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Determinants of Delegation of Duties and Responsibilities in the Administration of Secondary Schools in Mbeere South Sub-County, Embu County, Kenya

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Abstract

Delegation of tasks to the subordinates is an important activity in the administration of schools. It helps the principal in running the institution effectively though it may affect the subordinates negatively depending on how the process is done. The purpose of this study was to investigate on the determinants of delegation of duties and responsibilities in the administration of secondary schools in Mbeere South Sub-county, Embu County, Kenya. The study was guided by specific objectives including the establishment of the effects of training, attitude, incentives and workload on delegation of duties in the administration of secondary schools. The study confined itself to all secondary schools in Mbeere South Sub-county. The study adopted a descriptive research design. The study targeted 35 principals, 35 deputy principals and 315 assistant teachers. The study used questionnaires as the tool to collect data. Before the actual collection of data was done, a pilot test was carried out, where a sample of 10% of the targeted population was used. This was to ascertain the validity and reliability of the data collection instruments. Once the data was collected, it was analyzed by the use of Statistical Package for Social Sciences (SPSS) computer software. The analyzed data was presented using tables, charts and inferential statistics values. Based on the analysis and interpretation, it was found that training of employees on delegation gives the employees the knowledge of conducting the exercise. Further, it was found that attitude; incentives and workload affect delegation of duties and responsibilities in the administration of schools. In this regard then it is recommended to extend the same study to other counties and a comparison of the findings be done.

Keywords; *Training, Attitude, Incentives, Workload, Administration of Secondary Schools & Embu County.*

1.0 Introduction

1.1 Background of the Study

Delegation is the assignment of any responsibility or authority to another person (normally from a manager to a subordinate) to carry out specific activities. Delegation is one of the core concepts of management leadership, (D'Souza, 2002). The term delegation of authority has recently drawn the attention of many organizations. The process of delegation is taken seriously by both the private sector as well as the public sector all over the world.

In Kenya, the government has undergone several changes since independence. There has been creation and recreation of new ministries, departments and decentralization of services to the grassroots levels. A good example is the delegation of duties and responsibilities by the Teachers service commission to the board of management at the school level to recruit teachers on behalf of the commission. The hard times of the economy has forced the government to introduce hard measures and bills passed in parliament to make civil servants to work towards better results. The introduction of work related ethics and performance contracting are meant to improve performance of individual servants who accomplish their work through others delegation (Ruto, 2011).

In education management, teaching, learning, extra-curricular and administrative tasks or activities are entrusted to teachers by the principal in the hope that they will carry out the work or task that they have been delegated to do (Allen, 1958). Jackson (2000) sees delegation as the "accomplishment of work through others". The school, by its nature, is a complex organization such that delegation of duties and responsibilities is unavoidable; it is therefore imperative for all school managers and administrators at whatever level, primary, secondary or tertiary to understand the concept of delegation; what determines it, its importance and how to use it effectively.

The principal has the duty and responsibility of running/coordinating all the school activities without forgetting that his core business is teaching. As a school manager, one cannot achieve the school goals and objectives if they do all the tasks alone (Jackson, 2000). In other words, one cannot teach all the subjects in the school, head all departments, be on duty every day of the week, deal with all the correspondence and discipline cases, and be in charge of all the clubs and societies. The manager will need to use the talents of the other teachers who work under them, not fearing that they will take over from them, but rather trusting them and having confidence in them. Moreover making use of even the most critical or uncooperative members of the staff may result in their trusting you and feeling more motivated and needed. Experiences have proven that teachers are more highly motivated to realize goals when they have played a predominant part in drawing upon the original plans of delegation (Jackson, 2000).

When effectively done delegation will lead to formation of committees with membership, which cut across the various departments and serve as means of achieving teamwork, coordinating school activities and disseminating information within the school community, (Coleman and Bush, 1994). It also makes the school leadership more democratic while making different shades of opinions available to the principal when all the members are involved in decision-making. It will eventually help to improve the rapport among teachers on the one hand and between principal and the teachers on the other hand and thereby improve the tone of the school (Missik, 2004).

In schools where delegation of duties and responsibilities is done in a professional way dissatisfaction has gone down to normal levels, principals have their individual interests restored and school performance has improved (Mujivane, 2007). Unfortunately, some principals revel in

working long and hard hours and endeavor to do too much, including many things that can be delegated to others. It is against this background that the study seeks to find out the determinants of delegation of duties and responsibilities in the administration of secondary schools.

1.2 Statement of the Problem

Managers in any organization face many challenges including their daily tasks in their managerial work. Due to the pressure involved in their work, they delegate duties in order to complete what they are supposed to deliver within the specified time. School principals being managers are not exceptional as they face similar challenges in their management work. They struggle with strong pressure from rapidly changing external and internal environments and the needs of an ever-evolving global economy. Such pressures create new demands on the management to produce competent students with skills to compete effectively (Moran, 2009). Due to these pressures, principals share duties and responsibilities with other staff members in the school through delegation. According to Eyre and Pettinger (1999), Failure in delegation of duties may lead to work overload, delayed or inaccurate decisions, stress, mistrust, resentment, and low morale amongst staff to who delegation is made. Further, the way in which delegation is done contribute to the way the person to whom the delegation is made, perceives the delegation of the duties. If the staff doing the delegated work perceives it negatively, it may affect the outcome. Therefore, in this respect, there was a need for a research to be carried out on the determinants of delegation of duties and responsibilities in the administration of secondary schools. Hence the conception of this research that was conducted in Mbeere south sub-county, Embu county in Kenya.

1.3 Objective of the Study

The purpose of the study was to investigate on the determinants of delegation of duties and responsibilities in the administration of secondary schools in Mbeere south sub-county, Embu County, Kenya.

1.3.1 Specific objectives

The specific objectives of this study were;

- i. To establish the effect of training on delegation of duties and responsibilities in the administration of secondary schools.
- ii. To establish the effects of teachers attitude on delegation of duties and responsibilities in the administration of secondary schools.
- iii. To establish the effect of incentives on delegation of duties and responsibilities in administration of secondary schools.
- iv. To establish the effect of workload on delegation of duties and responsibilities in the administration of secondary schools.

1.3.2 Research Questions

- i. How does training of principals and teachers influence delegation of duties and responsibilities in the administration of secondary schools?
- ii. How does teachers' attitude influence delegation of duties and responsibilities in the administration of secondary schools?
- iii. How do incentives influence delegation of duties and responsibilities in the administration of secondary schools?
- iv. How does workload influence delegation of duties and responsibilities in the administration of secondary schools?

2.1 Literature Review

2.1.1 Effect of Training on Delegation of Duties and Responsibilities

In an organization, inputs would include resources such as raw materials, money, technologies and people. These inputs go through a process where they are planned, organized, motivated and controlled ultimately to meet the organization's goals. Outputs would be products or services to a market. Outcomes would be for instance enhanced quality of life or productivity for customers/clients (Carlo, 2012).

Researches have been conducted on head teachers training needs and made various recommendations for instance; Okumbe (2008) recommended that for the purposes of effectiveness of school managers and curriculum implementers, in-service training should be done. Training ensures systematic development of knowledge, skills and attitudes required by employees to perform effectively on given tasks. Hence, employees can make a very significant contribution to the overall effectiveness and profitability of an organization (Opudo, 2012)

Gachoya (2008) in a study carried out in Nyeri district on delegation of duties observed that 70 percent of instructional supervisors assessed and advised teachers on delegation, proper preparation and keeping of professional records.

Maweu (2004) reported that Kenya's secondary schools supports the positional power of the supervisor dominating over the inferior teacher. The head teachers and teachers as instructional supervisors should possess prerequisite supervisory skills such as conceptual, human relations and technical skills (Okumbe, 1998).

2.1.2 Effect of Teachers Attitude on Delegation of Duties and Responsibilities

Mzure (1999) in a study revealed that the perception of teachers towards head teachers' administration practices was influenced by internal and external factors. Internal factors refer to characteristics of the perceivers learning needs acquired through experiences, self-concept and personality. Haileselassie, (1997) agrees with (Smyth, 2011) stating that many teachers in Ethiopia resent or even fear being delegated a job because of the history of supervision which has always been biased towards evaluation and inspection.

Studies carried out by (Adikinyi, 2007), (Gacoya, 2008), and (Marwanga, 2004) also observe that teachers have a negative attitude towards delegation hence any guidance given is not taken seriously. Watene (2007) and Yunus (2010) agree stating that because of its evaluative approaches; less experienced teachers have more negative perceptions on the practice of delegation than more experienced teachers do. They consider supervisors as faultfinders; they fear that supervisors will report their weaknesses to the school administrator. Muriithi (2012) however is of different opinion he observes that majority of teachers have positive attitude towards delegation.

2.1.3 Effect of Incentives on Delegation of Duties and Responsibilities

If delegation of authority does not go hand in hand with suitable incentives, subordinates may not be motivated to accept it willingly. Positive incentives like recognition of work and rewards go a long way in building up the morale of subordinates. In the absence of such incentives in the form of recognition, appreciation or monetary benefit, a subordinate may not be prepared to accept delegation of authority (Guarav, 2010).

Failure to give the employee credit for shouldering responsibility is another killer of delegation. Supervisors who do not delegate take all the credit in their area of influence. 'Give credit where

credit is due and by this, you gain enthusiastic and loyal employees' (Maweu, 2004). This may be due to a lack of confidence in the abilities of others to do the task well and fear of being held accountable for the work of others. Not recognizing a project's completion will practically guarantee that the next project delegated will not be completed in time. Take a moment to acknowledge task completion and to praise a job well done. This appraisal is not a sign of weakness but a major boost to the subordinates.

Bester and Krahmer (2008) conducted a study on delegation and incentives. The study analyzes the relationship between authority and incentives. It extends the standard principal-agent model by a project selection stage in which the principal can either delegate the choice of project to the agent or keep the authority. The agent's subsequent choice of effort depends on both monetary incentives and the selected project. The study finds that the consideration of effort incentives makes the principal less likely to delegate the authority over projects to the agent. In fact, if the agent is protected by limited liability, delegation is never optimal.

D'Souza (2009) argues that there are some matters one simply can't delegate. For others, it is a case of feeling insecure, especially if the teachers are assertive or more qualified than the head teacher is (ibid.). For instance, with the current provision for study leave, many teachers have gone back to college for masters and even PhD. Head teachers whose schools are doing well have demonstrated that they know too well the significance of involving everyone in the search for success.

Orora (2007) notes that in Kenya today, talents, skills and abilities of almost all the employees in most organizations lie fallow because of inadequate involvement, of staff members in task performance and decision-making. Consequently, productivity and employee satisfaction remain extremely low; Schools are no exception. If a head teacher over-delegates, under-delegates or fails to delegate to the head of departments, co-ordination of activities would be a problem. Studies have shown that many managers fail in their duties because of poor delegation.

Delegation with authority leads to motivation of subordinates: Subordinates are encouraged to give their best at work when they have authority with responsibility. They take more initiative and interest in work and are careful and cautious in their work. Delegation leads to motivation of employees and work force development (Orora, 2007).

The Lack of respect for the employee's ambitions may also hinder effective delegation. Supervisors who do not delegate usually do not have an interest in developing their employees and as such, the employees will feel that the supervisor does not care about them. Their respect for their supervisor decreases. So, get to know your employees and find out their strengths, weakness and their ambitions, and possibly support their ambitions. Managers who are also status sensitive will hang on to the tasks and responsibilities because they convey to colleagues, governors and parents significant symbol of power and authority in school.

2.1.4 Effect of Workload on Delegation of Duties and Responsibilities

Through delegation of duties and responsibilities, the executive can transfer routine work to the subordinates and concentrate on more tasks that are important. The manager who chooses to try to do everything with his/her own hands will suffer at least three undesirable results.

The manager limits his/her own productivity limits the potential contribution to his/her organizations and any contribution made; may be accompanied by frustration and an excessive

amount of personal effort. Subordinates can help make management's work easier and more productive if one knows how to utilize them and makes an effort to permit them to assist him.

A study by Abdille (2012) in public secondary schools on delegation in Mandera East District found out that the function of classroom observation neglected even in the event of having adequate staffing levels. It thus negates the essence of according the responsibility of instructional supervision to head teachers. The study argues that the head teachers should empower and delegate instructional supervisory roles to subject panels, departmental heads and senior teachers. Okumbe (1999) says that although educational organizations are bureaucratic, the teachers who occupy the bottom of the hierarchy are highly educated professionals, sometimes even more educated than the head- teachers are.

According to Koontz and Weinhrichn (1998), managers should be receptive and willing to give other peoples' ideas a chance. They further say that decision-making involves some discretion and the subordinate's ideas may differ from the managers. Orora (2007) adds that poor delegation makes the chief executive the only member of an enterprise. In addition, an enterprise's plans, decisions and tasks are enormous and any attempt by anyone to operate them singly leads to failure.

3.0 Research Methodology

Descriptive research design was adopted for this study. The study employed a descriptive research survey based on secondary schools. Descriptive design was appropriate for this study because it describes variables rather than testing predicted relationships between variables. The study was carried out in Mbeere South sub-county, Embu County. The sub-county is made up of Mwea, Makima and Gachoka Divisions. The sub county borders Kirinyaga County on the West, Machakos County on the South and Tharaka-Nithi County on the East. The sub-county has been selected for this study because it comprises of diverse schools; mixed boys and girls day, boarding, private and public schools

The population consisted of all the principals, deputy principals, and assistant teachers in secondary schools in Mbeere south sub-county. There are 33 public and 2 private secondary schools with 315 teachers (Mbeere South District Education Office, 2012). The study will target 35 principals, 35 deputy principals and 315 assistant teachers. All the Principals and deputies were used for the study because they are considered as the key persons in the administration of the schools and responsible for the day-to-day activities of the school. Therefore, the total respondents were 133 respondents. Questionnaire was used as the instruments for data collection. Semi-structured questionnaires for principals, deputy principals and heads of departments were used and captured through a 5-point likert scale. After quantitative data was obtained through questionnaires, it was prepared in readiness for analysis by editing, handling blank responses, coding, categorizing and keyed into statistical package for social sciences (SPSS) computer software for analysis. The statistics generated was descriptive and results presented in tables and charts.

4.0 Results and Findings

4.1 Descriptive Statistics for Training and Delegation

The first objective of the study was to establish the effect of training on delegation of duties and responsibilities in the administration of secondary schools. Training is the sense of purpose and direction that includes ideas of progression and development both at work and at personal level. It

embraces ideas about lifelong learning as well as skill development. The section deals with how training affects the process of transferring duties and responsibilities to the subordinates.

4.1.1 Principals' Responses on Training and Delegation

Data on the views of the principals on the effect of training on delegation of duties and responsibilities was collected. The principals had different views as depicted in the data collected and presented in Table 1. The views were categorized as; Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A) and Strongly Agree (SA). The statements of interrogation were given codes as shown in Table 1.

Table 1: Principals' responses and opinion on the effect of Training on Delegation

Code	Interrogating statement	SD	D	N	A	SA
A	Delegate duties to others who are even not competent	0	15	3	9	3
B	Delegate but the jobs seem not to be done as expected	3	24	0	3	0
C	Clearly and concisely delegate while explaining exactly how it should be accomplished	12	9	0	3	6
D	Have been in-serviced on delegation and thus understand the concepts very well	9	9	6	6	0
E	Only delegate duties not trained in	12	15	0	3	0
F	Delegating to the trained staff makes them more willing to work on them	6	9	0	6	9
G	Delegate and give an opportunity to complete the job without being involved, then check at the end	3	3	0	18	6
H	Delegate while keeping in mind the academic level of the person delegated to	0	6	0	15	9

The data presented in Table 1 was analyzed in percentage form and the results presented in Table 2.

Table 2: Principals' responses on effect of Training on Delegation

Code	SD	%	D	%	N	%	A	%	SA	%
A	0	0%	15	50%	3	10%	9	30%	3	10%
B	3	10%	24	80%	0	0%	3	10%	0	0%
C	12	40%	9	30%	0	0%	3	10%	6	20%
D	9	30%	9	30%	6	20%	6	20%	0	0%
E	12	40%	15	50%	0	0%	3	10%	0	0%
F	6	20%	9	30%	0	0%	6	20%	9	30%
G	3	10%	3	10%	0	0%	18	60%	6	20%
H	0	0%	6	20%	0	0%	15	50%	9	30%

The data on the respondents who were disagreeing and agreeing as presented in Table 2 was analyzed and the results show the principals' rating on the effect of training on delegation. From the table it is evident that a great number of respondents disagreed that the delegated jobs were not done as expected. This constituted around 80%. On the other hand, a small percentage (10%) of the respondents agreed that the delegated jobs were not done as expected. In addition, from the table, a small percentage (10%) disagreed that once tasks were delegated, an opportunity to complete the job without the interference of the person delegating was given. This is supported by the same table which shows that the same enquiry gave the largest percentage (60%) of the respondents who agreed that once they delegated a task, they gave the person delegated the task freedom to work on it then they checked after everything had been completed.

4.1.2 Deputy Principals' responses on the effect of Training on Delegation

The deputy principals had their views on the effects of training to the delegation of duties. The data collected and coded is presented in Table 3.

Table 3: Deputy Principals' responses on the effect of Training on Delegation

Code	Interrogating statement	SA	A	N	D	SD
A	All the principals are well versed with the delegation process.	3	0	0	15	12
B	The principal freely delegates duties that fall outside his/her area of training	0	3	0	12	15
C	I will be more efficient in delegated duties if they fall in an area that have not been trained in.	0	0	0	21	9
D	The principal delegates more of the duties that they are not very competent in.	0	0	0	12	18
E	Whenever delegated duties are difficult to tackle, I always delegate them too.	0	3	0	9	18
F	Have undergone an in-service training in delegation while in the profession	6	18	0	6	0
G	The academic/ professional levels of training for the principals determine their ability to delegate effectively.	0	0	0	18	12

The data presented in Table 3 was analyzed in percentage form and the results presented in Table 4.

Table 4: Deputy Principals’ rating on the effects of Training on Delegation

Code	SA	%	A	%	N	%	D	%	SD	%
A	3	10%	0	0%	0	0%	15	50%	12	40%
B	0	0%	3	10%	0	0%	12	40%	15	50%
C	0	0%	0	0%	0	0%	21	70%	9	30%
D	0	0%	0	0%	0	0%	12	40%	18	60%
E	0	0%	3	10%	0	0%	9	30%	18	60%
F	6	20%	18	60%	0	0%	6	20%	0	0%
G	0	0%	0	0%	0	0%	18	60%	12	40%

Based on the analysis presented in table 4, the greatest percentage of the respondents agreed that they were taken through an in-service training on delegation while in the profession. This is evident from the table, which shows that the statement attracted the least percentage of respondents who disagreed. On the other hand, several statements attracted 0% of the respondents agreeing but considering table 3, some statements attracted different percentages of respondents disagreeing. Going by the disagreements, it is clear from table 4 that majority (70%) of the respondents disagreed that they would be more efficient in delegated duties if they fell in an area that they had not been trained.

4.1.3 Heads of Departments’ responses on the effects of Training on Delegation

The heads of departments contributed their views on the effect of training to the delegation of duties. The data collected is presented in Table 5.

Table 5: HODs responses on effects of Training on Delegation

Code	Interrogating statement	SD	D	N	A	SA
A	My training on delegation has made it easier for me to carry out delegated duties	0	18	0	24	18
B	I feel that some duties delegated to me should be carried out by my seniors	0	24	0	24	12
C	Doing delegated duties help me in enhancing my levels of responsibilities	12	0	18	0	30
D	Teachers need to be trained to carry out delegated responsibilities	6	18	0	12	24
E	Teachers with no formal training on delegation will carry out delegated duties poorly	6	30	6	0	18
F	Principals formally trained on delegation will be more effective in delegation than those not trained	6	42	6	6	0
G	Delegation as an aspect is an integral part in the teacher training programs.	18	24	6	6	6
H	I have received in-service training in delegation that has been beneficial to me in enhancing my delegation skills	24	12	18	6	0

The data presented in Table 5 was analyzed in percentage form and the results presented in Table 6.

Table 6: HODs responses on the effects of Training on Delegation

Code	SD	%	D	%	N	%	A	%	SA	%
A	0	0%	18	30%	0	0%	24	40%	18	30%
B	0	0%	24	40%	0	0%	24	40%	12	20%
C	12	20%	0	0%	18	30%	0	0%	30	50%
D	6	10%	18	30%	0	0%	12	20%	24	40%
E	6	10%	30	50%	6	10%	0	0%	18	30%
F	6	10%	42	70%	6	10%	6	10%	0	0%
G	18	30%	24	40%	6	10%	6	10%	6	10%
H	24	40%	12	20%	18	30%	6	10%	0	0%

Based on the analysis presented in table 6, it is evident that most of the respondents disagreed that the principals formally trained on delegation were more effective in delegation than those not trained. This constituted approximately 70% of the respondents. This is evident on Table 6 which shows that the least number of the respondents agreed on the same. On the other hand, the least number of respondents disagreed that delegating duties helped one in enhancing his/her levels of responsibilities. Similarly it is evident that the same argument attracted the largest percentage with (70%) of the respondents agreeing on the same.

Further, the competence of the heads of departments in effectively carrying out delegation in their subject area was investigated and the data collected is presented in Table 7.

Table 7: Heads of Departments’ opinion on their Competence in Delegation

Code	Competence Level	Frequency	Percentage
A	Very competent	30	50%
B	Somehow competent	30	50%
C	Not competent	0	0%

The data presented in Table 7 was analyzed and presented in a chart as shown in Figure 1.

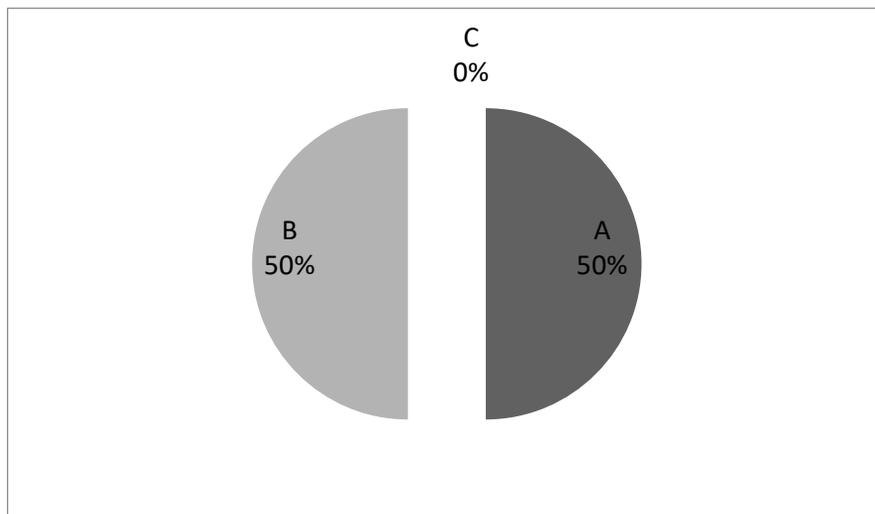


Figure 1: Heads of Departments’ opinion on their Competence in Delegation

The analysis presented in Figure 1 shows that all the respondents had some reasonable competence in the areas of delegation. To be precise, 50% of the respondents were very competent and in the same way, 50% were somehow competent. Besides being competent in delegation, all the respondents pointed out that the school or ministry to any formal training in delegation did not present them. In this part of training for delegation, it is clear that the staff needs some training before delegation as stated by Gachoya (2008) and Maweu (2004) who argued that training before delegation is vital.

4.2 Descriptive Statistics for Attitude and Delegation

The second objective of the study was to establish the effects of teachers' attitude on delegation of duties and responsibilities in the administration of secondary schools. Data was collected analyzed and the findings are discussed in the following section. This section is dealing with the way the principals, deputy principals and heads of department think or feel about delegation of duties and responsibilities.

4.2.1 Principal's opinions and Attitudes towards Delegation

The principal's opinion on the effects of attitude towards delegation were captured in the data presented in Table 8.

Table 8: Principals' opinions and Attitudes towards Delegation

Code	Interrogating statement	SA	A	N	D	SD
A	Much of my work has to be delegated or else I will have a burn out.	0	3	3	18	3
B	I do not feel having time to delegate authority properly	6	6	3	12	0
C	If I were to delegate authority, my job would not be nearly as much fun.	0	6	0	18	3
D	I would delegate more but I am pretty much a perfectionist	0	3	3	12	9
E	The credit of a successful delegated duty should always go to the person delegating.	0	3	0	18	6
F	I fear delegating duties since my juniors may take credit for a job well done	3	0	0	12	12
G	I feel that when I delegate authority I lose control	3	0	0	12	9
H	I have not really found that delegation saves any time.	0	9	6	3	9
I	When I have given clear instructions and authority and the task is not done right, I get upset.	0	3	6	9	6

The data presented in Table 8 was analyzed to generate percentages of the responses for comparison purposes. The analyzed data is presented in figure 2.

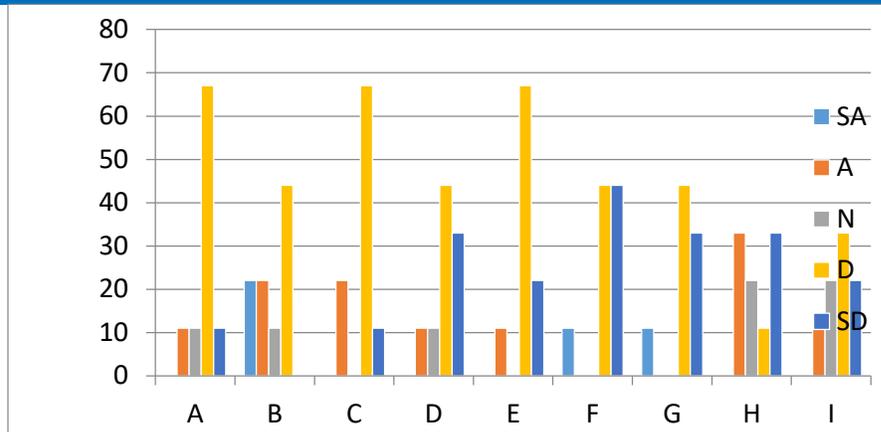


Figure 2: Principals’ opinions and Attitudes towards Delegation

Figure 2 shows the agreement views of the principals on the effect of attitude on delegation of duties. Based on the data analyzed, majority of the respondents pointed out that delegation was not by any means a way of saving on time. This constituted 33% of the respondents who participated in the study; while 44% disagreed that principals failed to delegate either for fear that their juniors would take credit for a job well done or the feeling that they would lose control. Contrary to this, a large percentage of the respondents constituting 67% pointed out that much of their work was delegated and that delegating authority brought fun to the job and the credit of a successful delegated duty should always go to the person delegating.

4.2.2 Deputy Principals’ opinions and Attitudes towards Delegation

The deputy principals participated in the study on the effect of attitude on the delegation of duties. The respondents had different views on some aspects as shown in Table 9 that shows the data collected.

Table 9: Deputy Principals’ opinions and Attitudes towards Delegation

Code	Interrogating statement	SA	A	N	D	SD
A	I mostly look at delegated duties as someone else responsibility.	0	0	0	21	9
B	The principal delegate so as to spare time away from the workplace and attend other official duties	0	0	0	6	24
C	Delegated duties without the corresponding authority are difficult to accomplish	0	3	0	21	6
D	I perform better in duties that I consider my responsibilities than those delegated to me.	0	3	0	12	15
E	When delegated duties are properly done, the credit goes to the principal	6	18	3	0	3
F	The principal will mostly delegate duties that he finds difficult to deal with.	9	15	3	0	3

The data in Table 9 was analyzed and presented in Figure 3.

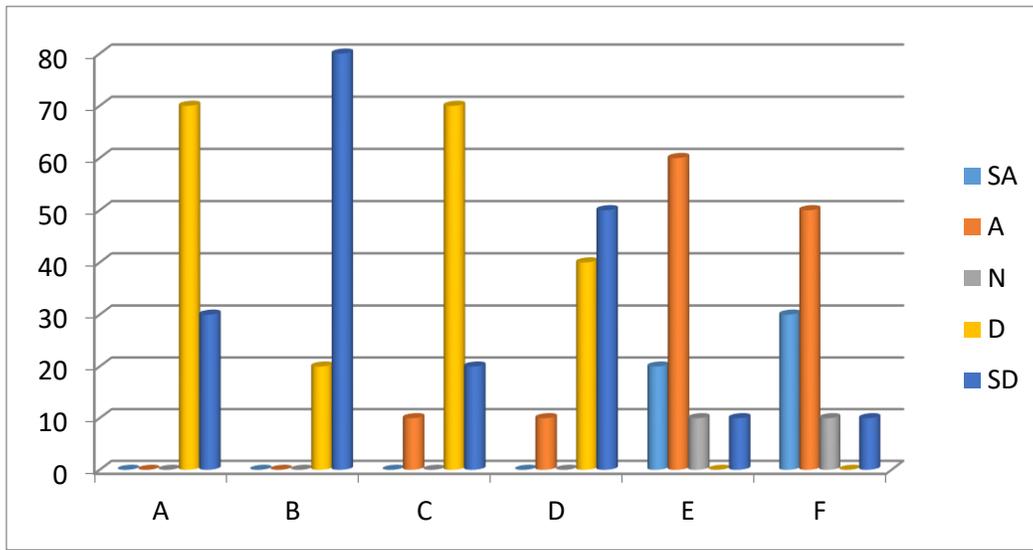


Figure 3: Deputy Principals' opinions and Attitudes towards delegation

Based on the analysis done and presented in Figure 3, the greatest percentage of the deputy principals (60%) pointed out that when delegated duties were properly done, the credit went to the principal but not the person who did the job. In addition, 50% of the deputy principals observed that the principals mostly delegated those tasks, which were hard to do.

On the contrary, the largest percentage of the deputy principals disagreed that the principals delegate duties to spare time away from the workplace and attend other official duties. Further, they did not perceive the delegated duties as somebody's responsibilities.

4.2.3 Head of Departments' opinions and Attitudes towards Delegation

The head of departments contributed on the issue of attitude and delegation. The data collected is presented in Table 10.

Table 10: Head of Departments' opinions and Attitudes towards Delegation

Code	Interrogating statement	SA	A	N	D	SD
A	I don't feel I have time to do delegated work properly	0	6	0	18	30
B	I always feel that work is poorly done whenever I delegate	0	6	0	12	36
C	I always perform delegated duties poorly for fear of failure	6	6	6	24	12
D	It takes more me more time to do a delegated duty than one that I have initiated	0	6	0	42	6
E	My level of confidence in doing a task is determined by whether its delegated or not	6	0	6	18	24
F	I always get confused when tasks are delegated to me without authority.	6	0	6	30	12
G	I delegate duties that have been delegated	0	0	0	30	18

The data presented in Table 10 was analyzed and presented in percentage form as shown in Table 11.

Table 11: Head of Departments' opinions and Attitudes towards Delegation

Code	SA	%	A	%	N	%	D	%	SD	%
A	0	0	6	10	0	0	18	30	30	50
B	0	0	6	10	0	0	12	20	36	60
C	6	10	6	10	6	10	24	40	12	20
D	0	0	6	10	0	0	42	70	6	10
E	6	10	0	0	6	10	18	30	24	40
F	6	10	0	0	6	10	30	50	12	20
G	0	0	0	0	0	0	30	50	18	30

The analysis presented in table 11 shows that a small percentage of 10% agreed on most of the enquiries presented on the questionnaire. This shows that most of the respondents were disagreeing.

The analyzed data presented in table 11 shows that most of the heads of departments disagreed that they always felt work was poorly done whenever they delegated. This constituted 60% of the respondents who strongly disagreed. Closely related to this was their disagreement on the opinion that they took more time to do a delegated duty than one they initiated themselves. This constituted 70% of the respondents who disagreed.

Further, the perception towards delegation of work of the heads of department was investigated. This was done to determine if their perception towards delegation affected their acceptance to accomplish the delegated work. The data collected is presented in Table 4.12.

Table 12: Perception and acceptance to accomplish delegated work

Does your perception towards delegation affect your acceptance to accomplish delegated work?	Frequency	Percentage
Yes	18	33%
No	36	67%

The data presented in Table 12 was analyzed and results presented in a chart as shown in Figure 4.



Figure 4: Perception and acceptance to accomplish delegated work

From the analyzed data presented in Figure 4, it is evident that acceptance of the delegated work of the majority of the respondents were not affected by their perception. This constituted 67% of the respondents. A smaller percentage of 33% was affected by the perception. Generally, respondents have a positive attitude towards delegation.

4.3 Descriptive Statistics for Incentives and Delegation

The third objective of the study was to establish the effect of incentives on delegation of duties and responsibilities in administration of secondary schools. Incentive refers to compensation for work given or remuneration to employees as a means to increase output. This section therefore is dealing with how incentives affect delegation.

4.3.1 Principals’ responses on the effect of Incentives on Delegation

Incentives and rewards were investigated to find if they affect delegation of duties. Data was collected from the principals to investigate how they affect delegation of duties. The data collected is presented in Table 13.

Table 13: Principals’ responses on the effect of Incentives on Delegation

Code	Interrogating statement	SA	A	N	D	SD
A	I consider delegated duties as part of staff duties and thus see no need for extra incentives	0	18	0	6	0
B	Delegated duties should always attract some incentives to motivate the staff.	0	6	9	3	6
C	Non-monetary incentives are more motivating than monetary rewards	3	12	3	3	3
D	I always give compliments for any delegated duties well accomplished.	6	9	0	9	0
E	As the principal I carry blame for duties not well done and thus I should carry the credit too	0	9	3	6	6
F	Giving incentives for delegated duties makes the staff lazy.	0	12	3	3	6

The data presented in Table 13 was analyzed and the results presented in percentage form as given in figure 5.

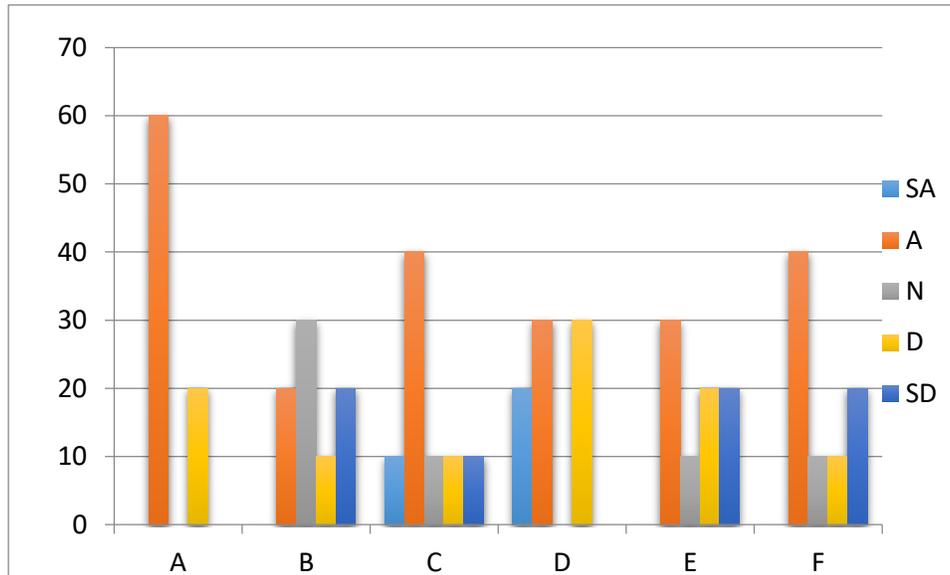


Figure 5: Principals' responses on effect of Incentives on Delegation

From the analysis done and presented in Figure 5, a great percentage (60%) of the principal respondents had an opinion that delegated duties are part of the staff duties and therefore they could not see the need for giving incentives to the staff. Closely related to this opinion were their observations that non-monetary incentives are more motivating than monetary rewards. Besides this, they pointed out that by giving incentives, the staff becomes lazy. These two opinions constituted 40% of the respondents. On the other hand, (30%) of the respondents disagreed that they always give compliments for any delegated duties well accomplished.

4.3.2 Deputy Principals' responses on effect of Incentives on Delegation

The deputy principals had their opinion on the issue of giving incentives to the staff after duties had been delegated to them. The data collected and analyzed is presented in Table 14.

Table 14: Deputy Principals' responses on effect of Incentives on Delegation

Code	Interrogating statement	SA	A	N	D	SD
A	Delegated responsibility will not be well accomplished without incentives	0	0	0	9	21
B	Monetary rewards are more motivating than non-monetary rewards in delegation	0	0	0	18	12
C	The principal often gives compliments for a delegated job well done	9	15	0	3	3
D	A reward is always expected for a delegated duty	0	0	0	12	18
E	Whenever a delegated duty is not rewarded, it's an indication that it hasn't been satisfactorily done	0	0	0	9	21

The data presented in Table 14 was analyzed in percentage form for comparison purposes and the results presented in Table 15.

Table 15: Deputy Principals’ responses on effect of Incentives on Delegation

Code	SA	%	A	%	N	%	D	%	SD	%
A	0	0	0	0	0	0	9	30	21	70
B	0	0	0	0	0	0	18	60	12	40
C	9	30	15	50	0	0	3	10	3	10
D	0	0	0	0	0	0	12	40	18	60
E	0	0	0	0	0	0	9	30	21	70

Table 15 shows the analyses on the agreement opinions of the deputy principals on the issue of giving incentives to the staff. The table shows that most of the respondents (50%) agreed that the principals often give compliments for a delegated job well done.

On the other hand, they disagreed in large percentages on the other opinions including the issue of delegating responsibility not being well accomplished without incentives, monetary rewards being more motivating than non-monetary rewards, a reward being always expected for a delegated duty and whenever a delegated duty is not rewarded, it’s an indication that it hasn’t been satisfactorily done. The respondents disagreed at 70%, 60%, 60% and 70% respectively on these issues.

4.3.3 Heads of Departments’ responses on effect of Incentives on Delegation

The heads of departments contributed on the issue of giving incentives to the staff. The data collected is presented in Table 16.

Table 16: Heads of Departments’ responses on effect of Incentives on Delegation

Code	Interrogating statement	SA	A	N	D	SD
A	Delegated authority should always be accompanied by an incentive	0	12	6	36	12
B	Am motivated to carry out a delegated duty that comes with an incentive	0	12	12	30	12
C	Delegated responsibility will not be accomplished without incentives	6	6	12	12	30
D	There should always be a reward for delegated duty	0	0	6	36	24
E	Rewards for delegated duties are determined by the results achieved	0	12	6	30	18
F	Delegation in my school is appropriately done and rewarded	30	24	6	6	0
G	The head teacher should create a proper work environment to enhance delegation of duties	24	30	6	6	0

The data presented in Table 16 was analyzed and presented in percentage form as shown in Table 17.

Table 17: Heads of Departments’ responses on effect of Incentives on Delegation

Code	SA	%	A	%	N	%	D	%	SD	%
A	0	0	12	20	6	10	36	60	12	20
B	0	0	12	20	12	20	30	50	12	20
C	6	10	6	10	12	20	12	20	30	50
D	0	0	0	0	6	10	36	60	24	40
E	0	0	12	20	6	10	30	50	18	30
F	30	50	24	40	6	10	6	10	0	0
G	24	40	30	50	6	10	6	10	0	0

The analysis presented in table 17 depicts that the majority of the respondents agreed that delegation in their schools was appropriately done and rewarded. Equally, the same, constituting 50%, they agreed that the head teacher should create a proper work environment to enhance delegation of duties.

On the other hand, great percentages disagreed on the other opinions including the opinion that delegated authority should always be accompanied by an incentive, staff are motivated to carry out a delegated duty that comes with an incentive, delegated responsibilities cannot be accomplished without incentives and rewards for delegated duties are determined by the results achieved. These opinions attracted disagreement percentages ranging from 50% to 60%.

From the respondents it’s quite clear that the more the staff are given incentives the better performance as supported by Guarav (2011) and Orora (2007) who said that staffs do even well when given incentives

4.4 Descriptive Statistics for Workload and Delegation

The last objective of the study was to establish the effect of workload on delegation of duties and responsibilities in the administration of secondary schools.

Workload refers to the amount of work allocated to the teachers usually within a specified period. This section deals with how the amount of workload affects delegation of duties and responsibilities.

4.4.1 Principals’ responses on effect of Workload on Delegation

In this research, it was important to investigate on the issue of workload in relation to delegation of duties. The data collected on the principals’ view on the workload is presented in Table 18.

Table 18: Principals’ responses on effect of Workload on Delegation

Code	Interrogating statement	SA	A	N	D	SD
A	My workload makes me view delegation inevitable	0	6	0	12	9
B	I can give teachers the routine tasks, but i feel I must keep non - routine tasks to yourself	0	3	0	9	15
C	My workload cannot allow me to avoid delegation of some duties	3	3	0	18	3
D	Delegating of duties form an integral part of the school administration	3	3	3	9	9
E	I delegate duties depending on the workload of the staff	0	6	0	15	6
F	There are duties I cannot delegate despite my ability to tackle them	3	3	0	6	15

The analyzed data presented in Table 18 was analyzed further on the basis of agreement and disagreement of the opinions and the results presented in Figure 6

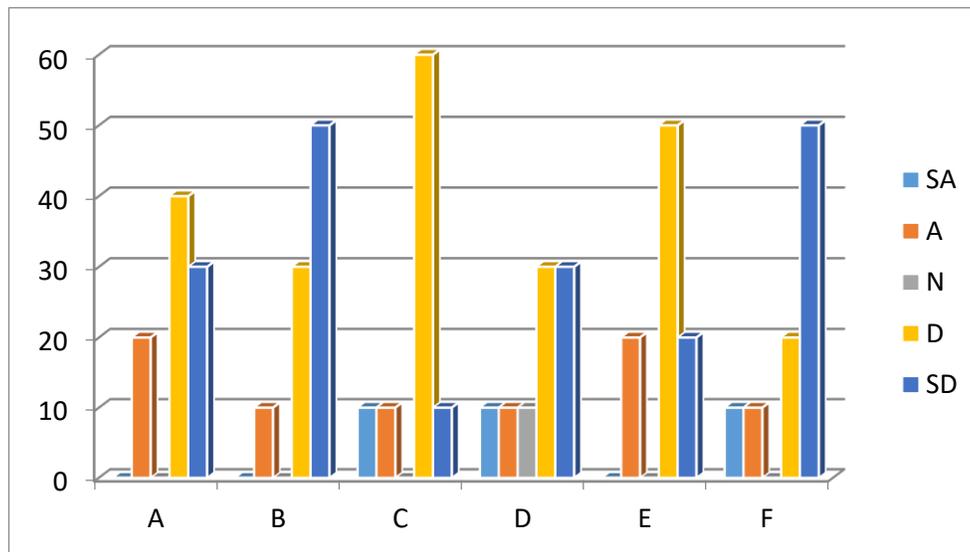


Figure 6: Principals’ responses on effect of Workload on Delegation

From the analysis done and presented in Figure 6, it is evident that most of the respondents agreed that the workload given to them makes them view delegation inevitable. Further, they agreed that they delegate duties depending on the workload of the staff. These constituted 20% of the respondents.

On the other hand, it is evident that most of the respondents disagreed that their workload would not allow them to avoid delegation of some duties. In this case, they were always ready to delegate duties irrespective of the workload they have. This opinion constituted 60% of the respondents.

4.4.2 Deputy Principals’ responses on effect of Workload on Delegation

The deputy principals gave their views on the effect of workload on the delegation of duties to the staff. The data collected is presented in Table 19.

Table 19: Deputy Principals’ responses on effect of Workload on Delegation

Code	Interrogating statement	SA	A	N	D	SD
A	Much of my work comprises of delegated duties	0	0	0	21	6
B	Whenever am overwhelmed by work I often delegate delegated duties	0	3	0	6	18
C	My workload makes me view delegated duties as extra work	0	0	3	12	12
D	I feel that the principal delegates a lot to create time for his/her personal matters	0	0	3	9	15
E	I always feel the delegated duties add to my heavy workload	0	0	0	9	18

The data presented in Table 19 was analyzed in percentage form and presented in Table 20.

Table 20: Deputy Principals’ responses on effect of Workload on Delegation

Code	SA	%	A	%	N	%	D	%	SD	%
A	0	0	0	0	0	0	21	70	6	20
B	0	0	3	10	0	0	6	20	18	60
C	0	0	0	0	3	10	12	40	12	40
D	0	0	0	0	3	10	9	30	15	50
E	0	0	0	0	0	0	9	30	18	60

Based on the analyses presented in table 20, the majority respondents only agreed that they delegate duties when they are overwhelmed. This constituted a 10% majority view. On the other hand, the respondents disagreed that much of their work comprises of delegated duties, their workload makes them view delegated duties as extra work, they always feel the delegated duties added to their heavy workload and they felt that the principal delegates a lot to create time for his or her personal matters. These constituted a range between 50% and 70% of the respondents.

4.4.3 Heads of Departments’ responses on effect of Workload on Delegation

The research extended to the heads of departments to determine their view on the effect of workload on the delegation of duties to the staff members. The data collected in regard to the effect of workload on the delegation of duties is presented in Table 21.

Table 21: HOD’s responses on effects of Workload on Delegation

Code	Interrogating statement	SA	A	N	D	SD
A	The principal delegates work when he is very busy with other office work	0	0	0	36	24
B	Principals with heavy workload are likely to delegate more	0	6	18	6	30
C	Size of the school determines whether principals will delegate or not	6	18	6	18	12
D	Being under continued pressure in the job makes the principal to delegate some work	6	30	6	18	0
E	Through delegation the principal can transfer routine work to subordinates and thereby concentrate on more important tasks	12	30	0	18	0
F	Teachers can help make principal's work easier and more productive if one knows how to utilize them and makes an effort to permit them to assist him	24	30	6	0	0

Based on the analyzed data presented in Table 21, further analyses was done, charts generated based on agreement and disagreement categories and the charts presented in Figure 7.

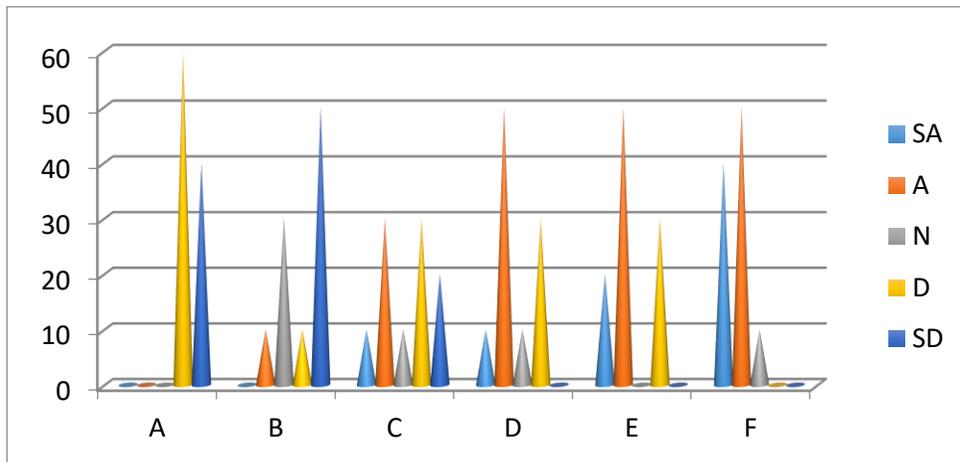


Figure 7: HOD’s responses on effects of Workload on Delegation

Based on the analyses presented in Figure 7, majority of the respondents agreed at a great percentage that the principals delegate duties due to pressure they are put under. Secondly, through delegation the principal can transfer routine work to subordinates and thereby concentrate on tasks that are more important. Thirdly, teachers can help make a principal's work easier and more productive if one knows how to utilize them and makes an effort to permit them to assist him. Each of these opinions constituted 50% of the respondents. On the other hand, majority of the respondents disagreed on the opinions that the principal delegates work when he/she is very busy with other office work. In addition, the principals with heavy workload are likely to delegate more.

These two disagreed by 60% and 50% respectively. Generally, respondents have agreed with Okumbe (1999) and Orora (2007) that delegation reduces heads workload.

5.0 Conclusions

Based on the discussion, it is very clear that the training of employees on the issue of delegating duties and doing the delegated duties gives the employees the knowledge of conducting the exercise. About incentives its heads who had no supportive idea because they said its part of their duty. However, the other respondents were for the incentives as part of encouragement and motivation to work well. Further, it has been observed that almost all respondents agreed that delegation is good for staff development and individual experience. This enables the employee to know what to do and how to do it, when it comes to delegation of duties. Further, it was found that attitude, incentives and workload affect delegation of duties.

6.0 Recommendations

The study was done to determine the determinants of delegation of duties and responsibilities in the administration of secondary schools in Mbeere south sub-county, Embu County. It was found that attitude affects delegation therefore recommended that the school administrations need to invest in mechanisms that would enhance positive attitude towards delegation. Additionally, it was also established that highly motivated subordinates respond positively to delegated tasks therefore, there is need for school administrators to invest in practical incentives for accomplished delegated tasks and responsibilities. Finally, to ensure effective execution of delegated tasks, the administrators need to ensure balanced distribution of workload among the staff. In this regard then it is recommended to extend the same study to other counties and a comparison of the findings be done.

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