

# **Influence of Induction Programmes on Principals' Management of Public Secondary Schools in Machakos, Kenya**

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## **Abstract**

**Background:**The purpose of this study was to investigate the influence of understudy programme on principals management in public secondary schools in Machakos County, Kenya based on the following objectives: To determine the influence of role of the principal on management, to examine the influence of deputy principals' experience on principals' management. The study was based on the Expectancy theory.

**Materials and Method:**Descriptive survey research design was used to carry out the study. The target population included all 230 public secondary schools in Machakos County which included 230 principals, 264 deputy principals, 5 directors of KEMI and 8 sub-county educational officers. Stratified sampling was used to select eight sub-county forms a strata's of the study. 30% of population was used on principals and deputy principal. Seventy school were selected for the study. Census sampling was used to select the 8 sub county officers and 5 directors of KEMI. Interview schedule (Sub-county education officials and KEMI directors) and questionnaires (principals and deputy principals) were used as instruments for data collection

**Results:**The findings indicated On role of the principal in understudy programs it influenced principals management. On the Deputy principals experience in understudy programs affected the principals' management of the school. The result of Chi square ( $\chi^2$ ) testing for the hypothesis on relationship between understudy programs and principals' management. The null hypothesis was tested using Chi square test (df=3, Pearson  $\chi^2=13.594$ , p=0.004 at 0.05 significance level). Therefore, the null hypothesis was rejected. Hence there is a strong significant relationship between understudy programs and principals' management.

**Conclusion:**There is a significant relationship between understudy programs and principals management of public secondary schools.

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Date of Submission: 24-09-2022

Date of Acceptance: 08-10-2022

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## **I. INTRODUCTION**

In the United States of America (USA) based Westcon Institute For Human Service Research (2009), posit that principal development program are characterized by being integrated with education goal to improve education; It is guided by a coherent long term plan; it is continuous and ongoing; providing follow up support for further learning and it should be evaluated on basis of its impact on school development. In United Kingdom (UK), the New Vision Program has developed a program to meet the leadership need of principals in the past three years of school principals. Bush (2010) summarizes the key learning process and protocol instrument, leadership learning portfolios, peer-coaching and inter-visitation. In examining the principals' skill in Nigeria, Ogundele et al, (2014) observed that the modern day principal should be knowledgeable, professionally and administrative competent as well as resourceful so as to complement the effort of the government towards achieving the goals of the schools. In South Africa, understudy professional development of principal is relatively practice under the section of Education and Training Authority. School managers are trained through various method such as internship, creating learner-ship, unit based programs, apprenticeship and understudy (Nzimande & Mathieson, 2014). This was in line with the National Skills development strategy enacted by South Africa Parliament in 1998. In Kenya, according to Mariti and Moses (2015), the understudy professional development of principals has been the most reliable and continued used in the past decade. A person learns through observing from another whom he expects to take over from (Odhiambo, 2010). The success of

understudy method depends on nature and aggressiveness of trainee (Musera, Achoka & Mugasia, 2012). Musera, Achoka & Mugasi (2012) agreed that new principals make mistake due to their limited experience when they immediately begin their work. Unfortunately, this causes public ridicule hence discouraging them. In-service programmes have been criticized for fundamental weakness such as misalignment between programmes, incoherent from principals need, failure to link professional learning with school mission, failure to leverage job embodied learning opportunities and use of powerful learning technology (Muganda, 2011; Nandwa, 2011).

In Machakos County, in spite effort made to prepare education managers; Cases of mismanagement of school property, poor emotional school climate, poor academic performance and indiscipline among students and teachers, misappropriation of funds among others have been reported (Machokos County Education Office, 2016). It is against this background that the current study investigated the influence of understudy program on principals' management of public secondary schools in Machakos County, Kenya.

## **II. LITERATURE REVIEW**

This section has two main purposes. The first is to determine the influence of role of the principals on management of the school. The second purpose is to examine the influence of deputy principals experience on understudy program on principals' management of schools. The review of literature can help provide the investigators with measurable variables and constructs for developing the research framework

### **Role of the principal in understudy program on management of school**

Hsu, (2012) states that the effectiveness of understudy programs normally begins with the theory of change, coupled with team cohesion including problem-solving and ultimately the ability of an institution to manage the acquired knowledge. In doing so it is expected that the source (mentor) should possess superior skills for KT. In a recent study by Sam-Okere and Agbeniga (2014), change management is described as a means to manage change by involving the employees in the change process to obtain a better understanding of the change process, and also offer the skills and abilities required to adapt to different circumstances. In a study by Luo and Lee (2014) they demonstrated that in an organization that has a trusting and cooperation-emphasized-culture, the workforce will be keen to share knowledge. Therefore, as employees become more knowledgeable and gain more experience through the mastering of the organization and job knowledge, the organization's performance is also improved

### **Deputy principals experience in understudy programs on principals' management of schools**

In South Africa, understudy training is relatively practiced under the Sector of Education and Training Authority. School managers are trained through various methods such as internships, creating learner-ships, unit based programmes, apprenticeship which is normally called covering (Nzimande & Mathieson, 2014). This was in line with the National Skills development strategy enacted by South African Parliament in 1998. The junior principal is expected to take active role to mine skills from the senior principal in administrative position. In Kenya, according to Miriti and Moses (2015), the understudy training has been the most reliable and in continued use in the past decade to develop principals. A person learns through observing from another whom he expects to take over from (Odhiambo, 2010). One can get training through various methods such as coaching, apprenticeship, operant training, vestibule school training as well as understudy training, just to name but a few (Kwashabawa, 2013). However, the person being trained may be incompatible with the trainer.

### **Theoretical Framework**

Theory consists of concepts and generalizations organized into assumptions that hypothesize about a natural occurrence. This study is harbored on the Administrative postulated by Henri Fayol (1841-1925) and Breeze (2002). He urged that good management fell into certain patterns that could be identified and analyzed. He argued that management was a skill like any other that one could be taught once the underlying principles were understood. According to Amadi (2008), Henri Fayol defined administration in terms of five managerial functions of; planning, organizing, commanding, coordinating and controlling. Stoner and freedom (2018) recap the fourteen 'management principles' that were used by Henri Fayol as including; division of labor, authority, discipline, unity of command, unity of direction, subordination of individual interest to the common good, remuneration, centralization, scalar chain, order, equity, initiative, stability of personnel tenure and the spirit of de corps (team spirit). By employing Fayol's management principles, school management can achieve set administrative goals of a school.

Some of the limitation of theory is that, people are treated like machines and expects them to perform under machine conditions. This is not very possible in modern day times where people need family ties and join careers that they feel best suite them. In addition, administrative theory is too bureaucratic, with hierarchical authority structures, so many rules and regulation which are rigid and static. This denies workers chance to apply their creativity and innovation due to many rules and guidelines. Despite the limitation it has some strengths which include enormous benefits to both workers and the management because all stakeholders take on the managerial roles in some point. Duties and pay are well outlined and therefore employees know what they are supposed to do and what they are supposed to be paid. Such clarity motivates workers and enables them

to work harder and efficiently under minimum supervision. Fayol's theory gives leaders and organizations powers over the subjects and hence ensures maximum supervision of all activities in the organization. Workers thus deliver quality as required by the boss. Cases of go slows and resource embezzlement are rare under this theory. The theory best fits in these study variables because it deals with managing subjects and how to gain from their labour. It also outlines principles that are necessary in ensuring workers are disciplined and receive the best training while at work. The Administrative Theory applies bureaucratic principles which are highly accepted by TSC in and the entire educational management fraternity. According to bureaucracy, only qualified and experienced principals should be offered tasks to execute.

### III. METHOD

**Study Design:** Descriptive Survey research design was used as it allows the researcher to describe characteristics of an individual or group as they really are. (Kothari, 2011).

**Study Location:** The target population included all 230 public secondary schools in Machakos County which included 230 principals, 264 deputy principals, 5 directors of KEMI and 8 sub-county educational officers.

**Sample calculation:** Stratified sampling was used to select eight sub-county forms a strata's of the study. A sample of 30% of population was used on principals and deputy principal. Seventy school were selected for the study. Census sampling was used to select the 8 sub county officers and 5 directors of KEMI. To enhance the content validity of the instruments a pre-test of the instruments was carried out. Piloting aimed at testing the clarity of test items, suitability of language used and the feasibility of the study.

**Statistical analysis:** Data was analyzed using SPSS version 20 (SPSS Inc., Chicago, IL). The reliability of the instruments was determined using test-retest technique. Both quantitative and qualitative data were analysed. The descriptive statistics used included frequencies and percentages. Qualitative data was processed by transcribing and categorizing from interviews and open-ended questions, using content analysis and reported as narratives, verbatim or converted to frequency while inferential statistics used Chi-square test (Best & Kahn, 2011).

### IV. FINDINGS AND COMMENTS

Table 1 shows principals' response on whether the principal they worked under accorded the opportunity to participate and understudy him in all the duties and responsibilities he performed

Table 1: Principals' response on whether the principal they worked under accorded the opportunity to participate and understudy him in all the duties and responsibilities he performed

Opportunity accorded	Frequency	Percent	Mean	Std
Yes	35	87.5	1.13	0.335
No	5	12.5		
Total	40	100.0		

Table 1 shows majority 87.5% of the principals said the principal they worked under, accorded them the opportunity to participate and understudy him in all the duties and responsibilities he performed while 12.5% said No with (Mean=1.13, Std=0.335). This implies that the principals were able to participate and understudy from their previous principals. Table 2 shows deputy principals' response on whether the principal they work under accords them the opportunity to participate and understudy him in all the duties and responsibilities he performs

Table 2: Deputy principals' response on whether the principal they work under accords them the opportunity to participate and understudy him in all the duties and responsibilities he performs

Opportunity accorded	Frequency	Percent	Mean	Std
Yes	24	60.0	1.40	0.496
No	16	40.0		
Total	40	100.0		

Table 2 shows majority 60.0% of the deputy principals said the principal they worked under, accorded them the opportunity to participate and understudy him in all the duties and responsibilities he performed while 40.0% said No with (Mean=1.40, Std=0.496). This implies that the deputy principals are able to participate and understudy from their principals. Table 3 shows principals' response to what extent they were enabled to train in all the duties and responsibilities their principals were performing

Table 3: Principals' response to what extent they were enabled to train in all the duties and responsibilities their principals were performing

Extent	Frequency	Percent	Mean	Std
1-25%	3	7.5	4.58	0.844

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51-75%	8	20.0
76-100%	29	72.5
Total	40	100.0

Table 3 shows majority 72.5% of principals said they were enabled to train in all the duties and responsibilities their principals were performing at an extent of 76-100% while 20.0% said at an extent of 51-75% with (Mean=4.58, Std=0.844). Table 4 shows principals' response to what extent they were enabled to train in all the duties and responsibilities their principals were performing

Table 4: Deputy principals' response to what extent they are enabled to train in all the duties and responsibilities their principals perform

Extent	Frequency	Percent	Mean	Std
26-50%	23	57.5	3.65	0.834
51-75%	8	20.0		
76-100%	9	22.5		
Total	40	100.0		

Table 4 shows majority 57.5% of deputy principals said they are enabled to train in all the duties and responsibilities their principals are performing at an extent of 26-50% while 22.5% said at an extent of 76-100% with (Mean=3.65, Std=0.834). This implies that many deputy principals are not enabled to train in all the duties and responsibilities their principals. Table 5 shows principal response to what extent they feel they have trained their deputy in each of the duties and responsibilities that they perform?

Table 5: Principals' response to what extent they feel they have trained their deputy in each of the duties and responsibilities that they perform

DUTIES AND RESPONSIBILITIES OF A PRINCIPAL	0%		1-25%		26-50%		51-75%		76-100%	
	f	%	f	%	f	%	f	%	f	%
Overall Head of Institution under the direction of the Board of Governors	0	0.0	0	0.0	5	12.5	3	7.5	32	80.0
Serving as Accounting Officer	23	57.5	0	0.0	0	0.0	5	12.5	12	30.0
Responsible for preparation of estimates for current and development expenditure	0	0.0	0	0.0	0	0.0	0	0.0	40	0.0
Interpreting and implementing policy decisions pertaining to educational training	0	0.0	0	0.0	6	15.0	34	85.0	0	0.0
Serving as Secretary to the Board of Governors	0	0.0	0	0.0	0	0.0	0	0.0	40	0.0
Overall organizer, coordinator and supervisor of all the activities in the institution	0	0.0	0	0.0	0	0.0	0	0.0	40	0.0
Responsible for planning, acquisition, development and maintenance of physical facilities at the institution	0	0.0	0	0.0	0	0.0	0	0.0	40	0.0
Responsible for improving and maintaining high training and learning standards	0	0.0	0	0.0	0	0.0	0	0.0	40	0.0

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Promoting positive linkages between the institution and neighboring communities and/or other organizations	0	0.0	0	0.0	0	0.0	0	0.0	40	0.0
Coordinating specific training and learning activities in the institution	0	0.0	0	0.0	0	0.0	0	0.0	40	0.0
Promoting liaison between the institution and other private sector organizations	0	0.0	0	0.0	0	0.0	0	0.0	40	0.0
Promoting the welfare of all staff and students within the institution	0	0.0	0	0.0	0	0.0	0	0.0	40	0.0
Promoting good industrial relations	0	0.0	0	0.0	0	0.0	0	0.0	40	0.0

Table 5 shows majority 80.0% of principals said they have trained their deputies on Overall Head of Institution under the direction of the Board of Governors at 76-100% while 12.5% said at 26-50%. This implies that majority of the principals have trained their deputies on Overall Head of Institution under the direction of the Board of Governors.

On Serving as accounting officer majority 57.5% said they served as an accounting officer at 0% while 30.0% said at 76-100%. This implies that majority of principals did not train their deputies to serve as accounting officers.

On Responsible for preparation of estimates for current development expenditure all 100% of the principals said they have trained their deputy principals On Responsible for preparation of estimates for current development expenditure.

On Interpreting and implementing policy decisions pertaining to educational training 85% of the principals they have been trained on Interpreting and implementing policy decisions pertaining to educational training at 76-100% while 15.0% said at 51-75%. This implies that majority of the principals were trained on Interpreting and implementing policy decisions pertaining to educational training.

On Serving as Secretary to the Board of Governors all 100% of the principals said they have trained their deputy principals on serving as secretary to the board of governors.

On Overall organizer, coordinator and supervisor of all the activities in the institution all 100% of the principals said they have trained their deputy principals on being an overall organizer, coordinator and supervisor of all the activities in the institution

On Responsible for planning, acquisition, development and maintenance of physical facilities at the institution all 100% of the principals said they have trained their deputy principals on being responsible for planning, acquisition, development and maintenance of physical facilities at the institution

On Responsible for improving and maintaining high training and learning standards all 100% of the principals said they have trained their deputy principals on serving as secretary to the board of governors.

On Promoting positive linkages between the institution and neighboring communities and/or other organizations all 100% of the principals said they have trained their deputy principals on Promoting positive linkages between the institution and neighboring communities and/or other organizations

On Coordinating specific training and learning activities in the institution all 100% of the principals said they have trained their deputy principals on coordinating specific training and learning activities in the institution.

On Promoting liaison between the institution and other private sector organizations all 100% of the principals said they have trained their deputy principals on promoting liaison between the institution and other private sector organizations

On Promoting the welfare of all staff and students within the institution all 100% of the principals said they have trained their deputy principals on Promoting the welfare of all staff and students within the institution

On Promoting good industrial relations all 100% of the principals said they have trained their deputy principals on Promoting good industrial relations. Table 6 shows Deputy Principals' response on whether they are given full mandate on the duties and responsibilities that they perform by their principals

Table 6: Deputy Principals' response on whether they are given full mandate on the duties and responsibilities that they perform by their principals

DUTIES AND RESPONSIBILITIES OF A PRINCIPAL	0%		1-25%		26-50%		51-75%		76-100%	
	f	%	f	%	f	%	f	%	f	%
Overall Head of Institution under the direction of the Board of Governors	16	40.0	15	37.5	4	10.0	5	12.5	0	0.0
Serving as Accounting Officer	12	30.0	19	47.5	4	10.0	0	0.0	5	12.5
Responsible for preparation of estimates for current and development expenditure	8	20.0	7	17.5	0	0.0	21	52.5	4	10.0
Interpreting and implementing policy decisions pertaining to educational training	11	27.5	20	50.0	0	0.0	4	10.0	5	12.5
Serving as Secretary to the Board of Governors	8	20.0	11	27.5	12	30.0	0	0.0	9	22.5
Overall organizer, coordinator and supervisor of all the activities in the institution	4	10.0	8	20.0	7	17.5	12	30.0	9	22.5
Responsible for planning, acquisition, development and maintenance of physical facilities at the institution	4	10.0	8	20.0	11	27.5	13	32.5	4	10.0
Responsible for improving and maintaining high training and learning standards	4	10.0	7	17.5	8	20.0	0	0.0	21	52.5
Promoting positive linkages between the institution and neighboring communities and/or other organisations	4	10.0	11	27.5	12	30.0	0	0.0	13	32.5
Coordinating specific training and learning activities in the institution	16	40.0	0	0.0	7	17.5	12	30.0	5	12.5
Promoting liaison between the institution and other private sector organizations	8	20.0	0	0.0	16	40.0	11	27.5	5	12.5
Promoting the welfare of all staff and students within the institution	4	10.0	12	30.0	4	10.0	0	0.0	20	50.0
Promoting good industrial relations	12	30.0	8	20.0	8	20.0	0	0.0	12	30.0

Table 6 shows majority 40.0% of deputy principals said they were granted full mandate on being Overall Head of Institution under the direction of the Board of Governors at 0% while 37.5%% said at 1-25%. This implies that majority of the deputy principals were not granted full mandate on being overall head of institution under the direction of the Board of Governors.

On Serving as accounting officer majority 47.5% of deputy principals said they were granted full mandate on served as an accounting officer at 26-50% while 30.0% said at 0% and 12.5% at 76-100% respectively. This implies that majority of deputy principals were not granted full mandate to serve as accounting officers by their principals.

On Responsible for preparation of estimates for current development expenditure majority 52.5% of the deputy principals said they were granted full mandate on being responsible for preparation of estimates for current development expenditure at 51-75% while 20.0% said at 0% and 17.5% at 26-50% respectively This implies that majority of deputy principals were not granted full mandate on being responsible for preparation of estimates for current development expenditure by their principals.

On Interpreting and implementing policy decisions pertaining to educational training 50.0% of the deputy principals said they have been granted full mandate on Interpreting and implementing policy decisions pertaining to educational training at 1-25% while 27.5% said at 0%. This implies that majority of the deputy principals were not granted full mandate on Interpreting and implementing policy decisions pertaining to educational training by their principals.

On Serving as Secretary to the Board of Governors majority 30.0% of deputy principals said they were granted full mandate on serving as secretary to the board of governors at 26-50% while 27.5% said at 1-25% and 22.5% at 76-100% respectively. This implies that majority of the deputy principals were not granted full mandate on serving as secretary to the board of governors by their previous principals.

On Overall organizer, coordinator and supervisor of all the activities in the institution majority 30.0% of deputy principals said they were granted full mandate as overall organizer, coordinator and supervisor of all the activities in the institution at 51-75% while 22.5% said at 76-100% and 20.0% at 1-25% respectively. This implies that majority of deputy principals were granted full mandate as overall organizer, coordinator and supervisor of all the activities in the institution by their principals.

On Responsible for planning, acquisition, development and maintenance of physical facilities at the institution majority 32.5% said they were granted full mandate to serve on being responsible for planning, acquisition, development and maintenance of physical facilities at the institution at 51-75% while 27.5% said at 26-50%. This implies that majority of deputy principals were granted full mandate on being responsible for planning, acquisition, development and maintenance of physical facilities at the institution by their principals.

On Responsible for improving and maintaining high training and learning standards majority 52.5% said they were granted full mandate to serve on responsible for improving and maintaining high training and learning standards at 76-100 while 30.0% said at 26-50% and 17.5% at 1-25% respectively. This implies that majority of the deputy principals were granted full mandate on being responsible for improving and maintaining high training and learning standards by their previous principals.

On Promoting positive linkages between the institution and neighboring communities and/or other organizations majority 32.5% of the deputy principals said they were granted full mandate on promoting positive linkages between the institution and neighboring communities and/or other organizations at 76-100%. while 30.0% said at 26-50% and 27.5% at 1-25% respectively. This implies that majority of deputy principals were granted full mandate on Promoting positive linkages between the institution and neighboring communities and/or other organizations by their previous principals.

On Coordinating specific training and learning activities in the institution majority 40.0% of the deputy principals said they were granted mandate on Coordinating specific training and learning activities in the institution at 0% while 30.0% said at 51-75% and 12.5% at 76-100% respectively. This implies that majority were not granted full mandate on coordinating specific training and learning activities in the institution by their principals.

On Promoting liaison between the institution and other private sector organizations majority 40.0% of the deputy principals said they were granted full mandate on promoting liaison between the institution and other private sector organizations at 26-50% while 27.5% said at 51-75% and 20.0% at 0% respectively. This implies that majority of deputy principals were granted full mandate on promoting liaison between the institution and other private sector organizations by their principals.

On Promoting the welfare of all staff and students within the institution majority 50.0% of the deputy principals said they were granted full mandate on promoting the welfare of all staff and students within the institution at 76-100% while 30% said at 1-25%. This implies that majority of principals were granted full mandate on Promoting the welfare of all staff and students within the institution by their principals.

On Promoting good industrial relations majority 30.0% of the deputy principals said they were granted full mandate on promoting good industrial relations at 0% and 76-100% respectively while 20.0% said at 1-25% and 26-50% respectively. This implies that majority of deputy principals were granted full mandate to serve as promoting good industrial relations by their principals. Table 7 shows principals' response on whether they create opportunities for their deputy principals to train in the duties and responsibilities that they perform

Table 7: Principals' response on whether they create opportunities for their deputy principals to train in the duties and responsibilities that they perform

<b>Principals opportunities</b>	<b>Create Frequency</b>	<b>Percent</b>	<b>Mean</b>	<b>Std</b>
Yes	37	92.5	1.07	0.267
No	3	7.5		
Total	40	100.0		

Table 7 shows majority 92.5% of the principals said they create opportunities for their deputy principals to train in the duties and responsibilities they perform while 7.5% said No with a (Mean=1.07, Std=0.267). Table 8 shows deputy principals' response on whether principals create opportunities for their deputy principals to train in the duties and responsibilities that they perform

Table 8: Deputy Principals' response on whether principals create opportunities for their deputy principals to train in the duties and responsibilities that they perform

<b>Principals opportunities</b>	<b>Create Frequency</b>	<b>Percent</b>	<b>Mean</b>	<b>Std</b>
Yes	24	60.0	1.40	0.496
No	16	40.0		
Total	40	100.0		

Table 8 shows majority 60.0% of the deputy principals said they create opportunities for their deputy principals to train in the duties and responsibilities they perform while 40.0% said No with (Mean=1.40, Std=0.496). Table 9 shows principals response on how they create the understudy training for their deputy principals

Table 9: Principals response on how they create the understudy training for their deputy principals

<b>Understudy training created</b>	<b>Frequency</b>	<b>Percent</b>	<b>Mean</b>	<b>Std</b>
Through delegation	9	22.5	2.10	0.841
assigning the deputy specific duties to perform	21	52.5		
carrying out some duties and responsibilities together	7	17.5		
allowing the deputy to act in full capacity in your absence	3	7.5		
Total	40	100.0		

Table 9 shows majority 52.5% of principals said they create understudy training for their deputy principals through assigning the deputy specific duties to perform while 22.5% said through delegation and 17.5% said by carrying out some duties and responsibilities together with a (Mean=2.10, Std=0.841). Table 10 shows deputy principals' response on how they create the understudy training for their deputy principals

Table 10: Deputy Principals response on how they create the understudy training for their deputy principals

<b>Understudy training created</b>	<b>Frequency</b>	<b>Percent</b>	<b>Mean</b>	<b>Std</b>
Through delegation	20	50.0	1.80	0.883
assigning the deputy specific duties to perform	8	20.0		
carrying out some duties and responsibilities together	12	30.0		
Total	40	100.0		

Table 10 shows majority 50.0% of deputy principals said they create understudy training for their deputy principals through delegation while 30.0% said by carrying out some duties and responsibilities together with a

(Mean=1.80, Std=0.883). Table 11 shows principals' response on principals involvement in the aspects of school management

Table 11: Principals' response on principals' involvement in the aspects of school management

Aspects of School Management	0%		1-25%		26-50%		51-75%		76-100%	
	f	%	f	%	f	%	f	%	f	%
Planning	0	0.0	0	0.0	0	0.0	18	45.0	22	55.0
Budgeting	0	0.0	0	0.0	0	0.0	6	15.0	34	85.0
Teachers' disciplinary cases	0	0.0	0	0.0	0	0.0	6	15.0	34	85.0
B.O.M Matters	0	0.0	0	0.0	0	0.0	6	15.0	34	85.0
Student disciplinary matters	0	0.0	0	0.0	0	0.0	28	70.0	12	30.0
General administrative affairs	0	0.0	0	0.0	0	0.0	8	20.0	32	80.0
Boarding issues	0	0.0	0	0.0	0	0.0	6	15.0	34	85.0
Banking processes	0	0.0	0	0.0	6	15.0	0	0.0	34	85.0
Bank withdrawal handling	0	0.0	0	0.0	0	0.0	14	35.0	16	65.0
Procurement of stores and supplies	0	0.0	0	0.0	0	0.0	10	25.0	30	75.0

Table 11 shows majority 55.0% of principals said they involve in planning at 76-100% while 45% said they involve at 51-75%. This implies that majority of principals involve in planning of the school.

On Budgeting majority 85.0% of principals said they involve in budgeting at 76-100% while 15% said they involve at 51-75%. This implies that majority of principals are involved in Budgeting of the school.

On Teachers disciplinary cases majority 85.0% of principals said they involve in Teachers disciplinary cases at 76-100% while 15% said they involve at 51-75%. This implies that majority of principals are involved in Teachers disciplinary cases of the school.

On B.O.M matters majority 85.0% of principals said they involve in B.O.M. matters at 76-100% while 15% said they involve at 51-75%. This implies that majority of principals are involved in B.O.G matters of the school.

On Student disciplinary matters majority 70.0% of principals said they involve in student disciplinary matters at 51-75% while 30% said they involve at 76-100% This implies that majority of principals are involved in student disciplinary matters of the school.

On General administrative affairs majority 80.0% of principals said they involve in General administrative affairs at 76-100% while 20% said they involve at 51-75%. This implies that majority of principals are involved in General administrative affairs of the school.

On Boarding issues majority 85.0% of principals said they involve in Boarding issues at 76-100% while 15% said they involve at 51-75%. This implies that majority of principals are involved in Boarding issues of the school.

On Banking processes majority 85.0% of principals said they involve in Banking processes at 76-100% while 15% said they involve at 26-50%. This implies that majority of principals are involved in Banking processes of the school and this is because the principal is the official accounting officer of the school.

On Bank withdrawal handling majority 65.0% of principals said they involve in Bank withdrawal handling at 76-100% while 35% said they involve at 51-75%. This implies that majority of principals are involved in Bank withdrawal handling of the school.

On Procurement of stores and supplies majority 75.0% of principals said they involve in Procurement of stores and supplies at 76-100% while 25% said they involve at 51-75%. This implies that majority of principals are involved in Procurement of stores and supplies of the school. Table 12 shows deputy principals' response on principals' involvement in the aspects of school management

Table 12: Deputy principals' response on deputy principals' involvement in the aspects of school management

Aspects of School Management	0%		1-25%		26-50%		51-75%		76-100%	
	f	%	f	%	f	%	f	%	f	%
Planning	4	10.0	24	60.0	7	17.5	0	0.0	5	12.5
Budgeting	8	20.0	15	37.5	8	20.0	9	22.5	0	0.0
Teachers' disciplinary cases	8	20.0	23	57.5	0	0.0	4	10.0	5	12.5

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B.O.M. Matters	8	20.0	3	7.5	20	50.0	5	12.5	4	10.0
Student disciplinary matters	4	10.0	4	10.0	15	37.5	0	0.0	17	42.5
General administrative affairs	4	10.0	8	20.0	11	27.5	4	10.0	32	80.0
Boarding issues	8	20.0	11	27.5	8	20.0	8	20.0	5	12.5
Banking processes	12	30.0	7	17.5	4	10.0	8	20.0	9	22.5
Bank withdrawal handling	12	30.0	4	10.0	9	22.5	11	27.5	4	10.0
Procurement of stores and supplies	12	30.0	5	12.5	8	20.0	7	17.5	30	75.0

Table 12 shows majority 60.0% of deputy principals said they involve in planning at 1-25% while 17.5% said they involve at 26-50% and 12.5% at 76-100% respectively. This implies that majority of deputy principals are not involved in planning of the school.

On Budgeting majority 37.5% of deputy principals said they involve in budgeting at 1-25% while 20% said they involve at 0% and 26-50% respectively. This implies that majority of deputy principals are not involved in Budgeting of the school.

On Teachers disciplinary cases majority 57.5% of deputy principals said they involve in Teachers disciplinary cases at 1-25% while 20% said they involve at 0% and 12.5% at 76-100%. This implies that majority of deputy principals are not involved in Teachers disciplinary cases of the school.

On B.O.M matters majority 50.0% of deputy principals said they involve in B.O.M. matters at 26-50% while 20% said they involve at 0% and 12.5% at 51-75% respectively. This implies that majority of deputy principals are not involved in B.O.M matters of the school.

On Student disciplinary matters majority 42.5% of deputy principals said they involve in student disciplinary matters at 76-100% while 37.5% said they involve at 26-50%. This implies that majority of deputy principal is involved in student disciplinary matters of the school because he is the official disciplinary master of the school.

On General administrative affairs majority 27.5% of deputy principals said they involve in General administrative affairs at 26-50% while 22.5% said they involve at 76-100% and 20% at 1-25% respectively. This implies that majority of deputy principals are not involved in General administrative affairs of the school.

On Boarding issues majority 27.5% of deputy principals said they involve in Boarding issues at 1-25%, while 20% said they involve at 51-75%, 26-50% and 0% respectively This implies that majority of deputy principals are not involved in Boarding issues of the school.

On Banking processes majority 30.0% of deputy principals said they involve in Banking processes at 0% while 22.5% said at 76-100% and 20.0% at 51-75% respectively. This implies that majority of deputy principals are not involved in Banking processes of the school.

On Bank withdrawal handling majority 30.0% of deputy principals said they involve in Banking processes at 0% while 27.5% said they involve at 51-75% and 22.5% said at 26-50% respectively. This implies that majority of deputy principals are not involved in Bank withdrawal handling of the school.

On Procurement of stores and supplies majority 30.0% of deputy principals said they involve in Procurement of stores and supplies at 0% while 20.0% said they involve at 76-100% 26-50% respectively. This implies that majority of deputy principals are not involved in Procurement of stores and supplies of the school.

*H<sub>0</sub>* There is no relationship between Understudy programs and principals' management of public secondary schools in Machakos County, Kenya

To test the hypothesis Chi Square test was done to determine the relationship between understudy programs (M=4.38, SD=0.63) and principals' management (M=1.65, SD=0.48).

Table 13 shows the Chi Square test between understudy programs and principals' management

*Table 13: Chi Square test between understudy programs and principals' management*

	<b>Value</b>	<b>df</b>	<b>Asymp. Sig. (2-sided)</b>
Pearson Chi-Square	13.594 <sup>a</sup>	3	.004
Likelihood Ratio	15.297	3	.002
Linear-by-Linear Association	11.196	1	.001
N of Valid Cases	40		

a. 5 cells (62.5%) have expected count less than 5. The minimum expected count is 1.05.

Table 13 indicates the result of Chi square ( $\chi^2$ ) testing for the hypothesis on relationship between understudy programs and principals' management. The null hypothesis was tested using Chi square test (df=3, Pearson  $\chi^2=13.594$ ,  $p=0.004$  at 0.05 significance level). Therefore, the null hypothesis was rejected. Hence there is a strong significant relationship between understudy programs and principals' management. This implies that principals should conduct more understudy programs for deputy principals to enable them be more relevant in terms of running the school. These findings correspond with Korach et al. (2011) and Newman and Osterman (2011) similarly found that teachers' perceptions of areas of effective principal practices were positively associated with the principals' perceptions of the strengths of their preparation content and experiences this concurred with Ravu and Parker (2015) stressed that the goal of understudy programs is to replace expatriates with citizens who are qualified and skilled to take over after a stipulated period. This view coincides with the RA understudy programs whereby civil engineering expatriates and retirees are involved in training new graduates from universities and colleges. Despite putting measures in place such as understudy programs, developing a National Human Resources Plan and other government policies, expatriates still continue to be appointed by the RA. Thus, from the perceptions of both principals and teachers, preparation appears to positively influence the nature of leadership practices.

Some of the Directors interviewed (coded D1-D5) on understudy programs and principals' management had their responses as follows

D1;

Understudy programs have enabled successful school leaders to remain focused on both instructional and managerial tasks and to develop colleagues for distributing leadership responsibilities and sharing the school vision

D2;

Understudy training programmes should be organized in a more consistent, better designed and more comprehensive manner, with greater emphasis on advanced knowledge and practice, and more opportunities for sharing knowledge and learning of best practices for effective management of the school

D3;

To equip school principals with the skills and competences required to perform multiple roles, it is necessary to provide high quality initial training at the start of their job and then consistent plan for their continuous professional development to keep them up to date through workshop programs.

D4;

Understudy program familiarizes the school leaders on education quality, productivity, accuracy, speed, the satisfaction of stakeholder and also the development of science and technology.

D5;

Understudy programs provided opportunities to raise questions and discuss solutions; opportunities to see good practices and reflect upon issues pertaining to themselves and their schools; networking with newly appointed principals for professional exchange of knowledge and ideas, sharing experiences and mutual support; and liaison with experienced principals who could provide constructive help in dealing with problems.

Some of the Sub- County education officers interviewed (coded E1-E8) on understudy programs and principals' management had their responses as follows:

E1;

Understudy programs provide managers with knowledge and expertise that allows them to manage the schools effectively.

E2;

Understudy programs should be done more frequently to enhance effective decision making and collaboration within the school and the community at large.

E3;

Understudy programs enhance managers with skills that are effective in the achievement of the goals and visions of the schools.

E4;

Through understudy programs the principal is able to learn the best skills of accountability, supervision and delegation of duties in the effective management of the school.

E5;

Understudy programs enhance leadership capacities for being a successful principal which involves management, communication, consultation, knowing when to lead, decision making, critical reflection and interpersonal connectedness with members of the school community

E6;

Understudy programs increase school leaders' morale and retention, improve productivity, promote better decision making, build better teams, and train future leaders in schools who have a management style that is conducive to a positive working atmosphere.

E7;

Understudy programs help in developing strategic capacity for school leadership. Professionally developed school principals will be ideally suited to equip their teachers in times of change.

E8;

Understudy programs enable the principals to promote positive linkages between the institution and neighboring communities at large provide.

#### **IV. DISCUSSIONS**

The results on the role of the principals on understudy programs on principals' management show that when the principals conduct understudy programs management of the school becomes effective and efficient. These findings were supported by both the KEMI directors and subcounty education officers who were interviewed. The findings concur with Singh and Yadav (2014) who revealed that training indeed improves the trainee's self-confidence and communication ability, plus the ability to identify management goals as they perform more motivated than their counterparts who did not receive the training.

On deputy principals' experience in understudy programs on principals' management the results showed that deputy principals underwent understudy programs but they did not fully undergo it in certain areas. These findings concur with Nzimande & Mathieson, (2014) who assert that school managers are trained through various methods such as internship, creating learner-ship, unit based programmes, apprenticeship and understudy.

The null hypothesis which states that there is no significant relationship between understudy programs and principals' management of which was accepted if the  $p$ -value  $< 0.05$  the null hypothesis was rejected hence there is a strong significant relationship between understudy programs and principals' management. These findings concurred with Ravu and Parker (2015) stressed that the goal of understudy programs is to replace expatriates with citizens who are qualified and skilled to take over after a stipulated period.

#### **V. CONCLUSION**

The role of the principal is critically affects the running of the school in terms of efficiency effectiveness and achieving the set goals and this can be achieved through doing more understudy programs.

The deputy principals' experience in understudy programs influences the running of the school on how best he is able to effectively implement the knowledge he acquired through understudy programs

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