

INFLUENCE OF DELEGATION OF RESPONSIBILITIES TO STAFF ON PUPILS' PERFORMANCE IN KENYA CERTIFICATE OF PRIMARY EDUCATION

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ABSTRACT

This paper discusses the influence of delegation of responsibilities to staff by head teachers in management of facilities on pupils' performance in Kenya Certificate of Primary Education (KCPE). The objective was to determine the extent to which delegation of responsibilities to staff by head teachers in management of facilities influenced pupils' performance in KCPE. The research employed descriptive survey design. Validation of both instruments was done by the expert judgment review by lecturers from the Department of Educational Administration and Planning of the University of Nairobi. Descriptive statistics was used to analyze the data which was presented in tables. The study established that the schools with very adequate delegation of responsibilities to staff had best KCPE mean grade. Conclusion: very adequate delegation of responsibilities to staff positively influenced pupils' performance in KCPE. Recommendation: Ministry of Education, Science and Technology should very adequately delegate responsibilities to staff to enhance their productivity.

Key Words: Delegation, Influence, Performance and Management

1. INTRODUCTION

Background to the study

Delegation of responsibilities means entrusting another capable person a job all together with the authority to do it. Delegation does not mean abdication or total relinquish of power to someone. A head teacher should know the scope of her/his responsibilities and should utilize her/his deputy/other responsible staff members. The head teachers have a lot of work therefore; they are given an opportunity to delegate some of the responsibilities to any competent staff who could do it effectively (Owiro, 1997). The collaboration of head teachers, teachers and Board of management builds leadership density in schools and provides the conditions which facilitate the development of teachers as leaders in the areas of curriculum, learning and teaching (King, 2002).

The success in delegation of responsibilities positions staff to make decisions in many areas that were once reserved to the head teacher. These include choosing textbooks and instructional materials, shaping the curriculum, setting standards for the pupils' behaviour, designing professional development and in-service programmes and deciding school budgets (Barth, 2001). The head teacher is sensitive in delegating responsibilities to staff (Baskett & Miklos, 1992).

Teacher records were checked by Heads of Department whom the head teachers delegated the responsibilities to (Wafula, 2007)).

The teacher shall performs delegated responsibilities such as teaching, administrative and supervisory services to promote education and learning services, She/he shall perform the delegated responsibilities unless she/he has to be absent from such activities given in accordance with the Code of Regulations for teachers (Ministry of Education, 2009).

Management of facilities requires staff in different areas. This demands that the head teachers have to possess the necessary human relation and delegation of responsibilities skills to assemble and utilize the relevant staff within and outside the school for efficient management of facilities for pupils (Asiabaka, 2008). Head teachers delegate responsibilities to staff to maximize their potentials (Leithwood, Leonard & Sharath, 1998). A teacher spends time in the child centered activities. These activities are the delegated responsibilities in relation to management of facilities (Ouya & Mweseli, 2008).

A successful teacher is one who is prepared to devote most of his time to his pupils as delegated by the head teacher (Okinda & Owour, 1995). Head teachers delegate responsibilities to the teachers and support staff (Crosbie-Burnett & Lewis, 1993). In order to achieve the goals of a school different staff must be delegated responsibilities according to their skills by the head teacher. Their delegated responsibilities must be therefore, be related to each other and integrated, if unity of effort has to be achieved. This calls for adequate definition of delegated responsibilities which are duly communicated to all staff concerned (Mbiti, 2003).

A head teacher is likely to get information regarding teaching aids and methods of teaching in lessons but in reality fewer head teachers actually check, schemes of work, lesson plans, records of work and pupils' notes instead some deputy head teachers are delegated to perform some of these functions (Wafula, 2007).

Teachers perform both teaching and administrative roles in the school organization. Teachers provide other staff with official direction in the management of facilities in the absence of the head teacher or deputy head teacher (Okumbe, 2001).

In a case of computers integrated in mathematics in United Kingdom, found out that it was as extension of individualized textbook learning schemes conducted by passing the teacher who was considered to be the cause rather than the cure of pupils' misconception in mathematics (Sunderland, Oliver & Weeden, 2004).

There is need to dismistfy the counselling process and equip all teachers with basic counselling skills in order to make counselling services accessible to the pupils. In many schools guidance and counselling programmes are crises oriented (Ouru, 2008). Time allocation for guidance and counselling gave an opportunity to the pupils to have their problems.

Teachers and support staff in-charge of library's delegated responsibilities included management and acquisition of library materials and textbooks. Acquisition of library could provide supplementary reading and reference materials for the teachers and pupils. Also, as a resource centre it could be useful for research, remedial work, preparation, revision and book reviews. Acquisition of the textbooks in the library could provide materials for reference and class readers. Time allocation for use of library could provide an opportunity to the teachers and pupils to have access to supplementary reading books and reference materials, research, remedial work, preparation, revision and book review. This enables the teachers to cover the syllabi on time and effectively and the pupils could adequately prepared for KCPE examinations. Libraries can be used to encourage and enhance information library by making it convenient and easy to find and use it. The study further found out that when libraries are properly integrated with relevant technology pupils can access reserve materials through course management system (Snavelly, 2008)

Sports/games teachers delegated responsibilities were provision of co-curricular activities both indoor and outdoor like Physical education and football. They were also in-charge of the sports/games. The sports/games helped the pupils to reduce the academic pressure. The power of sports is far more than symbolic and co-curricular activities such as drama clubs, debates, and public lectures and used to create drug and substance abuse awareness in schools (Matsigulu, 2006; Muraguri, 2004).

A variety of sports are available for Kenyan youth both at school and community levels. The Ministry of Education recommends that all pupils should participate in sports, clubs and societies for their well being and to reduce idleness that leads to drug and substance abuse (Republic of Kenya, 2006). Time spent in sports and other co-curricular activities provides additional opportunity for the development of relationship with advisors and coaches. This in turn provides a unique opportunity to engage in valuable drug and substance abuse prevention effort (Mutsingulu, 2006; Muraguri, 2004).

UN Secretary General, Kofi Annan stated that "sports can play a role in improving the lives of individuals and the whole community". He encouraged the stakeholders to involve the youth in sports from an early age to enhance responsibility and professionalism (UNODC, 2011). In contrast studies have shown that sporting events usually turn out to be "drug markets" and hunting grounds for drug peddlers. The study indicated that some of the pupils who were good in sports were users of drugs such as bhang and some after sports celebrations were marked with drug and substance abuse. In this case the head teachers' objective to use sports to curb drug and substance abuse may become counter-productive and require more supervision (Ciakuthi, 1999).

Support staff provides services that ensure effective and efficient teaching and learning environment. They need to be well planned and integrative human resource management strategies which will enable them perform the supporting and integrative role in the overall school

management of facilities strategy. Their potential need to be consciously detected developed and released (Okumbe, 1998)

School staff serves as highly influential role models by which adolescence and pre-adolescences judge themselves (Pillai, 2008). Education has been found to play a major role in social, political, economic and cultural aspects of a country (Mbeche & Nderitu, 2005). Education provides critical mass of skilled people needed to enhance the environment which is in line with the Millennium Development Goal No.1 (Ministry of Education, 2007). It has been noted that incidences of poverty fall and levels of private returns increase with increase in education level from primary to secondary (Republic of Kenya, 2005; UNESCO, 2005)

The significance of KCPE is to: serve as a feedback to the education planners, Kenya National Examinations Council, teachers, pupils, parents and other stakeholders; planners can use it to modify, introduce or drop a topic or subject; screening/selection, for further studies, training; research work and certification (Ministry of Education, 2009). The pupils' performance in KCPE (Years 2008 to 2012) in Nairobi County and nationally is shown in Table 1.

Table 1: Pupils' performance in KCPE (Years 2008 to 2012) in Nairobi County and Nationally

Year	2008	2009	2010	2011	2012
Nairobi County's KCPE mean (%)	45.94	46.00	46.78	46.66	47.72
National's KCPE mean (%)	51.23	53.84	54.17	41.31	53.02

Source: The year 2012 KCPE examination report (Kenya National Examinations Council, 2013; Mbunde, 2014)

The data in Table 1 indicates the pupils' performances in KCPE mean scores for the County was below average (less than 50.0 percent) compared with the national performance in the same period.

The national goals of education in Kenya and the primary education level objectives reflect the importance of primary education. In particular, the objectives of primary education are carried out in producing Kenyans who have knowledge and skills that enables them to fit in the society. This is reflected in many key Government documents. Key among them is the National Development Plan of 2002-2008 in which the Government has identified education as key to the attainment of the Millennium Development Goals and Education For All (Republic of Kenya, 2002).. They acknowledge that a weak educational foundation will seriously impair a nation's development progress. Effective primary education is a rock-bottom necessity for development. The effects of

primary education in development are largely a result of the cognitive skills: literacy, numeracy and problem solving.

Poor primary schools compromise the entire system for human capital development. They provide graduates who are poorly prepared for secondary and tertiary education and ill-equipped for life-long learning. The consequence is an insufficient number of truly educated managers, workers and parents who can effectively contribute to development. The most effective sign of ineffective primary education systems are inadequate enrolments, low primary completion and low pupil achievement (World Bank, 1995).

The mass media analyze, and publish KCPE results and have to rank and highlight the schools which have performed well (Abagi & Odipo, 1997). The quality of education in Kenya is examination oriented. The quality of education is seen in terms of pupils passing national examinations (Eshiwani, 1993). Therefore, there was the need for the study on the extent of delegation of responsibilities to staff by head teachers in management of facilities and how it influences pupils' performance in KCPE.

2. STATEMENT OF THE PROBLEM

The head teachers who show transformational leadership focus on advancing staff growth which improve strategy formulation for improvement based on the analysis of the performance in delegated responsibilities in management of facilities (DuFour, 2002). Involving staff in planning and give them freedom of choice in decision-making goals cannot be achieved without team work. Exemplary head teachers do not feel vulnerable by giving away power but understand the importance of doing so. By empowering staff, head teachers are able to enable the staff to use information in producing outstanding results (Kouzes & Poaner, 1995). Encouraging staff to do a job is not good enough. They must also feel that they are able to act and put their own ideas into place with the support of the head teacher (Knaab, 2009).

3. RESEARCH OBJECTIVE

The research addressed the following objective:

To determine the extent to which delegation of responsibilities to staff by head teachers in management of facilities influenced pupils' performance in KCPE.

4. RESEARCH METHODOLOGY

The study employed descriptive survey design. The schools selected were 14 from Westland and Dagoretti districts and 13 from Lang'ata district through simple random sampling. The 41 head teachers and 41 senior teachers from each school were selected by census. The research instruments used were the two sets of questionnaires for the head teachers and senior teachers. Validation of both instruments was done by the expert judgment review by supervisors from the Department of Educational Administration and Planning of the University of Nairobi. The reliability coefficient of the research instruments was determined by split-half method, and was found to be 0.73 and 0.88 for the head teachers' and senior teachers' questionnaires respectively. Descriptive statistics was used to analyze the data which was presented in tables.

5. RESEARCH FINDING AND DISCUSSION

Research Question: To what extent did the delegation of responsibilities to staff by the head teachers in management of facilities influenced pupils' performance in KCPE?

The senior teachers were asked to rate the extent of delegation of responsibilities to staff by the head teachers in management of facilities and the results are shown in Table 2.

Table 2: Extent of delegation of responsibilities to staff and how it influenced pupils' performance in KCPE

Extent of delegation	f	%	KCPE results in mean (%)
Very adequate	36	87.8	46.1
Adequate	5	12.2	43.2
Total	41	100.0	

The results in Table 2 show that schools with very adequate delegation of responsibilities to staff by the head teachers in management of facilities had the best KCPE results mean grade (46.1 percent) while those with adequate delegation had 43.2 percent.

6. CONCLUSION

The study established that the schools with very adequate delegation of responsibilities to staff by head teachers in management of facilities had the best KCPE results mean grade. Hence, very adequate delegation of responsibilities to staff by head teachers in management of facilities positively influenced pupils' performance in KCPE.

7. COMMENDATION

On the basis of the finding of the study it was recommended:

The Ministry of Education, Science and Technology should very adequately delegate responsibilities to staff to enhance their productivity.

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