

DELEGATION OF DUTIES AS A PRINCIPALS' MOTIVATIONAL PRACTICE ON TEACHER RETENTION IN PUBLIC SECONDARY SCHOOLS IN KAMUKUNJI SUB COUNTY, NAIROBI COUNTY KENYA

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Abstract: This study sought to investigate the influence of delegation of duties as a principal's motivational practice on teacher retention in public secondary schools in Kamukunji sub county, Nairobi County, Kenya. The study objective sought to determine the influence of delegation of duties on teacher retention in public secondary schools in Kamukunji Sub-County. Descriptive survey research design was used in the study. The target population consisted of all the 8 secondary schools principals and all the 235 teachers from Kamukunji Sub-county from which a sample of 7 principals and 67 teachers was selected using census sampling and proportionate stratified sampling techniques and simple random sampling. Questionnaires were used as data collection tools. Reliability was tested using the test-retest technique to determine the degree to which test scores were consistent. The data was analyzed using descriptive statistics. The findings from quantitative data were presented in cross tabulation tables, pie charts and bar graphs. Qualitative data was analysed qualitatively by organizing data into themes as per the objectives of the study and the findings were presented in a narrative form. The study found that delegation of duties had significant influence on teacher retention in public secondary schools in Kamukunji Sub-County, Nairobi County, Kenya. The study observed that all the school principals 100% and 91.0% of the teachers agreed that delegation of duties provides teachers the ability to learn and develop new skills. This means that delegation of duties significantly influences teacher retention. The study concluded that delegation of duties allows teachers to acquire and develop new skills, as well as build trust and increase communication between them. The study recommends that the administration of the school should make an attempt to allocate responsibility roles to teachers as early as possible and allow them to gain the requisite experience.

Keywords: Delegation of duties, Teacher retention, Motivational practice.

1. INTRODUCTION

Teacher retention is the ability to reduce teacher transfer from one school to the other or quitting the profession entirely and the provision of more stable learning conditions in schools. An improvement in teacher retention results in an overall improvement in the education system. However, failure to enhance teacher retention may lead to a high rate at which

teachers are leaving and being replenished within schools which is costly, as new teachers must be recruited and trained (Hughes, 2017). Elfers, Plecki and Knapp (2016), observe that managing the rate at which teachers transfer from one school to the other or quitting the profession entirely occurs involves employment of strategies that effectively lead to togetherness, productivity and degree of staff dedication to duty. Teachers who are experienced and understands the needs of a schools as well as its students are well positioned in advising on how such needs can be met. Therefore, minimizing the teachers' turnovers and overreliance on temporary teachers is a great step towards scholastic policies.

George (2019) observes that the high rate of teacher turnover impacts negatively on the school improvement efforts for it disrupts the stability and continuity of teaching. It also poses a challenge to the entire education system to manage turnover and retain teachers. Besides, teacher attrition imposes cost on education systems in substitution, recruitment and appointment of new teaches which is also characterized by long delays before replacements are made. Mgbodile (2020), asserted that the success of any school, whether public or private depends largely on the extent to which individual talents and efforts are harnessed towards co-operative endeavors. Therefore, the school principals should always delegate supervisory functions to staff for the effective running and enhancing the administrative system of the school.

Delegation is the assignment of any responsibility or authority to another person normally from a manager to a subordinate to carry out specific activities. Delegation is one of the core concepts of management leadership, (D'Souza, 2018). Jackson (2019), observes that as a school manager, one cannot achieve the school goals and objectives if they do all the tasks alone. In addition, Jackson (2019) observes that experiences have proven that teachers are more highly motivated to realize goals when they have played a predominant part in drawing upon the original plans of delegation. Therefore, the school principal will need to use the talents of the other teachers who work under them, not fearing that they will take over from them, but rather trusting them and having confidence in them leading to higher teacher retention rate.

A study done by Al-Jammal, Al-Khasawneh and Hamadat (2015), focused on the effect of authority delegation on teacher retention at great Irbid municipality in Japan and found that there is a substantial association amongst delegation of authority on efficacy, effectiveness and empowerment of teacher's retention. It was further revealed that incentives, attitudes and workload impact handing over responsibilities and duties in the schools' management. Therefore, it can be argued that delegation of tasks to the teachers is an important activity in the administration of schools and helps the school principals in running the institution effectively though it may affect the teachers negatively depending on how the process is done.

Morake, Monobe and Mbulawa (2012), observe that primary schools' managers in South Central region of Botswana see delegation as a way of increasing teacher retention as they gain a sense of ownership in their work and suggest that increasing teacher retention rates should consider assigning teachers a role responsibility. In Ethiopia, Jay (2014), observe that school principals' appropriate apportionment of responsibilities makes teachers have habits of a sense of responsibility, hard work and dedication amongst each other that consequently improves the retention of teachers. This is to say that if teachers are directed well on with regards to performance of the apportioned duties, there is efficacy in performance.

Okello (2017) conducted a study to determine the motivational rewards used by principals to retain teach in respect to secondary schools in Homa Bay County, Kenya. The study found out that that empowerment of teachers involved issues such as delegating authority and power and responsibilities with staff who were at lower level. To a great extent this has helped in control of transfer of teachers from one school to the other. According to Wanyonyi (2016), although delegation involves the empowerment of teachers, some variables also including identifying the assigned work, competence, and interest of the person to be given the duty must be considered. Considering the significance of delegation of duty in schools, there were still impediments that hampered delegation's efficacy.

The Teacher Service Commission (TSC) in its Strategic Plan (2015 - 2019) has established teacher competence, conduct and performance management pillar which aims at ensuring teacher quality at the entry, effective welcoming of newly recruited teaching staff and support in adjustment, in-service programmes, oversight and reliable appraisal systems at all levels. The intention of the pillar is coming up with a system to steer the entry and performance standard required in the teaching profession and professional development regulation and teachers ethical conduct in both public and private

learning institutions and the focus is also meant to strengthen quality assurance and standards of the teaching services at the county and sub-county levels (TSC Strategic Plan, 2015-2019). Support from the school managers is noted to be one of the important factors that can make teachers to decide to continue being in the profession or quitting. Through ensuring that teachers have a sense of belonging and feel cared for and supported, school managers may protect the teachers contented with their current position hence high retention rate.

School principals, as managers, confront a variety of obstacles in their roles. They are under constant pressure from swiftly changing external and internal settings, as well as the demands of a global economy that is always changing. As a result of these pressures, management must now generate competent pupils who are capable of competing effectively (Bester & Kraemer, 2019). Due to these pressures, principals delegate their duties and obligations to other members of the school personnel. Failure in delegation of duties, according to Jack and Clarke (2019), can result in work overload, delayed or erroneous decisions, stress, mistrust, resentment, and low morale among the employees to whom delegation is made. Furthermore, the manner in which delegation is carried out has an impact on how the person to whom the delegation is made sees the assignment of responsibilities. It may have an impact on the outcome if the staff conducting the delegated task has a bad perception of it.

STATEMENT OF THE PROBLEM

Teachers are the primary input in the process of educational production. To improve the learning outcomes, it is important to be focused on their source and stability. Unfortunately, as per the Ministry of education report of 2019, teachers' retention rate in Kamukunji Sub County surges annually. Many of teachers exit the teaching profession in pursuit of white-collar jobs outside the secondary education sub-sector. This is attributed by some stakeholders to inefficient personnel management practices. In spite of the effort made by the GoK in implementing teacher motivational practices, teacher retention in public secondary schools in Kamukunji Sub-county is still low (Ohba, 2011). Ohba (2011), further show that this is evident in out of control absenteeism, late coming, failure to evaluate students' work in time, limited time and attention in attending student individual needs and increasing number of teachers advancing their education level to seek other job opportunities apart from teaching.

The TSC in its Strategic Plan (2015 - 2019) has established teacher competence, conduct and performance management pillar which aims at ensuring teacher quality at the entry, effective welcoming of newly recruited teaching staff and support in adjusting to the roles, in-service programmes, supervision and reliable appraisal systems at all levels. The pillar is also meant to strengthen quality assurance and standards of the teaching services at the county and sub-county levels (TSC Strategic Plan, 2015-2019). However, in Kamukunji Sub-County, Nairobi County, Kenya, teacher retention rate has been poor for the last five years according to Sub-County TSC Office report of 2020 in Kamukunji Sub-County leading to high rate of teacher turnover. For example, the number of teachers in Kamukunji Sub-county who have been leaving teaching profession is increasing year after year since year 2015. In the year 2015, out of 221 teachers, 3 left their teaching profession. The number of teachers who left their profession increased in the following year (2016) to 6. The years 2017 to 2019 the number of teachers of who left their profession ranged from 2 to 4. Therefore, this study sought to investigate the influence of delegation of duties as a principal's motivational practice on teacher retention in public secondary schools in Kamukunji Sub-county, Nairobi County, Kenya.

2. LITERATURE REVIEW

Delegation of Duties and Teacher Retention

Delegation of duties denotes the act of giving another person or person's responsibility and authority. Eddie (2012), notes that when delegation is used effectively, it can be very key motivating factor. As a result, delegation boosts subordinates' feeling of accomplishment and self-esteem because it is far more satisfying to be allowed to applaud themselves for a task which is well planned and executed as opposed to another person's plan that is simply performed. Jha (2014), argue that where there is delegation of tasks in accordance to the abilities and skills of subordinates, there is a high likelihood on an institution will give higher output that it would have been able to do. Therefore, it can be argued that delegation is likely to contribute to a certain level degree of teacher motivation which can either lead to achievement of positive or negative teacher performance to a certain extent.

Teachers with delegated authority have fairly broad powers to act as they see fit (Farrant, 2010). The main motivation for delegation in schools arises from the belief that the task of running a school is far too large for one person to handle alone. Irrespective of how many hours one puts into one's work, one cannot complete it on one's own. Westhuizen (2014), is of the opinion that delegation is so paramount in school management that it forms a solid foundation of the school as it helps in minimizing management workload and there is need for school managed to transfer or delegate some of their responsibilities and duties to their juniors as this will ensure they have adequate time of concentrating on more pressing and important issues.

A comparative study carried out by Weshah (2012), explored the perception of empowerment and delegation of authority on teacher retention in Australian and Jordanian schools. The findings indicated that teachers in both Jordanian and Australian schools viewed empowerment and authority delegation as moderate, Australian teachers' ranked empowerment and delegation greater than Jordanian teachers. The study also indicated that teachers felt trusted and try their hardest, that they feel accountable for the tasks given to them, and that they feel obligated to perform in order to generate results that demonstrate their merit, which increases their retention rate in their field. Nevertheless, the study applied convenience sampling method which is a non-probabilistic sampling method in order to address the gap.

Ibrahim (2015), study examined of practices of passing on of duties by the school heads on teacher retention in Funtua Local Government Area, Katsina State, Nigeria. The study found that that there is no significant affiliation between the delegation of co-curricular activities by the school heads and the proportion of teachers in one year that are still teaching in the same school the following year in Funtua Secondary Schools. Correlational design however, does not reveal which variable influences the other. Descriptive design will be used in the current study that effectively shows how variables influence each other in order to address the gap left.

Matovu and Ssegawa (2020), study examined the association amongst the head teacher's practices of delegation and the psychological job commitment of teachers in secondary schools in Kira Municipality Wakiso District, Uganda. The results of the Pearson's moment correlation coefficient which was applied in measuring the statistical relationship indicated that through delegation, teachers were motivated to be more efficient and be creative by getting more involved in the administration of their schools and work toward perfection which increased teacher retention rate.

Irungu (2012), carried out a study on teachers' perception of the delegation process in secondary schools in Mathioya District Murang'a County, Kenya. This study established that there are certain duties that are not delegated by head teachers to any of their educators, including finance management and activities concerning implementation of BOM policies. While the head teachers quoted accountability improvement, the teachers' overall impression is that there are some advantages connected with those duties.

3. RESEARCH METHODOLOGY

This study applied a descriptive research design. As of the year 2020, Kamukunji Sub-county consisted of 8 secondary schools, 8 principals and 235 teachers (Kamukunji sub county director of education, 2020). Therefore, the target population consisted of all the 8 secondary schools principals and all the 235 teachers from Kamukunji Sub-county from which a sample of 7 principals and 67 teachers was selected using census sampling and proportionate stratified sampling techniques and simple random sampling. Questionnaires were used as data collection tools. Instrument validity was done through piloting the research tools in one school whose respondents did not participate in the main study. Reliability was tested using the test-retest technique to determine the degree to which test scores were consistent. The data was analyzed using descriptive statistics. The findings were presented in cross tabulation tables, pie charts and bar graphs. Qualitative data was analysed qualitatively by organizing data into themes as per the objectives of the study and the findings were presented in narrative form.

4. FINDINGS

The study sought to establish the influence of delegation of duties as a principal's motivational practice on teacher retention in public secondary schools in Kamukunji Sub-County, Nairobi County, Kenya. The school principals were given a list of statements to rate their level of agreement. The findings are presented in Table 1.

Table 1: Principal's Response on the Influence of Delegation of Duties on Teacher Retention

Statements	SA	A	D	SD
	F (%)	F (%)	F (%)	F (%)
Delegation of duties gives the school principals the time and ability to focus on higher-level tasks thus reducing pressure and stress	5(71.4)	1(14.3)	1(14.3)	0(0.0)
Delegation of duties provides teachers the ability to learn and develop new skills	6(85.7)	1(14.3)	0(0.0)	0(0.0)
Delegation of duties develops trust between the teachers and improves communication	3(42.9)	4(57.1)	0(0.0)	0(0.0)
Delegation of duties improves efficiency, productivity, and time management	3(42.9)	3(42.9)	1(14.3)	0(0.0)
Delegation of duties boosts morale of teachers as they get a chance to prove their abilities to their seniors	3(42.9)	3(42.9)	1(14.3)	0(0.0)

Table 1 shows that 71.4% of the principals agreed strongly that delegation of duties gives the school principals the time and ability to focus on higher-level tasks thus reducing pressure and stress and 14.3% of the teachers agreed. However, the study observed that 14.3% of the school principals disagreed that delegation of duties gives the school principals the time and ability to focus on higher-level tasks thus reducing pressure and stress. The study observed that 85.7% of the principals agreed strongly that delegation of duties provides teachers the ability to learn and develop new skills and 14.3% of the school principals agreed that delegation of duties provides teachers the ability to learn and develop new skills.

Delegation of duties develops trust between the teachers and improves communication was strongly agreed by 42.9% of the principals and 57.1% of the principals agreed with the statement that delegation of duties develops trust between the teachers and improves communication. Delegation of duties improves efficiency, productivity, and time management was strongly agreed and agreed by 42.9% of the principals respectively. However, 14.3% of the principals disagreed that delegation of duties improves efficiency, productivity, and time management and that delegation of duties boosts morale of teachers as they get a chance to prove their abilities to their seniors respectively. The findings show that 42.9% of the principals strongly agreed and agreed that delegation of duties boosts morale of teachers as they get a chance to prove their abilities to their seniors. However, 14.3% of the principal disagreed that delegation of duties boosts morale of teachers as they get a chance to prove their abilities to their seniors.

Further, teachers were given a list of statements concerning the impact of delegation of duties on teacher retention in public secondary schools in Kamukunji Sub-County, Nairobi County, Kenya. The findings are presented in Table 2.

Table 2: Teachers' Response on the Influence of Delegation of Duties on Teacher Retention

Statements	SA	A	D	SD
	F (%)	F (%)	F (%)	F (%)
Delegation of duties gives the school principals the time and ability to focus on higher-level tasks thus reducing pressure and stress	30(44.8)	14(20.9)	10(14.9)	13(19.4)
Delegation of duties provides teachers the ability to learn and develop new skills	37(55.2)	24(35.8)	6(8.9)	0(0.0)
Delegation of duties develops trust between the teachers and improves communication	41(61.2)	17(25.4)	2(2.9)	7(10.4)
Delegation of duties improves efficiency, productivity, and time management	21(31.3)	44(68.7)	0(0.0)	0(0.0)
Delegation of duties boosts morale of teachers as they get a chance to prove their abilities to their seniors	22(32.8)	34(50.7)	11(16.4)	0(0.0)

Table 2 shows that 44.8% of the teachers strongly agreed with the statement that delegation of duties gives the school principals the time and ability to focus on higher-level tasks thus reducing pressure and stress and 20.9% of the teachers agreed. Though, the study found that that 14.9% of the teachers disagreed that delegation of duties gives the school principals the time and ability to focus on higher-level tasks thus reducing pressure and stress and 19.4% of the teachers strongly disagreed. The study observed that 55.2% of the teachers strongly agreed that delegation of duties provides teachers the ability to learn and develop new skills and 35.8% of the teachers agreed that delegation of duties provides teachers the ability to learn and develop new skills. However, 8.9% of the teachers disagreed that delegation of duties provides teachers the ability to learn and develop new skills.

Delegation of duties develops trust between the teachers and improves communication was agreed strongly by 61.2% of the teachers and 25.4% of the teachers agreed with the statement that delegation of duties develops trust between the teachers and improves communication. However, 2.9% of the teachers disagreed with the statement that delegation of duties develops trust between the teachers and improves communication with 10.4% of the teachers strongly disagreeing with the same statement. Delegation of duties improves efficiency, productivity, and time management was agreed strongly by 31.3% of the teachers and 68.7% of the teachers agreed. The findings show that 32.8% of the teachers strongly agreed that delegation of duties boosts morale of teachers as they get a chance to prove their abilities to their seniors and 50.7% of the teachers agreed with the same statement. Though, 16.4% of the teachers disagreed that delegation of duties boosts morale of teachers as they get a chance to prove their abilities to their seniors.

5. CONCLUSIONS

The study concluded that there is a significant influence of delegation of duties on teacher retention in in Kamukunji Sub-County, Nairobi County, Kenya. In view of the findings, the study concluded that delegation of duties allows teachers to acquire and develop new skills, as well as build trust and increase communication between them. In addition, delegation of duties allows school administration to focus on higher-level activities, allows instructors to acquire and develop new abilities, builds trust between teachers and their superiors, and enhances communication, efficiency, productivity, and time management.

6. RECOMMENDATIONS

The study recommends that the administration of the school should make an attempt to allocate responsibility roles to teachers as early as possible and allow them to gain the requisite experience. Assess the teaching staff's skills and talents, and give the assignment to the best qualified person. Determine the purpose of the assignment and how it will contribute to the school's or department's goals. Also, state clearly how the teacher will profit from the given assignment. Ascertain that the teacher has the necessary authority and responsibility to execute the work. Allow the teacher to accomplish the work in any way they want as long as the results are as expected. Accept suggestions for task completion from teachers.

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