CHALLENGES FACING DEPUTY HEAD TEACHERS IN MANAGING STUDENTS IN SECONDARY SCHOOLS IN KANGEMA DISTRICT, MURANG’A COUNTY, KENYA.

BY

MBOCHE JEREMIAH NYAGA

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DECLARATION

This is my original work and has not been presented for a degree or any other award in any University.

MBOCHE JEREMIAH NYAGA
E55/CE/15384/2008

This research project has been submitted with our approval as the university supervisors.

DR. F. ITEGI (PhD)
Lecturer,
Department of Education Management,
Policy and Curriculum Studies
Kenyatta University

DR. MARTIN OGOLA (PhD)
Lecturer,
Department of Education Management,
Policy and Curriculum Studies
Kenyatta University
DEDICATION

This work is dedicated to my family who stood by my side as I undertook this study.

Their encouragement inspired me to move on.
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I wholeheartedly acknowledge the Almighty Father for His love and providence that saw me through the entire period I was working on this project. Without Him, I would not have gone this far.

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# TABLE OF CONTENT

DECLARATION ........................................................................................................... ii  
DEDICATION ............................................................................................................. iii  
ACKNOWLEDGEMENT ............................................................................................... iv  
TABLE OF CONTENT ............................................................................................... v  
LIST OF TABLES .......................................................................................................... ix  
LIST OF FIGURES ....................................................................................................... x  
LIST OF ABBREVIATIONS .......................................................................................... xi  
ABSTRACT ................................................................................................................... xii  

CHAPTER ONE ........................................................................................................... 1  
INTRODUCTION .......................................................................................................... 1  
1.1  BACKGROUND TO THE STUDY ..................................................................... 1  
1.2  STATEMENT OF THE PROBLEM ................................................................... 5  
1.3  PURPOSE OF THE STUDY ............................................................................. 6  
1.4  OBJECTIVES OF THE STUDY ...................................................................... 7  
1.5  RESEARCH QUESTIONS ................................................................................. 7  
1.6  ASSUMPTIONS OF THE STUDY ..................................................................... 8  
1.7  SIGNIFICANCE OF THE STUDY ................................................................... 8  
1.8  LIMITATIONS OF THE STUDY ................................................................... 9  
1.9  DELIMITATIONS ............................................................................................. 9  
1.10 THEORETICAL FRAMEWORK ...................................................................... 9  
1.11 CONCEPTUAL FRAMEWORK ...................................................................... 13  
1.12 DEFINITION OF CENTRAL TERMS ............................................................ 15  

CHAPTER TWO .......................................................................................................... 17  
LITERATURE REVIEW ............................................................................................. 17  
2.1  INTRODUCTION ............................................................................................ 17  
2.2  ISSUES IN MANAGING STUDENT PERSONNEL IN SCHOOLS ............... 17
2.3 IMPACT OF SKILLS POSSESSED BY DEPUTY HEAD TEACHER’S ON THE MANAGEMENT OF STUDENTS ......................................................... 20

2.4 EFFECTS OF SCHOOL RESOURCES ON MANAGEMENT OF STUDENT PERSONNEL .............................................................................. 23

2.5 APPROACHES ADOPTED BY DEPUTY HEAD TEACHERS IN MANAGING STUDENTS .................................................................................. 27

2.6 INFLUENCE OF BANNING CORPORAL PUNISHMENT IN RELATION TO MANAGING STUDENTS ................................................................. 32

CHAPTER THREE ....................................................................................................................... 35

RESEARCH METHODOLOGY ...................................................................................................... 35

3.1 INTRODUCTION ...................................................................................................................... 35

3.2 RESEARCH DESIGN .............................................................................................................. 35

3.3 LOCALE OF THE STUDY ...................................................................................................... 35

3.4 POPULATION OF THE STUDY ............................................................................................. 35

3.5 SAMPLING PROCEDURE ..................................................................................................... 36

3.6 RESEARCH INSTRUMENTS ................................................................................................. 36

3.6.1 QUESTIONNAIRES .......................................................................................................... 39

3.6.2 QUESTIONNAIRES FOR DEPUTY HEAD TEACHERS AND TEACHERS ................................................................. 39

3.6.3 INTERVIEW SCHEDULE ................................................................................................. 40

3.7 PILOT STUDY ...................................................................................................................... 41

3.7.1 VALIDITY .............................................................................................................................. 41

3.7.2 RELIABILITY ..................................................................................................................... 42

3.8 DATA COLLECTION PROCEDURE ...................................................................................... 42

3.9 METHODS OF DATA ANALYSIS AND PRESENTATION ..................................................... 43
CHAPTER FOUR ................................................................. 44
DATA ANALYSIS, PRESENTATION AND DISCUSSION ......................... 44

4.1 INTRODUCTION ........................................................................................................ 44
4.2 ANALYSIS OF DATA .................................................................................................. 44
4.3 DEMOGRAPHIC INFORMATION OF THE RESPONDENTS ................................. 45
4.4 EFFECTS OF SKILLS POSSESSED BY DEPUTY HEAD TEACHERS ON THEIR ROLE OF MANAGING STUDENTS ......................................................... 48
4.5 INFLUENCE OF RESOURCES ON DHT’S ROLE OF MANAGING STUDENTS ......................................................................................................................... 54
4.6 STRATEGIES USED BY DEPUTY HEAD TEACHERS AND THEIR INFLUENCE IN MANAGING STUDENTS IN SCHOOLS ........................................... 61
4.7 INFLUENCE OF BANNING CORPORAL PUNISHMENT ON DHT’S ROLE OF MANAGING STUDENTS .................................................................................... 70
4.8 POSSIBLE MEASURES TO ENHANCE THE ROLE OF D.H.T IN MANAGING STUDENTS IN SCHOOLS ........................................................................ 75

CHAPTER FIVE .............................................................................................................. 78
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS ............................ 78

5.1 INTRODUCTION ........................................................................................................ 78
5.2 SUMMARY OF THE RESEARCH FINDINGS ........................................................... 78
  5.2.1 INFLUENCE OF DEPUTY HEAD TEACHERS’ SKILLS ON MANAGEMENT OF STUDENTS ........................................................................................................ 78
  5.2.2 EFFECTS OF SCHOOL RESOURCES ON DEPUTY HEAD TEACHER’S ROLE OF MANAGING STUDENTS ........................................................................ 79
  5.2.3 APPROACHES ADOPTED BY DEPUTY HEAD TEACHERS IN MANAGING STUDENTS IN SCHOOLS ........................................................................ 80
  5.2.4 INFLUENCE OF BANNING CORPORAL PUNISHMENT ON D.H.T’S ROLE OF MANAGING STUDENTS ........................................................................ 82
  5.2.5 REMEDIES TO ENHANCE THE DHT’S ROLE OF MANAGING STUDENTS ......................................................................................................................... 83
5.3 CONCLUSION ........................................................................................................... 84
5.4 RECOMMENDATIONS .......................................................................................... 85
5.5 SUGGESTIONS FOR FURTHER RESEARCH .................................................. 86

REFERENCES ................................................................................................................. 87

APPENDICES .................................................................................................................. 91
APPENDIX I COVERING LETTER ................................................................................ 91
APPENDIX II CHALLENGES FACING DEPUTY HEAD TEACHERS IN MANAGING STUDENTS IN SECONDARY SCHOOLS .......... 92
APPENDIX III QUESTIONNAIRE FOR TEACHERS ..................................................... 100
APPENDIX IV EDUCATION’S OFFICER INTERVIEW GUIDE ...................................... 107
APPENDIX V BUDGET .................................................................................................. 111
APPENDIX VI WORK PLAN .......................................................................................... 112
APPENDIX VII RESEARCH AUTHORIZATION LETTER ........................................... 113
APPENDIX VIII MINISTRY OF EDUCATION RESEARCH LETTER ...................... 114
# LIST OF TABLES

<table>
<thead>
<tr>
<th>TABLE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table 3.1</td>
<td>Presents the Sampling Matrix .................................................. 38</td>
</tr>
<tr>
<td>Table 4.1</td>
<td>Years of Teaching Experience of the Teachers.......................... 45</td>
</tr>
<tr>
<td>Table 4.2</td>
<td>Highest Levels of Academic Qualification for the Respondents ......... 46</td>
</tr>
<tr>
<td>Table 4.3</td>
<td>Category of the Schools and Number of Respondents.................. 47</td>
</tr>
<tr>
<td>Table 4.4</td>
<td>Frequency of Organizing Training for Deputy Head Teachers.......... 49</td>
</tr>
<tr>
<td>Table 4.5</td>
<td>Effects of Skills on D.H.Ts Role of Managing Students ............... 50</td>
</tr>
<tr>
<td>Table 4.6:</td>
<td>D.H.T and Teachers’ Responses on Strategies for Coping with</td>
</tr>
<tr>
<td></td>
<td>Understaffing in Schools.......................................................... 54</td>
</tr>
<tr>
<td>Table 4.7</td>
<td>Weekly teaching load for teachers. .......................................... 56</td>
</tr>
<tr>
<td>Table 4.8</td>
<td>Teachers’ Rating of Their Teaching Workload............................. 57</td>
</tr>
<tr>
<td>Table 4.9</td>
<td>Teachers’ Rating of Adequacy of Physical Resources .................. 58</td>
</tr>
<tr>
<td>Table 4.10</td>
<td>Frequency of School Administrators’ Meeting with Prefects.......... 64</td>
</tr>
<tr>
<td>Table 4.11</td>
<td>Deputy Head Teachers and Teachers’ rating of Effectiveness of</td>
</tr>
<tr>
<td></td>
<td>Guidance and Counseling Teachers............................................. 65</td>
</tr>
<tr>
<td>Table 4.12</td>
<td>D.H.T Management of students in Absence of Corporal Punishment .. 70</td>
</tr>
<tr>
<td>Table 4.13</td>
<td>Approaches in Handling Indisciplined students in schools............. 72</td>
</tr>
<tr>
<td>Table 4.14</td>
<td>Teachers’ Rating of Students’ Discipline in Absence of Corporal</td>
</tr>
<tr>
<td></td>
<td>Punishment.................................................................................... 74</td>
</tr>
<tr>
<td>Table 4.15</td>
<td>Responses on Measures needed to enhance the role of DHT in</td>
</tr>
<tr>
<td></td>
<td>managing students........................................................................ 75</td>
</tr>
</tbody>
</table>
# LIST OF FIGURES

<table>
<thead>
<tr>
<th>FIGURE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Figure 1.1</td>
<td>The Correlates of Factors Affecting Deputy Head Teachers’ in</td>
</tr>
<tr>
<td></td>
<td>Managing Students. Source: Researcher .................................... 13</td>
</tr>
<tr>
<td>Figure 4.1</td>
<td>Attendance by D.H.Ts of in-service Training Covering Management of</td>
</tr>
<tr>
<td></td>
<td>Students .................................................................................. 48</td>
</tr>
<tr>
<td>Figure 4.2</td>
<td>Deputy Head Teachers’ Response on Whether They Are Adequately</td>
</tr>
<tr>
<td></td>
<td>Prepared to Manage Students ..................................................... 51</td>
</tr>
<tr>
<td>Figure 4.3</td>
<td>Areas in Which D.H.T Need Training ............................................. 52</td>
</tr>
<tr>
<td>Figure 4.4</td>
<td>DHTs’ and Teachers Perception on Effectiveness of Prefects in</td>
</tr>
<tr>
<td></td>
<td>Managing Students in Schools ..................................................... 61</td>
</tr>
<tr>
<td>Figure 4.5</td>
<td>Teachers’ Perceptions on Effectiveness of Training Given to the</td>
</tr>
<tr>
<td></td>
<td>Prefects ................................................................................ 63</td>
</tr>
<tr>
<td>Figure 4.6</td>
<td>Teachers’ Response on Frequency of Guidance and Counseling</td>
</tr>
<tr>
<td></td>
<td>Sessions in Schools .................................................................... 67</td>
</tr>
<tr>
<td>Figure 4.7</td>
<td>DHTs’ and Teachers views on Effectiveness of Guidance and</td>
</tr>
<tr>
<td></td>
<td>Counseling Departments in Schools .............................................. 68</td>
</tr>
</tbody>
</table>
LIST OF ABBREVIATIONS

B.O.G  Board of Governors
F.S.E  Free Secondary Education
KESI  Kenya Education Staff Institute
H.T   Head Teacher
D.H.T.  Deputy Head Teacher
M.Ed.  Master of Education
B.Ed.  Bachelor of Education
Dip. Ed.  Diploma in Education
S1   Secondary ‘1’ Grade Teacher
D.E.O.  District Education officer
No   Number
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 study sought to establish the challenges faced by secondary schools deputy head teachers in managing student personnel in Kangema District. The objectives of the study were to establish the skills deputy head teachers possess in managing students in schools, to evaluate the effects of school resources on deputy head teachers role, to investigate leadership practices adopted by deputy head teachers, to evaluate the effects of banning corporal punishment on deputy head teachers role and to seek suggestions on possible remedies for challenges facing deputy head teachers in managing students in schools. The study employed a descriptive survey research design. The target population was 337 respondents consisting of 26 deputy head teachers, 310 teachers and the DEO. The sample size was 108 respondents, made up of 8 deputy head teachers, 99 teachers, and one DEO. Data were collected by use of questionnaires for teachers and an interview schedule for the DEO. Data analysis was done using descriptive statistics after data cleaning and coding. Quantitative data was analyzed by tallying the numbers of similar responses. Results of data analysis were presented using frequency distribution tables, bar graphs, and pie charts. The study established that deputy head teachers are not adequately prepared to manage students in schools. There was shortage of physical and human resources in schools resulting in challenges in managing students. Guidance and counseling in schools in Kangema was ineffective due to inadequate resources and ill equipped teachers. Prefect bodies in most schools were ineffective hence making it difficult for deputy head teachers to manage students effectively. The banning of corporal punishment in schools also contributed negatively on student discipline. The study therefore recommends employment of more teachers and non-teaching members to bridge the shortfall in human resources in schools. The MOE should increase its budgetary allocation on infrastructure to enable schools to put up structures in order to accommodate the rising number of students. KESI should organize relevant in-service training courses for deputy head teachers in order to equip them with management skills.
CHAPTER ONE
INTRODUCTION

1.1 BACKGROUND TO THE STUDY

Leadership has long been established as a key factor in school effectiveness and school improvement. Whilst the quality of teaching strongly influences levels of student motivation and achievement, it has consistently been argued that the quality of leadership matters in determining the motivation of teachers and the quality of teaching in the classroom (Fullan, 2001). In one of the most comprehensive studies of school effectiveness, the involvement of the deputy head teacher was found to be one of the most significant school factors affecting student achievement. However, the research based on deputy head teachers is far from extensive despite the clear implication that leadership at this level can have a positive impact upon school development and student achievement (Huddleston 2007).

Teaching and learning remain the core activities of any school, with the student as the main focus. The school administrators are responsible for formulating the aims and objectives of the school and adopting appropriate pedagogical strategies for their implementation within the framework of the national education policy.

Student personnel management entails ensuring that their needs are taken care of in school. Catering for students’ welfare aims at helping meet these needs and
making the school a good environment in which they can exploit their potential and realize their goals. Lunenburg (2006) observes that students’ welfare matters include taking care of health and sanitation, co-curricular activities, guidance and counseling, entertainment, safety of students at school, record keeping and admission. Wango (2007) observes that discipline is a necessity for the proper functioning of a school and is essential for effective learning and quality of school life. Effective school discipline strategies need to be sought to encourage responsible behaviour and to provide all the students with satisfying and fruitful school experience by discouraging misconduct.

School management and all staff, particularly the teaching staff, are responsible for establishing the rule of discipline in the institution. The student community is also involved in assisting the deputy head teacher in promoting the rule of discipline through the student councils and prefect body.

In carrying out their duties of managing student personnel in schools, deputy head teachers face many challenges. It has been suggested that too much of the school leadership literature has relied upon the account of head teachers to define effective leadership in action. By comparison, the concentration on other established school leaders such as deputy head teachers has not been forthcoming yet in the last decade, the deputy head teachers role has secured a much stronger institutional presence (Harvey & Sheridan 2001).

Deputy head teachers are expected to fulfill all the responsibilities of the head teacher and to deputize fully when the head teacher is away from school. This concentration
upon the duties and responsibilities of deputy head teachers frequently raise issues of role demarcation and by association the relationship with the head teacher. In some cases, deputy head teacher’s role is clearly a subservient one to the head teacher and tasks are delegated to them without negotiation. However, the degree to which some of these responsibilities clashed and overlapped with those of the head teacher remains the source of tension for the deputy head teacher.

Wang’ombe (2009) found out that school administrators encountered many challenges as they managed student personnel in their schools. The major causes of these challenges included inadequate parental involvement in students’ affairs in the school, inadequate training among secondary schools administrators in managing student personnel, inadequate personnel in the schools, inadequate physical and material resources, drug abuse among students in schools, shortage of qualified guidance and counseling teachers and rigid rules of dealing with indisciplined students.

Agenga (2010) in his study found out that in managing student personnel, one of the major challenges was conflict which is at various levels. Conflict among students was due to theft of property, differences in opinion, disrespect for prefects, indiscipline of students, academic jealousy, rivalry for attention, negative attitude and boy-girl relationship. He also found out that student-teacher conflict was due to indiscipline of students, negative peer pressure, differences in opinions, academic performance, lateness, favoritism by teachers and marks awarded to students.
Causes of student-support staff conflict was due to favoritism, differences in opinion, harshness by support staff, poorly cooked food, and low quantity of food and negative attitude of students. Causes of student-administration conflict was due to student indiscipline, school fees payment, poor academic performance, frequent absenteeism by the students, too much strictness on the part of administration, differences in opinion and drug abuse. The study recommended that school administrators and teachers should enhance professionalism in dealing with causes of conflict. They should also enhance professionalism in dealing with causes of conflict and promote effective communication with all stakeholders in the school.

The above named study affirms the need for school administrators to have conflict resolution capabilities as conflict in the school will have far reaching effects on school management.

Marshal (1992) similarly points to the lack of “real” leadership role for many deputy head teachers. His study illuminates how many deputy head teachers were required to undertake the routine administrative tasks not wanted by the head teacher. Koru (1993) reinforced this finding in a study which showed that routine record keeping and paper work were tasks most often delegated to deputy principals by the principals. His role was one largely pre-occupied with time tabling and the management of student behavior. Lack of leadership responsibility is a major source of deep dissatisfaction of deputy head teachers. Harvy and Sheridan (2001) found out that deputy head teachers wanted to spend more time on curriculum development and instructional supervision
and less time on routine tasks. It highlighted how this in-balance caused dissatisfaction with the role.

Some educators have proposed the setting up of school councils as a way of introducing students’ participation in the governance of schools with a view to address the many challenges in the education sector. The Kenya Secondary School Student Council (KSSSC), was formed in 2009. In this new arrangement, students would be part and parcel of decision making to ensure their interests are adopted in the administration of schools. Despite this laudable move by the government, not much research has been conducted to find out how far or to what extent students are involved in decision making in secondary schools since the formation of the student councils.

Huddleston (2007) has pointed out that Students’ participation in decision making in schools is often viewed as problematic to school administrators, parents and society at large. This is often due to the fact that students are viewed as minors, immature and lacking in the expertise and technical knowledge that is needed in the running of a school. Thus students’ participation in decision making is often confined to issues concerned with students’ welfare and not in core governance issues. He feels that students should be involved in all areas of school life.

Republic of Kenya (2001) recommended the use of open forum (Baraza) where students can get an opportunity to engage the school administration on issues affecting them in the schools.
With continuous societal pressure upon students, the school administrator must ensure that guidance is an integral part of education and that it is centred directly on this function (Lunenburg, 2006). The limiting factor in the use of guidance and counseling in schools as a model of managing students is due to inadequate resources both physical and human resources. There is need for school administrators to support the program in their schools.

The banning of corporal punishment by the government coupled with weak guidance and counseling programs in schools has made it difficult for deputy head teachers to effectively manage students. Kathue (2006) in her study found out that majority of teachers didn’t support the ban on corporal punishment because it led to deterioration of discipline in schools.

It is unfortunate that deputy head teachers continue to experience problems in managing student personnel in schools. A lot of studies have been carried out in this area but the findings do not seem to be addressing the key issues. There seem to be a disconnect between theory and practice and the researcher felt that this area of study was worth exploring since the deputy head teachers are instrumental in the academic achievement of students in schools.

1.2 STATEMENT OF THE PROBLEM

Today, most secondary school deputy head teachers are faced with a lot of challenges as they carry out their official duties in managing students. Ogembo (2005) observed that head teachers and their deputies are appointed to these positions after
distinguishing themselves in their teaching profession due to seniority, age or years of experience and performance evidenced by students’ performance in the national examination with little or no regard to their capacity to handle the task at hand. The management of students’ disruptive behavior problems is a familiar concern for many schools and teachers seem to be unprepared to deal with the problem and the standard management strategies they rely on do not appear to be working.

The introduction of Free Secondary Education by the Kenyan government in 2008 worsened the situation as many students joined institutions that were ill equipped to receive them. Gatheru (2008) found out that, inadequate physical facilities, over enrolment, dearth of teachers, scarcity of curriculum support materials and other challenges have taken a major toll on management of secondary schools in the country. It is against this background that the researcher carried out the study to investigate the challenges facing deputy head teachers in managing student personnel in secondary schools in Kangema District, Muranga County with a view to improving management of schools in Kenya.

1.3 PURPOSE OF THE STUDY

Based on the problem stated, the purpose of this study was to find out challenges facing secondary school deputy head teachers in managing secondary school students in Kangema district and recommend possible solutions to the challenges faced.
1.4 OBJECTIVES OF THE STUDY

The study focused on the following objectives:

i. To establish the skills deputy head teachers possess for managing students in schools.

ii. To evaluate the effects of school resources on deputy head teacher’s role of managing students in schools.

iii. To investigate approaches used by deputy head teachers in managing students in schools.

iv. To evaluate the influence of banning corporal punishment on deputy head teachers’ role of managing students in schools.

v. To seek suggestions on possible remedies for challenges facing deputy head teachers in managing students in schools.

1.5 RESEARCH QUESTIONS

The following research questions guided the study:

i. What skills do deputy head teachers possess for managing students in schools in Kangema district?

ii. How do school resources affect deputy head teachers’ role of managing students in schools in Kangema district?

iii. Which approaches do deputy head teachers adopt in managing students in schools in Kangema district?

iv. How does banning corporal punishment influence on deputy head teachers’ role of managing students in schools in Kangema district?
v. Which are the possible remedies to improve the deputy head teachers’ role of managing student personnel in schools in Kangema district?

1.6 ASSUMPTIONS OF THE STUDY

In the study, the following assumptions were made. To start with, the researcher assumed that public secondary school deputy head teachers in Kangema district were facing challenges related to the management of student personnel in their schools. All respondents would be cooperative and they would provide reliable responses. It was also assumed that problems in managing secondary school students can interfere with their academic performance. Finally, the sample of eight schools used in the study would be representative of the whole district.

1.7 SIGNIFICANCE OF THE STUDY

School administrators are usually blamed for all that goes wrong in their schools. They particularly face a lot of criticism from the students, teachers, and the general public when their schools do not perform as expected especially in national examinations. The study could shed light to the parents and other education stakeholders who may not have been aware of the difficulties deputy head teachers experience when trying to achieve goals of education and hence will use the findings to address those challenges. The study also avails important information to the Ministry of Education to use in formulating guidelines meant to improve management of secondary schools in Kenya. School managers including Board of Governors, Principals, Deputy Head Teachers and teachers should find the data useful as they manage students in their institutions.
1.8 LIMITATIONS OF THE STUDY

The researcher’s investigation of challenges facing deputy head teachers in managing students limited itself to only one district in Murang’a County. For a more conclusive result, all districts in the County should have been studied. However, this was not possible due to financial constraints and time available for the research. Consequently, only 8 schools out of 26 secondary schools in Kangema district were selected for the study.

1.9 DELIMITATIONS

The challenges faced by Deputy Head teachers in the course of doing their duties are many and vary in nature. The study confined itself only to challenges faced by Deputy Head teachers in managing student personnel. In addition, the study covered public secondary schools and hence private schools were left out due to the fact there is only one private secondary school in Kangema district.

1.10 THEORETICAL FRAMEWORK

This study was based on the Administrative Management Theory which was pioneered by Henly Fayol cited in Ukeje (1992). Fayol, (1925) a French Engineer and Geologist, identified five processes or elements which are the basis of management. He believed that management is a universal function that can be defined and understood in terms of the various functions that a manager performs, and these are: planning, organizing, commanding, co-ordinating, and controlling.
Henry Fayol came up with fourteen principles of management which are really helpful in school management. The principle of division of labour state that the fewer tasks a person does in his job, the more efficient, skilled and effective he becomes in performing those tasks.

There is need for subordination of individual interest to the general interest of the organization. The interest of the organization comes before the individuals. Deputy Head teachers should ensure that the interests of the school should precede their own.

Fayol went to great length to substantiate the principal of unity of command. He advocates that group efforts on a particular plan be led and directed by a single person. The deputy head teachers should take charge as they lead others. This enables effective co-ordination of individual efforts and energy and fulfils the principles of unity of command and brings uniformity in the work of the same nature in schools.

Authority was used by fayol in legal sense; the power to compel people do what you want them to do; the right to give orders. An efficient manager makes best possible use of his authority, does not escape from responsibility and subordinates are obliged to obey. Deputy head teachers should have a high moral character and should set good examples for subordinates to follow.

Discipline is best obtained by agreement. It means sincerity about work and enterprise, carrying out orders and instructions of superiors and to have faith in the policies and programmes of the organization. It is the responsibility of the deputy head teacher to ensure that discipline is maintained in the school.
The principle of Initiative concerns working out a successful plan of action. Under this principle, the successful management provides an opportunity to its employees to suggest their new ideas, experiences and more convenient methods of work. In schools, students should be given an opportunity to air their views. To ensure success, plans should be well formulated before they are implemented.

Equity is important because understanding, fairness and justice on the part of managers will encourage employees, students to be loyal and devoted in the organization. Fayol stated that efficiency will be promoted by a stable work force.

The scalar chain of command is a chain of supervisors from the highest to the lowest rank. The authority and responsibility to communicate through this scalar chain is vested on every employee. In a school setting, administrators should ensure that the chain of command is respected by all students.

According to Fayol, wage-rates and method of their payment should be fair, proper and satisfactory. Logical and appropriate wage-rate and methods of their payment reduces tension and differences between workers and management, creates harmonious relationship and a pleasing atmosphere of work. In a school setting, such an environment will facilitate effective management of students.

The principle of order state that there should be proper, systematic and orderly arrangement of physical and social factors, such as land, raw materials, tools and
equipment and employees respectively. People placement should be based on qualification and be clearly stated.

These principles clearly demonstrate that Henry Fayol understood the complex nature of management. Since this study seeks to identify challenges secondary school deputy head teachers face in managing students, it is important that these principles of management are understood by all deputy head teachers and applied appropriately.

There is need for school managers to ensure efficiency in productivity in the organization. Kochlar (1988) states that in a school set-up, certain inputs must be put in place in an effort to realize goals or results. These inputs include students, teachers, finances, teaching and learning resources, physical resources and school and community relations.

The fact that these inputs are many and varied implies that they need to be properly coordinated in the school system in order to optimize their utility in realizing the desired results. The role of the deputy head teacher as a manager is therefore to institute the identified management processes guided by the fourteen principles of management.
1.11 CONCEPTUAL FRAMEWORK.

On the basis of Henri Fayol’s Administrative Management Theory discussed in 1.11 above, the researcher developed a conceptual model for this study as shown in the figure below.

The conceptual model below captures the major variables that influence efficient and effective management of the students by the deputy head teachers.

**Challenges of managing students in schools**
- Physical facilities/resources
- Qualification of deputy principals
- Teaching/learning resources
- Deputy head teacher Management approaches
- Government policies

**Independent variables**

**Out put**
- Effective management of students
- Enhanced enrolment and retention of students in school
- Enhanced academic achievement
- Improved student discipline

**Dependent variable**

Figure 1.1 The Correlates of Factors Affecting Deputy Head Teachers’ in Managing Students. Source: Researcher
The study was conceptualized based on the variables that were used in the study. In this conceptual framework, it is conceptualized that enhanced academic achievement, improved students discipline, enhanced enrolment and retention of students in schools are influenced by effective management of students in schools.

The conceptual model is useful to the study in various ways. To start with, the study is based on the premise that deputy head teachers play a significant role in management of students. Secondly, deputy head teachers’ position encompasses a variety of tasks and roles whose effective implementation positively affect management of students. Given that the study investigated these factors, the conceptual framework is invaluable.

The above figure shows the relationship between the independent and the dependent variables of the study. As shown in the figure, the effective management of student which is the dependent variable can be affected by physical resources. If physical resources such as classrooms, laboratories, libraries, dining halls, fields, dormitories are inadequate, effective management of students will not be actualized. If resources are adequate, management of student personnel is greatly enhanced.

Qualification of deputy head teachers is another factor in management of students. Deputy head teachers who possess management skills positively transform their institution through effective leadership. Without the right management skills being possessed by deputy head teachers’, effective management of students will never be attained in schools.
The leadership approaches adopted by deputy head teachers determine whether the school will achieve its goals and objectives. Use of appropriate approaches resonates well with the students which translates to enhanced academic performance. Use of inappropriate approaches alienates the students from school administrators which is always the cause of conflict in schools.

Government policies have a direct influence on management of students. Good policies have a positive impact on student lives in schools while bad policies impact negatively on management of students which makes the attainment of learning objectives difficult.

1.12 DEFINITION OF CENTRAL TERMS

The following terms were defined in the context of the study as follows:

**Challenges** - Refers to problems or difficulties encountered by deputy head teachers while managing students in schools which can impact negatively on quality of education.

**Coordinating** - Ensuring teamwork towards realization of institution goals and objectives. This involves developing a working relationship for all departments in the school with the aim of achieving common objectives.

**Counseling** - A helping process that uses safety engendered by a special kind of relationship to help individuals to get access to a greater part of their personal resources, as a means of responding to the challenges of their life.
**Deputy head- teacher** - The officially designated assistant of the school principal who is appointed by the Teachers Service Commission in accordance with Education Act Cap 211.

**Directing**- Task of making decisions and embodying them into specific and general orders and instituting through delegation. This entails giving appropriate instructions to teachers, support staff, prefects for effective management of students.

**Discipline**- Learners conformity to rules and regulations of a school.

**Guidance** – Process by which an individual is assisted to understand, accept, and use his/her abilities, aptitudes and interests and attitudinal patterns, in relation to his/her aspirations.

**Management**- The process of formulating policies and striving to enact them through other people.

**Organizing**-This is deciding the method and fitting people and resources into place. It involves making sure that mechanisms are put in place for all the departments in the school to be operational

**Planning**- Deciding in advance what is to be done or defining goals and objectives for an institution. This will constitute setting objectives geared towards effective management of students in schools.

**School Administrators**- Those who are in charge of running the school namely; the principal, deputy principal, Board of Governors, Parent Teachers Association.
CHAPTER TWO
LITERATURE REVIEW

2.1 INTRODUCTION

The primary purpose of this study was to investigate the challenges facing secondary school deputy head teachers in managing student personnel in Kangema District, Murang’a County. The study also sought to identify ways and means of tackling the challenges for effective and efficient management of students in schools.

This chapter contains a review of literature with specific reference to issues in managing student personnel in school, challenges facing deputy head teachers in managing students in secondary schools in Kangema district. Literature was reviewed under the following sub-headings: the skills deputy head teachers possess for managing students, the effects of resources on deputy head teachers role of managing students, leadership practices adopted by deputy head teachers in managing students, the effect of banning corporal punishment on deputy head teachers role of managing students in schools.

2.2 ISSUES IN MANAGING STUDENT PERSONNEL IN SCHOOLS

Koech (1999) asserted that a head teacher is entrusted with human resources, students, non-teaching staff, teaching staff, physical resources, physical facilities and financial resources for the running and development of the school. Koech further gives the head teachers job description as implementers of the procedures and policies of the government; lead providers of interesting, challenging and relevant learning
experiences, working with the school community in creating facilities that will enhance teaching and learning and managers that will ensure the supply and effective use of resources.

Deputy head teachers occupy very strategic and important positions in the school system. The deputy head teacher derives his importance from the role he plays as a leader. Management of students’ discipline in schools is a major task that effectively puts into test the leadership and management skills of the school administration. Republic of Kenya (2001), state that the deputy head teacher is involved in coordinating the building of a high standard of discipline in the school especially through articulation of adherence and compliance to daily routine.

The deputy head teacher should ensure that students are safe in the school. At all times, students are to be under the responsibility of a given educator and shouldn’t be left unattended. Students shouldn’t be allowed to leave school premises during school hours. The rules and regulations should make it clear that permission to leave early will be given only if the student produces a note from a responsible party. The deputy head teacher should ensure that security is maintained at all times within the school. This involves protection against theft, damage, fire and other health hazards (Wango 2007).

Staff should be particularly vigilant when accompanying students on outings and other education tours. Consent forms have to be signed by the responsible parties of all participating students. There should be adequate number of teachers to accompany
students to ensure there is proper supervision. Apart from the driver and the conductor, no outsider should be allowed in the bus. Students should wear the school uniform and, at the same time, they should be reminded that they are still governed by the school rules.

Co-curricular activities have a crucial role to play in educational provision as a supplement to curricular goals so as to ensure overall development of individuals who walk in and out of the threshold of schools. Heads of schools are supposed to be the driving force in the implementation of co-curricular activities and projects. Too many activities can, however, cause disruption to teaching and learning activities. The deputy head teacher should therefore decide which activities the school will participate in (Lunenburg 2006).

The deputy head teacher should have a strong policy regarding health matters of the students. This should be placed high on his/her agenda and in this respect, he/she should collaborate closely with the health authority. Students should be sensitized on proper hygiene. Health clubs should be set up in every school and students encouraged towards taking initiatives for promoting a clean environment as well as healthy habits and lifestyles. Parents whose children suffer from chronic diseases should be requested to inform the school about it (Lunenburg 2006).
2.3 IMPACT OF SKILLS POSSESSED BY DEPUTY HEAD TEACHER’S ON THE MANAGEMENT OF STUDENTS

School administrators and teachers need various skills in order to cope with the demands of their management and teaching tasks. Such skills can be attained through formal training. Robbins (2003) notes that the skills needed for effective management can be grouped into three broad categories, namely technical skills, human skills and conceptual skills. Technical skills refer to the category of skills which enable the manager to use resources and scientific knowledge and to apply techniques in order to accomplish the objectives of the organization. Human skills refer to the ability to work well with other people and achieve results through them. Conceptual skills refer to the cognitive capacity to perceive the organization in its totality and the relationship between parts thereof. These skills manifest themselves in educational administrators being able to analyze and diagnose relatively complicated situations whilst at the same time being able to visualize the interrelationships of various units of an organization (Robbins 2003). Training of school administrators and teachers is essential in enabling them acquire these skills and thereby implement educational programmes competently.

Ogembo, (2005) observed that appointment of principals and deputys is done on the assumption that the pre-service training that they underwent to prepare them for teaching, coupled with the experience that they get as practicing teachers are enough to enable them discharge their roles effectively. It is assumed that when the newly appointed heads assume office, they will learn on the job and that they will attend in-
service training to equip them with emerging managerial challenges. However, from the principal’s own experiences and in view of how they have been discharging their roles, it raises questions about their preparedness.

Eshiwani (1993) and Okumbe (1999) agreed that training improves workers effectiveness in discharging their functions. It is therefore important that training needs for school heads are addressed immediately one is appointed. This would render them effective in discharging their managerial duties such as implementing educational policies.

The studies reviewed above affirmed that adequate training in management is mandatory for deputy head teachers to carry out their duties effectively and efficiently. Due to inadequate training, they are facing many challenges as they discharge their duties. The researcher will therefore explore the skills possessed by deputy head teachers and on what areas they need capacity building in.

The importance of training administrators can’t be over emphasized be it in industry, public service, or in educational institutions as their quality to a large extent determines an organization success or failure. Mbamba (1992) asserts that social-economic changes and emergent needs within the African continent have among other things made education more complex. Consequently, the management of education institutions demands sophisticated skills that would enable managers to steer the systems effectively and efficiently.
The Kenya government gave thought to training of education managers in 1978 and a study committee was established to report on feasibility of establishing Kenya Education Staff Institute (K.E.S.I). The committee noted that education administrators were originally trained for teaching and not administration. It also reported a serious deficiency of administrative training among education administrators and recommended the establishment of KESI which was done in 1988 through legal notice No. 565. It offers in-service training to practicing teachers in management positions.

Koech, (1999) point out that while KESI has been in existence for more than a decade, recent information indicate that it still provide in-service training for practicing heads and very little to beginning or future heads. This despite the fact that these educational managers are expected to participate meaningfully in the planning, implementation, and evolution of educational programs and projects as soon as they become heads. Thus, the first problem these educational leaders face is lack of training. Despite the training offered by KEMI and other bodies like the Kenya Institute of Education, deputy head teachers still face major hurdles as they perform their roles in schools.

Ogembo (2005) found out that most principals and deputy principals take up management positions without formal training in leadership. Lack of confidence in their work especially in handling personnel in their schools are some of the common challenges experienced by them. The above named researcher has pointed out that head teachers and their deputies have shortcoming in the following areas: general administrative duties; planning and financial management; keeping of school records;
personnel management and development; curriculum implementation and evaluation and lastly in areas pertaining to teamwork in the school. These challenges clearly indicates that on appointment, school administrators need formal training to ensure effective administration of secondary schools in Kenya.

2.4 EFFECTS OF SCHOOL RESOURCES ON MANAGEMENT OF STUDENT PERSONNEL

Organizations require adequate resources for them to function effectively. Human, physical and material resources have to be provided and it is the responsibility of the head teacher to ensure there are adequate resources to implement the school curriculum. The head teacher is expected to assign duties to the staff, orient new ones and motivate them to perform the best of their abilities and contribute to staff professional development.

Mbamba (1992) defines educational resources as anything in the school or its environment that may be organized for use in the process of teaching and learning. The school administrator should concern himself with diligent sighting of school facilities, maintenance and repair of school facilities and enhancing both health and safety concerns.

Lewin, (2008) says that expansion of secondary education require the purchase of furniture, equipment, learning materials and the provision of supporting infrastructure. Costs depend on design criteria and specification and can vary widely. The basic characteristic of equipment in this part of the world is that they are perennially
substandard. Their durability and versatility are questionable. It is not any wonder then that with souring enrolments, such facilities can hardly last a term. Therefore, the maintenance and replacement costs are bound to be astronomical. Worse, educational managers are at will to incur expenditure twice a year over the same facility. The upshot is that quality education is bound to decline drastically if facilities and equipment are shoddily looked at.

One of the challenges in schools is shortage of teaching staff. Students react negatively when they sit without a teacher for a certain subject for a long time. Distribution of qualified teachers is an important determinant factor of the quality of education offered in schools. Mwangi (2006) in his study found out that over enrolment was the cause of student related challenges as a result of inadequate facilities. Respondents indicated that no expansion of facilities was made in anticipation of a rise in student population. This had made bottlenecks in implementing academic and non-academic programmes that ensure students enjoy learning. Respondents also agreed that enhanced teacher deployment was a necessity in dealing with problems related to students. They argued that teacher/pupil ratio had to be brought down to manageable levels of about 1:40 per class. Over 50% of the respondent cited expansion of physical facilities to better accommodate students as a solution.

The above views clearly pointed out that expansion of education opportunities for learners without commensurate increase in both physical and human resources is not
Education managers encounter insurmountable challenges as they try to cater for the student needs in the face of inadequate resources. The researcher will consequently investigate the influence of resources on deputy head teachers’ role of managing students and how they try to overcome the challenges.

Laboratories are discovery centres and any young person’s desire is to discover why things exist the way they do. The most esteemed laboratory is the computer laboratory. Banerjee and others (2004) found that the idea of using computers in schools seems particularly promising in areas where both the number of qualified teachers and the quality of employed teachers is notoriously poor. This is practically the situation in Kenya. MOEST (2005) agrees that Information and Communication Technology (ICT) has a direct role to play in education and if appropriately used, it can bring many benefits to the classroom as well as education and training processes in general. With the enthusiasm for ICT, many secondary schools receive an influx of student with the thirst for computer knowledge. So far the availability of computers in many schools is quite low, some even as low as 2 pieces for a population of over one hundred students. With the influx, it is expected that schools beef up the available stock in order to make the whole learning process a success.

The above findings are a clear manifestation of the challenges facing the education sector in the country. Information and Communication Technology is the latest frontier of knowledge and schools cannot afford to be left behind. Failure to embrace the new technology has far reaching effects on all those who have been left behind.
Banerjee (2004) pointed out that it is worth to note that the effect visited on science laboratories is immense given that about 75 percent of science instruction takes place here. Crowding is the norm and with crowding, young students are likely to encounter plenty of accidents in the laboratories, ranging from chemical burns to suffocating fumes and breakage of glassware such as burettes. It is characteristic of learners once aware that they are many, against the limited space in the laboratory, to scamper and hustle into the laboratory with abandon. The results are catastrophic. The school administration is also at crossroads on how to determine the cost of laboratory equipment. MOEST (2007) says that it is difficult to determine unit cost of laboratory equipment and chemicals. It is not easy to determine the amount of sulphuric acid to be used by a single student in a term or year, yet a lump sum amount of Kshs. 300 per child per annum is proposed.

Glewwe and Kremer (2005) say that many students in developing countries must travel long distances to attend school, so one policy option is to construct new schools in the communities that have none. However, an inherent trade-off exists between investing in the construction of new schools and investing in improvements in the quality of existing schools, which would make these schools more attractive to students.

It is essential for a school to have some form of transport to take care of school excursions, tours, field courses and visits to other schools or venues for co-curricular activities. Maintenance of school transport falls under the already overwhelmed vote
head of Local Transport and Travel (LT&T) which should also cover maintenance of other school machinery as lawn mowers and generators and support teachers’ travels to and fro seminars, workshops and other school activities (Birgen 2007). With the influx of learners as a result of FPE and Tuition Free Secondary Education (TFSE), the scene has even become trickier. Most schools that can afford a bus will comfortably do with a 52 seater bus or one with even less seats. This is against an enrolment of up to 600 students in most secondary schools. The upshot is that for all students of a history class of 130 to experience the full benefit of field trips and other historic excursions, especially those far away from the school establishment, then the school will have to engage another bus. This has dire cost implications that the LT&T will not comfortably fund.

The above findings confirmed that effective curriculum implementation cannot be achieved in an environment where resources are inadequate. The researcher therefore investigated whether the same scenario was replicated in Kangema district with a view to addressing it.

2.5 APPROACHES ADOPTED BY DEPUTY HEAD TEACHERS IN MANAGING STUDENTS

The prefect system plays a very important role in the administration of a school. It allows the student body to be represented and participate in the administration of schools. A good prefect is one who is self-disciplined, respectful, presentable, obedient creative, mature and has leadership qualities. Lunenburg(2006) point out that
prefectorial system is one of the most effective ways of involving pupils directly in the administration of a school because they are constantly in touch with other students. In some schools, students are not involved in the selection of prefects but they are imposed on them by the school administration. Prefects are sometimes given special privileges such as uniforms, special diet and cubicles. Also, some prefects wield too much power and are harsh in their treatment of other students.

Where students are not involved in the selection of prefects, there is a possibility of appointing unpopular prefect rendering them ineffective. In some cases the students appointed as prefects are academically weak and are therefore unable to cope with added responsibility.

Mathenge, (2007), found out that prefects were accorded different levels of authority. These included authority to supervise, punish, reprimand and report other students to the authority. Some prefects were left out on their own to exercise power given to them and in most cases they abused it.

The above views clearly showed that prefects needed direction on the best way to carry out their duties. Appointing prefects and letting them carry out their duties without giving them direction is a recipe for disaster. The researcher sought to find out the challenges that deputy head teachers face as they manage students with the assistance of prefects in the schools.
To what extent the prefects are effective in the performance of their duties, the study found out that most of them were not effective since they were overwhelmed by their academic work. Some prefects were not sure of what was expected of them in carrying out their duties as they had not received any training in leadership. Some prefects didn’t have leadership qualities and feared falling out with other students which impacted negatively on their performance of duties.

The study recommended that for effective participation of prefects in governance of secondary schools in Nyeri Municipality, they should be frequently engaged in forums where issues concerning them and the general student body are discussed. There is also need to induct all the prefects by offering leadership training as soon as they are appointed to leadership positions. They should also be motivated by the school management by awarding them certificates, organizing trips for them and even rewarding them with tokens. However, this should be done cautiously to avoid alienating them from the other students who may accuse the school administrators for favoritism.

Kyungu, (1999), found out that prefects play a major role in school administration as they are not only the link between the students and teachers but also assist in ensuring that school programmes run smoothly with minimal supervision by teachers.

In the study, prefects were asked to indicate whether they had received any training or guidance on their role, 61% responded in affirmative while 39% had not. When asked what training they would need, 43% said they needed training in Guidance and
counseling, 22% said they needed training on how to handle students and 35% said they needed training in leadership. It is evident that prefects need training in order to effectively discharge their duties.

Prefects were further asked how often they met with the school administration to discuss students’ grievances. 65% said they met often, 5% said they never met, 20% said they rarely met, 10% said they met very often. It can be deduced from their responses that prefects are involved in school administration and should therefore promote understanding between the supervisors and the subordinates in the school system and that it is their duty to forward the views of other students to school authorities.

The importance of counseling in schools is presented by Ndichu (2005) when he states that the modern society has changed so much. The social safety nets that existed in traditional society and ensured a somewhat stable environment for children to grow up in have all but gone. With the current social-technological changes and education demands, counseling is becoming a major area of concern for youth in schools. The large number of students in schools, limited number of trained teachers counselors, heavy workload, social-economic and technological changes all put pressure on the teachers, students, parents and society. No wonder, there is frequent demand for counseling to help address some of the problems.

Ndichu (2005) further states that in a school setting there are many difficulties which students may express through any of the following ways: annoyance, withdrawal,
anger ‘ inability to meet needs, partial or total failure, anxiety and hyperactivity. Added to these difficulties is the problem of HIV AIDS for which boys and girls require a great deal of psychological support. Those who are already orphans or who are infected require special care. It is at this stage that students begin to understand who they are and how they contribute to healthy relationships. They thus need to be carefully guided as mistakes at this stage could seriously affect their lives forever.

Arudo (2008) in his study found out that the limiting factor was that counseling teachers were not available for students. In a few schools where they existed, they were so much over-burdened with teaching load that they hardly offered effective counseling services to students. In most schools, there were no counseling rooms reserved for such services. The teachers used staffroom, fields, open space or their houses to have a session with students. In a good number of schools, the counseling teachers were there by name but offered very limited services to students. There were also a few schools where counseling teachers were found to require more counseling than even the student under their charge.

He recommended that school administrators should facilitate counseling services in schools by providing all the necessary requirements for effective counseling to be carried out. Also they should facilitate in-service training for teachers to acquire requisite guidance and counseling skills in order for them to assist students.

The above studies affirmed that guidance and counseling in schools is very important in managing student personnel. However, the program is faced by so many challenges
that its’ implementation in schools leave a lot to be desired. The researchers have recommended strengthening of guidance and counseling departments in all schools in order to address effectively all the problems that affect students. The study investigated challenges facing effective implementation of guidance and counseling in schools.

2.6 INFLUENCE OF BANNING CORPORAL PUNISHMENT IN RELATION TO MANAGING STUDENTS

The 2001 Report of the Taskforce on Student Discipline and Unrest in Secondary Schools reported that the Ministry of Education does not always involve other stakeholders in formulation of policies. Often, the ministry makes policy pronouncements in response to occurrence of crises. The ministry appears to take too long to effect some of the recommendations made by other stakeholders on students welfare and does not have an effective monitoring system in place to ensure the implementation of policies. The report further says that the ministry does not seem to have an effective dissemination mechanism for communicating important administrative and policy decisions. The ministry is unable to respond to issues raised through the press and in any other public for a thus leaving room for speculation.

The banning of corporal punishment by the government in all learning institutions in 2001 through legal notice number 56/2001 is a case in point. The following year, the director of education issued a circular to all heads and principals of learning institutions reminding them that corporal punishment was outlawed by the legal notice
which states that a child shall be entitled to protection from physical and humiliating abuse from any person.

Kathue (2006) in her study found out that majority of teachers didn’t support the ban on corporal punishment because it had led to deterioration of discipline in schools and the alternative methods are light and hence pupils do not respond positively if such are applied. Many teachers felt that the timing of the ban of corporal punishment in schools was not right because it was done before public awareness and teachers had not been trained on other methods to replace the cane. It was also revealed in the study that many teachers would recommend reinstatement of corporal punishment in schools. All teachers embraced Guidance and Counseling although they felt they were not equipped with adequate skills to guide and counsel pupils. It also emerged that issues surrounding the banning of corporal punishment were not clear to teachers as the Director of Education wrote a circular that stated that the Ministry of Education was concerned that some teachers out of ignorance of the legal notice still used corporal punishment culminating in physical assault with disastrous consequences.

The amendment of the Education Act banning corporal punishment did not spell out the punishment that teachers found contravening the directive would face. With the ban however, there has been increase in cases of indiscipline and strikes in both primary and secondary schools raising the concerns of parents, teachers and other stakeholders. Hardly a day passes without reports in daily papers about drug taking,
strikes and boycott of classes which leads to destruction of property, injury or death of pupils and this hampers the process of teaching and learning.

The problem of adolescents in management of secondary schools has become important because almost all students are in the adolescent stage. The youth look at themselves as adults in the society and easily get into trouble with the school administration. At this stage, the youth experiment with drugs, are prone to peer influence resulting in formation of peer groups which adhere to secrecy and develop behavioral problems which leads to suicidal tendencies, hysteria and aggression. These characteristics portray the youth as a very difficult group to deal with and the government didn’t help much by banning corporal punishment without inducting teachers on the alternative methods of dealing with unruly students.

The above literature affirmed that the teachers were not adequately prepared on how to deal with student in discipline in the absence of corporal punishment. Majority of the teachers in one of the studies didn’t support the ban on corporal punishment as they felt that they were not adequately prepared in the other methods of dealing with in disciplined students. There is need for all stake holders to come together and address the challenges raised in these studies. The researcher investigated whether deputy head teachers in Kangema faced the challenges and how they coped with them in order to recommend solutions.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter describes the research methodology used to conduct this study. The chapter contains the following sub-sections: research design, locale of the study, target population, sample and sampling procedures, research instruments, reliability of the research instrument, validity of the research instrument, data collection procedure and data analysis technique.

3.2 RESEARCH DESIGN

The research adopted a descriptive survey research design to establish the challenges facing deputy head teachers in managing students in secondary schools. The design was considered appropriate for the study because according to Orodho (2005) descriptive survey research designs are used in preliminary exploratory studies to allow researchers to gather information, summarize, present and interpret for the purpose of clarification. Mugenda and Mugenda (1999) on the other hand give the purpose of descriptive research as determining and reporting the way things are.

3.3 LOCALE OF THE STUDY

The study was conducted in Kangema District, Murang’a County. Singleton, (1993) noted that the ideal setting for any study should be easily accessible to the researcher and should be that which permits instant rapport with the informants. Kangema district was chosen for the study because of several reasons: The researcher was familiar with
the area of study having worked in this district for several years. The District has many secondary schools of various categories: Boys boarding schools, Girls boarding schools, Mixed boarding Schools and Mixed day schools. It was also economical in terms of time and resources since the researcher was based in the district.

3.4 POPULATION OF THE STUDY

Mugenda and Mugenda (1999) define target population as the set of individuals, cases or objects with some form of observable characteristics, to which the researcher wants to generalize the results of the study. In other words, population is the aggregate of all that conforms to a given specifications. The target population for this study comprised all the 26 deputy head teachers and 310 teachers from the 26 public secondary schools in Kangema district. There are 4 girls’ boarding schools, 4 boys’ boarding schools, 5 mixed boarding schools and 13 mixed day schools. The DEO Kangema was also targeted. Therefore, the total population for the study was 337 subjects.

3.5 SAMPLING PROCEDURE

Sampling means selecting a given number of subjects from a defined population as a representative of that population. Any statement made about the sample should be true of the population (Orodho, 2005). Eight out of 26 schools were selected for the purpose of this study. The schools were selected using both stratified sampling and simple random sampling. Stratified sampling ensures that all sub-groups of the population are represented while simple random sampling gives every element an equal and independent chance of being selected (Orodho, 2005).
The population of the schools was divided into strata as follows; Girls’ boarding secondary schools, Boys boarding secondary schools, Mixed boarding secondary schools and Mixed day secondary schools. Simple random sampling was then applied to select the schools that were included in the study from each stratum. The schools selected from each stratum were then put together to form the complete sample of schools for the purpose of this study.

Gay (1992) recommends that when the target population is small (less than a 1000 members), a minimum sample of 20% is adequate for education research. From 337 members of the target population, the researcher used proportionate sampling to select 108 participants. This forms 32% of the target population, which is in line with Gay’s (1992) recommendations. The D.E.O and the deputy head teachers were selected using purposive sampling. Purposive sampling involves handpicking of cases to be included in the sample on the basis of the researcher’s judgment on their typicality (Orodho, 2005). All the deputy head teachers (8) of the sampled schools and the D.E.O were included in this study.

The population of the teachers from the selected schools constituted a total of (142) cases from which a sample of (99) respondents was chosen using both stratified sampling and simple random sampling. With regards to the stratified sampling, the population of teachers in a given school was attached to some proportional allocation using a sampling fraction of \( \frac{99}{1142} = 0.697 \) so that the school’s contribution to the total sample was proportional to its population size.
Simple random sampling was then applied to select the cases that were included in the study from each of the selected schools. The researcher first obtained lists of teachers from the schools that were selected to participate in the study then assigned each teacher in a given school a two digit number starting from (01) to the highest number depending on the number of teachers in the school under consideration. The two digit number assigned to every teacher was meant to enhance the selection of sample cases from the selected schools using two digits in the random number tables.

The researcher then applied random number tables to select the particular teachers who participated in the study from each of the selected school. The number of respondent selected from each school in every stratum was then added to form the complete sample of the teachers who were included in this study as shown in table 3.1.

**Table 3.1 Presents the Sampling Matrix**

<table>
<thead>
<tr>
<th>Type of School</th>
<th>No. of Schools</th>
<th>No of Teachers</th>
<th>No. of Deputy Principals</th>
<th>No. of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls’ Boarding</td>
<td>2</td>
<td>29</td>
<td>2</td>
<td>31</td>
</tr>
<tr>
<td>Boys Boarding</td>
<td>2</td>
<td>27</td>
<td>2</td>
<td>29</td>
</tr>
<tr>
<td>Mixed Boarding</td>
<td>2</td>
<td>22</td>
<td>2</td>
<td>24</td>
</tr>
<tr>
<td>Mixed Day</td>
<td>2</td>
<td>21</td>
<td>2</td>
<td>23</td>
</tr>
<tr>
<td>D.E.O</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>8</strong></td>
<td><strong>99</strong></td>
<td><strong>8</strong></td>
<td><strong>108</strong></td>
</tr>
</tbody>
</table>
3.6 RESEARCH INSTRUMENTS

The main tools of data collection for this study were questionnaires and interview schedules.

3.6.1 QUESTIONNAIRES

The questionnaires were used for data collection because they offer considerable advantages in the administration. Orodho (2005) states that questionnaires give room for anonymity which enhances honest responses and they are also appropriate for a sample that is literate. It also presents an even stimulus potentially to large numbers of people simultaneously and provides the investigation with an easy accumulation of data. Mugenda and Mugenda (1999) state that questionnaires give respondents freedom to express their views or opinion and also to make suggestions. The questionnaires were used to collect data from deputy head teachers and teachers.

3.6.2 QUESTIONNAIRES FOR DEPUTY HEAD TEACHERS AND TEACHERS

The questionnaire for deputy head teachers comprised of five sections. Section A collected the background information of deputy head teachers. Each of the other four sections collected information related to the challenges facing deputy head teachers in managing student personnel in secondary schools in relation to qualification of deputy head teachers, adequacy of physical and human resources, deputy head teachers’ leadership practices, impacts of banning corporal punishment on deputy head
teacher management of students. The questionnaires comprised of both close-ended and open-ended items.

The questionnaire for teachers comprised of five sections: Section one collected the background information of teachers. Each of the other four sections collected information related to the challenges faced by deputy head teachers in managing students in secondary schools in Kangema in relation to adequacy of physical and human resources, leadership approaches and impacts of the banning of corporal punishment.

3.6.3 INTERVIEW SCHEDULE

Interview schedule was used to guide the interview that was conducted with the DEO on the challenges facing deputy head teachers in managing student personnel in Kangema district. Orodho (2005) states that this method of collecting data is usually carried out in a structured way where output depends to a large extent on the ability of the interviewer. It is a good method of collecting data as the researcher use a set of pre-conceived questions through personal interview.

The interview guide contained items covering all the objectives of the study. The interview schedule gathered data on the challenges faced by deputy head teachers in managing student personnel in Kangema in relation to qualification of deputy head teachers, adequacy of physical and human resources, deputy head teachers’ management approaches and influence of banning corporal punishment on management of students.
3.7 PILOT STUDY

Before the actual data was collected, the researcher conducted a pilot study in the neighbouring Mathioya District among five deputy head teachers who were not included in the final study population. From each of the schools where the five deputy head teachers were stationed, five teachers were randomly selected for the pilot study. Therefore, the pilot study participants were 5 deputy head teachers and 25 teachers, giving a total of 30 cases, which is the minimum number of cases required for conducting statistical analysis as recommended by Mugenda & Mugenda (2003). The purpose of the pilot study was to enable the researcher ascertain the reliability and validity of the instruments, and to familiarize himself with the administration of the questionnaires therefore improve the instruments and procedures.

3.7.1 VALIDITY

Validity is defined as the accuracy and meaningfulness of inferences, which are based on the research results (Mugenda & Mugenda, 1999). In other words, validity is the degree to which results obtained from the analysis of the data actually represents the phenomena under study. Validity, according to Borg and Gall (1999) is the degree to which a test measures what it purports to measure. All assessments of validity are subjective opinions based on the judgment of the researcher (Wiersma, 1995). The pilot study helped to improve face validity of the instruments. According to Borg and Gall (1999) content validity of an instrument is improved through expert judgment. As such, the researcher sought assistance of the supervisors, who, as experts in research, helped improve content validity of the instrument.
3.7.2 RELIABILITY

Mugenda and Mugenda (1999) define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trial. The pilot study enabled the researcher to assess the clarity of the questionnaire items so that those items that were found to be inadequate or vague were modified to improve the quality of the research instruments thus increasing its reliability. Split-Half technique of reliability testing was employed, whereby the pilot questionnaires were divided into two equivalent halves and then a correlation coefficient for the two halves was computed using the Spearman Brown Prophesy formula. The coefficient indicated the degree to which the two halves of the test provided the same results and hence described the internal consistency of the test.

3.8 DATA COLLECTION PROCEDURE

The researcher obtained a letter of introduction from the Department of Education Management, Policy and Curriculum Studies of Kenyatta University to conduct the study. A permit was then obtained from the Ministry of Education. Thereafter, the office of the District Education Officer for Kangema and Mathioya were contacted before the study was carried out. The researcher personally administered the questionnaires to the teachers, deputy head teachers and also interviewed the DEO. The selected teachers and deputy head teachers were visited in their schools and the questionnaires administered to the respondents. The respondents were assured that strict confidentiality would be maintained in dealing with the responses. The deputy head teachers and teachers were given a few hours to fill in the questionnaires after
which the filled-in questionnaires were collected. Face-to-face interview was conducted with the DEO.

3.9 METHODS OF DATA ANALYSIS AND PRESENTATION

After all data was collected, the researcher conducted data cleaning, which involved identification of incomplete or inaccurate responses, which were corrected to improve the quality of the responses. This research yielded both qualitative and quantitative data. Qualitative data was analyzed qualitatively using content analysis based on analysis of meanings and implications emanating from respondents information and documented data. As observed by Gray (2004) qualitative data provides rich descriptions and explanations that demonstrate the chronological flow of events as well as often leading to serendipitous (chance) findings. On the other hand, quantitative data was analyzed using Simple descriptive statistics. The statistics used included frequency counts and percentages. The result of data analysis was presented using frequency distribution tables, bar graphs and pie charts.
CHAPTER FOUR
DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 INTRODUCTION

In this chapter, data collected from the selected secondary school deputy head teachers, teachers and the DEO were analyzed and presented. The general objective of the study was to investigate the challenges facing secondary school deputy head teachers in managing student personnel. The first section of the chapter presents the demographic data of the respondents, section two presents data on effects of skills possessed by deputy head teachers, section three covers data on effects of resources on deputy head teachers role of managing student personnel, section four present data on deputy head teachers leadership approaches, section five present data on influence of banning corporal punishment on deputy head teachers role of managing students and lastly measures that should be taken to enhance the role of the deputy head teacher.

4.2 ANALYSIS OF DATA

Data obtained from the questionnaires and the interview schedule were mainly analyzed by using frequencies and percentages. Analysis and presentation of the data were based on the following research questions:

i) What skills do deputy head teachers possess for managing student personnel in schools in Kangema district?

ii) How do school resources affect deputy head teacher’s role of managing student personnel?
iii) Which approaches do deputy head teachers adopt in managing students personnel in schools?

iv) How did banning corporal punishment influence on deputy head teachers’ role of managing students in schools?

v) What measures should be put in place to enhance the deputy head teacher’ role of managing student personnel in schools?

4.3 DEMOGRAPHIC INFORMATION OF THE RESPONDENTS

The study sought demographic data of the respondents including gender, level of education, category of schools, and work experience. The study was conducted among 8 deputy head teachers, 99 teachers and the DEO Kangema District. There were more male teachers than female teachers who participated in the study. Male teachers represented 52% of the respondents while female teachers represented 48% of the respondents. As for the deputy head teachers, 54% males and 46% female participated in the study.

Table 4.1 Years of Teaching Experience of the Teachers

<table>
<thead>
<tr>
<th>Teaching Experience in Years</th>
<th>No. of Teachers</th>
<th>%</th>
<th>No. of D.H.T</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 5</td>
<td>21</td>
<td>21.2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5 - 10</td>
<td>29</td>
<td>29.3</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>10- 15</td>
<td>27</td>
<td>27.3</td>
<td>4</td>
<td>50</td>
</tr>
<tr>
<td>16- 20</td>
<td>12</td>
<td>12.1</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>Over 20</td>
<td>10</td>
<td>10.1</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>Total</td>
<td>99</td>
<td>100</td>
<td>8</td>
<td>100</td>
</tr>
</tbody>
</table>
As for the teachers, 29.3% had worked for 5-10 years, 27.3% had worked for 10-15 years, 21.1% had worked for less than 5 years, 12.1% had worked for 16-20 years while 10.1% had worked for over 20 years. Deputy head teachers had also worked for some time. Majority, 50% had worked for 10-15 years, 25% had worked for 16-20 years, 12.5% had worked for 5-10 years while 12.5% had worked for over 20 years.

Based on these results, it can be observed that majority of the respondents had worked for a long time so they had adequate experience to do their job and were in a position to give useful insights into challenges facing deputy head teachers in managing students personnel in schools.

**Table 4.2  Highest Levels of Academic Qualification for the Respondents**

<table>
<thead>
<tr>
<th>Highest Level of Education</th>
<th>Teachers No.</th>
<th>%</th>
<th>D.H.T No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree</td>
<td>55</td>
<td>55.5</td>
<td>6</td>
<td>75</td>
</tr>
<tr>
<td>Diploma</td>
<td>24</td>
<td>24.2</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>Others</td>
<td>9</td>
<td>9.1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>PGDE</td>
<td>6</td>
<td>6.1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>5</td>
<td>5.1</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>99</strong></td>
<td><strong>100</strong></td>
<td><strong>8</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 4.2 shows that majority of teachers and deputy head teachers had Bachelors Degree at 55.5% and 75% respectively. Diploma at 24.2% and 12.5% respectively, Masters at 5.1% and 12.5% respectively. Others 9.1% teachers were untrained and 6.1% had PGDE. To effectively manage students in schools, teachers and school
administrators should possess adequate management skills. Such skills can be attained through formal training and it was disheartening to note that most deputy head teachers and teachers did not have post graduate training. Robins (2003) notes that skills needed for effective management of schools can be grouped into three broad categories, namely: technical skills, human skills and conceptual skills.

Table 4.3 Category of the Schools and Number of Respondents

<table>
<thead>
<tr>
<th>Category of the school</th>
<th>Number of Schools</th>
<th>Number of Respondents</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys’ boarding</td>
<td>2</td>
<td>30</td>
<td>28.1</td>
</tr>
<tr>
<td>Girls’ boarding</td>
<td>2</td>
<td>32</td>
<td>29.9</td>
</tr>
<tr>
<td>Mixed boarding</td>
<td>2</td>
<td>24</td>
<td>22.4</td>
</tr>
<tr>
<td>Mixed day</td>
<td>2</td>
<td>21</td>
<td>19.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>8</strong></td>
<td><strong>107</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

From table 4.3, 29.9% of the respondents were from girls’ boarding schools, 28.1% from boys’ boarding schools, Mixed boarding schools had 22.4% while mixed day comprised 19.6% of the respondents. The categorization of schools was necessary as each type of school may have some unique challenges in the management of student personnel.
4.4 EFFECTS OF SKILLS POSSESSED BY DEPUTY HEAD TEACHERS ON THEIR ROLE OF MANAGING STUDENTS

Deputy head teachers and teachers were asked to indicate if deputy head teachers had attended in-service training courses covering management of students personnel and how often such training was organized. The responses were as presented in the figure 4.1.

![Pie Chart](image)

**Figure 4.1:** Attendance by D.H.Ts of in-service Training Covering Management of Students

From the findings, 83.3% of deputy head teachers and teachers affirmed that deputy head teachers had attended in-service training covering student personnel management while 16.7% stated that they had not attended such training. Ogembo (2005) underscores the need for effective school management and reported that
promotion of teachers to position of responsibility should be pegged on having undergone a pre-service training on his role. However, the appointment of head teachers in Kenya is based on years of service, rather than having undergone training on their roles before taking up the post.

Table 4.4 Frequency of Organizing Training for Deputy Head Teachers

<table>
<thead>
<tr>
<th>Frequency of training</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very often</td>
<td>10</td>
<td>11.2</td>
</tr>
<tr>
<td>Often</td>
<td>21</td>
<td>23.6</td>
</tr>
<tr>
<td>Rarely</td>
<td>44</td>
<td>49.4</td>
</tr>
<tr>
<td>Very rarely</td>
<td>14</td>
<td>15.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>89</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The respondents who indicated that deputy head teachers had attended in-service training on management of students were asked about the frequency of the training. From the findings, 49.4% of the respondents stated that the training was rarely organized, 23.6% said that the training was organized often, 15.8% said very rarely organized, 11.2% said very often. From the data presented, it can be inferred that in-service training for deputy head teachers should be organized regularly.
Table 4.5 Effects of Skills on D.H.Ts Role of Managing Students

<table>
<thead>
<tr>
<th>Effective management of students</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>4</td>
<td>3.7</td>
</tr>
<tr>
<td>Agree</td>
<td>40</td>
<td>37</td>
</tr>
<tr>
<td>Disagree</td>
<td>51</td>
<td>48.1</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>12</td>
<td>11.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>107</td>
<td>100</td>
</tr>
</tbody>
</table>

As shown in table 4.5, 48.1% of deputy head teachers and teachers said that deputy head teachers are not adequately prepared to manage students in schools, 37% agreed with the statement, 11.2% strongly disagreed, while 3.7% strongly agreed with the statement.

Due to inadequate training on management of students, deputy head teachers in Kangema District stated that they encountered a lot of challenges as they carry out their duties in schools. Cases of indiscipline in schools were on the rise, a fact attributed to inability of deputy head teachers to manage students effectively.

The DEO stated that Deputy head teachers are not adequately prepared to manage students as they had attended few in-service training courses. She noted that deputy head teachers needed training in guidance and counseling, management of students health, management of co-curricular activities and drug and substance abuse.
Ogembo (2005) observed that training improves workers effectiveness in discharging their functions. It is therefore important that training needs for school administrators are addressed immediately one is appointed to the position. This would enhance their effectiveness in discharging their managerial duties.

![Pie Chart](image)

**Figure 4.2: Deputy Head Teachers’ Response on Whether They Are Adequately Prepared to Manage Students**

In response to the question whether deputy head teachers are adequately prepared to manage student personnel in schools, majority (58.3%) of the respondents said that they were not while 41.7% affirmed that they were. This is similar to Ogembo (2005) findings from a study on head teachers in Mombasa that found out that most principals and deputy principals take up management positions without formal training in leadership. Lack of confidence in their work especially in handling students in their schools are some of the common challenges experienced by them. He further pointed out that head teachers and their deputies had shortcoming in the following areas: general administrative duties; planning and financial management; keeping of school
records; personnel management and development; curriculum implementation and
evaluation and lastly in areas pertaining to teamwork in the school.

![Bar chart showing areas in which D.H.T need training]

**Figure 4.3 Areas in Which D.H.T Need Training**

Majority (78.7%) of deputy head teachers and teachers said that deputy head teachers needed to be trained on management of student health while 21.3% stated that could effectively manage student health. Most of the deputy head teachers said that they encountered a lot of challenges as they dealt with issues relating to students’ health.

Deputy Head teachers and teachers said that they needed training in guidance and counseling. Majority (92.6 %) of the respondents stated that they needed training while 7.4% said they were adequately prepared to handle guidance and counseling in their schools. Similarly, Arudo (2008) found out that the limiting factor in regards to guidance and counseling services in schools was that counseling teachers were not
available for students. In a few schools where they existed, they were so much over-
burdened with teaching load that they hardly offered effective counseling services to
students. In some schools, there were no counseling rooms reserved for such services.
Drugs and substance abuse was a major challenge in schools in Kangema district.

In response to the statement: D.H.T need training on drugs and substance abuse, an
overwhelming majority (91.7%) of the respondents stated needed to be trained while a
paltry minority (8.3%) of the respondents stated that they could effectively handle
drugs and substance abuse in schools.

Management of clubs and societies in schools is another area in which deputy head
teachers needed training. Majority (58.3%) of the respondents said they needed
training in the area while (41.7%) of the respondents were adequately prepared to
manage clubs and societies in schools. The findings are in agreement with Mutai
(2006) who observed that in Kenya, there are no set criteria enumerating the skills that
a person should possess to qualify for appointment as a deputy head teacher. This
creates a management gap in public schools since without basic management training,
the deputy head teachers are less likely to be knowledgeable in elementary
management practices and cannot easily
grasp the provision of education act.
4.5 INFLUENCE OF RESOURCES ON DHT’S ROLE OF MANAGING STUDENTS

To manage students effectively in school, human and material resources should be adequate. Human resource in schools comprises teaching and non teaching staff. Majority (89.7%) of deputy head teachers and teachers indicated that schools in Kangema district are understaffed, and this impacted negatively on management of students in schools. Understaffing in school made it difficult for deputy head teachers to carry out their roles effectively thereby compromising standard of education in the district. Only 11.3% of the respondents indicated they had adequate staff in their schools.

The respondents were asked to indicate how they coped with the challenge of shortage of teachers in their schools to which they responded as shown in table 4.6

Table 4.6: D.H.T and Teachers’ Responses on Strategies for Coping with Understaffing in Schools

<table>
<thead>
<tr>
<th>Coping strategy</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>School employ BOG teachers</td>
<td>62</td>
<td>64.5</td>
</tr>
<tr>
<td>Classes left unattended</td>
<td>6</td>
<td>6.3</td>
</tr>
<tr>
<td>Combine classes</td>
<td>10</td>
<td>10.4</td>
</tr>
<tr>
<td>Remedial classes.</td>
<td>18</td>
<td>18.8</td>
</tr>
<tr>
<td>Total</td>
<td>96</td>
<td>100</td>
</tr>
</tbody>
</table>
Table 4.6 shows that 64.5% of the teachers coped with the challenge of understaffing in their schools by employing BOG teachers, while 18.8% organized remedial classes during weekends and school holidays. Only 10.4% combined classes while 6.3% coped with the challenge by leaving classes unattended. Coping with the challenge of understaffing in schools also posed challenges to deputy head teachers as they managed students. Teachers employed by B.O.G were not effective in carrying out their duties as they were poorly remunerated. Combining classes resulted to overcrowding which made it difficult to manage students in the classrooms.

In response to the question whether support staff members were adequate in their school, 42.9% of the respondents indicated that they were adequate while 57.9% indicated they were not. Asked how they coped with inadequate number of non-teaching staff, 64.5% of those who indicated they were inadequate pointed out that their schools employed casual laborers while 35.5% asserted that they assigned some of the work to the students.

Inadequate teaching and non-teaching staff is a major challenge to deputy head teachers as they manage students in schools as some crucial duties are left unattended to compromising students’ academic performance and discipline.

Another challenge in the management of student personnel in schools was increase of workload of teachers. The DEO in an interview stated that the staffing levels in Kangema district had become worse with the introduction of FSE, noting that teachers
lacked adequate time to give individual attention to students as required. Table 4.7 shows teachers’ work load in terms of lessons taught per week.

Table 4.7: Weekly teaching load for teachers

<table>
<thead>
<tr>
<th>Number of lessons per week</th>
<th>Number of teachers</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-20</td>
<td>13</td>
<td>12.1</td>
</tr>
<tr>
<td>21-30</td>
<td>74</td>
<td>69.2</td>
</tr>
<tr>
<td>Above 30</td>
<td>20</td>
<td>18.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>107</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 4.7 shows that 69.2% of the teachers taught 21-30 lessons per week while 18.7% have over 30 lessons to teach per week. Only 12.1% of the teachers taught 10-20 lessons per week. The ideal teaching load for a teacher according to the M.O.E is 28 lessons per week. It is evident from the findings that teachers are overwhelmed by the teaching load. Previous studies had also established that teachers in Kenya were overworked. Gatheru (2008) for example found out that teachers in Kenya were overworked due to the rising number of students enrolling in schools after the introduction of F.S.E. This poses a major challenge to deputy head teachers as they manage students in school as the same teachers are supposed to assist them.
The teachers were asked to indicate how they rated their work load.

**Table 4.8: Teachers’ Rating of Their Teaching Workload**

<table>
<thead>
<tr>
<th>Rating of work load</th>
<th>Number of teachers</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very high</td>
<td>25</td>
<td>23.4</td>
</tr>
<tr>
<td>High</td>
<td>49</td>
<td>45.8</td>
</tr>
<tr>
<td>Average</td>
<td>31</td>
<td>28.9</td>
</tr>
<tr>
<td>Low</td>
<td>2</td>
<td>1.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>107</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 4.8 shows that 45.8% of the respondent rated their work load as high, 28.9% rated their work load as average, 23.4% of the respondents rated their work load as very high, while 1.9% rated their work load as low. This was an indication that deputy head teachers and teachers were overwhelmed by their work and they said that they were finding it increasingly difficult to manage students in schools. Gatheru (2008) found out that due to rising number of pupils enrolling in schools after introduction of F.P.E and F.S.E without corresponding increase in number of teachers, they were sometimes overwhelmed and were unable to give individual attention to students.
Table 4.9: Teachers’ Rating of Adequacy of Physical Resources

<table>
<thead>
<tr>
<th>Resource</th>
<th>Adequate</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
<td>%</td>
</tr>
<tr>
<td>Classrooms/laboratories/halls</td>
<td>48</td>
<td>44.4</td>
</tr>
<tr>
<td>Sanitary units (Toilets/latrines/bathrooms</td>
<td>18</td>
<td>16.7</td>
</tr>
<tr>
<td>Teaching /learning resources</td>
<td>65</td>
<td>60.2</td>
</tr>
<tr>
<td>Co-curricular activities materials and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implements</td>
<td>59</td>
<td>54.6</td>
</tr>
<tr>
<td>Land</td>
<td>26</td>
<td>24.1</td>
</tr>
<tr>
<td>Information Communication Technology</td>
<td>17</td>
<td>15.8</td>
</tr>
</tbody>
</table>

Table 4.9 shows that 44.4% of the teachers indicated that the classrooms, laboratories and halls were adequate while 55.6% indicated that they were inadequate. Although three schools did not require more classrooms, others required up to five extra classrooms. Deputy Head teachers faced a lot of challenges as they managed students in schools. Inadequate classrooms led to overcrowding hence making the classroom environment unfavorable for learning. Shortage of laboratories according to the respondents has had adverse effect on curriculum delivery and implementation because it led to poor performance in science subjects. These subjects are practical oriented hence require laboratories for students to carry out the experiments. The findings of this study are in agreement with other studies. Gatheru (2008) found out that school administrators in Narok District faced enormous challenges related to
adequacy of resources. These included inadequate and badly constructed classrooms and laboratories.

Sanitary units such as toilets, urinals and bathrooms were rated as being adequate by 16.7% of the teachers and inadequate by 83.3% of the teachers. According to the Ministry of Education guidelines (2003), sanitation facilities should be in the following ratio 1:30 for boys and 1:25 for girls. Studies carried out in the past indicated that a number of Kenyan schools do not meet the M.O.E requirement. Some schools in Kangema district had over 35 students sharing a toilet. Mugo (2006) found out that 74% of the schools in Embu district experienced shortage of latrine and this interfered with teaching and learning process as students queued for a long time to use the few toilets available. This posed a major challenge to deputy head teachers as they managed students because a lot of time was wasted by student as they took turns to use the few available latrines. Lack of adequate toilets also posed a health hazard to the school community as hygiene was compromised since some students used open space especially at night to relieve themselves.

Majority (60.2%) of the teachers rated teaching /learning resources such as writing materials, charts, chalk as being adequate while 39.8% of the respondents rated them inadequate. Deputy Head teachers in schools with inadequate teaching/ learning resources grappled with the challenge of effectively implementing the curriculum. This was reflected by low performance of their students in national examination.
Co-curricular activities materials and implements were rated as being adequate by 54.6% of the respondents while 45.4% rated them as inadequate. Students must participate in co-curricular activities which offer students opportunity to avoid boredom and reduce stress while in school. In schools where these materials were inadequate, deputy head teachers experienced challenges while managing students as some of them engaged in acts of lawlessness which were attributed to routine programs which did not give room for leisure activities.

Land was rated as being adequate by 24.1% of the respondent while the majority (75.9%) rated it as inadequate. Many schools do not have space for expansion due to shortage of land. School administrators found it difficult to manage students as the available space was not adequate to accommodate the rising number of students in their institutions.

Information Communication Technology resources were rated as adequate by 15.8% of the respondent and as inadequate by 84.2% of the respondent. Use of ICT in most schools in Kangema District is hampered by inadequate facilities like computers and related accessories. Schools cannot afford to miss computers and related accessories as they have become critical in teaching and management of students. Deputy head teachers in those schools kept manual records and did not have computer programs for processing examination results and timetables. This made their role of managing students challenging.
The DEO Concurred with teachers by noting that majority of public secondary schools in Kangema District had inadequate physical and human resources which posed a major challenge in the management of students. She stated that all schools in the district had inadequate teachers, inadequate ICT resources, teaching /learning resources and also physical structures. This posed a lot of challenges to deputy head teachers as they managed students in schools.

4.6 STRATEGIES USED BY DEPUTY HEAD TEACHERS AND THEIR INFLUENCE IN MANAGING STUDENTS IN SCHOOLS

The respondents stated that deputy head teachers used prefects and Guidance and Counseling Departments in their schools to manage students. They were asked whether they thought that prefects and guidance and counseling services were effective in managing student personnel in schools.

Figure 4.4: DHTs’ and Teachers Perception on Effectiveness of Prefects in Managing Students in Schools
As a strategy by deputy head teachers for managing students in schools, prefects were found to be ineffective in carrying out their duties. From the findings, 48.1% of the respondent disagreed that prefects are effective in carrying out their duties, 35.2% agreed, 10.2% strongly agreed while 6.5% strongly disagreed. They stated that prefects are not adequately prepared in order to carry out their roles effectively.

Deputy head teachers rely on prefects to effectively manage students. In a situation where effectiveness of prefects to carry out their duties is questionable, deputy head teachers find it difficult to carry out their roles effectively.

The findings confirmed that deputy head teachers faced enormous challenges as they managed students in schools as prefects are instrumental in that role. The facts that prefects are not effective in managing students spell doom for school administrators.

Prefects should be inducted immediately after being appointed for them to perform their duties effectively. On whether prefects are inducted after appointment, majority (71.3%) of the responded gave a positive response while 28.7% gave a negative response.
Figure 4.5: Teachers’ Perceptions on Effectiveness of Training Given to the Prefects

The respondent were asked to state if they thought that the training given to prefect after appointment was effective in preparing them to carry their duties in managing students in school. Majority (74.1%) of the respondents indicated that the training did not prepare the prefect to effectively carry out their duties while 25.9% felt it did. The findings are in agreement with Mugasia (2007) who observed that those who were appointed as prefects were not properly inducted to their roles in that they were left in the dark as far as their duties were concerned.
The respondents were asked to state how often school administrators met the prefect body in their schools. It was found out that 50.9% of the respondents stated that school administrators met the prefects once a term, 28.8% met once a month, 9.2% met once a year, 8.3% stated that they met on a weekly basis while 8.3% never held meetings with prefects. Some school administrators do not regularly meet the prefect body in their schools. This makes it difficult for deputy head teachers to manage students effectively since without meeting the prefects frequently, students’ issues are unlikely to be addressed in time resulting to misunderstanding that result in unrests in schools.

The DEO reported that prefects play a significant role in schools. She stated that her office organized induction course for prefects after they assumed office but she felt that the training might not be adequate since it lasted for a day.

<table>
<thead>
<tr>
<th>Frequency of meeting</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>On weekly basis</td>
<td>9</td>
<td>8.3</td>
</tr>
<tr>
<td>Once a month</td>
<td>31</td>
<td>28.8</td>
</tr>
<tr>
<td>Once a term</td>
<td>54</td>
<td>50.9</td>
</tr>
<tr>
<td>Once a year</td>
<td>10</td>
<td>9.2</td>
</tr>
<tr>
<td>Not at all</td>
<td>3</td>
<td>2.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>107</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
The researcher sought to find out if schools had guidance and counseling departments and if the teachers in charge of these departments had requisite skills to manage them effectively. All the respondents indicated that their schools had functional departments. Majority (76.8%) of the respondents indicated that deputy head teachers and teachers needed to be trained in guidance and counseling while 23.2% of the respondent stated that teachers did not need training in counseling. Ndichu (2005) stated that teachers needed to be trained in guidance and counseling due to the social-technological changes and education demands, counseling is becoming a major area of concern for youth in school.

The respondents were asked to give their views on whether the teachers in charge of guidance and counseling in their schools are effective in discharging their duties. Their responses were tabulated as shown in table 4.13

Table 4.11: Deputy Head Teachers and Teachers’ rating of Effectiveness of Guidance and Counseling Teachers

<table>
<thead>
<tr>
<th>Effectiveness of counseling teachers</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>15</td>
<td>13.9</td>
</tr>
<tr>
<td>Agree</td>
<td>30</td>
<td>27.8</td>
</tr>
<tr>
<td>Disagree</td>
<td>45</td>
<td>42.6</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>17</td>
<td>15.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>107</td>
<td>100</td>
</tr>
</tbody>
</table>
On effectiveness of guidance and counseling teachers in school, 42.6% of teachers and deputy head teachers strongly disagreed, 27.8% agreed, 15.7% strongly disagreed while 13.9% strongly agreed. From these observations, it is clear that a lot needs to be done in secondary schools for counseling services to benefit students.

Deputy head teachers are in charge of discipline in schools. In the absence of effective guidance and counseling teachers in the school, deputy head teachers would find it difficult to manage students’ discipline.

Arudo (2008) confirms these findings in his study that found out that in a good number of schools, the counseling teachers were there by name but offered very limited services to students. There were some schools where counseling teachers were found to require more counseling than even the students under their charge as they seemed not to understand what was expected of them as they discharged their duties.
The respondents were asked to state how frequent guidance and counseling sessions were held in their schools. The views of the respondents were as tabulated in figure 4.6

![Figure 4.6 Teachers’ Response on Frequency of Guidance and Counseling Sessions in Schools](image)

Most (44.4%) of the respondents indicated that in their schools, there was only one guidance and counseling session in a term. The rest of the respondents indicated that they held guidance and counseling sessions in their schools as follows: 10.2% once per week, 35.2% once a month, 7.4% once a year and 2.8% not at all. Guidance and counseling sessions provide forums where students meet counseling teachers and information acquired is likely to influence learners in decision making concerning their lives.

Ndichu (2005) found out that in a school setting there are many difficulties which students may express through any of the following ways: annoyance, withdrawal, anger, inability to meet needs, partial or total failure, anxiety and hyperactivity. To
assist deputy head teachers in managing students in schools, guidance and counseling sessions should be held frequently in schools.

![Bar graph showing DHTs' and Teachers views on Effectiveness of Guidance and Counseling Departments in Schools.](image)

**Figure 4.7: DHTs’ and Teachers views on Effectiveness of Guidance and Counseling Departments in Schools**

In response to the statement; guidance and counseling department is allocated a room accessible to all students in the school, 37.9% of the respondent had a positive response while 62.1% had a negative response. This finding is worrying because counseling is supposed to be conducted in confidence and the unavailability of a room does interfere with counseling program.

In response to the statement; The department is fully equipped, 78.7% had a negative response while 21.3% had positive response. This paints a grim picture of the state of counseling in our schools since no meaningful gains can be made in such an environment where resources are inadequate.
In reference to the statement; there are counseling document for all students in school, 55.6% of the respondent had a positive response while 44.4% had a negative response. There is need for teachers to keep accurate counseling records for all students in schools.

The DEO stated that her office was doing everything possible to strengthen guidance and counseling departments in schools. She observed that schools in the district were experiencing challenges as there was shortage of trained guidance and counseling teachers and material resources.

The above findings are in agreement with Arudo (2008) who found that a major hindrance for effective guidance and counseling departments in schools is inadequate facilities. In some schools, basic counseling facilities such as reading materials, counseling rooms are not available. The teachers used staffroom, fields and open spaces which are not conducive for counseling as confidentiality is key for client’s and counselor’s trust. The state of affairs in schools in Kangema district confirmed that Deputy Head teachers faced a lot of challenges while managing students as guidance and counseling is very critical. Guidance and counseling departments in schools should be strengthened in order to make the deputy head teachers role of managing students less strenuous.

On the statement, guest speakers are invited to the school, a majority, 75% of the respondents responded in the affirmative while 25% responded in the negative.
Deputy head teachers said that Inviting guest speakers to guide and counsel students provide them with an opportunity to listen to different people other than their teachers.

4.7 INFLUENCE OF BANNING CORPORAL PUNISHMENT ON DHT’S ROLE OF MANAGING STUDENTS

The statement that deputy head teachers were adequately prepared to handle student behavior problems after corporal punishment was outlawed in schools elicited the following responses as shown by Table 4.13

<table>
<thead>
<tr>
<th>DHTS prepared to handle students in absence of corporal punishment</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>5</td>
<td>4.7</td>
</tr>
<tr>
<td>Agree</td>
<td>18</td>
<td>16.8</td>
</tr>
<tr>
<td>Disagree</td>
<td>69</td>
<td>64.5</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>15</td>
<td>14</td>
</tr>
<tr>
<td>Total</td>
<td>107</td>
<td>100</td>
</tr>
</tbody>
</table>

From the findings, 64.5% of the respondents disagreed that deputy head teachers were adequately prepared to handle students’ behavior problems in the absence of corporal punishment, 16.8% agreed, 14% strongly disagreed while 4.7% strongly agreed. It is evident from the findings that deputy head teachers faced a lot of
challenges in managing student personnel as they were not adequately prepared to deal with students after use of corporal punishment was outlawed in schools. Kathue (2006) found out that with the ban on corporal punishment, there has been an increase in cases of indiscipline in schools. Drug abuse, strikes and boycott of classes which sometimes lead to destruction of property, injury or death of students were hampering the process of teaching and learning in schools.

Majority (75.9%) of the respondents felt that the government ought not to have outlawed use of corporal punishment in school while 24.1% affirmed that indeed the government was right.

The above findings are in agreement with those of Kathue (2006) who found out that 84.5% of head teachers and 76.5% of teachers who participated in the study on emerging issues as a result of banning corporal punishment in primary schools in Wote Division would recommend reinstatement of corporal punishment because the banning was too early as extensive consultation with the stakeholders were not carried out, piloting was not done and that the ban should have been gradually implemented.
Table 4.13 Approaches in Handling Indisciplined students in schools

<table>
<thead>
<tr>
<th>Approach</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guidance and counseling</td>
<td>33</td>
<td>30.8</td>
</tr>
<tr>
<td>Physical punishment (manual work)</td>
<td>29</td>
<td>27.1</td>
</tr>
<tr>
<td>Suspension</td>
<td>14</td>
<td>13.2</td>
</tr>
<tr>
<td>Expulsion</td>
<td>9</td>
<td>8.4</td>
</tr>
<tr>
<td>Empowering prefects to punish</td>
<td>15</td>
<td>14</td>
</tr>
<tr>
<td>Caning</td>
<td>7</td>
<td>6.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>107</td>
<td>100</td>
</tr>
</tbody>
</table>

From the findings, 30.8% of the respondents indicated that they used guidance and counseling as an approach to manage discipline problems of their students. Guidance and counseling is the most appropriate method of correcting indisciplined students in schools.

Physical punishments were used by 27.1% of the respondents. This method is highly discouraged in schools as it infringes on the rights of the child which is against the constitution. The respondents gave a number of examples of physical punishment given to students namely: cutting grass, digging holes, weeding flower gardens, cleaning classrooms and lavatories.

Suspension was used by 13.2% of the respondents. Students who broke the school rules were sent home for a period not exceeding two weeks. They were supposed to be
accompanied by the parents or the guardians as they reported back to school. The method seemed to be working as students felt offended by being sent home.

Schools that had empowered prefects to administer certain punishments reported that they had an easier time in managing students since the prefect were in close contact with the students than the teachers.

Expulsion was used by 8.4% of the respondents. The main challenge with this method was that it had to be authorized by the Minister for Education and in most cases recommendations by B.O.G Members were overruled.

Canning was surprisingly used by 6.5% of the respondents in their schools despite the existence of the ban on the use of corporal punishment.

The findings confirmed that deputy head teachers experienced a lot of challenges in managing students in schools in Kangema district.

The DEO reported that there were challenges in managing students’ discipline. She encouraged the use of guidance and counseling in schools since it was more effective compared with the other methods of managing student discipline. Ndichu (2005) found out that teachers in schools used guidance and counseling, suspension, manual work and withdrawal of privileges while correcting indisciplined students.
Table 4.14 Teachers’ Rating of Students’ Discipline in Absence of Corporal Punishment

<table>
<thead>
<tr>
<th>Rating student discipline</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very high</td>
<td>3</td>
<td>2.8</td>
</tr>
<tr>
<td>High</td>
<td>12</td>
<td>11.1</td>
</tr>
<tr>
<td>Average</td>
<td>51</td>
<td>47.2</td>
</tr>
<tr>
<td>Low</td>
<td>42</td>
<td>38.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>108</td>
<td>100</td>
</tr>
</tbody>
</table>

It is evident from the responses of the respondents that banning corporal punishment in schools had a bearing on the management of student personnel in schools. Asked to rate students’ discipline in their schools in absence of corporal punishment, 47.2% of the respondents rated it as average, 38.9% rated students’ discipline as low, 11.1% rated it as high, only 2.8% of the respondents rated it as very high. From the above findings, it is evident that teachers still have a soft spot for corporal punishment as a measure of handling students’ discipline in schools.

The DEO reported that banning corporal punishment in schools had to some extent contributed to incidents of indiscipline in the district. She, however added that plans were underway to equip teachers with skills that would assist them in managing students in the absence of corporal punishment.

Kathue (2006) found out that banning corporal punishment in schools led to deterioration of discipline in schools since the alternative methods are light and
students do not feel threatened. Teachers said that the timing of the banning of corporal punishment was not right because it was done before they were adequately prepared on other methods to replace the cane.

4.8 POSSIBLE MEASURES TO ENHANCE THE ROLE OF D.H.T IN MANAGING STUDENTS IN SCHOOLS

The views of respondents concerning measures that should be put in place to enhance the role of deputy head teachers in managing student personnel were gathered using open ended questions. Their views were analyzed and presented in table 4.16

| Table 4.15 Responses on Measures needed to enhance the role of DHT in managing students |
|-------------------------------------------------|-------------------|---|
| Measures needed to enhance the role of deputy head teachers | No. of responses | % out of 108 |
| Training all teachers in the area of student personnel management | 108 | 100 |
| Provision of adequate resources in schools | 94 | 87.8 |
| Strengthening Guidance and Counseling department in schools | 83 | 77.6 |
| Parents to take an active role in management of students in schools | 65 | 60.7 |
| Enhancing motivation to the deputy head teachers | 51 | 47.6 |
All the respondents were in agreement that all deputy head teachers and teachers should be trained in the area of students’ management to equip them with the requisite skills in order for them to be effective in carrying out their duties.

Majority (87.6%) of the respondent suggested that schools should be provided with adequate resources. Shortage of physical resources for example, classrooms, laboratories, halls, teaching /learning resources, co-curricular materials, understaffing posed a lot of challenges to deputy head teachers as they managed students in schools. This impacted negatively on performance of duties since deputy head teachers found it difficult to manage their tasks effectively.

Of the respondents, 77.6% affirmed that guidance and counseling department in schools should be strengthened by way of training all teachers in guidance and counseling and providing adequate materials in the area. Guidance and counseling teachers assist the deputy head teachers to manage students in schools. If they are adequately prepared, teachers would assist deputy head teachers to manage students effectively in schools.

It emerged from the study that deputy head teachers and teachers felt that parents had abdicated their role of guiding their children. A number of respondents, 60.7% suggested that parents should support deputy head teachers especially on discipline as they manage their children in school.
Deputy head teachers and teachers stated that a little motivation would energize them to carry out their duties effectively. Deputy head teachers and teachers spend a lot of time with students in school. It emerged from the study that due to the many challenges that the teachers encounter in the course of duty, they are bound to be demotivated. A number (47.6%) of the respondents suggested that there should be annual conferences for deputy head teachers as head teachers always attended their conference annually.

The DEO stated that deputy head teachers should be equipped with the right skills through in-service training to enable them to manage students effectively in schools. The TSC should address the perennial problem of understaffing in schools in order to reduce teaching load of deputy head teachers as most of them have high work load. This would enable them to manage students effectively.

The above findings are in agreement with Kathue (2006) who recommended that school administrators should be supported by all stakeholders in the education sector in order for them to manage schools effectively. She found out that deputy head teachers and teachers were not adequately prepared to manage students in their schools effectively. In the face of insurmountable challenges, deputy head teachers should be equipped with the right skills in the area of student management in order for them to be able to carry out their role effectively.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter contains summary, conclusion and recommendations based on the research findings. In addition, suggestions for further research are also contained in this chapter. The purpose of the study was to investigate the challenges facing deputy head teachers in managing students in schools. Special focus was given to deputy head teachers and teachers in their challenging role of managing students in schools and measures that should be taken to enhance their roles.

5.2 SUMMARY OF THE RESEARCH FINDINGS

5.2.1 INFLUENCE OF DEPUTY HEAD TEACHERS’SKILLS ON MANAGEMENT OF STUDENTS

The study established that majority (83.3%) of the respondent had attended an in-service training course on management while 16.7% had not. Even though many deputy head teachers had attended the training courses, 58.3% indicated that they were not adequately prepared to manage student personnel in their schools in the face of prevailing challenges while 41.7% indicated they were adequately prepared. As for how frequent in-service training courses are organized for deputy head teachers, 11.2% of the responded indicated that they are organized very often, 23.6% often, 49.4% rarely, 15.4% very rarely.
The study also found out that all deputy head teachers needed training in one area or another in order to be able to manage student personnel in their schools effectively. Majority (92.6%) of the respondents felt that deputy head teachers needed training in guidance and counseling, 91.7% in drugs and substance abuse, 78.7% in management of students’ health, 52% in management of co-curricular activities while 41.7% in management of clubs and societies in schools.

### 5.2.2 EFFECTS OF SCHOOL RESOURCES ON DEPUTY HEAD TEACHER’S ROLE OF MANAGING STUDENTS.

The study established that there was a shortage of both physical and human resources in schools. A total of 87% of the respondents rated teaching/learning resources as inadequate while only 13% rated them as adequate.

The study established that 12.1% of teachers had 10-20 lessons per week, 69.2% had 21-30 lessons, and 18.7% had over 30 lessons to teach per week. This shows that teachers had heavy workload. The teachers indicated that they coped with heavy workload as follows: a majority, 64.5% of the respondent coped with heavy workload by employing B.O.G teachers, 18.8% holding remedial classes during weekends and school holidays. This implied that schools are struggling to pay salaries to teachers and they don’t have adequate time to rest and this could prove fatal to their health and that of their students. A total of 10.4% of the respondent indicated that they combined classes which made an already bad situation of overcrowded classes even worse. This
impeded proper learning and also caused students’ attention to wander due to the large number.

Deputy Head teachers found it difficult to manage students in the face of inadequate human resources. Understaffing in schools made it difficult for deputy head teachers to manage students as they had to work with the few overworked teachers available in schools.

Physical resources in schools includes: classrooms, staffrooms, offices, laboratories, equipment stores, libraries, dormitories, staff houses, workshops, toilets, motor vehicles, furniture, utensils among others. Majority (55.6%) of the respondents indicated that classrooms, laboratories and halls were inadequate while 44.4% rated them as adequate. A total of 83.3% of the respondents rated sanitary facilities as inadequate while 16.73% rated them as adequate. Teaching/learning resources were rated as inadequate by 60.2% of the respondents while 39.8% rated them as adequate. Co-curricular activities materials were rated adequate by 54.6% of the respondents while 45.6% rated them as inadequate. Land was rated inadequate by 75% of the respondents while 25% rated it as adequate. The inadequacy of physical resources made the role of deputy head teachers in managing students in schools difficult.

5.2.3 APPROACHES ADOPTED BY DEPUTY HEAD TEACHERS IN MANAGING STUDENTS IN SCHOOLS

In managing student personnel in schools, all the respondents indicated that deputy head teachers used prefects and guidance and counseling. In reference to whether
prefects are effective in managing students, majority 54.6% of the respondent indicated that they are not while 45.4% indicated that they are. Majority, 71.3% of the respondent affirmed that prefects are trained after appointment to the position while 74.1% felt that the training is not effective in preparing prefects to carry out their duties of assisting deputy head teachers manage students in schools. Working with ineffective prefects was a major challenge to deputy head teachers as it was quite difficult to manage students effectively.

The study revealed that school administrators met with their prefects though not as frequently as they should. Majority, 50.9% of the respondent indicated that school administrators met the prefects once a term, 28.8% once a month, 9.2% once a year, 8.3% on weekly basis and 2.8% not at all. Failure by the school administrators to meet with prefects regularly created a gap between the teachers and the students since prefects are the link. This resulted to misunderstanding between the two parties which was detrimental to deputy head teachers’ role of managing students in schools.

The study established that all the schools under study had a functioning guidance and counseling department. Majority (76.8%) of the respondents indicated that the teachers in charge of counseling in their schools were trained while 23.2% pointed out that they were not. On whether the teachers in charge of counseling are effective in carrying out their duties, majority (58.3%) of the respondent disagreed while 41.7% affirmed that they were effective. Most schools had guidance and counseling departments which were not optimally utilized due to shortage of physical and human
resources. There were no rooms reserved for counseling and reading materials for teachers and students were inadequate. This was a major challenge on deputy head teachers’ role since guidance and counseling is an integral component in management of students.

5.2.4 INFLUENCE OF BANNING CORPORAL PUNISHMENT ON D.H.TS’ ROLE OF MANAGING STUDENTS.

The study established that majority (78.7%) of the respondents indicated that deputy head teachers were not adequately prepared on how to handle students behavior problems after corporal punishment was outlawed in schools. Majority (75.9%) of the respondents also felt that the government should not have outlawed corporal punishment in schools since it led to increase of indiscipline cases among students. Other methods of dealing with indisciplined students are not effective according to the respondents.

On the issue of handling in disciplined students in school, 30.8% of the respondents indicated that they used guidance and counseling as an approach to manage discipline problems of their students, 27.1% used physical punishments, 13.2% used suspension, 8.4% used expulsion,14% empowered prefects to punish, 6.5% surprisingly used caning in their schools.

In absence of corporal punishment, 77.8% of the respondents confirmed that management of student personnel was quite challenging because students are not worried about the consequence of their misbehavior as the deterrent measures used by
teachers are not harsh. Students’ discipline in schools was found to have deteriorated when corporal punishment was outlawed. Majority (47.2%) rated discipline in their schools as average, 38.9% as low, 11.1% as high and 2.8% as very high. Deputy Head teachers found it challenging to manage students’ behavior problems as the other methods of punishing students didn’t worry them.

5.2.5 REMEDIES TO ENHANCE THE DHT’S ROLE OF MANAGING STUDENTS

Majority (77.6%) of the respondents suggested that guidance and counseling departments should be strengthened in order to adequately cater for students’ needs. All the respondents who participated in this study were in agreement that deputy head teachers should be trained on how to manage student personnel in schools. The respondents also pointed out that for deputy head teachers to effectively carry out their duties, there is need to enhance school resources. A significant number of respondents suggested that parents should take an active role in management of students in schools as most of them had abdicated their responsibility and didn’t cooperate with teachers in correcting students’ misbehavior. Lastly, 47.6% of the respondents suggested that there is need to motivate deputy head teachers as they carry out the daunting task of managing students in schools because teachers were no longer coveting the position of deputy head teachers and some deputy head teachers had stepped down citing frustrations in that position.
5.3 CONCLUSION

From the findings, it was noted that deputy head teachers did not have the requisite skills to effectively manage students in schools. For example findings on training needs found out that deputy head teachers needed training on management of students’ health, guidance and counseling, drugs and substance abuse as well as management of clubs and societies in schools.

Majority of deputy head teachers were finding it difficult while carrying out their duties due to limited resources at their disposal. In almost all schools that participated in the study, understaffing was the norm and facilities, for example, classrooms, laboratories, latrines, bathrooms, information communication technology were inadequate.

Guidance and counseling in many secondary schools was wanting. As a tool to manage students, its effectiveness was hampered by gross incompetence on the part of the teachers who felt that they were not adequately prepared to offer the services to the students. The guidance and counseling departments in most schools lacked basic facilities for example literature materials, rooms and peer counselors. The prefects who are supposed to assist deputy head teachers as they carry out their duties were not as effective as expected. They were accused of dishonesty as sometimes they yield to pressure from fellow students hence tolerating indiscipline in their school. Most of the prefects were not adequately prepared to carry out their roles.
In the absence of corporal punishment in schools, Deputy head teachers are confronted by the challenge of maintaining discipline in schools. They felt that they were not adequately prepared on the alternative methods of disciplining students in schools and some preferred methods like counseling are hampered by understaffing and shortage of resources. Surprisingly, some teachers indicated that they were still using corporal punishment despite the ban on its use.

5.4 RECOMMENDATIONS

Based on the research findings, the following recommendations were made:

i) The MOE through KESI should give relevant training to deputy head teachers in the area of student personnel management to avert problems that are currently facing the learning institutions. There is need therefore, to expose deputy head teachers to more workshops, seminars and in-service training to enhance their management skills.

ii) The MOE should allocate adequate funds to schools for infrastructure development to address the shortage of physical and material resources. The MOE through TSC should also address the perennial problem of understaffing by employing more teachers.

iii) Secondary school management (Principals and BOG) should strengthen the guidance and counseling departments in their schools by allocating adequate funds for acquiring essential services and materials. They should also facilitate teachers to attend in-service training in guidance and counseling.
iv) Prefects should be inducted once selected and prominence should be given to their role in maintaining discipline in the school so that they will have a clear understanding of what is expected of them as they assist school administrators in managing students.

v) The MOE should ensure that policies are implemented on the ground and that canning does not continue when it is not provided for in the education act. Field officers should assist in getting feedback on the implementation of the ban, the effectiveness of the alternative disciplinary methods and the state of discipline in education institutions.

5.5 SUGGESTIONS FOR FURTHER RESEARCH

i) A study should be carried out on the strategies being employed by deputy head teachers to cope with the challenges faced in the management of student personnel in secondary schools.

ii) This study covered only one district, there could be some benefits if the same research was carried out in other districts in Murang’a County or even covering a wider locale with a larger sample. This would help to draw more conclusive findings.
REFERENCES


APPENDICES

APPENDIX I: COVERING LETTER

Kenyatta University
P.O Box 43844
Nairobi

Dear Respondent,

I am pursuing a Masters Degree in Education Management at Kenyatta University and currently undertaking a study on Challenges Facing Deputy Head Teachers in Managing Student Personnel in Kangema District. The findings of this study will not only enlighten the education stakeholders on the challenges faced but also help them in formulating policies that will contribute positively on the area of student management.

Therefore, you are kindly requested to provide the required information for this study. The information will be used for research only and will be treated with utmost confidentiality.

Yours faithfully,

Jeremiah N. Mboche.
APPENDIX II

CHALLENGES FACING DEPUTY HEAD TEACHERS IN MANAGING STUDENTS IN SECONDARY SCHOOLS

DEPUTY HEAD TEACHER’S QUESTIONNAIRE

INTRODUCTION

Your school has been chosen to be part of a sample of schools to be used in the above mentioned study. This study is aimed at helping identify challenges faced by deputy head teachers in managing students in secondary schools and thus offer solutions and recommendations for the prevailing situation. I request for your cooperation in completing this questionnaire, information given will be confidential. Please fill the questionnaire appropriately. DON'T write your name or that of your school in this questionnaire.

SECTION A

INSTRUCTIONS: Put a tick ( ) inside the box adjacent to the most appropriate response for the following questions.

Background information

1. Gender : Male [ ] Female [ ]

2. a) State your teaching experience in years: Below 5 [ ] 5-10 [ ] 11-15 [ ] 16-20 [ ] Above 20 [ ]
b) State your experience as a deputy head teacher in years. 1 [ ] 2 [ ]
3 [ ] 4 [ ] Above 5 [ ]

3. Indicate your highest level of academic qualification: Diploma [ ]
Degree [ ] Postgraduate [ ]
Others (specify)__________________________________________________

4. What is the category of your school?
   a) Boys boarding [ ]
   b) Girls boarding [ ]
   c) Mixed boarding [ ]
   d) Mixed day [ ]

SECTION B: Skills possessed by deputy head teachers for managing students in schools

1. Have you attended any training course covering management of student personnel in Schools? Yes [ ] No [ ]

2. If your answer to the above question is ‘Yes’, how frequent have those training been organized? Very often [ ] Often [ ] Rarely [ ]
   Very rarely [ ]

3. The skills I have in the area of student personnel management have enabled me to handle the students effectively.
4. As a deputy head teacher, do you think you are adequately prepared to manage student personnel in the face of the prevailing challenges in schools?
Yes [ ] No [ ]

5. I need training in the following areas of student personnel management. Tick in the appropriate column.

<table>
<thead>
<tr>
<th>Area</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management of students health</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guidance and counseling</td>
<td></td>
<td></td>
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<tr>
<td>Management of students records</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Drugs and substance abuse</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Management of co-curricular activities</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Management of clubs and societies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Key: SA: Strongly Agree   A: Agree   D: Disagree   SD: Strongly Disagree
SECTION C: Effects of School Resources on Deputy head teachers’ Role of Managing Student Personnel in schools.

1. Does the school have enough number of teachers? Yes [ ] No [ ]
   
   (a) If the answer to the above question is no, how do you cope with the shortage?
   
   Combine classes [ ] Classes left untaught [ ]
   
   Employ BOG teachers [ ] Others (specify) ____________________.
   
   (b) What is your weekly teaching load (number of lessons)? ________________.
   
   (c) How do you rate this workload?
   
   Too high [ ] High [ ]
   
   Average [ ] Low [ ]
   
   (d) Are support staff members in your school adequate? Yes [ ] No [ ]
   
   (e) If no, how do you cope with the shortage?

2. How do you rate the adequacy of the following resources in your school?

<table>
<thead>
<tr>
<th>Resource</th>
<th>Adequate</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classrooms/laboratories/halls</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Furniture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sanitary units(Toilets/latrines/bathrooms/urinals)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching/learning resources</td>
<td></td>
<td></td>
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<tr>
<td>Co-curricular activities materials and implements</td>
<td></td>
<td></td>
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<tr>
<td>Land</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information Communication Technology</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. Management of student personnel in my school can be enhanced if resources are improved. Strongly Agree [ ] Agree [ ] Disagree [ ] Strongly Disagree [ ]

SECTION D: Approaches Adopted by deputy head teacher in managing student personnel in school.

1. Prefects are effective in managing student personnel in our school.
   Strongly Agree [ ] Agree [ ] Disagree [ ]
   Strongly Disagree [ ] No Opinion [ ]

2. a) Are the prefects in your school trained after being appointed to the position?
   Yes [ ] No [ ]

   b) If the answer to the above question is ‘Yes’ do you think the training is effective in Preparing students to carry out their duties in managing Students in school? Yes [ ] No [ ]

3. How often do school administrators meet with the prefect body in the school?
   On weekly basis [ ]
   Once a month [ ]
   Once a term [ ]
   Once a year [ ]
   Not at all [ ]
4. a) Are students involved in selecting prefects in your school?

Yes [ ]  No [ ]

b) Does your school have a Guidance and Counseling Department?

Yes [ ]  No [ ]

c) If yes in the question above, are the teachers in charge trained in Guidance and Counseling?

Yes [ ]  No [ ]

d) Teachers in charge of Guidance and Counseling are effective in discharging their duties. Strongly Agree [ ]  Agree [ ]  Disagree [ ]

Strongly Disagree [ ]

5. How frequent are Guidance and Counseling sessions held in your school?

Once per week [ ]

Once per month [ ]

Once per term [ ]

Once per year [ ]

Not at all [ ]
6. Chose the most appropriate response from the statement in the table below.

<table>
<thead>
<tr>
<th>Guidance and Counseling Department</th>
<th>Counseling department is active in the school</th>
<th>Yes/ No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The department is allocated a room which is accessible to all students</td>
<td>Yes/ No</td>
</tr>
<tr>
<td></td>
<td>The department is fully equipped</td>
<td>Yes/ No</td>
</tr>
<tr>
<td></td>
<td>There are counseling record for all students in the school</td>
<td>Yes/ No</td>
</tr>
<tr>
<td></td>
<td>The department has a program of activities for each term</td>
<td>Yes/ No</td>
</tr>
<tr>
<td></td>
<td>Guest speakers are invited to the school</td>
<td>Yes/ No</td>
</tr>
<tr>
<td></td>
<td>The department has enlisted peer counselors</td>
<td>Yes/ No</td>
</tr>
<tr>
<td></td>
<td>The department involve other teachers in its activities</td>
<td>Yes/ No</td>
</tr>
</tbody>
</table>

SECTION E: Influence of banning corporal punishment on deputy head teachers role of managing student personnel in school

1. Deputy Head teachers were adequately prepared on how to handle students behaviour problems after corporal punishment was outlawed in schools.

   Strongly Agree [ ] Agree [ ] Disagree [ ]

   Strongly Disagree [ ]

2. In your opinion, was the government right in outlawing corporal punishment in schools? Yes [ ] No [ ]

3. a) What are the common methods used by the teaching staff and the administration in dealing with in disciplined students in your school.
b) Are the methods listed in (3a) above effective in dealing with disciplined students in your school?  Yes [  ]  No  [  ]

4. In the absence of corporal punishment in schools, management of student personnel is very challenging.
   Strongly Agree [  ]  Agree [  ]  Disagree [  ]
   Strongly Disagree [  ]

5. How would you rate students discipline in your school in the absence of corporal punishment?  Very High [  ]  High [  ]  Low [  ]
   Very Low [  ]

SECTION F: Possible remedies to enhance the deputy head teacher’s role of managing student personnel in schools.

1. Suggest possible measures that should be put in place to enhance the role of deputy head teacher in managing student personnel
APPENDIX III

QUESTIONNAIRE FOR TEACHERS

This questionnaire is for collecting information on the challenges faced by deputy head teachers in managing student personnel in secondary schools. The information to be collected from you is purely meant for research work and will be treated with utmost confidentiality. Kindly read the questions carefully and provide honest and correct answers. Please do not write your name or that of your school on this questionnaire. Please tick [✓] where appropriate or fill in the required information on the spaces provided.

Section A  Background Information

1. Gender:        Male                                  Female

2. State your teaching experience in years: Below 5  [ ]    5-10  [ ]
                    11-15  [ ]    16-20  [ ]    over 20  [ ]

3. Indicate your highest level of academic qualification: Diploma  [ ]
                  Degree  [ ] Postgraduate  [ ] Others (specify)  _________________

4. What is the category of the school you are teaching in?
   a) Boys boarding  [ ]
   b) Girls’ boarding  [ ]
   c) Mixed boarding  [ ]
   d) Mixed day  [ ]
SECTION B: Skills possessed by deputy head teachers for managing students in schools.

1. Do you think the deputy head teacher has ever attended any training course covering the area of management of students in schools?
   Yes [ ] No [ ]

2. If your answer to the above question is ‘Yes’, how frequent have those training been organized? Very often [ ] Often [ ] Rarely [ ]
   Very rarely [ ]

3. The skills the deputy head teacher has in the area of student personnel management has enabled him/her to handle the students effectively.
   Strongly Agree [ ] Agree [ ] Disagree [ ]
   Strongly Disagree [ ] No Opinion [ ]

4. As a teacher, do you think deputy head teacher is adequately prepared to manage student personnel in the face of the prevailing challenges in schools?
   Yes [ ] No [ ]

5. I think the deputy head teacher need training in the following areas of student personnel management. Tick in the appropriate column.

<table>
<thead>
<tr>
<th>Area</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
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<tr>
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<td></td>
</tr>
</tbody>
</table>

Key: SA: Strongly Agree   A: Agree   D: Disagree   SD: Strongly Disagree
SECTION C: Effects of School Resources on Deputy head teachers’ Role of Managing Student Personnel in schools

1. Does the school have enough number of teachers? Yes [   ] No [   ]
   a) If your answer to the above question is no, how do you cope with the shortage?
      Combine classes [   ] Classes left untaught [   ] Employ BOG teachers [   ]
      Others (specify)______________________________________________________
   b) What is your weekly teaching load (number of lessons)?_______________
   c) How do you rate this workload?
      Too high [   ] High [   ]
      Average [   ] Low [   ]
   d) Are support staff members in your school adequate? Yes [   ] No [   ]
   e) If no, how do you cope with the shortage?

2. How do you rate the adequacy of the following resources in your school?

<table>
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<tr>
<th>Resource</th>
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<th>Inadequate</th>
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<td></td>
</tr>
</tbody>
</table>
3. Management of student personnel in my school can be enhanced if resources are improved.
   
   Strongly Agree [ ] Agree [ ] Disagree [ ] Strongly Disagree [ ]

SECTION D: Approaches Adopted by deputy head teacher in managing students in schools

1. Prefects are effective in managing student personnel in our school.
   
   Strongly Agree [ ] Agree [ ] Disagree [ ]
   Strongly Disagree [ ] No Opinion [ ]

2. a) Are the prefects in your school trained after being appointed to the position?
   
   Yes [ ] No [ ]

   b) If the answer to the above question is ‘Yes’ do you think the training is effective in preparing prefects to carry out their duties in managing students in school? Yes [ ] No [ ]

3. How often do school administrators meet with the prefect body in the school?
   
   On weekly basis [ ]
   Once a month [ ]
   Once a term [ ]
   Once a year [ ]
   Not at all [ ]

4. a) Are students involved in selecting prefects in your school?
   
   Yes [ ] No [ ]
b) If your answer to the above question is yes, the involvement of students in selecting prefect has improved their performance of duties in our school.

Strongly Agree [ ] Agree [ ] Disagree [ ]

Strongly Disagree [ ]

5. a) Does your school have a Guidance and Counseling Department?

Yes [ ] No [ ]

b) If yes in the question above, are the teachers in charge trained in Guidance and Counseling? Yes [ ] No [ ]

c) Teachers in charge of Guidance and Counseling are effective in discharging their duties. Strongly Agree [ ] Agree [ ] Disagree [ ]

Strongly Disagree [ ]

6. How frequent are Guidance and Counseling sessions held in your school?

Once per week [ ]

Once per month [ ]

Once per term [ ]

Once per year [ ]

Not at all [ ]
7. Chose the most appropriate response from the statement in the table below.

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<th>Guidance and Counseling Department</th>
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<td>Yes/ No</td>
</tr>
</tbody>
</table>

**SECTION E: Influence of banning corporal punishment on deputy head teachers role of managing student personnel in school**

1. Deputy head teachers were adequately prepared on how to handle students behaviour problems after corporal punishment was outlawed in schools.

   Strongly Agree [ ]    Agree [ ]    Disagree [ ]    Strongly Agree [ ]

2. In your opinion, was the government right in outlawing corporal punishment in schools?

   Yes [ ]    No [ ]
3. a) What are the common methods used by the teaching staff and the administration in dealing with disciplined students in your school.

b) Are the methods listed in (3a) above effective in dealing with indisciplined students in your school?

   Yes [  ]   No [  ]

4. In the absence of corporal punishment in schools, management of student personnel is very challenging.

   Strongly Agree [  ]   Agree [  ]

   Disagree [  ]   Strongly Disagree [  ]

5. How would you rate students discipline in your school in the absence of corporal punishment?

   Very High [  ]

   High [  ]

   Low [  ]

   Very Low [  ]

SECTION F: Possible remedies to enhance the deputy head teachers’ role of managing students in schools.

1. Suggest possible measures that should be put in place to enhance the role of deputy head teachers in managing student personnel in schools.

   THANK YOU
APPENDIX IV

EDUCATION’S OFFICER INTERVIEW GUIDE

This research is meant for academic purpose. The aim of the study is to establish the challenges facing secondary school deputy head teachers in managing students in Kangema District. You are kindly requested to provide answers to these questions as honestly and precisely as possible. Responses to these questions will be treated as confidential.

SECTION A: Background information

1. Gender Male [ ] Female [ ]

2. State your experience as an education administrator in years: Below 5 [ ]
   5-10 [ ] 11-15 [ ] Above 16 [ ]

3. Indicate your highest level of academic qualification: Diploma [ ]
   Degree [ ] Postgraduate [ ] Others (specify) __________

SECTION B: Skills possessed by deputy head teachers for managing student personnel in schools.

1. Are deputy head teachers in your district adequately prepared to carry out their duties of managing student personnel in schools?
   Yes [ ] No [ ]
2. Have the deputy head teachers in the district attended an in service training course on management of students?
   Yes [ ] No [ ]

3. The in-service training programmes for deputy head teachers are organized:
   Very often [ ] Often [ ] Rarely [ ] very rarely [ ]

4. The management skills possessed by deputy head teachers enable them to manage students in the schools effectively.
   Strongly Agree [ ] Agree [ ]
   Disagree [ ] Strongly Disagree [ ]

5. What areas of student personnel management do deputy head teachers in your district need training in?

SECTION C: Effects of school resources on deputy head teachers’ role of managing student personnel in schools

1. What are your views on the adequacy of resources in public secondary schools in Kangema District?

2. How has the adequacy of physical facilities impacted on the management of secondary school students in the district?

3. What are your views on the adequacy of teachers in the district?

4. What impact does the staffing level have on the management of students/quality of education in the district?
SECTION D: Approaches adopted by deputy head teachers in managing student personnel in schools

1. What is the effectiveness of student leadership in secondary schools in your district?

2. a) Do secondary school prefect undergo training in leadership after they are appointed to the positions in the district?

   b) How often is the training? Very Often [ ] Often [ ] Rarely [ ]
      Very rarely [ ]

3. What is the status of Guidance and Counseling programs in schools in the district?

4. Guidance and counseling programs in the district are effective in managing students in schools. Strongly Agree [ ] Agree [ ] Disagree [ ]
   Strongly Disagree [ ]

SECTION E: Influence of banning corporal punishment on deputy head teachers role of managing student personnel in schools

1. In the absence of corporal punishment, it has become very difficulty for the teachers to manage students discipline in schools. Strongly Agree [ ] Agree [ ] Disagree [ ]
   Strongly Disagree [ ]

2. Were deputy head teachers adequately prepared to handle student discipline after corporal punishment was outlawed? Yes [ ] No [ ]
3. a) What are the common methods used by the teaching staff and the administration in dealing with in disciplined students in your district?

b) Are the methods listed in (3a) above effective in dealing with in disciplined students in your district?

Yes [ ]  No [ ]

4. How would you rate students discipline in your school in the absence of corporal punishment?

Very High [ ]
High [ ]
Low [ ]
Very Low [ ]

SECTION F: Possible remedies to enhance the deputy head teachers’ role of managing students in schools.

1. Suggest possible measures that should be put in place to enhance the role of deputy head teacher in managing student personnel in school.

THANK YOU.
## APPENDIX V

## BUDGET

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<tr>
<th>Budget Item</th>
<th>Kshs</th>
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<tbody>
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<td>A) Production of Research Instruments</td>
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<tr>
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<td>Binding 9 copies of the thesis @300/= per copy</td>
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<td>B) Transport and subsistence</td>
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<td>• Public transport field for 22 days @300/= per day</td>
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<td>• Lunch during field work @100/= per day for 20 days</td>
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<td><strong>Sub Total</strong></td>
<td><strong>13440.00</strong></td>
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<td>C) Incidental Costs</td>
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<td>• Other costs (stationary, pens, pencils, files)</td>
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<td><strong>Grand Total</strong></td>
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## APPENDIX VI

### WORK PLAN

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<td>Submission of report</td>
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</tr>
</tbody>
</table>
APPENDIX VII

RESEARCH AUTHORIZATION

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349
254-020-310571, 2213123, 2219420
Fax: 254-020-318245-318249
when replying please quote
secretary@ncst.go.ke

Our Ref: NCST/RCD/14/012/1195

3rd September 2012

Jeremiah Nyaga Mboche
Kenyatta University
P.O.Box 43844-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Challenges facing deputy head teachers in managing students in secondary schools in Kangema District, Murang’a County, Kenya.” I am pleased to inform you that you have been authorized to undertake research in Kangema District for a period ending 30th October, 2012.

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

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

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

Copy to:
The District Commissioner
The District Education Officer
Kangema District.
APPENDIX VIII

MINISTRY OF EDUCATION RESEARCH AUTHORIZATION

REPUBLIC OF KENYA

MINISTRY OF EDUCATION

TELEPHONE: 0711924983, 0736573465
Email: deoKangema@yahoo.com
When replying please quote,
REF: KGM/GEN/41/VOL/27

District Education Office,
P.O.Box 115,
KANGEMA
5th September, 2012

Jeremiah Nyaga Mboche,
TSC No. 437686,
Kenyatta University,
P.O. BOX 43844-00100.
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “challenges facing deputy head teachers in managing students in secondary schools in Kangema District, Murang'a County, Kenya,” I am pleased to inform you that you have been authorized to undertake research in Kangema District for a period ending 30th October, 2012.

On completion of the research, you are expected to submit one hard copy and one soft copy to this office.

Julia W. Komunga
District Education Officer
KANGEMA