

# Influence of Understudy Programs on Principals' Management of Public Secondary Schools in Machakos County, Kenya

Domitila Kamene Mutunga  
Department of Educational Management Policy and Curriculum Studies,  
University of Nairobi  
Email:domitilakamene7@gmail.com

Jeremiah m.kalai  
Department of Educational Management Policy and Curriculum Studies,  
University of Nairobi

Dr. Susan Chepkonga  
Department of Educational Management Policy and Curriculum Studies,  
University of Nairobi

## Abstract

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 extent to which Understudy programs influences principals' management in public secondary schools in Machakos County, Kenya. -The study was is harbored on the Administrative Management postulated by Henri Fayol (1841-1925) and Breeze (2002). 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. The findings indicated understudy programs influenced principals' management. The result of Chi square ( $X^2$ ) testing for the hypothesis on relationship between understudy program 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. The study concluded that there is a significant relationship between understudy programs and principals management of public secondary schools.

**Keywords:** Influence, Understudy Programmes, Principals' Management, Public Secondary Schools

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## 1. 0 INTRODUCTION

Education is considered as a basic tool for social, cultural, political and economic development(Lodders & Meijers ,2017).In the 45<sup>th</sup>Session of international conference on education held in Geneva (1996),education was defined as a person's individual and social development that a person can gain in the teaching and learning process in school. Such gain should lead to a person's intellectual emotion, spiritual and physical abilities to mature ,thus enabling him or her to fully participate in community affair (Leithwood ,Harris & Hopkin 2018). Principals in secondary schools are termed as chief managing officers responsible for managing all physical human and financial resources in the school (Nyongesa, 2013).Principals therefore play the most crucial role in mobilizing and translating all available resources to school effective management.

In USA, according to Lively (2017), understudy approach involves training a person who will later replace the trainer. One of the key demerits of the approach is that the outgoing principal must take extra time to train the incoming one. This can take away time for the trainer's daily tasks and responsibilities especially those of running the school to (Bush, 2010 &Sim, 2016). This may slow down productivity in schools. In some cases, it may be expensive where the education ministry is forced to pay two higher salaries while the deputy principal is being trained (Bush, 2010). 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 knowledge transfer. 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.

According to United Kingdom (2014) school management entails an installed system by which the resources of an institution organization are directed and organized to support the organization. Several research (Bush, 2010, Sim, 2016, Good and Brophy, 2012) realized that there was a direct link between effective leadership and better school performance.

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.

An understudy program is a skills development program for Namibians identified and appointed by the Roads Authority (RA) for non-Namibians to ensure that the process of skills transfer takes place in a formal and organized manner. In this context, the term understudy is defined as a program that stems from the law and deals with the aspect of a person who learns another's role in order to be able to act in that particular position at short notice in their absence (Sam-Okere & Agbeniga, 2014). In other words, it is about knowledge or skills transfer from non-Namibians (expatriates) to local persons appointed as understudies with the ultimate goal of filling capacity gaps occupied by foreign nationals if and when necessary. In addition, Musasizi, Aarakit, and Mwesigwa (2016) argue that for meaningful training and skills transfer to take place it is required of each relevant employer to develop a well-structured training program for every individual understudy. Musasizi et al. (2016) further emphasized that expatriates must transfer suitable up to date knowledge and skills to those appointed to understudy them.

An assessment done in Zimbabwe by Tull and Hawking (2006) examined how emanation acknowledges a basic part in expecting conduct among understudies in optional school shows that the information. On how understudies see initiative procedures and their ability to change them, it may be determined whether they improve understudy execution. Tuliand Hawkings correspondingly express those outlooks cause understudies to respond to articles, conditions, or thoughts in a way that is considered either sure or badly designed. This can comparably be an environment masterminded by a person towards another individual, article, subject, or even natural factors. This assessment was done in Zimbabwe, an uncommon country from Kenya; like this, there is a need to study the adequacy of vital authority rehearses in driving scholastic execution inside Kericho domain, Kenya.

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.

The success of understudy method depends on the nature and aggressiveness of the trainee (Musera, Achoka & Mugasia, 2012). Zarinpoush, von Sychowski, Nand Sperling (2007) found that interactive delivery methods allow collaboration among groups who interact frequently to share knowledge. The above view supports exactly how the understudy program is packaged and presented, which impacts how the knowledge gained through the program will be utilized or applied on the job. This element is considered the most crucial as it contributes to the effective allocation of resources by management to ensure that good training approaches lead to better employee performance. Kunche, Puli, Guniganti, and Puli (2011) point out the qualities of cultural intelligence and networking that expatriates need to possess for knowledge transfer to be effective. Cultural intelligence and networking are equally important social skills for cross-cultural interaction for training implementation. Masilo (2015) proposes two models to assess training program effectiveness. The first is the expectations-achievements model involving a comparison of expectations for before and after training accomplishments for both the supervisor, the trainee herself/himself, and co-workers. The second is the experimental-control group model in which individuals who have attended training are matched in relation to those who have not in terms of their performance. The information gathered through these models can be compared to make conclusions on whether training has been effective or not.

### **1.1 Statement of the Problem**

In Kenya, the secondary education cycle is recognized as the springboard to tertiary and higher education. Therefore it is a significant juncture in the education development (Achoka, 2009). Any attempt to enhance the success of this cycle therefore would be welcomed by policy makers as well as those in charge of principals' preparation programme (Odhiambo, 2010 & Musembi, 2016). Musembi (2016) further posit that, despite the introduction of professional for principal at KEMI, cases of mismanagement of school remain prevalent across the country. The course are offered mainly during the school holiday for two weeks three times a year, a duration that Mariti and Mose (2016) argue that it's too short to satisfy the requirements for complex function of school leadership. Principal like any other teachers in Kenya are trained for classroom management and only covers one unit in administration in their training. This is hardly enough to prepare them for the managerial skill and end up

facing challenges in performance of their duties as result of their training. Kaunda (2012) argued that, most principals who attended workshop programmes felt that, the workshop focus more on general issues related to management. Another short coming of the workshop programmes is that it is most useful in providing principals' with confidence and thus it is of little help in academic or managerial matters as pinpointed by(Bank,2013). 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 of 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 (Machakos County Education Office,2016). It is against this background that the current study seeks to establish the influence of understudy programs on principals management in public secondary schools in Machakos County, Kenya.

## 1.2 Research Objectives

1. To determine the extent to which Understudy programs influences principals' management in public secondary schools in Machakos County, Kenya.

## 1.3 Research Hypothesis

H<sub>0</sub>1: There is no significant relationship between Understudy programs and principals' management in public secondary schools in Machakos County.

## 1.4 Literature Review

### 1.4.1 Influence of Understudy Training on Management of Secondary Schools

A recent study by Singh and Yadav (2014) revealed that understudy 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. Kunche et al.(2011) suggest that using different methods of transferring skills on understudy programmes can yield better results and lead to improved performance. These methods consist of on-the-job training, mentoring, job rotation, and counterpart training/secondment. Most organizations adopt on-the-job training as a method of skills transfer because its advantages outweigh its disadvantages. On-the-job-training is a method of learning skills while at work whereby the worker acquires the knowledge and skills (K&S) needed to perform their job through an orderly training program. Kunche et al.(2011) point out that workers attain about 80 percent of their job-related K&S on the job itself. Another popular and effective method of skills transfer is mentoring. Kunche et al.(2011) define mentoring as programs in which companies select mentors also called advisers, counselors, and role models for trainees or let trainees choose their own.Mentors are experienced employees or managers to whom trainees can turn when they have questions or need assistance. Mentors alsooffer guidance on how to carry out particular responsibilities, such as how to get ahead in the organization, and understanding how the organization's culture and politics work. study by Peng, Dey,and Lahiri (2014) found that an organization can take steps to develop employees' absorptive capacity through job rotation resulting in improved absorption capacity

This appraisal spins around evaluating the effect of vital administration rehearses on scholastic execution in open optional schools in Kericho County. Gakenia et al. (2017) inspected initiative difficulties against scholastic execution and showed different issues that need vital administration rehearses. As Karimi and Minja (2010) illustrated, key initiative practices are key since they guarantee the improvement of vital plans that impact an association's compelling key practices. Key administration rehearses permit pioneers in a relationship to manage their partners to offer feasibly according to the association's objectives and targets (Obiwuru et al., 2011).In addition, vital authority rehearses have been announced to bring about genuine execution and have been affirmed to be likewise fitting optional schools as they besides need execution (Awani et al., 2012).As Almsafir (2014) enunciated that sensible and convincing key administration will pass on execution in right hand schools. The four certain essential authority rehearses recommended in this assessment are: picking the essential course, making HR, moral administration practices, and asset assignment. Over the most recent long term, the cases ascending from terrible showing have been accounted for in Kericho County (Ariko, 2015).Coaching and mentoring, which are frequently included in principal understudy programs, offer non-evaluative and confidential support, and can help school leaders better understand their work and help them succeed in their roles (Lochmiller, 2014). Indeed, coaching and mentoring are considered to be key features of effective principal professional development (Turnbull et al., 2013). The two terms are often used interchangeably, but coaching generally occurs over a specific period of time, targeting a specific set of skills (Grissom & Harrington, 2010); mentoring, on the other han, typically describes guidance and support specifically for new principals (Rowland, 2017). Coaching and mentoring

are consistent with all aspects of supporting adult learning (Knowles et al., 2005), and are essential to facilitate transfer of new learning to the school setting and ultimately to sustain changes to practice (Desimone & Pak, 2017; Kraft et al., 2018; Southern Regional Education Board, 2007; Zepeda, 2013).

A mentor for a novice principal is often an “experienced principal from same school or another school, a central office administrator with experience as a principal, or a retired principal” (Gordon, 2020, p. 75). Effective mentors for new principals share their expertise and help new educators reflect on their practice (Mendels, 2016), as well as “help candidates link their experiences to the theories and problem-based activities they learn in their coursework” (Sutcher et al., 2017, p. 10). Mentoring programs provide opportunities for sharing information and practices between novice principals and those with more experience, thus enhancing leadership capacity in a school through job-embedded professional development (Browne-Ferrigno & Muth, 2004). Mentors themselves often experience significant benefits in mentoring novice principals, such as increased career development opportunities, job and personal satisfaction, capacity for self-reflection, and networking opportunities (Dukess, 2001; Ehrich et al., 2004; Hansford & Ehrich, 2006).

Goldring et al. (2009) found that shifting the focus of the principal supervisor’s role from compliance to instructional leadership and principal support (through one-on-one coaching and peer observations) resulted in more positive and productive principal-supervisor relationships. School districts, in fact, are exploring such a shift from compliance to ongoing job-embedded professional support (Drucker et al., 2019; Rainey & Honig, 2015). However, several studies suggest that trusting relationships and the sharing of confidential information between principals and coaches are made easier when coaches are from outside the principal’s district (Bloom et al., 2005; Wise & Jacobo, 2010). These findings suggest the need for caution in having principal supervisors provide direct coaching to the principals they supervise (Klar & Huggins, 2020).

The Wallace Foundation (2007, 2008) identified five components of effective coaching/mentoring programs: (1) formal selection criteria for mentors, (2) formal training of mentors, (3) purposeful and strategic assignment of mentees, (4) mentor compensation through financial means or professional growth opportunities, and (5) program design that develops the growth of both mentor and mentee. Simon et al. (2019) added that mentoring should not focus solely on the principal’s technical needs, but should also attend to his or her health and well-being, and that the mento

While state education leaders increasingly prioritize coaching and mentoring as key components of principal professional development, a review of ESSA shows that these initiatives are devoted primarily to novice principals and those in need of substantial improvement (Riley & Meredith, 2017). Daresh (2007) found that principals were able to shift from a focus on managerial competence to instructional leadership only after at least 2 to 3 years of mentoring support. Evidence suggests that even experienced principals need continuous, job-embedded professional development support such as coaching as they face various challenges throughout their career (Darling-Hammond et al., 2007; Sutcher et al., 2017).

#### **1.4.2 Theoretical Framework**

This study is harbored on the Administrative Management 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) on introduction to Educational administration, Henri Fayol defined administration management in terms of five managerial functions of; planning, organizing, commanding, coordinating and controlling. He believed that leaders had five main function; forecast, plan, coordinate command and control. Fayol suggested that managers should not be rigid but that it should be left up to managers to determine how they use them to manage effectively and efficiently. Stoner and freedom (2018) recap the fourteen ‘management principles’ that were used by Henri Fayol as including; initiative, equity, scalar chain, remuneration of personnel, unity of direction, discipline, division of work, authority and responsibility. By employing Fayol’s management principles, school managers 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 bestsuited them. In addition, administrative management 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 strength 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 organization and subjects and hence ensures maximum supervision of all activities in the organization. Cases of go slows and resource embezzlement are rare under this theory. The theory best fits in these study variables because it deals with management of institution and managing subjects and how to gain from their labour. It also outlines principles that are necessary in ensuring principals are disciplined and receive the best training while at work. The Administrative Management 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.

## 2.0 Materials and Methods

This study used Descriptive survey research design because it allows one to describe characteristics of an individual or group as they really are (Kothari, 2019). 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 Directors Educational officers. Stratified sampling was used to select eight sub-county forms strata of the study. Population of 30% of 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 and KEMI directors) and questionnaires (principals and deputy principals) were used as instruments for data collection. 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. The reliability of the instruments was determined using test-retest technique. Pearson product moment correlation was used to compute the reliability coefficient (Best and Khan, 2011). Descriptive statistics were used in the analyses of the collected data.

## 3.0 Results and Discussions

Table 1 shows Principals' and deputy 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' and deputy 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	Principals		Deputy Principals	
	f	%	f	%
Yes	35	87.5	24	60.0
No	5	12.5	16	40.0
Total	40	100.0	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. This implies that the principals were able to participate in understudy programs from their previous principals. Table 50 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. This implies that the deputy principals are able to participate on understudy programs from their principals. Table 2 shows principals' and deputy principals' response to what extent they were enabled to train in all the duties and responsibilities their principals were performing

**Table 2: Principals' and Deputy Principals' response to what extent they were enabled to train in all the duties and responsibilities their principals were performing**

Extent	Principals		Deputy Principals	
	F	%	f	%
1-25%	3	7.5	0	0.0
26-50%	0	0.0	23	57.5
51-75%	8	20.0	8	20.0
76-100%	29	72.5	9	22.5
Total	40	100.0	40	100.0

Table 2 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%. Table 51 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%. This implies that many deputy principals are not enabled to train in all the duties and responsibilities their principals. Table 3 shows Deputy Principals' response on whether they are given full mandate on the duties and responsibilities that they perform by their principals.



**Table 3: 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 deputy 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 organizations	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 4 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 5 shows principals response on whether they create opportunities for their deputy principals to train in the duties and responsibilities that they perform

**Table 5: Principals' and deputy principals' response on whether they create opportunities for their deputy principals to train in the duties and responsibilities that they perform**

Principals Create opportunities	Principals		Deputy Principals	
	F	%	F	%
Yes	37	92.5	24	60.0
No	3	7.5	16	40.0
Total	40	100.0	40	100.0

Table 5 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. Table 54 shows majority 60.0% of the deputy principals said the principals create opportunities for their deputy principals to train in the duties and responsibilities they perform while 40.0% said No. This implies that principals do create opportunities for their deputy principals for understudy training on their duties and responsibilities. Table 6 shows principals and deputy principals response on how they create the understudy training for their deputy principals

**Table 6: Principals and deputy principals response on how they create the understudy training for their deputy principals**

Understudy training created	Principals		Deputy Principals	
	f	%	f	%
Through delegation	9	22.5	20	50.0
Assigning the deputy specific duties to perform	21	52.5	8	20.0
Carrying out some duties and responsibilities together	7	17.5	12	30.0
Allowing the deputy to act in full capacity in your absence	3	7.5	0	0.0
Total	40	100.0	40	100.0

Table 6 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.

Table 6 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. This

implies that delegation of duties is what the principals use to create understudy training. Table 7 shows Principals' response on whether their deputy principals can make a good principal with the understudy training they have imparted to them

**Table 7: Principals' response on whether their deputy principals can make a good principal with the understudy training they have imparted to them**

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

Table 7 shows majority 87.5% of the principal said their deputy principals can make a good principal with the understudy training they have imparted to them while 12.5% said No with a (Mean=1.13, Std=0.335). This implies that the principals have confidence in their deputy principals in being good principals with the understudy training they received. Table 8 shows deputy principals' response on whether they can make a good principal with the understudy training that has been imparted to them

**Table 8: Deputy principals' response on whether they can make a good principal with the understudy training that has been imparted to them**

	Frequency	Percent	Mean	Std
Yes	28	70.0	1.30	0.464
No	12	30.0		
Total	40	100.0		

Table 8 shows majority 70.0% of the deputy principals said they can make a good principal with the understudy training that has been imparted to them while 30.0% said No with a (Mean=1.30, Std=0.464). This implies that the deputy principals believe that the understudy training they have received from their principals will make them become good principals. Table 9 shows principals response to what extent they are able to carry out their current duties and responsibilities as a manager of a secondary school as a result of the Understudy training they received when they served as a Deputy Principal

**Table 9: Principals' and deputy principals' response to what extent they are able to carry out their current duties and responsibilities as a manager of a secondary school as a result of the Understudy training they received when they served as a Deputy Principal**

Response	Principals		Deputy Principals	
	F	%	F	%
0%	4	10.0	4	10.0
1-25%	4	10.0	8	20.0
26-50%	8	20.0	15	37.5
51-75%	20	50.0	8	20.0
76-100%	4	10.0	5	12.5
Total	40	100.0	40	100.0

Table 9 shows majority 50.0% of principals said they are able to carry out their current duties and responsibilities as a manager of a secondary school as a result of the Understudy training they received when they served as a Deputy Principal at 51-75% while 2.0% said at 26-50%. Table 9 shows majority 50.0% of deputy principals said they are able to carry out their current duties and responsibilities as a manager of a secondary school as a result of the Understudy training they received as a deputy principal at 51-75% while 2.0% said at 26-50%. This implies that understudy training is very important in terms of undertaking duties and responsibilities as a manager of a secondary school.

*H<sub>01</sub>: There is no significant relationship between Understudy programs and principals' management of public secondary schools in Machakos County, Kenya*

To test the fourth hypothesis Chi Square test was done to determine the relationship between understudy programs (M=4.38, SD=0.63) which was measured under the indicators of Role of the Principal and Deputy Principals' experience on principals' management (M=1.65, SD=0.48) which was measured through the following indicators: Curriculum and instruction, student personnel management, staff personnel management, management of physical and learning resources, management of school-community relations and management of school finances respectively.

Table 10 shows the Chi Square test between understudy programs and principals' management



**Table 10: Chi Square test between understudy programs and principals' management**

	Value	Df	Asymp. Sig. (2-sided)
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 10 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 (D) interviewed were 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 (E) interviewed were 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. The programmes gives a wide exposure and opportunity to develop capacity to deal with difficult problem and complex situation

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. This contributes into social cohesion, neighborhood resilience ,and trust in local organization

From the responses of both the KEMI Directors and Sub County education officers Understudy programs are very important in the principal management of the school because both the principal and deputy principal acquire relevant skills through understudy programs that are relevant in running the school

## 4.0 CONCLUSION/RECOMMENDATIONS

### 4.1 Conclusion

The study concluded that Understudy programmes influences principals management of public secondary schools in Machakos County, Kenya. This implies that when the principals conduct understudy programs to their deputy principals there is effective coordination in running of the school.

### 4.2 Recommendations

1. The Ministry of Education and Teachers Service Commission should ensure that principals conduct understudy programs to ensure the curriculum is effectively implemented. Principals who have completed in service should be promoted to the next job group to motivate them.
2. The principals should allow their deputy principals to understudy them in order to improve their skills in terms of management of the school.
3. Kenya Educational Management Institute should organize training programs for school managers and insist on the importance of collaboration especially on understudy programs and how to effectively implement the curriculum.
4. The Teachers Union i.e. KUPPET, and KNUT should advocate for teachers activities such as workshops and understudy programmes and Induction courses which in turn leads to improved K.C.S.E and completion of the syllabus co

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