

**SELECTED PRACTICES OF DELEGATION USED BY PRINCIPALS ON  
MANAGEMENT OF PUBLIC SECONDARY SCHOOLS IN RACHUONYO SOUTH  
SUB-COUNTY, KENYA**

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## DECLARATION

### DECLARATION BY STUDENT

This thesis is my original work and has not been presented to any other university for any degree.

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## ABSTRACT

The study assessed selected practices of delegation used by Principals on management of public secondary schools in Rachuonyo south Sub-County, Kenya. It was investigated under the following objectives; to determine the influence of communication in delegation on management of secondary schools; to find out the contribution of motivation of the delegate on management of secondary schools; to establish the influence of expertise consideration in delegation on management of secondary schools and to establish the influence of job description in delegation on management of secondary schools. The study employed descriptive survey design. The targeted population consisted of 934 Teachers from Rachuonyo south sub-county. This was constituted of 75 Principals, 75 Deputy Principals, 350 Heads of department and 434 teachers. Saturated sampling technique was used to sample 75 Principals and 75 Deputy Principals which constituted 100% of the population while simple random sampling technique was used to sample Heads of departments and Teachers. 105 Heads of Departments was sampled at 30% from 350 while 130 Teachers was sampled at 30% from 434. Data was collected using questionnaires and interviews. Ethical consideration was put in place to ensure respondents remained anonymous throughout the study. Five schools from the neighboring Rachuonyo North Sub-County were used in pilot study to ensure reliability of the instruments and a reliability index of 0.73% was obtained. Face and content validity of the instruments was determined by experts who were my supervisors and the impressions on the instruments improved based on their advice before using them for data collection. Quantitative primary data was analyzed using descriptive statistics that is, frequencies and percentages. Qualitative primary data was transcribed and organised into themes and categories as they emerged. The study established that proper communication channels during delegation of duty by the Principals results to high academic performance of the students which had a percentage of 36.7%, 34.1% and 45.3%. Motivation of the staff was found to be done once in a while by the Principals which had a percentage of 46.0%, 32.5% and 45.3%. Expertise consideration in delegation of duty was found to result into improved quality work output which had a percentage of 16.0%, 15.0% and 14.0%. Job description in delegation of duty was found to ensure the level of authority given to the delegate is known which had a percentage of 22.1%, 19.8% and 23.4%. The study recommends that there should be free flow of communication between the Principal and staff during delegation of duty. The government should address teacher motivation by making provision for more funding to schools to enable teacher motivation possible. Functions should be delegated based on staff competence and capability. Principals should allocate resources and also give staff authority to carry out delegated functions. From the findings of the study, it is suggested that more comprehensive studies be undertaken to investigate other practices of delegation of duty other than communication, motivation, expertise consideration and job description.

## **DEDICATION**

This piece of work is dedicated with affection and love to my wife Jackline A. Ochieng and our children for their patience understanding and support during this period of my study. The same goes to my siblings, Mum and Dad. May the Almighty God bless them abundantly. Above all it is dedicated to God for having blessed me with good health. I remain eternally grateful.

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## LIST OF ABBREVIATIONS AND ACRONYMS

<b>ANOVA:</b>	Analysis of variance
<b>BOM:</b>	Board of Managers
<b>DEO:</b>	District Education Officer
<b>D/P:</b>	Deputy Principal
<b>FSE:</b>	Free Secondary Education
<b>GDP:</b>	Gross Domestic Product
<b>HOD:</b>	Head of Department
<b>KCSE:</b>	Kenya Certificate of Secondary Education
<b>KESSHA:</b>	Kenya Secondary School Heads Association
<b>KNEC:</b>	Kenya National Examination Council
<b>MOE:</b>	Ministry of Education
<b>NACOSTI:</b>	National Commission for Science, Technology and Innovation
<b>PTA:</b>	Parent Teachers Association
<b>SPSS:</b>	Statistical package for social sciences
<b>TSC:</b>	Teachers Service Commission
<b>UNESCO:</b>	United Nation Educational Scientific and Cultural Organization

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Overview**

This chapter covered the following areas; background of the study, statement of the problem, purpose of the study, research objectives, research questions, justification of the study, significance of the study, scope and limitations of the study, conceptual framework of the study and definition of terms.

### **1.2 Background of the study**

Secondary schools are formal public organizations charged with the responsibility of preparing the younger ones after their primary school career for useful living within any society. They are also equipped for higher education. Attainment of these goals require commitment from highly qualified and motivated teachers. For some years now there has been a spate of criticisms on management of secondary schools, considering students' performance, teacher career development and the overall school mean spanning from management systems. Secondary school Principals' are charged with the responsibility of ensuring effective curriculum implementation thus leading to high academic performance on the part of students and also ensuring growth and development of the teaching staff by ensuring effective management of human resource. Attainment of these major responsibilities require the principal to tap skills and expertise of the staff at his/her disposal adequately through selected practices of delegation of duty. This therefore led to the study selected practices of delegation used by principals on management of public trsecondary schools. Delegation is the process of giving power or work to somebody else for which you are still responsible. Delegation practice such as communication, ensure that the

delegate is well informed about the delegated duty. Information is power and it will determine how well the delegate complete the task allocated. Sharing of idea at work encourages teamwork and creates a robust working environment. According to Chapman (2005) few people understand delegation and in practice, it is the easiest of all the skills to get wrong. Delegation practices in a way, gives enough room and space to the subordinates to flourish their abilities and skills. Expertise consideration during delegation for instance ensure the subordinates are allocated duties they are comfortable in doing. This will enable the subordinate to develop their skills and abilities hence growth in career development. Learning how to delegate is one of the most important skills for managers and leaders to possess. Strong delegation techniques help the school Principal to take on new opportunities. However, lack of delegation practices often leaves people frustrated, unmotivated and under-trained, while the manager remains overworked. This therefore prompted the researcher to undertake the study on delegation practices used by Principals' on management of public secondary schools.

Task description ensure subordinates make decisions on their own and this enhances job satisfaction, boost staff morale, creates high loyalty and raise performance levels. Furthermore, it encourages the transfer of authority to make decisions and complete specific tasks (De Wilzem, Van Dyk & Coetzer, 2002). Research done by Blair (2002), showed that delegation practices is a skill which enables Principals' to achieve without burning themselves out. Through granting powers and getting the work done, the Principal attain communication skills, supervision and guidance, effective motivation and the leadership traits are flourished. Delegation is a two sided pattern of authority, it needs adjustments and sacrifices from both delegator and the delegate to accomplish organization's goals and objectives. When a manager grants authority to subordinates to accomplish a task, the process is delegation of authority in an organization (Chapman 2005).

Authority alone does not guaranty that work will be done effectively. The manager needs to state clearly the objectives to be met, motivate the staff whenever work issued is done satisfactorily and also allocate duty according to the expertise of the delegate. Managers tend to allocate a considerable amount of their workload to their subordinates, this establishes an authority pattern between subordinates and superiors. Delegating authority is necessary as stated by Maicibi (2005) for efficiency in the school set up and for the good of achieving high standards as a manager. According to him, delegation is the process of a supervisor/ officer dividing up his total work load and giving part of it to subordinates. In his study he identified that effective delegation is efficient, motivates and promotes career growth towards work performance among the staff. Though these findings were good, they did not explore how delegation practices can make even better the overall performance of a manager.

Good delegation skills have several payoffs for the modern Principal as a manager especially when delegation practices are in play. First routine tasks give Principal time to do what many experts consider the primary managerial functions like planning, coordinating and developing of employees. Some management specialist goes so as contend that four out of five tasks that crosses a manager's desk should be delegated. Delegation, when used effectively, saves time, develops teams, grooms' successors and could be used as a dynamic tool for motivating and training teams to realize their full potential moreover the Principal becomes a better manager in terms of academic performance. Motivation as a delegation practice is of essence when applied by managers to boost morale of the delegate. Delegation without motivation results in demoralization, frustration, confusion of staff and failure to achieve goals as stated by (Chapman 2005). Motivation of the delegate after meeting the set target of the delegated duty triggers the mind of the delegate to work with minimal supervision. This relieves the principal and Paauw (2002) is of the view that the

principal's physical and emotional energy is freed up to allow him/her engage in other things that matter more to the institution. The Principal for instance can engage on issues that will enable the performance of students improve, how to develop the school infrastructure and nurture the staff to grow their career. Students' performance, infrastructure development and Teacher career development should be the primary goal of any Principal.

Managers' efficiency is no longer judged individually but in the context of the group. Several managers have failed in their leadership simply because of poor delegation skills. The prosperity of any manager requires every individual within the workforce to pull together without coarsing. In this context, delegation of function is the act of sharing available functions in the school by the Principal to the members of the staff according to their abilities and capabilities towards achieving the goals and objectives of the school. In school system, there are various categories of functions that needs to be delegated. According to Mgbodile (2003) the Principal delegates major functions to the Deputy Principal with full authority to prepare the school timetable, he is also bestowed with the authority to discipline the staff and students, keep school records and supervision of class attendance, among others. He further stated that Heads of departments has been delegated to develop curriculum, supervisory and advisory functions within the department and also been delegated to be responsible for the maintenance and storage of departmental equipment. Bursar/school finance clerk are also delegated to collect the revenue accruing from the school. They are also responsible for the school imprest account, preparation of school budget, accounting and payment, among others. The form masters are delegated to ensure discipline and the general welfare of the class. They are also delegated to ensure that form stationeries, equipment, hygiene in the class and surroundings are checked. They are also assigned to check class attendance and register. House masters are assigned to maintain good hygiene, discipline, appointment of house



perfect and the general welfare of the house. Each department is delegated duty according to their ability. When these abilities are coupled with other delegation practices then principals are sure of success in management.

Okumu (2006) in his study about delegation and its effects on management of secondary schools found out that effective delegation has positive influence on management of secondary schools. Successful delegation of duty requires the manager to establish the right objectives by communicating to the staff, motivating the staff who has done exemplarily well, specifying the tasks to be accomplished and deciding who is to accomplish them based on their skills. In Uganda scholars like Sasagah (2007) noted that poor delegation of duty can lead to poor results and therefore leading to un-attainment of the set goals and objectives. He also acknowledged in his study the wide spread cases related to ineffective delegation practices which led to poor relationship among employees and reluctance of managers to delegate due to lack of trust and confidence on the staff. Delegation practices such as communication, motivation, expertise consideration and job description are fundamental skills-sets that makes or breaks a manager and his or her career. In order for the Principal to champion management of an institution, delegation practices need to be put in place. Creating a high performing and invigorated loyal staff is the number one contribution of delegation of duty. This requires an effort on the part of the Principal to delegate duties appropriately and the possession of these skills of delegation benefits the staff, the Principal and the entire school fraternity. Secondary school Principals' are thus required to apply delegation practices to make them relevant whenever they assign duties to the staff. Studies done by Okumu (2006) revealed that some Principals feel they don't have time to train someone else to do their work, it's faster to just do it alone. Though these sentiments seem to be true to some managers, doing everything alone overwhelms and results into burnout. Delegation practices

enables new ideas to be brought into the system as subordinates are allowed to make decisions to ensure completion of tasks assigned to them.

Several delegation issues in Kenya justify the need for this study. In many public secondary schools in Kenya today, there exist relationship crisis between the Principals and staff. Most often such conflict manifest as a result of communication gap, favoritism of some staff, discrimination, lack of motivation, mistrust, poor time management, laxity among staff resulting to poor implementation of school programs. Successful implementation of the curriculum in any learning institution depends to a large extent, on delegation practices and sharing of decision styles that would boost teachers' morale, satisfaction, career commitment and intention to complete the syllabus contents on terms schedule. Secondary school Principals are needed to have theoretical knowledge, skill and adequate experiences in school leadership and management and/or should have a profile of possession of various trainings on school leadership and management so as to play active management style in school program. Performance of students in KNEC examination has been worrisome to parents, administrators and the general public. The yardstick for measuring standard of education and administrative responsibility is students' performance in internal examinations and KNEC examinations as well as staff career development. There has been a public outcry against the falling standard of education in Kenya public secondary schools especially Rachuonyo south sub-county. The performance of the schools in examination and the quality of their products are seen by some as a reflection of the level of administrative performance of their Principals. This is in reflection to how they involve staff in supervision and control of delegated functions; instructional activities in the school, planning of school programmes and routine administration in the school. Teachers Service commission (2017) reported the performance of secondary schools in Rachuonyo South Sub-County in national examinations in 2010 -2017 as

averagely a mean score of 5.0 the equivalent of C- which is considered as too low because the graduates of this grade cannot be admitted for most careers for further education and training as shown in table 1.1. The total number of students registered for KCSE as shown in table 1.1 is too large but the percentage number of students scoring C+ and above is too low. A mean grade of C+ and above is considered as the quality grade attained by students. Delegation practices should ensure professional growth of teachers and this in turn should improve on the performance of students as far as quality grades is concerned. This problem if not arrested in good time, then it is likely to lead to the decline of education standards in secondary schools in Rachuonyo south sub-county. It is for this reason that the researcher conducted a research on delegation practices used by Principals on management of public secondary schools. Kombo, Obonyo and Oloko (2014) in their study identified that delegation practices can only be successful when the subordinates have ability, information and knowledgeable about the task and their willingness to perform and be supported by the organizational structure where there is a clear line of management. They supported the idea that for delegation to be successful, practices of delegation like communication, motivation, job description and expertise consideration should be put in place. In order for a school to produce quality grades and have better performance in KCSE and promote teacher career development, the Principal must ensure that all teachers pull together towards a common goal by applying proper delegation procedures. This therefore prompted this study to investigate delegation practices used by Principals on management of public secondary schools in Rachuonyo south sub-county.

**Table 1.1 KCSE performance in Rachuonyo South Sub-County**

YEAR	QUALITY GRADE						TOTAL	OUT OF	%
	A	A-	B+	B	B-	C+			
2017	1	24	95	217	228	334	899	2745	18
2016	29	51	123	268	304	406	1181	2493	24
2015	21	43	97	234	287	341	1023	2469	21
2014	18	36	88	201	222	309	874	2232	18
2013	13	67	96	211	247	310	944	2203	19
2012	11	70	140	200	241	302	964	2256	34
2011	3	34	90	121	176	243	667	1640	24

**Source: Teacher Service Commission Rachuonyo North/South Sub-counties (2017)**

### **1.3 Statement of the problem**

Management has been and still continues to be a major challenge to many secondary school administrators. For good performance in terms of quality grades of students and Teacher career development to be realized in any learning institution, the school administrator should be in the forefront to champion management through delegation practices to allow the staff bring in new ideas which can foster good results and improve on career development of teachers. However, for many schools, delegation is a big problem as teachers' career development is questionable, student performance in terms of quality grades is low and the overall performance of schools in terms of mean score is wanting as shown in table 1.1. Teachers service commission (TSC) has in the recent past lamented about poor students' performance in national exams, work conflicts between Principals and teachers, low morale, poor syllabus coverage and students' strikes. This is likely to lead to the decline of education standards in public secondary schools in this region as this trend has continued over the years as shown in table 1.1. This possibly could be attributed to delegation practice by Principals in secondary schools. Against this background, the study aimed at finding

out among other factors if delegation practices; communication in delegation, motivation of the delegate, expertise consideration and job description during delegation would change this persistent trend.

#### **1.4 Purpose of the study**

The purpose of this study was to assess delegation practices used by Principals on management of public secondary schools in Rachuonyo south sub-county, Kenya.

#### **1.5 Objectives of the study**

The study was guided by the following objectives:

- i. To establish the influence of communication in delegation on management of public secondary schools in Rachuonyo south sub-county.
- ii. To find out the contribution of motivation of the delegate on management of public secondary schools in Rachuonyo south sub-county.
- iii. To establish the influence of expertise consideration in delegation on management of public secondary schools in Rachuonyo south sub-county.
- iv. To establish the influence of job description in delegation on management of public secondary schools in Rachuonyo south sub-county.

#### **1.6 Research questions**

The following research questions guided the study:

- i. What is the influence of communication as a delegation practice on management of public secondary schools in Rachuonyo South Sub-county?

- ii. How does motivation of the delegate influence on management of public secondary schools?
- iii. What role does expertise consideration in delegation play on management of public secondary schools?
- iv. What is the role of job description as a delegation practice on management of public secondary schools?

### **1.7 Justification of the study**

Delegation practices has been and continues to be a subject of concern to Principals, since it is through this that an individual worker develops and ultimately contribute to the general growth and development of an institution. Many research on delegation of duty has been done in Kenya and beyond. These researches has tried to assess the importance of delegation of duty on leadership and management. Okumu (2006) for instance studied about delegation and its effects on management of secondary schools in Kenya while Kyarimpa (2010) researched on delegation of duty and job satisfaction in Uganda. Despite these many researches none of them has been conducted in Rachuonyo south sub-county in order to mitigate the decline in education standards and the strained relation between principals and teachers. It is due to this that the researcher carried research on delegation practices; communication in delegation, motivation of the delegate, expertise consideration and job description and their influence on management of secondary schools.

### **1.8 Scope of the study**

The study focused on delegation practices used by principals on management of public secondary schools. This was examined within the schools in Rachuonyo south sub-county.

### **1.9 Significance of the study**

The findings of this study was expected to be useful to various stakeholders in the education sector namely the Government, school administrators, teachers, students and curriculum developers and planners. It is hoped that the study findings provide useful information to the MOE, curriculum developers and planners and also provide guidelines to school administrators and stakeholders on the benefits of delegation practices. It is expected to help secondary school Principals in engagement of the staff as this would ensure smooth running and management of the schools to achieve goals and objectives of learning institutions. It is expected to reduce stress and burnout on the principals as too much work will be taken off from them. The study would enable schools and policy makers to incorporate other stakeholders' views in the running and management of schools as well as help the Principals to nurture other teachers into becoming future administrators. This study contributes to the body of knowledge on delegation of duty in secondary schools and also on management of government learning institutions where performance is given priority.

### **1.10 Assumptions of the study**

The study was carried out on the assumptions that all Principals delegated duty as a modern management practice. It was also assumed that secondary school Principals applied delegation practices in the running and management of the school daily routine. The study further assumed that secondary school Principals are well trained on modern management practices. Lastly there was optimism that the instruments used, gave adequate and reliable results for this research as well as the respondents answered the questions correctly and truthfully.

### **1.11 Limitation of the Study**

The following are the limitations that the researcher encountered during the research:

Lack of cooperation of the respondents: success of any research is dependent on the cooperation of the respondents to freely respond to the questions asked. The researcher endeavored to solicit the respondents' willingness to freely participate in the research without coercing.

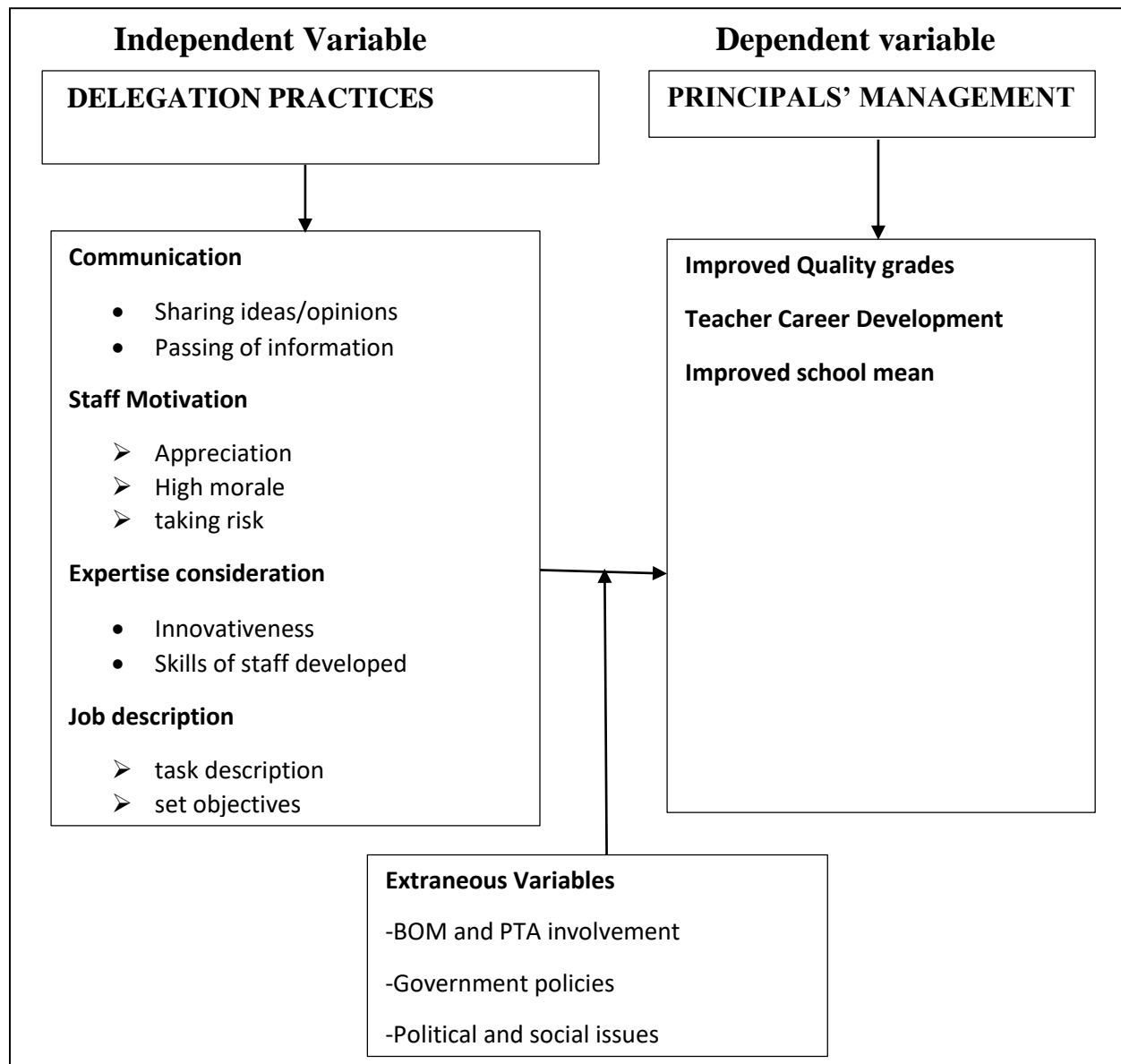
Poor terrain and long distances: Accessibility of schools where the targeted population were, was a big challenge. This was due to the long distances and inaccessibility of some schools due to poor roads within Rachuonyo South sub-county as most of the schools were far from the main road. The researcher exploited all means possible to reach the schools.

### **1.12 Conceptual Framework**

The study conceptualized the main study variables presented in figure 1.1. This showed how the independent variable related with the dependent variable. The concepts of this study included the independent variable delegation practices; communication in delegation, motivation of the delegate, expertise consideration and job description in delegation. This was studied in relation to the dependent variable, principals' management of secondary schools. According to studies done by Blair (2002), the concept of delegation refers to the process of dividing up total work and giving part of it to subordinate(s). It is the assignment by one individual say, the Principal to another (teacher) of the right to act to make decisions to requisition resources and to perform other tasks in order to fulfill job responsibilities. In this study, delegation practices are used to mean allocation of activities, assignment of responsibilities and power position to teachers with consideration of key delegation practices; ensuring proper communication, motivation of the delegate after success on the delegated duties, allocation of duty by consideration of expertise of the delegate and ensuring there is job description. Allocation of activities is the process of dispersing decision making closer to the point of service or action Chapman (2005). Regarding assignment of responsibilities, this is the giving of certain individuals with the necessary skills in the



organization, certain occupations or jobs which the administrator may not have time to do while power position of teachers is when a manager grants authority to subordinates to accomplish a task.



**Figure 1.1: Conceptual framework representation**  
**Source: Author**

Figure 1.1 shows there exist a relationship between delegation practices and Principals' management. When Principals practice delegation by ensuring effective communication channels;

conveying or exchange of information, ideas and opinions, then the principal has got high chances of success in his or her management. There is free sharing of ideas and information and this in turn allows for the staff to share experiences and acquire new skills. Staff expertise fosters quality and flexibility of work and this encourages innovativeness. It also allows new skills to be brought in within the institution hence creating room for better academic performance. Job description during delegation of duty results into mentorship of the staff and also foster career development of the staff. Job description offers clear set objectives and guidelines to the delegate and this results into improved results. Motivation of the staff rejuvenates and boost the staff morale hence they will have control over situations, will take risks, they will get committed to their work hence accepting responsibility, executing tasks and discharge responsibility (Gardner, Van Dyne & Pierce 2004). However, delegation practices have intervening variables which may affect the Principals' management and in this study they were controlled so as not to affect the results. These are; Board of managers and Parent Teachers Association involvement, government policies and political influence.

### 1.13 Definition of Concepts and terms

**Accountability:** Accountability is the act of being liable for a person's actions and decisions. During delegation of a task, the accountability of the task transfers from the manager to the person receiving the delegation and actually completing the work.

**Authority:** Authority is the right to give commands, orders and get things done. The top level management has greatest authority. Authority always flows from top to bottom.

**Curriculum:** All the subjects taught and all the activities at any Public secondary school, and may include the time devoted to each subject and activity.

**Delegate:** The person to whom responsibility has been assigned. He/she is answerable to the delegator.

**Delegation:** Delegation is the assignment of authority to another person to carry out specific activities. It is a shift of decision making authority from one organization level to another, lower one.

**Delegator:** A person assigning responsibility to another. He/she has the overall authority/responsibility over the delegated work.

**Effective Delegation:** It is understanding the competence and commitment of the person you want to delegate to, as to how experienced one is on doing work. Have they ever done anything like this before?

**Effective:** Effective refers to doing the right thing in order to attain the set objectives.

**Efficiency:** Efficiency refers to doing things right to maximize the utilization of resources.

**Head of department:** A subordinate to the manager, responsible for all matters related to his or her department. He or she is also an academic and professional leader in his or her department and is responsible for its efficient functioning.

**Responsibility:** Responsibility refers to ownership for ones actions.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

The purpose of this chapter was to review literature related to delegation practices used by Principals' on management of public secondary schools. The literature was reviewed from books, journals, dissertation, thesis, internet, government papers and other relevant session papers. It was done on the following sub-topics; communication in delegation, motivation of the delegate, expertise consideration and job description during delegation.

#### **2.2 Communication in Delegation on Principals' management**

Communication is defined as the imparting, conveying or exchange of information, ideas or opinions through a particular medium. Communication in any organization is fundamental to its effectiveness. Research done by Hannagan (2002) established that communication is a way of passing on information about the effectiveness of particular work behaviors and it is thought to perform several functions. Communication needs to be effective to enable the delegate get the right information about the delegated duty. Communication is a directive, clarifying specific aspects that ought to be performed; it is motivational, as it stimulates greater effort and it is error correcting, as it provides information about the extent of error being made. Communication in delegation is concerned with manipulating information and the world is constantly presenting us with information we need. Information is the raw material of the communication which is the actual data. It may be an opinion, an idea, a fact or may be a combination of fact and opinion. However, the importance of communication in delegation in institutions of learning has in most cases been undermined which has contributed to lack of proper management of some

administrators. Eriksen (2001) stated that in any organization where things are not working well, one of the most common complaints you will probably hear is that communication around that organization is useless or not there at all. During delegation, the information is first of all acquired then organized to give it meaning in respect of the needs of the receiver and finally structured into the message. In delegation there are many skills on communication that the school Principal should be acquitted with. Communication can both be formal and informal. Formal communication should occur through scheduled meetings where school Principal delegate duties by instructing the staff on what they should do and the outcomes expected of them or it can be written directives. Secondary school Principal is expected to outline clear information by conveying the message in a clear and precise manner with hope of receiving feedback from the delegate. Informal communication will occur as you talk to individuals outside of these formal channels. This also entails free sharing of ideas at work. Principals are advised to create an environment within the schools to allow for free sharing between the staffs on delegated functions. Work done by Blair (2002) illustrated that communication in delegation by itself can lead to higher level of performance if it is properly used. He further asserts that communication in delegation allows the person to track how well he/ she is doing in relation to the goal, so that if necessary, adjustments in effort can be made. He further indicates that communication may be in form of memos, telephone calls, messages, posting notices, writing letters and sending E-mail or fax. Unfortunately, these modes of communication are not properly applied in fields of education more particularly in secondary schools in Rachuonyo South sub-county as concerns delegation. Kowalski, Petersen and Fusarelli (2007) found out that with proper communication in delegation of duty, staff can achieve highly since the concepts of the delegated work are clearly explained and details noted. This can lead to high achievement on the part of the students as proper

communication enhances sharing of ideas between the staff in order to raise the school mean thereby alleviating the attainment of quality grades, better performance in terms of mean grade and teacher career development.

In order to foster productive communication in delegation at school, Principals must allow for flexible exchanges that are beneficial for group interaction (Bredeson 2003). It should be noted however, the appropriate spatial distances and arrangements are limited by a myriad of variables, including the conversational topic, the nature of the relationship, and the physical constraints present in the management. Secondary school Principals' should embrace other peoples' ideas during conversation rather than assume the know it all. In any institution there are varied people with varied ideas and opinions which when given time and space can lead to big improvements in the attainment of goals and objectives of an institution. Principals' should learn to give opportunities and space to the staff to air their views and opinions freely as this would create an environment where people learn new ideas from their colleagues. Research carried out by Eriksen (2001) found out that communicative leadership especially in delegation uses language and communication to motivate different action within an institution. To view leadership as a social process makes communication in delegation essential both for understanding how the work inside organizations contribute to results and how the individual leader use communication as a tool. It is for this reason that the researcher sought to find out how communication in delegation of duty impact on management of secondary school.

Communication is so vivid in our everyday work and lives, we easily forget how much it affects what and how we do things. A traditional way to describe communication is as a process including a sender, a message, channels, a receiver and feedback. The more people and idea intense an organization gets the more important the communication processes are (Hall 2005). Research

about communication in delegation in school settings indicated that communication is a process of creating and exchanging messages, ideas and experiences. The process includes several key elements such as network, interdependence, relationship, environment, uncertainty, messages and even challenges encountered during the course of work. A variety of variables interacting within an institution means that communication in delegation is created in the actual moment of delegation of duty and all these work for the better of an institution (Englund 2007). Communication in delegation within an organization differs in some respect from other communication processes. Organizations for instance have objectives to fulfill and expected results to achieve. How the tasks and meetings are organized and other structural prerequisites that contribute to how communication in delegation is conducted is very important. Organizations are dependent on the actors and their history, values and attitudes. Communication in delegation in organizations viewed as social systems are often expected to contribute to create a professional and responsive community. Elements in a responsive community that needs support in the communication process is a wholeness that welcome diversity, strong core values, mutual trust and care, teamwork and participation, and affirmation (Bredeson 2003). These communication elements are essential in delegation for proper management of the school system. Choosing the best way to communicate during delegation with the team is one of the arts of effective managerial skills. Okumu (2006) in his study about delegation and its effects on management of secondary schools in Kampala District found out that effective communication in delegation has positive effects on management of secondary schools in terms of motivation, commitment, satisfaction, discipline and general improvement in teacher performance and management of schools. While his findings were good and educative, his findings did not reveal how communication in delegation of duty can influence on Principals' management in secondary schools.



Failure to communicate is probably the worst thing you can do as a Principal, but too much communication especially on delegated functions or over reliance on one method of communication can also lead to difficulties (Missik 2004). Skillful Principals' ensure that there are opportunities for staff members to contribute to the development of the project, and to evaluate its progress through face to face meetings, but also avoid being criticized for holding too many meetings at the expense of action. The Principal can also supplement face to face meetings with written communications to summarize the project's progress, use current communication channels in delegation of duty like the social media to remind staff members of key dates or task and so on. They should avoid making communications in delegation too lengthy or overly frequent, and aim to present information in clear and plain language. This will highlight to the delegate the intended outcome of the delegated duty. School administrators can implement these strategies during communication in delegation and certainly there will be improvement on their management skills.

Principals can ensure that the delegate is informed by ensuring that the work delegated is properly internalized to enable the delegate to process the required feedback. This is achieved by the Principal communicating to the staff their roles about the delegated duty in a clear and precise way to avoid confusion of the staff during execution. Missik (2004) in his study established that proper communication in delegation of duty eliminates blames that may arise when the delegate fails to achieve the expected target as well as create a good working environment, harmony and cohesiveness within the school. There is normally an expectation that Deputy Principal and the Heads of departments produce regular reports to the principal at agreed times in the course of the term. These reports can only benefit the principal in the event that the deputy principal and head of department was well informed about the intended outcome of the delegated duty. It is for the Principal and his/her direct reports to determine the timing frequency and contents of such reports.

This literature thus guided the study to establish how Communication in delegation influence on principals' management of secondary schools. It is unfortunate, however, that the idea of communication in delegation as a leadership behavior has not been fully explored and yet its values if well managed cannot be denied. This left a research gap for this study to undertake. Besides, none of the studies has been carried out in the context of Rachuonyo south sub-county. To close such gaps, this study considered communication in delegation as a factor having a positive influence on Principals' management of secondary schools in Rachuonyo South sub-county.

### **2.3 Motivation of the delegate on Principals' management**

A qualified worker who doesn't have the morale to complete the assignment is not likely to produce the desired results. Gardner et al (2004) noted that delegation and motivation provides an employee the opportunity to exercise self-direction and control, which signals to the employee that he or she is considered by the supervisor/organization to be able, task competent, organizationally important and needs satisfying. Staff recognition is timely, informal or formal acknowledgment of a person's or teams' behavior, effort or an organizational result that supports the organizations goals and values and which has clearly been beyond normal expectations is highly important. Studies carried out by Hashim, Ahmed and Jaradat (2013), established that to be really effective in delegation as a Principal, you need to understand the psychology of praising others for their good work to apply the principles of employee recognition yourself and to encourage others to initiate it in their working relationships. Appreciation is a fundamental human need. Staff do respond to appreciation expressed through recognition of their work because it confirms their work is valued. When employees and their work are valued, their satisfaction and productivity rises, and they are motivated to maintain or improve their good work. Blair (2002) found out that praise and recognition are essential to an outstanding workplace. People want to be respected and valued for

their contribution at any work place especially after success on the delegated function. Everyone feels the need to be recognized as an individual or member of a group and to feel a sense of achievement for work well done or even for valiant effort. It is for this reason that the researcher undertook the responsibility to assess the influence of motivation of the delegate more importantly after success on the delegated duty. Everyone wants a ‘pat on the back’ to make them feel good for the risk and courage they took to accomplish the assignment given.

Research done by Harter, Schmidt and Killham (2003) showed that there are two aspects of motivation that secondary school Principals should practice as school managers on the delegate. The first aspect is to actually see, identify or realize an opportunity to praise a staff. When you are not in a receptive frame of mind you can easily pass over many such opportunities to appreciate someone for doing a job extraordinarily (Harter et al 2003). This has been noted to happen all too frequently in the cause of management. Many secondary school principals have missed the chance of acknowledging their staff for the effort and risk undertaken to achieve incredible results in the most difficult conditions. It has been proven that simple appreciation like congratulations for the job well done or open recognition of an individual staff for the effort made to perform beyond expectation can work to motivate people at work. The other aspect of employee recognition after success on the delegated duty is of course, the physical act of doing something to acknowledge and praise people for their good work. It has been shown that a priority on employee recognition especially after struggle with the work assignment given can ensure a positive, productive and innovative organizational climate. A few schools through their BOM has embraced the act of appreciating their staff especially after the release of KNEC examinations. This is a good gesture of appreciating the staff but it happens after a long period. Terez (2001) support the idea that motivation of the delegate should be done always to acknowledge the results attained and also to

motivate the teachers to strive to achieve even better. In the event secondary school Principals provide staff recognition to say thank you, for a job well executed then the staff will definitely feel positive about themselves and their ability to contribute. This makes the staff become cohesive and loyal to the Principal hence greater output on Principals' management. Studies done by Hashim et al (2013) found out that other managers have been overly criticizing the staff for almost everything rather than identify even smaller details to acknowledge. This habit has been noted to create animosity, non-committal within the work place, poor students' performance in national exams due to low morale on the staff side, work conflicts between principals and teachers and even poor syllabus coverage in schools.

Harter et al (2003) stated that motivation of the delegate has huge communication component to pass across. Recognizing people for their good work sends an extremely powerful message to the recipient, their work team and other employees through the grapevine and formal communication channels. Teachers for example can be recognized by the Principal for steering students to pass highly in an examination or for performing exemplarily in sports, music and drama festivals or in a contest. Many Principals have embraced the idea of taking their staff out for a retreat as a way of appreciating them for their good work. This has been noted to work, as such schools has always remained at the top in academic performance and sport activities. Staff motivation is therefore a potent management technique for success (Harter et al 2003). Researchers say motivation of the delegate isn't 'rocket science' it is an obvious thing to do. Despite the unquestioned benefits arising from employee recognition, one of the mysteries of the workplace is that motivation of the delegate invariably is done badly, if done at all. Employee recognition remains an undervalued management technique. Survey conducted by Sirota et al (2005) revealed that only 51% of workers are satisfied with the recognition they received after a job well done. This figure was reached at from

interviewing 2.5 million employees in 237 private, public and not-for profit organizations in 89 countries around the world. This percentage is high to show that praise and recognition plays a very important part in alleviating the morale of the staff in any working place. It is for this reason that the researcher carried out assessment of motivation of the delegated on principals' management.

Psychologist and researchers have long been fascinated by the effects of praise and recognition at work place performance and behavior, and this means a lot for Principals' in secondary schools in Rachuonyo south sub-county. The study of Rath, Tom, Clifton and Donald (2004) revealed that more than four million employees feel about the importance of praise and recognition after tireless work done. Rath et al (2004) concluded that employees who receive regular praise after valiant effort on the delegated duty are more productive, engaged and more likely to stay with their organizations than those who do not. The survey results also indicated that employees who are praised receive higher loyalty and satisfaction scores from customers and bosses, and even enjoy better health than employees who are not. It is therefore important for secondary school Principals to appreciate and recognize their staff who has exceeded expectations on the delegated duty so as to achieve more as school managers. Meanwhile, the findings of a 10 year motivation study which was conducted by Hrebiniak and Lawrence (2005), in which more than 200,000 employees and managers were interviewed yielded the same result to support that motivation of the delegate boost staff morale. In their analysis of the results, they report that managers who are considered to be effective at motivating their employees after success on assignment given have lower turnover rates than other managers and also achieve better organizational results and are seen to be much stronger in goal setting, communication, trust and accountability. It is for this reason that the

researcher carried out the study to determine the influence of motivation of the delegate on principals' management of secondary schools in Rachuonyo south sub-county.

Hrebiniak and Lawrence (2005), state that motivation is a simple but transformative act and report a strong correlation between the principals' motivation and the teachers' morale. The participants reported the highest morale at work in their study, 94.8 percent agreed that their managers have poor rating for motivation. They further stated that there is a strong positive correlation between manager motivation and employee engagement. The study indicates that even in organizations with a low-engagement culture, one where there are few development opportunities and employee wellbeing is not treated as a priority, manager recognition can still have a significant, positive impact on employee engagement. A study conducted by Abwalla (2014) in Ethiopia found out that motivation of the delegate boost morale at work. Offering praise and recognition for job well done is one of the ways in which managers can create such moments for their staff members who have done well on the delegated duty. According to this report, Principals who do motivate are likely to be more respected and admired by their staff and there is increased staff loyalty. In addition, teachers who experience uplifts at work are also more likely to say they are motivated to work harder and willing to go out of their way to support their schools. Offering praise and recognition costs nothing, but studies indicate that it can even be as effective as giving employees financial reward. Abwalla (2014) reported that being praised can have the same impact on job satisfaction as being awarded a one percent pay rise.

The work of Kombo, Obonyo and Oloko (2014), who carried out their research about the effects of delegation on employee performance in savings credit cooperative societies in Kisii County, also support the idea of delegation and motivation of the employee. Kombo et al (2014) in their survey revealed that effective delegation of authority in an organization with consideration of

motivation of the delegate improves employee performance and organizational performance at large. Principals' should therefore publicly bestow credit to the delegate when task has been accomplished and is done satisfactorily. This will boost staff morale for future assignments. It also provides an important message to others that successful completion of tasks is acknowledged and rewarded. This literature thus guided the study to establish how motivation of the delegate influence on Principals' management of secondary schools in Rachuonyo south sub-county Kenya.

#### **2.4 Expertise consideration in delegation on Principals' management**

Expertise consideration in delegation is the art of assigning duty to a qualified personnel who is trusted to perform the task with diligence in order to achieve the goals and objectives of the delegated duty. People who have skills and experience, are in a better position to achieve the required results even with minimum supervision. Delegation by expertise consideration as a management practice is highly supported by Maicibi (2005) who stated that for proper performance of the subordinates and goal achievement, the manager has to distribute different tasks to subordinates according to skills, abilities, knowledge, interests, talents and experience. People are the most important asset in any organization. Survey carried out by Blair (2002) found out that organizations technologies, products and structures can be copied by competitors. However, no one can match highly charged, trained and skilled personnel. Chapman (2005) also noted that delegation of authority can only be successful when the subordinates have the ability, information, knowledgeable and skills about the task and their willingness to perform. This is supported by the organizational structure where there is a clear line of management and communication without any difficulty as supported by (Webster 2002). People are your firm's repository of knowledge and they are central to your company's competitive advantage. Principals' are required to empower staff around them and transform them into goal oriented

individuals by delegating duties according to their abilities. Well educated, coached, and highly trained people are critical to the development and execution of strategies, especially in today's faster paced, more perplexing world, where top management alone can no longer assure the firm's competitiveness. It is for this reason that the researcher carried out research to find out how expertise consideration in delegation influence on principals' management of secondary schools in Rachuonyo south sub-county.

Secondary school Principal's primary challenge is to solve problems creatively while drawing from a variety of academic disciplines, and to help the Principal respond to the challenges of creative problem solving. Creative problem solving techniques will not exist within the task force if the staff is not allowed to grow and develop their career by delegating duties to them according to the skill ability of an individual. Secondary school Principals should always foster the development of their staff by delegating duties to their staff with an aim of developing them to become skilled. Principals can practice this by subjecting their staff to refresher courses and organized workshops. This will keep their staff updated on the current trends and will in turn make them well equipped to deliver on delegated activities. Principals will have a pool of skilled manpower at their disposal and can therefore delegate duties to them without worry of the outcome. Junior staff members also should be integrated into the mainstream so as to ensure continuity and better performance of the organization at all cost. Studies done by Lussier (2000) showed that managers are skeptical in delegation of duty because of fear of work output. In his iron law of oligarchy, he asserts that democratic organization inevitably becomes subordinated to the interest of their leaders and that the leadership becomes an entrenched oligarchy. Considering the above, managers find themselves in a situation in which they have to lead their subordinates by establishing a framework within which they must operate to achieve set goals successfully as



possible (De Wilzem et al 2002). This requires the manager to be clear on issues concerned with delegation skills. According to De Wilzem et al (2002), management seemed to be the most operational tool of influencing people so that they strive willingly and enthusiastically towards the accomplishment of goals and objectives.

Cole (2004) noted that planning is an important part of everything we do in exploring to meet the goals and objectives of an organization. He tells us how delegation of duty can be successful, though he does not bring out clearly how delegation of duty can enhance Principals' management in secondary schools especially when we put into consideration the expertise of the individual. Delegating duty to the staff who has the expertise has a lot of pay as the quality of the work done will change the organization for the better. It is a prerogative of the administrator to ensure that his staff get promotion based on the skills and experience attained while working under them. This motivates and satisfies the staff, so they accept the Principals' management style thus arousing the teachers to achieve highly. Delegation by skill and experience consideration is a very critical procedure to practice because when poorly done it can reduce the effectiveness of delegation in several ways hence bringing down management of an institution (Webster 2002), thus the need to assess the influence of expertise consideration on principals' management. Management and delegation go hand in hand and to some people, delegating is easy while for others, leaving even the most trivial task in other people's hands is practically a mission impossible (Chapman 2005). Many claim that it's more efficient if they do the work themselves. People's instinct is to do everything themselves which has made 'task delegation' one of the most underutilized management skills in companies and schools. This has caused many schools to register low performance in Rachuonyo south sub-county as many school Principals seldom consider the expertise of the delegate when delegating duty. It is always advisable to play to your coworker's

strengths. It has been noted that within any institution the coworkers all have unique skillsets and Principals should utilize them. Making good use of those unique working personalities will result in more overall efficiency and better performance. Chapman (2005) found out that it is important to ask other people what level of task they feel comfortable being given. He further discovered that successful delegation depends on the ability, experience and reliability of the subordinates. He however, justified that inexperienced or unreliable people will need a lot of close supervision to get a job done to the correct standards. His findings were good and realistic because his study was carried out in the developed world where subordinates are experienced and reliable unlike in Rachuonyo south Sub-county where Principals are forced to hire inexperienced teachers due to shortage of enough teaching staff. The fear of leaving something in the hands of staffs, fear of being replaceable or misplaced, sense of guilt at handing over our work to others, makes delegation an uphill battle sometimes for secondary school principals.

Webster (2002) in his study established that some managers delegate only when they are overworked or in a crisis. At such moments they may be pressed to delegate without considering the skill and experience of the staff and this is likely to lower the standards of output of the delegated duty. This can send a message to the staff that they are used since they receive assignments when it only benefits the principal. Ideally, delegation by expertise consideration should benefit both the staff and the Principal. Delegating assignments that develop or stretch staffs' talents and skills will be beneficial to the staff as well as the principal. Abwalla (2014) who carried out his study in Ethiopia is of the opinion that delegation with the consideration of skill and experience, develops staffs builds up a pool of talent for the inevitable crisis situations. In the appointment of teachers to higher positions like HODS, the Principal has to consider the ability of the teacher to be up to the task to be able to deliver in that position. HOD is a senior position in

the school since a lot of responsibility is vested on them. They are required to give guidance as well as offer appraisal to the junior staff. These duties would not be possible if they had been delegated by the Principal to someone who lacks skills in the subject area he/she is heading as an HOD. It also enhances teacher motivation and confidence since they acquire experience and benefit from the new or improved skills from their senior directly. Care should be taken to ensure that the employee has the capability to succeed in the assignment given. A staff should not be set up to fail as this may demoralize them but of course certainly some failure will occur. Principals must therefore recognize this and provide helpful, development feedback in those situations. Emphasis should be placed on the positive things that were done on the assignment and what actions need to be taken to overcome the problems. Consistent delegation of duty with expertise consideration enhances growth and development of the employee's career (Kryarimpa 2010). The workers become more innovative and thinkers. When work is delegated with the consideration of skill and experience, the staff strive to ensure that he/she does not fail the delegator. The staff goes out to prove it wasn't a mistake for the delegator to assign responsibility to him/her thus the need to explore the influence of expertise consideration on principals' management of public secondary schools.

Principals need to ensure that delegation isn't viewed as getting someone else to do their dirty work. According to Kombo et al (2014), Principals' should delegate the pleasant and the unpleasant, the challenging and the boring assignments. Similarly, assignments should be balanced across workers. For example, it is quite common for Principals to delegate the unpleasant task to the best worker since that person can be counted to do a good job. Alternatively, a poor worker may avoid receiving an unpleasant assignment due to the poor quality of the outcome. This type of situation quickly sends the message to the productive worker that the way to get out of receiving

unpleasant assignments is to lower the quality of his/her work. One way to avoid this problem is to increase the number of unpleasant assignments to the unproductive staff until the quality of the result improves (Kombo et al 2014). This literature thus guided the study to establish how expertise consideration in delegation influence on Principals' management of secondary schools in Rachuonyo south sub-county.

## **2.5 Job description on Principals' management.**

Stating objectives, specifying goals and giving directions about the delegated duty is of utmost importance during delegation of duty. The delegate needs to understand the expectation of what has been delegated. Webster (2002) states that where the subordinates become confused, the leader has to come in and direct them. This will remove barriers to clear the way for better academic performance and also ensure professional growth of the staff. Where there is delegation there are the opposite concepts of autonomy and control over the delegated duty. How much autonomy the delegate has to decide how to complete the task is negatively correlated with how much direct influence you choose to exercise over how the delegate will do the work. Healthfield (2004) stated that for delegation to be successful; the leader has to establish objectives of delegation, specifying the tasks to be accomplished and deciding who is best suited to accomplish them based on his/her skills. Though he does a good job to mention that successful delegation depends on joint objective formulation, he does not really show how joint objective formulation would help Principals in secondary schools in this zone perform better in management. Frischmann (2010) in his research noted that secondary school Principals need to understand that delegation of duty without specification of the intended outcome always leave the delegate in dilemma. People who work has been assigned, need to know how and what is expected of the delegated duty. In schools where academic performance is given preference, subject allocation in form four, is given to those

teachers who are considered to be skilled and has authority in the subject. This will mean junior teachers will be required to grow to attain certain level in order to be given lessons in senior forms. Junior teachers therefore will strive to acquire the required skill to be given lessons in upper form.

Decentralization also called departmentalization is the policy of delegating decision making authority down to the lower levels in an organization (Frischmann 2010). A decentralized organization shows fewer tiers in the organizational structure, wider span of control, and a bottom-to-top flow of decision-making and flow of ideas. Principals should therefore share with the delegate what is expected of them on the delegated duty. Learning how to delegate by stating the objectives to be met is one of the most important skills for managers and leaders to possess (Gardner et al 2004). Strong delegation techniques can help managers save time, motivate people and train people as well as these techniques can enable managers to take on new opportunities. However, lack of delegation practices especially where the delegated work is not defined often leaves people frustrated, unmotivated and undertrained, while the manager remains overworked. Job description is a skill that enables the manager to achieve more without constant supervision. Description of duty is a tool for developing people while also freeing up time for the manager to take on new responsibilities and to develop him or herself. In the appointments of teachers to positions like senior teacher, DOS, Games master, class teachers etc require that the Principal outlines clearly to the staff his/her roles so that they are aware of what is expected of them. This will enhance staff development.

Delegating authority to someone else doesn't imply escaping from accountability. Lussier (2000) is of the opinion that accountability still rest with the person having the utmost authority during delegation of duty who is the school Principal. Proper delegation of duty ensures that there is quality of work output at the end of it. The Principals should therefore note that where better

performance is required, the delegate need to be informed of the expectation of the delegated duty by clearly stating the objectives of the delegated duty. The Principal should strive to ensure that the duty to be delegated is properly defined so as to give enough time and space for the delegate to assess ways and means of attaining the goals earlier stated. This technique allows the successor to slowly learn on the job and enable the manager to move on to a higher position. Principals who ensure that their staff learn and are able to develop their career are always regarded highly. Job description is always key in delegation because it guides the staff whenever they encounter challenges during the process of executing the delegated task. Effective delegation is essential in developing high quality leaders. Job description enable managers are able to coach, train and develop competent employees making them more valuable to the organization. On the other hand, while delegation sounds good in theory, it can be one of the biggest challenges for any manager or leader who just delegate without specifying the intended outcome of the delegated duty (Healthfield 2004). It is for this reason that the researcher sought find out the influence of job description on principals' management of secondary schools.

Allocation of activities with clear objectives makes junior staff responsible and more dedicated to their work and they feel proud of being given authority. The freedom to make decisions also gives them a feeling of status and recognition and these results in loyalty, commitment and belonging. Chandan (1999) in his studies found out that decentralization improves performance by empowering lower levels to make decisions that are most responsive to their needs. The workers become more innovative and thinkers when allowed to work on their own. This is a structure in which there is democratic sharing of power. Where there is delegation without clear objectives, places a big burden on the Principal as the output of the delegated duty is compromised. Effective job description to the staff eases the pressure on the delegator, but can benefit the delegate and the

team or department as a whole. There is need to consider carefully the task requirements before delegation and make a realistic assessment of your proposed delegate's ability. UNESCO (2006) identified that teacher's performance is being negatively affected by lack of participation in decision making during delegation of duty. It is important for the school Principal to know how to delegate duty to avoid unnecessary disappointments where the job delegated is not well elaborated. To avoid embarrassment and let down, you need to learn how to delegate effectively in order to leverage yourself and multiply your value as a principal and a leader in the school. When the teachers are allocated activities by creating departments, and there is flexibility allowing them to take decisions, they are likely to be contented hence becoming effective, efficient and dedicated to work. Kryarimpa (2010) in her studies done in Uganda established that when teachers are assigned responsibilities by putting them in positions of responsibility and guidance given to them, there is likely to be quick decision making and sharing of load, there will be work enthusiasm leading to taking on of extra load, high quality work, innovativeness and hard work and this is possible only with proper job description. In case the teachers have power in their positions they hold for executing decisions, have control over situations and are guided during delegation of duty, they are likely to get committed to their work hence accepting responsibility, executing tasks, taking risks and discharge responsibility and this greatly relieves the principal of too much burden. This will enable the principal to think on other important aspects of management as He/she will be answerable to the ministry and parents for all the decisions made (Missik 2004).

It is true that delegation of authority and guidance of the staff relative to their roles and within the organizational policy guidelines makes junior staff responsible and more dedicated to their work and they feel proud of being given authority hence becoming more innovative and thinkers. Transformational leaders empower others by keeping them in the know, by keeping them fully

informed on everything that affects their jobs. People want and need to feel that they are “insiders,” that they are aware of everything that is going on. Kombo et al (2014) found out during their study that job description in delegation, entails certain procedures. They identified several reasons that sit behind delegation that will benefit managers and the organization when offering guidance during delegation.

Kombo et al (2014) in his study found out that there is nothing so demoralizing to a staff member than to be kept in the dark about the work delegated to them and what is going on within the institution. Staff who are involved during delegation of duty are highly charged and motivated people who care. Involvement in delegation refers to a practice by which both superiors and subordinates jointly sit together to discuss the way to run the organization. Involvement in delegation is a typical characteristic of participatory type of management where the principal discusses with the delegate the duty to be delegated. Missik (2004) in his study established that employee who are involved in delegation is likely to internalize clearly the intended outcome of the delegated duty. Employees who accept their assignments are much more likely to be committed to the success of the organization. This acceptance is enhanced when employees have some say in the process. Thus the staff should be allowed to participate in determining when and how the delegated task will be accomplished and when possible what the assignment will entail, the level of authority given and resources allocated for the delegated work. This prompted the researcher to assess the influence of job description on principals’ management. At the most basic level, the Principal can ask a staff if he or she is available to do a task, rather than instruct him/her to do it. Participation can also increase supervisor/subordinate communication, which may minimize problems due to misunderstandings hence leading to effective management. Staff involvement during delegation can proactively protect against the possibility of miscommunication or failed



execution of the task. This will create good relationship between the principal and the staff. Depending on the size of the task you're delegating and the type of person you're delegating to, it could be helpful to have a face-to-face meeting to go over expectations and any questions your coworker might have (Kombo et al 2014). This when practiced by secondary school Principals, can lead to improvement on the academic performance of the students and even professional growth of the staff. Thus this guided the study on the influence of job description on Principals' management of secondary schools.

According to Obop (2016) many delegation problems occur because of failure to clearly consider and specify the performance standards of the assignment. Some of the things to consider include the limitations of subordinate's tasks, gathering information only, or making decision, their expected level of performance, their deadlines for reporting, and the constraints under which they will be operating. Principal should ensure that the teacher is comfortable with the time constraints within which he/she is to operate. Where there is only delegation of work and no standards specified, Missik (2004) is of the opinion that the work delegated might not meet the standard or finished on time. The person who work is delegated should be allowed to give his/her opinion when he/she fills appropriate to complete the task, the level of authority he/she requires and the resources allocated. A teacher handling a subject in form four can set target for the class with the Principal and thereafter, he/she can explain to the teacher how the target can be attained based on the entry behavior of the students and the resources available in the school. Where subordinates are given a chance in accepting the assignment, the issue should be discussed and negotiated prior to the delegation. Missik (2004) goes ahead to state that even when the staff do not have the option of rejecting the assignment, the issue should be clearly described and the staff should be asked for their input. It is therefore important to consider specifying standards of the delegated duty during

job description as it will boost the output of the work delegated. This therefore prompted the researcher to assess the influence of job description on principals' management of secondary schools in Rachuonyo south sub-county.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter focuses on the research design, description of the area of study, population of the study, sample and sampling techniques. It also included information about data collection instruments, validity and reliability of research instruments, data collection procedures and methods of data analysis and ethical considerations.

#### **3.2 Research Design**

The study employed Descriptive research design since it enabled the researcher to solicit an in depth information from the respondents. Data was collected by administering a questionnaire to a sample of the target population being studied and also making personal visits and carrying out interviews. Data collected was then classified, analysed and interpreted based on the study objectives. Descriptive research design was suitable for this kind of study because it could easily be administered through questionnaires and interviews. Orodho (2005) indicated that, Descriptive research design enable the researcher to collect both information about peoples' perceptions, attitudes, behaviour or values or any of the variety of education or social issues from respondents. Therefore, this research design was correct for gathering information, doing summary, presenting and interpreting it for the purpose of clarification (Orodho 2005). The design helped the researcher produce statistically significant information on delegation practices used by Principals' on management of public secondary schools in Rachuonyo south sub-county.

### **3.3 Area of Study**

This study was carried out in Rachuonyo South Sub-County in Homabay County, Kenya. Rachuonyo South Sub-County was carved from the former Rachuonyo District. According to Republic of Kenya Strategic Plan (2012), Rachuonyo region lies between longitude 34<sup>0</sup>25' and 35<sup>0</sup>00' East and latitude 00<sup>0</sup>15' and 00<sup>0</sup>45' South. It covers a total of 945.2 km<sup>2</sup> out of which approximately 365km<sup>2</sup> (39%) is under water, mainly Lake Victoria. Administratively, the region is divided into four divisions which corresponds to the four educational divisional units namely Kabondo, Kasipul, East and West Karachuonyo. The region has two sub counties namely Rachuonyo South and Rachuonyo North Sub-County. Rachuonyo south region is regarded as a major economic power in Homabay County due to its agricultural potential. The main economic activities are Coffee and tea planting in the highland parts of the region, sweet potato farming, sand harvesting, cut-stone and brick making. The region is regarded as the most populous in Homabay County with a population of about 321,877 and a poverty and Food index of 1.66% and 1.3% respectively. The region also has the highest number of secondary schools in Homabay County.

### **3.4 Study Population**

The respondents for this study who were surveyed from the 75 public secondary schools included: Principals, Deputy Principals, Heads of Departments and Teachers, with a target population of 934. The targeted population is as shown in table 3.1.

**Table 3.1 Targeted Population**

<b>NO</b>	<b>Respondent</b>	<b>Total population</b>
1	Principal	75
2	Deputy principal	75
3	Heads of department	350
4	Teachers	434
Total		934

Table 3.1 shows Principals were 75, Deputy principals 75, Heads of department 350 and Teachers 434. Adams, Khan, Raeside & White, (2007) stated that factors of expense, time and accessibility always make it impossible to obtain information from the whole target population. The Researcher therefore collected information from the sampled population in such a way that the knowledge gained is representative of the total area.

### **3.5 Sample and Sampling Techniques**

Saturated sampling technique was used to select Principals and Deputy Principals while Heads of Departments and teachers were picked using simple random sampling technique. Simple random sampling was done in a way that each individual respondent was chosen randomly and entirely by chance, such that any respondent had the same probability of being chosen. Table 3.2 shows the sampling technique that was used to pick respondents in the study.

**Table 3.2 Sampling Technique and Sample size**

<b>NO</b>	<b>Respondent</b>	<b>Total population</b>	<b>Total sample size</b>	<b>Percentage sample%</b>
1	Principal	75	75	100.0
2	Deputy principal	75	75	100.0
3	Heads of department	350	105	30.0
4	Teachers	434	130	30.0
<b>Total</b>		<b>934</b>	<b>385</b>	<b>41.22</b>

**Source: Researcher 2020**

Table 3.2 shows the target population was the entire population of teachers in Rachuonyo South Sub County which is 934. For the purpose of this research 75 Principals and 75 Deputy Principals which is 100% of the population was picked since they are co-administrators while 105 Heads of Departments which is 30% of the population and 130 Teachers which is 30% of the population also took part in the study. This is considered statistically significant by Best and Khan (2006), who stated that 30% and above of a population is representative of the population. A sample size of 385 respondents out of the possible 934 of the entire population was picked. Adams et al (2007) state that a sample is used in a study when the researcher is not able to cover the entire population. The size of the sample should neither be excessively large, nor too small as stated by Kothari (2004). It should be optimum to fulfill requirements of efficiency, representativeness, reliability and flexibility.

### **3.6 Data collection Instruments**

Research instruments are the data gathering tools employed by the researcher in the field. The instruments used to gather information for this research were questionnaires and interviews. Kothari (2004) stated that questionnaire is an ideal instrument to gather descriptive information from a large sample in a fairly short time while interviews gives an in-depth information and can

also be used to gauge the reliability of the responses given in the questionnaires. These instruments were developed by the researcher.

### **3.6.1 Questionnaires**

Questionnaires are useful instruments for collecting primary data because the respondents can read and then give responses to each item and they can reach a large number of respondents (Orodho, 2005). The researcher constructed questionnaires which were to be used to solicit the desired information as per the objectives of the study. The researcher had no power over the variables and only report what had been gathered. Questionnaires were administered through drop and pick later method to the respondents. Questionnaires were administered to the Deputy Principal, two Heads of Departments and two Teachers. Questionnaires were preferred in this study because it enabled the researcher to reach a large population sample within limited time and also covered a wide content. Open ended and Likert like scale questions formed the major part of the questionnaire in this research. It also ensured confidentiality and therefore enabled the researcher to gather more candid and objective responses.

### **3.6.2 Interview Schedules**

Principals were interviewed to cross check the responses obtained in the questionnaires. To guide discussion with the respondents, the study employed one set of interview schedule for the Principal. The interview involves person to person verbal communication in which one person questions to elicit information or opinions. Interview schedule was used to collect data which was not directly observable from the participants about their experiences and opinions. It contained an outline of questions which was used to guide the interview process, and provided a structure which aided in obtaining the necessary information efficiently and in a business like atmosphere. This method allowed the researcher to obtain information that could not be directly observed and also

gained control over the line of questioning (Kothari 2004). It was also used to gather in-depth information to counter check the information obtained through questionnaires.

Interview was not used as an alternative to the questionnaires, but for the purpose of establishing a rapport with the interviewees in order to gauge the reliability of the responses made in the questionnaires. Mugenda and Mugenda (2003), is of the idea that interviews give an opportunity for soliciting slightly more detailed information than the questionnaires. In this study secondary school Principals were the only respondents who were interviewed by the researcher.

### **3.7 Validity of the Instruments**

According to Mugenda and Mugenda, (2003) validity refers to the degree to which results obtained from the analysis of the data actually represents the phenomenon under study. Patton (2001), asserted that validity is of utmost importance while designing, analysing results and judging the quality of study. The study therefore endeavoured to ensure validity of the instrument. Before data collection instruments were used, their validity was ascertained by presenting the questionnaires and interview guide to the two experts who were my supervisors for scrutiny, advice and verification. The study yielded results that would be obtained elsewhere at different times in similar settings with all factors held constant.

### **3.8 Reliability of Research Instrument**

As concerning reliability, Orodho (2005) observed that reliability measures the degree of accuracy in the measurements an instrument provides. It ensures that the instruments generate similar data when used by independent researchers. He further observed that to remove possible errors, every instrument should be tested before it is formally administered. To ensure reliability of questionnaires and interview schedule, the researcher conducted a pilot study in the neighbouring



sub-county Rachuonyo North. Pilot study was done in the neighbouring sub county, since the setup of the schools and training of the teachers was the same. Researcher conducted a pilot study in 5 public secondary schools and the information obtained was used to remove and clarify any vague and ambiguous questions in the instrument before formally administering the instrument. The coefficient of reliability index computed was 0.73 which according to Healey (2012) was considered appropriate.

### **3.9 Data Collection Procedures**

Introduction letter was obtained from Rongo University after the proposal was accepted. Researcher sought permission from the National Commission for Science, Technology and Innovation (NACOSTI) for the purpose of conducting research in schools in Rachuonyo South Sub-County. When permission was granted, Researcher sought appointment and consulted with the Sub-County Director of Education of Rachuonyo South Sub-County concerning the intended data collection within the schools after which appointments were booked with the schools' administration. Researcher and the Principals organized for the interview schedules while Deputy Principals, Heads of Departments and Teachers were issued with the questionnaires following the sample technique discussed earlier. Participants were assured of confidentiality and were encouraged of the need to answer questions truthfully.

### **3.10 Methods of Data Analysis**

Data collected was sorted, coded and keyed into computer for analysis using Statistical Package for Social Sciences (SPSS version 22). As Martin and Acuna (2002) observed, SPSS is capable of handling large amount of data, and with wide spectrum of statistical procedures designed for social sciences, it is quite efficient. Data gathered was qualitative and quantitative in nature. Qualitative data was analyzed by arranging responses in line with the research questions and objectives.

Quantitative data was analyzed using percentages and frequency counts. Best and Khan (2006) stated that when making results known to a variety of readers, simple descriptive statistics such as percentages has a considerable advantage over more complex statistics. Results of data analysis were presented in frequency tables and percentages. Table 3.3 shows various research questions and the methods of data analysis techniques used by the researcher.

**Table 3.3 Research Questions and Data Analysis Technique**

Objectives	Variables	Indicators	Scale	Data source	Instruments	Data analysis
	<b>Dependent variable</b> Principals' management	-Achieved Goals -Quality work output/improved student performance -Teacher career development	Ordinal	Principals, Deputy Principals, HODs, Teachers	Questionnaires, Interviews	Descriptive statistics, Frequency and percentages
	<b>Independent variables</b>					
<b>Objective 1:</b>	Communication in delegation	-Organising meetings -sharing of ideas -Joint institution plans	Ordinal	Principals, Deputy Principals, HODs, Teachers	Questionnaires, Interviews	Descriptive statistics, Frequency and percentages
<b>Objective 2:</b>	Motivation of the delegate	-Improved staff morale. -timely completion of syllabus -improved students' performance	Ordinal	Principals, Deputy Principals, HODs, Teachers	Questionnaires, Interviews	Descriptive statistics, Frequency and percentages
<b>Objective 3:</b>	Expertise consideration of the delegate	-Quality work output -Improved skills of staff -Presence of competent staff	Ordinal	Principals, Deputy Principals, HODs, Teachers	Questionnaires, Interviews	Descriptive statistics, Frequency and percentages
<b>Objective 4:</b>	Job description in delegation	-Clearly defined jobs -Reduced conflict of roles	Ordinal	Principals, Deputy Principals, HODs, Teachers	Questionnaires, Interviews	Descriptive statistics, Frequency and percentages

### **3.11 Ethical Considerations**

Regarding ethical issues, Ong'ondo and Jwan (2011) observed that ethical considerations in research is of utmost importance. The project study report put into considerations a number of ethical issues especially the fact that the researcher interacted with the respondents through the use of interviews and questionnaires to get their opinion on the subject matter. Ethics was observed from study conception, during data collection, analysis, interpretation and report writing by ensuring that the respondents remained anonymous throughout the study. The researcher also avoided plagiarism and did not present another authors work whatsoever. Any idea borrowed from the author or researcher was acknowledged and quoted hence the data collected was genuine.

## CHAPTER FOUR

### RESULTS AND DISCUSSIONS

#### 4.1 Introduction.

This chapter highlights the findings, presentations and discussions of the results from the study. Data is then interpreted according to the research questions. It was analysed using quantitative and qualitative methods. The chapter is arranged into three sections. Section one presents the demographic information of respondents who participated in the study. Section two shows description of Teachers, Heads of departments, Deputy Principal's responses to the items of the questionnaire and responses of the Principals in relation to the interviews. Section three shows the discussion for each and every objective.

#### 4.2 Response Rate Analysis

##### 4.2.1 Summary of Questionnaires issued and returned

Table 4.1 shows the number of questionnaires issued to the respondents and the number returned after successful completion by the respondents.

**Table 4.1 Summary of Questionnaire issued and returned**

<b>Respondent</b>	<b>Issued</b>	<b>Returned</b>	<b>% return</b>
<b>Deputy principals</b>	75	64	85.33
<b>Heads of Departments</b>	105	88	84.00
<b>Teachers</b>	130	113	87.00
<b>Total</b>	<b>310</b>	<b>265</b>	<b>85.48</b>

**Source: Field data 2019**

Table 4.1 shows the researcher issued a total of 310 questionnaires, 75 to Deputy Principals, 105 to Heads of Departments, and 130 to Teachers. A total of 64 (85.33%), 88 (84.00%) and 113 (87.00%) questionnaires were returned from Deputy Principals, Heads of Departments and

Teachers respectively. This represented 85.48% return rate for questionnaires, thus representative of the target population according to (Mugenda & Mugenda 2003).

#### **4.2.2 Summary of Interviews Conducted**

Table 4.2 shows the number of interviews engaged and those successful at the end of the interview process.

**Table 4.2: Summary of interviews conducted**

<b>Respondent</b>	<b>Engaged</b>	<b>Effective Interviews</b>	<b>% return</b>
<b>Principals</b>	75	61	81.33
<b>Total</b>	<b>75</b>	<b>61</b>	<b>81.33</b>

**Source: Field data 2019**

Table 4.2 shows the researcher engaged 75 Principals. Out of that, 61 Principals were successfully interviewed. The response rate for effective interviews was (81.33%) for 61 Principals. Any response less than 80% might compromise the sample, therefore the samples may not be representative of the entire population (Mugenda & Mugenda 2003). This means that the sample for the study was in the range of being an accurate representation of the study population.

### **4.3 Demographic Characteristics of the Participants**

#### **4.3.1 Distribution of respondents by teaching experience**

The researcher wanted to know how long respondents had taken in the teaching profession. Table 4.3 shows the distribution of respondents by their years of service.

**Table 4.3 Distribution of respondents by Teaching Experience**

	<b>Year</b>	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
<b>Teachers</b>	1 - 5 yrs	59	52.7	52.7	52.7
	6 - 10yrs	30	26.7	26.7	79.4
	11 - 15 yrs	20	17.5	17.5	96.9
	16 yrs and above	4	3.1	3.1	100.0
	N=113				
<b>HODs</b>	1 - 5 yrs	17	19.8	19.8	19.8
	6 - 10yrs	54	61.1	61.1	80.9
	11 - 15 yrs	13	14.3	14.3	95.2
	16 yrs and above	4	4.8	4.8	100.0
	N=88				
<b>D/Ps</b>	1 - 5 yrs	3	4.7	4.7	4.7
	6 - 10yrs	8	12.5	12.5	17.2
	11 - 15 yrs	17	26.5	26.5	43.7
	16 yrs and above	36	56.3	56.3	100.0
	N=64				
	<b>Total</b>	<b>265</b>			

**Source: Field data 2019**

KEY:

HODs- Heads of Departments

D/Ps- Deputy Principals

Table 4.3 is a presentation of the years of working experience among the respondents. The results indicate that Teachers 59 (52.7%) had worked for 1- 5 yrs, 30 (26.7%) for 6 – 10 yrs, 20 (17.5%) for 11 – 15 yrs and 4 (3.1%) for 16yrs and above. while Heads of departments 17 (19.8%) had worked for 1- 5 yrs, 54 (61.1%) for 6-10 years, 13 (14.3%) for 11- 15 yrs and 4 (4.8%) for 16yrs and above. Deputy Principals 3 (4.7%) had worked for 1 – 5 yrs, 8 (12.5) for 6 – 10 yrs, 17 (26.5) for 11 – 15 yrs and 36 (56.3) for 16 yrs and above. The number of years respondents have spent in their work place can influence their experience and understanding of how the organization work. While this can have positive influence on perceived usefulness of how the system works, it could also lead to resistance to change especially where the old workforce is apprehensive of the work delegated.

Respondents had worked for a considerable period of time and had thus gained skills in their fields of specialization. This also meant that they were able to give objective data for research purposes. Studies done by Moreno and Vargas (2004), established that employees bring to an organization their experience, knowledge and skills, and will add value to the organization with the experience acquired over the years.

#### 4.3.2 Distribution of respondents by Gender

The study sought views of respondents' gender. The researcher wanted to know the sex of respondents who took part in the research. The distribution of respondents was as shown in table 4.4.

**Table 4.4 Distribution of respondents by Gender**

	<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
<b>Teachers</b>	Male	72	63.4	63.4	63.4
	Female	41	36.6	36.6	100.0
N=113					
<b>HODs</b>	Male	50	57.1	57.1	57.1
	Female	38	42.9	42.9	100.0
N=88					
<b>D/Ps</b>	Male	51	79.7	79.7	79.7
	Female	13	20.3	20.3	100.0
N=64					
<b>Total</b>		<b>265</b>			

**Source: Field data 2019**

KEY:

HODs- Heads of Departments

D/Ps- Deputy Principals

Results from table 4.4 indicate that Teachers 41 (36.6%), Heads of departments 38 (42.9%) and Deputy Principals 13 (20.3%) were female teachers while Teachers 72 (63.45%), Heads of departments 50 (57.1%) and Deputy Principals 51 (79.1%) were male. This shows that most respondents were male.

### 4.3.3 Distribution of respondents by Type of school

Researcher sort to know how respondents were distributed according to the variety of schools in Rachuonyo south sub-county. Results are as shown in Table 4.5.

**Table 4.5 Distribution of respondents by Type of school**

	Type of school	Frequency	Percent	Valid Percent	Cumulative Percent
<b>Teachers</b>	Public Boys	7	6.1	6.1	6.1
	Public Girls	5	4.6	4.6	10.7
	Mixed Day and Boarding	35	31.3	31.3	42.0
	Mixed Day	66	58.0	58.0	100.0
	N=113				
<b>HODs</b>	Public Boys	3	3.2	3.2	3.2
	Public Girls	7	7.9	7.9	11.1
	Mixed Day and Boarding	38	43.7	43.7	54.8
	Mixed Day	40	45.2	45.2	100.0
	N=88				
<b>D/Ps</b>	Public Boys	3	4.7	4.7	4.7
	Public Girls	6	9.4	9.4	14.1
	Mixed Day and Boarding	26	40.6	40.6	54.7
	Mixed Day	29	45.3	45.3	100.0
	N=64				
<b>Total</b>		<b>265</b>			

**Source: Field data 2019**

KEY:

HODs- Heads of Departments

D/Ps- Deputy Principals

Table 4.5 shows the distribution of Teachers in schools in Rachuonyo South sub-county. Teachers 7 (6.1%) from Public Boys, 5 (4.6%) Public Girls, 35 (31.3%) Mixed Day and Boarding and 66 (58.0%) Mixed day. Heads of departments 3 (3.2%) from Public Boys, 7 (7.9%) Public Girls, 38 (43.7%) Mixed Day and Boarding and 40 (45.2%) Mixed day. Deputy Principals 3 (4.7%) from Public Boys, 6 (9.4%) Public Girls, 26 (40.6%) Mixed Day and Boarding and 29 (45.3%) Mixed day. Results shows that majority of Teachers, Heads of Departments and Deputy Principals are



from Mixed day schools. This is due to the fact that majority of the schools in Rachuonyo South are mixed Day schools.

#### 4.3.4 Distribution of respondents by Age

The researcher wanted to know the distribution of respondents by age. Results are as shown in Table 4.6.

**Table 4.6 Distribution of respondents by Age**

	Age	Frequency	Percent	Valid Percent	Cumulative Percent
<b>Teachers</b>	20 – 30 yrs	41	35.9	35.9	35.9
	31 – 40 yrs	59	51.9	51.9	87.8
	41 - 50 yrs	11	9.9	9.9	97.7
	Over 50 yrs	2	2.3	2.3	100.0
	N=113				
<b>HODs</b>	20 – 30 yrs	27	30.9	30.9	30.9
	31 – 40 yrs	41	46.8	46.8	77.7
	41 - 50 yrs	15	16.7	16.7	94.4
	Over 50 yrs	5	5.6	5.6	100.0
	N=88				
<b>D/Ps</b>	20 – 30 yrs	4	5.9	5.9	5.9
	31 – 40 yrs	19	29.4	29.4	35.3
	41 - 50 yrs	30	47.1	47.1	82.4
	Over 50 yrs	11	17.6	17.6	100.00
	N=64				
	<b>Total</b>	<b>265</b>			

**Source: Field data 2019**

KEY:

HODs- Heads of Departments

D/Ps- Deputy Principals

Results from Table 4.6 indicate that Teachers 41 (35.9 %) are aged between 20 – 30 yrs, 59 (51.9%) aged between 31 – 40 years, 11 (9.9%) aged between 41-50 yrs and 2 (2.3%) aged 50 yrs and above. Heads of departments 27 (30.9 %) are aged between 20 – 30 yrs, 41 (46.8%) aged between 31 – 40 yrs, 15 (16.7%) aged between 41-50 yrs and 5 (5.6%) aged 50 yrs and above. Deputy Principals 4 (5.9 %) are aged between 20 – 30 yrs, 19 (29.4%) aged between 31 – 40 years, 30

(47.1%) aged between 41-50 yrs and 11 (17.6%) aged 50 yrs and above. This is an indication that senior positions such as that of Deputy Principal require those who have served for a considerable period of time in the teaching service (Teachers Service commission 2017). This could be due to the fact that Deputy Principal is a senior position and promotion to such position is based on qualification and long service.

#### **4.4 Descriptions of items in the questionnaire**

In this section, the researcher presents descriptive statistics relating to the responses of respondents based on the research questions.

The research questions which guided the study were:

- i. What is the role of communication as a delegation practice on management of secondary schools in Rachuonyo South Sub-county?
- ii. How does motivation of the delegate influence on management of secondary schools?
- iii. What role does expertise consideration in delegation play on management of secondary schools?
- iv. What is the role of job description as a delegation practice on management of secondary schools?

#### **4.5 Communication and its influence on Management**

In an attempt to determine the influence of communication in delegation on management of secondary schools in Rachuonyo south sub-county, respondents indicated their responses to the items of the questionnaires. Researcher sought views and opinion of Teachers, HODs, D/Ps and also interviewed the Principals on how communication in delegation was carried out within the schools. Researcher wanted to know how communication in delegation influence on the general management of secondary schools.

#### 4.5.1 Mode of communication used in delegation

Respondents stated various modes of communication used by Principals to communicate to the staff when assigning duties as indicated in Table 4.7

**Table 4.7 Modes of Communication used by Principals during delegation of duty**

Response	Teachers		HODs		D/Ps	
	N	P	N	P	N	P
Organize staff meetings	41	36.6	26	29.4	21	32.8
Use of staff briefs	27	23.7	22	25.4	12	18.8
Write notice on notice boards	23	20.6	13	15.1	11	17.2
Make phone calls	9	7.6	15	16.7	10	15.6
Send memos	7	6.1	7	7.8	8	12.5
Use of social media	6	5.3	5	5.6	2	3.1

**Source: Field data 2019**

KEY: N=Frequency P=Percentage

HODs- Heads of Departments

D/Ps- Deputy Principals

Findings from table 4.7 indicate that majority 41 (36.6%) of Teachers, 26 (29.4%) HODs and 21 (32.8%) D/Ps indicated that Principals organize staff meetings whenever they delegated duties to the staff. This was followed by the use of staff briefs where 27 (23.7%) of Teachers, 22 (25.4%) HODs and 12 (18.8%) D/Ps were also in agreement. Writing notice on notice boards, was scored by Teachers at 23 (20.6%), HODs at 13 (15.1%) and finally D/Ps at 11 (17.2%). Principals making phone calls to staff was scored by Teachers at 9 (7.6%), HODs at 15 (16.7%) and D/Ps 10 (15.6%). Principals sending memos was scored at 7 (6.1%) by Teachers, 7 (7.8%) by HODs and 8 (12.5%) by D/Ps. This shows that majority of secondary school Principals organized staff meetings

whenever they wanted to delegate duties to the staff. This could be attributed to the fact that most schools usually arrange to have staff meetings at the beginning of each term and also during closure. Staff briefs came about during short breaks and lunch hours when the teaching staff were assembled together. Principals took advantage of such opportunities to pass information and delegate duties to the staff or pass important information regarding delegated duty. This finding concurs with the findings of Hannagan (2002) who stated that a manager should always identify an opportunity to pass important information to his/her workforce for efficiency and posterity of the organization. Communication via Social media was the least mode of communication used by Principals. Teachers confirmed this at 6 (5.3%), while HODs at 5 (5.6%) and D/Ps at 2 (3.1%). This confirms that Principals use sparingly social media to communicate to the teaching staff during delegation. This could be due to the fact that most Principals have not embraced the use of technology as a means by which communication in delegation of duty could be done (UNESCO 2006). Research findings indicate clearly that Principals communicated during delegation with the staff, though their mode of communication was limited to organizing staff meetings and also via staff briefs. Blair (2002) in his study established that communication in delegation is the only healthy way of creating a robust and high achieving work force. Communication in delegation can lead to higher level of performance if properly used by the Principal to inform the staff the expectations of the delegated duty. Creating a free environment that enables free sharing of the staff is also beneficial to the organization.

From the response, the researcher was able to deduce that communication in delegation is very important in any organisation where set goals and objectives are to be met. Respondents acknowledged that it is through communication in delegation that they are able to know the expectation on the delegated duty. Feeling of the staff cannot be taken for granted as it enables the

manager to know whether they are doing well in management or not (Eriksen 2001). Communication in delegation is a means by which people can share ideas and experiences at work. People who share experiences and ideas at work develop together and are able to take the institution to greater heights. These findings are supported by Kryarimpa (2010) who also found out that communication in delegation of duty encourages the staff to share freely and this enable acquisition of experiences at work.

Principals were asked during interviews to state the type of duties delegated to the staff during staff meetings and they responded as shown in Table 4.8.

**Table 4.8 Duties delegated by the Principal during staff meetings**

Response	Principals	
	N	P
Staff are assigned and empowered to repair damaged school items	10	16.4
HODs are allowed to appraise teachers on behalf of the Principal	13	21.3
Staff appointed to form committee that plan school programmes	9	14.8
Staff appointed and allowed to represent Principal in seminars and conferences	8	13.1
Staff appointed and assigned to run school examinations	11	18.0
Staff are delegated to co-ordinate co-curricular activities	10	16.4

**Source: Field data 2019**

KEY: N=Frequency P=Percentage

Table 4.8 shows Principals response on the items delegated during staff meetings. Staff were assigned and empowered to repair damaged school items was scored at 10(16.4%), HODs are assigned to appraise teachers on behalf of the Principal was scored at 13(21.3%), Staff appointed to form committee that plan school programme was scored at 9(14.8%), Staff appointed and

allowed to represent Principal in seminars and conference was scored at 8(13.1%), Staff appointed and assigned to run school examinations was scored at 11(18.0%) and lastly on Staff are delegated to co-ordinate co-curricular activities was scored at 10(16.4%). From the Principals responses, it confirms that they actually took their time to communicate directly to the delegate. Activities assigned to the staff are clearly stated by the principal. This clearly shows that Principals are aware of the need to make use of the staff they have at their disposal to nurture them and use the various skills and talents they have for the benefit of the school. This also shows that principals make use of their staff adequately by delegating duties to them. Duties assigned to the staff is directly communicated by the principal during staff meetings. This is supported by Hannagan (2002) who established during his studies that communication is a way of passing on information about the effectiveness of particular work.

#### **4.5.2 Communication on academic performance**

Respondents were asked to give their opinion on how communication in delegation of duty has influenced on academic performance within the school. The researcher wanted to know whether communication channels in delegation has a significant influence on academic performance of students. Responses are as shown in Table 4.9.

**Table 4.9 Influence of Communication on academic performance**

Response	Teachers		HODs		D/Ps	
	N	P	N	P	N	P
Led to high academic performance	41	36.7	30	34.1	29	45.3
Led to improved quality grades	34	29.8	24	27.8	18	28.1
Led to high number of students joining universities	38	33.5	34	38.1	17	26.6

**Source: Field data 2019**

KEY: N=Frequency P=Percentage

HODs- Heads of Departments

D/Ps- Deputy Principals

Table 4.9 shows the role played by communication in delegation in the overall academic performance of the students. Respondents are in agreement that communication in delegation led to high academic performance of students and it was scored at 41 (36.6%) by Teachers, HODs at 30 (34.1%) and D/Ps at 29 (45.3). This indicate that communication channels should not be taken for granted in management. The mechanisms used by the principal to delegate duties should be clear such that the delegated duty is clear. Research findings resonates with the findings of Eriksen (2001) who established that communicative leadership uses language and communication to motivate different factions within an institution. It came out clearly from the findings that when the Principals' uses communication in delegation effectively by finding ways and methods by which people can share ideas and talk freely, then this can in turn benefit the institution in terms of performance. Staff meetings, staff briefs and notice boards should be used appropriately to delegate duties and even remind the staff about deadlines. The findings of Okumu (2006) also support the fact that communication in delegation, if properly used can motivate the teaching staff,

enhance commitment, satisfaction, create discipline and general improvement of both the teachers and students' performance.

Communication in delegation enabled most students to transit to higher learning institutions. This was supported by Teachers at 38(33.5%), HODs at 34(38.1%) and D/Ps at 17(26.1%). Interactions during communication created better working environment enabling the staff to share their experiences. This ensure the teaching staff acquired skills and ideas which later is imparted on to the student. It is through interactions that people exchange vital ideas that lead to the betterment of an institutions in terms of performance as supported by (Englund 2007). The study findings concur that organizations have objectives to fulfill and expected results to achieve and if communication channels can be exploited during delegation of duty then any institution can attain their set objectives. It is healthy to share ideas and experience at work place to enable learning of new ideas and to incorporate varied opinions within the workforce.

An interview with the Principals confirms that communication in delegation plays a vital role in academic performance as one of the Principals responded by stating that:

*Communication in delegation led to high academic performance as the staff are able to share ideas, feelings and experiences. There is an improvement on quality grade and junior staff also learn how things are done from the senior staff.*

It comes out clear from the Principals' response that communication in delegation is truly essential for the growth and development of learning institutions where results is prioritised. Principals are in agreement that communication is a very important aspect of delegation since it entails conceiving, encoding, transmission, decoding and finally feedback. A good feedback by the delegate will heavily rely on message conceived. This then require the Principal to ensure proper communication mechanism during delegation of duty. This is supported by the literature that in any organisation where things don't go well, then it could probably be as a result of poor



communication. This finding is in agreement with the findings of Blair (2002) who found out that communication in delegation encourages sharing which leads to higher level of performance.

Communication in delegation improved on quality grades of the students. Teachers supported this at 34 (29.8%), HODs at 24 (27.8%) and finally D/Ps at 18 (28.1%). This finding is supported by the findings of Okumu (2006) who also found out that choosing the best way to communicate with the team is one of the arts of managerial skills to improve on the performance of an institution. Communication is concerned with manipulating information and the world around is constantly presenting us with the information we need. Information is the raw material, the directive, the actual data which is to be conceived and processed to give feedback. If principals can give clear and precise information to the teaching staff by stating clearly the standards required, setting goals and targets then this would improve on the quality grades of the students.

#### **4.5.3 Communication on staff career development**

Respondents were asked to give their views on how communication in delegation influence on career development of the teaching staff. Respondents gave their opinion as shown in Table 4.10.

**Table 4.10 Communication on staff career development**

Response	Teachers		HODs		D/Ps	
	N	P	N	P	N	P
Led to sharing of ideas and experiences	26	22.9	20	22.2	18	28.1
Led to acquiring new skills	32	28.2	22	25.3	19	29.7
Junior staff sharing with the senior	23	20.6	15	16.7	11	17.2
New ideas are brought on board	17	15.3	15	17.5	10	15.6
Problem solving is made easy	15	12.9	16	18.3	6	9.4

**Source: Field data 2019**

KEY: N=Frequency P=Percentage

D/Ps- Deputy Principals HODs- Heads of Departments

Table 4.10 shows the staff response. Teachers stated that communication in delegation led to sharing of ideas and experiences at 26 (22.9%), HODs at 20 (22.2%) and D/Ps at 18 (28.1%). Communication in delegation led to acquisition of new skills was scored as follows, Teachers 32 (28.2%), HODs at 22 (25.3%) and D/Ps at 19 (29.7%). Junior staff sharing with the senior staff was scored by Teachers at 23 (20.6%), HODs at 15 (16.7%) and D/Ps at 11 (17.2%). As regards new ideas brought on board, Teachers scored at 17 (15.3%), HODs at 15 (17.5%) and D/Ps at 10 (15.6%). Solving of problems made easy was scored by Teachers at 15 (12.9%), HODs at 16 (18.3%) and D/Ps at 6 (9.4%). From the findings, the researcher was able to deduce that communication in delegation plays an important role in the way the staff acquire experience at work. Working environments where people share freely enable growth of an individual in the profession. Work done by Bredeson (2003) also supports this idea that communication in delegation contributes to the creation of professionals and responsive community who welcomes diversity and has strong core values. The more people share skills through communication in

delegation in an institution, the more intense that organization gets in terms of skills acquisition. Research done by Hall (2005) established that communication in delegation make an organization intense and cohesive and create a pool of skilled personnel. Sharing between the staff enable them to learn from each other and make them grow to become better on the job.

#### 4.6 Motivation of the delegate on principals' Management

Researcher made an attempt to determine the influence of motivation of the delegate on principals' management of secondary school. Respondents indicated their responses to the items of the questionnaires. The researcher sought views and opinion of teachers, HODs, D/Ps and also interviewed Principals on how motivation was carried out within the school. Researcher wanted to know the influence of motivation on principals' management of secondary schools.

##### 4.6.1 Mode of staff motivation

Respondents were asked to give their opinion based on how motivation was practised within the school. They responded as shown in Table 4.11.

**Table 4.11 Mode of staff motivation on the delegate**

Response	Teachers		HODs		D/Ps	
	N	P	N	P	N	P
Congratulation	28	24.4	32	36.5	17	26.6
Monetary reward	8	7.6	6	6.3	4	7.2
Staff taken for tour	57	50.4	37	43.7	29	45.3
Staff promotion	11	9.2	7	7.1	8	12.5
Others	9	8.4	6	6.3	6	9.3

**Source: Field data 2019**

KEY: N=Frequency P=Percentage

HODs- Heads of Departments

D/Ps- Deputy Principals

Table 4.11 shows response of respondents on modes of motivation of the delegate. Teachers responded by stating that they were taken for tour at 57 (50.4%), congratulated at 28 (24.4%), other forms of reward at 9 (8.4%), they were promoted at 11 (9.2%), and monetary reward was at 8 (7.6%). HODs responded that they were taken for tour at 37 (43.7%), promotion was at 7 (7.1%), congratulated at 32 (36.5%), other forms of reward at 6 (6.3%) and monetary reward at 6 (6.3%). D/Ps responded that they were taken for tour at 29 (45.3%), congratulated by the principal at 17(26.6%), other forms of reward was scored at 4 (7.2%), they were promoted at 8 (12.5%), and monetary reward was scored at 6 (9.3%). This confirms that the most common form of motivation of the delegate practiced in secondary schools, was taking the staff for tour. This is in agreement with the findings of Hrebiniak and Lawrence (2005) who established during their study that motivation of the delegate is a simple but transformative act which boost morale of the staff. Principals practised motivation of the delegate to trigger the mind and make the staff strive to achieve more even with less resources. It is true that schools are endowed differently in terms of resources. Some schools are well endowed while others lack resources. This require management to strive to boost staff morale. Rath et al (2004) findings is in agreement that motivation of the delegate after success on the delegated duty boost the morale of the staff and enhances their ability to take risks at work and also make the staff work with minimal supervision.

Congratulation was the second form of motivation practised by the Principals on the delegate. Teachers supported this at 32 (24.5%), HODs at 46 (36.5%) and D/Ps at 17 (26.6%). Promotion came third and was scored by Teachers at 12 (9.2%), HODs at 9 (7.2%) and D/Ps at 8 (12.5%). Other forms of motivation came fourth and was supported by Teachers at 11 (8.4%), HODs at 8 (6.3%) and D/Ps at 6 (9.3%). Monetary reward was the least form of motivation on the delegate. Teachers scored this at 10 (7.6%), HODs at 8 (6.3%) and D/Ps at 4 (7.2%). This could be attributed

to the fact that money is a rare resource and therefore is never enough in schools. This was confirmed by Missik's (2004) findings in Nandi south District, who established the existence of barriers to delegation such as inadequate financial resources. This confirms the fact that Principals would be willing to motivate the delegate but finances are limited due to limited funds in schools. An interview with the Principals on challenges faced during motivation confirms that they would be willing to motivate the delegate after good work on the delegated duties, but they lack the means to do so. One Principal during the interview responded that:

*At times we run short of money. We rely on government to give us on time, while on the other hand parents do not pay fees on time. If you delegate without money to purchase equipment required, teachers feel we do not want to purchase for them.*

It is evident from the response that Principals expressed their concern about financial constraints, which was characterized by large fee arrears and delays in disbursement of government fee subsidy (FSE). This shows that lack of adequate resources hindered motivation of the delegate by the Principals as is confirmed by the findings of (Missik 2004). Lack of finances also affected the nature of rewards given to the delegate. Missik (2004) also confirmed that lack of resources in the schools prevented several activities from taking place. This finding therefore goes hand in hand with the responses of the Principals who stated that they are willing to motivate the delegate but they are curtailed by lack of enough resources.

#### **4.6.2 Frequency of motivation of the delegate**

Respondents were asked to give their opinion based on how frequent they are motivated after success on the delegated duty. Responses are as shown in Table 4.12.

**Table 4.12 How often Principals' motivated the delegate**

Response	Teachers		HODs		D/Ps	
	N	P	N	P	N	P
Quarterly	3	2.4	6	6.4	1	1.6
Monthly	4	3.9	13	14.3	4	6.3
Yearly	33	29.4	20	23.0	15	23.4
Once in a while	51	46.0	28	32.5	29	45.3
Never	22	18.3	21	23.8	15	23.4

**Source: Field data 2019**

KEY:

N=Frequency P=Percentage

HODs- Heads of Departments

D/Ps- Deputy Principals

Table 4.12 shows the frequency at which motivation of the delegate was practiced. It came out that motivation of the delegate was done once in a while. Teachers supported this at 51 (46.0%), HODs at 28 (32.5%) and D/Ps at 29 (45.3%). This confirms the reason why most Teachers lack morale to deliver and even complete the syllabus. The work of Rath et al (2004) established that the delegate feels important when they are praised and recognised frequently by their bosses after success on the delegated work. Their findings further showed that motivation should be done regularly since employees who are regularly motivated are more productive, engaged and more likely to stay with their schools for a long period of time. Staff turnover has been rampant in various schools over the years. Principals can therefore initiate motivation practices to boost staff morale. Lack of enough finances in the schools has made motivation of the staff very difficult hence most Principals only resort to practicing motivation once in a while especially when results

are released and the school has done remarkably well. This should not be the case as stated by (Chijumba 2002) who established that motivation in delegation should be practiced always by the Principals. The principals need to identify the situation to motivate the staff rather wait for the release of exams. An interview with the Principals on how frequent they carried out motivation of the delegate, confirms the findings as one of the principals stated that:

*Normally we carry out motivation once a year especially when KNEC exam results are released and the school has performed well. This usually calls on us to reward the staff.*

This response from one the Principals confirms that they do not carry out motivation of the delegate regularly but it is done once in a while. The finding therefore is evident that majority of Principals took their teachers for tour once, this is a clear indication that Principals are positive about motivation of the delegate though struggle (Clarke 2001). Lack of motivation of the staff can cause unnecessary unrest among the staff. This is confirmed by the findings of Kryarimpa (2010) who also established that lack of motivation of the delegate after successful completion of the delegated task causes disharmony and lower staff morale. Lack of frequent motivation in the schools therefore contributes to low staff morale at school and also hinder aspiration of the staff from going extra mile to take more responsibility. This research finding therefore confirms that everyone feels the need to be recognized as an individual or member of a group and feel a sense of achievement for work well done after completing the delegated work or even for valiant effort. Everyone wants a ‘pat on the back’ to make them feel good for the risk and courage they took to accomplish the delegated work.

#### **4.7 Expertise consideration and its influence on Management**

Researcher made an attempt to determine the influence of expertise consideration in delegation on principals’ management of secondary schools in Rachuonyo south sub-county. Respondents indicated their responses to the items of the questionnaire. Researcher sought views and opinion

of teachers, HODs, D/Ps and also interviewed the Principals on how expertise consideration in delegation was carried out within the school. Researcher wanted to know the influence of expertise consideration on the general management of secondary schools.

#### 4.7.1 What Principals consider during delegation

Respondents were asked to give their opinion based on how expertise consideration was practised during delegation of duty. They responded as shown in Table 4.13

**Table 4.13 Consideration of the Principal during delegation (I)**

Response	Teachers		HODs		D/Ps	
	N	P	N	P	N	P
Skill of the teacher	41	36.6	22	24.6	21	32.8
Experience/year of service	34	29.8	30	34.1	24	37.5
Level of loyalty	18	16.0	20	23.0	11	17.2
Interest of the teacher	20	17.6	16	18.3	8	12.5

**Source: Field data 2019**

KEY:

N=Frequency P=Percentage

HODs- Heads of Departments

D/Ps- Deputy Principals

Table 4.13 shows response based on what Principals considered when delegating duties to the teaching staff. Teachers responded by indicating that Principals considered their skill at 41 (36.6%), Experience/year of service was scored at 34 (29.8%), level of loyalty was scored at 18 (16.0%) and interest of the teacher was scored at 20 (17.6%). HODs responded by indicating that Principals considered their skill at 22 (18.3%), Experience/year of service was scored at 30 (34.1%), level of loyalty was scored at 20 (23.0%) and interest of the teacher was scored at 16



(24.6%). D/Ps responded by indicating that Principals considered their skill at 11 (17.2%), Experience/year of service was scored at 24 (37.5%), level of loyalty was scored at 21 (32.8%) and interest of the teacher was scored at 8 (12.5%). From the respondents, researcher was able to establish that majority of secondary school Principals considered skills and also the experience of the teaching staff during delegation of duty. This is attributed to the fact that Principals are aware of the importance of delegating work to a skilled personnel. Delegation of duty to skilled personnel has a lot of benefits especially to the delegator as quality of work output goes up. This finding is supported by Kyarimpa (2010) in her studies she established that work delegated to skilled personnel has a lot of benefits especially to the manager as there would be better results obtained when work is done by skilled personnel. Secondary school Principals understand the need to work with skilled personnel. Errors that might arise due to incompetency are minimized when work is delegated to skilled and experienced personnel. This finding is in agreement with the findings of Maicibi (2005) who also established that for proper performance of the employee and goal achievement on the delegated duty, the manager has to delegate duty with the consideration of skills, abilities, knowledge, talent and experience of the delegate. This is proven to yield better results as skilled personnel have the ability and required experience. Well educated, coached, and highly trained people are critical to the development and execution of strategies, especially in the current work situations. This research finding is in agreement with the findings of (Webster 2002) who also established that delegation by skill and experience consideration is a very critical procedure to practice because when the duty delegated is poorly done it can reduce the effectiveness of delegation in several ways hence bringing down management of an institution.

Principals were interviewed on what they considered during delegation of duty. They responded as shown in table 4.14

**Table 4.14 principal’s consideration during delegation (II)**

Response	Principals	
	N	P
Skill and level of experience	21	34.4
Talent	6	9.8
Level of commitment	9	14.8
Maturity level	8	13.1
Area of specialisation	17	27.9

**Source: Field data 2019**

KEY:

N=Frequency P=Percentage

Table 4.14 shows Principals response on what they considered during delegation of duty. They considered majorly the skill and level of experience of the personnel they are delegating work to at 21 (34.4%), area of specialization of the personnel at 17 (27.9%), level of commitment of the personnel at 9 (14.8%), Maturity level of the personnel at 8 (13.1%) and talent of the personnel at 6 (9.8%). This confirms Principals considered several qualities of a person during delegation of duty. Skilled and experienced staff has a lot of benefit to the school as well as to the student. A teacher for instance assigned to be in charge of examination should ensure that the examination is organized in time and exam timetable released in time without clashes. Students and teachers should constantly be updated about the examinations schedule. Students are noted to benefit directly when work is delegated to skilled personnel. This finding concur with the findings of

Webster (2002) who is in agreement that skilled personnel are more productive than the unskilled personnel in terms of quality work done. The knowledge acquired over the years make these teachers skilled in imparting knowledge to the students and also delivering appropriately in times of need. Principals' also delegated by considering area of specialization of the personnel. It is healthy for management to delegate work to the right person. Work delegated to the right person has higher chances of meeting the standards required by the delegator. Duties meant for accounts clerk cannot be delegated to a teacher since the teacher may not have skills and knowledge of performing such task. Chapman (2005) supports the idea that only skilled personnel has the capacity of productive work. A teacher who is in charge of furniture for instance should be responsible for excessive breakages in school since it is his/her mandate to ascertain that furniture is repaired in good time. This therefore calls for the principal to allocate duties based on the capability of the staff to avoid embarrassment.

#### **4.7.2 Expertise consideration and quality work output**

Teachers stated that when expertise consideration is given preference during delegation of duty, quality of work is improved at 18 (16.0%), there are better results at 21 (18.3%) Principals are relieved at 19 (16.8%). School mean improves at 34 (30.5%) and there is an increase in quality grades at 21 (18.3%). HODs gave their opinion by stating that quality of work improves at 17 (15.0%), there are better results at 17 (19.8%) Principals are relieved at 12 (13.5%). School mean improves at 27 (31.0%) and there is an increase in quality grades at 18 (20.7%). D/Ps gave their opinion by stating that quality of work is improved at 9 (14.0%), there are better results at 15 (23.4%), Principals are relieved at 17 (26.5%). School mean is improved at 12 (17.8%) and there is an increase in quality grades at 11 (17.2%). These findings show that expertise consideration during delegation of duty plays a vital role in improving the general performance of the school.

This finding is in agreement with the findings of Webster (2002) who also established that work delegated to a skilled worker will result into quality work output. It shows clearly that students benefit from this as their mean grade improved as well as quality grades. Principals to consider track record of the person before making appointments. Appointment in position of HOD requires that the person must be knowledgeable in the subject and also must have experience in the subject of specialization. The person should be in a capacity to offer guidance to the junior staff whenever there is any difficulty arising at the departmental level. This finding is supported by Kryarimpa (2010) who was able to establish that a person does better what He/she is specialized in. This finding shows that Principals appointed the staff who were qualified, knowledgeable and have the experience to execute the delegated duty with minimal supervision.

#### 4.7.3 Expertise consideration and career development

Respondents were asked to give their opinion based on how expertise consideration in delegation influenced on career development. They responded as shown in Table 4.15

**Table 4.15 Expertise consideration on Career development**

Response	Teachers		HODs		D/Ps	
	N	P	N	P	N	P
Improved the skill of teachers	44	38.9	32	36.5	25	39.1
Enabled the growth of junior staff	36	32.1	29	32.5	24	37.5
Led to promotion of the teaching staff	33	29.0	27	30.9	15	23.4

**Source: Field data 2019**

KEY:

N=Frequency P=Percentage

HODs- Heads of Departments

D/Ps- Deputy Principals

Table 4.15 show majority of teachers indicated that expertise consideration in delegation improved their skill at 44 (38.9%), enabled growth of junior staff at 36 (32.1%), led to the promotion of the teaching staff at 33 (29.0%). HODs also indicated that expertise consideration in delegation improved their skill at 32 (336.5%), enabled the growth of junior staff at 29 (32.5%), and led to the promotion of the teaching staff at 27 (20.9%). D/Ps also gave their responses by stating that expertise consideration in delegation improved their skill at 25 (39.1%), enabled the growth of junior staff at 24 (37.5%), led to the promotion of the teaching staff at 15 (23.5%). From the respondents, researcher established that expertise consideration in delegation has a lot of benefits to the delegate. Respondents are in agreement that expertise consideration during delegation enable them to grow their skills. This finding is in agreement with the findings of Abwalla (2014) who established that, skill of the personnel can be improved through delegation by expertise consideration. This definitely creates an environment where the staff grew to become asset to the institution. The study is in agreement that expertise consideration has benefited the delegate and this has enabled them to improve their skills. Delegation of duty with the consideration of the skill possessed by an individual makes the staff to grow, eliminates elements of mediocrity at work station. This finding resonates with the findings of Maicibi (2005) who found out that for proper performance of the subordinates and goal achievement, the leader has to distribute different tasks to the subordinates according to skills, abilities, knowledge, interest, talents and experience. From the findings, it is therefore important for the Principals to take note during delegation to ensure that the skill and experience of the delegate is given priority to enable growth and development of the staff. Findings also shows that Principals are concerned with the development of their staff, this is evident by so delegating duties with the aim of improving the skill and expertise of junior staff. This is an indication that secondary schools Principals value the development of their staff

and subjected their staff only to what they are able to do at their level. Principals are aware of the importance of working with those who are skilled and experienced. The work of Darwish (2010) supports that quality work output is achieved by working with people who has the skills required for the job.

#### **4.8 Job description and its influence on Management**

Researcher made an attempt to determine the influence of job description in delegation on management of secondary schools in Rachuonyo south sub-county, respondents indicated their responses to the items of the questionnaires. Researcher sought views and opinion of Teachers, HODs, D/Ps and also interviewed Principals on how job description in delegation was carried out within the school. Researcher wanted to know whether principals practiced job description during delegation of duty.

##### **4.8.1 Importance of job description in delegation**

Respondents were asked whether job description was important during delegation. They gave their response as shown in Table 4.16.

**Table 4.16 Importance of job description in delegation**

Response	Teachers		HODs		D/Ps	
	N	P	N	P	N	P
Expected results are stated	19	16.8	16	19.1	12	18.7
Proper guidance is given	27	23.7	20	22.2	20	31.2
Resources allocated are known	25	22.1	18	19.8	15	23.4
Authority given is well stated	24	21.4	19	21.4	6	9.4
Area of operation is known	18	16.0	15	17.5	11	17.2

**Source: Field data 2019**

KEY:

HODs- Heads of Departments

D/Ps- Deputy Principals

N=Frequency P=Percentage

From Table 4.16 Teachers responded by stating that job description is important since it enabled them to know the expected results at 19 (16.8%), proper guidance is given at 27 (23.7%), resources allocated are known at 25 (22.1%), authority given is well stated at 24 (21.4%) and area of operation is known at 18 (16.0%). HODs gave their responses by stating that, expected results are stated at 16 (19.1%), there is proper guidance given at 20 (22.2%), resources allocated is known at 18 (19.8%), authority given is well stated at 19 (21.4%) and the area of operation is known at 15 (17.5%). D/Ps responded that the expected results are stated at 12 (18.7%), there is proper guidance given at 20 (31.2%), resources allocated are known at 15 (23.4%), authority given is stated at 6 (9.4%) and area of operation is known at 11 (17.2%). This finding shows that job description in delegation is necessary as it ensured that the delegated work was well elaborated in terms of resources allocated and authority accorded. This finding is in agreement with the findings of Healthfield (2004) who established that job description during delegation of duty makes the delegate to know what is required so as to complete the work without meeting huddles. Job

description creates awareness to the delegate the expected results of the delegated duty. Dessein (2007) found out that many delegation problems occur because of the failure to clearly consider and specify the performance standards of the assignment during delegation, the delegator should specify to the delegate the set standards within which he/she must operate to accomplish the delegated duty. The level of authority given during delegation of duty should also be specified by the Principal. The authority accorded to the delegate must be stated clearly so as to know the limit within which they must work. It goes hand in hand with the findings of Chapman (2005) who established that atypical error most delegators do, is to delegate work but avoid matching the responsibilities with the freedom to make decisions and the authority to implement them. This is important since any employee who work has been delegated to, must know that he/she is liable for his/her own actions to the delegator. This clearly justifies why the staff to whom work has been delegated may be skilled and up to the task but might get discouraged by lack of authority given to undertake the task.

Interview conducted on the Principals confirms the importance of job description on management of secondary schools as one of the Principals stated that:

*It eliminates conflict of roles within the staff, as people will be conversant with what is expected of them, and they will also know their areas of operation.*

This finding clearly illustrate that job description eliminates antagonism between the staff. This is due to the fact the staff know exactly what is expected of them in their position. This confirms that job description plays a vital role in eliminating conflicts at work place, making job description during delegation of duty important. Conflicts may arise in places of work where employees are not aware of their roles and level of authority accorded to them. For instance, there are responsibilities mainly delegated to the HODs or D/Ps. Any Teacher cannot assume to perform such responsibilities. This finding is in agreement with the findings of Kombo et al (2014) who



found out that top management should strive to eliminate conflicts at work by ensuring that the delegate knows the level of authority accorded to them. HODs in secondary school system are delegated to appraise the teaching staff who are under them in various departments. A teacher in that department cannot assume the responsibility and carry out appraisal even in the absences of the HOD unless the duty is delegated by the Principals after consideration of the teachers' qualifications. Therefore, job description during delegation of duty creates discipline.

#### **4.8.2 Job description on work output**

Majority of teachers stated that when job description was practiced during delegation of duty then quality of work improves at 40 (35.1%). HODs supported this at 26 (30.1%) and D/Ps supported at 29 (45.3%). This is a clear indication that job description in delegation of duty play a vital role in the quality of work output. This finding is in agreement with the findings of Webster (2002) who established that whenever the manager wants quality work output then He/she should explain to the delegate what is required at the completion of the delegated work. This also comes out clearly as students benefit from this as their mean grade improve as well as quality grades attained. Also in agreement with the current study, Gautier and Paolini (2007) established during their study that it is a prerogative of the Principal to state the objectives of the delegated duty, specifying tasks to be accomplished and deciding who to accomplish the task based on the skill of the individual. Principals are answerable based on the outcome of the delegated duty and bears full responsibility, which is why they are tasked with the responsibility of ensuring that the work delegated is properly outlined. They therefore cannot delegate duty without stating the objectives to be met and allocating the resources required to accomplish the task. This finding is supported by Lussier (2000) who found out that delegating authority to someone else doesn't imply escaping from

accountability. He stated that accountability rest with the person having the utmost authority and in this case it is the Principal who is at the centre of delegation.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMEDATIONS**

#### **5.1 Introduction**

This chapter gives summary of research findings, conclusions, recommendations and suggestions for further study drawn from the findings of the study. The findings remain summarized according to objectives of the study which include, investigating whether communication in delegation, motivation of the delegate, expertise consideration in delegation and job description in delegation has considerable influence on Principals' management of public secondary schools.

#### **5.2 Summary of findings**

Brief findings from the study selected practices of delegation used by Principals on management of public secondary schools in Rachuonyo south Sub-County is presented. Summarily, it was established that communication in delegation, motivation of the delegate, expertise consideration in delegation and job description has a positive influence on management of secondary schools.

##### **5.2.1 Communication on Principals' management**

Research findings established that Principals prefer to organize staff meetings during delegation duty to the staff. This had a percentage of 36.6% from Teachers, 29.4% from HODs and 32.8% from D/Ps. It is during the staff meetings that duties were allocated to the staff. Principals also delegated duties to the staff during staff briefs. Teachers supported this at a percentage of 23.7%, HODs at 25.4% and D/Ps at 18.4%. Principals also use Notice boards to delegate duties to the staff, this was supported by Teachers at a percentage of 20.6%, HODs at 15.2% and D/Ps at 17.2%. Interviews with the Principals also confirmed that they use staff meetings, staff briefs and also use notice boards to communicate with the staff. Research findings also established that most Principals rarely use internal memos and social media to communicate to their staff members. Respondents indicated that memos and social media was used sparingly as compared to other

forms of communication. Teachers responded at a percentage of 6.1%, HODs at 7.8 % and D/Ps at 12.5%. Use of social media was scored at a percentage of 5.3% by teachers, 5.6% by HODs and 3.1% by the D/Ps.

Communication in delegation improved on academic performance of the students. This was due to the fact that teachers were able to share ideas and experiences among themselves. Respondents stated that communication led to high academic performance at a percentage of 36.7% scored by Teachers, HODs at 34.1% and D/Ps at 45.3%. Communication in delegation improved on their relation as a staff and this enabled healthy sharing of ideas which in turn benefitted the student. Effective communication in delegation therefore created a robust and motivated staff who are geared towards the attainment of the institutional goals and objectives. It enhanced career development of the staff and also the growth of junior staff members. Teachers, HODs and D/Ps were in agreement that it enabled the staff to acquire new skills. This was scored at a percentage of 28.2% by Teachers, 25.3% by HODs and 29.7% by D/Ps.

The study therefore concludes that communication in delegation influence positively on Principals' management of secondary schools. Effective communication in delegation is integral to Principals management of secondary schools since it outlines clearly what needs to be done. Each management roles of planning, organizing, leading and controlling depends on effective communication. Therefore, communication is the art of directing functions of management. Secondary school Principals should therefore strive to make use of staff meetings, staff briefs, notice boards so as to communicate to the staff. Principals are encouraged to exploit the available means of communication to see that their staff are provided with the right information at any given time so as to achieve the goals and objectives of delegated duties. This is important since communication increases awareness about the delegated duty and other relevance of competencies,

gives people a more rounded view of performance and finally it clarifies to employees' critical performance aspects in delegation. Effective communication creates loyalty to management and also make the management to know the feelings of their staff. This therefore calls for the Principals to exploit all the aspects of communication channels in delegation to ensure that the staff is fully informed and orientated on the duties delegated so as to ensure development of the staff and give a more rounded view of performance both to the teachers and also to the students as well.

### **5.2.2 Motivation of the delegate on Principals' management**

Though Principals practiced motivation of the delegate, they did it once in a while when KNEC examination results are good. Motivation of the delegate in the schools is not mandatory but done once in a while. Teachers responded at (46.0%), HODs at (32.5%) and D/Ps at (45.3%). Lack of motivation was attributed to limited resources within the schools. Some schools though are well endowed with facilities and has considerably good enrolment making them better placed a head of others in terms of resources. This did not place such schools a head of others in terms of frequency of motivation of their staff. Principals admitted to the fact that they run short of money since they rely on government to give while on the other hand parents did not pay fees on time.

Findings again established that the most common method of motivation practiced was taking the staff for tour. Teachers confirmed this at (50.4%), HODs at (43.7%) and D/Ps at (45.3%). This was convenient for Principals since they admitted to having little resources at their disposal and therefore are forced to save money and other resources to facilitate this exercise. This happened once in a while when school Principals had enough savings and also was pegged on good performance of the school in KNEC exams. It is therefore not mandatory for the Teaching staff to be taken for tour but the exercise was pegged on good performance in KNEC examination. This showed that motivation of teachers in schools in Rachuonyo south sub-county is not compulsory

but based on good performance. Lack of enough resources formed the major argument of Principals for not motivating their staff. Motivation based on performance leaves many teachers in various schools in an awkward position, definitely teachers in a considerable number of schools are demoralized with their work.

Motivation of the delegate was also done by congratulation for exemplary performance on the delegated duties. This was supported by Teachers at (24.4%), HODs at (36.5%) and D/Ps at (26.6%). This was a good gesture as secondary school Principals are aware that it doesn't have to be materials and money that can be used to motivate the staff. Monetary reward was the least form of motivation practiced by secondary school Principals to motivate the delegate. Teachers responded to this at (7.6%) in support, while HODs responded at (6.3%) and D/Ps at (7.2%). This is a clear indication that Principals rarely gave money to the staff as a way of motivating them. It is therefore clear that motivation of the delegate is not adequately practiced within the schools in Rachuonyo south sub-county. Principals therefore did not exploit the available resources to try and motivate their staff regularly after success on the delegated duty. Principals need to embrace the idea that motivation have the same impact on staff morale as being awarded one percent pay rise.

The study therefore established that motivation of the delegate influence positively on Principals' management of secondary schools. In order for teacher career development and better student performance in secondary schools, Principals should foster constant motivation of their staff in terms of monetary reward, promotion based on good performance, verbal appreciation for any duty delegated and is well done and finally taking the staff for tour. Such rewards motivate teachers, make them committed and enhance innovativeness thereby alleviating their career development as well as student performance. This will ultimately prompt teachers to work hard to achieve the objectives of the delegated duties. Motivation also make the staff work with minimum supervision

since the staff feel a sense of belonging and valued. Teachers who are less motivated are likely not to produce results, they do not complete the syllabus in time and do not supervise closely the work done by the students moreover the Principals become over worked. Furthermore, motivation of the delegate inculcates a sense of responsibility, hardworking, commitment and innovativeness which in turn lead to staff development and which further make teachers, HODs and D/Ps to get promotions. The staff who are motivated, are geared and result oriented and would do better on the delegated duties, would become efficient and effective in performing what is assigned to them.

### **5.2.3 Expertise consideration on Principals' management**

Research findings established that Principals did not delegate duties for the sake of it, but they considered a number of factors when they delegated duty. Principals considered the skill of the delegate when allocating duties to the staff. Teachers supported this at (36.6%), HODs at (24.6%) and D/Ps at (32.8%). This was a clear indication that Principals value the outcome of the delegated duty. It is therefore true that skill and level of experience would make quality work output and improve the performance of an institution. People with skill and experience tend to work with minimal supervision and still the results are excellent. Findings also shows that for the staff to be able to develop, Principals need to delegate duty according to the level of experience of the delegate. It is therefore true from the research findings that for proper performance of the subordinates and goal achievement, the leader has to delegate different tasks to subordinates according to skills, abilities, knowledge, interests, talents and experience.

It was also established that delegating duty to skilled personnel improved quality of work output. This was supported by Teachers at (16.0%), HODs at (15.0%) and D/Ps at (14.0%). Delegation of work to skilled teachers improved school mean. This was supported by teachers at (30.5%), HODs at (31.0%) and D/Ps at (17.8%). This research finding clarifies and proves beyond any reasonable

doubt that skilled personnel are better in performing the delegated duty and there is quality work done. At school, skilled staff are trusted to elevate school mean and the general performance of students as a whole. Secondary school Principals should therefore embrace the idea of using skilled staff to make their schools better their performance. The primary goal of any manager is to see that their schools perform better in all aspects. Principals should therefore allocate skilled teachers to teach candidate classes so as to impart the right skills to the candidates. Principals should appoint qualified teachers in positions of HODs DOS and Senior master as these are the senior staff who will guide and ensure curriculum implementation.

Expertise consideration improved the skill of the staff. This was supported by Teachers at (38.9%), HODs at (36.5%) and D/Ps at (39.1%). Expertise consideration is therefore very important when a manager wants to inspire junior staff to grow and improve their skills. Principals are encouraged to delegate duty according to the skill of the delegate. Assign duties to the staff according to their capability as this is noted to build and develop the staff. It is therefore true that consideration of expertise of the staff when delegating duty is healthy as some teachers may lack the skills and experience but through delegation of duties to them, enhances their career growth and development. This proves that teacher career development can be improved if talents, skills and experience during delegation is considered. Principals are aware that when duties are delegated to the staff who has no qualification, such duties are likely to be performed poorly. This is true as people who lack the skills often require close supervision in order for them to deliver. When work is delegated with the consideration of skills and experience of the staff, then it enabled the staff to pass their important skills and abilities to the system. Expertise consideration in delegation therefore encouraged mentorship and nurturing of skills. The general performance of the school is improved when expertise consideration is observed.



#### **5.2.4 Job description on Principals' management**

Job description is very important as far as the expected outcome of the work delegated is concerned. In order for the work delegated to meet its intended objectives, the duty delegated should be well elaborated and objectives to be met well stated. Teachers supported this at (16.8%), HODs at (19.9%) and D/Ps at (18.7%). This shows that proper guidance should be given to enable the attainment of the set objectives. Secondary school Principals are therefore advised to elaborate exhaustively how they want the job delegated done by stating clearly the objectives of the delegated duty. This will enable the delegate to perform the work with ease and confidence and will definitely enable the delegate to grow and become an asset to the organization. This is the expectation of any employee to grow and finally be better in their career.

During delegation of duty, the delegate needs to know the resources allocated. Teachers supported this at (22.1%), HODs at (19.8%) and D/Ps at (23.4%). This therefore calls for secondary school Principals to allocate resources to enable the delegate go out of his/her way to perform and not disappoint. It is therefore important for the delegate to know the resources allocated to enable the work delegated be done effectively without limitations. Some Principals delegate duties but fail to provide resources, this results into frustrations of the delegate leading to poor work done.

The level of authority given during delegation of duty should be known by the delegate. This is important as the delegate can assume too much power unnecessarily. This was found to be important as it eliminated conflict of roles among the staff. Teachers supported this at (21.4%), HODs at (20.4%) and D/Ps at (9.4%). Work ethics require that everyone should be aware of the boundary within which they need to operate. Too much power given to the delegate is likely to corrupt them and hence the delegated duty might not be done effectively. Secondary school

Principals are therefore urged to prescribe the level of authority given to the teaching staff on the delegated duty.

Job description was also found to improve on the quality of work output. This was supported by Teachers at (35.1%), HODs at (30.1%) and D/Ps at (45.3%). It is important to note that when work is delegated and the job properly described, quality of work output goes up. Quality of work makes a manager to earn respect and He/she is also revered. Principals' should therefore be clear when assigning duties and the objectives of the work delegated.

### **5.3 Conclusions**

The study findings pointed to the fact that selected practices of delegation are important to Principals' management of secondary schools. Results indicate that the independent variable selected practices of delegation through (communication in delegation, motivation of the delegate, expertise consideration in delegation and job description) on dependent variable Principals' management (Teacher career development, increased student performance and improved quality grades). Based on the findings of the study the following conclusions were drawn:

#### **5.3.1 Communication in delegation on Principals' Management**

Communication in delegation plays an integral role in delegation of duty. Communication in delegation of duty has a positive influence on how well the delegated duty will be done and finally impact on the achievement of educational goals and objectives. Principals' should therefore exhaust communication channels such as staff meetings, staff briefs, use of memos, notice boards and telephone calls to delegated duties and also provide any additional information about the delegated duty. This would make the staff well informed on what to do and how to do it thus enhance the staff career development and endeavor the attainment of educational goals and

objectives. Notably, effective communication in delegation has implications on the efficiency and success of any manager. Open communication networks in delegation make it easier for the various functionaries to whom duties are delegated to report. This has the advantage of helping the Principal monitor the staff's performance, access the entire school programme from time to time and know when it is possible to make changes. Keeping the communication channel open during delegation also has the advantage of minimizing the frequency of rumor mongering which can equally destroy staff morale and co-operation and also strain relationship.

### **5.3.2 Motivation of the delegate on Principals' Management**

Motivation of the delegate plays an integral role in creating a robust working environment. This will boost the morale, rejuvenate and invigorate the staff to achieve even with little resources. Principals are encouraged to exhaust several modes of motivation to ensure that their staffs are appreciated after success on the delegated duty. Motivated staff work with minimal supervision and this will relieve the management. Principals are encouraged to use simple modes of motivation of the delegate such as praise and recognition which would not require resource. Constant motivation of the delegate is necessary as this will keep the morale of staff high and this makes them work with minimal supervision and also go extra mile in their work.

### **5.3.3 Expertise Consideration on Principals' Management**

On expertise consideration, secondary school Principals are encouraged to always consider the skills and experience of the delegate to ensure that work is delegated to the right personnel. This implies that during delegation of duty to the staff, their teaching experience, skills, talent, level of commitment and knowledge should be given preference. This will enhance teacher development as well as ensure the attainment of educational goals and objectives. Students also benefit greatly

when they are taught by those who have experience and are skilled. In delegation when making appointments such as that of HODs, DOS and Games teacher, Principals are encouraged to ensure the candidate is suited, based on the required skills and not those who are loyalist. Less tasking activities should be preserved for the junior staff to enable them develop their skills while technical and tasking duties be assigned to the skilled and experienced staff.

#### **5.3.4 Job Description on Principals' management**

Regarding job description, Principals should be able to put clear what they want done and the expected outcome. The objectives of the delegated duty should be well stated as this is shown to improve on quality of work output. Job description in delegation also ensures that the resources allocated are known to the delegate and also the authority given well stated. Principals are encouraged to always come out clear on the expected outcome of the delegated duty. This will make the staff committed on the work as well as strive to achieve the set objectives of the delegated duties. Conflicts of roles where the staff may antagonize is eliminated when job description is put in place.

#### **5.5 Recommendations**

Based on the above conclusions, the following recommendations were forwarded to be the remedy of the effect by concerned bodies to alleviate and to improve secondary school Principals' management which is inter-connected with teacher career development and improved student performance.

- i. There should be free flow of communication between the Principal and staff when delegating duties.

- ii. The Government should address teacher motivation by making provision for more funding to schools to enable teacher motivation possible.
- iii. Principals should delegate duties based on staff competence and capability.
- iv. Principals should allocate resources and also state the level of authority accorded to the delegate during delegation of duty.

### **5.5 Suggested Areas for Further Study**

The study did not exhaust all matters related to it. Other issues came about during the course of study that requires further investigation. The following research action has been suggested: More comprehensive studies should be undertaken to investigate other practices of delegation of duty other than communication, motivation, expertise consideration and job description. More specifically, new studies should aim to find out how various learning institutions such as colleges and universities may practice delegation of duty through techniques that encourage the realization of the institutions goals and objectives.

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## APPENDIX 1: INTRODUCTORY LETTER



OFFICE OF THE DEAN  
SCHOOL OF GRADUATE STUDIES

Tel. 0771349741

P.O. Box 103 - 40404  
**RONGO**

Our Ref: **MEA/9201/2014**

**Date:** Monday, October 1, 2018

The Chief Executive Officer,  
National Commission for Science, Technology & Innovation,  
off Waiyaki Way, Upper Kabete,  
P.O Box 30623-00100,  
**Nairobi-KENYA.**

Dear Sir,

**RE: RESEARCH PERMIT FOR MR. MUMA HILLARY OCHIENG-  
MEA/92012014**

We wish to inform you that the above person is a bona fide graduate student of Rongo University in the School of Education pursuing a Masters degree in Education Administration. He has been authorized by the University to undertake research titled; "***Principals' Delegation of Duty and its Influence on Effective Management of Public Secondary Schools in Rachuonyo South Sub-county, Kenya.***"

This is, therefore, to request the commission to issue him with a research permit to enable him proceed for field work.

Your assistance to him shall be highly appreciated.

Thank you.

Dr. Edward Anino

**Ag. DEAN, SCHOOL OF GRADUATE STUDIES**

Copy to: Vice Chancellor  
Deputy Vice Chancellor (Academic and Student Affairs).  
Dean, School of Education  
HoD, Educational Management and Foundation



## APPENDIX 2

### RESEARCH AUTHORIZATION LETTER FROM NACOSTI



#### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,  
2241349, 3310571, 2219420  
Fax: +254-20-318245, 318249  
Email: dg@nacosti.go.ke  
Website: www.nacosti.go.ke  
When replying please quote

NACOSTI, Upper Kabete  
Off Waiyaki Way  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref. No. **NACOSTI/P/18/56835/26354**

Date: **1<sup>st</sup> November, 2018**

Hillary Ochieng Muma  
Rongo University  
P.O. Box 103-40404  
**RONGO.**

#### **RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on *“Principals delegation of duty and its influence on effective management of secondary schools in Rachuonyo South Sub-County,”* I am pleased to inform you that you have been authorized to undertake research in **Homa Bay County** for the period ending **30<sup>th</sup> October, 2019.**

You are advised to report to **the County Commissioner and the County Director of Education, Homa Bay County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

**GODFREY P. KALERWA MSc., MBA, MKIM  
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner  
Homa Bay County.

The County Director of Education  
Homa Bay County.



**APPENDIX 3:**

**QUESTIONNAIRE FOR TEACHERS.**

The main purpose of this questionnaire is to collect relevant information to compliment this research work. This questionnaire is for a general secondary school Teacher like you who is expected to perform well in the school duties. It is on this background that you have been selected to participate in the research by completing the questionnaire. I request for your co-operation by helping to answer the questionnaire as per the instructions at the beginning of each section. The success of this study directly depends upon your honest and genuine response to each question. Your responses will be highly respected and accorded the highest confidentiality.

Thank you.

**A. Background information**

**Answer the following by ticking [] the appropriate response**

1. State your gender: Male [] Female []
2. Specify your age bracket: 20-30 years [] 31-40years [] 41-50 years [] Over 50 years []
3. How long have you been a teacher? 1-5years [] 6-10years [] 11-15 years [] 16 and above years []
4. What is the nature of your school: Public Boys [] Public Girls [] Public Mixed Day [] Public Mixed Day and Boarding []
5. What is your highest academic qualification: Diploma [] Bachelor's Degree [] Master's Degree [] PhD [] others.....
6. State your teaching experience: 1-5 years [] 6-10years [] 11-15years [] 16 and above years []

**B. Communication**

1. In your school what mode of communication does the principal use during delegation of duty?
  - a) Organize staff meetings []
  - b) Use of staff briefs []
  - c) Write notice on notice boards []
  - d) Make phone calls []
  - e) Send memos []
  - f) Use of social media []
2. In which way has communication in delegation contributed to academic performance?  
.....
3. In your opinion, how do you rate communication in delegation within the workforce?
  - a) Very important []

- b) Important [ ]
- c) Fairly important [ ]
- d) Not important [ ]

4. Tick the most preferred modes of communication used by the principal during delegation.

- a) Organize meetings [ ]
- b) Use notice boards [ ]
- c) Writes memos [ ]
- d) Makes phone call [ ]

5. In which way has communication in delegation contributed to career development of the staff?

.....

### C. Staff Motivation

1. How are the staff motivated after success on the delegated duty in your school?

- i. Congratulation [ ]
- ii. Monetary reward [ ]
- iii. Taken for tour [ ]
- iv. Promotion [ ]
- v. Others [ ]

2. How often are the staff motivated in your school?

- a) Quarterly [ ]
- b) Monthly [ ]
- c) Yearly [ ]
- d) Once in a while [ ]
- e) Never [ ]

3. Motivation of the delegate boost staff morale and make the staff happy.

- a) YES [ ]
- b) NO [ ]
- c) Undecided [ ]

4. Tick the most preferred mode of motivation practised by the principal.

- a) Congratulation [ ]
- b) Monetary reward [ ]
- c) Taken for a tour [ ]
- d) Promotion [ ]
- e) Others.....

5. Motivation of the delegate in your school has improved academic performance.

- a) YES [ ]
- b) NO [ ]
- c) Undecided [ ]

**D. Expertise consideration**

1. What does the principal consider when delegating work to the staff?

Skill of the teacher [ ]

Experience/Year of service [ ]

Level of loyalty [ ]

Interest of the Teacher [ ]

2. How does expertise consideration in delegation affect quality of work output?

.....

3. In your opinion state the importance of expertise consideration in delegation of duty

.....

4. What is the role of expertise consideration on academic performance?

.....

5. In your opinion do you think expertise consideration is important for teacher career development?

a) YES [ ]

b) NO [ ]

c) Undecided [ ]

**E. Job Description**

1. State the importance of job description in delegation of duty?

a) Expected results are stated [ ]

b) Proper guidance is given [ ]

c) Resources allocated are known [ ]

d) Authority given is well stated [ ]

e) Area of operation is known [ ]

2. Job description lead to quality work output?

a) Strongly Agree [ ]

b) Agree [ ]

c) Disagree [ ]

d) Strongly Disagree [ ]

3. In which way has job description in delegation contributed to career development of the teaching staff?

.....

4. In your opinion do you think job description in delegation ensure quality work output.

a) YES [ ]

b) NO [ ]



c) Undecided [ ]

5. In which ways has job description in delegation contributed on academic performance in your school?

.....

**APPENDIX 4:**

**QUESTIONNAIRE FOR HEADS OF DEPARTMENTS**

The main purpose of this questionnaire is to collect relevant information to compliment this research work. This questionnaire is for a general secondary school Head of Department like you who is expected to perform well in the school duties. It is on this background that you have been selected to participate in the research by completing this questionnaire. I request for your co-operation by helping to answer the questionnaire as per the instructions at the beginning of each section. The success of this study directly depends upon your honest and genuine response to each question. Your responses will be highly respected and accorded the highest confidentiality.

Thank you.

**A. Background information**

**Answer the following by ticking [√] the appropriate response**

- 1. State your gender: Male [ ] Female [ ]
- 2. Specify your age bracket: 20-30 years [ ] 31-40years [ ] 41-50 years [ ] Over 50 years [ ]
- 3. How long have you been a Head of Department? 1-5years [ ] 6-10years[ ] 11-15 years [ ]  
16 and above years[ ]
- 4. What is the nature of your school: Public Boys [ ] Public Girls [ ]  
Public Mixed Day [ ] Public Mixed Day and Boarding [ ]
- 5. What is your highest academic qualification: Diploma [ ] Bachelor’s Degree [ ] Master’s Degree [ ] PhD [ ] others.....
- 6. State your teaching experience:1-5 years [ ] 6-10years[ ] 11-15years[ ]  
16 and above years [ ]

**B. Communication**

- 1. In your school what mode of communication does the principal use during delegation of duty?
  - g) Organize staff meetings [ ]
  - h) Use of staff briefs [ ]
  - i) Write notice on notice boards [ ]
  - j) Make phone calls [ ]
  - k) Send memos [ ]
  - l) Use of social media [ ]
- 2. In which way has communication in delegation contributed to academic performance?  
.....
- 3. In your opinion, how do you rate communication in delegation within the workforce?
  - a) Very important [ ]

- b) Important [ ]
- c) Fairly important [ ]
- d) Not important [ ]

4. Tick the most preferred modes of communication used by the principal during delegation.

- a) Organize meetings [ ]
- b) Use notice boards [ ]
- c) Writes memos [ ]
- d) Makes phone call [ ]

5. In which way has communication in delegation contributed to career development of the staff?

.....

**C. Staff Motivation**

1. How are the staff motivated after success on the delegated duty in your school?

- vi. Congratulation [ ]
- vii. Monetary reward [ ]
- viii. Taken for tour [ ]
- ix. Promotion [ ]
- x. Others [ ]

2. How often are the staff motivated in your school?

- a) Quarterly [ ]
- b) Monthly [ ]
- c) Yearly [ ]
- d) Once in a while [ ]
- e) Never [ ]

3. Motivation of the delegate boost staff morale and make the staff happy.

- a) YES [ ]
- b) NO [ ]
- c) Undecided [ ]

4. Tick the most preferred mode of motivation practised by the principal.

- a) Congratulation [ ]
- b) Monetary reward [ ]
- c) Taken for a tour [ ]
- d) Promotion [ ]
- e) Others.....

5. Motivation of the delegate in your school has improved academic performance.

- a) YES [ ]
- b) NO [ ]
- c) Undecided [ ]

**D. Expertise consideration**

1. What does the principal consider when delegating work to the staff?

Skill of the teacher [ ]

Experience/Year of service [ ]

Level of loyalty [ ]

Interest of the Teacher [ ]

2. How does expertise consideration in delegation affect quality of work output?

.....

3. In your opinion state the importance of expertise consideration in delegation of duty

.....

4. What is the role of expertise consideration on academic performance?

.....

5. In your opinion do you think expertise consideration is important for teacher career development?

a) YES [ ]

b) NO [ ]

c) Undecided [ ]

### **E. Job Description**

1. State the importance of job description in delegation of duty?

a) Expected results are stated [ ]

b) Proper guidance is given [ ]

c) Resources allocated are known [ ]

d) Authority given is well stated [ ]

e) Area of operation is known [ ]

2. Job description lead to quality work output?

a) Strongly Agree [ ]

b) Agree [ ]

c) Disagree [ ]

d) Strongly Disagree [ ]

3. In which way has job description in delegation contributed to career development of the teaching staff?

.....

4. In your opinion do you think job description in delegation ensure quality work output.

a) YES [ ]

b) NO [ ]

c) Undecided [ ]

5. In which ways has job description in delegation contributed on academic performance in your school?

.....

**APPENDIX 5:**

**QUESTIONNAIRE FOR DEPUTY PRINCIPAL**

The main purpose of this questionnaire is to collect relevant information to compliment this research work. This questionnaire is for a general secondary school Deputy Principal like you who is expected to perform well in the school duties. It is on this background that you have been selected to participate in the research by completing this questionnaire. I request for your co-operation by helping to answer the questionnaire as per the instructions at the beginning of each section. The success of this study directly depends upon your honest and genuine response to each question. Your responses will be highly respected and accorded the highest confidentiality.

Thank you.

**A. Background information**

**Answer the following by ticking [] the appropriate response**

- 7. State your gender: Male [] Female []
- 8. Specify your age bracket: 20-30 years [] 31-40 years [] 41-50 years [] Over 50 years []
- 9. How long have you been a Deputy Principal? 1-5 years [] 6-10 years [] 11-15 years [] 16 and above years []
- 10. What is the nature of your school: Public Boys [] Public Girls [] Public Mixed Day [] Public Mixed Day and Boarding []
- 11. What is your highest academic qualification: Diploma [] Bachelor's Degree [] Master's Degree [] PhD [] others.....
- 12. State your teaching experience: 1-5 years [] 6-10 years [] 11-15 years [] 16 and above years []

**B. Communication**

11. In your school what mode of communication does the principal use during delegation of duty?

- a) Organize staff meetings []
- b) Use of staff briefs []
- c) Write notice on notice boards []
- d) Make phone calls []
- e) Send memos []
- f) Use of social media []

2. In which way has communication in delegation contributed to academic performance?

.....

3. In your opinion, how do you rate communication in delegation within the workforce?

- a) Very important [ ]
- b) Important [ ]
- c) Fairly important [ ]
- d) Not important [ ]

4. Tick the most preferred modes of communication used by the principal during delegation.

- a) Organize meetings [ ]
- b) Use notice boards [ ]
- c) Writes memos [ ]
- d) Makes phone call [ ]

5. In which way has communication in delegation contributed to career development of the staff?

.....

### C. Staff Motivation

1. In which way are the staff motivated after success on the delegated duty in your school?

- i. Congratulation [ ]
- ii. Monetary reward [ ]
- iii. Taken for tour [ ]
- iv. Promotion [ ]
- v. Others [ ]

2. How often are the staff motivated in your school?

- a) Quarterly [ ]
- b) Monthly [ ]
- c) Yearly [ ]
- d) Once in a while [ ]
- e) Never [ ]

3. Tick the most preferred mode of motivation practised by the principal.

- a) Congratulation [ ]
- b) Monetary reward [ ]
- c) Taken for a tour [ ]
- d) Promotion [ ]
- e) Others.....

4. Motivation of the delegate in your school has improved academic performance.

- a) YES [ ]
- b) NO [ ]
- c) Undecided [ ]

### D. Expertise consideration

1. What does the principal consider when delegating work to the staff?

Skill of the teacher [ ]

Experience/Year of service [ ]

Level of loyalty [ ]

Interest of the Teacher [ ]

2. How does expertise consideration in delegation affect quality of work output?

.....

3. In your opinion state the importance of expertise consideration in delegation of duty

.....

4. What is the role of expertise consideration on academic performance?

.....

5. In your opinion do you think expertise consideration is important for teacher career development?

a) YES [ ]

b) NO [ ]

c) Undecided [ ]

### **E. Job Description**

1. State the importance of job description in delegation of duty?

a) Expected results are stated [ ]

b) Proper guidance is given [ ]

c) Resources allocated are known [ ]

d) Authority given is well stated [ ]

e) Area of operation is known [ ]

2. Job description lead to quality work output?

a) Strongly Agree [ ]

b) Agree [ ]

c) Disagree [ ]

d) Strongly Disagree [ ]

3. In which way has job description in delegation contributed to career development of the teaching staff?

.....

4. In your opinion do you think job description in delegation ensure quality work output.

a) YES [ ]

b) NO [ ]

c) Undecided [ ]

5. In which ways has job description in delegation contributed on academic performance in your school?



.....

**APENDIX 6:**

**INTERVIEW GUIDE FOR THE PRINCIPALS**

**A. Background information**

1. Specify your age bracket:  
20-30 years [ ] 31-40years [ ] 41-50 years [ ] Over 50 years[ ]
2. How long have you been a principal?  
1-5years [ ] 6-10years[ ] 11-15 years [ ] 16 and above years[ ]
3. What is the nature of your school?  
Public Boys [ ] Public Girls [ ] Public Mixed Day [ ] Public Mixed Day and Boarding [ ]
4. What is your highest academic qualification?  
Diploma [ ] Bachelor's Degree [ ] Master's Degree [ ] PhD [ ]  
others.....
5. State your teaching experience?  
1-5 years [ ] 6-10years[ ] 11-15years[ ] 16 and above years[ ]

**B. Communication**

1. State the modes of communication used during delegation of duty to the staff?  
.....
2. What kind of duties are delegated to the staff during staff meetings?  
.....
- 3a. Do you think communication has contributed to better academic performance in your school?  
(a) YES [ ] (b) NO [ ]  
  
(b)If YES explain  
.....
- 4a. Proper communication enable the delegate to be successful on the delegated duty  
(a) YES [ ] (b) NO [ ]  
  
(b)If YES explain  
.....

**C. Staff Motivation**

- 1a. Do you motivate your staff?  
(a) YES [ ] (b) NO [ ]  
  
(b)If YES explain  
.....
2. How frequent are your staff motivated?

.....  
3a. Do you think motivation enable the delegate to be committed on the delegated work?

(a) YES [ ] (b) NO [ ]

(b)If YES explain  
.....

4. What challenges do you face during motivation of the staff?  
.....

5. How are the BOM involved in staff motivation?  
.....

**D. Expertise Consideration**

1. State what you prefer in the delegate during delegation of duty  
.....

2a. Do you prefer working with skilled personnel when allocating duties?

(a) YES [ ] (b) NO [ ]

(b)If YES explain  
.....

3. How do you ensure staff members acquire new skills and experience?  
.....

4a. In your opinion do you think students benefit when duties are delegated to skilled personnel?

(a) YES [ ] (b) NO [ ]

(b)If YES explain  
.....

**D. Job Description**

1a. Do you state the objectives of the delegated duty to the staff?

(a) YES [ ] (b) NO [ ]

(b)If YES explain  
.....

2. Explain why you think job description is important to the staff during delegation?

.....

3a. Do you think job description contributes to career development of the staff?

(a) YES  (b) NO

(b)If YES explain

.....

**APPENDIX 7:  
MAP OF RACHUONYO SOUTH SUB-COUNTY**

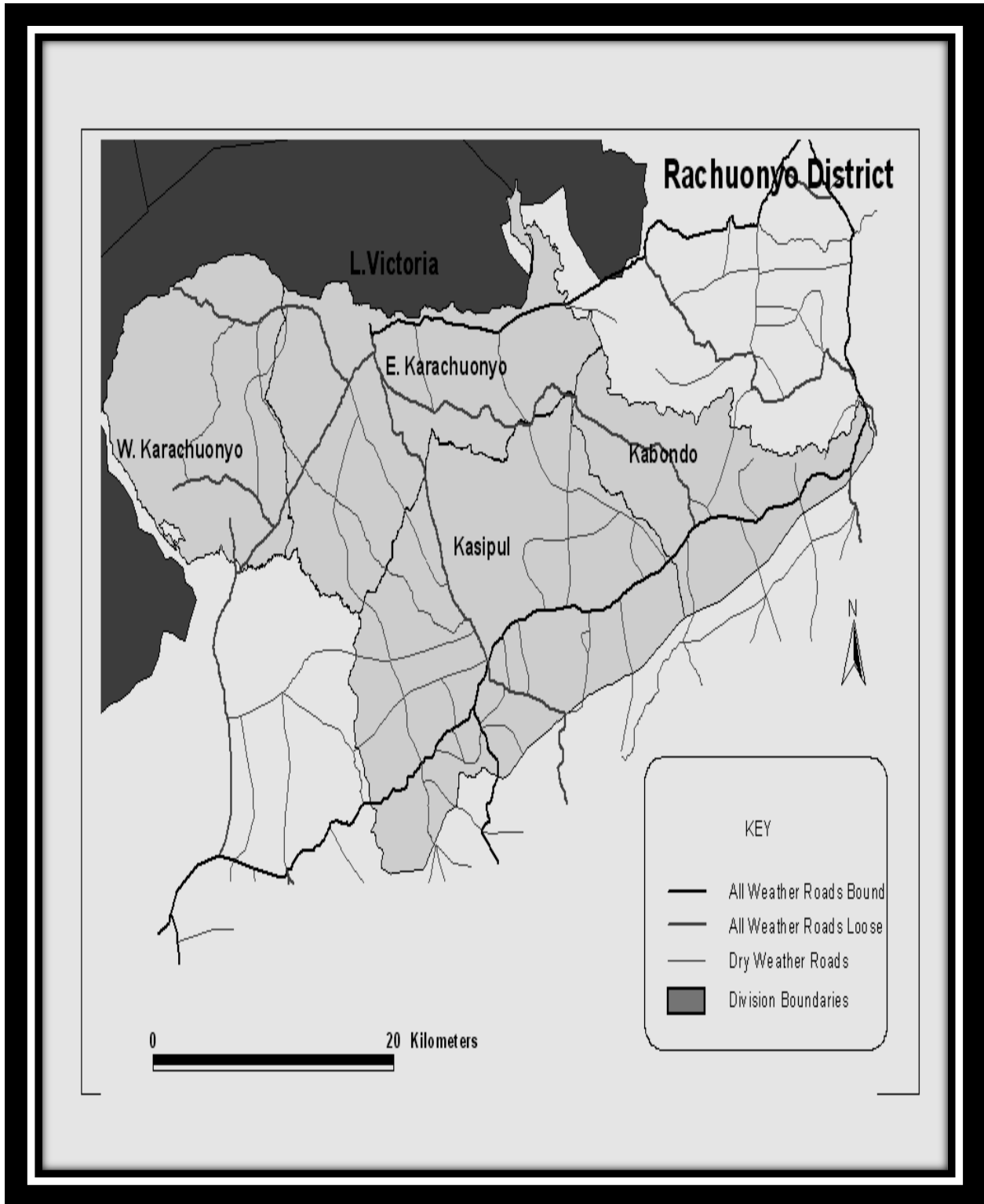


Figure 2 :Source: *ILRI Geographic Information Systems database*