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A STUDY OF THE FUNCTIONS OF DEPUTY  
HEADTEACHERS IN SELECTED PRIMARY  
SCHOOLS IN THE EASTERN DIVISION  
OF NAIROBI CITY COMMISSION

By

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OF REQUIREMENT FOR DEGREE OF  
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Kamau J.M  
*A study of the  
functions of deputy*

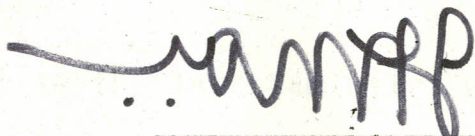


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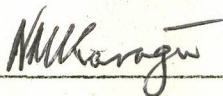
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DEDICATION

This work is dedicated to Joyce and my entire family and all those who wished me well while working on it.

And to the late Kaminyiri wa Mwendia for his unflinching love of knowledge.

ACKNOWLEDGEMENTS

I wish to express sincere gratitudes and appreciation to the following people for their assistance in the course of the research work.

My sincere thanks to Dr. N.M. Karagu, who advised me constantly with a lot of patience up to the end of the study.

The Headteachers and their staff in the Eastern Division of Nairobi who gave me the cooperation I so much needed during the study.

To Mercy Murage for typing out the work devotedly.

And finally to my friends Ngethe and Thiong'o for good companionship, and the very stimulating discussions we held in JH 28.

ABSTRACT

The primary task of this study was to establish the functions performed by primary school deputy headteachers in selected primary schools of the Eastern Division of Nairobi.

The study was limited by two major factors; firstly it was restricted in one division of Nairobi. Generalisation of the findings to all the schools in the country will not be possible, therefore. Secondly, the amount of money and time for the study, limited this project since it was too little to allow the use of a large sample.

The project was therefore limited to 20 primary schools randomly selected in the division. The 20 deputy headteachers from the selected schools served as the subjects for this project.

The major tool used in the study was a questionnaire which was administered by the researcher in person. It was supplemented with interviews between the headteachers and the researcher. The data collected was analysed using descriptive statistics.

Subsequent upon the analysis, it was observed that:

- (i) Deputy headteachers regard supervision of lower primary school to be their most important task in the school. Next in importance is maintenance of pupil discipline.
- (ii) Deputizing in the absence of the headteacher is the most important task for a deputy, according to the headteachers.
- (iii) It was also found out that deputy headteachers regard themselves to be teachers and not administrators in the school. On the other hand, headteachers regard their deputies to be administrative associates.
- (iv) Another major observation was that the deputy headteachers are not involved while the headteachers are making major decisions. Important documents related to the running of the school are inaccessible to the deputy.
- (v) That deputies do not receive adequate preparation for headship while serving as

deputy headteachers. On appointment to headship, many felt that they would need some induction courses. These were especially in planning, finance and decision-making.

- (vi) It was noted that deputy headteachers are usually pressed for time while performing their duties as deputy and classroom teacher.

On the strength of the data gathered and analysed the researcher recommends:

- (i) There is need for deputies to be initiated into major decision-making in the school administration. This is so particularly in areas of finance and staff personnel. The deputies should also be allowed more access to confidential documents.
- (ii) That education authorities should seriously consider mounting courses for deputy headteachers as a way of preparing them for effective headship and higher administrative offices.

- (iii) The teaching load for a deputy headteacher should be reduced to enable him or her to give adequate attention to both teaching and administrative roles.
- (iv) The maintenance of school stores records should be assigned to a clerical staff who may be answerable to the deputy head.
- (v) Books on Management should be part of the school supplies. The availability of such books will help to enlighten the deputies and other teachers as well, on Management processes.
- (vi) It is in the interests of the teaching profession for the Teachers Service Commission to improve the status of the office of the deputy headteacher. Allowances payable to the office bearers should be made commensurate with the duties they perform in the school. Incentives should also be given on the basis of the duration one has served as a deputy headteacher.

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## CHAPTER I

### THE PROBLEM AND ITS RELATED COMPONENTS

#### 1.1 BACKGROUND TO THE PROBLEM

One major consequence of independence in Kenya, was an unprecedented expansion of the education sector. The expansion entailed both qualitative and quantitative changes. During the protracted struggle for independence, the need for more, and better educational opportunities was ranked high on the list of priorities for an independent Kenya. So on attaining independence, the young nation embarked on a programme of liberalizing the provision of education to the majority of the population.

In 1973 the government under the late President Jomo Kenyatta resolved to waive the payment of school fees for pupils in standards I, II, III and IV. It was a gesture meant to be a token to Kenyans on the tenth anniversary of Kenya's independence. As expected, many Kenyan children who had hitherto stayed out of school enrolled. Before the education system had adjusted fully to the impact of the influx of children to the lower primary school, a directive was issued by His Excellency the President Daniel Arap Moi, in 1980 declaring primary school education in Kenya free.

This directive swelled the population of primary schools further, making the supply of teachers and equipment even more scarce.

Gradually the society was beginning to raise doubts as to the suitability of the educational system in ensuring that the system served and satisfied the aspirations of the country's youth while at the same time catering for the wider interests of national development. The system was continually accused of disadvantaging the 80 percent rural-based population.

In a bid to make education more responsive to societal needs, the government of Kenya set up a commission in 1981 under Prof. C.B. Mackay<sup>1</sup> to look into ways and means of improving the educational system, such as to achieve the national educational objectives.

Mackay's report recommended, among other things, the major change to the 8-4-4 system of education.

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<sup>1</sup>Second University in Kenya: Report on the Presidential Working Party, (Nairobi; Government Printer 1981.).

The government accepted this recommendation in March, 1982 and directed the then Ministers of Basic and Higher Education to start preparations for its implementation in 1985. From that date the 7-4-2-3 cycle was to be phased out, starting with the primary section. Besides the additional year that children spend in primary school, the curriculum was also diversified. Practical-oriented subjects were taught and examined as an integral part of the child's education. Here was an attempt to make education terminal for the majority of the pupils, who do not proceed to secondary school. Assessment at every stage, right from early classes in primary onward forms part of the yardstick for judging success or failure at the end of the cycle. Such an enormous responsibility thrust upon the school calls for great coordination and professionalism on the part of the teachers to ensure objectivity in their internal assessment of the pupils.

The role of building and maintaining the school has shifted to the community. The support received from the government is not enough to cope with the ever increasing demand for education. The community therefore plans, builds and does everything else short of staffing the schools. The resultant involvement of the community in the running of the school has created a public awareness of what goes on in schools more than

ever before. The press, in its various forms, has also been quick to point out any shortcomings in the school. This has been more so in the area of financial management.

The sum-total effect of these developments has been to heighten the administrative challenges of the headteacher. The demands made on his administrative capabilities are diverse and immense. It is however becoming doubtful to what extent our headteachers are equipped for such modern-day challenges and their ability to face them without assistance.

The magnitude of today's challenges in the running of schools has also been observed elsewhere. An English writer, Whitaker has opined:

Few people would challenge the notion that schools of today are infinitely more complex organisations than they were twenty-five years ago. As the rate of social change has accelerated, so the role of the headteacher<sup>2</sup> has become increasingly demanding

In spite of such an awareness, in Kenya there is no formalised training that head-teachers receive

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<sup>2</sup>Patrick Whitaker, *The Primary Head*; (London: Heinemann Educational Books 1983), pp1.

prior to their appointment. Even as serving heads, the training opportunities made available to them are few and far between. Hence, headteachers are largely left to draw upon their experiences as deputy heads, as they carry out their administrative tasks. This therefore underscores the importance of the position of a deputy headteacher as a training ground for future administrative roles.

Besides training the deputy headteacher for headship roles, the position is assigned tasks that relieve the headteacher of some of the administrative pressure. Owing to its proximity to the teaching staff, the position is also expected to play a Consultative part on staff matters.

In Kenya, and elsewhere, this position has not received due attention from scholars and administrators alike.

Coulson and Cox have lamented:

~~Coulson and Cox have lamented:~~  
Although salary scales are well established and the title deputyship is everywhere recognised, the duties and authority of the post remain obstinately hazy<sup>3</sup>

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<sup>3</sup>Coulson and M. Cox, "What do deputies do?" Education 3-13 3,2 (London: Nafferton Books 1975), pp.100.

From the foregoing, it appears a serious omission that such an important office has received but little attention. Hence the need for the study on the functions of deputy headteachers in Kenyan primary school.

## 1.2 STATEMENT OF THE PROBLEM

The purpose of this study was an attempt to establish the functions performed by deputy headteachers in selected primary schools of Nairobi.

To realize this objective, the study addressed itself to the following areas:

1. Identification of the actual duties and responsibilities undertaken by deputy headteachers in the primary schools.
2. The perception of the functions by  
(a) headteacher (b) the deputy
3. Exposure of deputies to managerial skills.
4. Constraints associated with the position.

### 1.3 SIGNIFICANCE OF THE STUDY:

The expansion of primary schools in Kenya, curricular changes and greater interaction between schools and their environment have added to the burden of school organization and administration. This has made it imperative that headteachers get administrative assistance. The person best suited to offer such assistance is the second senior-most staff member; the deputy headteacher. That the headteacher shares out his administrative duties with the deputy headteacher further underlines the importance of this position. No documented research has been done in Kenya on the actual roles and responsibilities of deputy headteachers.

The findings of the study could enlighten headteachers on the scope of duties and responsibilities that befit the deputy headteacher. The Ministry of Education, Science and Technology could also incorporate the findings in the in-service programmes designed for headteachers such as to sensitise them to the needs of deputy headteachers. Practising deputies should also find the results of the study a valuable guide as they assess their contribution to the administration of the

school. Finally, for those aspiring to the post, the study gives them a clear insight into the characteristics of the position.

#### 1.4 MAJOR ASSUMPTIONS

- 1.4.1 The headteacher is the most knowledgeable person administratively, on the staff.
- 1.4.2 The deputy headteacher is the next most knowledgeable person in the field of educational administration.
- 1.4.3 The deputy headteacher is appointed strictly on the strength of his or her academic and professional competencies.
- 1.4.4 The appointment to the post of deputy headteacher is not sex-linked.

#### 1.5 SCOPE AND LIMITATIONS

- 1.5.1 The study investigated the duties and responsibilities of deputy headteachers in sampled schools. It also sought to identify the problems encountered by deputies while discharging their obligations. The sample was

drawn from the Eastern Division of the Nairobi City Commission Schools.

- 1.5.2 Since the study was concentrated in a small section of the country, the findings may not therefore, be used to make generalisations at the national level.
- 1.5.3 The study was carried out during the three-month period comprising the fourth term of the academic year. This was hardly enough time for an exhaustive study, or one that involved a large sample and a vast geographical area.
- 1.5.4 The funds available for the study did not allow a detailed study. This in turn influenced the decision as to the location of the study as well as the sample size.
- 1.5.5 There was a shortage of relevant literature related to the study based on our country, and Africa in general.

## 1.6 DEFINITION OF SIGNIFICANT TERMS

### HEADTEACHER:

The Chief executive in a school, to whom all those within the school are responsible. The term is used interchangeably with headmaster/headmistress and principal teacher.

### DEPUTY-HEADTEACHER:

A teacher appointed to assist the headteacher in administrative duties, as well as carrying out his or her normal teaching duties. He or she takes over the management of the school in the absence of the head.

### SCHOOL COMMITTEE:

A group of twelve elected members drawn from the parents and the school's sponsor, charged with the responsibility of making policies and important decisions about a particular school. The headteacher also sits in the committee as an ex-officio member.

### COMMUNITY:

This refers to the people within the school's catchment area who are served by the particular

school.

ASSISTANT EDUCATION OFFICER (AEO)

The senior most education executive in the administration of an education division. He or she is answerable to the District Education Officer.

ASSISTANT PRIMARY SCHOOLS INSPECTOR (APSI)

An education official who is responsible for the supervision of all schools within a zone, and reports to the AEO.

ZONE

This is an administrative unit comprising about twenty schools under the jurisdiction of an APSI. The schools usually lie in the same geographical area for ease of supervision.

KENYA EDUCATION STAFF INSTITUTE (KESI)

A government institute established in 1981 to promote the in-service programmes for educational administrators in Kenya.

SECONDARY I (S1)

A professional teaching grade awarded to those completing three years of teacher training course, after attaining secondary school education. Though meant for secondary school teaching, it is also award to primary school teaching either on attaining Advanced Level Certificate or on merit.

PRIMARY I (P1)

The highest teaching grade for primary school education awarded to primary school teachers.

PRIMARY 2 (P2)

The next highest grade after P1.

1.7 DESIGN OF THE STUDY

1.7.1 The Sample:

For the study, twenty deputy headteachers were randomly sampled from the Eastern division of Nairobi. Sixteen headteachers were also interviewed in the same schools.

1.7.2 Instrumentation: The principal tool for the study was a questionnaire developed by the researcher. The tool was supplemented with interviews carried out by the researcher. The principal instrument was piloted in three schools, within the same division.

1.7.3. Collection and analysis of data

The researcher administered the questionnaires personally, and held interviews with the headteachers and deputies in the sample schools. Some lapse of time was allowed during which the respondents pondered over the questions. Subsequently the researcher went to the school to collect the questionnaire and carried out the interviews.

For the purpose of analysis, descriptive statistics were used.

1.8 RESEARCH QUESTIONS

The study strived to respond to the following questions:

1.8.1 What functions does the deputy headteacher perform in a primary school?

- 1.8.2 Is deputyship considered by (a) headteacher  
(b) deputy as an administrative position or  
a teaching appointment with extra responsibility?
- 1.8.3 What exposure does the deputy get to equip  
himself with the relevant managerial skills,  
in readiness for effective leadership on  
promotion to headship?
- 1.8.4. On appointment to deputyship what kind of  
orientation are the office holders given to  
ensure efficiency in the roles assigned?
- 1.8.5. Are there any problems inherent in the office  
of a deputy headteacher?

1.9 ORGANIZATION OF THE REST OF THE PROJECT:

Chapter II, This Chapter deals with the review of  
related literature under the headings:

- (a) Rationale for a deputy in a school
- (b) Appointment procedures for deputy headteachers  
in Kenya
- (c) Duties and Responsibilities
- (d) The dilemma of deputyship.

Chapter III, This Chapter discusses the design of the study. It describes the sample and the tool used in the collection of the data.

Chapter IV This deals with the analysis and interpretation of data collected.

Chapter V The Chapter deals with the summary of the study observations, conclusions and recommendations for further study.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter is organised under the sub-headings.

- (1) Rationale for deputy headship in a school.
- (2) Appointment procedures.
- (3) Duties and responsibilities.
- (4) The dilemma of deputyship.

#### 2.1 Rationale for deputy headship:

The expansion of education in Kenya for the last two decades has been phenomenal. The expansion is partly attributable to the natural growth of the population. The government's policy of expanding educational opportunities to the most people as promised during pre-independence days, has also had a share in it.

With this expansion has come many attempts at curricular changes aimed at responding to the needs of the society. The most recent of such changes was the 8-4-4 system of education. The new system was adopted from the recommendations of the Second University

working party which reported its findings in 1981. Amongst other things, the party recommended the extension of the primary course to eight years and laid more emphasis on practical-oriented subjects.

This new system was implemented in the primary school cycle in 1985. The extra year in the primary school meant an addition to the size of the primary schools. The curriculum was also diversified while the teacher's role in evaluation was made more significant.

The resultant feature of these evolutionary changes has been to add to the already heavy burden of organising and administering primary schools. This has made unending demands on the headteachers who is the chief executive in the school. In the early days, when the schools were small headteachers performed all the administrative duties almost unaided. There was not much pressure from as many sources as today. The administrative skills required were not as complex as those associated with the current day's management.

Today the need has been felt more than ever before, for the head to share the administrative responsibilities with a senior staff member. With the deputy headteacher being made responsible for some of the administrative work and the day-to-day running of the schools, the head will be released to do other things, including teaching, and attend to managerial functions with less pressure. As in most organisations today, leadership in education is no longer an individual and perhaps autocratic matter, but it is to some extent a group activity, with the personal qualities of individual members of the team complementing each other. The sharing out of responsibilities is not always welcome by those in positions of leadership.

Dean has a word on this:

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 province of someone else and so use time which should be spent in other ways and opportunities which others may need to acquire and practise skills.<sup>4</sup>

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<sup>4</sup> Joan Dean, Managing Secondary School (New York: Nichols Publishing Company 1985), pp. 114.

In England where schools expanded immensely after World War II, a study on management functions in schools identified the need for sharing responsibilities to make administration more efficient. An effective way of achieving this end is by delegating duties to both the deputy headteachers, and teachers as appropriate.

Bush et al had the following remark:

The delegation of responsibility should leave the head free to attend to staff problems, to be about the school sensing the atmosphere, to be seen to be available. Far from being dehumanised 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.<sup>5</sup>

The major beneficiary of such delegation advocated here is logically the deputy headteacher. It is however important on the part of the headteacher to ensure that the deputy is well coached for the tasks and responsibilities he \*undertakes.

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<sup>5</sup>Tony Bush (Ed): Approaches To School Management  
(London: Harper and Row Publishers  
1980), pp. 319

\* The maculine pronoun has been used to avoid the clumsiness of her or she. It refers to both sexes wherever it has been used in this project.

By 1940s British educationists had already identified the need for a post oriented towards assisting the head in the performance of his extended duties.

The McNair Report<sup>6</sup> recommended the formal establishment of the post of deputy headteacher in all large primary schools, and the payment of suitable allowances. It was not until 1956 that the status and emoluments of deputy headteachers were made uniform. In the same year the title changed from First Assistant to Deputy headteacher. This had the significance of elevating the status of the deputy who was now seen as an administrative associate in the school.

Derek Waters has observed:

By changing the title in 1956 from First Assistant to deputy headteacher linking the role with that of head and creating an 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<sup>7</sup>

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<sup>6</sup> McNair Committee, Report on Teachers and Youth Leaders (London: HMSO 1944),

<sup>7</sup> Derek Water, Management and Headship in Primary Schools (London: Heinemann Educational Books; -1979), pp. 93.

In Kenya deputyship received such recognition in 1971, when the Ndegwa Commission<sup>8</sup> recommended a revision of allowances payable to both heads and deputy heads in all Kenyan education institutions.

Today it is mandatory for a primary school with a population of one-hundred and sixty children and over to have an establishment for a deputy. The current responsibility allowances are paid according to the size of the school. The rates are paid as per the following schedule:

<u>No. of Classes</u>	<u>No. of Teachers</u>	<u>Head's Allowance Per Months</u>	<u>Deputy's Allowance Per Month</u>
1	1	Shs. 75	NIL
4	5	Shs. 75	Shs. 20
8	9	Shs. 150	Shs. 40
15	16	Shs. 225	Shs. 60
22	23	Shs. 330	Shs. 80
29	30	Shs. 375	Shs. 100
36	37	Shs. 450	Shs. 120
43	44	Shs. 525	Shs. 140
50	51	Shs. 600	Shs. 160
57	58	Shs. 675	Shs. 180
64	65	Shs. 750	Shs. 200

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<sup>8</sup>Report of The Commission of Inquiry, Public Service Structure and Remuneration Commission (Nairobi Government Printer 1971);

SOURCE: This information was gathered by the researcher in an interview with an official of the Ministry of Education Science and Technology at Kiambu District Education Office on 14th February, 1986.

From the table it is observed that for every seven classes, the headteacher gets an allowance of Shs. 75 per month while the deputy gets Shs. 20. At the maximum a difference of Shs. 500 exists between the allowance payable to the headteacher and that which is payable to deputy headteacher. Although the difference between the allowances payable to the two offices increase as the school grows, it must be appreciated that the responsibilities and duties of the deputy headteacher increase correspondingly. Beyond the size of 64 classes, a primary school is usually split into two schools. Not many schools grow into that size before the community and education officials have opened others in the neighbourhood to share the population of children.

## 2.2 Appointment Procedures

In Kenya, prior to 1981, the appointment of deputy headteachers was largely in the hands of headteachers. The head enjoyed the authority of

picking a candidate of his choice and informing the District Education for confirmation. It was usually granted unless it involved a teacher who had had disciplinary problems. This was a system fraught with favouritism and injustice as heads would only nominate those they agreed with, irrespective of their administrative potential.

In 1981 selection procedures were revised. Subsequently selection was centralised at the district education office. This helped to ensure fair-play and quality in the appointment. Today, the AEO declares all the deputyship vacancies falling within his division to the district office. After compiling the list from all divisions, the D.E.O. then advertises the vacancies through the AEO's. The requirements set for the appointment are:

- (a) Satisfactory teaching experience of at least three years.
- (b) Teaching Certificate of P1 level. If a P2 holder wishes to be considered, he must have an academic Certificate of "A" level standard.
- (c) Have good testimonials.

Candidates meeting the requirements are shortlisted and invited for interview at the district office. The interviewing board comprises officers from the district office and all the officers from the divisions. The officers are divided into panels.

The interviews are conducted according to some set criteria. There are ten areas in which the candidates are assessed. Each area has a maximum score of five points. The highest aggregate a candidate can be awarded is fifty points.

The ten areas are:

1. Academic: The candidate is assessed on the strength of his academic certificates.
2. Professional: The status of the candidate according to his teaching certificate.
3. Knowledge of Curriculum and Syllabuses  
The candidate should demonstrate ample knowledge of the primary school curriculum and syllabuses. As a deputy headteacher he will be expected to undertake supervisory duties in the school. So knowledge of these areas is important.
4. Experience: A premium is placed on experience as there is no formal training

for leadership available to classroom teachers such as those aspiring to deputyship.

5. Code of Regulations: Teachers Service Commission:

It is expected he should have demonstrable knowledge in this area, for his own good and that of the people he leads. It is particularly useful knowledge when dealing with newly-graduated and untrained teachers.

6. General Knowledge: The candidate must show knowledge of events and places around him, at the national level and globally.

7. Decision-making: The candidate must show good judgement as decision-making is a crucial skill in administration.

8. Personal Appearance: The candidate must be of good appearance as his personal bearing has an impact on both the staff and the pupils.

9. Linguistic Ability: The candidate must be fluent in English (it is the medium used at the interview). His fluency helps in assessing ability to communicate and logical thinking. As an administrator there will be numerous

instances for communication.

10. Strength of Testimonial: The major source of testimonials is the headteacher. Production of evidence of involvement in co-curricular activities place the candidate at an advantage. Involvement in community affairs is also considered to be desirable.

After the interviews, results are forwarded to the Teachers Service Commission (TSC) for approval. The TSC in turn convenes an Appointment Board (Primary Education) to consider the recommended candidates. A candidate's brief bio-data and scoring at the interview are also forwarded. It rests with the board to appoint or reject any of the candidates. When confirmed, candidates are served with letters entitling them to claim responsibility allowance.

### 2.3 Duties and Responsibilities:

A deputy headteacher occupies the second most powerful position in the school organisation and can exert influence on others in the workforce. It is important for headteachers to look carefully at the value and importance of the position. The head should

see the deputy as someone with whom to share the main leadership tasks in the school, and train him accordingly.

Derek Waters says poetically:

They (heads) can very usefully take them up the mountainside to show them important features in the land scape ahead.<sup>9</sup>

It is therefore important for the headteacher to understand fully what roles the deputy ought to play in the school setting. It is only then that the deputy becomes the good companion as the quotation suggests, and benefits from this experience that prepares him for headship.

Derek Waters from his varied experience as an educationist has made a commendable attempt in compiling a list of duties and responsibilities appertaining to the office of the deputy headteacher. He however concedes that minor variations exist depending on the individual school or locality. He outlined the following duties and responsibilities:

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<sup>9</sup>Derek Waters, Management and Headship in Primary Schools  
(London: Heinemann Educational Books: 1979),  
pp. 6,

- Take charge of the school in the absence of the head.
- Be responsible for internal communication within the school.
- Be responsible for discipline and control students.
- Co-ordinate the work of the other teachers to whom responsibilities have been delegated.
- Assist the staff with the development of their teaching skills.
- Convene all and part of staff meetings.
- Be responsible for regular assemblies.
- Cover classes for absent teachers.
- Have general oversight of consumable stock.
- Prepare study rotas and time-table.
- Where the school has the provision of audio-visual, instruct his colleagues on their use and carry out first-line service.
- Manage his class.<sup>10</sup>

For a deputy to live up to these expectations, he should be, amongst other things, professionally competent. This will help him meet the challenge of nurturing the

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<sup>10</sup>Derek Waters, Ibid page 14.

teaching skills of other teachers. Such help is to be accorded to both the experienced and the newly-recruited teachers. As new ideas are continuously flowing into the teaching profession, the experienced and novices will have to keep learning. Where many teachers are yet untrained as in Kenya, this responsibility is of special importance.

As a co-ordinator of the activities of other teachers and the person in-charge of internal communications, skills of human relations will be crucially vital. The skills will enable him to work with and through his colleagues without antagonising their interests. Above all, he will appreciate the individual differences existing amongst the staff members.

By far the most demanding task appears to be that of taking over the running of the school in the absence of the head. The absence may range from a few hours to months, during which he will be responsible for decision-making and the execution of school policies and programs.

To add to these duties, the deputy headteacher officially remains a full-time classteacher. No

concessions are given for the extra responsibilities timewise. It would however be of interest to know how much of these duties and responsibilities the deputy undertakes.

Honeyford expresses his reservations about it:

It is easy to list the deputy's official responsibilities; it is quite another, and more important matter to consider how a deputy operates in the daily life of the school.<sup>11</sup>

Although total uniformity in terms of the duties and responsibilities of the deputies may not be achieved for a host of factors, too wide a variation of the duties performed by different deputies suggests lack of clear insight into the relevant duties on the part of the deputy headteacher. Under the name of delegation of duties, some heads would disgrace the status of a deputy by giving him the responsibilities they (headteachers) do not like, or have little time for. They may even be duties befitting a classroom teacher.

Mathew and Tong have a view on this:

He is the man who works out the tedious statistics, looks to the problem of staff-cover, ensures that the right teacher is standing in front of the

right class at the right time.<sup>12</sup>

Headteachers who deny their deputies chance to participate in the administration of the school are usually hesitant to acquaint the latter with overall administrative roles for fear that their own areas of responsibility will shrink. This should not be the case since whatever duties and responsibilities the deputy head undertakes he remains answerable to the headteacher.

Derek Waters<sup>13</sup> likens such headteachers to members of a secret society, who maintain authority by preserving that air of mystique which often surrounds positions of power.

Besides denying the deputy a chance to train for a successful career in administration, a headteacher who denies his deputy access to information related to the running of the school kills the morale of the deputy both as an administrator and a teacher. The low morale

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<sup>12</sup>R. Mathew and S. Tong, The Role of the Deputy Head in a Comprehensive School (London: Ward Lock Educational 1982), pp.4.

<sup>13</sup>Derek Waters, Management and Headship in Primary Schools (London: Ward Lock Educational 1979), pp.6.

of the deputy may permeate to the other teachers as how the head carries out his leadership function will have an immediate and continuing effect in the school and what happens there.

Honeyford has attempted to identify the factors that determine what a deputy headteacher does in a 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.<sup>14</sup>

Given such a wide range of possibilities, the duties of a deputy head span a general area covering a clearly defined field of responsibility for specific areas of school life on one extreme, to a mere collection of administrative chores, at the other. This gives the head much say in what to make out <sup>of</sup> his deputy.

Such vagueness of duties for an officer being paid from public funds is at best overwhelming. There ought to be adequate clarity as to what tasks and responsibilities a deputy shoulders. He must be given deliberate

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<sup>14</sup>R. Honeyford, Starting Teaching (London and Canberra: Croom Helm 1982), pp. 48.

opportunities to cultivate and develop leadership qualities .

The anomalies and ambiguities, associated with deputy headship, have been quoted by Derek Waters as evidenced by the descriptive terms of the office. According to him, some of the tags could hardly be said to be complimentary. Some are self-applied which may be an indication of frustration, disappointments and even humiliation experienced by the incumbent. Amongst the tags used are:

the man in the middle  
firstmate  
shop-steward  
the dog's body  
the head's trouble shooter  
an ordinary teacher with extra-ordinary responsibilities  
someone who trots behind the head like a well trained sheepdog.<sup>15</sup>

That there is need for clear specification of duties and responsibilities is apparent, so that the head, the deputy and the staff know what duties fall within the realm of the deputy.

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<sup>15</sup>Derek Waters, Responsibility and Promotion in Primary Schools (London: Heinemann Educational Books 1983) pp.110

To resolve the conflict of ambiguity Bush et al have suggested:

Much of the ambiguity, frustration and conflict underlying the position would be resolved if there was a realisation that the duties which should fall to the deputy are not as a result of delegation but the "right" of differentiating forces within the organisation.<sup>16</sup>

A clear definition of the deputy's roles is imperative especially in present times when promotions are few and competitive such that the head and his deputy headteacher could become working colleagues until they retire.

Coulson and Cox have classified the roles of a deputy headteacher into four categories. These are:

- (a) Social emotional role.
- (b) Teacher.
- (c) Administrator.
- (d) Trainee Head.<sup>17</sup>

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<sup>16</sup>T. Bush Op. Cit. p. 310.

<sup>17</sup>A. Coulson and M. Cox, "What do deputies do,  
Education 3-13 3-2 (London:  
Nafferton Books 1975), pp. 100-  
103.

(a) Social emotional role

By virtue of his position, the deputy head is not predominantly an authority figure. He can therefore be on easy and informal terms with the staff members. This is a crucial role, because if it is well exploited it can serve to augment good working relationship among teachers and between the head and the staff. Good working relationship serves to motivate the teachers as borne out by a research study reported by Alan Coulson<sup>18</sup>. He found that poor relationship among teachers and between teachers and heads and heads are the major sources of teacher dissatisfaction.

This particular observation is important for our Kenyan situation where, owing to narrowing down of career opportunities an enlarged gang of uncommitted teachers is joining the profession. For such people to work under dissatisfying conditions, their output would <sup>be</sup> minimal.

In this role the deputy headteacher should encourage a pleasant atmosphere among the staff by

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<sup>18</sup> Alan Coulson: "Leadership Functions in Primary Schools" Educational Administration 5 (1) (London Autumn 1976), pp. 37-39.

being friendly and accessible to all, and should regularly find time to listen to and talk with the teachers. He should keep them informed about school issues while at the same time relaying their opinions to the headteacher.

As a confidant of the headteacher, the deputy can advise the head on the performance of duties delegated to other teachers. With a staff of over thirty teachers, for instance, the headteacher cannot find time to accumulate enough data on the performance of all his teachers without assistance. Such data is important as it is on its strength that the headteacher can reinforce the performance of the teachers. The headteacher must know who to praise and who to admonish. The timing should also be appropriate.

Prasad has made an apt remark in this respect:

Lack of recognition of work, lack of well-defined responsibility, centralised authority structure are among basic factors of dissatisfaction and constraints to organisational efficiency.<sup>19</sup>

The role requires a deputy who is friendly, understanding, considerate and sensitive to the needs

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<sup>19</sup>L. Prasad, Principles and Practice of Management (New Delhi: Sultan Chand and Sons 1982), pp. 361.

of others. Since it is not always that the headteacher and the staff will be in agreement, the deputy will act as an negotiator.

The headteacher will also use the deputy as a sounding board for his ideas. Owing to the chances of associating with the other teachers, the deputy will have a personal knowledge of most, if not all, teachers. It will hence be possible to know what ideas will be palatable to the teachers.

This intermediary role within the social-emotional network is a difficult one to play as it requires a neutral, yet sympathetic stance.

(b) Teacher

In addition to administrative duties that a deputy headteacher may be expected to perform, he will have a full time-table. This is true of the Kenyan situation. In large English schools he may be a floating teacher who covers classes for absent teachers.

The headteacher may see the deputy's main function as a teacher par excellence.<sup>20</sup> Among other things, he

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<sup>20</sup>Derek Waters, Responsibility and promotion in Primary schools (London: Heinemann Educational Books 1983), pp. 123.

must by example show how to organise a classroom, keep good control over children, provide a stimulating environment and a wide range of learning resources. The performance of a deputy in this role sets the pace for other teachers in the school.

(c) Administrator

This role refers to the administrative tasks performed by the deputy headteacher which by definition of the headteacher relate to the office of the deputy. To perform this role effectively, he must be a good organiser and co-ordinator to staff duties. He should keep teachers informed about policy and organisational changes that affect the teachers and the school at large. This suggests that the deputy headteacher is someone fully conversant with policy matters in the school. This knowledge may come as a result of his participation in policy-making or deliberate exposure by the headteacher. The deputy headteachers must also be appreciative of the limitations of his office. Basic knowledge of supervision and management is vital while playing this role. His performance of this role serves as a predictor of management ability.

(d) Trainee headteacher

The headteacher is accountable for what other people in the school do, and carries responsibility for all decisions taken. He is the chief organiser in the school. In the absence of any organised course, deputyship is the only opportunity for an aspiring head to come to grips with the management challenges that face a headteacher. The more chances a deputy gets to exercise the skills of headship, the better able he will be to discharge his duties on appointment to headship. Thus deputyship has been considered as a training cadre. In fact it is mandatory for a candidate aspiring to the position of a headteacher to have served as a deputy headteacher.

Morris equates deputyship with internship.

He says:

Internship is very valuable in training principals because it is difficult to teach the job in conventional campus based courses sequence. Book learning, although vital for understanding concepts of administration, is unable to train the student for the practice marginal activity.<sup>21</sup>

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<sup>21</sup> Crowson Morris, Porter-Gehrie and Hurwitz, Principals in Action, The reality of Managing Schools (Ohio: Charles Merrill Publishing Company 1984), pp. 234.

Morris therefore concedes that both aspects of training are complementary. A stint of formal and systematic training in management can possibly cover the experience gained randomly over many years in the field.

A. Coulson<sup>22</sup> has observed that most people can increase their effectiveness in leadership roles through education, training and development. Derek Waters is more explicit on this point:

It is no longer possible to master the skills of headship only through day to day experience of schools, indispensable though this is. The findings of modern research and the changes that are taking place in educational thought and practice demand consideration and require of the headteachers a willingness to learn through determined study attendance at courses, visits to other schools and talking to others.<sup>23</sup>

To most headteachers, the day-to-day experience remains the most important source of administrative knowledge. Since the administrative career starts

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<sup>22</sup>Alan Coulson, "Leadership in Primary Schools"  
Educational Administration 5 (1)  
(London:Autumn 1976)pp. 46.

<sup>23</sup>Derek Waters, Management and Headship in Primary Schools  
(London: Wardlock Educational 1979),pp. 16.

with deputyship, heads should be advised to involve their deputy headteachers in as many managerial tasks as possible.

Derek Waters laments over a situation where the deputy is confined to mere classroom teaching tasks in the following remarks:

A deputy who has no experience of facing problems, exercising authority, showing initiative, seeing what has to be done and doing it, who has never made decisions but only tried to cope with them, can in no way never made way to be regarded as a trainee head.<sup>24</sup>

He goes on to suggest that the head and the deputy should have interchangeable roles to give the latter some experience of each aspect of the heads task. The need for this becomes apparent in instances where the deputy headteacher assumes the responsibility of managing the school. The deputy may be expected to serve in this capacity without any assistance. During such times the deputy headteacher cannot rely solely on consultations. He must demonstrate presence of personal resources adequate to run the school.

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<sup>24</sup>Derek Waters: Responsibility and Promotion in Primary Schools (London: Heinemann Educational Books 1983), pp. 123.

The Kenya Education Staff Institute (KESI) has already identified the need for formal training of headteachers to complement the experience acquired while serving as a deputy. The institute organises courses tailored to suit the functions of each calibre of headteachers. There are those meant to cater for secondary school headteachers while others suit the operations of a primary school headteacher.

Acknowledging that such managerial courses should be undertaken by potential headteachers while serving as deputy heads, KESI has dubbed these courses "delayed induction courses". The content of the courses include topics like:

- Role of Management in Education.
- Office Administration.
- Curriculum supervision.
- Discipline: staff and pupils.
- Planning.
- Staff development.
- Human relations.
- Decision-making\*.

Since its inception, no follow-up studies have been done to appraise the effectiveness of the courses conducted so far. It is therefore not possible to say conclusively how much the headteachers have improved

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\* This information was gathered by the researcher in an interview with an official of the institute at their premises in Kenyatta University campus on February 13, 1986.

from the content of these courses.

While appreciating the necessity for involving deputy headteachers in their in-service programmes, the institute regretted that this has not been feasible on account of monetary constraints. The institute however contends that deputy headteachers must be utilized fully in the administration of schools. Duties that they (the deputy headteachers) perform must be commensurate with their status and competence. This utilization will help the deputy headteachers to bring out their best and indicate their potential for higher responsibilities. Most deputy headteachers are generally eager to do a nice job of their appointment since they are aspirants of the position of headship in the schools.

Derek Waters shares a similar view:

With a few exceptions deputy heads are people who want to do something worthwhile and be somebody. Such additional activities that they do find themselves doing are frequently perfunctory and menial..... If this indeterminate identity and status is all that can be accorded to the school most powerful person in the school, then a more appropriate title than the deputy should be accorded.<sup>25</sup>

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<sup>25</sup>Derek Waters, Responsibility and Promotion in Primary Schools (London: Heinemann Educational Books 1983), pp. 122.

The headteacher should also not lose sight of the fact that he owes as much responsibility to the other teachers in their career development. A great deal may count on the individual teacher's initiative, but the head can do so much to guide, advise and support him in many ways. After all good management involves working with people and resources as they are and helping them to work together to achieve agreed ends. So the headteacher should focus his attention upon all his staff, giving each what he requires from the headteacher's office.

#### 2.4 The Dilemma of Deputyship

A deputy occupies a boundary position between the headteacher and the other teachers. It is a "man-in-the-middle" position. Here he has a role of a communicating administrative decisions to the staff, and assisting in their execution. However, the position is not vested with so much authority as is enjoyed by the headteacher.

Coulson and Cox comment on this:

Whereas the head is viewed primarily as a decisionmaker, the deputy, though he may be consulted about policy, is mainly concerned with endorsing the head's

plans and endeavoring to secure their favourable acceptance by the staff.<sup>26</sup>

To conciliate both the head and the staff may be a problem for the deputy headteacher. If he sides too obviously with the head, a deputy will alienate the staff with whom he has to work as a fellow teacher. On the other hand, if he backs the staff he may antagonise the head, whose goodwill might be decisive in the deputy headteacher's promotion to a headteacher.

Honeyford<sup>27</sup> has hypothesised that the essence of the deputy headteacher's dilemma is the assumption that hierarchies always contain highly unequal levels of power. And those people with less say are bound from time to time to oppose those with more. It is hence supposed that there will be occasions when the staff will collectively be at variance with the headteacher, leaving the deputy dangling between the two fronts.

Honeyford goes on to identify three modes of administrative behaviour that a deputy headteacher

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<sup>26</sup> Alan Coulson and Maureen Cox, "What do deputies do?" 3-3 3-2 (London: Nafferton Books 1975), pp. 102.

<sup>27</sup> R. Honeyford, Starting Teaching (London and Canberra: Croom Helm 1982), pp. 48-50.

might adopt, in a bid to cope with such a dilemma. The three are discussed here-below.

- (1) The first entails taking on increasing areas of responsibility to the point of usurping the heads roles. Working long hours and generally making himself or herself indispensable to the headteacher is another characteristic. The deputy headteacher gets so involved in the administration as to deny the headteacher independence of decision-making. The deputy might gain the respect of his fellow teachers, whilst providing maximum support for the headteachers. The headteacher on his part may be only too glad to slough of his burdens to the deputy.

This mode has dangers in that as the deputy wins the admiration of the staff for his enthusiasm, he may steal the limelight from the headteacher. A conflict may ensue as the headteacher attempts to take back some of the roles from the deputy. Such a deputy head is also not likely to be contented with the performance of average

workers. He will demand thoroughness from the teachers, who would rather the headteacher demanded such standards of them. This generates ill-will with the deputy headteacher as the target.

- (ii) The second mode of resolving the dilemma is by attempting to face both ways once. The deputy joins the staff in expressing dissatisfaction, and even resentment at the conduct of affairs by the headteacher. Owing to his position, the deputy is well-placed to have more knowledge of the school administration and the person of the headteacher, than the other teachers.

This places him at an advantage to criticise the administration of the school. His criticism will sound more authoritative and credible to the other teachers.

When the same deputy headteacher is interacting with the headteacher, he censures the teachers. The deputy headteacher may capitalise on the fact that the headteacher

keeps his social distance, and might be a rare guest to the staffroom. So the headteacher counts largely on the deputy for information on staff affairs.

The main danger in this mode is that the deputy headteacher will never be at peace, fearing that something might distance him or her from the headteacher. This would pave the way for another teacher to establish a close relationship with the headteacher. Such a relationship may reveal, to both the head and the staff, the sly nature of the deputy. A deputy headteacher who adopts this mode becomes a liability to the school as his position thrives on fostering conflict between the headteacher and the teaching staff.

(iii) The third mode of behavior is one in which the deputy headteacher abdicates part of or all of his responsibilities. The deputy may decide to keep to his office, and maintain the barest minimum contact with the staffroom. This makes the staff feel closer to the head than the deputy, and consult with him even

when the deputy headteacher would have been the appropriate authority.

Alternatively, the deputy may not choose the isolationist stand. He may join the staff and develop a range of strategies for avoiding contact with the head. Such a situation robs the head of the valuable services of an associate.

The head may be pressurised by work to pick <sup>an</sup> "unofficial deputy" to whom he delegates duties otherwise meant for the deputy.

Predictably such an abdicating deputy head does not have much in his favour for a higher office. At the slightest opportunity the headteacher will get rid of him.

A skilled deputy headteacher will however know how to continually balance the interests of the head with those of the staff without betraying the trust of either party.

Honeyford makes a summary:

Of course the ideal deputy resolves the tensions inherent in his role without sacrificing either the respect of staff

or head and whilst maintaining his own integrity. He will grasp the essential point that in order to keep both staff and head happy he has to be rigorously honest and open in his dealing with both.<sup>28</sup>

It is the researchers view that how the deputy headteacher conducts his office will be influenced a great deal by the manner in which the headteacher administers the school and more so by the latter's perception of the deputy's role.

Like all leadership positions, the personal qualities of a deputy will also influence his roles in terms of how much influence he wields in the school. But it is not unusual for someone to develop appropriate personality traits for the job at hand by cultivating the skills needed to perform the tasks involved.

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<sup>28</sup>R. Honeyford, Ibid p. 25.

SUMMARY OF REVIEW OF RELATED LITERATURE

- I. As primary schools have continued to expand administration has become correspondingly complex, requiring that headteacher be accorded administrative assistance. Such assistance is best given by the second most senior staff member; the deputy.
  
- II. In spite of the formal recognition the position has gained there seems not to be adequate specificity of duties and responsibilities falling upon the office bearers.
  
- III. Four roles have been propounded as suitable for deputy headteachers.
  - (a) Social emotional role.
  - (b) Teacher.
  - (c) Administrator.
  - (d) Trainee headteacher.
  
- IV. The deputy occupies a buffer position between the head and the staff. Supposedly this creates a dilemma of "how to walk a tightrope". In resolving the dilemma, the deputy assumes one or

some of the following modes of behavior.

- (a) Develops an obsession for work. The workaholic may generate friction between himself and the head, or between himself and the rest of the staff.
  
- (b) Double talks; being good to both the head and the staff while in fact he or she is not either. This creates tension between the head and the staff.
  
- (c) Abdicates his or her responsibilities. This may be by abandoning the staff members and their needs entirely, or by joining them altogether at the expense of his administrative duties.

V. The perfect deputy will however be a master tactician who will enhance administration in the school without shirking duties and responsibilities delegated to him and without alienating the head from the teachers.

## CHAPTER 3

## DESIGN OF THE STUDY

3.1 The Sample

1. The study was limited to twenty deputy headteachers. They were randomly selected from the Eastern Division of the Nairobi City Commission. The size of the sample was dictated to by limitations imposed upon the researcher by the time and money allowed for the study.

The Eastern Division comprises thirty-three primary schools. In deciding the schools whose deputies were to be included in the sample, the names of all the primary schools in the division were written on small cards. Each card bore the name of one of the schools. The thirty-three cards were shuffled severally.

The researcher picked a card each time the cards had been shuffled. This went on until twenty cards had been picked, and the names of the schools thereof recorded. If a card was picked a second time, it was ignored. No card was removed from the pack even after it had been picked. This was done to ensure that the schools selected constituted a representative sample.

Consequently the schools picked became the sample of study. At the end of the process twenty deputy heads were selected for the study.

The major tool for the study was a questionnaire designed for the deputy headteachers in the said schools. The questionnaire was supplemented by an interview with the headteacher in each one of the schools.

### 3.2 The questionnaire

The questionnaire was developed by the researcher for the purpose eliciting responses to the research questions. It was administered by the researcher personally to all the deputy heads.

The questionnaire had two sections, A and B. In Section A the respondent was required to give personal information regarding his or her career. Included here was information on professional and academic attainments length and variety of teaching experience, and the size of the school in terms of pupil and teacher population where one is currently teaching. This information helped in giving a picture of the responsibilities a deputy may be expected to shoulder.

Section B contained twenty-two items to which the deputies responded. The questions were focussed on the day-to-day duties of a deputy. There were specific questions on his or her perceptions of the office of a deputy, and his involvement in the management of the school. This in turn helped in estimating their readiness for headship roles on promotion to headteachers.

After completing the questionnaire, the respondent was asked whether he had any objection to the researcher reading through the responses in his presence. None of the respondents made any objection.

A copy of the questionnaire is attached in the appendices.

### 3.3. Data Collection and analysis

The data was collected by the researcher in person. At least two visits were made to every school in the sample. During the first visit in each case, the researcher went to the headteacher's office, introduced himself and made known the purpose of his call. The City Education Department had previously informed the headteachers of the intended visits

by the researcher in all the schools visited.

The researcher was subsequently introduced to the deputy headteacher. After the introduction, the deputy was served with a copy of the questionnaire. For maximum comprehension, the researcher guided the respondent through it. Vagueness and irrelevancies were therefore reduced.

To allow enough time to ponder over the questionnaire, respondents were given two days after which the researcher would collect the completed questionnaires. They were further reassured of anonymity and confidentiality in the handling of their responses. It was felt that this would encourage giving of honest and accurate responses.

The data collected was analysed using descriptive statistics. Frequencies and percentages were used where applicable, to indicate the proportions of the responses to each question. To facilitate the analysis, the following categories of data were devised by the researcher.

- (i) The actual duties performed by the deputy headteacher in the primary school.

- (ii) Perception of the office of the deputy headteacher by (a) headteachers  
(b) deputy heads themselves and other teachers.
  
- (iii) Management practice.
  - (a) Decision-making
  - (b) Secretariat Services
  - (c) Communication
  
- (iv) Personnel development (professional growth)
  - (a) In-service courses
  - (b) Private Studies.

## CHAPTER IV

## 4.0 ANALYSIS OF DATA

The Nairobi City Commission runs about one hundred fifty primary schools. For administrative purposes, the schools fall into five divisions. Each division is headed by a Schools Advisor, who is answerable to the City Education Officer. Owing to the proximity of the schools to the Schools' advisors, supervision is well co-ordinated.

An interesting feature of the administrative hierarchy in Nairobi City Commission primary schools is the existence of the position of a senior teacher, which falls below the Deputy headteacher. The holder of this office takes charge of timetabling, internal examinations, school trips and maintenance of academic standards. The creation of this post has helped to strengthen the administrative structure in the school. Both the headteacher and the deputy have shared out some of their duties to the senior teacher. In the absence of the deputy, it is the senior teacher who assumes the office of the deputy. The allowance payable to this office is KSh.30 per month. It appears like the importance of the duties performed by the office holder have been underrated.

The data for the study was collected in the Eastern Division. The division has thirty-three schools. From this, a sample of twenty schools was drawn. The sample was drawn randomly, so as to obtain fair representation of all the schools in the division.

The questionnaire was administered to the deputy headteachers, and their respective headteachers interviewed. All the 20 questionnaires were collected duly completed, while four of the head teachers were not available for interview. Thus there were responses of 100% and 80% respectively.

The responses to the questionnaire were analysed on the basis of the major research questions posed by the researcher.

The responses are reported under the following sub-titles for ease of analysis.

- (1) Actual duties performed by deputy headteachers in the sample schools.
- (ii) Perception of the office of deputy headteacher by
  - (a) headteachers

- (b) Deputy headteachers and other teachers.
- (iii) Management Practice
  - (a) Decision-making
  - (b) Secretariat services
  - (c) Communication.
- (iv) Personnel development
  - (a) In-service Courses
  - (b) Private studies
- (v) Constraints of deputyship

#### 4.1 Actual duties performed by deputy headteachers

Table I shows the five commonest duties performed by deputy headteachers in order of importance as perceived by the deputies. The table indicates the functions rated first by the respondents.

Table I

Duties rated first by the deputy headteachers.

DUTY	FREQUENCY	PERCENTAGE
1. In-charge of lower primary	7	35
2. Discipline of pupils	5	25
3. Stores Management	4	20
4. Deputizing	3	15
5. Supervision of subordinate staff	1	05

The table shows that 35% of the deputies consider the supervision of lower primary school as their most important duty. In this area they are answerable to the headteacher for all that goes on. 25% felt discipline of pupils was their most important task, while 20% regarded stores management to be their most important task. Interestingly only 15% rated deputizing for the headteacher to be their most important task in the school.

It appears that the importance of being in-charge of lower primary is related to the authority that the deputy enjoys in this area. The teachers handling

the classes are answerable to the deputy, who co-ordinates their work.

Table 2 shows the second most important duty that deputy headteachers perform. The table portrays the perception of the deputies.

Table 2

Duties rated second by the Deputy Headteachers

DUTY	FREQUENCY	PERCENTAGE
1. Disciplined of pupils	12	60
2. Stores Management	04	20
3. Deputizing	02	10
4. In-Charge of lower primary	01	05
5. Supervision of subordinate Staff	01	05

From the table it is observed that 60% of the deputies were agreed that maintenance of discipline among the pupils was the second most important duty of a deputy headteacher. This was expressed with a greater majority than the task the deputies rated first.

As in table 1, stores management commanded 20% of the

responses. Just 5% thought lower primary school supervision was the second most important task.

Deputizing for the headteacher was relegated to the fourth position with only 10%.

Table 3 show the duty that deputy headteachers consider to be the third most important task that they perform in the school.

Table 3

Duties rated third by the Deputy Headteachers

DUTY	FREQUENCY	PERCENTAGE
1. Stores Management	6	30
2. Supervision of subordinate staff	5	25
3. Deputizing for the H.T.	4	20
4. In-Charge of lower primary school	3	15
5. Discipline of pupils	2	10

From table 3, it is observed that stores management was regarded to be the third most important duty of a deputy headteacher.

It is observed from Tables 1-3 that deputy headteachers do perform the following duties:

- Supervision of lower primary school (Std. I-III)
- Discipline of pupils
- Stores management
- Supervision of subordinate staff.
- Deputizing for the headteacher

Other responsibilities that deputies said they hold. Included taking staff meeting minutes, checking the completeness of the marking of class registers by the teachers.

From the analysis, it can be deduced that the most important duty of a deputy headteacher is taking charge of lower primary school, followed by maintenance of discipline among pupils, and stores management respectively. All the respondents agreed that the five duties constituted their important duties as deputy headteachers. What individual deputies view to be their most important duty will depend on the headteacher and the school environment.

#### 4.2 Perception of the Office of the deputy headteacher

Table 4 is an indication of the three tasks that headteachers consider most appropriate for deputy headteachers.

Table 4

The three most appropriate tasks for Deputy headteachers as perceived by the Headteachers:

DUTY	FREQUENCY	PERCENTAGE
1. Taking charge of the school in the absence of the head	9	56.25
2. Stores Management	4	25
3. Assisting headteacher in Maintenance of pupils discipline	3	18.75
TOTAL	16	100

According to table 4, 56.25% of the respondents showed that deputizing is the most appropriate task for a deputy headteacher. This is understandable in view of that headteachers are responsible for all that happens in their schools even in their absence. They would therefore want to know that everything runs well when they are not at school.

25% of the respondents thought stores management as the leading task of a deputy. With the value of stores running into thousands of shillings, the heads feel proper maintenance of stores and records thereof is

important. Auditors too, wish to see a nice job done.

Only 18.75 ranked maintenance of discipline as the most important task. Although most of them felt the deputy head an important duty here, the headteachers expressed their wish to see every teacher take an active role in maintenance of discipline.

All the heads interviewed consider the deputies to be administrative associates, and not teachers attached to the administration. Most of the headteachers went further to register their appreciation of the assistance rendered by the deputies to the administration.

70% of the heads indicated that their relationship with their heads had been cordial while serving as deputies. All those interviewed were decidedly of the opinion that their experiences as deputies were of great value to their present administrative career. They however lamented that there were some tasks like financial management they did not know about until they were appointed heads.

The majority of the respondents indicated that though they would like to see the allowances for deputies improved, they would like theirs improved too.

b) Deputy headteachers perception of their office

Table 5, shows how the deputy headteachers perceive themselves; either as teachers with extra responsibilities, or administrators with teaching assignment.

Table 5

How the Deputy perceives his office

ROLE	FREQUENCY	PERCENTAGE
1. Teachers with extra responsibilities	14	70
2. Administrators with teaching assignment	6	30

From the above table it is noted that 70% of the deputies do not perceive themselves as administrators. They consider themselves to be primary teachers who have extra responsibilities. This contrasts with the heads' perception of deputies as administrative associates.

A further analysis revealed that out of those who regarded themselves to be administrators, the majority had taught for over fifteen years. It

therefore appeared as if there was a relationship between teaching experience and perception as an administrator. Whatever it is that influences the perceptions of the deputy headteacher's office, it has an impact on the readiness with which the duties of a deputy headteacher are performed.

#### 4.3 Management Practice

This section analyses the responses which are an indication of the deputy headteacher's involvement in some management processes in the school.

##### a) Decision-making

All the respondents indicated that they take part in decision-making in the school. It was further observed that only 20% of the respondents are involved in what may be considered as major decision-making. Decisions in this class include building strategies, school finance, staff discipline and admission to the school. Included in the 20% are those deputies who sit in the school committee and Parent Teachers Association Committee. While in these Committees, they participate in making decisions related to the provision of physical facilities in the school, the school budget and other school policies.

This involvement offers deputies some acquaintance with the financial aspects of management.

In matters appertaining to staff discipline ~~to~~ 85% of the deputies expressed the view that the most they can do is to draw the attention of the headteacher to instances of indiscipline on the part of a teacher. It is only when consulted by the headteacher that they offer their opinions on staff discipline. Majority felt this was seldom.

It is therefore apparent that the authority a deputy headteacher has to make decisions is restricted to routine matters; deciding who is going to stand in for an absent teacher, handling disciplinary cases from pupils. The office also enjoys the authority to decide on allocation of teaching resources to other teachers.

That decisions made independently are approved by headteachers was the feeling of 60% of the respondents. Only 20% felt they did not have adequate authority to deal with the nature of their duties, while 35% indicated that headteachers do interfere in duties which are specifically the deputy's.

This analysis shows that deputy headteachers do enjoy reasonable authority to make decisions related to the duties assigned to them. A sizeable minority however felt the headteachers interfere in the duties of a deputy head. Here may be a suggestion that some headteachers will be apprehensive of the deputies stealing the limelight from them. It is also notable here that deputies are well aware of what their duties are and what decisions are within the limits of their offices. No where did the headteachers suggest that deputies overstep the authority of their offices.

b) Records administration

Maintenance of stores records, staff register, checking the completeness of the marking of class registers, and taking minutes of staff meetings are some of the deputies duties dealing with records.

In spite of this, 65% of the deputies felt there was no information accessible to them but not to other teachers. Any information they had largely emanated from the forementioned records.

Some have access to such documents like letters of complaint from the parents and the public at large

meant for the consumption of the headteacher only. Others assist the heads in editing school committee minutes. And whatelse the head may choose to confide in his deputy.

However, when deputizing in the absence of the headteacher a deputy has access to records quite out of reach of the ordinary teacher.

Table 6 indicates what extra records the deputy headteacher gains access to when deputizing in the absence of the headteacher.

Table 6

Extra Records Deputies Have Access to While Deputizing

RECORD	FREQUENCY	PERCENTAGE
1. Accounting Documents	14	70
2. Staff confidential files	2	10
3. Inspectorate reports	3	15
4. Visitor's book	20	100

Table 6 shows that all the deputies have access to the visitors book in the headteachers absence. 70% of the respondents indicated that they have access to accounting documents. The documents in question include receipt books, cash book, bank statements vouchers etc. Some of these documents are held with little or no confidentiality. The respondents did not indicate which of these documents they were exposed to. Both the staff confidential files and Inspectorate reports commanded 25% of the responses. The staff confidential files seem to have the highest degree of protection.

From this analysis it can be safely assumed that deputy headteachers have little role to play in the administration of documents in the school. It may be argued that the headteachers have not been away from school for long enough durations to give deputies the chance to administer the said documents.

It is the researcher's contention that deputies should not be exposed to such documents only in the absence of the headteacher. Rather it should be done as an on-going process.

c) Communication

Table 7 shows the extent to which the teaching staff utilizes the deputy's office as a Communication channel.

Table 7

Teachers' use of Deputy Headteacher's office as a Channel for Communication

RATE	FREQUENCY	PERCENTAGE
1. Always	2	10
2. Frequently	14	70
3. Occasionally	4	20
4. Never	-	0

It is observed from Table 7 that the deputy headteacher's office is used for communication administrative matters to the headteacher. Respondents however differed in their view as to the rate at which the office is used, with only 4% showing that such use was occasional.

This communication is facilitated by the fact that the deputy head is socially closer to the staff than

the headteacher is. Through the deputy, individual teachers are able to have their views registered with the headteacher as the feelings of the group.

It being a focal point in Communication the headteacher would be well-advised to exploit the free flow of information between the deputy and the teachers, to influence the performance of the entire staff. Through the deputy the headteacher can also get an impression of how his administration is being received by the teachers.

#### 4.4 Training of deputy headteachers for headship

All respondents indicated that they did not receive any induction course on appointment to deputyship. Their only guideline was an outline of duties they were expected to perform, attached to the letter of appointment from County Hall.

How they went about their duties was largely dependent on their experiences as classroom teachers and senior teachers, for those who had held this position. Notable however was the fact that all the respondents had held some responsibility or other in the school before being appointed to deputyship.

Amongst the responsibilities quoted were; taking charge of examinations, chairing Subject panels, games, organising public speaking contests, music, coaching etc.

It can therefore be rightly assumed that those appointed to deputyship are usually people with identifiable administrative potential. This should not serve to explain the absence of induction courses for deputy heads. Such courses would serve to bridge the gaps of administrative experiences existing among the deputies.

Since their appointment, 100% of the respondents have not attended any in-service course on Management, and more specifically related to their duties and responsibilities as deputies.

The nearest they have got to that is the invitation to the annual administrators party at the end of the year, where city education officials address the heads and their deputies. By all means, these are more of social functions than training sessions.

Table 8 serves to indicate the areas that deputies felt lacking in while discharging their duties.

Table 8

Task areas that Deputies felt inadequate in while carrying out their duties

AREA	FREQUENCY	PERCENTAGE
1. Stores Management	12	60
2. Supervision of subordinate Staff	1	5
3. Discipline of pupils	-	-
4. Supervision of lower primary school	-	-
5. None of the areas above	7	35
6. Any Other	-	-

From the table three task areas were identified as difficult for the deputies. Under column 6 any other, the researcher expected the respondents to include the task of deputizing. None did so. This further went to testify the low importance the deputies attach to this task. This may be attributed to that it is usually

for just brief periods that they undertake the task, and when they do it, they have a feeling that after all it is somebody else's work they are doing.

The table does show that the the majority of the respondents feel inadequate in the task of stores management. Here is a task the deputies have to perform on day-to-day basis as stores are withdrawn and returned. The ledgers have to balance. And now with the 8-4-4 syllabus there is more variety of stores to take charge of.

A salient observation from the table is that the deputies did not feel they had any difficulties in the two areas they perceived to be their most important tasks; discipline of pupils and supervision of lower primary school. The perception may have motivated the deputies to inject more of their attention to these tasks thereby making them more knowledgeable and confident in those areas.

Only 5% of the respondents identified the supervision of subordinate staff as an area of inadequacy. It takes some extra effort to supervise these people as their work is not concentrated in the same area. Some of these workers have been in the jobs

for a long time will occasionally try the authority of a deputy headteacher.

On their potentiality, 65% of the respondents showed that their administrative potential is fully utilized and they are capable of handling more challenging tasks if given the opportunity. This was affirmed by the response made by 95% of the respondents that they aspired to become headteachers.

Table 9 presents the views of the Deputy Headteachers on the adequacy of the exposure to administrative skills that they get, as they prepare for headship. The table indicates the responses that were in the affirmative.

Table 9

Deputy headteachers view of the adequacy of their preparation for headship in specified areas:

AREA	FREQUENCY	PERCENTAGE
1. Communication and public relations	19	95
2. Planning, finance and Decision-making	5	25
3. Personnel Management (Staff)	11	55

AREA	FREQUENCY	PERCENTAGE
4. Organisation and Co-ordination	12	60

Table 9 shows that 95% of the deputies feel they have been adequately prepared for headship in communication and public relations. Dealing with teachers, parents and the general public has exposed deputies to worthwhile opportunities to learn to communicate effectively and relate well with other people.

In planning, finance and Decision-making only 25% of the respondents felt they would assume the headteacher's responsibilities in these areas, without need for assistance. These constitute the most important areas in school administration. It is in this area that 75% of the respondents are unsure of themselves.

Financial management has already been identified as a problem area even by practicing headteachers. The major complaint has been that headteachers have little or no knowledge in bookkeeping, yet it remains their responsibility to ensure proper accounting records

are maintained in schools. This problem is bound to become more acute as schools continue to expand.

In personnel Management, Organisation and Co-ordination, only a minority felt inadequate. Organising and Co-ordinating are tasks that deputies undertake regularly, as such there is ample chance for them to learn the tasks.

The respondents were also expected to show areas they read, as part of their private preparation for an administrative career.

Table 10 portrays the type of reading the deputy headteachers do, which contribute to their knowledge of administration.

Table 10

What deputies Read Related to Organisation and Management

TYPE OF LITERATURE	FREQUENCY	PERCENTAGE
1. Organisation and Management of primary schools	12	60
2. General Management	2	10
3. Both 1 and 2	4	20

The immediate impression given by table 10 is that 90% of the respondents read some literature or other related to organisation and 60% read material specifically meant for school administration. 10% read books not restricted to educational administration. Indeed some of these respondents showed that they were registered students with Business studies examining boards.

It is observable from these results that generally deputy headteachers have an interest in broadening their knowledge of management. Whatever the driving force for this interest maybe, it must be appreciated

that this attitude on the part of the teachers is commendable. Through reading they become better equipped for change, which is a common phenomenon of our times.

This interest in reading does not seem to be acknowledged by the education department. There was poor provision for staff reading material in the schools visited. Whatever little material there was, was a collection of books gathered on the initiative of the headteacher, but largely unsuited to the needs of both the headteachers and the rest of the staff.

#### 4.5 Constraints of deputyship:

The respondents identified what they perceived as constraints upon them while discharging their duties. The order in which the analysis is presented does not indicate the order of magnitude. The problems were picked by the researcher on the basis of relevance and frequency in the responses. Some problems has to be merged, while others were split for ease of analysis.

(i) All respondents indicated that they experienced pressure of work between classroom teaching and deputyship. Having been subject panels chairmen

and senior teachers, they have teaching classes in the upper primary school. Preparation of candidates for the national examination is usually preponderant in these classes. With deputyship demanding as much of his time, there is a competition for his time. On most days, they are the last to leave the school compound after work.

(ii) It was the feeling of most respondents that a suitable scheme of service is lacking for deputyship. They felt they are poorly compensated for the assortment of duties they perform. While paying allowances, it was felt by the majority that academic qualifications and years of service should be taken into account.

Indeed the allowances payable to deputy heads are not enough to motivate the office holders to devote their time and energy to the job. Considering that majority of them aspire to become heads, it can be assumed that this inspiration is their major driving force and not the extra authority they enjoy or the allowances.

(iii) That the teachers use the deputy head to convey their feelings to the headteacher has been identified. This often puts the deputy in a difficult position when the two other parties fail to reach a compromise; the headteacher may suspect the deputy of stirring up the teachers to discontent.

On the other hand, teachers may accuse the deputy of misrepresenting their interests in the headteacher's office. This is more so when teachers are caught up in disciplinary cases.

This may lead to a strain in relationship which might act as a barrier to the fulfillment of the deputy headteacher's duties.

(iv) Deputy headteachers are in-charge of the subordinate staff; their discipline, organisation and planning of their duty. Most deputies did indicate that often at times control of these people is problematic as they feel that they are employed at city hall, and not in the school. The authority therefore that the deputy, and the head have over the subordinate staff is not adequate.

#### 4.6 Summary of findings

4.6.1 That supervision of lower primary school is regarded by the deputy to be the most important task for a deputy. Next in importance is maintenance of pupil discipline followed by stores management.

4.6.2 Headteachers were generally agreed that taking charge of the school in the head's absence is the most important task for a deputy headteacher. This indicates differences in perception of the role in deputizing between heads and their deputies. Stores management, maintenance of pupil discipline were next in that order.

4.6.3 While the great majority of deputies consider themselves to be teachers, rather than administrators, the headteachers regard their deputies as administrative associates.

4.6.4 Most deputy headteachers are only involved in making routine decisions about the school, with headteachers interfering in duties which are specifically the deputy's zone of operation.

4.6.5 Deputy headteachers are generally deprived of the opportunity to have access to important documents

related to the running of the school. Knowledge of such documents is important preparation for headship.

4.6.6 That the office of the deputy headteacher is an important hub of communication in the school.

4.6.7 No formally organised orientation is given to deputies on appointment. While serving as deputies no courses are given to ensure proficiency in administrative tasks when promoted to headship. With most deputies aspiring to make administrative careers this is frustrating.

4.6.8 Stores management is a weak point for most deputies. The tedious clerical work involved takes up a lot of their time. But majority of the deputies indicated that their administrative potential is not fully exploited in the school.

4.6.9 That generally the deputies would need an induction course if appointed to headship focussing on planning, finance and decision-making. Majority of the deputies are keen on improving their administrative knowledge and actually do read books related to management.

4.6.10 Classroom teaching and deputyship are constantly competing for the deputy's time. Allowances paid to deputies are not commensurate with their responsibilities in the school. Deputyship is a sensitive office as the office bearer has to invariably balance the interests of the headteacher with those of the teachers.

CHAPTER V

SUMMARY CONCLUSION AND RECOMMENDATIONS

5.1 Summary

The object of the study was to establish the functions performed by primary school deputy headteachers in the Eastern Division of Nairobi City Commission. Alongside that, the perceptions of the office of the deputy by the headteachers, deputies themselves and the other teachers were also looked into. A sample of twenty schools was randomly drawn from the thirty-three schools of the Eastern Division. This was the sample used for the study.

The deputies in the sample schools completed the questionnaire and their respective headteachers were interviewed by the researcher. All the 20 deputies responded, while 16 headteachers made themselves available for the interview.

The study reviewed literature related to the subject areas. Most of the available literature was based on studies carried out abroad. It was however of great value to the researcher in establishing a base for this study. The review was done under the following subheadings: rationale <sup>for</sup> deputy headship in a school, appointment procedures, duties and responsibilities, and the

dilemma of deputyship.

Chapter 3 presented a discussion of the design and methodology of the study. It showed how the sample was designed and the constitution of the questionnaire, which was the major tool for the study. Mention was also made of how the tool was administered.

Analysis of data was presented in Chapter 4. In this chapter, the actual functions performed by the deputy headteachers, the perception of that office by heads and the other teachers, the management orientation given to deputies, and the problems thereof were discussed.

#### 5.1.2 Conclusions

From the study, the researcher was able to arrive at certain conclusions about the functions of deputy headteachers in the Eastern Division of Nairobi.

The data analysis suggests that deputy headteachers are aware of what their duties should be in the administration of schools. They ranked supervision of lower primary school and maintenance of pupil

discipline to be the two most important duties they perform. They felt adequately competent in these duties.

On the other hand, headteachers rated deputizing for the head as the most important task for a deputy, followed by stores management.

From the two viewpoints, it can be reasonably concluded that supervision of lower primary, discipline of pupils and stores management are three important areas that a deputy should have demonstrable competence in. Other areas do not command as much importance.

While a great majority of deputy headteachers regard themselves to be teachers with extra responsibilities, the headteachers view their deputies as associates. This may serve as an indication of the level of involvement of the deputy headteachers in the administration of the school. This remark is borne out by the observation that deputies are only involved in making routine decisions, which require less thought and skill. Important documents about the administration of the school were particularly noted to be inaccessible to them. This denies deputies an

invaluable opportunity for growth in administration.

Most of the tasks are learnt on the job, and how much the deputy learns about the job depends on the headteachers disposition. It is this same experience that the deputy will draw upon for the overall administration of the school, when promoted to a headteacher. No other training is given to heads prior to their promotion. Even while serving as heads, few courses are given to strengthen their administrative capabilities.

The majority of the deputies are self-activated, people eager to do a nice job and so seek for administrative knowledge entirely on their own. They consider themselves potential headteachers.

The teaching staff uses deputies as a bridge to convey their collective views on administrative issues to the headteacher. This is further boosted by the fellow feeling that exists between the deputy and the teachers. A headteacher would therefore be well-advised to exploit this relationship to foster understanding amongst the members of the staff.

With a full teaching load, deputies have usually to spare some of their free time to cope with the demands of their administrative duties. In spite of this, the terms of the office remain unattractive.

The office of a deputy headteacher, being in a middle-position, is potentially an area of conflict as the interests of the headteachers may not always agree with those of the teachers. During such times the deputy head is at a loss as to what side to take.

### 5.1.3 Recommendations

On the strength of the data gathered and analysed, the researcher recommends that:

- (i) There is need for deputies to be initiated into major decision-making in the school administration. This is so particularly in areas of finance and staff personnel. They should have more access to the confidential documents in the school, to enable them discharge their duties while deputizing for heads.

- (ii) That education authorities should seriously consider mounting courses for deputy headteachers as way of preparing them for effective headship and higher administrative offices. It is apparent that a career in educational administration starts in the office of the deputy headteacher. At this stage the potential administrator has still got an open mind to learn. Assuming that he will learn on his own when promoted, is risking too much in terms of time and resources. Owing to the importance of pupil discipline to the office of the deputy, relevant courses in counselling and guidance should be given to the office holders.
- (iii) To ease the pressure of work on deputies, the education authorities ought to reduce the teaching load assigned to the deputy headteachers to enable them to give adequate attention to both teaching and administrative roles.
- (iv) That stores and supplies be administered by a clerical staff, who should be answerable

to the deputy headteacher. With other clerical duties available in the school, an extra clerk would be fully engaged and efficiency in the school would be enhanced.

(v) That books on management be part of the school supplies to schools. This will help to enlighten the deputies and the other teachers too, on Management processes. With such knowledge being shared among the teachers, administration in the school may become easier.

(vi) It is in the interests of the teaching profession that the Teachers Service Commission should improve the status of the office of the deputy headteacher. Allowances payable to the office bearers should be made commensurate with the important duties they perform in the school. Incentives should also be given on the basis of the length of the service, as a deputy head.

5.1.4 Suggestions for further research

- (i) A study similar to this one, but covering several districts be undertaken. This would help in making generalisations for all the primary schools in the country.
- (ii) A study be carried out to investigate the factors that influence the deputy headteachers perceptions of their office.
- (iii) An investigation of the patterns of communications in the primary school be made. This should focus on the flow of information between the headteacher, the deputy and the members of the staff.
- (iv) A study be made on the preparedness of headteachers to perform their duties on promotion from deputy headteachers.

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A STUDY OF THE FUNCTIONS OF DEPUTY HEADTEACHERS  
IN SELECTED PRIMARY SCHOOLS IN EASTERN DIVISION  
OF NAIROBI CITY COMMISSION

DEPUTY HEADTEACHERS' QUESTIONNAIRE

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. I therefore suggest that you should NOT WRITE YOUR NAME OR THAT OF YOUR SCHOOL, anywhere in the questionnaire.

Thank you for your co-operation.

Yours sincerely,



KAMAU, J.M.

QUESTIONNAIRE FOR THE DEPUTY HEADTEACHER

SECTION A: 1

1. PROFESSIONAL GRADE\_\_\_\_\_.
2. HIGHEST ACADEMIC STANDARD ATTAINED\_\_\_\_\_.
3. TEACHING EXPERIENCE\_\_\_\_\_ (YRS).
4. EXPERIENCE AS A DEPUTY\_\_\_\_\_ (YRS).
5. NUMBER OF SCHOOLS SERVED AS A CLASSROOM  
TEACHER\_\_\_\_\_ AND AS A DEPUTY\_\_\_\_\_.
6. SIZE OF THE SCHOOL WHERE TEACHING\_\_\_\_\_ (CLASSES).
7. TEACHER POPULATION IN YOUR SCHOOL\_\_\_\_\_.
8. PUPIL POPULATION\_\_\_\_\_.
9. YOUR AGE\_\_\_\_\_.
10. SEX\_\_\_\_\_.
11. PRESENT TEACHING LOAD\_\_\_\_\_ (PERIODS PER WEEK).

SECTION B: The respondent is assured of strict confidentiality regarding the information he gives. So please be frank. Be accurate and concise in your responses. If your response cannot fit in the space provided, you are free to use extra paper but please quote the number of the question.

- Q1. As a deputy headteacher, what functions do you perform in the school? List five such functions in order of the importance you attach to them.
- Q2. Before your appointment as a deputy, what responsibilities did you hold in the school besides the usual tasks of a classroom teacher?
- Q3. Were you given any orientation on appointment by the city education department or any other agency? If yes, indicate what kind of orientation it was.
- Q4. Do you have adequate authority for the duties you undertake as a deputy? Please elaborate your response in the space provided.

Q5. Do you perform duties delegated to you without undue interference from the headteacher?

Q6. Do you take part in major decision-making in the school e.g. building strategies, staff discipline; budgetting, enrolment etc.? Please explain, and give examples of the type of decisions you assist in making.

Q7. Are the decisions that you make independently while discharging your duties as a deputy approved by the headteacher?

Q8. What information related to the administration of the school is accessible to you in the course of your duties, but not to the other teachers?

Q9. Indicate which of the following records you have access to when deputizing for the headteacher:

Inspectorate report  YES  NO

Staff confidential files  YES  NO

Accounting documents (May give examples)  YES  NO

Visitors book  YES  NO

Any other confidential documents (name them)

Any other open documents. (name them)

Q10. Do you consider yourself an administrator with a teaching assignment, or a teacher with extra responsibilities?

Q11. Do you experience any pressure of work between classroom teaching and deputyship?

YES  NO

Any remarks on the above

Q12. Indicate which of the following area(s) you feel (in)adequate in while discharging your duties.

(i) Supervision of subordinate staff  INADEQUATE

ADEQUATE

(ii) Stores maintenance  INADEQUATE

ADEQUATE

(iii) Discipline of pupils  INADEQUATE

ADEQUATE

(iv) Supervision of lower primary school

INADEQUATE

ADEQUATE

(v) None of the above

(vi) Any other area (name it)

NB

If more than one area is indicated, show how you rate them in order of importance; e.g. a, b, c, d, etc.

Q13. In your opinion, is your administrative capacity fully utilized in the school, or you can do more if given the opportunity?

Q14. Do you aspire to become a headteacher?

YES

NO

Q15. Do the other teachers regard you as a colleague or the headteacher's assistant?  Colleague

Headteacher's Assistant

Explain their general attitude towards your office.

Q16. Having working alongside a headteacher, do you regard the exposure you get in to administrative duties adequate preparation for headship, in the following areas.

Communication and Public Relations	<input type="checkbox"/>	YES	<input type="checkbox"/>	NO
Planning, Finance and decision-making	<input type="checkbox"/>	YES	<input type="checkbox"/>	NO
Personnel Management (staff)	<input type="checkbox"/>	YES	<input type="checkbox"/>	NO
Organisation and Co-ordination	<input type="checkbox"/>	YES	<input type="checkbox"/>	NO

N.B.

YES suggests you do not need further training,  
while NO suggest you need some induction course.

Q17. Do other teachers use your office as a channel for communication with the headteacher on administrative matters?

<input type="checkbox"/>	always	<input type="checkbox"/>	frequently	<input type="checkbox"/>	occasionally
<input type="checkbox"/>	never				

Q18. Does the headteacher use your office as a channel for communication with other teachers on administrative matters?

<input type="checkbox"/>	always	<input type="checkbox"/>	frequently	<input type="checkbox"/>	occasionally
<input type="checkbox"/>	never				

Q19. Have you attended any course (in-service or otherwise) since your appointment, related to your duties and responsibilities as a deputy-headteacher? If yes, give the following information:

where it was mounted, when, course-content and duration.

Q20. Do you read privately in any of the following areas, related to administration of schools:

(a) Organisation and management of primary schools only?

YES

NO

(b) Business management only, e.g. CPS, CIS, ABE, etc.

YES

NO

(c) both (a) and (b)

YES

NO

Q21. What problems do you experience while discharging your duties as a deputy-headteacher?

Q22. What suggestions can you offer, aimed at improving the office of the deputy headteacher?

APPENDIX

SUMMARY OF THE DEPUTIES' PERSONAL DATA

<u>PROFESSIONAL</u>	<u>FREQUENCY</u>	<u>%</u>
<u>APPROVED GRADUATE</u>	<u>NIL</u>	<u>NIL</u>
S1	9	45
P1	11	55
Others	NIL	NIL
<u>TEACHING EXPERIENCE</u>		
Under 10 Years	NIL	NIL
10 - 15 years	7	35
16 - 20 years	11	55
OVER 20 years	2	10
<u>EXPERIENCE AS DEPUTY</u>		
0 - 5 years	10	50
6 - 10 years	6	30
OVER 10 years	4	20%
Average Teacher Population in the school 31 teachers		
Average population of pupils 1043		
Average age of deputies 36 years.		