

COMMUNICATION AND MOTIVATION PRACTICES OF DELEGATION USED BY PRINCIPALS IN MANAGEMENT OF PUBLIC SECONDARY SCHOOLS IN RACHUONYO SOUTH SUB-COUNTY, KENYA

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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; 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 organized 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%. 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 and motivation.

Keywords: Communication, Motivation Practices, Delegation, Management of public secondary schools

1. 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 secondary 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.

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 1.1KCSE performance in Rachuonyo South Sub-County

	A	A-	B+	B	B-	C+	TOTAL	OUT OF	%
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)

1.2 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.

1.3 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.

1.4 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?

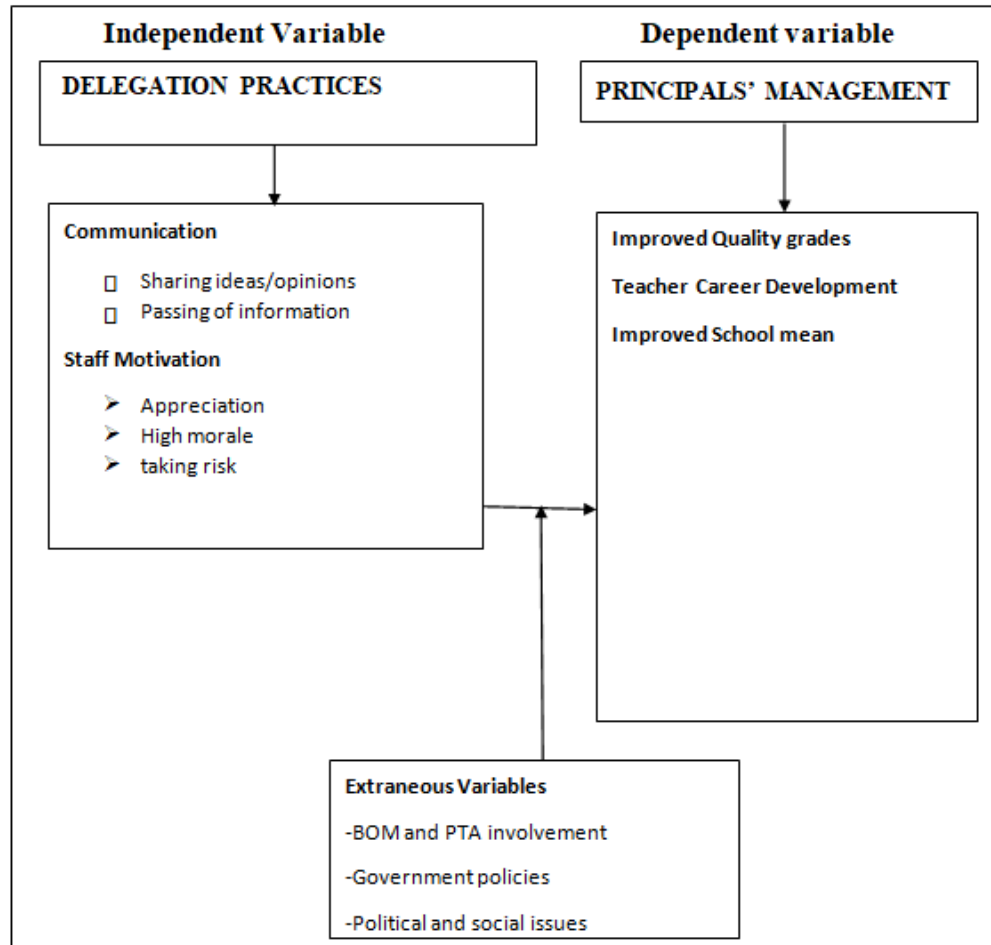
1.5 Significance of the study

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.

1.6 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).

2. REVIEW OF RELATED LITERATURE

2.1 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 cause 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.

2.2 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.

3. RESEARCH METHODOLOGY

3.1 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.

3.2 Area of Study

This study was carried out in Rachuonyo South Sub-County in Homabay County, Kenya. Rachuonyo South Sub-County was curved from the former Rachuonyo District. According to Republic of Kenya Strategic Plan (2012), Rachuonyo region lies between longitude 34⁰25' and 35⁰00' East and latitude 00⁰15' and 00⁰45' South. It covers a total of 945.2 km² out of which approximately 365km² (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.

3.3 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

NO	Respondent	Total population
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.

3.4 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

NO	Respondent	Total population	Total sample size	Percentage sample%
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
Total		934	385	41.22

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.

3.5 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.

3.6 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.

4. RESULTS AND DISCUSSIONS

4.1 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.

4.1.1 Mode of communication used in delegation

Respondents stated various modes of communication used by Principals to communicate to the staff when assigning duties as indicted 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 21 (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.

4.1.2 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.

4.1.3 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.

4.2 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.

4.2.1 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.

4.2.2 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.

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 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.

5.2.1 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.

5.3 Conclusions

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.

5.4 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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