A STUDY OF THE ROLES PLAYED BY DEPUTY HEAD TEACHERS IN ENSURING DISCIPLINE IN SELECTED SECONDARY SCHOOLS IN EAST WANGA DIVISION OF MUMIAS DISTRICT, WESTERN PROVINCE, KENYA.

BY

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DECLARATION

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

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DEDICATION

This work is gratefully dedicated with much love and respect as well as appreciation to my dear wife Grace Nelly Kanga, our son Michael Ambutsi and daughter Shalom Ayuko, for their support and understanding during the study period. The long hours I spent writing, reading and making corrections to my work never put you off, thanks a million for everything. You encouraged me to move forward and for that am sincerely grateful. I dedicate this work to you.
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ABSTRACT

The purpose of this study was to investigate the administrative roles played by deputy head teachers in secondary schools and the challenges they face in the course of their work. This was carried out in selected secondary schools in East Wanga Division, Mumias District. The study was confined to two factors: To investigate how deputy head teachers carry out their administrative roles and to investigate how they adjust themselves to the challenges that arise in the course of their work. The research was restricted to one division of Mumias district in Western Province, Kenya. The objectives of the study were to assess the deputy head teachers’ attitude towards the duties that they are assigned, to determine the training they have undertaken in preparation to carry out their duties, the resources available to them and the influence of stakeholders towards carrying out duties effectively. The sample was made up of 20 deputy head teachers (i.e. 80.0% of the deputy head teacher population). The researcher used simple random sampling technique to pick the subjects to be interviewed. This is because it gives the entire population an equal chance to participate in the study, (Kerlinger, 1976). The following instruments were used to collect data; questionnaire, oral interview for all the subjects and an observation schedule. The validity of the research instruments was established by seeking the opinion of experts in the field of study as well as through pilot-testing on one member of each group of respondents who were not included in the final study. To determine reliability of the instruments, the researcher used test-retest or coefficient of stability technique to estimate the degree to which the same results could be obtained with a repeated measure of accuracy of the same concept. The data was collected by the researcher by visiting schools in the selected region then analyzed it by use of descriptive and inferential statistics. The researcher used the measures of central tendency and variability from which conclusions and recommendations were made. The study found out that maintaining discipline (100%), time tabling and supervision of the implementation of the curriculum (75%), chairing the procurement committee (50%) and attending BOG meetings and attending to visitors (25%) were the major roles played by deputy headteachers. Majority (85%) of the deputy head teachers concurred that they had adequate authority to carry out their duties. Sixty percent (60%) commented that they were involved in major decision making in their respective schools and they were allowed to make independent decisions. Most deputy head teachers do not view themselves as administrators (29.4%). Deputy head teachers held other leadership roles before they were appointed as they cited holding positions of head of department (100%), Coach (50%), Boarding mistress (50%), Games master (25%), Counselor (25%) and class teacher (25%). Majority (87.5%) of the deputy head teachers were not given orientation. 64.3% of the deputy head teachers had not attended any in-service training. 35.7% were trained on: Tendering, duties of deputy head teacher, budgeting, administration, discipline, management and team building. The following are the challenges with their respective proportions: Getting time to teach (75%), Parental interference (75%), Overruling of decisions by head teacher (50%), Lack of unity (50%), Uncooperative parents (25%), Disciplining students and upholding the children’s act (25%) and indiscipline from teachers and subordinate staff (25%).

In conclusion deputy head teachers perceived themselves as custodians of discipline in the school and overseers of the implementation of the curriculum. They had adequate authority to carry out their duties and were not being interfered with. They were also involved in major decision making in their respective schools and they were allowed to make independent decisions. Most deputy head teachers did not view themselves as administrators but rather as teachers with added responsibilities. A large proportion of the deputy head teachers had not
attended any training to facilitate the carrying out of their duties this made them to be ill
equipped to carry out the new responsibilities as deputy head teachers. They had access to the
visitors' book, school log book, correspondence from TSC, inspectorate report and
correspondence from DEO. Access to staff confidential files and accounting documents was not
availed to most of them.

The recommendations of the study were: Deputy Head teachers should be given a conducive
working environment by the stakeholders in the school environment. Measures should be put in
place to bolster cooperation between deputy head teachers and head teachers in secondary
schools. Deputy Head teachers should be given relevant training before they take up their
appointments and they should get adequate orientation. Resources that deputy head teachers need
should be availed to them so as to carry out their duties effectively. Parents need to be given
advice to be working together with deputy head teachers to achieve success for the school not to
be antagonistic especially with regard to ensuring proper conduct of students.
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LIST OF ACRONYMS

P.D.E: Provincial Director of Education: The senior most education executive in the administration of education in a province. He/she was answerable to the Permanent Secretary ministry of Education.

D.E.O: District Officer Education: The senior most education executive in the administration of education in a district. She/he was answerable to the Provincial Director of Education.

A.E.O: Area Education Officer: The senior most education executive in the division. He/She is answerable to the District Education Officer.

K.E.S.I.: Kenya Education Staff Institute: A government institute established in 1981 to promote in-service programmes for educational administrators in Kenya.

SGAT: Senior Graduate Approved Teacher Job Group M

GAT I: Graduate Approved Teacher Job Group L

GAT II: Graduate Approved Teacher Job Group K

PTA: Parents Teachers Association

BOG: Board of Governors

MOE: Ministry of Education

MP: Member of Parliament

CCE: Catholic Christian Education
CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

For many years, the value system of most societies has been sustained through education. In Kenya, the educational goals summarize the treasured values which should be inculcated in the future generations through the educational systems; these values can be instilled and preserved for the well being of the society. In the United States with the increase that followed the growth of the urban population, the first step in the solution of the complexities of urban school problems was the increase in the number of one-teacher schools. Then followed the introduction of "Multi-headed" school systems with authority divided between masters who taught different subjects. The final solution was the unification of all school departments under a single principal master or teacher.

"The elementary school principalship grew out of classroom responsibilities. First there were teachers with some administrative responsibilities. Still later the principal teacher who was more of an administrator than a teacher and finally a principal." (Knezerich 1975, p382)

The idea of a principal serving as a teacher as well as administrator continues today in many small urban communities and rural areas. It was not unusual to find one teacher in a multi-roomed building designated as the principal teacher for the purpose of managing and controlling school affairs. It also followed that such a teacher needed an assistant who is his deputy to help in carrying out administrative duties. The principal was assisted by a deputy head teacher who was required to be a good teacher and a great disciplinarian not given to "wanton" dalliances and unseemly behaviour with women.

The earliest secondary schools were small institutions like the Grammar school serving a limited number of people and therefore did not need administrators who did not teach. They were headed by highly competent school masters who were sometimes called rectors, preceptors, provosts and occasionally principals. The current principal ship evolved from the headmasters post.

(Ukeje B.O 1992)

The headmaster was the best teacher in the building and the best informed in most if not all subjects in the curriculum. He had no need to develop a high degree of skill in the administrative process. The headmaster had an assistant teacher. He had a senior teacher who was assigned to the office and a better salary as recognition for faithful service in the classroom. Such a teacher
was viewed as the second in command and therefore a deputy head teacher (Deltman H.W 1972).

In the U.K, Mathew and Tong (1982) observed that "The deputy head teacher is the man who works out the tedious work staff cover, ensures that the right teacher is standing in front of the right class at the right time." British educationists by 1940 had established the need for a first assistant to the head teacher and this was in the Mchair report of 1944 that established the creation of the position of deputy head teacher in all schools with payment of suitable allowances. This status was made uniform in 1956. The position was also elevated to an administrative position changing from first assistant teacher to deputy head teacher. This too was observed by Waters (1979).

The deputy head teacher is the cog of the school and the mover of school programmes. Most of deputy head teachers have administrative and/or organizational roles. According to deputy head teacher Rob Bray of Russia in the article, Secondary Hardship, June 2006, the main role of deputy head teachers was managing the school. Many of the deputy heads handled issues right from the dining room chairs to the minibus to the smokers at the bottom of the field, the staff duty rota, the tuck shop if it moved it was on the deputy’s list of things to organise or to respond to. A school had three deputies and one of the year’s key meeting was to haggle over who got what on the list. The minibus was the worst. Deputies tended to be either on curriculum or pastoral programmes. The former wrote the timetable, the latter was in charge of discipline. Successful heads of department and (sometimes unsuccessful ones) would naturally aspire to this elevated role of deputy as a logical precursor to their final elevation to headship. Training and preparation for the role of deputy barely existed. Today it is different. In 2007 deputies and assistant heads group of Russia produced another publication that summarises how leadership was perceived. Publication was entitled Leading Learners, Learning Leaders.

The deputy’s work was leadership rather than management. The team comprised of a wider range of professionals than the old orthodox model of head and two deputies. The team leader included assistant heads and a range of Para-professionals including bursars and business managers. The majority of administrative and organizational tasks that formed the backbone of the old deputy role is now being carried out by non teaching colleagues. (Rob Bray, 2006)

The role of the head teacher and the leading team was:

- Shaping the future.
- Leading, learning and teaching.
• Developing self and working with others.
• Managing the organization.
• Developing self and working with others.
• Managing the organization.
• Securing accountability.
• Strengthening the community.

These are the areas in which deputies as well as head teachers now work. Each of them require appropriate levels of knowledge and key professional qualities in terms of philosophical commitment and abilities. These can be interpreted at two levels for all leadership team members. Firstly taken together they represent the collective role of the leadership team. Secondly because each leader carries out delegated strategic accountabilities, each individual will work under a specified set of these standards relevant to their role (Wangai N.W. 2001).

The modern deputy head teacher’s role is likely to embrace most, if not all of these key areas, albeit at differing levels of engagement and intensity they should work interdependent with others and not in isolation. His duties in 2006 included:

• Oversight of staff induction
• Performance management processes.
• Recruitment and appointment.
• School self review and evaluation.
• Quality of teaching and learning.
• Overview of special school programmes.
• Tracking student achievement.

In the African setting, the deputy head teachers were influenced by the head teachers of their respective schools who were expected to be team players with good public relations, morally upright, people with integrity and a strong commitment to duty. They would have intensive professional training with sound general education, (Ukeje 1992). Close to the head teachers were the deputy head teachers. This was the second most important person in a particular organisation who did the work of his/her manager if the manager was away, (Wambua, 2008).

The same was viewed in the East African situation where deputy head teachers were the immediate principal assistant to the head teacher. They took up the roles of a head teacher in his or her absence. They were also head teachers in waiting. One of the most important duties of a deputy head teacher was to take the place of the head teacher and therefore to carry out all
administrative, academic and routine tasks, (Bakhda, 2004). Deputy head teachers were required to ensure that school rules and regulations were followed to the letter. Serious disciplinary matters were referred by him to the head, (Heads Manual, 1975).

In Kenya, the quality of education has since independence been seen to be dependent on the quality of teachers. The *Kenya Education Commission of 1964* underscored the importance of professional preparation. It pointed out that the provision of well educated, keen and competent teaching force was by far the most important contribution that the government can make to schools in Kenya, among other factors that work together for the success of a school is the quality of teachers.

With the rapid educational changes affecting society today and international community as a whole leaning towards democratic principles of management, most people were fighting for their rights. Every person had a right to freedom of expression, which included: (a) freedom to receive or impact information or ideas (b) academic freedom and freedom of scientific research, (Draft Constitution, 2005). A child’s best interests were of paramount importance in every matter concerning the child.

“Every child has a right to free and compulsory education, be free from corporal punishment or other forms of punishment or other forms of violence or cruel or inhuman treatment in schools and other institutions responsible for the care of children, know of decisions affecting the child to express an opinion and have that opinion taken into account taking into consideration the age and maturity of the child and the nature of the decision. Kenya being a signatory to the United Nations Convention of the Rights of the Child, the international community therefore expects her to respect Article 37 of the convention” (Task Force on Student Discipline and Unrest in Secondary Schools, September 2001).

The deputy head teacher had to observe all these and at the same time maintain discipline and order in school. It was recommended that the office of the deputy head teacher should change from the strict implementer of discipline and lean towards a guidance and counselling where the officers in charge emphasize dialogue and advice as a means of maintaining discipline. *The task force on Student Discipline and Unrest in Secondary Schools of September 2001* recommended that guidance and counselling in schools should be strengthened at teacher and peer level.
The deputy head teachers had a big task in any school organisation. They interacted with all kinds of clients from their families, teaching staff, support staff, MOE officials, students, former students, parents, school sponsors, B.O.G and P.T.A members, politicians (MPs and Councillors), communities, neighbouring schools, professionals of other disciplines and the general schools community as a whole. They were therefore the pillar that held the school together. They acted as a link to the outside and the school as a whole (Wangai N.W, 2001). They therefore needed to develop skills and tact of handling all the varied people they interacted with and at the same time maintain sound discipline in the school. The role of building and maintaining schools had been shifted to the community. The support received from the government was not enough to cope with the ever increasing demand for education.

In East Wanga, the area was densely populated and most residents were sugar cane farmers with little interest in education. As such, most of the students got involved in various indiscipline problems as drug abuse, truancy, boy/girl relationships all of which led to dropping out of school. All these cases fell under the office of deputy head teacher who needed to use the current skills of guidance and counselling together with other disciplinary measures to keep the school tempo and order. It is for this reason that this research was done to see how effectively the deputy head teachers carry out their roles and responsibilities that they were given and to make recommendations so that their offices could be effectively used and recognized.

1.2 Statement of the Problem

In Kenya, most deputy head teachers irrespective of their training were faced with a lot of constraints of which some were not of their making. Nevertheless, this led to public criticism on the type of leadership secondary school deputy head teachers gave to their school communities. Both the Ministry of Education Officials, Parents and even teachers blamed the deputy head teachers when students were not well disciplined and did not perform well in national examinations. The deputy head teacher was blamed for harbouring a “don’t care” attitude about what went on in his school (Ukeje 1992). Being a link between the teachers and the head teacher, this attitude led to laxity on the part of the teaching staff as well as pupils. What could be the cause of such behaviour on the part of the deputy head teacher? As cited in the background, Kenya has been faced with a population explosion. Introduction of the 8-4-4 system of education led to an increase in enrolment and opening up of democratic space has caused a lot of demands
in the office of deputy head teacher particularly on matters of discipline. It is on the basis of this, that this research was carried out to ascertain the roles of deputy head teachers in ensuring discipline in selected secondary schools in East Wanga Division, Mumias district, Western Province.

1.3 Purpose of the study
The purpose of this study was to evaluate the roles played by deputy head teachers in ensuring discipline in selected secondary schools in East Wanga Division of Mumias district in Western Province, Kenya. And to investigate how they adjust themselves to the challenges that arise in the course of their work. The research was restricted to East Wanga Division of Mumias district in Western Province, Kenya.

1.4 Specific Objectives of the Study
The specific Objectives of this study were to:
(i) Assess the deputy head teachers attitude towards the duties they were assigned in schools in East Wanga Division, Mumias district, Western Province.
(ii) Determine whether secondary school deputy head teachers had the necessary training and skills to carry out their duties and responsibilities
(iii) Establish the adequacy of the resources that were at the deputy head teachers disposal to carry out their roles and responsibilities
(iv) Establish the contribution of parents, teachers, and other stakeholders towards the effectiveness of deputy head teachers in secondary schools.

1.5 Research Questions
(i) What actual duties and responsibilities were undertaken by deputy head teachers in secondary schools?
(ii) Which training and skills do deputy head teachers possess to enable them carry out their responsibilities effectively?
(iii) What resources were at the deputy head teacher’s disposal for carrying out their duties in East Wanga Division of Mumias district?
(iv) What challenges were associated with the position of deputy head teacher in East Wanga Division of Mumias district?
1.6 Significance of the study
The expansion of secondary schools in Kenya, the curricular changes and the greater interactions between schools and their environments, added to the burden of school organisation and administration. This made it imperative that head teachers get administrative assistance. The person best suited to offer such assistance was the senior most staff member, the deputy head teacher. That the head teacher shared his administrative duties with the deputy head teacher underlined the importance of this position. The findings of this study will enlighten head teachers on the scope of duties and responsibilities that befit the deputy head teacher. The findings shall set the stage for effective leadership in the office of the deputy head teacher in our learning institutions as a means of creating a conducive learning environment and decisions shall be made therefore making the office of the deputy head teacher recognizable, admirable and worth depending on in day to day management of schools. It was hoped that the findings of this study would shed light on the Ministry of Education and could incorporate the findings in the in-service programmes designed for head teachers so as to sensitize them on the needs of deputy head teachers. Practicing deputy head teachers could also find the results of this study a valuable guide as they assess their contribution to the school administration. Finally, for those aspiring for the post, the study could give them a clear insight into the characteristics of the position.

1.7 Scope of the Study
The study investigated the duties and responsibilities of deputy head teachers in sampled secondary schools. It sought to identify the roles of deputy head teachers in ensuring discipline in selected secondary schools in East Wanga Division, Mumias district, Western Province, Kenya. This being a very wide area, the researcher concentrated in seeking answers to the following questions: What actual duties and responsibilities were undertaken by deputy head teachers in secondary schools? Which training and skills do deputy head teachers possess to enable them carry out their responsibilities effectively? What resources were at the deputy head teacher’s disposal for carrying out their duties in East Wanga Division of Mumias district? What challenges were associated with the position of deputy head teacher in East Wanga Division of Mumias district? The study targeted deputy head teachers in East Wanga Division, Mumias district, Western Province
1.8 Limitations of the study
Since the study concentrated on a small section of the country i.e. in East Wanga Division, Mumias district, Western Province, Kenya and limited itself to twenty Secondary schools in the division, for more conclusive results, all the secondary schools in the district should have been studied. This however was not possible due to financial limitations and other logistic constraints like timing and distance between the schools. Notwithstanding these factors, the findings may therefore be used to make generalizations at the national level. The funds available for the study could not allow a detailed study all the same the amount available was used effectively. This in influenced the choice and location of the study as well as the sample size.

1.9 Basic Assumptions of the Study
(i) The head teacher was the most knowledgeable person administratively on the staff.
(ii) The deputy head teacher was the next most knowledgeable person in the field of educational administration.
(iii) The deputy head teacher was appointed strictly on the strength of his/her academic and professional competencies.
(iv) The appointment to the deputy head teacher had a positive attitude towards the office he held
(v) The respondents gave honest answers to the items in the questionnaire.

1.10 Theoretical Framework
The study was based on the Empowerment Theory by Andrea Napier. He states that to empower is to give authority, enable, make powerful, give strength and validity. He further says that it can be taken as the process of gaining power, developing power, taking or seizing power. On the other hand he says that empowerment is the process by which individuals and groups gain power, access to resources and control over their own lives. In doing so, they gain the ability to achieve their highest personal and collective aspirations. Educating the deputy head teachers empowers them and puts them in a position of authority in as far as the running of institutions is concerned. The deputy head teachers are taken through programs which help them understand institutional management and hence discharge their responsibilities well. The deputy head
teacher trainers include the educational administrators, school inspectors, college tutors and the headteachers of the respective schools. All the recent curriculum development projects in Kenya fully recognized this fact and took appropriate measures with varying degrees of success.

Providing the necessary facilities and equipments to deputy head teachers on the new appointment empowers them in the process of administrating. This ensures that graduates from leadership/supervision institutions identify with the content and can authoritatively disseminate the learned ideas to third parties. Instituting the appropriate assessment methods will support and in turn facilitate the achievement of the objectives set in the training and development of personnel to run educational institutions. Continuous support to deputy head teachers from the quality assurance and standards officers and educational administrators during the course of their work will lead to harmonious well grounded centres of learning.

Implementation means the open use of a program throughout an entire school system. In most schools or educational institutions, implementation is managed by the curriculum staff in the central office with staff at other levels throughout the system. This is the centrally coordinated model of curriculum. Kenya’s Education system is centrally controlled and in such a system, a programme may either become compulsory for all the schools of a certain type or be among a list of authorized alternative programme. From which each school chooses the most suitable for its needs. If the curriculum implementation relies on a well trained empowered deputy head teacher it will most likely succeed. Hence the need to have a well informed deputy head teacher to oversee the implementation of the recommended curriculum.

1.11 Conceptual Framework

The figure below represents the Conceptual Framework systematically of the relationship between the people involved in leadership styles of deputy head teachers.
The deputy head teacher has his/her own internal value system and needs. These dictate the leadership inclinations and behaviour he/she shall portray. There are also factors and administrative experience in him/her. All these interact with the stakeholders in the school.
system, in and outside the school. The stakeholders have their own characteristics such as age, gender, academic level and teaching experience as well as maturity and needs. Students’ characteristics are those of gender, school size and home background. The environment consists of the school category i.e. boarding or day, mixed boarding, mixed day or mixed day and boarding. As well as the community, education, administration, directives and legal matters, parents, Board of Governors, Parents Teachers’ Association, politics and social economic factors. All these factors interact in the situation to produce the deputy head teacher’s leadership. The leadership affects the final outcome in students’ performance.

1.12 Definition of Significant terms used in the study

Head Teacher: The chief Executive in a school to whom all those within the school were responsible. The term was used interchangeably with headmaster/headmistress and principal teacher.

Deputy Head Teacher: A teacher appointed to assist the head teacher in administrative duties as well as carrying out his or her normal teaching duties. He or She took over the management of the school in the absence of a head teacher.

Community: This refers to the people within a school’s catchment area who were served by a particular school.

Grammar School: A state maintained secondary school providing an education with an academic bias for children who are selected by the eleven-plus examination, teachers’ reports, or other means.
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction
This section appraised literature on the following:

(i) Rationale for deputy head teachers in schools.
(ii) Appointment procedures of deputy head teachers in secondary schools.
(iii) Duties and Responsibilities of deputy head teachers in schools.
(iv) The challenge of a deputy head teacher in secondary schools.

2.2 Rationale for Deputy Head Teachers in Schools.
When Kenya attained independence, there were disparities in the educational opportunities provided to the people. An individual was grouped based on race, religion or region. This watered down the quality of education especially the one offered to Africans. The government set out to correct the anomaly and make the curriculum more relevant to its people. Influenced by the Addis Ababa conference of 1961, the government in Sessional Paper Nº 10 recommended the provision of quantitative and qualitative education for all. Thereafter it formed commissions to look into ways of polishing up the education sector. These included Kenya Education Commission of 1964 (Ominde Commission), Bessy Committee (1971), Gachathi Commission (1976) and Mackay Commission (1981). It's the latter who recommended the 8-4-4 System of education whose curriculum started being implemented in January 1985. The programme aimed at producing self reliant citizens. The 8-4-4 System involved a broad-based School curriculum with a practical education component and pre vocational skills aimed at preparing learners for the work world. The expansion of education in Kenya for the last four decades has been phenomenal. The expansion was partly attributed to the natural growth of population. The government policy of expanding educational opportunities to most people as promised during the pre-independence days has also had a share in it. Most recently there has been provision of compulsory free primary education and the government policy of education for all by 2010 has greatly led to the expansion (Koech Report, 1999).

When free primary education was introduced in 2002, the ministry of education recorded a two million increase in enrolment (Education Report, 2003). This spilled over to the secondary section when free secondary education was introduced in 2008. Due to the rise in enrolment, the head teacher alone could not head the institution. He needed his principle assistant who is his
deputy head teacher in the day to day running of the school. This released the head teacher to do other things including teaching and attending to other managerial duties with less pressure. It should be noted that, leadership in education is no longer autocratic. It is a group activity with each individual complimenting the other though the sharing of these responsibilities is not always welcome by those in positions of leadership. According to (Dean 1985) “Most people taking on a leadership role have difficulty in accepting that their task is no longer to do the work themselves but to get it done by others. Heads are often tempted to take on tasks which are the provision of someone else and so use time which should be spent in other ways and opportunities which others may need to acquire practical skills”

In management of secondary schools there was need for sharing responsibilities to make administration more efficient. An effective way of achieving this end was by delegating duties to both the deputy head teacher and other teacher. “The delegation of responsibility should leave the head free to attend to staff problem to be about the school sensing the atmosphere to be seen to be available. Far from being dehumanized or remote, if the chain of command is working efficiently he should be relieved of the burden of administration in order to be seen and known as a person not dismissed as a mere business manager.” (Bush et al, 1980)

(Peter R.J. Smith, 2006) in an article entitled Leading from the Classroom presented in Teacher Research Conference in 2006 noted that “In secondary schools, Deputy Head role focused upon either pastoral or academic responsibilities. However the degree to which some of these responsibilities clashed and overlapped with those of the head teacher remained an important area of tension for deputy head teachers. In some cases deputy head teachers were expected to fulfil all the responsibilities of the head teacher and deputise fully when the head teacher was away from the school. In other cases their role was clearly a subservient one to the head teacher and tasks were delegated to them without negotiation.”

The major beneficiary of such delegation was the deputy head teacher. The head teacher should therefore coach his deputy for his tasks and responsibilities that he undertakes. British educationists by 1940 had identified the need for an assistant to the head teacher and in the Mchair report of 1944 they recommended the establishment of the position of deputy head teacher in all schools with payment of suitable allowances. However, it was not until 1956 that the status and emoluments of the deputy position of a first assistant head teacher were made uniform. The title also changed from first assistant teacher to deputy head teacher. The position was thus elevated into an administrative position. (Derek Waters, 1979) observed that “by
changing the title in 1956 from first assistant to deputy head teacher linking the role with that of
the head and creating us and them position, it seemed to be acknowledging that leadership was
becoming a more complex matter in schools and therefore ought to be strengthened.” In Kenya,
the position had been recognized and those willing to move to the position were invited for
interviews at the Provincial Director of Education offices and thereafter posted by the Teachers
Service Commission on deployment to schools where the vacancies existed.

2.3 Appointment Procedures of Deputy Head Teachers in Secondary Schools
In Kenya, for one to be appointed to the position of deputy head teacher, the person has to fulfil
certain professional basic requirements. The requirements became necessary when it was noted
that most holders of the position were unqualified and thus led to poor mode of administration
and indiscipline in various schools. The Provincial Director of Education was allowed to
advertise for vacancies in the position and invite interested qualified people for interview. The
interviews were meant to help fill vacant positions of deputy head teachers in various schools.
Interested teachers were asked to make written applications to be considered for the interviews
but should have fulfilled the following conditions:

(i) Should have taught for a minimum of 6 years in a secondary school.
(ii) Should have served in the position of head of department for at least 2 years.
(iii) Should be in Job Group M thus a Senior Graduate Approved Teacher (S.G.A.T.).
(iv) Should have attended at least one K.E.S.I. course or any other relevant course in
    administration and management.
(v) Should have a clean record. Should not have been interdicted or had any
    indiscipline case as a teacher.
(vi) Should show interest in Co-Curricular activities.
(vii) Should have knowledge of the Code of Regulations for teachers, the Education
     Act, Teachers Service Commission Act and any other relevant documents
     required for administration.
(viii) Should be mature and responsible.
(ix) Should be able to show good results in his teaching subject.
(x) Any other testimonials in relevant fields are also required.
(xi) Should be a Degree holder or a Diploma holder in Job Group M. (T.S.C. 1993)
After the teachers have been interviewed by a panel of Education Officers, their names were sent to the Teachers Service Commission where deployment letters were released. A deputy head teacher was deployed to a school of at least two streams and in case of a one stream school the Board of Governors was allowed to appoint a deputy head teacher.

2.4 Duties and Responsibilities of Deputy Head Teachers in Secondary Schools

The deputy head teacher in most schools was the second person in command and had various responsibilities and duties that were in line with his/her office. (Olembo, 1975) was of the opinion that the head teachers’ role should be more articulated due to the nature of his office. He outlined the following reasons:

(i) The school’s population in terms of students had increased considerably.
(ii) The increase of the student’s population had compounded the head teacher’s responsibilities in terms of discipline and administration.
(iii) Numbers of teaching staff and auxiliary staff that the head teacher had to supervise had been compounded.
(iv) The teaching and auxiliary members of staff had been specialized and it required a head teacher who can discriminate knowledge that is appropriate for students in his school.

The reasons that (Olembo, 1975) articulated are still relevant today even for the position of the deputy head teacher. The forces that surrounded the head teacher are the same that also surrounded the deputy head teacher and he too required an outline of responsibilities and duties that will enable him carry out the requirements of his office correctly.

(Derek Waters 1979) outlined the following duties and responsibilities for a deputy head teacher:

(i) Took charge of school in the absence of a head.
(ii) Responsible for internal communication within the school.
(iii) Be responsible for discipline and control of students.
(iv) Co-ordinate the work of the other teachers to whom responsibilities had been delegated.
(v) Assist the staff with the development of teaching skills.
(vi) Convene all and part of staff meetings.
(vii) Be responsible for regular assemblies.
(viii) Cover classes for absent teachers.
(ix) Have oversight of consumable stocks.

(x) Prepare the school timetable.

(xi) Manage his class.

(xii) Where the school had provisions of audio-visual equipment, he instructed his colleagues on the use and carries out first line service.

(Smith, 2006) noted that “The assistant head teachers had a variety of strengths, interests and prior experience. Their role within the school was customised to meet both the needs of the school but also the capabilities of the individuals. They had credibility with colleagues and exercise empathy and understanding. They were placed to drive forward initiatives and influence changes. In their role as intermediaries they represented the views of colleagues in discussion with the head teacher.”

The outlined duties were required of deputy head teacher who was professionally competent. Only then will the deputy head teacher be able to meet the challenges of nurturing the teaching skills of other teachers who were experienced and newly recruited. His highest task was that of taking over the school in the absence of the head teacher from a few hours to a few months. He would also assist in making decisions and in the execution of school policies and programmes. The deputy head teachers were expected to organize and administer the approved school curriculum. This he could do in conjunction with other teachers and would involve the drawing up of the school routine and making the school timetable. To achieve this, the deputy head teacher required close familiarity with the function of management especially planning, organizing, co-ordinating and controlling. He should also be a team builder and be aware of all essential activities in organizing school programmes (A Herriot et al, 2003).

The deputy head teacher also assisted in budgeting, collection, expediting, keeping records and accounting for school funds. As stated before, the deputy head teacher is the second in command of the school administration. He/she therefore needs to have knowledge of the school finances and help in areas that relates to them. The deputy head teacher therefore requires to co-ordinate the departmental requisitions, receipts and issues of school supplies and stores for tuition and maintenance of appropriate stores documents and records. To achieve this, it is required of the deputy head teacher to have competence in management of school finances and control practices in school, stores administration and maintenance of stores records in particular ledgers and inventories. The deputy head teacher should be in charge of human management. He should
co-ordinate the building of high standard of discipline in the school especially through articulation of adherences to the school routine, jointly accepted school rules and regulations regarding the mode of dressing, performance in class work and punctuality. He observes that order is maintained in classes and preps are well carried out. He is in charge of the prefects and student leaders. In most cases he acts as the patron of the prefect body or council. Being in charge of human management he/she has to have knowledge of those with permission to be away from school, absence of parents and siblings. To attain all these, the deputy head teacher should have close familiarity with principles underlying school discipline. He therefore had to develop an effective discipline system that had knowledge of the necessary discipline procedures. This assisted him in maintaining the right discipline foundations for the school. He should have had the ability to ensure full co-operation of all staff in order to support the established systems. Thus he would be able to work with all members of staff and in close collaboration with the guidance and counselling teacher so as to meet the demands of individual differences in the school (Wanga P.E 1986).

He also needed to have heightened communication awareness and abilities with good public relations practices. This eventually enabled him to understand the principles and practices of delegation that would be used in team building. As such proper human relations would be realised. These skills and competence would assist the deputy head teacher to co-ordinate and assist other teachers in the organization and performance of co-curricular activities. It would develop supervision of teaching process and regular inspection of pupil’s books and assignments. The deputy head teacher was also expected to have participatory involvement in the overall school management. He was the secretary to all staff meetings; he was in attendance for all school committees, Board of Governors meetings, parent’s teacher’s annual general meetings. He took minutes in such meetings (Wanga P.E 1986).

The deputy head teachers therefore required some competence in managing a school office and had to be aware of the internal supervision role of the head teacher, have knowledge on supervision, motivation, morale and staff appraisal and development. The head teacher was therefore required to expose his deputy to the relevant information in office management. The deputy was also in charge of management and maintenance of physical resources of the school. He ensured the school was kept clean. He required to delegate these duties to responsible
people yet still remain in charge of what goes on in the school environment. He therefore required relevant knowledge even in these areas.

The deputy head teacher had a responsibility of teaching his subject of specialisation. He needed to be competent in instructional leadership and facilitate learning techniques. He was therefore needed to be well versed with the teaching learning techniques. As a classroom teacher he/she should develop interactive participatory learning in games and self study. Depending on how he performed his role as a classroom teacher he/she would earn respect and be an admirable role model. (Wanga P.E 1986).

(Smith, 2006) in the article Leading from the Classroom noted that “The assistant head teachers exercised their leadership skills continuously in the many contacts and interactions they had during the school day. The predominant leadership activities recorded were professional development and support. It was clear that their effectiveness as leaders was based upon the esteem in which their colleagues held them.”

The roles and responsibilities mentioned help the deputy headship. The deputy head teacher was a leader of an institution. His position was therefore very crucial just as it is of a head of an institution. The deputy head teacher was the organizer of all that goes on in school as the head too will organize the same.

The importance was stressed by (Mbiti, 1974) when he observed that “The chief executive of the school is the head teacher. The success of any school depends on how effective the headmaster is an administrator. Many teachers have been given headship without any formal preparation for it. It is therefore necessary for the student teacher to familiarize himself with some ideas related to the work of a headmaster so that he can be reasonably well equipped with basic knowledge needed for the job. When a teacher is picked up to be a head master, he will find himself in a different world altogether with new responsibilities, new commitments, and new problems and in most cases, less free time”

The same views of Mbiti were expressed by (A Herriot et al, 2003) in the International Journal of Educational Development that “The current trend in many countries throughout the world today is to provide training for head teachers in management skills, the central purpose being to improve the quality of education for its pupils. This was therefore identified as a priority in Kenya thus concurring with the influential international agencies such as the World Bank and the United Kingdom Department for International Development (DFID). Such agencies currently
emphasize increased local accountability, efficiency and responsibility in development planning. Kenya was no exception where many head teachers had been identified as leaders in schools on the basis of dubious qualifications often of personal nature rather than relevant experience and proven skills in the field of management. Heads have been poorly supervised in the past and have been provided with little or no professional assistance from the local inspectorate.”

The same could be easily said of a deputy head teacher just as said of a head teacher. The duties of a deputy head teacher fall under managerial leadership and instructional leadership. Managerial duties consist of those duties which require organisation and administration while instructional duties are those which are necessary to ensure that teaching and learning are effectively carried out in schools.

It is easy to list the deputy official’s responsibilities and quite another to consider how a deputy head teacher operated in the daily life of the school. The deputy head teacher was the point man in the school. He should be highly sensitive in carrying out his duties and responsibilities because he is the centre man on whom all school activities revolve. He therefore requires being well informed, current and resourceful to all members that interact with the school where he/she has been assigned. But in doing this, he/she is faced with several challenges in his/her operations (Wanga P.E 1986).

2.5 Challenges Faced by Deputy Head Teachers.

The deputy head teachers just as the head teachers were faced with a number of challenges as any other administrator. (Wanga P.E 1986) identified three categories of such problems:

(i) Personal or Human Problems
(ii) Intra-Organizational Problems
(iii) Extra-Organizational Problems

The personal problems were classified further under two categories-the physical and psychological problems. The physical problems were associated with age, sex, stamina and strength. The psychological problems were associated with education and intelligence. In practical situations, these problems were outlined as follows:

(a) Curriculum and Instruction
(b) Skills and Techniques
(c) Training
(d) Education and Qualifications
(e) Age and Family

The intra-organizational problems were qualified as follows:

(a) Finance

(b) Staff Personnel

(c) Discipline and Behavioural Problems

(d) Nature of the job

The extra-organizational problems were classified under the following headings:

(a) Religious differences

(b) Parents problems

(c) Public criticisms

(d) Hostility from the community

(e) Legal Problems

2.6.1 Personal problems

(a) Curriculum and Instruction

A deputy head teacher had the role of organizing and administering the approved school curriculum. However, most schools suffer from serious shortage of essential teaching and learning material like text books, exercise books, science equipment among others. Parents were expected to subsidize for these shortages through the cost-sharing policy and in fees payment. This however took a long period to convince parents of the need to bear some of the burdens of educating their children. The government of Kenya was currently providing some of these learning materials through free day secondary education.

Supervision of the curriculum instructions becomes a big challenge to the deputy head teachers since the majority of them had a role-conflict; they were overloaded with both administrative and teaching duties hence making them ineffective. However, much as they tried to distribute the time among the teaching duties, co-curricular activities, administrative and supervisory duty, no adequate time was devoted to the supervision of instruction. This could also be hampered by lack of co-operation from other staff members, heads of department and subject heads. Once this was hampered, it becomes confusing and frustrating on the part of the deputy head teacher and therefore he needed to know how to overcome the challenge.
(b) Skills and Techniques
While the Teachers Service Commission (TSC) had set procedures for the appointment of a deputy head teacher and set the requirements for the same, there were still deputy head teachers who do not have the required skills and techniques in carrying out their duties. Some of the deputy head teachers were holding the positions having been internally appointed by the board of governors or some had been appointed on the basis of their seniority in schools or long stay in one particular school. Some appointments had been done on the basis of clans so as to please the community. This therefore meant that there were some incompetent, ineffective and inefficient teachers who were promoted to the post of deputy head teacher. There was therefore need for more necessary skills and competencies to be considered on such appointments. The Kenya Education Staff Institute (KESI) had termly training for induction for newly appointed deputy head teachers and if well utilized would go a long way in creating the right professionalism in the office of deputy head teachers. Heads of institutions should encourage their teachers to pursue such courses for capacity building in their schools.

(c) Training
There was no formal training in the difficult role of a deputy head teacher that was offered. Most of the deputy head teachers were using their teaching experiences. Some used their experiences of heads of department. Some relied on the few hints and ideas given to them during pre-service training at college and short term in-service courses and ideas they got from colleagues or supervisors. The challenges posed by the changes and innovations in our school system require a progressive and dynamic deputy head teacher who was firmly committed to the education of children. It therefore calls for a deputy head teacher to be well trained and competent. He should have tactics in dealing with problems as they arise. Constantly seek advice from the head teacher, field officers of the ministry of education and other relevant stakeholders. He should also attend in-service courses to keep abreast with the new changes. He requires training that is over and above that given to ordinary classroom teachers. As an administrator, the deputy head teacher was the administrative agent closest to the teachers, students, support staff and the school community. He had the means and ability to influence the above four groups to contribute positively and effectively to help achieve the purpose and aims of the school. The type of a deputy head teacher of a school would determine how the success or otherwise of a school’s instructional programme would. The ultimate goal of such a programme was to facilitate the
effective and efficient attainment of educational goals which needed more than merely classroom experiences.

(d) Educational qualifications
Closely related to training are the educational qualifications of a deputy head teacher. He may be of lower academic qualifications than the teachers under him. He may be a diploma holder and promoted on Approved Teacher Status (A.T.S) while others are degree holders. Or the deputy head teachers may be having a lower job group say while those under him were in job group M while he was in job group L. When such a case took place, the better qualified teachers would look down upon their less qualified deputy head teacher. They would also be reluctant to do what he would instruct them because they feel they are more superior in status and wiser than him. When this happens it becomes very difficult for the deputy head teacher to carry out his administrative duties effectively. It was therefore important that the deputy head teacher be of equal, if not better academic qualifications than those under him. He should have more experience in order to execute his duties with confidence.

(e) Age
Age too could be a challenge in educational administration. If the deputy was head teacher was too old he could not understand the young teachers due to generation gap. Majority of deputy head teachers were mature people yet had to deal with young teachers who seemed rebellious because of colleges hang-over, sometimes because of this rebellion, the deputy head teacher would find himself at loggerheads with some of the young staff. On the other hand the deputy head teacher could too young to understand the expectations of the older teachers (Wanga P.E 1986).

2.6.2 Intra-Organizational problems
These were the internal problems, they were from within the organization and like the personal problems they fell under various categories.

(a) Financial
The other problem facing the deputy head teacher was in his role of assisting in the budgeting, collection, expending, keeping records and accounting for school funds. In most cases the deputy head teachers were not exposed to these records yet they were expected to have knowledge in the same and assist the head teacher in managing the funds in the 8-4-4 system of education that was
practically oriented this was a very serious problem. The financial obligation on the parents is prohibitive. And where the funds were available there were cases of financial mismanagement and this affected both the head teacher and his deputy particularly if the students raised eyebrows and in reaction cause unrest in school. The deputy head teacher therefore required knowledge on proper financial accounting and management. If he lacked this knowledge then he would face a lot of problems with the head teacher, the parents, educational authorities and the public at large. He too needed to know how to use the correct procedures in collecting and disbursing money failure to that may lead to what (Elsbree, 1967) referred to as “Financial chaos, slip shoddy methods of raising money, numerous scattered accounts, careless business like methods of book keeping, squandered, lost or misappropriated funds, unauthorised and unsupervised purchases, unpaid bills and unaccountable deficits and conflicts between organization.”

(Nwagwu, 1978) stressed the importance of proper administration of school funds when he noted: “The main purpose of school business administration is to ensure that maximum education use is made of all funds invested in the school system. On the other hand wasteful or unnecessary expenditure of school funds is frowned upon by the public which in the final analysis pays for the educational services.” (HERRIOT et al, 2003) stated that “The success of a well managed school will inevitably lead to good support from the community. Accounting and transparency of school funds left a lot to be desired in most schools. Most school accounts were not audited. The master plan for Education and Training 1997 to 2010 similarly found that the mobilization of resources tend to be haphazard and open to abuse.” It was therefore essential that deputy head teachers know some of the principles of sound financial management. This would enable them make informed decisions financially.

(b) Maintaining good staff relationship
Maintaining good staff personnel is another challenge that faces deputy head teachers. It was difficult to deal with a group of individuals who obviously had differences in their personalities within the group some teachers had very negative attitude towards work, some lacked commitment and dedication towards the profession while others had very bad reputation. Dealing with such personnel required very good leadership capable of creating harmony, promoting staff morale and a climate conducive to teaching and good learning within the school. On the relationship between the head teacher and the deputy head teacher, they may be a challenge that will affect the deputy. Under delegation, some head teachers would disgrace the status of a deputy by giving him the responsibilities they (head teachers) did not like or had little
time for. They may even be duties befitting a classroom teacher. (Mathew and S. Tong, 1982) observed that “He is the man who works out the tedious of staff-cover, ensures that the right teachers is standing in front of the right class at the right time.”

There were also head teachers who denied their deputy head teacher a chance to participate in the administration of the school for fear that their own areas of responsibility will shrink. Some even denied their deputy head teachers a chance to train for a successful career in the administration and any information related to the running of the school thus killing the morale of the deputy as an administrator and a teacher. This could permeate to other teachers and thus affect the normal running of the school. (Honey Ford, 1982) identified the factors that determine what a deputy head teacher did in school: “What a deputy does depends upon four factors; what the head wants him to do; what his predecessor did, what other deputies do and what his interests in the school life are” Such vagueness of duties was quite overwhelming when one was paid from public funds. He therefore must be given opportunities to cultivate and develop leadership qualities but in situations where such is not realized it becomes a greater challenge to the deputy.

(Derek Water, 1983) quoted the anomalies and ambiguities associated with the deputy head teacher. Some of the tags were not even complimentary while others were an indication of frustration, disappointments and even humiliation experienced by the incumbent.

“Among them are,
The man in the middle
First male
Shop stewards
The dog’s body
The heads trouble shooter
An ordinary teacher with extra
Ordinary responsibilities
Someone who trots behind the head
Like a well trained sheep dog”

When such attitude was coming from the same people you were supposed to be managing then it causes real frustrations. There was therefore need for clear specification of duties and responsibilities so that the head, the deputy and the staff knew the duties that fall within the
realm of deputy head teachers. The conflict between the head and his deputy head need not occur. The deputy head should serve as the head confidants who could advice the head on the performance of duties delegated to other teachers. This role therefore required a deputy who was friendly, understanding and was sensitive to the needs of others. Since it was not always that the head teacher and the staff would be in agreement, the deputy would act as a negotiator.

The deputy head teacher could also find himself in a dilemma when the staff would be collectively be at the variances with the head teacher, leaving the deputy dangling between the two fronts. To overcome this, the deputy could work long hours and make himself indispensable to the head. This could make him so involved in administrative duties thus denying the head teacher the independence of decision making. It would thus earn the deputy head teacher the respect of his fellow teachers and thus provide maximum support to the head. On the negative side however, this could make the deputy head teacher steal the limelight from the head teacher therefore making the head teacher take back some roles from the deputy (Wambua, 2008).

The deputy head teacher could also want to be liked by both the head and the teachers. While with the teachers, he could criticise the head teacher. His criticism would be more authoritative and credible due to the knowledge he had in administration and the person in the head. And while with the head he could censure teachers due to the head being a guest in the staffroom. The head counts largely on the deputy for information on staff affairs. In such a situation therefore, the deputy would never be at peace fearing being distanced from the head teacher. This may pave way for another teacher to establish a close relationship with the head teacher. The deputy would be seen as being sly and a source of conflict between the head teacher and staff.

Due to frictions with personnel, the deputy head teacher could abdicate his duties and stick in the office with a few interactions with the staff making the staff consult more with the head teacher than the deputy. On the other hand, the deputy head teacher could join the staff and lay strategies of avoiding contact with the head teacher thus isolating the head teacher. In this state, the head teacher may pick an “unofficial deputy” to whom he delegates duties meant for the deputy. The deputy therefore loses favour of the higher office and at the slightest opportunity the head teacher could get rid of him.
(c) Behavioural or Discipline Challenges

The deputy head teacher faced the challenges of disciplining students and support and the subordinate staff and in some cases teachers. He guides them in making responsible decisions. He therefore required a thorough knowledge on discipline as a subject. He needed to develop good tactics and ways of disciplining all those who were presented before him. In the present society and with the raising demands for people to observe the rights of children, it is a pity that deputy head teachers who try to discipline students, the parents of the students are taken to court by the students' parents. To avoid such situations, deputy head teachers should be very careful in the way they met out punishment. They also needed to have full knowledge of what discipline is all about. Most of the time, discipline was usually and erroneously, so associated with punishment and exercise of power and authority over the subordinates. Discipline in most cases was viewed negatively. It should be observed that discipline too has positive elements.

(Schoen and Durand, 1980) defined discipline as: "...............state of orderliness (as opposed to confusion) in which all employees meet the standards of performance and conduct necessary both for the organisation to achieve its objectives and for the employees to achieve theirs."

Discipline was good when workers willingly met or exceeded standards, followed rules and regulations and carried out instructions. Discipline on the other hand was poor when workers failed to meet prescribed standards, refused to follow rules and required constant supervision by authority. (Wanga P.E 1986) in a paper presented to the C.C.E. A head teacher seminar on 24th March 1986 says school discipline was a narrower concept which generally included three aspects

(a) Goals or standards of behaviour.

(b) Procedures for attaining these goals or standards of behaviour.

(c) The resulting state of affairs that is orderliness.

The deputy head teacher should therefore develop positive view of discipline to assist him face the challenges of the present society. (Dettman, 1972) defined school discipline as: “The state or condition of order or good behaviour among students. The term also refers to the procedures by which this state of order is maintained in the school” (Smith, 1969) also observed that “The proper functioning of any social system requires some regulation of its members. For a school system to function properly the conduct of pupils must conform to conditions that are conducive to learning. Principals and teachers have statutes and board regulations changed with the responsibility for maintaining such order in the school” (Mbiti, 1974) saw discipline in a positive sense when he observed that “It (school discipline) can be connected with training, not
correction, guiding, not, punishing, arranging conditions for learning, not just restricting” (Valeria Wilson et al 2006) in an article Pupil Guidance; An Integral Part of Teacher Education and Development in Scotland noted that “Pupil guidance in Scottish schools covers a wide range of activities. Although there is no unified system of guidance, traditionally it has been seen of consisting of three main parts-curricular, vocational and personal guidance. This may involve reactive work with pupils’ problems, the proactive teaching of personal and social skills and the orderly arrangement of pupil’s progress through education and beyond. Guidance also works to maintain school discipline and ethos and good communication between the school and pupils’ parents, the school and relevant outside agencies from professional career advisers to social workers educational psychologists, the justice system and others. A central message of earlier guidelines issued to help Scottish schools develop pupil support was that guidance should be a whole school responsibility” (Wambua, 2008).

Discipline would therefore be used to mean a system of guiding the individual to make reasonable decisions responsibly. It implied both the method of eliciting desired behaviour and the task of eliminating undesired behaviour. Parents and all stakeholders would co-operate with the school authorities and in particular the deputy head teacher to instil positive discipline in the students. The deputy head teacher on the other hand would not view discipline in its negative senses and thus inflict untold suffering to the learners. Good discipline could stick to orderly behaviour in accordance to rules and procedures of the organization. Poor discipline was failure of individuals to observe the rules established by the organization. The object of a disciplinary action was not to instil punishment but to inhibit some undesirable behaviour of an employee. This could be positively attained in school and be a good challenge to deputy head teachers.

(d) Nature of the job

Nature of the job could also cause challenges to the deputy head teacher had too many responsibilities that needed his personal attention. All required careful, efficient, effective and competent handling. Deputy Head teachers were supposed to have a reasonable teaching load on top of their administrative tasks. When this load is added to them however minimal it become a burden. It is not easy for one to balance the responsibility of deputy headship and teaching in class. Deputy Head teachers were expected to know all the students in order to be aware of the students’ individual differences and be able to cater for them. But with the high enrolment in
schools this requirement becomes impossible to fulfil and due to this some undisciplined students could take advantage of this and influence others negatively and when the discipline standards fall, the deputy head teacher was naturally blamed. There is therefore need to assist the deputy to co-ordinate the activities without a lot of strain. The head teacher on the other hand could delegate duties to members of his teaching staff so that each one of them is not unnecessarily overwhelmed with duty (Wanga P.E 1986).

2.6.3 Extra-Organizational Challenges

These were challenges outside the school that the deputy head teacher had to deal with:

(a) Religious

These were those pertaining to various religious denominations that claim affiliation to the school. This could create tension and disunity in school. Some religious groups could seek a deputy head teacher that professes their faith and if it is not so could start sabotaging his work and seek his transfer to another school. The deputy head teacher who also in charge of school routine could be prevailed upon to allow particular groups to hold their rallies or service in school. If he appeared negative towards this then they cause him a problem. Religious issues were delicate and could be very volatile needing the intervention of other people especially the educational authorities (Wambua, 2008).

(b) Problems caused by Parents

Parents had a lot of dealing with the school to which their children attend. In the course of this some could side with their children where the school and children find themselves in disagreement particularly on discipline and academic issues if a parent supported a child in such instances then the child will develop a negative attitude towards the deputy head teacher and other teachers this would then affect learning in the school. The students too could fail to observe school rules and regulations thus compromising the schools disciplinary processes. This too would erode the deputy head teacher’s powers and authority in the school leading to negative effects to the learning process. Some parents could also be politically aliened to a particular politician. In the event of carrying out his duties the deputy head teacher would not compromise with the behaviour or character of students whose parents had that affiliation. They could be too rude and if dealt with would report the issue to the politician who picks it up with the deputy head teacher and the consequences could be disastrous. With political interference the smooth running of the school is affected and discipline would be compromised. The deputy head teacher thus required to have developed necessary public relationship skills to counter such challenges.
The head teacher would be of great importance to the deputy head teacher in resolving such issues (Wanga P.E 1986).

2.6.4 Public Criticism
Closely linked to parent’s problems is the issue of public criticism through mass media or public barazas or informally in public places of the school personnel especially the head teacher, deputy head teacher and other teachers. There could be serious misbehaviour among students involved in drugs or drinking spree outside the school while the head teacher would be blamed for the wrong habit, the deputy head teacher would be faced more closely for not carrying out his duties effectively. It is believed he is expected to know all movements of students. This eventually affects the smooth running of the institutions. The deputy head teacher is expected to live above any immoral behaviour and live a perfect system of life in his family and general conduct with the public. If this does not happen then he would be subject to public criticism which eventually impact negatively to his work production.

2.6.5 Hostility from the community
Hostility towards the school could also affect the deputy head teacher’s performance. The parents, other members of the community could become indifferent, hostile and unco-operative in the welfare of the school resulting into stalling of school programmes projects. The community could be unfriendly too because the deputy head teacher had been imposed on them, if from a different ethnic group or for other reasons he is unpopular. The deputy head teacher could also be inexperienced or deficient in several ways; he could lack proper training, slow in handling and adapting to new work situations. The community therefore in retaliation could withdraw their support to the school thus crippling it. The deputy too may be having very poor public relations and communication skills. This would create hostility for in most times the community interacts with him more than even the head of the institution. It is the deputy head teacher who is easily accessible than the head teacher. His presentation therefore had to be good and friendly. The school must at all times meet the aspirations of the community and society at large. It cannot live as an island. The deputy head teacher must therefore in his capacity strive to link the school to the community and avoid any unnecessary involvement in the political religious conflicts, groupings or sectarian matters of delicate nature. COLEHILL SCHOOL making an advert for the position of deputy head teacher in 2006 required that the deputy head teacher should: “Ensure effective communication as appropriate with parents carers and other
stakeholders regarding curriculum and broader issues relating to the school. The deputy head teacher should commit himself/herself to engaging with external school community, securing equity and entitlement within its distinctive social context. This will promote collaboration with other schools sharing expertise to bring positive benefits to their own school. They work collaboratively at both strategic and operational levels with stakeholders.” (Wambua, 2008)

2.6.6 Legal challenges
The legal problems include the laws of the land, statutory rules and regulations, government policies and codes of ethics. Teachers could sue and be sued for litigations arising out of the discharge of their duties; such litigations can cause problems especially where they involve legal implications. An example is when the government issues a directive to outlaw the use of corporal punishment on students. Most deputy head teachers were used to using that mode of method in disciplining students. Presently they had to walk a tight-rope and they were torn between disciplining students and not disciplining them. Others had even appeared in court for failure to avert a strike having been fully informed about in advance. Here, deputy head teachers had been accused of negligence of duty. In case there was also a problem in school leading to loss of lives, the deputy head teacher apart from the head teacher were also directly involved. And if there was evidence showing that the deputy did not take the necessary steps to prevent such an anomaly, then he was accused and could be made to answer before a court of law. (Wambua, 2008)

2.7 Summary of Related Literature
1. Literature review has indicated that head teachers delegated some of their duties to the deputy head teachers.
2. The related literature also showed that the procedures for appointment and deployment of deputy head teachers had been put in place. The requirements that were needed for one to hold the position had also been clearly defined.
3. The general duties of the deputy head teachers had been outlined.

2.8 Suggested areas for further study:
   a) How Deputy head teachers could adjust their roles in ensuring discipline through guidance and counselling.
b) How the different models of discipline in the changing society could be used by deputy head teachers and thus ensure a conducive learning atmosphere and discipline in schools.

c) The researcher proposes that the roles of the deputy head teachers be limited so that they are not overwhelmed. Their roles could be distributed accordingly. This would assist the deputy head teachers to have time for guidance and counselling.

d) Do different cultures and attitudes influence the way deputy head teachers carry out their roles?
CHAPTER THREE

METHODOLOGY

3.1 Introduction

The research methodology for this study was along the following sections: research design, location of the study, target population, sampling strategies employed in selecting the sample, research instruments, methods of data collection and analysis techniques.

3.2 Research Design

Descriptive survey design was used to elicit information because it determined the way things are or were (Good, 1963). It involved collecting the data from members of the population in order to answer questions concerning the status of the respondents of the study. The study aimed at collecting data on the role of deputy head teachers in ensuring discipline in selected secondary schools in East Wang’a Division of Mumias district Western Province. The study used both Primary and Secondary sources of data. According to (Gay, L. R. 1976) “Primary sources constitute first-hand knowledge, such as eye witness reports and original documents; secondary sources constitute second-hand information such as a description of an event by another person other than the eye witness”. In this study primary sources refer to those sources, which have had some direct contact with the event being reconstructed. These include official government policy on education, interview schedules, observation and questionnaires. While secondary sources in this study refer to sources, where the person giving the description of an event was not present when it occurred. Secondary sources of data also refer to books, magazines, newspapers, dissertations, thesis and projects (Flanders 1978: 378). Secondary Sources of data are inaccurate sometimes and have a tendency of distorting facts in the process of passing information. Due to this, the research relied heavily on primary sources.
Descriptive Survey, according to (Gay, 1981) is a method used to investigate educational issues and to determine and report the way things are or were. Surveys, according to (Bell, 1993) aim at obtaining information, which is analyzed, patterns extracted and comparisons made. Descriptive Survey studies, according to (Kiess and Bloomquist, 1985) are designed to obtain pertinent and precise information concerning the current phenomenon and wherever possible, to draw valid general conclusions from the facts obtained.

3.3 Location of the Study
The study was done in East Wanga Division of Mumias district in Western Province of Kenya. The area is densely populated and the main economic activity is sugarcane growing. The residents practice both farming and animal husbandry. Since most residents were farmers, they involve their children in farming activities thus education is not given priority as it should. It is due to such issues that the researcher wanted to know how deputy head teachers were coping with the challenges.

3.4 Target Population
The population of the study comprised 25 head teachers and deputy head teachers in East Wanga Division of Mumias district Western province. The division had 25 secondary schools. Two of which were provincial schools. Out of these schools, 21 were mixed secondary schools while the rest were non-mixed schools. Most of these schools were in rural areas. All Head teachers and deputy head teachers were targeted as the population of this study.

3.5 Study Sample
The study sample was twenty (20) deputy head teachers in East Wanga Division of Mumias District Western province. One (1) deputy head teacher was interviewed as a way of piloting. This made 4% of the population.

3.6 Sample Size and Sampling Procedure
In the study, the research was limited to 20 deputy head teachers who were randomly selected. According to (Gay, 1976) “Random Sampling Technique is utilized as a method of selecting the sample because it gives all the chances of being included in the sample and therefore resulting in an unbiased sample” To decide the schools whose deputies were included in the sample, the names of all secondary schools in the division were written on small cards. These were then
shuffled severally. The researcher picked a card each time the cards were shuffled until 20 cards were picked. If a card was picked a second time, it was ignored. No card was removed from the pack even after being picked. This ensured that the schools had an equal chance of being selected.

3.7 Research Instruments

3.7.1 Questionnaires

The major tool of the study was a questionnaire designed for the head teacher and the deputy head teacher in the selected schools. Questionnaires were justified because according to (Lovell and Lawson, 1970), questionnaires are widely used in educational studies to obtain information about the current conditions and practices and to make enquiries concerning attitude and opinions quickly and in a precise manner. (Walker, 1985) adds that questionnaires offer considerable advantage in administration. They present stimulus potentially to large numbers of people simultaneously and provide the investigator with an easy accumulation of data.

The questionnaires are also justified because they are completed at the informants own time as opposed to the interview schedule. (Mugenda and Mugenda, 1999) agree it gives the respondents complete freedom of response. These free response questions permit an individual to respond in his or her own words because the questionnaire covers a wider scope. They elicit information on appropriate areas to which the respondent responds to objectively.

3.7.2 Face to Face Interview

(Mugenda and Mugenda, 1999) observed that face to face interviews provided in-depth data which is not possible to get using a questionnaire, help obtain data required to meet specific objectives of the study and they are more flexible for the interviewer who can adapt to the situation and get as much information as possible.

3.8 Piloting the Research

The actual study was carried out after a pilot study which was done in one public secondary school in East Wanga Division of Mumias district western province. This helped to gain knowledge and experience on how to administer the research instruments and ensure relevance of the items of study. Piloting helped establish reliability of the instruments of data collection and validity was forwarded to the supervisors for verification and confirmation. After pilot testing the research instruments were adjusted before they were used in the field.
3.9 Validity of the instruments

Validity is the degree to which a test measures what it is supposed to measure. Content validity is the degree to which a test measures an intended content area and constructs validity, that is the degree to which a test measures an intended hypothetical construct (Gay, 1976). The questionnaires were presented to four competent people i.e. one (1) deputy head teacher. Who perused it individually and gave feedback on the content and the way items had been constructed. His recommendations were included in the final questionnaire.

3.10 Reliability of the Instruments

Reliability is the degree to which a test consistently measures whatever it measures. The more reliable a test is, the more confidence we can have that the scores obtained from the administration of the test are essentially the same scores that would be obtained if the test were re-administered. (Gay 1981). To test reliability of the instruments of this study, the following steps were followed:

The developed questionnaire was given to a few identical subjects from the study group (not the ones included in the main study).

The answered questionnaires were scored manually and then the questionnaire administered to the group after a period of two weeks.

The questionnaire responses were scored manually.

The collected information was analyzed.

A Spearman rank order correlation was computed to establish the extent to which the contents of the questionnaire were consistent in eliciting the same responses every time the instrument is administered. A correlation coefficient of 0.7 and above will be considered high enough to judge the reliability of the instrument.
The formula used was:

\[
Rho\ (rs) = \left\{1 - \frac{6\sum di^2}{n(n^2 - 1)}\right\}
\]

Rho (rs) = correlation coefficient between the rank orders

di = difference between the rankings

n = number of pairs of rankings

3.11 Data Collection Procedure
The researcher collected data using questionnaires, oral interviews and document analysis. The researcher obtained a letter of introduction from the Ministry of Education requesting the respondents to assist the researcher to get the required information. The researcher visited the schools and sought permission from the head teachers concerned. Upon being granted permission the researcher administered questionnaires personally to the respondents in one sitting to avoid cheating and collected the completed questionnaires. During the presentation of the questionnaire the researcher guided the respondent through this ensured clarity of the items. A 98% return rate of the questionnaires was achieved.

3.12 Method of Data Analysis
Data analysis is the process of systematically searching and arranging interview transcripts, field notes and other materials obtained from the field. With the aim of increasing your own understanding of them and enabling you to present them to others. Analysis involves working with data, organizing items, breaking them to manageable units, synthesizing them and searching for patterns (Orodho, 2004). The collected data was coded and entered in SPSS application package in which the analysis was conducted. The output was presented using tables of frequency distributions and percentages. After each table interpretation of the results was presented. Quantitative analysis was used where numerical data ranging from simple count as frequency of occurrences to more complex test scores led to creation of simple tables or diagrams showing frequency of statistical relationships between variables to complex statistical
modelling. Qualitative analysis was used where data was extracted from questionnaires. Findings and data analysis was made by the researcher using descriptive analysis. The researcher drew tables to show different information of the research and different responses from the respondents involved in the study.
CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter presents data analysis, the discussion and the subsequent interpretation.

4.2 Deputy head teachers attitude towards their duties

The study sought to find out the attitude that deputy head teachers had towards the responsibilities that they were given in the school. To achieve this, deputy head teachers were asked several questions regarding their view on the mandate given to them and the opinions they expressed are presented in this section.

Deputy Head teachers were asked to comment on their roles in the school. Table 4.1 presents their responses.

Table 4.1: Roles of Deputy Head Teachers

<table>
<thead>
<tr>
<th>Deputy Head Teachers Roles</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintaining Discipline</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>Supervision of curriculum implementation</td>
<td>15</td>
<td>75</td>
</tr>
<tr>
<td>Timetabling</td>
<td>15</td>
<td>75</td>
</tr>
<tr>
<td>Chair procurement committee</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td>Deputizing</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td>Attending BOG meetings</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>Attend to visitors</td>
<td>5</td>
<td>25</td>
</tr>
</tbody>
</table>

Maintaining discipline was mentioned by all the deputy head teachers as their responsibility while seventy five percent of them cited time tabling and supervision and implementation of the curriculum. Chairing the procurement committee and deputizing for the head was cited by half of them and finally twenty five percent of them mentioned attending BOG meetings and attending
to visitors. In addition they cited being overloaded as unrealistic expectations was placed on them which make them to be overwhelmed and not to perform their duties with the due diligence that they can. This implies that deputy head teachers perceive themselves mostly as custodians of discipline in the school and overseers of the implementation of the curriculum. The study sought to find out the working conditions under which deputy head Teachers work. To achieve this they were asked several questions with regard to their working conditions and their responses are presented below.

Table 4.2. Deputy Head Teachers' Working Conditions

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Yes</th>
<th>Frequency</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whether deputies have adequate authority</td>
<td>17</td>
<td>85.0%</td>
<td>3</td>
</tr>
<tr>
<td>Whether deputies perform their duties without interference</td>
<td>17</td>
<td>85.0%</td>
<td>3</td>
</tr>
<tr>
<td>Whether deputies take part in major decision making</td>
<td>12</td>
<td>60.0%</td>
<td>8</td>
</tr>
<tr>
<td>Whether deputies makes independent decisions</td>
<td>12</td>
<td>60.0%</td>
<td>8</td>
</tr>
</tbody>
</table>

Majority (85%) of the deputy head teachers concurred that they had adequate authority to carry out their duties and were not interfered in carrying out their duties. A smaller proportion of sixty percent (60%) commented that they were involved in major decision making in their respective schools and they were allowed to make independent decisions.

In wanting to establish whether deputy head teachers viewed themselves as administrators they were asked if they perceived themselves as such or as teachers with supplementary responsibilities. The response that was accrued from them is presented in Table 4.3.

Table 4.3: Perception of the Status of Deputy Head Teachers

<table>
<thead>
<tr>
<th>Viewed Myself as:</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher with extra responsibilities</td>
<td>14</td>
<td>70.0</td>
</tr>
<tr>
<td>Administrator with teaching assignment</td>
<td>6</td>
<td>30.0</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100.0</td>
</tr>
</tbody>
</table>
It is apparent from Table 4.3 that most deputy head teachers do not view themselves as administrators but rather as teachers with added responsibilities as 70.0% of them viewed themselves as the latter while 30.0% perceived themselves as administrators. This is further confirmed by comment from a majority of the deputy head teachers responding that their administrative capacity was not being well utilized thus making them to be indifferent from other teachers with the exception of additional responsibilities.

4.3 Training of Secondary School Deputy Head Teachers to carry out their Duties and Responsibilities

The study sought to find out the training of secondary school deputy head teachers that they had received to enable them carry out their duties and responsibilities. To achieve this respondents were asked several questions with respect to training of deputy head teachers and the responses got are presented in this section.

The study enquired on the responsibilities that the deputy head teachers held before their appointments into the position so as to gauge the level of preparedness they had for the task of being in the office of deputy head teacher. The response that was got is presented in Figure 4.1.
Figure 4.1: Responsibilities Held before Appointment as Deputy Head Teacher

Responsibilities held

H.O.D  Coach  Boarding Master / mistress  Games master  Teacher counsellor  Class teacher

% of respondents
From the response that was got from the respondents it is clear that deputy head teachers held other leadership roles before they were appointed as they cited holding positions of head of department (100%), Coach (50%), Boarding mistress (50%), Games master (25%), Counselor (25%) and class teacher (25%). This is important as it prepared them for the duty as leaders to other members of the school fraternity.

The deputy head teachers were asked if they were given orientation on the roles they were to play before they took up their responsibilities and the feedback got from the respondents is presented below in table 4.4

<table>
<thead>
<tr>
<th>Table 4.4. Orientation of Deputy Head Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
</tr>
<tr>
<td>No</td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

Majority (60.0%) of the deputy head teachers were not given orientation before they took over their positions. The small proportion who responded on the affirmative cited being briefed on their responsibilities and being given access to relevant literature as the form of orientation that they were given. This shows that the orientation that is given to deputy head teachers is wanting and there is need to find ways of remediesing the situation.

They deputy head teachers were asked if they had attended training to equip them with skills to enable them perform their duties satisfactorily their responses are presented in Table 4.5.

<table>
<thead>
<tr>
<th>Table 4.5: Attendance of Training by Deputy Head Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>
A large proportion (75.0%) of the deputy head teachers had not attended any training to facilitate the carrying out of their duties this makes them to be ill equipped to carry out the new responsibilities as deputy head teachers. The few (25.0%) who attested to being trained mentioned their training to have taken at most a fortnight and the course content to have included: Tendering, duties of deputy head teacher, budgeting, administration, discipline, management and team building.

4.4 Resources at the Deputy Head Teachers Disposal to Carry out Their Roles and Responsibilities

The aim was to establish the resources at the disposal of deputy head teachers to enable them to carry out their roles and responsibilities efficiently. The following section presents the findings that were realized in this quest.

The respondents were asked to give their teaching experience. Their responses are as presented in Tables 4.6 and 4.7.

**Table 4.6: Teaching Experience of Deputy Head Teachers**

<table>
<thead>
<tr>
<th>Years</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>2</td>
<td>10.0</td>
</tr>
<tr>
<td>17</td>
<td>3</td>
<td>15.0</td>
</tr>
<tr>
<td>16</td>
<td>5</td>
<td>25.0</td>
</tr>
<tr>
<td>15</td>
<td>3</td>
<td>15.0</td>
</tr>
<tr>
<td>14</td>
<td>3</td>
<td>15.0</td>
</tr>
<tr>
<td>13</td>
<td>2</td>
<td>10.0</td>
</tr>
<tr>
<td>10</td>
<td>2</td>
<td>10.0</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Deputy head teachers were found to have been in the teaching profession for periods ranging from a decade to twenty four years. This is definitely a resource as it equipped them to be able to handle different scenarios that arise in the school environment.

It was also asked from the respondents the number of schools that deputy head teachers had served as teachers and the responses were presented in Table 4.7 below
Table 4.7: Number of schools Served as Teacher by Deputy Head Teachers

<table>
<thead>
<tr>
<th>No. of schools</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4</td>
<td>20.0</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
<td>20.0</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>15.0</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>15.0</td>
</tr>
<tr>
<td>7</td>
<td>3</td>
<td>15.0</td>
</tr>
<tr>
<td>11</td>
<td>3</td>
<td>15.0</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100.0</td>
</tr>
</tbody>
</table>

It was deducted that a minority of the deputy head teachers had served in one school while others had served in several school schools ranging from two to eleven. This experience of various schools comes in very handy as it equipped the deputy head teachers to handle their responsibilities well through the knowledge gathered from different institutions.

The study in seeking to find out the administrative experience of the deputy head teachers inquired from them the length of time they had served as deputy head teachers and the number of schools they had done the same and their responses are presented in Table 4.8 and 4.9

Table 4.8: Experience as a Deputy Head Teacher

<table>
<thead>
<tr>
<th>Years</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>7</td>
<td>35.0</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>15.0</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>15.0</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>15.0</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
<td>10.0</td>
</tr>
<tr>
<td>7</td>
<td>2</td>
<td>10.0</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The deputy head teachers had an experience ranging from one to seven years as deputy head teachers implying that they came into their current positions having some experience in school administration which aids in catching up first with the new environment and carry out their administrative roles well.
Deputy head teachers had served in different schools. The study asked the respondents the access granted to deputy head teachers to access some vital resources in carrying out their mandate and the response that was got is presented in Table 4.10

### Table 4.10: Access Given to Deputy Head Teachers

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Yes</th>
<th>Frequency</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whether the deputy can access the visitors book</td>
<td>20</td>
<td>100.0%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Whether the deputy can access the school log book</td>
<td>20</td>
<td>100.0%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Correspondence from TSC</td>
<td>17</td>
<td>85.0%</td>
<td>3</td>
<td>15.0%</td>
</tr>
<tr>
<td>Whether the deputy can access the inspectorate report</td>
<td>15</td>
<td>75.0%</td>
<td>5</td>
<td>25.0%</td>
</tr>
<tr>
<td>Correspondence from DEO</td>
<td>14</td>
<td>70.0%</td>
<td>6</td>
<td>30.0%</td>
</tr>
<tr>
<td>Whether the deputy can access the staff confidential files</td>
<td>8</td>
<td>40.0%</td>
<td>12</td>
<td>60.0%</td>
</tr>
<tr>
<td>Whether the deputy can access the accounting documents</td>
<td>2</td>
<td>10.0%</td>
<td>18</td>
<td>90.0%</td>
</tr>
</tbody>
</table>

Access to the visitors book, school log book, correspondence from TSC, inspectorate report and correspondence from DEO was given to a majority of the deputy head teachers whereas access to staff confidential files and accounting documents was not availed to most of the deputy head teachers. This indicates lack of trust in these two areas between the head and their deputies.

### 4.5 Extent to Which Stakeholders Cause Ineffectiveness of Deputy Head Teachers in Secondary Schools

This section presents the finding of the study regarding the grounds for inefficiencies of deputy head teachers in secondary schools and the suggested way forward by the respondents.The
problems listed in Table 4.11 were listed by the respondents when they were asked to cite the hurdles that deputy head teachers face in carrying out their duties.

Table 4.11: Hurdles that deputy head teachers face in carrying out their duties.

<table>
<thead>
<tr>
<th>Problems experienced by deputies on duty</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Getting time to teach</td>
<td>3</td>
<td>75</td>
</tr>
<tr>
<td>Parental interference</td>
<td>3</td>
<td>75</td>
</tr>
<tr>
<td>Overruling of decisions by head teacher</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>Lack of unity</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>Uncooperative parents</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Disciplining students and upholding the children’s act</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Indiscipline from teachers and subordinate staff</td>
<td>1</td>
<td>25</td>
</tr>
</tbody>
</table>

The following are the challenges with their respective proportions: Getting time to teach (75%), Parental interference (75%), Overruling of decisions by head teacher (50%), Lack of unity (50%), Uncooperative parents (25%), Disciplining students and upholding the children’s act (25%) and Indiscipline from teachers and subordinate staff (25%).

Table 4.12: Suggested areas of Improvement

<table>
<thead>
<tr>
<th>Suggestions on Improvement</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>More in-service courses</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>better remuneration</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>unity of purpose</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>more exposure to documents especially financial</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Deputy to be appointed by HT</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Orientation</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>HT to trust deputy</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>DHT should be allowed to attend meetings</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>DHT should be allowed to incur expenses in the absence of the head</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>free working environment</td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>
25% of the deputies cited orientation as one of the areas they wanted improved on. 15% cited training, while 10% talked of in-service courses, better remuneration and unity of purpose as the areas which needed improvement. 5% responses were reported in more exposure to documents especially financial, deputy to be appointed by HT, HT to trust deputy, DHT should be allowed to attend meetings, DHT should be allowed to incur expenses in the absence of the head and free working environment when asked to state areas which needed improvement.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter gives a summary of the study findings. It also presents the recommendations, conclusions and areas for further research. The purpose of the study was to evaluate the roles played by deputy head teachers in ensuring discipline in selected secondary schools in East Wanga Division of Mumias district in Western Province, Kenya. And to investigate how they adjust themselves to the challenges that arise in the course of their work.

5.2 Summary of the Findings

The research findings are as presented in chapter four and the following summaries are made in light of the objectives of the study:

- Maintaining discipline was mentioned by all the deputy head teachers as their responsibility. Majority cited time tabling and supervision of the implementation of the curriculum, chairing the procurement committee and deputizing for the head teacher and attending BOG meetings as well as attending to visitors as part of their duties.

- In addition they cited being overloaded as unrealistic expectations was placed on them which made them overwhelmed and not to perform their duties with the due diligence that they are supposed to. Several concurred that they had adequate authority to carry out their duties and were not being interfered with. A smaller proportion commented that they were involved in major decision making in their respective schools and they were allowed to make independent decisions.

- Most deputy head teachers do not view themselves as administrators but rather as teachers with added responsibilities. This is further confirmed by a majority of the deputy head teachers responding that their administrative capacity is not being well utilized thus making them to be indifferent from other teachers with the exception of additional responsibilities.
• Deputy head teachers held other leadership roles before they were appointed as they cited holding positions of head of department, Coach, Boarding mistress, Games master, Counselor and class teacher.

• Majority of the deputy head teachers were not given orientation before they took over their positions. The small proportion who responded on the affirmative cited being briefed on their responsibilities and being given access to relevant literature as the form of orientation.

• A large proportion of the deputy head teachers had not attended any training to facilitate the carrying out of their duties this makes them to be ill equipped to carry out the new responsibilities. The few who attested of being trained mentioned their training to have taken at most a fortnight and the course content to have included: Tendering, duties of deputy head teacher, budgeting, Administration, discipline, management and team building.

• Deputy head teachers that were found to have been in the teaching profession for period that was ranging from a decade to twenty four years this is definitely a resource as it equips them to be able to know how to handle different scenarios that arise n the school environment.

• A minority of the deputy head teachers had served in one school while others had served in several school schools ranging from two to eleven.

• The deputy head teachers had experience ranging from one to seven years as deputy head teachers, implying that they came into their current positions having some experience in school administration which aids in catching up fast with the new environment and carry out their administrative roles well.

• It was also found out that deputy head teachers had served for periods ranging from one school to three schools.

• The study found out that access to the visitors’ book, school log book, correspondence from TSC, inspectorate report and correspondence from DEO was given to a majority of the deputy head teachers whereas access to staff confidential files and accounting documents was not availed to most of the deputy head teachers.
5.3 Conclusion
Deputy Head teachers perceived themselves as custodians of discipline in the school and overseers of the implementation of the curriculum. They had adequate authority to carry out their duties and were not being interfered with in the process. They were also involved in major decision making in their respective schools and they were allowed to make independent decisions. Most deputy head teachers did not view themselves as administrators but rather as teachers with added responsibilities. A large proportion of the deputy head teachers had not attended any training to facilitate the carrying out of their duties this made them to be ill equipped to carry out the new responsibilities as deputy head teachers. Deputy Head teachers had access to the visitors’ book, school log book, correspondence from TSC, inspectorate report and correspondence from DEO was given to a majority of the deputy head teachers whereas access to staff confidential files and accounting documents was not availed to most of them.

5.4 Recommendations
The following are the recommendations of the study:

- The school administration should ensure that Deputy Head teachers have a conducive working environment.

- The school administration should be put in place measures to bolster cooperation between deputy head teachers and head teachers in secondary schools.

- The Ministry of Education should ensure that Deputy Head teachers are given relevant training before they take up their appointments and they should be given adequate orientation in the institutions they are to be working.

- Resources should be availed to deputy head teachers to enable them carry out their duties effectively.

- Parents need to be given advice to be working together with deputy head teachers to achieve success for the school and not to be antagonistic specially with regard to ensuring proper conduct of students.
5.5 Suggestions for Further Study

The study suggests the following areas as requiring further enquiry:

i. The role that head teachers play in ensuring proper functionality of deputy head teachers

ii. The roles of training in assisting deputy head teachers perform their duties efficiently.

iii. How to utilise parents as a positive influence resource to the deputy head teachers

iv. To find the resources that deputy head teachers need to perform their duties well.


Deltman H.W (1972). Discipline in secondary schools in Western Australia Perth. Western Australia, Education Department.


Peter R.J.Smith (2006) Leading from the Classroom National Teacher Research Panel


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APPENDIX A

A STUDY OF THE ROLES OF DEPUTY HEAD TEACHERS IN SELECTED SECONDARY SCHOOL IN EAST WANGA DIVISION OF MUMIAS DISTRICT

In the following questionnaire, you are asked to give some information about yourself and your career. It is hoped that this information will be useful in this educational research, whose findings will be of utmost importance to our country.

You are assured that the information you give will be kept strictly confidential. The results of this questionnaire will be presented in an anonymous and statistical form. PLEASE DO NOT WRITE YOUR NAME OR THAT OF YOUR SCHOOL, anywhere in the questionnaire.

Thank you for your cooperation.

Yours Sincerely,

Kanga J.P

Researcher
APPENDIX B

DEPUTY HEAD TEACHERS QUESTIONNAIRE

Section A: Personal Information

1. Gender:     Male ☐  Female ☐

2. Age: ________________________________

3. Professional Grade: Job Group: ________________________________

4. Highest academic standard attained: ________________________________

5. Teaching experience: (Yrs) ________________________________

6. Experience as a deputy head teacher: (Yrs) ________________________________


8. Number of Schools served as:

   A classroom teacher: ________________________________

   H.O.D: ________________________________

   Deputy Head teacher: ________________________________

9. Size of the school where you are teaching (Tick where applicable)

   1 Stream ☐

   2 streams ☐

   3 streams ☐

   4 streams ☐

10. Teachers population in your school

    Male ☐

    Female ☐

11. Students population in your school

    Male ☐

    Female ☐

12. Present teaching load:

    __________________________________________________________________________

13. What classes do you teach?

    Form One ☐  Form Three ☐

    Form Two ☐  Form Four ☐
SECTION B
1. As a deputy Head teacher, what roles do you perform in the school? List five such roles in order of the importance you attach to them.

2. Before your appointment as a deputy what responsibilities did you hold in the school besides the usual tasks of a classroom teacher?

3. Were you given any orientation on appointment? Yes or No. If yes, indicate the kind of orientation.

Do you have adequate authority for the duties that you undertake as a deputy head teacher? Please elaborate in the spaces provided.

Do you perform duties delegated to you without undue interferences from the head teacher?

Yes  No

4. Do you take part in major decision making in the school, e.g. building strategies, staff discipline, budgeting, enrolment, admissions, and est.? Please explain and give examples of the type of decisions you assist in making.

Yes  No

5. Are the decisions that you make independent while discharging your duties as a deputy head teacher or must they be approved by the head teacher?

Yes  No

6. What information related to administration of the school is accessible to you in the course of your duties, but not to other teachers?
Indicate which of the following records you have access to when deputizing for the head teacher:

(a) Inspectorate Report:  
(b) Staff Confidential Files:  
(c) Accounting Documents:  
(d) Visitors Book:  
(e) School Log Book:  
(f) Correspondence from TSC/PDE:  
(g) DEO:  
(h) Any other official documents  
(i) Any other open documents (Name them)  

7 Do you consider yourself as an administrator with a teaching assignment or a teacher with extra responsibilities? 
8 Do you experience any pressure of work between classroom teaching and deputyship? 
9 Indicate which of the following area(s) you feel (in) adequate while discharging your duties:

(a) Supervision of Teaching Staff:  
(b) Supervision of Subordinate Staff:  
(c) Stores Maintenance:  
(d) Financial Records:  
(e) Discipline of Students:  

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(f) Supervision of Students:

Inadequate □     Adequate □

(g) Any other (Name it) If more than one area is indicated, show how you rate them in order of importance e.g. a, b, c, d, e.

---------------------------------------------------------------------------------------------------------------------

10 In your opinion, is your administrative capacity fully utilized in the school, or can you do more if given the opportunity?

Yes □     No □

11 Do you aspire to become a head teacher?

Yes □     No □

12 Do other teachers regard you as a colleague or the head teacher’s assistant?

Head Teachers Assistant □     Both of the Above □

Colleague □     None of the Above □

13 Explain the general attitude towards your office.

---------------------------------------------------------------------------------------------------------------------

Having worked alongside a head teacher, do you regard the exposure you get in to administrative duties adequate preparation for headship in the following areas:

Communication:     Yes □     No □

Planning and Finance:     Yes □     No □

Personal Management:    Yes □     No □

Organisation and Co-ordination    Yes □     No □

N/B Yes suggests that you do not need further training while No suggests that you need some Induction courses

14 Do other teachers use your office as a channel of communication with other teachers on administration matters?

Always □     Frequently □     Occasionally □     Never □

15 Does the head teacher use your office as a channel of communication with other teachers on administration matters:

Always □     Frequently □     Occasionally □     Never □
16 Have you attended any course (in-service or otherwise) since your appointment, related to your duties and responsibilities as a deputy head teacher? If yes, give the following information:

**When it was mounted.**

**Where.**

**Duration.**

**Course Content.**

17 Do you read privately on any of the following areas related to administration of schools:

(a) Management of Schools:   Yes ☐  No ☐
(b) Business Management   Yes ☐  No ☐
(c) Guidance/Counselling Issues:   Yes ☐  No ☐
(d) Any other topic (Specify):............................................................

18 What problems do you experience while discharging your duties as deputy head teacher?
..............................................................................................................
..............................................................................................................

19 What suggestions can you offer, aimed at improving the office of the deputy head teacher?
..............................................................................................................
..............................................................................................................

**Thank You.**