24
Trainers	12	12	24
Frequency	2	22	24

Table 4.14 shows in-service courses have the content to help manage students'
discipline. McGraw- Hill, Inc. United States of America observed in-service
trainings helped trainees to understand the role and responsibilities which better
managerial decision and improve job performance.

In order to understand the extent of sufficiency of programmes being offered
by KEMI, it was important to conduct descriptive statistics on the responses
obtained and findings were recorded on Table 4.15 below.

Table 4.15: Analysis for the programmes being offered by KEMI on various aspects

	N	Minimum	Maximum	Mean	Std. Deviation
Duration	24	1.00	2.00	1.2917	.46431
Content	24	1.00	2.00	1.8333	.38069
Organization	24	1.00	2.00	1.4583	.50898
Trainers	24	1.00	2.00	1.5000	.51075
Frequency	24	1.00	2.00	1.1250	.33783
Valid N (list wise)	24				

Students are the key stakeholders within a school. Students' personnel management entails those activities that supplement the regular class room instructions and coordinate various personnel services. There is need to manage them effectively as it leads to an overall management of a school, question 12 was asked and responses to this question were recorded on Table 4.15. It was evident that more respondents agreed that content was enough at a mean of 1.83 (n=24, mean = 1.83) while frequency were the lowest (n=24, mean=1.12) as shown on Table 4.15.

In order to determine the importance of need for training on students' personnel management, responses were gathered and were recorded on Table 4.16 and analysis to this responses were recorded on Table 4.17 below.

Table 4.16:Responses for on need for training on students' personnel management

Task area	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
-Management of student health	10	8	6		24
-Guidance and counseling	16	6	2		24
-Management of students's records	12	6	2	4	24
-Drugs and substance abuse	20	4			24
-Management of co-curriculum activities	10	12	2		24
-Management of clubs and societies	6	14	2	2	24

In view of Table 4.16, it is evident that deputy head teachers require training on drug and substance abuse. This is because drugs and substance are becoming widely used by young people and there is emergence of new ways of trafficking them.

In order to determine whether deputy head teachers needed training on various aspects, responses were gathered based on management of student personnel

and this responses were analyzed and findings were recorded on Table 4.17
below.

Table 4.17:Analysis on the need for deputy head teachers training

	N	Minimum	Maximum	Mean	Std. Deviation
Management of student health	24	2.00	5.00	3.2500	.98907
Guidance and counselling	24	2.00	5.00	3.6250	.76967
Management of student records	24	1.00	5.00	3.0833	1.24819
drug and substance abuse	24	3.00	5.00	3.9167	.50361
Management of co-curriculum activities	24	2.00	5.00	3.4583	.77903
Management of clubs and societies	24	1.00	5.00	3.1250	.99181
Valid N (list wise)	24				

According to Table 4.17, the respondents strongly agreed that they need training
on drug and substance abuse as is the key in students' personnel management
followed by guidance and counseling. It was also important to note that standard
deviation was less than one except for management of student records which
was 1.24. The study also indicated that most of deputy head teachers does not
require training on management of student records as it is shown in the above
table.

In order to gauge the usefulness of KSSHA annual conferences on transfer of
knowledge to deputy head teachers, responses were gathered and recorded on

Table 4.18 below and descriptive statistics for this responses were recorded on

Table 4.19.

Table 4.18: Responses on transfer of knowledge from KSSHA conferences

	Strongly Agree	Agree	Neutral	Strongly Disagree	Total
Useful to deputy heads in discipline mangement	6	8	10		24
Useful to deputy heads in curriculum evaluation	6	10	6	2	24
Useful to deputy heads in provision of students welfare	10	6	2	6	24

In view of Table 4.18, respondents strongly agree that transfer of knowledge of head teachers from KSSHA was very useful to deputy head teachers in discipline management of students.

In order to determine the extent to which KSSHA workshops influence deputy head teachers competence in management of secondary school students' discipline, it was important to conduct descriptive statistics analysis on responses obtained and findings were recorded on Table 4.19 below.

Table 4.19: Analysis for influence of KSSHA workshops on deputy head teachers' competence in management of secondary school students' discipline

	N	Minimum	Maximum	Mean	Std. Deviation
Useful to deputy heads in discipline management	24	3.00	5.00	3.9583	.85867
Useful to deputy heads in curriculum evaluation	24	2.00	5.00	3.9583	.85867
Useful to deputy heads in provision of students welfare	24	2.00	5.00	3.8750	1.26190
Valid N (list wise)	24				

The government of Kenya, in answering to school heads' management needs, established the Kenya Education Management Institute after recommendations of Maina Report of 1978. It trains educational managers in various aspects of school management including new approaches to discipline, drug and substance abuse, guidance and counseling among others which are key in management of discipline. From the findings in this study, majority of the principals and deputy head teachers are perceived as competent in all discipline management tasks. This can only mean that majority of the head teachers and deputy head teachers have undergone in-service training in the area of discipline and mentoring.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter deals with the summary, conclusions and recommendations of the study. The general objective of the study was to investigate the influence of deputy head teachers' in-service on students' discipline in Kathiani Sub-County, Machakos County, Kenya.

5.2 Summary of the study

The purpose of this study was to examine the influence of students' discipline by deputy head teachers. Five research objectives were developed from which research questions were drawn to be answered for the study. Related literature to discipline and level of KEMI effectiveness a theoretical and conceptual framework was provided.

The study targeted all the public secondary schools in Kathiani Sub-County. The study employed simple random sampling method to get 32 principals and stratified random sampling to get deputy teachers as the respondents. The return rate was about 80 percent, which was found adequate.

Data was analyzed using the Statistical Package for Social Sciences (SPSS) to process the frequencies, percentages and descriptive statistics which were used to discuss the findings.

5.3 Summary of findings

On the first objective which was to determine the extent to which exposure to training at Kenya Education Management Institute influences the deputy head teachers management of discipline and administrative task in secondary schools, It was established that that KEMI's programme for the deputy head teachers effectively address: Involvement of students body in discipline management (n=24, mean 4.42); Use of peer counsellors in discipline management (n=24,mean 4.12); Use of the deputy head teachers open forums in discipline management (n=24, mean 4.00); Use of school mothers and fathers (n=24, mean 3.17); Use of family Units where teachers are foster parents (n=24, mean 3.50).

On the second objective to determine the extent to which on-the-job training influences deputy head teachers competence in managing secondary school discipline, it was established that the guidance by head teachers was effective (n=24, mean= 3.27), Background preparation (n=24, mean= 3.90), Kemi programmes (n=24, mean= 4.20) and previous leadership roles before assuming deputyship (n=24, mean=4.09). From this findings the on-the-job training aspect of KEMI programmes were more effective at a mean of 4.20 followed by previous leadership roles at a mean of 4.09 while annual conferences were the least effective at a mean of 3.27.

On the third objective of head teacher mentoring on deputy head teachers, it was established that the principal's level of education had no influence on mentoring of their deputies (p>0.05) and human resources. It was

also established that the principal's pursuit of higher education had no influence on mentoring of deputy principals (p>0.05).

On the fourth objective about influence of Kenya Secondary Heads' Association workshops on deputy head teachers' competence in management of secondary school students' discipline, it was found that all the aspects of Kenya Secondary Heads' Association were effective at a mean greater than 3.5. Useful to deputy heads in discipline management (n=24, mean=3.96), Useful in curriculum evaluation (n=24, mean=3.96), provision of student welfare (n=24, mean=3.87).

On the fifth objective which was to determine the influence of administrative experience on deputy head teachers' competence in management of secondary school students' discipline, it was found that the previous experience on deputy head teachers greatly influenced their administrative competence (n=24, mean=3.96) as shown on Table 4.9. It comes out clearly that the level of experience for deputy head teachers really maters a lot.

5.4 Conclusions

It was therefore concluded that the KEMI programmes for deputy head teachers positively influenced their administrative tasks, mentoring and professional development. The principals' annual conferences are also more effective in enhancing deputy head teachers' competence in management of students' discipline.

It is also evident that on-the-job training positively enhances deputy head teachers' competence in discipline management.

5.5 Recommendations

Based on the findings of the study, the following recommendations are made:-

i. That KEMI should avail the deputy principals' in-service programme courses regularly as it was found to be very effective in the management of students' discipline in secondary schools.

ii. That KEMI should extend the duration of deputy head teachers in-service programme courses as it was found that the programme are effective though the duration was too short, usually two weeks.

iii. That the Ministry of Education should ensure that all the deputy head teachers in secondary schools nationally attend the KEMI's principals' in-service courses as it was found to be very effective in the management of students' discipline in secondary schools.

iv. That the organizers of the deputy principals' annual conferences should consult the deputy principals on the themes of every conference since this would address some of the burning issues that principals could be having within their schools from time to time.

5.6 Suggestions for further research

Based on the findings of the study, further research is suggested on factors that affect effective human and financial management in secondary schools.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION TO RESPONDENTS

UNIVERSITY OF NAIROBI
DEPARTMENT OF EDUCATIONAL
ADMINISTRATION AND PLANNING
P.O. BOX 30197-0010
NAIROBI

Dear Sir/ Madam,

I am a postgraduate student at the University of Nairobi conducting a study on influence of deputy head teachers' in- service on secondary school students' discipline in Kathiani sub-county.

You have been selected to participate in the study and therefore would very much appreciate if you would kindly assist me by responding to all items in the attached questionnaires. Please do not write your name anywhere on the questionnaire, your identity will be confidential and will be used for academic purposes only.

Your co-operation will be appreciated.

Thanks in advance.

Yours sincerely,

ANGELINE NDETI

APPENDIX II: QUESTIONNAIRE FOR DEPUTY HEAD TEACHERS

This questionnaire below is used to collect data for purely academic purposes on the influence of deputy head teachers' in- service on students' discipline in Kathiani Sub-County, Machakos County, Kenya.

SECTION A: BACKGROUND INFORMATION

1.   What is your gender?   Male [   ]   Female [   ]

2.   What is your age?   25-35 years [   ]   35-45 years [   ]

        45 – 55 years [   ]   above 55 years [   ]

3.   What is your highest academic qualification?

        Master in education   [   ]   Bachelor's degree in education [   ]

        Diploma in education [   ]   other specify……………………

4.   How many years have you been a deputy head teacher?

5.   How many years have you been in this school?

    i.   Less than one year   [   ]

    ii. One year to three years   [   ]

    iii. Over three years   [   ]

6. How many times since January this year have you attended any of the secondary school deputy head teachers professional development programmes? None [   ] Once [   ] Twice [   ]   Thrice [ ] four and above [   ]

7. How effective are the in service courses organized by the Kenya Education Management Institute in enhancing secondary schools deputy head teachers' competence levels in their administrative task areas?

Level of KEMI effectiveness in the following aspects of discipline management					
Task area	Very effective	Effective	Fairly effective	Not effective	Very in effective
a) Involvement of students' body in discipline management					
b) Use of peer counselors in discipline management					
c) Use of the deputy head teachers' open forums in discipline management					
d) Use of school mothers and fathers in discipline management					
e) Use of family units where teachers are foster parents in discipline management					

8. How effective does mentoring by head teachers before assuming deputyship enhance their competence levels in the following?

Task areas

Task area	Very effective	Effective	Fairly effective	Not effective	Very in effective
a)Management of students discipline					
b)Provision of students welfare					
c)Curriculum implementation					
d)Curriculum evaluation					
e)Management of school plant					

9. How effective does on- the- job training enhance management of students' discipline?

Please rank in order of preference from the most effective to enhancing management of discipline.

	Most Effective	Effective	Fairly effective	Least effective	Not effective
i. Kenya Secondary School Head teacher Association annual conferences.					
ii. Back ground preparation					
iii. KEMI programmes					
iv. Previous leadership roles before assuming deputyship					

10. Do you think the in-service courses are sufficient enough in preparing you for deputy head teachers' administrative tasks? Please comment interns of:

	Adequately	Partially
i)Duration		
ii)Content		
iii) Organization		
iv)Trainers		
v) Frequency		

11. In view of your experience as a deputy head teacher, what will you recommend as the best ways of training current and prospective/ future deputy head teachers? Please rank from the most preferred to the least preferred mode of professional development for deputy head teachers

a) Current deputy head teachers in terms of

    i. Mentoring

    ii. On-the-job training

    iii. Regular in-service training

b) Future deputy head teachers in terms of

    i. Mentoring

    ii. On-the-job

    iii. Regular in-service training

12. I need training in the following areas of students' personnel management. Tick in the appropriate column.

	SA	A	D	SD
a) Management of student health				
b) Guidance and counseling				
c) Management of students records				
d) Drugs and substance abuse				
e) Management of co-curriculum activities				
f) Management of clubs and societies				

13. Below are statements related to transfer of knowledge of head teachers from KSSHA conferences? Please tick appropriately

	Strongly agree	agree	Neutral	Disagree	Strongly disagree
a) Useful to deputy heads in discipline management					
b) Useful to deputy heads in curriculum evaluation					
c) Useful to deputy heads in provision of students welfare					

APPENDIX III: QUESTIONNAIRE FOR HEAD TEACHERS

The purpose of the study is to investigate the contribution of deputy head teachers' in-service towards effective management of students' discipline in Kathiani sub-county Machakos County, Kenya. Please do not write your name on the questionnaire. All responses will be treated with utmost confidentiality.

1.   By use of a tick [ ] indicate the type of school from the options.

   i.   Girls boarding   [   ]

  ii.   Boys boarding   [   ]

 iii.   Mixed day and boarding   [   ]

 iv.   Mixed boarding   [   ]

2.   What is your gender?

Male   [   ]   Female   [   ]

3.   What is your academic qualification? Tick one

Bachelor degree   [   ]

Diploma   [   ]

MED   [   ]

Others specify …………………………………………………....

4.   How many years have you been a teacher in your present school?

1- 3yrs [ ] 4 – 6yrs [ ] 7 – 9yrs [ ] 10yrs and above [ ]

5.   How do you rate the management of students' discipline in your school?

Very good [   ]   average [   ]   good [ ]   poor [   ]

6. What criteria do you use to select teachers to take up responsibilities in the school?

7. In your own opinion is there any relationship between the deputy head teachers' in- service training and effective management of students' discipline?

APPENDIX IV: QUESTIONNAIRE FOR SCHOOL PRESIDENTS

The purpose of the study is to investigate the contribution of deputy head teachers' in-service towards effective management of students' discipline in Kathiani sub-county Machakos County, Kenya. Please do not write your name on the questionnaire. All responses will be treated with utmost confidentiality.

Please respond to all the following questions.

1. Has your school experienced any form of students' unrest in the past five years?

   Yes [ ]   NO [ ]

2. If yes, please highlight some of the factors that caused the students unrest in the question above?

   ……………………………………………………………………………

3. To what extend do you agree with the following statements about relationship between the deputy head teacher and the students in the school

Category	Code
Never	1
Rarely	2
Sometimes	3
Always	4

Statement	1	2	3	4
To what extend do you believe your deputy head teacher				
a) Is friendly and easy to talk to and listens to you whether he/she agrees or disagrees with you?				
b) Encourages you to express your feelings and ideas freely and frankly?				
c) Encourages you to bring new changes as well as creative ideas and puts them into use?				
d) Accepts that he/she is capable of making mistakes and is not defensive when you criticize?				
e) Shows no favorites and treats all of you equally?				

4. To what extent do you agree that the experience from the above responses influence students' unrest?

   Strong agree [ ] agree [ ] disagree [ ]   strongly disagree [   ]

   Please give reasons for your answer in question 5 above

   …………………………………………………………………………

5. In your opinion what should be the best method of training of the deputy head teachers in order to manage students' discipline in secondary schools.

   i.   In- service by KEMI

   ii.   Mentoring

   iii. On-the-job training

  iv. Experience

  v. Attending seminars and workshops organized by KSSHA in or any other body in their districts

6. What are some of the suggestions that you can make that you think if adopted by the authority can help improve the way discipline cases are handled in your school? …………………………………………

APPENDIX V: SECONDARY SCHOOLS IN KATHIANI SUB-

COUNTY

S/No.	Schools
1.	Mitaboni ABC Girls
2.	Mitaboni High School
3.	Kathiani Girls
4.	Kathiani Boys
5.	Kalikya Secondary
6.	King'ong'oi Secondary
7.	Ngiini Secondary
8.	Miumbuni Secondary
9.	Kaiani Secondary
10.	Kwa Ngengi ABC Secondary
11.	Ngoleni Secondary
12.	Nthunguni Secondary
13.	Kauti Secondary
14.	Kaewa Secondary
15.	Thinu Secondary
16.	Kituvu Secondary
17.	St. Vincent Imilini
18.	Kitie Secondary
19.	Mbuuni Secondary
20.	Kaani Secondary
21.	Kithunguini Secondary
22.	St. Benedict Kituli
23.	Kisovo
24.	Rev. Kitonyi
25.	Lumbwa

26.	Ikoleni
27.	Kaliluni Girls
28.	Kikombi
29.	Mbee
30.	Kaani Lions
31.	Kinyau secondary
32.	Kitulu secondary

APPENDIX VI: INTRODUCITON LETTER FROM UNIVERSITY OF NAIROBI

UNIVERSITY OF NAIROBI
COLLEGE OF EDUCATION AND EXTERNAL STUDIES
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND PLANNING

Telegram: "CEES"   P.O. BOX 30197
Telephone: 020-2701902   OR P.O. BOX 92 -00902
dept-edadmin@uonbi.ac.ke   KIKUYU

                                                              18/09/2015

OUR REF: UON/CEES/SOE/A&P/1/4

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: ANGELINE MWIKALI NDETI – REG. NO. E55/75310/2012

This is to certify that **Angeline Mwikali Ndeti** is our Master of Education student in the
department of Educational Administration and Planning of the University of Nairobi. She is
currently working on her research proposal entitled *"Influence of Deputy Head Teachers In-
Service on Students' Discipline in Kathiani Sub-County, Machakos County, Kenya"*.

Any assistance accorded to her will be highly appreciated.

DR. GRACE NYAGAH
CHAIRMAN
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND PLANNING

APPENDIX VII: AUTHORIZATION LETTER TO CONDUCT FIELD RESEARCH

MINISTRY OF EDUCATION SCIENCE AND TECHNOLOGY
Office of the Education Secretary, State Department of Education

Email: deokathiani@gmail.com

SUB-COUNTY EDUCATION OFFICE
P.O. BOX 5, 90105
KATHIANI

When replying please quote

13/10/2015

The Principals,
Ministry of Education Science & Technology,
Kathiani Sub-County

RE: AUTHORITY TO CONDUCT FIELD RESEARCH
MISS ANGELIN MWIKALI NDETI- E55/75310/2012:

The above mentioned is a student at University of Nairobi. She has authority to conduct field research in our Secondary schools in the Sub- County on Influence of Deputy Head teachers' In- service on students' discipline in Kathiani Sub – county, Machakos County, Kenya.

Kindly accord her the necessary assistance to enable her go through her Masters Degree.

Thank you.

MIRIAM J. KIEMA
SUB-COUNTY DIRECTOR OF EDUCATION
KATHIANI

APPENDIX VIII: RESEARCH AUTHORIZAITON LETTER FROM NACOSTI

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone:+254-20-2213471,
2241349,3310571,2219420
Fax:+254-20-318245,318249
Email:dg@nacosti.go.ke
Website: www.nacosti.go.ke
when replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

Date:

NACOSTI/P/16/97676/10784

2nd May, 2016

Angeline Mwikali Ndeti
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Influence of deputy head teachers` in service on students` discipline in secondary schools in Kathiani Sub-County, Machakos County,"* I am pleased to inform you that you have been authorized to undertake research in **Machakos County** for the period ending **29th April, 2017.**

You are advised to report to **the County Commissioner and the County Director of Education, Machakos County** 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.

BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Machakos County.

The County Director of Education
Machakos County.

APPENDIX IX: RESEARCH PERMIT

CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit

2. Government Officers will not be interviewed without prior appointment.

3. No questionnaire will be used unless it has been approved.

4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.

5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.

6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice

REPUBLIC OF KENYA

NACOSTI

National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A 8919

CONDITIONS: see back page

THIS IS TO CERTIFY THAT:
MS. ANGELINE MWIKALI NDETI
of UNIVERSITY OF NAIROBI, 0-100 Nairobi,has been permitted to conduct research in *Machakos County*

on the topic: *INFLUENCE OF DEPUTY HEAD TEACHERS' IN SERVICE ON STUDENTS DISCIPLINE IN SECONDARY SCHOOLS IN KATHIANI SUB-COUNTY, MACHAKOS COUNTY*

for the period ending:
29th April,2017

Permit No : NACOSTI/P/16/97676/10784
Date Of Issue : 2nd May,2016
Fee Recieved :Ksh 1000

Applicant's Signature

Director General National Commission for Science, Technology & Innovation