# Selected practices of delegation and it's influence on principals' management of public secondary schools in Rachuonyo south sub-county Kenya

**Muma Hillary Ochieng, Dr. Rhoda A. Odhiambo PhD Rongo University, Dr. Yambo M. John PhD**
**Kisii University**

**Abstract:** The study assessed selected elements of delegation of duty and their influence on principals' effective management of public secondary schools in Rachuonyo south Sub-County, Kenya. It was investigated under the following objectives; to determine the influence of communication on effective management of secondary schools; to find out the contribution of motivation on effective management; to establish the effect of expertise consideration on effective management and to establish the importance of job description on effective management of secondary schools. The study employed descriptive survey design. The study population consisted of 75 principals, 75 Deputy Principals, 350 Heads of department and 434 teachers. Saturated sampling technique was used to sample 75 Deputy Principals. Simple random sampling technique was used to sample 25 Principals which is 33.3% of the population, 150 Heads of Departments which is 42.8% of the population and 150 Teachers which is 34.5% of the population. Data was collected using questionnaires and interviews. Five schools from the neighboring Rachuonyo North Sub-County were used in pilot study to ensure reliability of the instruments. 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 were transcribed and organised into themes and categories as they emerged. The study found out that principals communicate with the staff through use of organized staff meetings which had a percentage rate of 36.6, 29.4 and 32.4. Motivation of the staff was found to be done once in a while by the principals which had a percentage rate of 50.4, 43.7 and 45.3. Expertise consideration during delegation of duty was found to result into improved school mean which had a percentage rate of 30.5, 31.0 and 17.8. Job description was found to improve on quality work output which had a percentage rate of 35.1, 30.1 and 45.3. The study recommends that the Government through Teachers Service Commission provide delegation skills trainings for secondary school principals so as to foster productive delegation of duty that is beneficial for teacher career development and student performance. The government should address teacher motivation by making provision for more funding to schools to enable teacher motivation possible to boost teacher morale. Secondary school principals' should learn to delegate duties to skilled personnel and avoid allocating duties to loyal staff to enable the attainment of goals and objectives of education. Finally this paper recommends that principals should learn the art of delegation to ensure that the duty delegated is well described and the objectives to be met well stated. From the findings of the study, it is suggested that more comprehensive studies be undertaken to investigate other factors affecting delegation of duty other than communication, motivation, expertise consideration and job description. Ethical consideration was put in place to ensure the respondents remained anonymous throughout the study.

**Key words:** elements of delegation, influence, principals' effective, management.

## Introduction
Delegation is one of the key management skills. According to Chapman (2005) few people understand delegation and in practice, it is the easiest of all the skills to get wrong. Delegation

should not be confused with participation. In participative decision making there is sharing of authority. Delegation in a way, gives enough room and space to the subordinates to flourish their abilities and skills. 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. Though delegation of duty is a noble management practice it has challenges that affect its effectiveness in management. Delegating means giving or conferring. When a manager grants authority to subordinates to accomplish a task, the process is delegation of authority in an organization (Chapman 2005). Good delegation skills have several payoffs for the modern principal as a manager especially when selected elements of delegation are put in practice. First routine tasks gives principal time to do what many experts consider the primary managerial functions like planning, coordinating and developing of employees. Some management specialist go so as contend that four out of five tasks that crosses a manager's desk should be delegated. Delegation, when used effectively, saves time, develops teams, grooms successors and could be used as a dynamic tool for motivating and training teams to realize their full potential moreover the principal becomes an effective manager. On the other hand poor delegation could result in demotivation, frustration, confusion for staff and failure to achieve goals as stated by (Chapman 2005).

According to De Wilzem et al (2002), Management seemed to be the most operational tool of influencing people so that they strive willingly and enthusiastically towards the accomplishment of goals and objectives. Managers' efficiency is no longer judged individually but in the context of the group. Several managers have failed in their leadership simply because of poor delegation skills. The prosperity of any manager requires every individual within the workforce to pull together without coarsing. Delegation is one of the most fundamental skills-sets that makes or breaks a manager and his or her career. In order for the principal to foster effective management of an institution, there are selected elements of delegation of duty which needs to be practiced. Creating a high performing and invigorated loyal staff is the number one contribution of delegation of duty. This requires an effort on the part of the principal to delegate duties appropriately and the possession these skills of delegation of work benefits the staff, the principal and the entire school. Several delegation issues in Kenya justify the need for this study. Many managers delegate duty, but fail to implement selected elements of delegation of duty which promotes effective management. Proper communication channels, expertise consideration, staff motivation and job description is hardly practiced by many managers. As a result it marginalizes the delegation practice inherent to managerial practice in secondary schools in Rachuonyo south sub-county.In Kenya, some scholars have acknowledged the widespread cases of delegation of duty which has led to poor relationship among employees and reluctance of principals to delegate. Similarly for selected elements of delegation of duty to be effectively implemented and not partially practiced and sometimes not understood by both the delegators and the subordinates as the problem of delegation in Kenya, which resulted into poor performance in secondary schools as shown in table 1.1. Thus a need for an analytical assessment of elements of delegation; communication, motivation, expertise consideration and job description as an issue towards promoting good and efficient delegation practice for this case in Rachuonyo south sub-county for effective management of schools to ensure improvement on quality grades, teacher career growth and improvement on school mean.

**Statement of the problem**

Effective management has been and still continues to be a major challenge to many secondary school administrators. For good performance to be realized in any learning institution, the school administrator should be in the forefront to champion effective management through selected elements of delegation of duty to allow the staff bring in new ideas that can foster good results and improve on career development of teachers. However for principals in

Rachuonyo south sub-county effective management is still a big problem as teachers seemed not to be satisfied with their jobs as far as management is concerned. This is because of poor students' performance in national exams, work conflicts between principals and teachers, low morale, poor syllabus coverage and students' strikes as reported by Teachers Service Commission (TSC).

## Purpose of the study

The purpose of this study was to assess selected elements of delegation of duty and their influence on principals' effective management of secondary schools in Rachuonyo south sub-county, Kenya.

## Objectives of the study

To investigate the influence of communication on effective management of secondary schools in Rachuonyo south sub-county.

## Research questions

The following research question guided the study:
How does communication influence on effective management of secondary schools in Rachuonyo South Sub-county?

## Scope of the study

The study focused on selected elements of delegation of duty; communication, staff motivation, expertise consideration and job description and their influence on principals' effective management of public secondary schools in Rachuonyo south sub-county. This was examined within the schools in Rachuonyo south sub-county.

## Significance of the study

The findings of this study was expected to be useful to the various stakeholders in the education sector namely the Government, school administrators, teachers, students and curriculum developers and planners. The findings of the study are hoped to provide useful information to the MOE, curriculum developers and planners and also provide guidelines to school administrators and stakeholders on the benefits of delegation of duty. The study will 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 will also contribute to the body of knowledge on delegation of duty in secondary schools and also on effective management of government institutions where performance is given priority.
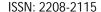
## Assumptions of the study

The study was carried out on the assumptions that all principals delegated duty as a modern management practice. It was also assumed that secondary school principals applied selected elements of delegation of duty in the running and management of the school daily routine.

## Limitation of the Study

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

## LITERATURE REVIEW

**Influence of communication on effective 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. 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 a school principal delegate duties by instructing the staff of what they should do and the outcomes expected of them or it can be written directives. Informal communication will occur as you talk to individuals outside of these formal channels. In order to foster productive communication 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 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. Choosing the best way to communicate 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 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 during delegation of duty can enhance Principals' effective management in secondary schools. Failure to communicate is probably the worst thing you can do as a Principal, but too much communication or over reliance on one method of communication can also lead to difficulties (Missik 2004). Skilful 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 expanse of action. The Principal can also supplement face to face meetings with written communications to summarize the project's progress, use current communication channels like the social media to remind staff members of key dates or task and so on. . This literature thus guided the study to establish how Communication influence the principals' effective management of secondary schools. It is unfortunate, however, that the idea of communication as a leadership behavior has not been fully explored and yet its values if well managed cannot be denied. It should be noted that not all the above studies are positively correlated between leaders, communication with the teaching staff, teacher performance as well as students' performance. 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 Principals' communication with the teaching staff as a factor having a positive influence on effective management of secondary schools in Rachuonyo South sub-county.

## RESEARCH METHODOLOGY
### Research Design
The study employed Descriptive research design whereby the researcher collected data 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 enables 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.

When using Descriptive research design the researcher constructed a questionnaire that was to be used to solicit the desired information as per the objectives of the study; identified the respondents who were Deputy Principals, Heads of Departments and Teachers. The researcher had no power over the variables and only report what had happened. Interviews were also used where Principals were interviewed to cross check the responses obtained in the questionnaires. 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 selected elements of delegation of duty on Principals' effective management of secondary schools in Rachuonyo south sub-county.

**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 of 2012, Rachuonyo region lies between longitude $34^0 25'$ and $35^0 00'$ East and latitude $00^0 15'$ and $00^0 45'$ South. It covers a total of 945.2 $km^2$ out of which approximately $365 km^2$ (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.

**Study Population**

The respondents for this study who were surveyed in 75 public secondary schools included: Principals, Deputy Principals, Heads of departments and Teachers. The approximated population is as shown in table 3.1.

**Table 3.1 Approximated Population**

| NO | Respondent | Total population |
|----|------------|------------------|
| 1 | Principal | 75 |
| 2 | Deputy principal | 75 |
| 3 | Heads of department | 350 |
| 4 | Teachers | 434 |
| Total | | 934 |

**Sample and Sampling Techniques**

Saturated sampling technique was used to select Deputy Principals, while Principals, Heads of Departments and teachers were picked using simple random sampling technique. The target population was the entire population of teachers in Rachuonyo South Sub County approximated to be 934. For the purpose of this research 75 deputy principals, 25 Principals

which is 33.3% of the population, 150 Heads of Departments which is 42.8% of the population and 150 Teachers which is 34.5% of the population took part in the study. This is considered statistically significant by Orodho (2005), who stated that 30% and above of a population is representative of the population. A sample size of 400 respondents out of the possible 934 of the entire population was picked. Adams et al (2007) stated 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. Table 3.2 shows the sampling technique that was used to pick the respondents in the study.

**Table 3.2 Sampling Technique and Sample size**

| NO | Respondent | Total population | Total sample size | Percentage sample% |
|----|------------|------------------|-------------------|--------------------|
| 1 | Principal | 75 | 25 | 33.3 |
| 2 | Deputy principal | 75 | 75 | 100.0 |
| 3 | Heads of department | 350 | 150 | 42.8 |
| 4 | Teachers | 434 | 150 | 34.5 |
| | **Total** | **934** | **400** | **42.69** |

**Source: Researcher 2019**

**Data collection Instruments**

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

## Validity of the Instruments

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

## Reliability of Research Instrument

Orodho (2005) observed that reliability measures the degree of accuracy in the measurements an instrument provides. It ensures that the instruments generate similar data when used by independent researchers. He further observed that to remove possible errors, every instrument should be tested before it is formally administered. To the ensure reliability questionnaires and interview schedule, the researcher conducted a pilot study in the neighbouring sub-county Rachuonyo North. According to Orodho (2005), the number of respondents for the pre-test (piloting) should be small, about 1% of the entire sample size. In this study, the researcher conducted a pilot study in 5 public secondary schools and the information obtained was used to remove and clarify any vague and ambiguous questions in the instrument before formally administering the instrument.

## Data Collection Procedures

The introduction letter was obtained from the university after the proposal was accepted. The researcher sought permission from the National Commission for Science, Technology and Innovation (NACOSTI) for the purpose of conducting the research in schools in Rachuonyo South Sub-County.
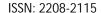
## Methods of Data Analysis

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 Kanh (2003) stated that when making the results known to a variety of readers, simple descriptive statistics as percentages has a considerable advantage over more complex statistics. The results of data analysis were presented in frequency tables and percentages.

## RESULTS AND DISCUSSIONS

### Communication and its influence on Effective Management

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

**Mode of communication used by the principal**

Respondents stated the various modes of communication used by the principals to communicate to the staff as indicted in Table 4.7

**Table 4.7 Modes of Communication used by the principals**

| Response | Teachers | | HODs | | D/Ps | |
|---|---|---|---|---|---|---|
| | N | P | N | P | N | P |
| Organize staff meetings | 48 | 36.6 | 37 | 29.4 | 21 | 32.8 |
| Use of staff briefs | 31 | 23.7 | 32 | 25.4 | 12 | 18.8 |
| Write notice on notice boards | 27 | 20.6 | 19 | 15.1 | 11 | 17.2 |
| Make phone calls | 10 | 7.6 | 21 | 16.7 | 10 | 15.6 |
| Send memos | 8 | 6.1 | 10 | 7.8 | 8 | 12.5 |
| Use of social media | 7 | 5.3 | 7 | 5.6 | 2 | 3.1 |

**Source: Field data 2019**

KEY: N=Frequency    P=Percentage

HODs- Heads of Departments

D/Ps- Deputy Principals

Findings indicate that majority48 (36.6%) of teachers, 37 (29.4%) HODs and 21 (32.8%) D/Ps indicated that principals organize staff meetings when they want to delegate duties to the staff. This was followed by the use of staff briefs where 31 (23.7%) of Teachers, 32 (25.4%) HODs and 21 (18.8%) D/Ps were also in agreement. This shows that majority of principals organized staff meetings whenever they wanted to delegate duties to the staff. This is attributed to the fact that most schools usually arrange to have staff meetings at the beginning of each term. Staff briefs came about during short breaks and lunch hours when the teaching staff were gathered together. Principals took advantage of such opportunities to delegate duties to the staff or pass important information. This finding concur with the findings of Hannagan (2002) who stated that a manager should always identify an opportunity to pass important information to the workforce. Communication via Social media was the least mode of communication used by the principals to pass information. Teachers confirmed this at 7 (5.3%), while HODs at 7 (5.6%) and D/Ps at 2 (3.1%). This confirms that principals use sparingly social media to communicate to the teaching staff. This could be due to the fact that most principals have not embraced the use of technology as a means by which communication and delegation of duties could be done (UNESCO 2006). Research findings brought it clearly that principals communicated 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 ccommunication is the only healthy way of creating a robust and high achieving working staff. Communication by itself can lead to higher level of performance if properly used 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 benefits the organization. This was confirmed by one of the principals during the interview session as the principal asserted that:

> *Communication encourage sharing of ideas, it also enables passing of important messages and information.* C*ommunication also make people know other people's opinions, it also encourages sharing of experiences.*

From the response, the researcher was able to deduce that communication is very important in any organisation where goals and objectives are to be met. Principals acknowledged that it is through communication that they are able to know the feeling of the staff. 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 also came out clearly as the 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 encourages the staff to share freely and this enable acquisition of experiences at work.

**Communication on academic performance**

Respondents were as asked to give their opinions on how communication has influenced on academic performance within the school. The researcher wanted to know whether communication channels has a significant influence on the academic performance of the students. Responses are as shown in Table 4.8.

**Table 4.8 Influence of Communication on academic performance**

| Response | Teachers | | HODs | | D/Ps | |
|---|---|---|---|---|---|---|
| | N | P | N | P | N | P |
| Led to high academic performance | 48 | 36.7 | 43 | 34.1 | 29 | 45.3 |
| Led to improved quality grades | 39 | 29.8 | 35 | 27.8 | 18 | 28.1 |
| Led to high number of students joining universities | 44 | 33.5 | 48 | 38.1 | 17 | 26.6 |

**Source: Field data 2019**

KEY: N=Frequency   P=Percentage
HODs- Heads of Departments
D/Ps- Deputy Principals

Table 4.8 shows how important communication is to any school organisation. Communication plays a vital role in the overall academic performance of the students. The teaching staff are in agreement that communication led to high academic performance of the students and it was scored at 48 (36.6%) by Teachers, HODs at 43 (34.1%) and D/Ps at 29 (45.3). This clearly indicate that proper communication channels should not be under-estimated by any manager who wants to succeed in management. This research findings resonates with the findings of Eriksen (2001) who established that communicative leadership uses language and communication to motivate different actions within an institution. It came out clearly from the findings that when the principals' uses communication effectively by finding ways and methods by which people can share ideas and talk freely, then this can in turn benefit the institution. The findings of Okumu (2006) also support the fact that communication if properly used can motivate the teaching staff, enhance commitment, satisfaction create discipline and general improvement of both the teachers and students performance.

Findings also established that effective communication enabled most students to transit to higher learning institutions. This was supported by Teachers at (33.5%), HODs at (38.1%) and D/Ps at (26.1%). Interactions during communication created better working environment where people shared freely their experiences. This enabled the teaching staff to gain skills and ideas which was later imparted on 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). These findings concur that organizations have objectives to fulfill and

expected results to achieve. The findings therefore shows that 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 plays a vital role on academic performance as one of the principals responded by stating that:

> *It led to high academic performance as the staff are able to share ideas, feelings and experiences. There is an improvement on quality grades. Junior staff also learn how things are done by sharing their experience with the senior staff.*

It is clear from the principals' responses that communication is truly needed for the growth and development of any learning institution where results is needed. Respondents stated clearly that communication is a very important aspect of delegation which 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. Communication also led to sharing of ideas feelings and experiences. This finding agreed with the findings of Blair (2002) who stated that communication encourages sharing which leads to higher level of performance. Communication also encourages healthy sharing between the staff which enables junior staff members to borrow knowledge from senior staffs. Knowledge acquired by junior staffs later alleviate the general performance of the students.

Communication also improves on quality grades of the students. Teachers supported this at 39 (29.8%), HODs at 35 (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 effective managerial skills to improve on the performance of an institution.

**Communication on staff career development**

Respondents were asked to give their views on how communication influence on career development of the teaching staff. Respondents gave their opinion as shown in Table 4.9.

**Table 4.9 Communication on staff career development**

| Response | Teachers | | HODs | | D/Ps | |
|---|---|---|---|---|---|---|
| | N | P | N | P | N | P |
| Led to sharing of ideas and experiences | 30 | 22.9 | 28 | 22.2 | 18 | 28.1 |
| Led to acquiring of new skills | 37 | 28.2 | 32 | 25.3 | 19 | 29.7 |
| Junior staff sharing with the senior | 27 | 20.6 | 21 | 16.7 | 11 | 17.2 |
| New ideas are brought on board | 20 | 15.3 | 22 | 17.5 | 10 | 15.6 |
| Problem solving is made easy | 17 | 12.9 | 23 | 18.3 | 6 | 9.4 |

**Source: Field data 2019**
KEY: N=Frequency   P=Percentage
D/Ps- Deputy Principals        HODs- Heads of Departments

Table 4.9 shows the staff response based on career development. Teachers stated that communication led to sharing of new ideas and experiences at 30 (22.9%), HODs at 28 (22.2%) and D/Ps at 18 (28.1%). From these findings the researcher was able to deduce that communication plays an important role in the way the staff acquire experience at work. Working environments where people share freely enable the growth of an individual to be

better on the job. The work done by Bredeson (2003) also supports this idea that communication contributes to the creation of professional and responsive community who welcomes diversity and has strong core values.

On skills gained through communication, Teachers scored at 37 (28.2%), HODs at 32 (25.3%) and D/Ps at 19 (29.1%). The more people share skills through communication in an institution, the more intense that organization gets in terms of skills acquired. Research done by Hall (2005) established that communication 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.

## SUMMARY, CONCLUSIONS AND RECOMMEDATIONS
### Communication on effective management

It emerged from the findings that principals prefer to organize staff meetings when delegating duties to the staff. This had a percentage of 36.6% from Teachers, 29.4% from HODs and 32.8% from D/Ps. Research findings also established that most principals also prefer to delegate 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. It was also established through the research findings that most principals rarely use internal memos and social media to communicate to their staff members. Respondents indicated that the use of memos and social media was used sparingly. Teachers responded to the use of memos 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 rate of 5.3% by teachers, 5.6% by HODs and 3.1% by the D/Ps.

 Research findings established that proper communication channels improved on academic performance of the students. This was supported by the fact that teachers were able to share ideas and experiences among themselves. Teachers responded by stating that communication led to high academic performance at a percentage of 36.7%, HODs at 34.1% and D/Ps at 45.3%. Through communication the improved on their relation as a staff and this enabled healthy sharing of ideas which in turn benefitted the student. Communication therefore creates a robust and motivated staff who are geared towards the attainment of the institutional goals and objectives. It was also established that communication enhanced career development of the staff and also enhanced the growth of junior staff members. Teachers, HODs and D/Ps were in agreement that communication enabled the staff to acquire new   skills. This was scored at a percentage rate of 28.2% by teachers, 25.3% by HODs and 29.7% by D/Ps. These findings also resonated with the interviews conducted on the principals.

The study therefore established a positive correlation between communication and effective management of secondary schools by the principals. Communication within the workforce is integral to effective management of secondary schools. Notably, communication has implications on the efficiency and success of any manager. Secondary school principals should therefore strive to see that they make use of staff meetings, staff briefs, notice boards so as to communicate to the staff. There are a lot of benefits that communication has in management. The advantages identified include; individuals get broad perspective of how they are perceived by others than previously possible. High academic performance, improved quality grades and more number of students joining higher learning institutions can be attained if communication channels are exploited. 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 their institutions. Communication further increases awareness of and relevance of competencies, gives people a more rounded view of performance

and finally it clarifies to employees' critical performance aspects. Communication also created loyalty to management and also made the management to know the feelings of the staff. This therefore calls for the principals to exploit all the aspects of communication channels 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. On the other hand the principals' communication with teachers enhanced sharing of ideas, experience which led to growth and development of the staff. The finding also revealed that principals' communication with the teaching staff made teachers to perform well because they were informed about what to do and how to do it. When communication is practiced continuously and at all levels it yielded better staff development as well as student performance.

**Conclusion**
**Communication on Effective Management**
Communication plays an integral role in management. The way secondary school principals communicate when delegating duties has a significant effect 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 pass important information about the delegated duties. 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. Principals are also encouraged to create an environment to enable free sharing of the staff as this would promote sharing of ideas between senior and junior staff members and this would enable acquisition of new skills.

**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 are inter-connected with teacher career development and improved student performance.
Teachers Service Commission are advised to provide delegation skill trainings for secondary school principals. This will equip them with the communication skills which will enable them foster productive communication at school in order to allow for flexible exchanges that are beneficial for teacher career development and student performance.

**Suggested Areas for Further Study**
More comprehensive studies should be undertaken to investigate other factors affecting delegation of duty other than communication.

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