

**INFLUENCE OF TEACHER EMPOWERMENT ON KENYA CERTIFICATE  
OF SECONDARY EDUCATION PERFORMANCE IN PUBLIC SECONDARY  
SCHOOLS IN KIBWEZI SUB-COUNTY, KENYA**

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**A Research Project Submitted in Fulfilment for the Award of the Degree of  
Master of Education in Educational Administration**

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## **DECLARATION**

This research project is my original work and has not been presented for an award of degree in any other university

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## **DEDICATION**

This research project is dedicated to my wife, Doris and to my children; Judy,  
Katunga and Mbithi.

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## **ABBREVIATIONS AND ACRONYMS**

<b>DQASO</b>	District Quality Assurance and Standards Officer Education
<b>KCSE</b>	Kenya Certificate of Secondary Education
<b>KEMI</b>	Kenya Education Management Institute
<b>KNEC</b>	Kenya National Examinations Council
<b>KSSHA</b>	Kenya Secondary Schools Heads Association
<b>MOEST</b>	Ministry of Education Science and Technology
<b>NACOSTI</b>	National Council for Science, Technology and Innovation
<b>NES</b>	National Educational Services
<b>SMASSE</b>	Strengthening Mathematics and Sciences in Secondary
<b>SPSS</b>	Statistical Package for Social Sciences
<b>TSC</b>	Teachers' Service Commission

## ABSTRACT

The purpose of this study was to establish the influence of teacher empowerment on Kenya Certificate of Secondary Education (KCSE) performance in public secondary schools in Kibwezi sub-county, Kenya. The study was guided by three research objectives and three null hypotheses. The research objectives sought to examine the extent to which teachers' involvement in decision making influenced academic performance of secondary schools; establish the extent to which teachers' professional development influenced academic performance of secondary schools and lastly determine the extent to which teachers' in-service training influenced academic performance of secondary schools in Kibwezi Sub-County, Kenya in KCSE. The null hypotheses stated that there was no significant relationship between teachers' involvement in decision making, teachers' professional development and teachers' training and in-servicing and KCSE performance of public secondary schools in Kibwezi Sub-County, Kenya. The study was carried out using descriptive survey research design. The target population was 60 principals and 420 teachers. The sample was 18 principals and 84 teachers. Data was collected by use of questionnaires and was analysed using inferential statistics. Findings revealed that there was a strong positive relationship  $p = 0.72$  between teachers' involvement in decision making and KCSE performance. Pearson's Product Moment Correlation Coefficient used to test the hypotheses that there is no significant relationship between teachers' professional development and KCSE performance. Findings also revealed that there was a significant relationship between teachers' professional development and KCSE performance. Based on the findings, the study concluded that empowering teachers significantly influenced KCSE performance. The study concluded that teachers' professional development influenced on KCSE performance. This implied that teachers' professional development was likely to influence students' performance in KCSE. When teachers are rewarded with promotions, they are empowered to work harder and hence improve KCSE performance. The study also concluded that there was a positive relationship between teachers' training and in-servicing and students' KCSE performance as shown by  $p$  greater than 0.05. This implied that the more the teachers were trained and in-serviced, the more they are likely to improve KCSE performance. Taking the limitations and delimitations of the study the researcher suggested that a study on the influence of teacher characteristics and students KCSE performance should be conducted. It was also suggested that a study on teachers' level of motivation on students KCSE performance should be conducted and lastly a study on teachers' levels of job satisfaction and students' students KCSE performance should be conducted.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Background to the study**

Education is a fundamental human right and is essential for the exercise of all other human rights. It promotes individual freedom and empowerment and yields important development benefits (Helen, 2013). It is one of the basic rights of every person and has been recognized as a universal declaration of human rights and universal covenant of economic, social and cultural right (MOEST, 2003). The most influential dimension of empowerment predicting teacher intrinsic satisfaction is self-efficacy, a psychologically oriented variable, while the most powerful dimension of empowerment predicting extrinsic job satisfaction is earned status and respect, a sociologically oriented variable. Taking a theoretical perspective, it appears that teacher empowerment should be conceived as a multi-dimensional scale, where its various components are differently associated with the two types of satisfaction.

The concept and assessment of empowerment began in 1911 with the research of Taylor(1911). Taylor stated that rewards like the earnings of the job, incentive payments, promotion, appreciation, and opportunities for progress could lead to increased job satisfaction. Since then, there has been an increased interest in identifying those factors that relate to the development of human resource practices in an organization (Budhwar, 2000). Chebet (2013) in her study on Empowerment of Teachers and Performance of Private Secondary Schools in Bomet County, Kenya revealed that employee empowerment is important to an organization's success.

Atchison (1999), as quoted by Chebet (2013) states that many organizations are spending much time on employee empowerment initiatives in an effort to reduce turnover, improve productivity and help organizations succeed. Teacher empowerment has been the subject of considerable educational research in recent years, but the capacity of schools for organizational learning has received limited attention (Helen, 2013). This study links these two research streams and identifies those dimensions of the capacity for organizational learning that are also the themes of school restructuring. Empowering teachers to participate in decisions about how policies will be implemented has been linked to positive context beliefs of teachers (Leithwood, 2001).

Although great emphasis has been laid on research in the field of employee empowerment and organizational performance throughout the world, there is inadequacy of literature on this subject especially in the developing countries and how organizational performance may be influenced through empowerment practices. The available information has only focused on explaining the importance of employee empowerment in facilitating organizational performance particularly in the developed world (Denison and Mishra, 1995; Argyris, 1998; Eylon and Au, 1999). Most researchers who study teacher empowerment examine the effects of variables such as principals' leadership style and principals' decision-making strategy on the contentment of teachers and the rate of teacher burnout from this occupation (Blasé, & Kirby, 1992; Silins, 1992; Koh, Steersn& Terborg, 1995).

Previous studies (Jacob & Lefgren, 2006; Mwangomba, 2010; Mutua & Okioma, 2011) on teacher empowerment verses school performance found a positive

correlation between extent of teacher empowerment to school performance and that teachers' success in doing so was measured by value-added approach. Evidence on employee empowerment and organizational performance supports the assertion that organizations that make use of empowerment practice are likely to experience higher levels of performance than their counterparts who do not (Earley, 1994; Henart & Larimo, 1998).

The area of teacher empowerment has not been given much weight, especially the involvement of teachers in decision making, professional development and training and in-servicing of teachers. Involvement of teachers in decision making has not been strengthened in the sub-county especially in making decisions regarding promotions, training and in-servicing among others.

Secondary schools in Kibwezi Sub-county have invested huge amounts of financial resources in strategic plans and in procurement of teaching and learning resources in order to achieve a competitive edge in the academic field. These endeavours have not borne much success and some of the schools have continued to register poor performance for the last five years in the sub-county. Although the Kenya Secondary Schools' Heads Association (KSSHA) has been involved, this organization does not represent the interests of teachers who lack their own professional body. So, most of the decisions even on curriculum implementation are made without teachers' input. This could have demotivated them leading to poor KCSE performance in most of the secondary schools in the sub-county.

## **1.2 Statement of the problem**

Professional development through promotions and rewards in Kibwezi sub-county has not been done transparently. In some cases it has been done without regard to merit, experience and performance. Teachers with teaching experience spanning over ten years have stagnated in one grade while others with teaching experience of less than ten years have been promoted to higher grades. This has demotivated teachers leading to poor Kenya Certificate of Secondary Education (KCSE) results in the sub-county. In-servicing of teachers in the sub-county has been organized by the sub-county education office in collaboration with KSSHA, majorly on examination tips. Other organizations such as the National Educational Services (NES) and Strengthening Mathematics and Sciences in Secondary Education (SMASSE) have also trained and in-serviced teachers. This has led to a slight improvement in KCSE performance, particularly in mathematics and science subject (DEO, 2013).

In the 2013 KCSE results, only thirty schools, out of fifty four which sat the examinations, scored a mean score of 4.0 and above. The rest, twenty four schools, scored below this mean (KCSE Results Analysis, 2013). This below average performance could partly be due to lack of empowerment of teachers in secondary schools in the sub-county through involving them in decision making, professional development especially promotions, and training and in-servicing of teachers among other factors such as lack of adequate teaching and learning resources, understaffing and poor curriculum supervision. This study, therefore sought to investigate the extent to which teacher empowerment influences secondary school KCSE performance in Kibwezi sub-county, Kenya.



### **1.3. Purpose of the study**

The purpose of this study was to establish the influence of teacher empowerment on KCSE performance in public secondary schools in Kibwezi sub-county, Kenya

### **1.4 The objectives of the study**

The study was guided by the following specific objectives:

- i) To examine the extent to which teachers' involvement in decision making influence KCSE performance of public secondary schools in Kibwezi Sub-County, Kenya.
- ii) To establish the extent to which teachers' professional development influence KCSE performance of public secondary schools in Kibwezi Sub-County, Kenya.
- iii) To determine the extent to which teachers' in-service training influence KCSE performance of public secondary schools in Kibwezi Sub-County, Kenya.

### **1.5. Research hypotheses**

The research hypotheses were:

- i) There is no significant relationship between teachers' involvement in decision making and KCSE performance of public secondary schools in Kibwezi Sub-County, Kenya.
- ii) There is no significant relationship between teachers' professional development and KCSE performance of public secondary schools in Kibwezi Sub-County, Kenya.
- iii) To determine the extent to which teachers' in-service training and KCSE performance of public secondary schools in Kibwezi Sub-County, Kenya.

### **1.6. Significance of the study**

The study will contribute valuable information to the MOEST which might be useful in re-designing the teaching curricular in colleges and universities. The study findings would assist the Teachers Service Commission (TSC) as the teacher's employer in ensuring that promotion of teachers to leadership positions is done on merit. It will also sensitize principals of secondary schools on the importance of teacher empowerment as a tool for improving KCSE performance. The study will also provide useful data to future researchers in the field of teacher empowerment and its influence on students' performance.

### **1.7. Limitations of the study**

One of the limitations of the study was inadequate finances for meeting transport costs, paying for typing and printing expenses and catering for all other expenses related to data collection and analysis. However to mitigate this limitation, the researcher selected only one sub-county to minimize the time and resources challenges. There were also limited sources of literature due to shortage of enough resource materials on the topic in libraries and in the internet. The researcher however used any available information related to the study. Another limitation was based on non cooperation from some of the respondents. The researcher mitigated this limitation by explaining the purpose of the study to them and requesting them to be as honest as possible. The use of a questionnaire as the main data collection tool was also useful in mitigating the limitation.

### **1.8. Delimitations of the study**

The study was delimited to public secondary schools in the sub-county. Private schools were not included since they are run differently and that the teachers' empowerment strategies in those schools may not be similar to those in public schools. Although there are many teacher empowerment aspects, the researcher focused on teachers' involvement in decision making, teachers' professional development and teacher in-servicing and their influence on students' KCSE.

### **1.9. Assumptions of the study**

The study was based on the following assumptions:

- i. That there were interventions programs used in secondary schools to empower teachers and boost students' academic performance.
- ii. That the respondents would cooperate and be honest in responding to the questionnaire items.
- iii. That students' performance in KCSE was influenced by among other factors teacher empowerment.

### **1.10. Definition of key terms**

**Empowerment** refers to the process of giving teachers some degree of autonomy, through participative decision making, delegation of duties, training and in-servicing, and giving them status in their working environment.

**Influence** means the impact or change that teacher empowerment has on students' KCSE performance.

**Job satisfaction** refers to ability to contend with the intricacies of a given job.

**Motivation:** refers to the drive that teachers derive from empowerment to work harder for better KCSE results.

**Performance** refers to the ability of teachers to produce improved students' results in KCSE.

**Professional development** refers to the promotion of teachers to higher positions of authority.

**School administration** refers to the personnel (head/deputy teacher) who have been mandated to manage the school by the MOEST.

**School environment** refers to the interrelationship in the school among the members of the school community

**Teacher professionalism** refers to the process of raising of the status and rewards of teaching, by attracting skilled and able people into the field and allowing teacher's greater control over the content and conduct of their work.

**Teacher** refers to a professionally trained persons engaged in the teaching/learning process in the teaching profession.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1. Introduction**

This chapter presents the literature review of the study. The study presents the concept of empowerment, involvement of teachers in decision making and students' academic performance, professional development and students' academic performance and teachers' training and in-servicing and students' academic performance. The chapter also presents the theoretical and conceptual framework of the study.

#### **2.2 Concept of empowerment**

Empowerment can be viewed as the urge of understanding, identifying, and describing processes through which people create alternative ways to overcome domination through both personal and organizational change (Conger & Kanungo, 2008). The idea behind the concept of empowerment involves the workforce being provided with a greater degree of flexibility and more freedom to make decisions relating to work. Through empowerment, people are encouraged to make certain decisions without consulting their superiors and to which organizational dynamics are initiated at the bottom (Greasley et al., 2004).

Empowerment includes organizational processes and structures that enhance members' involvement and improve goal achievement for the organization. In other words, empowerment can be seen as a process of boosting up the organizational outcomes and effectiveness (Perkins & Zimmerman, 2005). The concept of empowerment has developed into many forms, evolving from the employee

involvement and participative decision making concepts to the contemporary empowerment perspective.

Copp and Pfeiffer (2003) state that empowerment is achieved when employees are provided with freedom at work, good communication, self-control and esteem in their work, adequate training, rewards and effective management that involves them in decision-making. Researchers such as Eylon and Au (1999) and Argyris (2008) have found a positive correlation between empowerment practices in organizations and organizational performance. When empowerment exists in an organization, the individuals within that organization tend to feel their own ownership of their work and they will transform their personal feelings towards their responsibilities and satisfaction to their jobs. These situations both from the side of the individuals and their organizations contribute to a win-win situation for both parties involved (Greasley et al., 2004). Thus employees are given an added sense of ownership and connectedness to their work hence increasing organizational performance.

Page and Czuba (2009) attest that, all too often, empowerment merely shifts management responsibility to willing workers, who then work in a frustratingly ambiguous environment. According to Robbins, Odendaal and Roodt (2003), empowerment is a multi-dimensional concept consisting of three broad facets: subjective aspect (psychological) - development of self-efficacy, motivation, entitlement and self-confidence; objective aspect (opportunity) - exposure to exercise leadership, decision-making, job enrichment and more challenges; and training and development facet (competence) - growing of knowledge, skills and experience. For the purposes of this study, empowerment was regarded as the involvement of teachers

in decision making, professional development through promotions and training and in-servicing of teachers to empower them to achieve educational objectives or improved students' academic results.

Hawkins (2004) postulates that empowerment, a buzzword in corporate and educational circles, is essential for learners, teachers, school managers and support staff. It can only have a lasting effect if it is transacted, not as a conflict of control and demand, but rather as a sharing of tools between trustworthy and responsible stakeholders. Michele and Browne (2000) concur that empowerment is the foundation stone upon which radical reform can be built. The task of management at all levels in the education system is to create and sustain conditions under which teachers and learners are able to achieve learning.

Literature (Enderlin-Lampe, S. 2002; Sandy, 2004; Page & Czuba, 2009) emphasizes that there has been a growing international trend towards decentralization of school management, with calls for more autonomy for schools. Hurley Management Consultants (2004) are of the opinion that empowerment can only succeed in an environment where the desire for empowerment is greater than the desire for power. Empowerment has been over-promised too many times and using it as a 'quick-fix' does not solve any problems in the educational sector.

Successful implementation of empowerment mechanisms is a process, not a single event. Palm leaders (2004) further states that many new projects in schools include a hive of activities, but the change is at a superficial level. Empowerment is a process that facilitates deep fundamental change at the core of the school system. Steyn

(2001) concurs with Palm leaders (2004) that for schools to manage the changes that arise from socio-economic, political and technological development, they need to fully utilize their human resources' potential.

Conceptions of school leadership exemplify a move away from the authoritarian models of decision-making towards more collegial views on roles between the principal and staff. Murray-Archie (2004) is also of the opinion that, traditionally, education and government administrators have made decisions that affect how teachers work and students learn. Principals have been the key to implementation of school change. The hierarchical chain of command in schools is often seen as a social injustice, which hampers the effective implementation of empowerment.

### **2.3 Involvement of teachers in decision making and students' academic performance**

In a study of effective principals, Blase and Kirby (2002) highlights several factors which effective principals use to positively influence teachers' attitudes to their work. These include involvement in decision-making, granting professional autonomy, defending or 'leading by standing behind them,' and praising them for their efforts. Blase and Kirby (2002) also notes that teachers reported that such strategies had many positive effects on their thinking, attitudes and their behaviour. This, they note, resulted in enhanced self-esteem and confidence, greater sensitivity to student needs, job satisfaction, commitment and loyalty among the teaching staff.

Cole (2002) agrees that employers seeking to retain staff who are unique and talented, who achieve targets, must encourage participative management. The decision-making



dimension of empowerment includes teachers' involvement in critical decisions that directly affect their work. Mahoney and Watson (2003) argue that the employee involvement model of workplace governance has the most beneficial impact on performance. This implies that decentralized decisions and relaxed rules will lead to increased performance. At the school level teachers are responsible for implementing the decisions that are made and consequently, it is beneficial to have teachers' input in the decision-making process. In this way, teachers may feel a sense of ownership and control over their work which could lead to a greater sense of responsibility for school improvement. Repeated research studies show the benefits to organizations when those implementing the decisions have input in problem-solving and decision-making (Howey, 2008).

Yukl (2004) states there are four styles of decision making that most researchers agree on. The first is autocratic decision, where the manager does not consult any of the group or organization members and comes up with the final decision alone. The second is consultation, where the manager gets advice from other members but, after taking the suggestions into consideration, makes the final decision alone. The third is joint decision, where the manager discusses the problems with other members and together they come up with a final decision, in which each has had some influence and delegation, where the manager gives one or a group of members the authority to decide and the last is the "delegated" decision maker (or makers) who carry the responsibility for the decision, even if the manager demands prior approval for it (Vroom & Yetton, 2003).

Imper et al. (1990); Rice and Schneider (2004); Schneider, (2004) hypothesized that, the greater the involvement of teachers in decision-making processes, the higher their level of job satisfaction and productivity. This hypothesis is based on research on the relationship between teacher job satisfaction and involvement in decision making. In an open climate, where principals are perceived as democratic managers who maintain open channels of communication with the staff, teachers would be more satisfied with their job as compared to schools where principals exhibit a harsh and authoritative attitude (Kottkamp, Mulhern, & Hoy, 2007). This would translate to improved performance.

According to Maeroff, (2008) and Rossmiller, (2002) literature supports the claim that job satisfaction is positively related to participative decision making and to transformational leadership. Overall, teachers report greater satisfaction in their work when they perceive their principal as someone who shares information with others, delegates authority, and keeps open channels of communication with the teachers. A low level of teachers' involvement in decision making is related to a low level of satisfaction with work (Imper et al., 2000; Rice & Schneider, 2004). Principals who are outstanding in their jobs go beyond merely involving teachers in decision-making. They implement strategies such as providing a supportive environment that encourages teachers to examine and reflect upon their teaching and on school practice. They also use specific behaviours to facilitate reflective practice and finally they make it possible for teachers to implement ideas and programs that result from reflective practice.

When teachers are actively involved in decision making relating to their work, they will become more creative and willing to take risks. They will take an active role in the implementation of the decisions. They will even try new approaches to instructions, provide more assistance to their students and be more flexible. Principals should grant teachers freedom to make decisions concerning their areas of operation and implement them. The idea here is that, the involvement of teachers in decision making in an atmosphere of flexibility and freedom will empower them and by so doing motivate them to work harder for improved results.

In some of the schools in Kibwezi Sub-county, teachers' involvement in active decision making has been minimal. Some of the Principals do not convene staff meetings where teachers can discuss educational issues freely and actively. The principals in such schools impose policies on teachers. This brings a disconnect between the teachers and the policies, hence, making implementation impossible due to lack of ownership. This has demotivated teachers in such schools leading to poor performance (MOEST, 2003).

Some schools in the sub-county have, however, embraced participative decision making. Teachers in such schools are motivated and feel part and parcel of the school. Implementation of school policies in such schools has been easy because teachers feel recognized and empowered by being involved in decision making. This study investigated the extent to which teachers' involvement in decision making empowers them to produce improved students' academic performance.

## **2.4 Professional development and students' academic performance**

According to Bolin (2009), teacher empowerment is defined as investing teachers with the right to participate in the determination of school goals and policies and to exercise professional judgment about what and how to teach. To follow the above definition, administrators must be active in providing experiences for all teachers to grow as leaders. In today's economy and with limited funds available to provide teachers with professional development, administrators must be creative and open to numerous options for individual and school growth. This growth is enhanced by empowered teachers, who are committed to the overall success of the school's mission, have increased productivity in and out of the classroom, and an increase in the teachers disposition.

Research shows that when administrators use tactics to increase teacher empowerment, teachers' morale also increases. For example, Terry (2000) revealed that, in schools where teachers are empowered to be leaders, the focus of control changes from the principal to the teachers. In the Journey to Teacher Empowerment (2009) the authors share that, when teachers' confidence increases and when they feel competent in their abilities, classroom instruction will improve. Goynes (2004) on the other hand states that administration should encourage other teachers to seize opportunities to share their strengths with other members of the staff. By providing opportunities, teachers are accepting leadership roles. Furthermore, participating teachers learn new skills to increase students' learning.

As teachers improve together as a staff, individual and school morale can increase. This is reinforced in the theory of collective efficacy. By providing experiences for

teachers to grow, teachers become more committed to the school's mission. When given the opportunity to lead, teachers are vested and want to see their work being successful. As the administration relinquishes control to the teacher and shows trust, teachers become more creative and willing to take risks. The classroom teacher will try new approaches to instruction, provide more assistance to their students, and be more flexible.

When teachers are granted more freedom and independence, they are more likely to have buy-in to the school's mission. This idea is backed up by Terry (2000) when he opines that, principals should allow their teachers the freedom to be creative and take risks. To enhance these experiences, administrators need to recognize teachers and their accomplishments. With the opportunity to grow as a professional and be recognized for their efforts, teachers will become more empowered and willing to explore future experiences leading to continued growth.

High performing schools have administrators who articulate a vision, help teachers grow professionally, and play a leading role in determining the school's climate. Dinham and Scott (2008) found that teachers were most satisfied with intrinsic matters of their job, such as self-growth, mastery of professional skills, and supportive environment. These findings imply that the teachers valued greatly the professional facets of their occupation.

Empowerment translates into teacher leadership and exemplifies a paradigm shift with the decisions made by those working most closely with students rather than those at the top of the pyramid. It is natural that the principal should be the leader in

implementing and supporting empowerment and teacher leadership. Throughout the educational institutions across America, principal leadership is being scrutinized by the people who are being led, the teachers. Traditionally principal leadership has been looked upon as being authoritarian. It has evolved into a type of leadership described as being coercive, manipulative, and controlling. These negative tactics have proven counter-productive (MOEST, 2003).

The empowerment research agrees that, the conditions under which teachers work are often set up in such a way as to deny them a sense of efficacy, success, and self-worth. There is often too much isolation and surviving on ones' own. Paramount is the role a principal plays in faculty empowerment and teacher leadership. It is essential that a principal create an environment conducive to empowerment, demonstrates empowerment ideals, encourages all endeavours toward empowerment, and applauds all empowerment successes.

Successful schools will be the ones where leaders are best able to apply the creative energy of teachers toward constant improvement. An effective approach to adopt constant improvement as a way of life is through empowerment and teacher leadership. Teachers can be uplifted through empowerment. This encouragement will allow them to flex those muscles that have been allowed to atrophy (MOEST, 2003).

Empowering teachers as leaders was seen as a way to put teachers at the centre of the reform movement, to keep good teachers in education, to entice new teachers into the profession, and to reverse a general trend toward treating them as employees who do specific tasks planned in detail by other people. By introducing these new paradigms,

the teaching profession will become a truly rewarding experience. With the importance of empowerment some teachers, it is essential that teachers experience the same opportunities that other teachers have experienced first-hand the growth and development empowerment provides (Erlandson & Bifano, 2007).

In surveys taken across America concerning the non managerial work force, Blase, (1990); Peel and Walker, 2004) revealed a considerable gap that exists between number of hours people are paid for working versus the number of actual hours spend productively. Approximately 75% surveyed admitted that they could be significantly more effective. The lack of leadership empowering the work force has been cited as the number one reason for this crisis (Blase, 1990). Similar leadership problems plague the educational system. Since present methods of educational leadership have been considered ineffective (Peel & Walker, 2004), teacher empowerment resulting in teacher leadership is among the numerous proposals for restructuring schools in the next century.

According to *Breaking Ranks: Changing an American Institution* (2006), the principal is referred to as the one who must draw on the strengths of teachers if such changes are to prevail. The principal is described as the leader who will foster an atmosphere that encourages teachers to take risks to meet the needs of students. In addition, teachers will be called upon to provide the leadership essential to the success of reform.

Barber (2000) in his functionalist argument suggests that professionals hold rare skills and knowledge that are esoteric and powerful. The skills and knowledge earn the professional status in the society and the benefits that go with it. Further, because a

profession demands collegial censorship in terms of work performance and conduct, the status of the teaching profession will be enhanced and this may consequently encourage teachers to feel satisfied and more committed to their work. Terry (2000) showed that when administrators use tactics to increase teacher empowerment, teachers' morale also increases. These findings imply that when teachers are rewarded with promotions for work well done, they get motivated and become more empowered to produce better academic results.

In Kibwezi Sub-county, promotion of teachers has contributed to improvement in academic performance of students. After a teacher earns promotion due to production of good results, either by being promoted to the position of a deputy principal internally or externally, this motivates the other teachers in the school to work harder for improved results hoping to be promoted like their colleague. They become empowered to work harder. The promoted teacher is even more motivated and empowered and will work even harder for further promotion. Professional development as a form of teacher empowerment is a motivating factor for improved students' performance. This study therefore sought to investigate the extent to which professional development influences students' academic performance (Howey, 2008).

## **2.5 Teachers' in-service training and students' academic performance**

Due to growing need of the public education throughout the world there has been a great emphasis on the students' academic achievement and teachers' pedagogical skills. One important problem related to this issue is teacher training to improve the quality of education and to bring a positive change in perception of the teachers



regarding qualities of a good teacher. Research provides evidence that teachers' training improve student performance (Rowan, Correti & Miller, 2002; Sanders & Rivers, 2006; Mendro, Jordon, Gomez, Anderson, & Bemby, 2008).

The fundamental aim of training is to help the organization achieve its purpose by adding value to its key resource, the people it employs. Training means investing in people to enable them perform better and empower them to make the best of their natural abilities. Employees need to be helped to do their present job correctly and effectively (Tan 2005). Greenhans (2007), Slocum and Woodman (2009) differentiated the concept of training and development. Training is short term in nature and is designed to permit the learner acquire knowledge and skills needed for the current job while development is training of a long-term nature which is aimed at developing current and future employees for future jobs within the organization or to solve a problem.

School principals should foster teachers sharing and learning from each other. This is best done in in-service programmes like workshops and seminars. Professional growth and development must be encouraged and accommodated. Achievements such as higher degrees, additional certifications, special seminars and workshops, presenting, doing research, writing a journal, receiving grants, partnerships, and/or honours should be encouraged and recognized.

This study presupposes that, in-service of teachers improves the quality of education and the teachers' pedagogical skills and knowledge of the curriculum. Through training, teachers will be equipped with technical skills related to teaching to sharpen

them to be better teachers. Their attitudes and behaviours towards teaching will also be reinforced. It is geared towards in-seminating specific knowledge and skills to empower teachers to perform their tasks effectively (Scott, 2008).

Principals of secondary schools should strengthen in-service of teachers through sending them for short term courses in their subjects of specialization aimed at diagnosing problematic areas in their subjects. Training programmes can also be based on new approaches to teaching of their subjects. This will motivate the teachers and they will be empowered to handle their subjects more effectively. This will influence students' academic performance (Scott, 2008).

In Kibwezi sub-county, short courses have been initiated, but not all schools have been participating. However, no serious effort has been made to train teachers and this is mainly due financial constraints. Schools are supposed to carter for the costs of training teachers and most of them cannot afford. It is my opinion that, in-service of teachers can empower teachers and have an influence on students' academic performance in Kibwezi sub-county. This study will investigate the extent to which this is true in Kibwezi Sub-county.

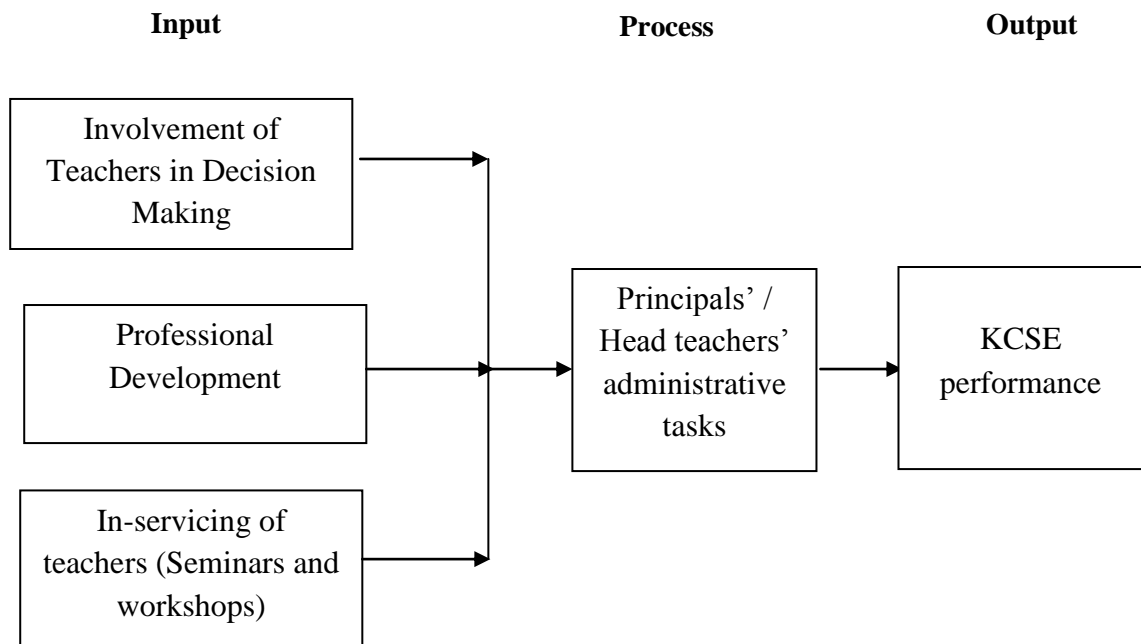
Teachers' in-servicing is done through workshops and seminars which are some of the forms of training which come in handy in empowering teachers. They give opportunities for teachers to share ideas in their subject areas. They equip teachers with emerging issues in their subjects regarding delivery of the curriculum and evaluation challenges. Teachers who participate in the in-service courses are motivated and empowered since they are prepared to tackle the challenges in teaching and evaluation of their subjects.

Education officials in Kibwezi sub-county, in collaboration with headteachers' associations have been organizing workshops and seminars particularly for science subjects, mathematics and languages. The other subjects have not received any considerable attention. This study, therefore, sought to investigate the extent to which teachers' training and in-servicing influence students' academic performance in KCSE in secondary schools of Kibwezi sub-county.

## **2.6 Theoretical framework**

The study was based on Abraham Maslow's Hierarchy of Needs Theory (1943). According to Maslow, people's actions are motivated in order to achieve certain needs. His hierarchy suggests that, people are motivated to fulfil basic needs before moving on to other, more advanced needs. He identifies five levels of needs starting with lower order level needs to higher order needs. According to him, the lower order needs at the base of the triangle should be satisfied before the ones above them can be satisfied. He argues that, when one need is satisfied, a higher need arises. He categorized needs into two: deficit needs which include hunger, thirst, sex and shelter and growth needs which include esteem needs and self-actualization. According to Abraham Maslow, needs bring about motivation. This theory has been used by Ee Kuan Boey (2010) in his study on "Teacher Empowerment in Secondary Schools : A case Study of Malaysia". He concluded that, when teachers in a school setting, participate and get involved in decision making processes, communication tend to be effective and everyone produces efficient results. Principals who adopt a very participative management style instead of authoritarianism in schools, lead to teachers working together as a team and having some ownership to their very own decision making outcomes.

## 2.7 Conceptual Framework



**Figure 2.1 Conceptual Framework of the relationship between teacher empowerment and academic performance.**

The conceptual framework in Figure 2.1 is a schemer or model that reflects the interrelationship between the two variables in the study. According to the model (Figure 2.1), the independent variable (teacher empowerment) is conceptualized and assumed to impact on academic performance (dependent variable) of secondary schools in Kibwezi Sub-County, Kenya. The framework further indicates that, when principals of secondary schools involve teachers in decision making, develop them professionally through promotions and recommend them for further training and in service programs, they will become better teachers and more empowered to produce improved results in KCSE.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0. Introduction**

This chapter presents the research methodology used in the study. The chapter presents the research design, target population, sample size and sampling procedures, research instrument, validity and reliability of the research instruments, data collection procedure and data analysis techniques.

#### **3.1. Research design**

A research design is a plan showing how the problem of investigation was solved (Orodho & Kombo, 2003). Descriptive survey research design was used in this study and it is a strategy that involves interviewing or administering a questionnaire to a sample of individuals. It can be used when collecting information about people's attitudes, opinions, habits or any of the variety of educational or social issues (Orodho & Kombo, 2003). This design was appropriate for this study since the study attempted to describe how teachers' empowerment influences students' academic performance without having to manipulate any variables.

#### **3.2. Target population**

This study was carried out in Kibwezi Sub-county, Makueni County. The Sub-county has 60 principals and 420 teachers (DEO's report 2013). The target population of the study was all the 60 secondary school principals and all the 420 teachers.

### **3.3. Sample size and sampling procedures**

To sample the schools, the researcher obtained a list of the schools from the Sub-county Education Officer. The researcher used 30% of the 60 principals and 20% of the teachers' population as suggested by Mugenda and Mugenda (2003). This meant that out of the 60 school principals, 18 were selected while out of 420 teachers, 84 were sampled. Simple random sampling was used to select the teachers from the schools. The sample size for the study was therefore 102 respondents.

### **3.4. Research instruments**

The research instrument that was used in this study was a questionnaire. A questionnaire is considered the most suitable research instrument for descriptive research design by Orodho and Kombo (2003). Orodho and Kombo (2003) further state that in questionnaires, respondents fill in answers in written form and the researchers collect the forms with the complete information. The questionnaires were used in the study since they require less time to administer, are less expensive and permits collection of data from a wide population (Orodho & Kombo, 2003). They are also anonymous and hence the respondents feel free to express themselves than other forms of data collection such as the interview.

#### **3.4.1. Principals' questionnaire**

The questionnaire for the principals had four sections. Section A focused on the demographic Information, Section B had items on teachers' involvement in decision making and academic performance of secondary schools, section C focused on teachers' professional development and academic performance of secondary schools

while Section D focused on teachers' in-servicing and academic performance of secondary schools.

### **3.4.2. Teachers' questionnaire**

The questionnaire for the teachers had four sections. Section A focused on the demographic Information, Section B had items on teachers' involvement in decision making and academic performance of secondary schools, section C focused on teachers' professional development and academic performance of secondary schools while Section D focused on teachers' in-servicing and academic performance of secondary schools.

### **3.5. Validity of the instrument**

Validity of research instrument refers to the extent to which a test or instrument measures what it was intended to measure (Mbwesa, 2008). According to Orodho and Kombo (2003), once questionnaires have been constructed, they should be tried out. The researcher studied the answers in the questionnaires to ascertain whether all the objectives had been addressed from the responses and answers given. For this study content validity of the research instruments was established by having the instruments appraised by the supervisor and experts in education administration and during the pilot study where any vague questions were reviewed. Two schools from Kibwezi Sub-county were used in the pilot study but which were not incorporated in the final study.

### **3.6. Reliability of the instrument**

Kombo and Tromp (2006) defined reliability as a measure of how consistent the results from a test are. An instrument is reliable when it can measure a variable accurately and consistently and obtain the same results under the same conditions over a period of time. To test reliability of the instrument, test- retest technique was used. This test-retest method involved administering the same instrument twice to the same group of subjects. The second administration was done after a time lapse of two week. The scores from both testing periods were correlated to determine their reliability using Pearson's Product Moment Correlation Coefficient. The coefficients for the three hypotheses were close to +1, indicating that the instrument was reliable for data collection. The study revealed a coefficient of 0.871 for the principals' questionnaire and 0.813 for the teachers' questionnaire hence the research instruments were deemed reliable.

### **3.7. Data collection procedures**

The researcher sought for a research permit from the National Council for Science, Technology and Innovation (NACOSTI). The Sub-county Education Officer, Kibwezi Sub-county, was notified about the research to be carried out. Introductory letters were sent to the principals of the sampled schools and appointments were sought when the researcher could visit the schools. The researcher visited the selected schools and administered the instrument to the respondents personally. On arrival to schools, the researcher created rapport with the respondents explained the purpose of the questionnaire to the respondents. After that the researcher administered the questionnaire to them. The researcher assured confidentiality of the identities of the respondents. Questionnaires were given out to the respondents and picked up later at



an appropriate and convenient time mutually agreed upon by the researcher and the respondents.

### **3.8. Data analysis techniques**

Upon receiving the questionnaires from the respondents, they were checked for errors and completeness. Quantitative data was arranged and recorded according to research questions after which frequency tables and percentages were prepared. Bar graphs and pie charts were used for the presentation the data. Qualitative data was collected by use of open ended questions where the respondents gave their opinions. It was edited, then arranged into themes and patterns using codes then analyzed and interpreted like the quantitative data. Data analysis was carried out by use of Statistical Package for Social Sciences (SPSS). This generated frequency distribution tables, pie charts and graphs that were used to present data. The analysis was done by use of frequencies, percentages, means and standard deviations. Pearson's Product Moment Correlation Coefficient was used to establish the relationship between the independent and dependent variables.

## **CHAPTER FOUR**

### **DATA ANALYSIS AND INTERPRETATIONS OF FINDINGS**

#### **4.1. Introduction**

This study investigated the influence of teacher empowerment on Kenya Certificate of Secondary Education performance in public secondary schools in Kibwezi Sub-County, Kenya. This chapter presents the findings of this study and their interpretations. The chapter first presents the demographic data of the respondents and thereafter presents the analysis of items according to the objectives of the study.

#### **4.2. Demographic data of respondents**

This section presents the demographic data of principals and teachers in terms of their age, gender, academic qualification, duration in the teaching profession and duration they have served in the current school.

##### **4.2.1. Demographic data of Principals**

This section of the chapter presents the demographic data of the principals in the study. The demographic data of principals was based on their age, gender, academic qualifications, duration in the teaching profession and duration they have served in the current school. To establish principals' gender, they were asked to indicate their gender. Table 4.1 presents the data

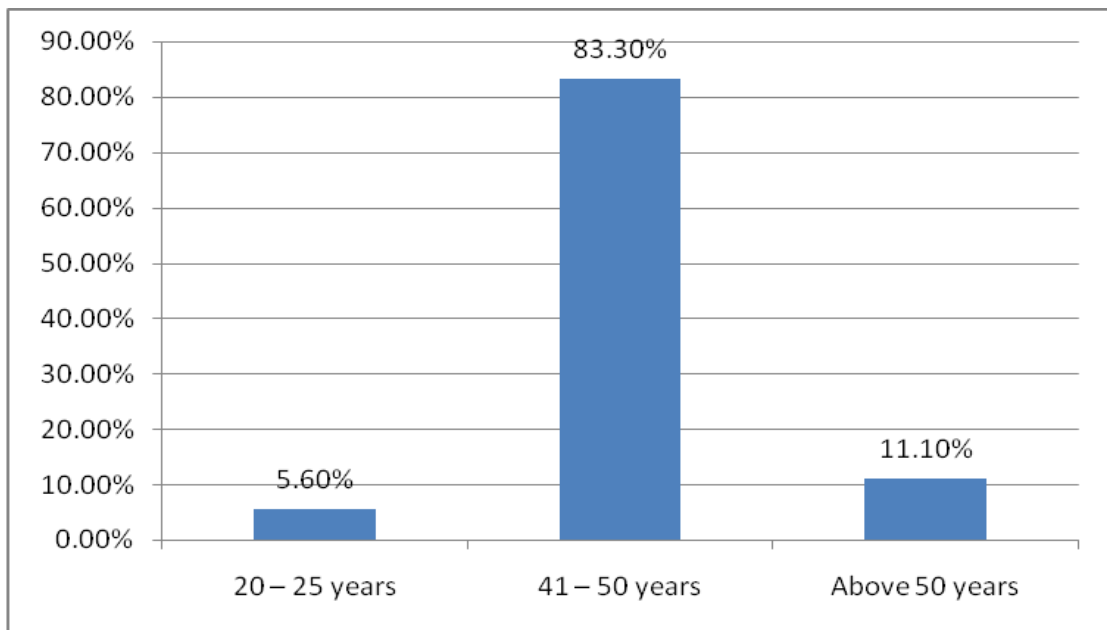
**Table 4.1 Distribution of principals according to gender**

<b>Gender</b>	<b>F</b>	<b>%</b>
Female	8	44.4
Male	10	55.6
<b>Total</b>	<b>18</b>	<b>100.0</b>

Majority of principals, 10(55.6%), were male while 8(44.4%) were female. This shows that there were more male than female principals in the schools. This implies that the sub-county had not achieved gender equity in leadership. The data also showed that the 30% representation of women in leadership position has not been achieved in the sub-county.

The principals were further asked to indicate their age. Figure 4.1 presents age distribution of the principals.

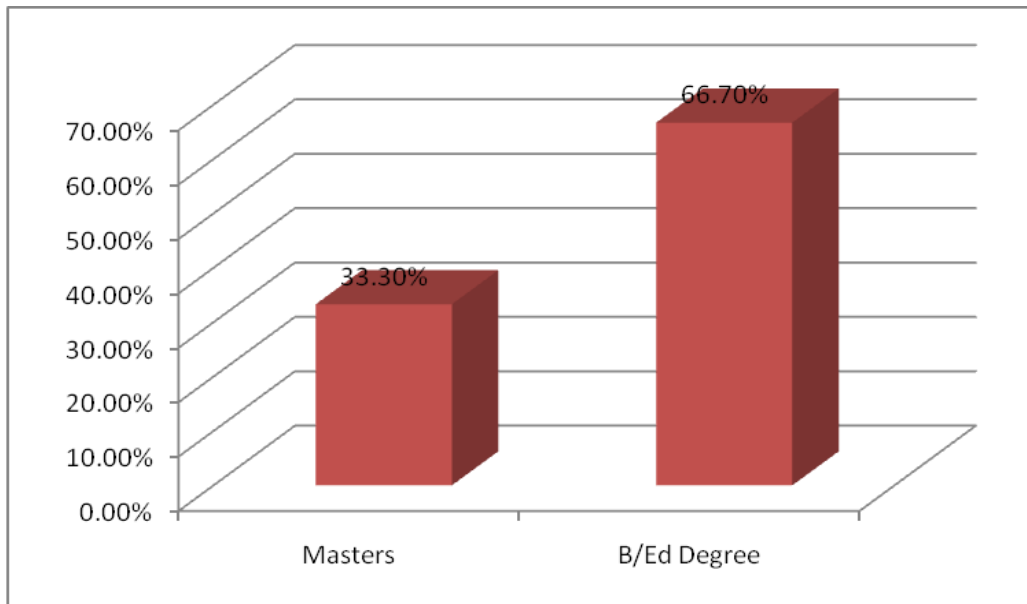
**Figure 4.1 Distribution of principals according to age**



Majority of the principals, 15(83.3%), were aged between 41 and 50 years, 1(5.6%) were between 20 and 25 years while 2(11.1%) were above 50 years old. This implies that principals were relatively old and hence were in a position to understand the influence of teacher empowerment on academic performance of secondary schools.

The principals were further asked to indicate their academic qualification. Data on their academic qualifications is presented in Figure 4.2.

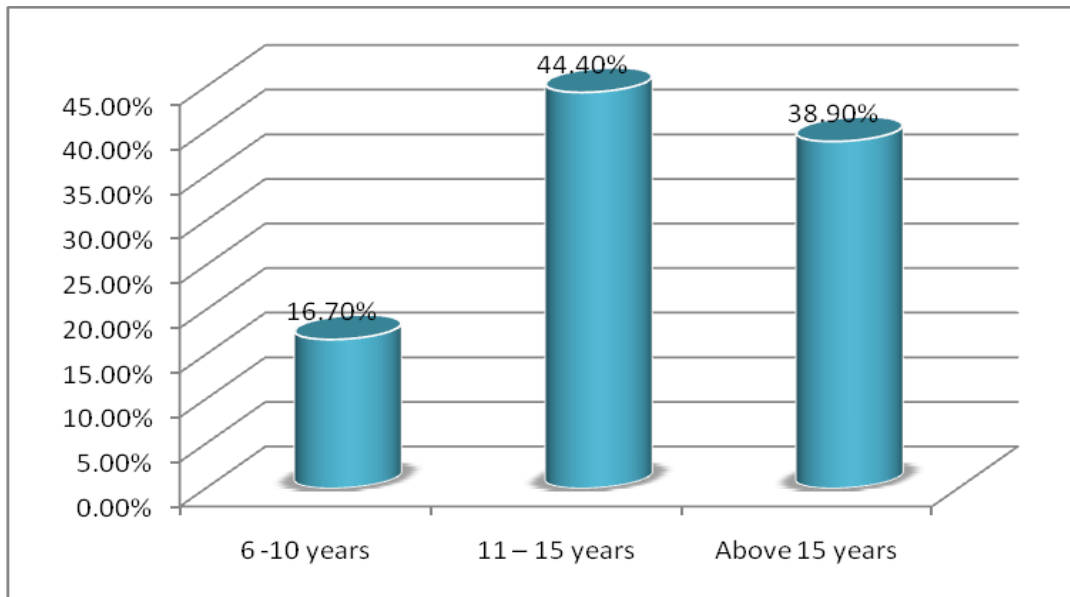
**Figure 4.2 Distribution of principals according to academic qualification**



As indicated in Figure 4.2 majority of principals, 12(66.7%), had Bachelors of Education degree while 6(33.3%) had masters academic qualification. This shows that principals had acquired required qualification to serve in secondary schools and were in a position to understand the relationship between teacher empowerment and KCSE performance.

Principals' data on the number of years they had taught in secondary schools is presented in Figure 4.3.

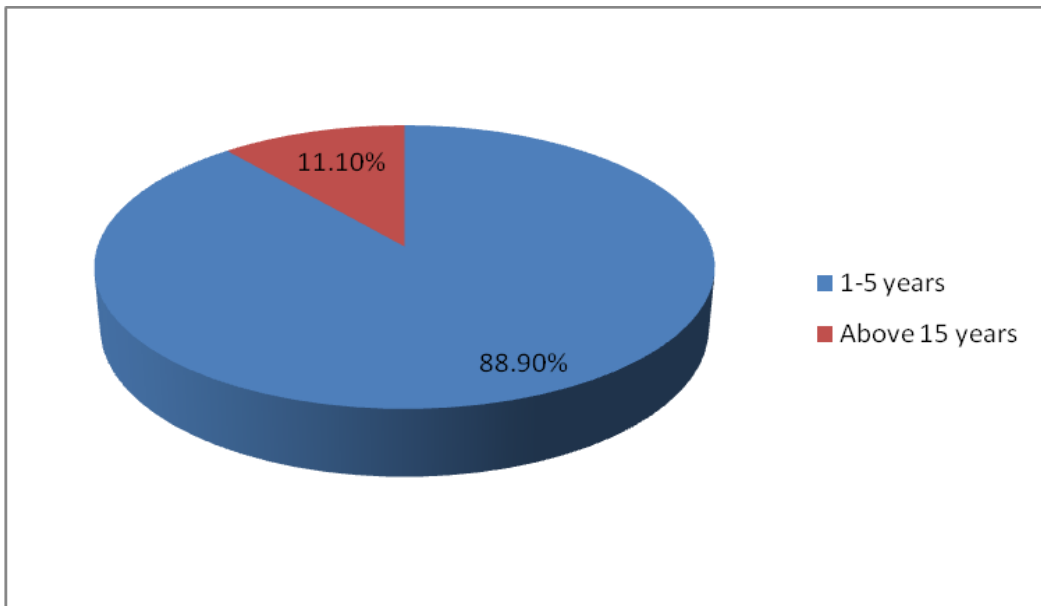
**Figure 4.3 Distribution of principals according to years they had taught**



Data in Figure 4.3 shows that, 3(16.7%) of principals had taught for between 6 and 10 years, 8 (44.4%) for between 11 and 15 years while 7 (38.9%) of them had taught for more than 15 years. This implies that principals had adequate teaching experience and hence were in a position to provide information on the influence of teacher empowerment on academic performance of secondary schools.

The researcher was also interested in establishing the number of years the principals had served in the current school. Figure 4.4 shows number of years the principals had served in the current school

**Figure 4.4 Distribution of principals according to years served as principals**



Majority of principals, 16(88.9%), had been in the current school for between 1 and 5 years while 2(11.1%) had served in the current school for above 15 years. Duration of principals in the current school would help them to interact with both teachers and students in the school and be in a position to understand their strengths and weaknesses (competencies) which is important in decision making, promotions and in-servicing.

The researcher further sought to establish the total number of teaching staff in their school. Table 4.2 presents the total number of teaching staff in their school principals' responses

**Table 4.2 Total number of teachers' staff in the school**

<b>Respondents</b>	<b>Male</b>		<b>Female</b>	
	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>
Below 10 teachers	14	77.8	16	88.9
11-15 Teachers	4	22.2	2	11.1

Table 4.2 shows that majority of principals, 14(77.8%), indicated that they had less than 10 male teachers. The data further shows that, majority of them 16(88.9%) indicated that they had less than 10 female teachers in their schools. This shows that, teachers in the schools were inadequate. The reason could be attributed to the fact that there is generally a shortage of teachers in most public schools.

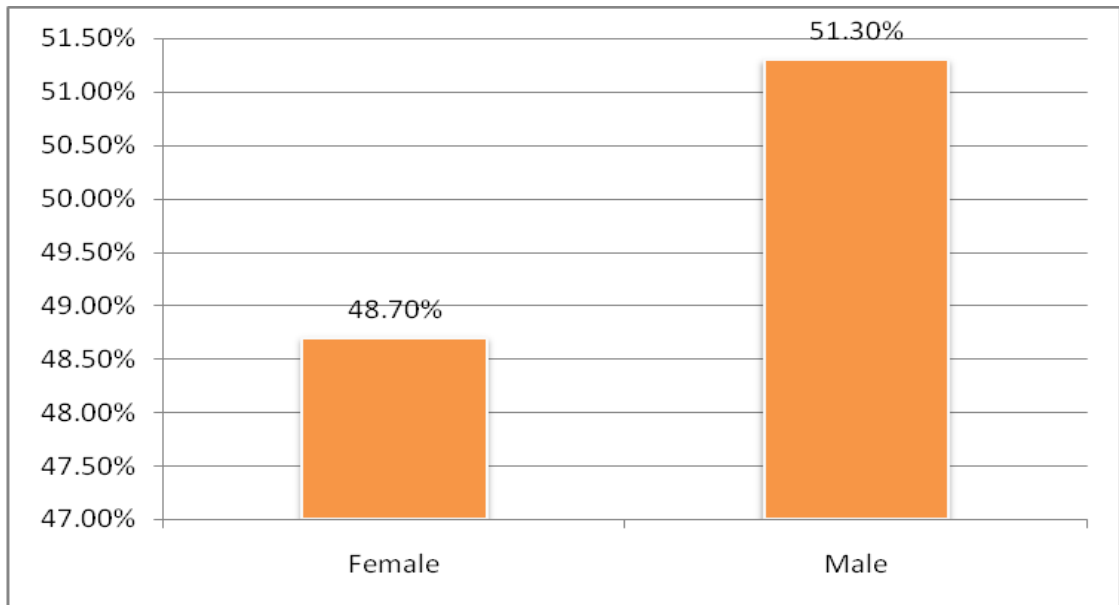
#### **4.2.2. Demographic data of teachers**

This section of the chapter presents the demographic data of the teachers in the study. The demographic data of teachers was based on their age, gender, academic qualifications, duration in the teaching profession and duration they have served in the current school

To establish teachers' gender, they were asked to indicate their gender. Figure 4.5 presents the data



**Figure 4.5 Distribution of teachers according to gender.**



Majority of the teachers, 40 (51.3%), were male while 38 (48.7%) were female. This implies that there were more male than female teachers in the school and so, gender parity had not been realised in the schools.

The researcher was also interested in establishing the teachers' age. Table 4.3 presents the distribution of teachers according to age.

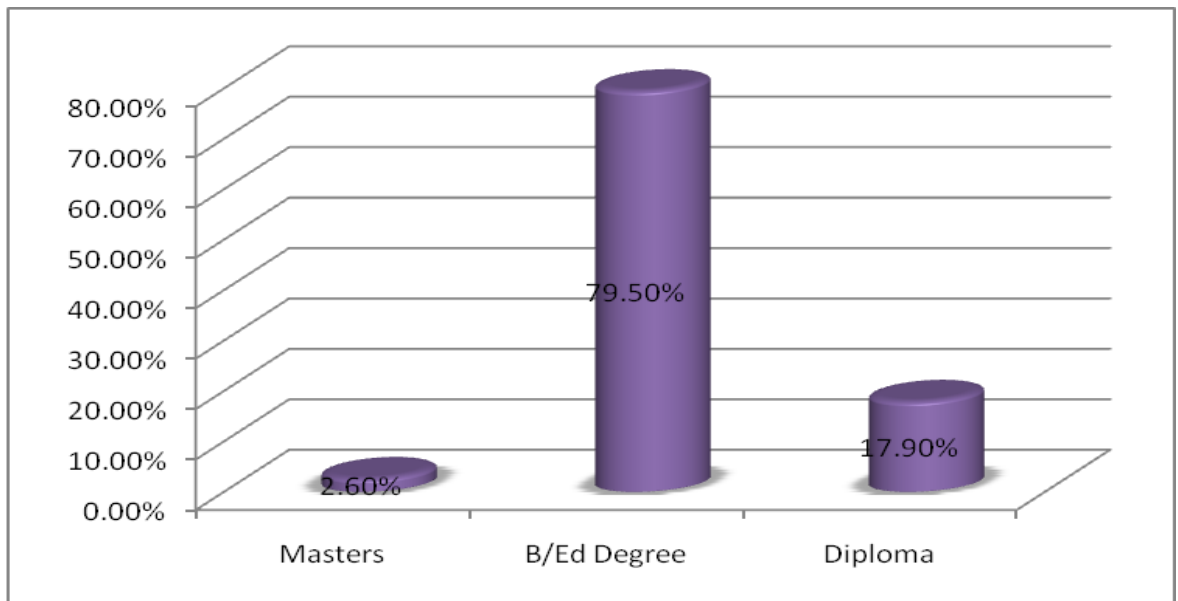
**Table 4.3 Distribution of teachers according to age**

<b>Age</b>	<b>F</b>	<b>%</b>
20 – 25 years	18	23.1
26 – 30 years	16	20.5
31 – 35 years	12	15.4
36 – 40 years	15	19.2
41 – 50 years	15	19.2
Above 50 years	2	2.6
<b>Total</b>	<b>78</b>	<b>100.0</b>

Table 4.3 shows that, 18(23.1%) of teachers were aged between 20 and 25 years, 16(20.5%) were aged between 26 and 30 years and 12(15.4%) were aged between 31 and 35 years. Data further shows that, 15(19.2%) of teachers were aged between 36 and 40 years and the same number were aged between 41 and 50 years old while 2(2.6%) of teachers were above 50 years. This implies that teachers were relatively old and hence were in a position to understand the influence of teacher empowerment on academic performance of secondary schools

The research also sought to establish the teachers' academic qualification. Teachers were therefore asked to indicate their academic qualification. Their responses are presented in Figure 4.6

**Figure 4.6 Distribution of teachers according to academic qualification**



As shown in Figure 4.6, majority of the teachers, 62(79.5%), had Bachelors of Education degree, 2(2.6%) had masters academic qualification while 14(17.9%) of them indicated that they had diploma academic qualification. This implies that teachers had acquired required qualifications to serve in secondary schools.

Teachers were asked to indicate the number of years they had taught, they responded as presented in table 4.4

**Table 4.4 Distribution of teachers according to teaching experience**

<b>Years</b>	<b>F</b>	<b>%</b>
Below one year	14	17.9
1-5 years	26	33.3
6 -10 years	19	24.4
11 – 15 years	12	15.4
Above 16 years	7	9.0
<b>Total</b>	<b>78</b>	<b>100.0</b>

Table 4.4 shows that, 14(17.9%) of the teachers had taught for less than one year, 26(33.3%) for between 1 and 5 years. Findings further shows that, 19(24.4%) of the teachers had taught for between 6 and 10 years, 12(15.4%) for between 11 and 15 years while 7(9.0%) had taught for more than 16 years. This implies that, teachers had enough teaching experience and hence were in a position to understand the influence of teacher empowerment on academic performance.

Duration that teachers have been in the school is significant in how they influence academic performance of the students and how they understand the school culture and how teacher empowerment influence students academic performance. The teachers were therefore asked to indicate the duration they had been in the current school, teachers responded as Table 4.5.

**Table 4.5 Distribution of teachers according to years in the current school**

<b>Years</b>	<b>F</b>	<b>%</b>
Below one year	19	24.4
1-5 years	27	34.6
5 -10 years	20	25.6
11 – 15 years	12	15.4
<b>Total</b>	<b>78</b>	<b>100.0</b>

Data shows that, 19(24.4%) of the teachers had been in their current school for less than one year, 27(34.6%) for between 1 and 5 years, 20(25.6%) for between 5 and 10 years while 12(15.4%) of them had served in the current school for between 11 and 15 years. The data shows that teachers had been in current schools for a relatively long time and hence were able to provide information on how empowerment strategies had influenced students' performance.

#### **4.3. Influence of teachers' involvement in decision making on students' academic performance of secondary schools**

To establish the influence of teachers' involvement in decision making on students academic performance of secondary schools, the researcher posed items to principals and teachers to determine the same. Data is presented in the following section. The study sought to establish student performance in school examinations and tests. Table 4.6 tabulates principals' and teachers' responses.

**Table 4.6 Responses on student performance in school examinations and tests**

Respondents	Poor		Fair		Good		Very good	
	F	%	F	%	F	%	F	%
Principals	1	5.6	7	38.9	10	55.6	0	0.0
Teachers	1	1.3	41	52.6	32	41.0	4	5.1

Table 4.6 shows that majority of the principals, 10(55.6%) and 32(41.0%) of the teachers indicated that students' performance in school examinations and tests was good while majority of the teachers, 41(52.6%), indicated that student performance in school examinations and tests was fair. This shows that the examinations in the schools were fairly performed. 18(100.0%) of the principals and 78(100.0%) of the teachers who are the majority revealed that teachers' involvement in decision making influence academic performance of secondary schools.

Teachers in the study were asked whether they were involved in directing functions Table 4.7 presents the principals' and teachers' responses on whether teachers were involved in directing function which meant among other issues clarify uncertainties and risk, providing knowledge, experience and judgment.

**Table 4.7 Responses on whether teachers were involved in directing function**

Respondents	Yes		No	
	F	%	F	%
Principals	18	100.0	0	0.0
Teachers	67	85.9	11	14.1

Table 4.7 shows that, 18 (100.0%) of the principals indicated that they involved teachers in directing function; (clarify uncertainties and risk, providing knowledge, experience and judgment) while majority of the teachers, 67 (85.9%), indicated that they were involved by their principals in directing function; (clarify uncertainties and risk; providing knowledge, experience and judgment). The idea behind teachers' involvement in decision making was to provide them with a greater degree of flexibility and more freedom to make decisions relating to work.

The researcher further sought to establish the frequency at which teachers were involved in decision making in the school. Table 4.8 presents the findings

**Table 4.8 Responses on the frequency at which teachers were involved in decision making in the school**

Respondents	Frequently		Rarely		Never	
	F	%	F	%	F	%
Principals	18	100.0	0	0.0	0	0.0
Teachers	58	74.4	18	23.1	2	2.6

Finding shows that, 18 (100.0%) principals frequently involved teachers in decision making in the school. 58 (74.4%) of the teachers, forming the majority, further indicated that they were frequently involved in decision making in the school by the principals. Through frequent involvement, teachers were encouraged to make certain decisions without consulting their superiors and to which organizational dynamics are initiated at the bottom.

The study further sought to establish the frequency at which principals invited teachers to deliberate on school matters. Table 4.9 tabulates the responses.

**Table 4.9 Responses on the frequency at which principal invited teachers to deliberate on school matters.**

<b>Respondents</b>	<b>Frequently</b>		<b>Rarely</b>		<b>Never</b>	
	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>
Principals	18	100.0	0	0.0	0	0.0
Teachers	51	65.4	25	32.1	2	2.6

Data shows that, 18 (100.0%) of the principals frequently invited teachers to deliberate on school matters while majority of teachers, 51 (65.4%), indicated that they were frequently invited to deliberate on school matters by their principals. To establish whether principals convened frequent staff meetings, they were asked to indicate the same. Table 4.10 tabulates their responses.



**Table 4.10 Principals’ responses on influence of teachers’ involvement in decision making to academic performance of secondary schools.**

Statement	Agree		Undecided		Disagree		Mean	Std. Dev
	F	%	F	%	F	%		
Principal convenes frequent staff meetings	18	100.0	0	0.0	0	0.0	1.50	0.51
Teachers contribute freely and their contributions are valued	18	100.0	0	0.0	0	0.0	1.22	0.427
Principal respect teachers’ opinions	18	100.0	0	0.0	0	0.0	1.11	0.32
Autonomy to solve problems without consultation is granted	11	61.1			7	38.9	2.50	1.29
Involvement in decision making brings commitment	16	88.9	0	0.0	2	11.1	1.11	0.32
Principal give teachers authority over students	17	94.4	0	0.0	1	5.6	2.66	4.85
Principal involve teachers in setting goals and objectives for the school	18	100.0	0	0.0	0	0.0	1.33	0.48
Teachers’ involvement in decision making in this school is highly supported	18	100.0	0	0.0	0	0.0	1.11	0.32
Principal engage teachers in addressing administrative problems	11	61.1	0	0.0	7	38.9	1.38	0.50
Principal use consultative in decision making	14	77.8	0	0.0	4	22.2	1.22	0.42
Principal delegate power of responsibilities to teachers	10	55.6	0	0.0	8	44.4	1.44	0.51
Principal encourage free expression of feelings including criticisms	12	66.7	0	0.0	6	33.3	1.33	0.48
<b>Total averages</b>	<b>15.08</b>	<b>83.8</b>	<b>0</b>	<b>0.0</b>	<b>2.91</b>	<b>16.2</b>	<b>1.41</b>	<b>0.74</b>

Table 4.10 shows that, 18 (100.0%) of the principals agreed that they convened frequent staff meetings, teachers contribute freely and their contributions were valued and that they respected teachers’ opinions. This had a mean of 1.50. The same number of principals agreed that they involved teachers in setting goals and objectives for the school and that teacher’s involvement in decision making in the school was

supported. Majority 11 (61.1%) of the principals who are the majority, agreed that autonomy to solve problems without consultation was granted.

Majority 16 (88.9%) of the principals agreed that participation in decision making brings commitment. Majority also agreed that they gave teachers authority over students while majority of the principals, 12 (66.7%), agreed that they encouraged free expression of feelings including criticisms. This had a mean of 1.33 which implies that teachers contributed freely.

On the overall, 15 (83.8%) of the principals agreed that teachers' involvement in decision making influence academic performance of secondary schools. This had an average mean of 1.41 and Standard Deviation of 0.74.

The findings implies that decisions on various activities in the schools were made after communication, consultation and discussions with the various members of the staffs. This agrees with (Smith et al., in Ezenne, 2003) who revealed that democratic style of leadership uses discussion and bargaining to arrive at decisions which generates high morale among staff and promotes greater group productivity. This implies that consultative method helped the principals to make decisions democratically and this satisfies the teachers. There was high cohesion and involvement in the affairs of the institution when powers were delegated to teachers.

Teachers were asked to indicate the extent to which teachers' involvement in decision making on academic performance of secondary schools. Their responses are presented in Table 4.11.

**Table 4.11 Teachers' responses on influence of teachers' involvement in decision making on academic performance of secondary schools.**

Statement	Agree		Undecided		Disagree		Mean	SD
	F	%	F	%	F	%		
The principal convenes frequent staff meetings	60	76.9	0	0.0	18	23.1	2.37	1.19
Teachers contribute freely and their contributions are valued	71	91.1	2	2.6	5	6.4	1.80	0.91
The principal respects teachers' opinions	73	93.6	0	0.0	5	6.4	1.80	0.73
Autonomy to solve problems without consultation is granted	31	39.7	12	15.4	35	44.9	3.05	1.30
Involvement in decision making brings commitment	68	87.2	1	1.3	9	11.5	2.19	3.38
Teacher has authority over students	73	93.6	2	2.6	3	3.8	1.71	0.86
Teachers are involved in setting goals and objectives for the school	73	93.6	0	0.0	5	6.4	1.79	0.88
Teachers' involvement in decision making in this school is highly supported	67	85.9	1	1.3	10	12.9	1.92	1.01
Teachers are engaged in addressing administrative problems	54	69.3	4	5.1	20	25.7	2.43	1.28
The principal uses consultative in decision making	70	89.8	2	2.6	6	7.6	1.84	0.940
The principal delegate power of responsibilities to teachers	70	89.8	4	5.1	4	5.2	1.74	0.874
The principal encourages free expression of feelings including criticisms	63	80.8	4	5.1	11	14.1	2.10	1.07
<b>Total averages</b>	<b>64</b>	<b>82.60</b>	<b>32</b>	<b>3.4</b>	<b>11</b>	<b>14.0</b>	<b>2.06</b>	<b>1.20</b>

As presented in Table 4.11, 60 (76.9%) of the teachers agreed that their principals convened frequent staff meeting. The item had a mean of 2.37. Majority of teachers, 71 (91.1%), agreed that teachers contribute freely and their contributions are valued with a mean of 1.80 and Standard Deviation of 0.91. Majority of the teachers, 68 (87.2%), agreed that involvement in decision making brought commitment. Data further shows that majority, 73 (93.6%), of the teachers agreed that teachers had

authority over students and that they were involved in setting goals and objectives for the school. This had a mean of 1.80 and Standard Deviation of 0.73. Majority of teachers, 67 (85.9%), agreed that teachers involvement in decision making in the school was highly supported. This had a mean of 1.92 and Standard Deviation of 1.01. Majority of teachers, 70 (89.8%), agreed that their principal used consultation in decision making and that they delegated power of responsibilities to teachers while majority of teachers, 63 (80.8%), agreed that their principal encouraged free expression of feelings including criticisms. On the overall, 64 (82.6%) of teachers agreed, 32 (3.4%) of the teachers were undecided and 11 (14.0%) of them disagreed that teachers' involvement in decision making influence academic performance of secondary schools. This had an average mean of 2.06 and Standard Deviation of 1.20.

The data shows that ensuring teachers' empowerment requires the involvement of both the superiors and subordinates through collective involvement and monitoring of performance of the students. The data also implies that teachers' involvement in setting goals enhances the acceptance of their opinions and ideas, together with the monitoring of their performance by principals which was a healthy way of enhancing their empowerment in schools. This finding concurs with Loadman (1994) who indicated that teachers' job satisfaction among teachers was a result of interaction with colleagues.

To test the hypothesis that there is no significant relationship between teachers' involvement in decision making and KCSE performance of public secondary schools in Kibwezi Sub-County, Kenya, Pearson's Product Moment Correlation Coefficient was used. The data is presented in Table 4.12.

**Table 4.12 Pearson Correlation of teachers’ involvement in decision making and KCSE performance.**

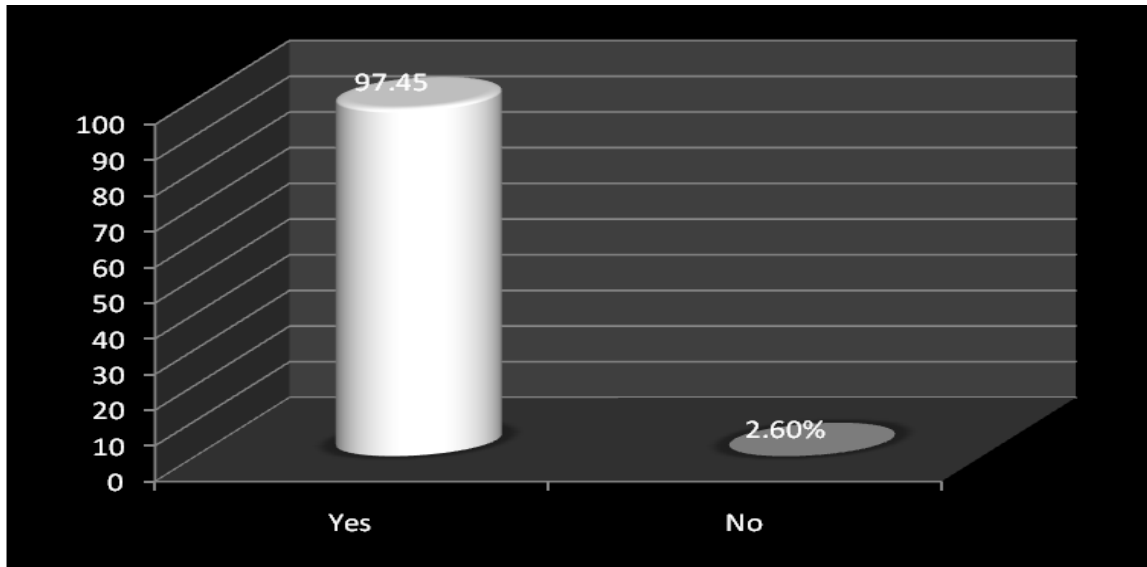
		<b>Teachers’ involvement in decision making</b>	<b>KCSE performance</b>
Pearson	Teachers’ involvement in decision making	1.000	0.72
Si 1 - tailed	KCSE performance	0.72	1.000
N	78	78	

The data shows that there was a strong positive relationship  $p = 0.72$  between teachers’ involvement in decision making and KCSE performance. This conclusion was based on the fact that the p was strongly tending towards 1 which is the strongest relationship. This implies that, empowering teachers leads to improvement in KCSE performance.

#### **4.4. Teachers’ professional development and academic performance of secondary schools**

The researcher further sought to establish the influence of teachers’ professional development on academic performance of secondary schools. Teachers and principals were posed with items that sought the same. Data is presented in the following section. Teachers were for example asked whether professional development of the teachers influence academic performance, they responded as Figure 4.7.

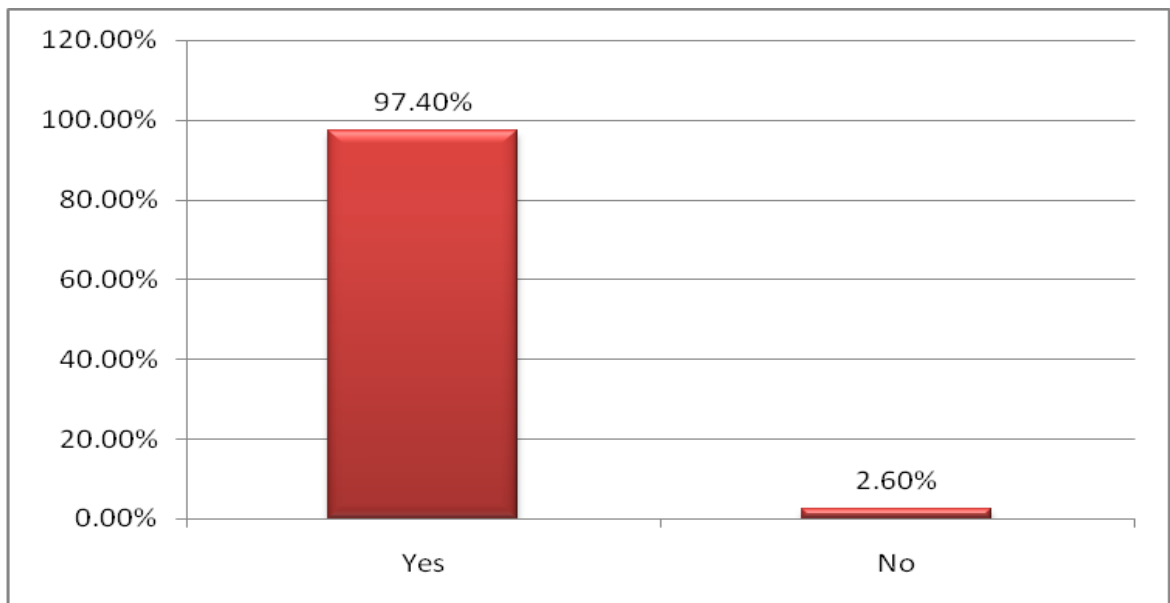
**Figure 4.7 Teachers' responses on whether professional development of the teachers' influence academic performance**



Majority of the teachers, 76 (97.4%), indicated that professional development of the teachers influences academic performance while 2 (2.6%) of them revealed that professional development of the teachers does not influence academic performance. The study further shows that, 18 (100.0%) of the principals revealed that professional development of teachers influence academic performance. This implies that there was a relationship between professional development of teachers and academic performance.

An item in the questionnaire sought to find out whether teachers had an opportunity to utilize their skills and talents. In this item, 18(100.0%) of the principals agreed with the statement while teachers responded as Figure 4.8.

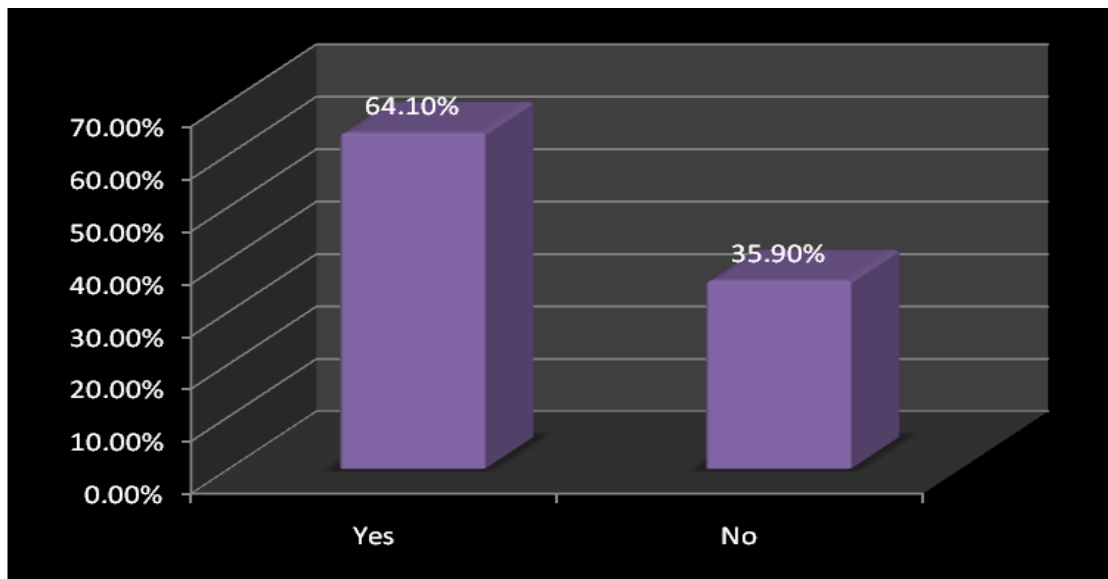
**Figure 4.8 Teachers' responses on whether they had an opportunity to utilize their skills and talents.**



Majority of the teachers, 76 (97.4%), indicated that they had an opportunity to utilize their skills and talents while 2 (2.6%) of them lacked an opportunity to utilize their skills and talents. Opportunities to utilize skills lead to professional challenges and professional autonomy which result to improved students' KCSE performance.

When they were asked whether they were rewarded with promotions for work well done, teachers responded as Figure 4.9.

**Figure 4.9 Teachers' responses on whether they were rewarded with promotions for work well done**

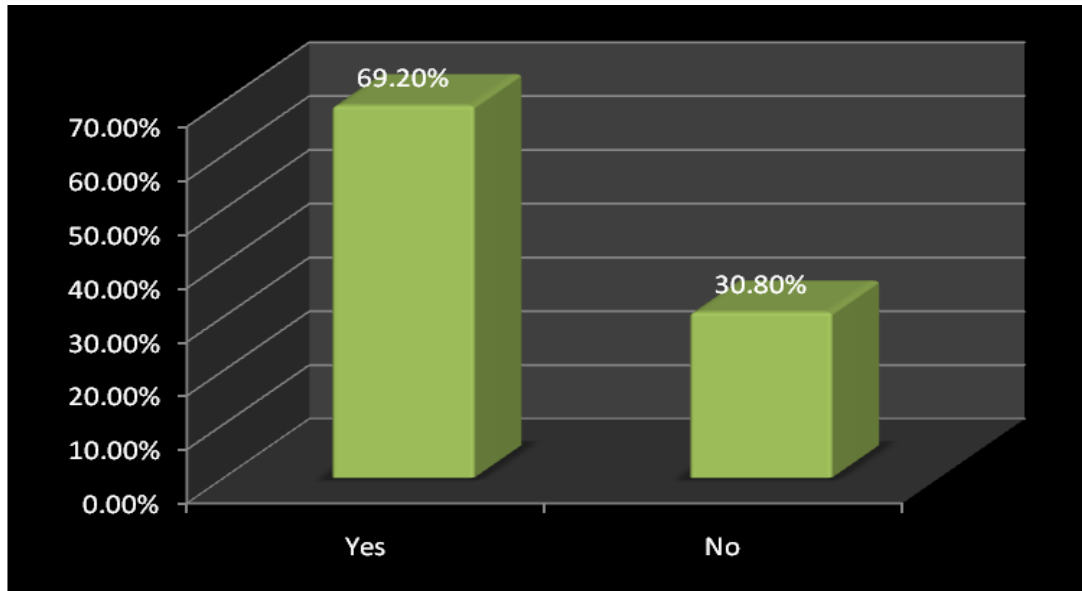


Majority of the teachers, 50 (64.1%), indicated that they were rewarded with promotions for work well done while 28 (35.9%) of them indicated that they were not rewarded with promotions for work well done. The study further shows that, 18 (100.0%) of the principals revealed that they rewarded teachers with promotions for work well done. This implies that rewarding was a contributing factor in teachers' empowerment as they were motivated to work harder for good performance in KCSE.

The researcher further sought to establish whether teachers got motivated and become more empowered to produce better academic results after being rewarded. Majority of the principals, 18 (100.0%) agreed with the statement while teachers responded as Figure 4.10.



**Figure 4.10 Teachers' responses on whether they got motivated and became more empowered to produce better academic results.**



As presented in the Figure, majority or 54(69.2%) of the teachers indicated that they got motivated and become more empowered to produce better academic results after being rewarded while 24(30.8%) of teachers indicated that they were not motivated to produce better academic results after being rewarded. This shows that rewards to teachers lead to production of better academic results.

**Table 4.13 Principals' responses on teachers' professional development and academic performance of secondary schools.**

Statement	Agree		Undecided		Disagree		Mean	Std. Dev
	F	%	F	%	F	%		
The principal encourages teachers to pursue further studies	18	100.0	0	0.0	0	0.0	1.50	0.51
The school supports career development	18	100.0	0	0.0	0	0.0	1.50	0.51
Teachers are satisfied with the authority given to them to carry out the job specified to them	16	88.9	0	0.0	2	11.1	1.83	0.92
District workshops and seminars are organized	18	100.0	0	0.0	0	0.0	1.44	0.51
Teacher empowerment increases teachers' morale	18	100.0	0	0.0	0	0.0	1.16	0.38
Professional development help teachers to become empowered to work harder	18	100.0	0	0.0	0	0.0	1.44	0.51
Promotion of teachers contributes to improvement in academic performance of students	14	77.8	0	0.0	4	22.2	1.88	1.23
Professional development is a form of teacher empowerment	18	100.0	0	0.0	0	0.0	1.22	0.43
<b>Total averages</b>	<b>16</b>	<b>97.1</b>	<b>0</b>	<b>0.0</b>	<b>0.75</b>	<b>4.2</b>	<b>1.49</b>	<b>0.63</b>

Data presented in Table 4.13 shows that, 18 (100.0%) of the principals agreed that, they encouraged teachers to pursue further studies. The same number agreed that, they supported teachers for career development. This had a mean of 1.50 and Standard Deviation of 0.51. The same number of principals agreed that district workshops and seminars are organized, teacher empowerment increases teachers' morale and that professional development help teachers to become empowered to work harder. They also agreed that professional development is a form of teacher empowerment which

had mean of 1.22 and Standard Deviation of 0.43. This implies that teachers had opportunities for advancement and that schools had available opportunities for career development of teachers which could result to improved academic performance. On the overall, 16 (97.1%) of the principals agreed and 4.2% of principals disagreed that teachers' professional development influences academic performance of secondary schools. This item had an average mean of 1.49 and Standard Deviation of 0.63.

Teachers were also asked to respond to items that sought to find out how teachers' professional development influenced academic performance of secondary schools. Their responses are presented in Table 4.13.

**Table 4.14 Teachers' responses on teachers' professional development and academic performance of secondary schools.**

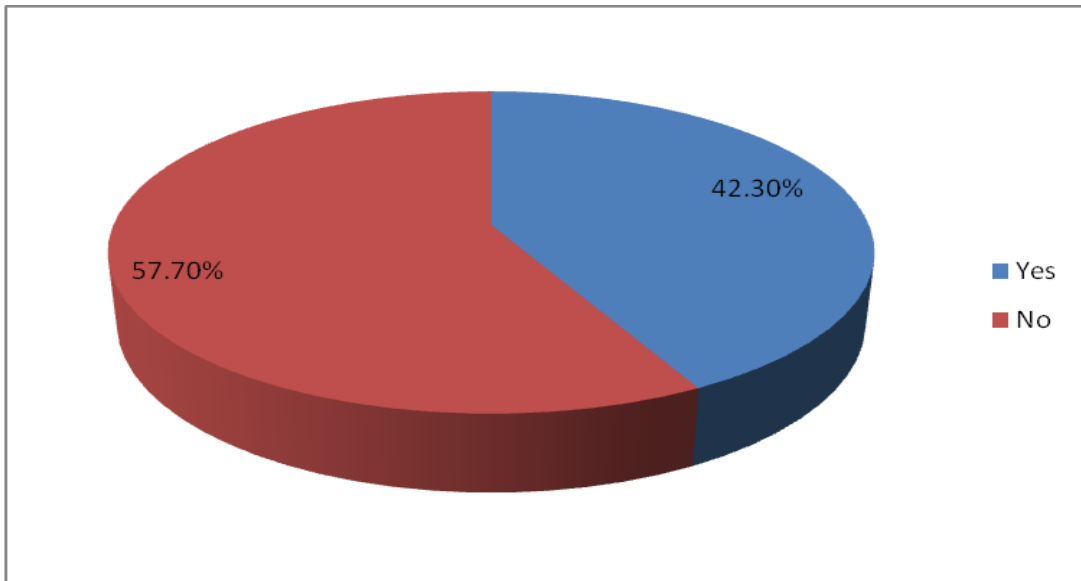
Statement	Agree		Undecided		Disagree		Mean	Std. Dev
	F	%	F	%	F	%		
The school has opportunities for further study	59	75.6	4	5.1	15	19.2	2.23	1.20
The school has opportunities career development	53	93.6	2	2.6	3	3.8	1.80	0.66
Teachers are satisfied with the authority given to me to carry out the job specified to me	71	91.0	0	0.0	7	8.9	1.82	0.96
District workshops and seminars are organized	25	32.1	0	0.0	4	5.2	1.89	0.83
Teacher empowerment increases teachers' morale	77	98.7	1	1.3	0	0.0	1.52	0.52
Professional development help teachers to become empowered to work harder	73	93.6	3	3.8	2	2.6	1.64	0.68
Promotion of teachers contributes to improvement in academic performance of students	76	97.5	2	2.6	0	0.0	1.56	0.54
Professional development is a form of teacher empowerment	78	100.0	0	0.0	0	0.0	1.46	0.50
<b>Total averages</b>	<b>64</b>	<b>85.3</b>	<b>2</b>	<b>1.5</b>	<b>4</b>	<b>4.9</b>	<b>1.74</b>	<b>0.74</b>

Data showed that 59 (75.6%) of the teachers agreed that their school offered opportunities for further study. This had a mean of 2.23 and Standard Deviation of 1.20. Majority of the teachers, 53 (93.6%) agreed that their school had opportunities for career development. Majority, 71 (91.0%), of them agreed that they were satisfied with the authority given to them to carry out the jobs specified to them. This had a mean of 1.82 and Standard Deviation of 0.96.

Data further shows that, 77 (98.7%) of the teachers agreed that teacher empowerment increases teachers' morale with a mean of 1.52 and Standard Deviation of 0.52. A further 76 (97.5%) of them agreed that promotion of teachers contributes to improvement in academic performance of students with a mean of 1.56 and Standard Deviation of 0.54 while 100.0% of teachers agreed that professional development was a form of teacher empowerment. On the overall, 64 (85.3%) of the teachers agreed, 2 (1.5%) were undecided while 4 (4.9%) of them disagreed that teachers' professional development influences academic performance of secondary schools. This had an average mean of 1.74 and Standard Deviation of 0.74. This implies that rewarding teachers with promotion contributes to improvement in academic performance of students. Teachers were empowered when given a chance to develop their profession.

The study further sought to establish whether teachers had been promoted to leadership position in the last five years. Figure 4.11 presents teachers responses.

**Figure 4.11 Teachers' responses on whether they had been promoted to leadership position in the last five years.**



45 (57.7%) of the teachers had never been promoted to leadership position in the last five years while 33 (42.3%) of them had been promoted. These posts included being deputy principals, heads of department, and promotion from graduate teacher to senior graduate. Promotion made them motivated to serve the students and they were able to work as per the responsibilities assigned to them. Teachers further indicated that promotion gave them a platform to learn a lot in administration. It was also indicated that promotion to leadership had no impact as there was no direct correlation between the promotion and benefits like salary and allowances increment.

In the second hypothesis, Pearson's Product Moment Correlation Coefficient was used to test the hypotheses that there is no significant relationship between teachers' professional development and KCSE performance of public secondary schools in Kibwezi Sub-County, Kenya. The results are presented in Table 4.14.

**Table 4.15 Pearsons’ Correlations of teachers’ professional development and KCSE performance.**

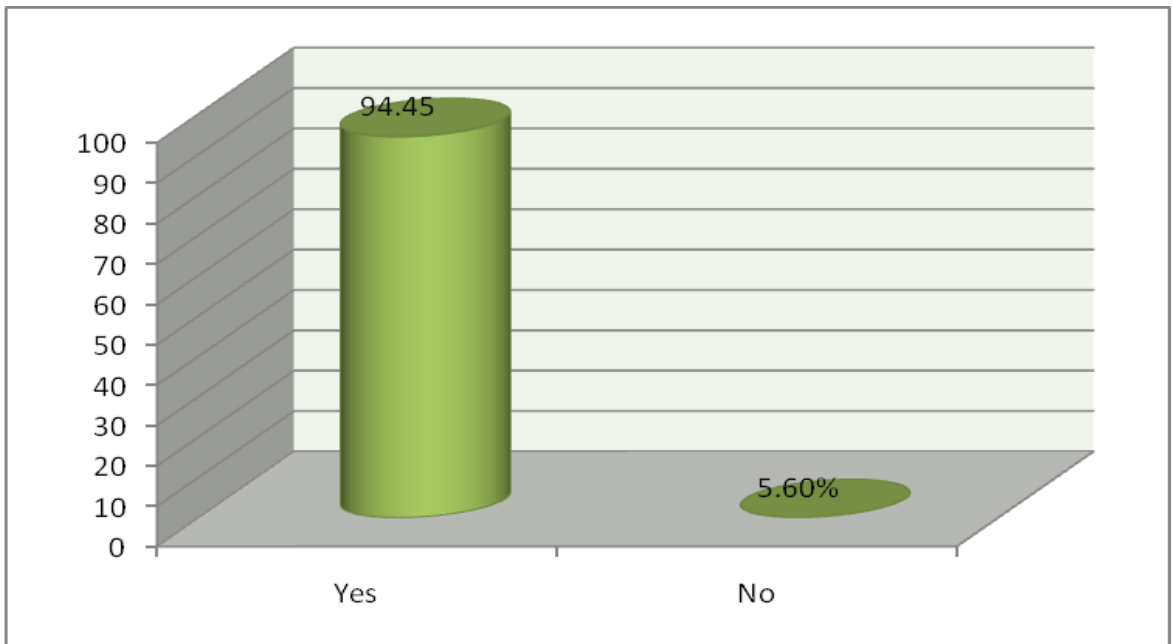
		<b>Teachers’ professional development</b>	<b>KCSE performance</b>
Pearson	Teachers’ professional development	1.000	0.63
Si 1 - tailed	KCSE performance	0.63	1.000
N	78	78	

The results of the correlations indicated that there was a significant relationship between teachers’ professional development and KCSE performance. This was shown by the  $p = 0.63$ . The data implied that teachers’ professional development was likely to influence students’ performance in KCSE. When teachers are rewarded with promotions, they are empowered to work harder for better KCSE performance.

#### **4.5. Teachers’ in-servicing and academic performance of secondary schools**

To establish the influence of teachers’ training and in-servicing on academic performance of secondary schools, the researcher sought to establish whether principals had ever attended a workshop, seminar or in-service training in the last five years. Figure 4.12 presents their responses.

**Figure 4.12 Principals' responses on whether they had attended a workshop, seminar or in-service training in the last five years.**

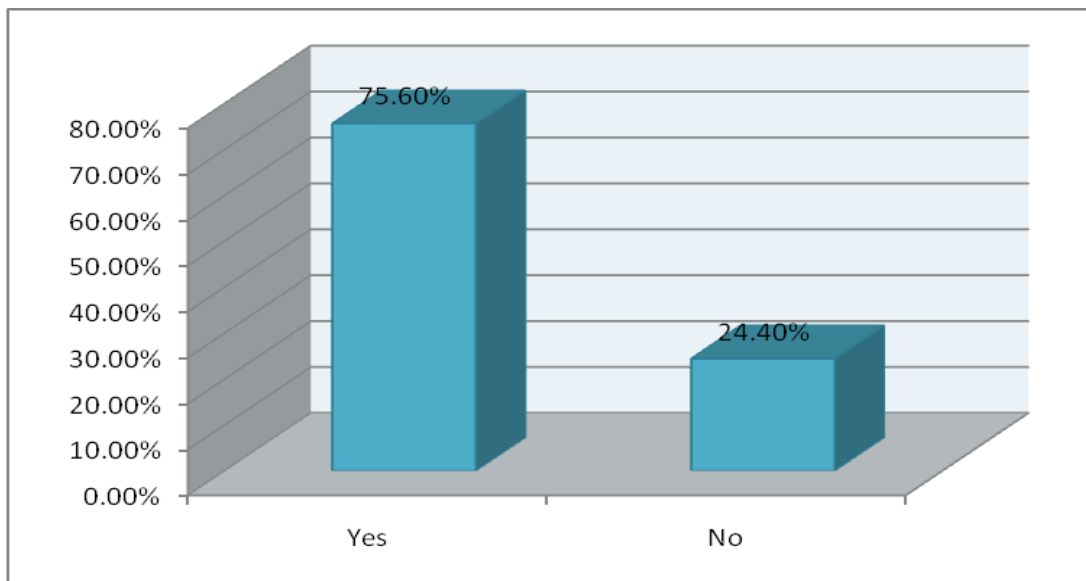


17(94.4%) of the principals indicated that they had attended a workshop, seminar or in-service training in the last five years while 1(5.6%) of them had not attended a workshop, seminar or in-service training in the last five years. This shows that principals' performance would increase as a result of their involvement in learning new skills which increase students' learning.

Figure 4.13 presents teachers' responses on the same item.



**Figure 4.13 Teachers' responses on whether they had attended a workshop, seminar or in-service training in the last five years.**



As shown in Figure 4.13, 59 (75.6%) of teachers had attended a workshop, a seminar or in-service training in the last five years while 19 (24.4%) of teachers. Principals and teachers who had attended a workshops, a seminar or in-service training revealed that they were organized by the school, KEMI, UNESCO, SMASSE and KNEC and sub- county education offices. The trainings were on the roles of academic masters in schools, ICT integration in curriculum implementation, leadership and management, science subjects, humanities, languages, subject capacity building. They lasted for less than a week but they were very informative and important as they added value and gave them new skills and were also an eye opener.

Table 4.14 presents principals' and teachers' comparison of their school's academic results since inception of teachers' in-service training.

**Table 4.16 Comparison of the schools' academic results since inception of teachers' in-service training.**

Respondents	Great		Slight		No change	
	improvement		improvement			
	F	%	F	%	F	%
Principals	13	72.2	5	27.8	0	0.0
Teachers	26	33.3	49	62.9	3	3.8

Majority of the principals, 13(72.2%), indicated that there was great improvement in KCSE school's academic results since inception of teachers' in-service training while 49(62.9%) of the teachers indicated that there was a slight improvement in the school's academic results since inception of teachers' in-service training. This implies that through teachers' in-servicing training, they are equipped with skills which make them successful in their duties resulting to improvement of academic performance.

The researcher further sought to establish the extent to which principals recommend teachers for further education and in-service training. Table 4.15 presents the principals and teachers responses on the extent to which principals recommend teachers for further education and in-service training.

**Table 4.17 Responses on the extent that principals recommend teachers for further education and training.**

Respondents	Great extent		Less extent		Not at all	
	F	%	F	%	F	%
Principals	18	100.0	0	0.0	0	0.0
Teachers	39	50.0	33	42.3	6	7.7

Data shows that, 18 (100.0%) of the principals recommended teachers for further education and training at a great extent while 39 (50.0%) of the teachers revealed that they were recommended by their principals for further education and training at a great extent. This agrees with Terry (2000) who stated that, when principals empower teachers, they become more committed to the school's mission.

The study also sought to establish whether principals' responses on teachers' training and in-servicing and academic performance of secondary schools. Table 4.16 tabulates principals' and teachers' responses.

**Table 4.18 Principals' responses on teachers' training and in-servicing and academic performance of secondary schools.**

Statement	Agree		Undecided		Disagree		Mean	Std. Dev
	F	%	F	%	F	%		
The principal give encouragement and assistance to my teachers to participate in in-service courses and seminars	18	100.0	0	0.0	0	0.0	1.22	0.42
The principal willing to assist teachers acquire study leave	17	94.4	0	0.0	1	5.6	1.44	0.61
Subjects' symposia are held	18	100.0	0	0.0	0	0.0	1.44	0.51
Subject panels are active	14	77.8	1	5.6	3	16.7	2.11	1.02
New knowledge and skills leads to improved performance	18	100.0	0	0.0	0	0.0	1.50	0.51
Workshops and seminars are supported by the principal	18	100.0	0	0.0	0	0.0	1.27	0.46
In-service courses and seminars strengthen teachers	18	100.0	0	0.0	0	0.0	1.27	0.46
In-service training has changed academic performance	18	100.0	0	0.0	0	0.0	1.38	0.50
Due to in-service training, the principal are able to motivate teachers to perform better	18	100.0	0	0.0	0	0.0	1.55	0.511
<b>Total averages</b>	<b>17.4</b>	<b>96.9</b>	<b>0.1</b>	<b>0.62</b>	<b>0.4</b>	<b>2.5</b>	<b>1.46</b>	<b>0.55</b>

Table 4.16 shows that, 18 (100.0%) of the principals agreed that they encouraged and assisted teachers to participate in in-service programs with a mean of 1.22 and Standard Deviation of 0.42. The same number of principals agreed that subjects' symposia were held, workshops and seminars were supported by the principal and that in-service courses and seminars strengthen teachers. This had a mean of 1.27 and Standard Deviation of 0.46. Data further shows that, 18 (100.0%) of the principals agreed that due to in-service, they were able to motivate teachers to perform better while 14 (77.8%) of them agreed that subject panels were active. This implies that

in-servicing strengthens teachers' morale. On the overall, 17 (96.9%) of the principals agreed, 0.62% were undecided while 2.5% of them disagreed that teachers' training and in-servicing influence academic performance of secondary schools. This had an average mean of 1.46 and Standard Deviation of 0.55. The above findings implies that new knowledge and skills lead to improved performance as the opportunity to grow as a professional help teachers to become more empowered and willing to explore future experiences. This implies that the principal was the building leader who structures the climate to empower teachers at the school.

Table 4.19 presents teachers' responses on the same items.

**Table 4.19 Teachers' responses on teachers' training and in-servicing and academic performance of secondary schools**

Statement	Agree		Undecided		Disagree		Mean	Std. Dev
	F	%	F	%	F	%		
Principal encouragements participation in in-service courses and seminars	72	92.3	2	2.6	4	5.1	1.78	0.877
The principal assists to acquire study leave	48	61.5	24	30.8	6	7.7	2.28	0.89
Subjects' symposia are held	52	66.7	9	11.5	17	21.8	2.32	1.26
Subject panels are active	49	62.8	13	16.7	16	20.5	2.46	1.02
New knowledge and skills leads to improved performance	78	100.0	0	0.0	0	0.0	1.55	0.50
Workshops and seminars are supported by the principal	74	94.9	3	3.8	1	1.3	1.64	0.62
In-service courses and seminars strengthen teachers	75	96.2	3	3.8	0	0.0	1.51	0.57
In-service training has changed academic performance	66	84.7	10	12.8	2	2.6	1.79	0.76
Due to principals' in-service training, he or she is able to motivate teaches to perform better	70	89.8	1	1.3	7	9.0	1.87	0.82
<b>Total averages</b>	<b>65</b>	<b>83.2</b>	<b>7</b>	<b>9.3</b>	<b>6</b>	<b>7.5</b>	<b>1.91</b>	<b>0.81</b>

As shown in Table 4.19, 72 (92.3%) of the teachers agreed that they received encouragement and assistance from their principals to participate in in-service. This had a mean of 1.78 and Standard Deviation of 1.87. 52 (66.7%) of teachers agreed that subjects' symposia were held which 74 (94.9%) agreed that workshops and seminars were supported by the principal. 78 Teachers agreed that new knowledge and skills lead to improved performance with a mean of 1.55 and Standard Deviation of 0.50.

Majority 75 (94.9%) of the teachers agreed that in-service courses and seminars strengthen teachers while 70 (89.8%) agreed that due to principals' in-service training, he or she is able to motivate teachers to perform better with a mean of 1.87 and Standard Deviation of 0.82. This implies that in-service courses and seminars strengthened teachers' skills which resulted to improved academic performance. This shows that there is a relationship between in-service training and academic performance. On the overall, 65 (83.2%) of the teachers agreed, 7 (9.3%) were undecided while 6 (7.5%) of them disagreed that teachers' training and in-servicing influence academic performance of secondary schools. This had an average mean of 1.91 and Standard Deviation of 0.81.

The above findings agree with Greenhans (2000) who indicated that training helped teachers acquire knowledge and skills needed for the current job. Teachers who participated in training were induced to explore their full potentials in terms of not only pedagogues, but also as decision-makers, curriculum planners, project implementers and programme evaluators.

In order to examine the extent to which teachers' training and in-servicing influence KCSE performance of public secondary schools in Kibwezi Sub-County, Kenya, the null hypothesis that there is no significant relationship between teachers' training and in-servicing and KCSE performance was tested using Pearson's Product Moment Correlation Coefficient. The data is tabulated in table 4.18.

**Table 4.20 Pearson's Correlations of teachers' training and in-servicing and KCSE performance.**

		<b>Teachers training and in-servicing</b>	<b>KCSE performance</b>
Pearson	Teachers training and in-servicing	1.000	0.66
Si 1 - tailed	KCSE performance	0.66	1.000
N	78	78	

The results indicated that there was a positive relationship between teachers' training and in-servicing and students' KCSE performance as shown by p greater than 0.05. The data shows that the more the teachers were trained and in-serviced, the more they are likely to improve KCSE performance.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1. Introduction

This chapter presents the summary of the findings, conclusion, recommendations and suggestions for further research.

#### 5.2. Summary of the study

The purpose of this study was to establish the influence of teacher empowerment on Kenya Certificate of Secondary Education (KCSE) performance in public secondary schools in Kibwezi sub-county, Kenya. The study was guided by three research objectives and three null hypotheses. The objectives sought to examine the extent to which teachers' involvement in decision making influences academic performance of secondary schools; establish the extent to which teachers' professional development influences academic performance of secondary schools and lastly determine the extent to which teachers' training and in-servicing influences KCSE performance of public secondary schools in Kibwezi Sub-County.

The null hypotheses stated that: There is no significant relationship between teachers' involvement in decision making and KCSE performance of public secondary schools in Kibwezi Sub-County, Kenya; There is no significant relationship between teachers' professional development and KCSE performance of public secondary schools in Kibwezi Sub-County, Kenya; and lastly that there is no significant relationship between teachers' training and in-servicing and KCSE performance of public secondary schools in Kibwezi Sub-County, Kenya. The study was carried out by use



of descriptive survey. Descriptive survey research design The target population of the study was all the 60 secondary school principals and all the 420 teachers. The sample was 18 school principals and 84 teachers. Data was collected by use of questionnaires.

Findings on the influence of teachers' involvement in decision making on academic performance of secondary schools, the study found out that majority of the principals involved teachers in decision making by frequently inviting them to deliberate on school matters and by convening frequent staff meetings where teachers' contributions were valued and respected. The study revealed that decisions on various activities in the school were made after communication, consultation and discussion with various members of the teaching staff. This implies that consultative decision making helped the principals in making decisions democratically and this brings satisfaction to the teachers. On the overall, 15 principals, forming 83.8% agreed while 64 teachers, forming 82.6% attested to the same. On the test of hypotheses, findings showed that there was a strong positive relationship ( $p = 0.72$ ) between teachers' involvement in decision making and KCSE performance.

Findings on the influence of professional development of teachers on KCSE performance in public secondary schools, it was revealed that teacher empowerment increases teachers' morale and that professional development helped teachers to become empowered to work harder. It was also revealed that, professional development is a form of teacher empowerment. The analysis showed that 64 teachers forming 85.3%. 16 principals, forming 97.1% also agreed that teachers' professional development influences students' KCSE performance in public secondary schools. The data shows that, there is a positive relationship between teachers' professional

development and KCSE performance. A test of hypotheses revealed a  $p$  value of 0.63 which showed a strongly relationship between teachers' professional development and KCSE performance.

Findings on the findings of the influence of teachers' training and in-servicing on KCSE performance of secondary schools, the study revealed that 18(100.0%) of the principals encouraged and gave assistance to teachers to participate in in-service programs. This had a mean of 1.22 and Standard Deviation of 0.42. The same number of principals agreed that subjects' symposia were held and that they supported workshops and seminars and that in-service courses and seminars strengthen teachers. This had a mean of 1.27 and Standard Deviation of 0.46. Findings revealed that there was a positive relationship between teachers' training and in-servicing and students' KCSE performance as shown by  $p$  greater than 0.05. The data shows that, the more the teachers are trained the more they are likely to improve KCSE performance.

### **5.3. Conclusions**

Based on the findings of the study, the study concluded that principals were involving teachers in directing function; (clarify uncertainties and risk, providing knowledge, experience and judgment). Principals frequently invited teachers to deliberate on school matters and convened frequent staff meetings. The same number of teachers attested to this. Decisions on various activities in the schools were made after communication, consultation and discussion with the various members of staff. The study also concluded that involvement of teachers in decision making empowers them and leads to improvement in KCSE performance in secondary schools.

The study also concluded that democratic style of leadership used discussion and bargaining to arrive at decisions which generate high morale among staff and promoted greater group productivity. Principals involved teachers in setting goals and objectives for the school and teachers' involvement in setting goals enhances the acceptance of their opinions and ideas, together with the monitoring of their performance by principals which was a healthy way of enhancing their job satisfaction in schools. The study concluded that involvement of teachers in decision making strongly influenced KCSE performance in public secondary schools in Kibwezi sub-county, Kenya.

The study concluded that professional development of teachers influences academic performance of students and leads to improved KCSE results. Teachers had an opportunity to utilize their skills and talents learned during the professional development. Teachers were rewarded with promotions for work well done and they were motivated to work harder for good performance of the students. Professional development was a form of teacher empowerment and that principals and teachers had attended a workshop, seminar or in-service training in the last five years. Principals gave encouragement and assistance to the teachers to participate in in-service courses and seminars. The study further concluded that teachers' professional development influences KCSE performance in public secondary school in Kibwezi sub-county, Kenya.

Lastly, the study concluded that principals gave encouragement and assistance to the teachers to participate in in-service courses and seminars which help teachers to learn new approaches to instruction and to provide more assistance to their students. The

researcher further concluded that the principal was the building leader who structures the climate to empower teachers at the school. It was lastly concluded that in-service courses and seminars strengthen teachers' skills, thus empowering them and this resulted to improved KCSE performance.

#### **5.4. Recommendations**

Based on the findings of the study, the following were the recommendations:

- i. The that school principals should enhance teachers' involvement in decision making since more involvement of the teachers in decision making had a positive influence of students' KCSE performance.
- ii. Since teachers' professional development had an influence on students' KCSE performance, it is necessary that school principals facilitate teachers' professional development.
- iii. That teachers should be involved in more training programmes as this had a positive influence on students' performance.

## **5.5 Suggestions for further research**

Taking the delimitations and the limitations of the study, the following areas were suggested for further research:

- i. A study on the influence of teacher characteristics and students' KCSE performance.
- ii. A study on teachers' level of motivation on students' KCSE performance.
- iii. A study on teachers' levels of job satisfaction and students' KCSE performance.

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## APPENDICES

### APPENDIX A: LETTER OF TRANSMITTAL

South Eastern Kenya University  
Department of Educational  
Administration and Planning,  
Mtito Andei Campus  
P.O Box 170 Kitui

The Principal

\_\_\_\_\_ Sec school

Dear Sir/Madam,

#### **RE: PERMISSION TO CARRY OUT RESEARCH IN YOUR SCHOOL**

I am a Master of Education student from the South Eastern Kenya University undertaking a research study on “**influence of teacher empowerment on KCSE performance in public secondary schools in Kibwezi sub-county, Kenya**” You are requested to participate in this study. The information you give will be used for the purpose of the study and your identity will be treated confidentially. I would appreciate if you consider spending sometime answering all the questions on the questionnaire provided as honestly as possible.

Thanks for your co-operation.

Mwania Stephen Mbithi

M.Ed student

## APPENDIX B

### PRINCIPALS' QUESTIONNAIRE

This questionnaire aims at getting your opinion on the influences of teacher empowerment on academic performance in your school. You are requested to participate in this study by filling in this questionnaire. You are assured that the information you give will be for the purpose of this study and your identity will remain confidential. Do not write your name anywhere in this questionnaire. Answer all the questions by indicating your choice by a tick (√) where appropriate or fill in the blank spaces.

#### Section A: Demographic Information

1. Please indicate your gender

Female ( ) Male ( )

2. Kindly indicate your age in years

20 – 25 years ( ) 26 – 30 years ( )

31 – 35 years ( ) 36 – 40 years ( )

41 – 50 years ( ) Above 50 years ( )

3. What is your academic qualification?

Masters ( ) B/Ed Degree ( ) Diploma ( )

P1 ( ) others (specify) .....

4. For how many years have you been teaching?

Below one year ( ) 1-5 years ( )

6 -10 years ( ) 11 – 15 years ( )

Any other please specify \_\_\_\_\_

5. For how long have you been a Principal in this school?

Below one years ( ) 1-5 years ( )

5 -10 years ( ) 11 – 15 years ( )

6. What is the total number of teaching staff in your school?

(i) Males

Below 10 teachers ( ) 11-15 Teachers ( )

15-20 Teachers ( ) More than 20 teachers( )

(ii) Female

Below 10 teachers ( ) 11-15 Teachers ( )

15-20 Teachers ( ) More than 20 teachers( )

7. Rate the students' performance in school examinations and tests

Poor ( ) Fair ( ) Good ( ) Very good( )

**Section B: Teachers' involvement in decision making and academic performance of secondary schools.**

8. Does teachers' involvement in decision making influence academic performance of secondary schools?

Yes [ ] No [ ]

9. Are teachers involved in directing function; (clarify uncertainties and risk, providing knowledge, experience and judgment)?

Yes [ ] No [ ]

10. How often do you involve teachers in decision making in the school?

Frequently [ .] Rarely [ .] Never [ .]

11. How often do you invite teachers to deliberate on school matters?

Frequently [ .] Rarely [ .] Never [ .]

12. In the following statements indicate the extent to which you agree with the statements

**Key**

- SA Strongly Agree (5 points)      A Agree (4 points)  
 U Undecided (3 points)      D Disagree (2 points)  
 SD Strongly Disagree (1 points)

<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
Principal convenes frequent staff meetings.					
Teachers contribute freely and their contributions are valued.					
Principal respects teachers' opinions.					
Autonomy to solve problems without consultation is granted.					
Involvement in decision making brings commitment.					
Principal gives teacher authority over students.					
Principal involve teachers in setting goals and objectives for the school.					
Teachers' involvement in decision making in this school is highly supported.					
Principal engages teachers in addressing administrative problems.					
Principal uses consultation in decision making.					
Principal delegates power of responsibilities to teachers.					
Principal encourages free expression of feelings including criticisms.					

**Section C: Teachers' professional development and academic performance of secondary schools**

13. Does professional development of the teachers affect academic performance?

Yes [.] No [.]

14. Do your teachers have opportunity to utilize their skills and talents?

Yes [ ] No [ ]

15. Do you reward teachers with promotions for work well done?

Yes [ ] No [ ]

16. If yes, do teachers get motivated and become more empowered to produce better academic results?

Yes [ ] No [ ]

17. In the following statements indicate the extent to which you agree with the statements

Key

SA Strongly Agree (5 points)

A Agree (4 points)

U Undecided (3 points)

D Disagree (2 points)

SD Strongly Disagree (1 points)

Statement	SA	A	U	D	SD
The school offers opportunities for further study.					
The school has opportunities for career development					
Teachers are satisfied with the authority given to them to carry out the job specified to them					
District workshops and seminars are organized					
Teacher empowerment increases teachers' morale					
Professional development help teachers to become empowered to work harder					
Promotion of teachers contributes to improvement in academic performance of students.					
Professional development is a form of teacher empowerment					

**Section D: Teachers' in-servicing and academic performance of secondary schools**

18. Have you ever attended a workshop, seminar or in-service training in the last five years?

Yes [ ] No [ ]

b) If yes, describe it giving details on duration it took, sponsorship, type and any other information you feel is important

.....

.....

.....

19. Compare your school's academic results since inception of teachers in-service training.

Great improvement [     ]     Slight improvement [     ]  
 No change [     ]     Slight drop [     ]

20. To what extent do you recommend teachers for further education and training?

Great extent [     ]     Less extent [     ]     Not at all [     ]

21. In the following statements indicate the extent to which you agree with the statements

Key

SA Strongly Agree (5 points)     A Agree (4 points)  
 U Undecided (3 points)     D Disagree (2 points)  
 SD Strongly Disagree (1 points)

Statement	SA	A	U	D	SD
Principal give encouragement and assistance to teachers to participate in in-service courses and seminars.					
Principal assists teachers to acquire study leave.					
Subjects' symposia are held.					
Subject panels are active.					
New knowledge and skills leads to improved performance					
Workshops and seminars are supported by the principal					
In-service courses and seminars strengthen teachers					
In-service training has changed academic performance					
Due to in-service training, principal is able to motivate teachers to perform better.					

*Thank you for your involvement*

## APPENDIX C

### TEACHERS' QUESTIONNAIRE

This questionnaire aims at getting your opinion on the influences of teacher empowerment on academic performance in your school. You are requested to participate in this study by filling in this questionnaire. You are assured that the information you give will be for the purpose of this study and your identity will remain confidential. Do not write your name anywhere in this questionnaire. Answer all the questions by indicating your choice by a tick (✓) where appropriate or fill in the blank spaces.

#### Section A: Demographic Information

1. Please indicate your gender

Female ( ) Male ( )

2. Kindly indicate your age in years

20 – 25 years ( ) 26 – 30 years ( )

31 – 35 years ( ) 36 – 40 years ( )

41 – 50 years ( ) Above 50 years ( )

3. What is your academic qualification?

Masters ( ) B/Ed Degree ( ) Diploma ( )

P1 ( ) others (specify).....

4. For how many years have you been teaching?

Below one year ( ) 1-5 years ( )

6 -10 years ( ) 11 – 15 years ( )

Any other please specify \_\_\_\_\_

5. For how long have you been a teacher in this school?

Below one years ( ) 1-5 years ( )

5 -10 years ( ) 11 – 15 years ( )

6. Rate the students' performance in school examinations and tests

Poor ( ) Fair ( ) Good ( ) Very good( )

**Section B: Teachers' involvement in decision making and academic performance of secondary schools.**

7. Does your involvement in decision making influence academic performance of secondary schools?

Yes [ ] No [ ]

8. Are you involved in directing function; (clarify uncertainties and risk, providing knowledge, experience and judgment)?

Yes [ ] No [ ]

9. How often does the principal involve you in decision making in the school?

Frequently [.] Rarely [.] Never [.]

10. How often does your principal invite you to deliberate on school matters?

Frequently [.] Rarely [.] Never [.]

11. In the following statements indicate the extent to which you agree with the statements

Key

SA Strongly Agree (5 points)

A Agree (4 points)

U Undecided (3 points)

D Disagree (2 points)

SD Strongly Disagree (1 points)



Statement	SA	A	U	D	SD
The principal convenes frequent staff meetings.					
Teachers contribute freely and their contributions are valued.					
The principal respects teachers' opinions.					
Autonomy to solve problems without consultation is granted.					
Involvement in decision making brings commitment.					
Teacher has authority over students.					
Teachers are involved in setting goals and objectives for the school					
Teachers' involvement in decision making in this school is highly supported					
Teachers are engaged in addressing administrative problems					
The principal uses consultation in decision making					
The principal delegates power of responsibilities to teachers					
The principal encourages free expression of feelings including criticisms					

**Section C: Teachers' professional development and academic performance of secondary schools.**

12. Does professional development of the teachers affect academic performance?

Yes [.] No [.]

13. Do you have the opportunity to utilize your skills and talents?

Yes [ ] No [ ]

14. Are you rewarded with promotions for work well done?

Yes [ ] No [ ]

15. If yes, do you get motivated and become more empowered to produce better academic results?

Yes [ ] No [ ]

16. Have you ever been promoted to leadership position in the last five years?

Yes [ ] No [ ]

b) If yes, give details and state whether the promotion improved your motivation

.....

.....

.....

17. In the following statements indicate the extent to which you agree with the statements

Key

SA Strongly Agree (5 points)

A Agree (4 points)

U Undecided (3 points)

D Disagree (2 points)

SD Strongly Disagree (1 points)

Statement	SA	A	U	D	SD
The school offers opportunities for further study.					
The school has opportunities for career development					
Teachers are satisfied with the authority given to them to carry out the job specified					
District workshops and seminars are organized					
Teacher empowerment increases teachers' morale					
Professional development help teachers to become empowered to work harder					
Promotion of teachers contributes to improvement in academic performance of students.					
Professional development is a form of teacher empowerment					

**Section D: Teachers' training and in-servicing and academic performance of secondary schools**

18. Have you ever attended a workshop, seminar or in-service training in the last five years?

Yes [     ]     No [     ]

b) If yes, describe it giving details on duration it took, sponsorship, type and any other information you feel is important.

.....

.....

19. Compare your school's academic results since inception of teachers' in-service training.

Great improvement [     ]     Slight improvement [     ]  
 No change [     ]     Slight drop [     ]

20. To what extent are teachers in your school recommended for further education and training?

Great extent [     ]     Less extent [     ]     Not at all [     ]

21. In the following statements indicate the extent to which you agree with the statements

Key

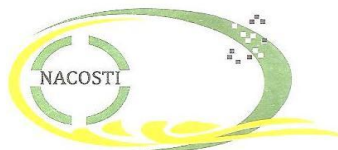
SA Strongly Agree (5 points)     A Agree (4 points)  
 U Undecided (3 points)     D Disagree (2 points)  
 SD Strongly Disagree (1 points)

<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
The principal encourages and assists teachers to participate in in-service courses and seminars					
The principal is willing to assist teachers acquire study leave					
Subjects' symposia are held					
Subject panels are active					
New knowledge and skills leads to improved performance					
Workshops and seminars are supported by the principal					
In-service courses and seminars strengthen teachers					
In-service training has changed academic performance					
Due to principals in-service training, he or she is able to motivate teaches to perform better					

*Thank you for your involvement*

## APPENDIX D

### RESEARCH PERMIT



#### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,  
2241349, 310571, 2219420  
Fax: +254-20-318245, 318249  
Email: secretary@nacosti.go.ke  
Website: www.nacosti.go.ke  
When replying please quote

9<sup>th</sup> Floor, Utalii House  
Uhuru Highway  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref: No.

Date:

4<sup>th</sup> March, 2015

NACOSTI/P/15/9969/5179

Stephen Mwanja Mbithi  
South Eastern Kenya University  
P.O. Box 170-90200  
KITUI.

#### RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of teacher empowerment on Kenya Certificate of Secondary Education (KCSE) performance in public secondary schools in Kibwezi Sub-County, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Makueni County** for a period ending **30<sup>th</sup> June, 2015**.

You are advised to report to **the County Commissioner and the County Director of Education, Makueni County** before embarking on the research project.

On completion of the research, you are required to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

  
SAID HUSSEIN  
FOR: DIRECTOR GENERAL/CEO

Copy to:

The County Commissioner  
Makueni County

The County Director of Education  
Makueni County.

## APPENDIX E

### RESEARCH CLEARANCE PERMIT

**THIS IS TO CERTIFY THAT:**  
**MR. STEPHEN MWANIA MBITHI**  
of SOUTH EASTERN KENYA UNIVERSITY,  
0-90302 kitui, has been permitted to  
conduct research in *Makueni County*

Permit No : NACOSTI/P/15/9969/5179  
Date Of Issue : 4th March, 2015  
Fee Recieved : Ksh 1000

on the topic: **INFLUENCE OF TEACHER  
EMPOWERMENT ON KENYA CERTIFICATE  
OF SECONDARY EDUCATION (KCSE)  
PERFORMANCE IN PUBLIC SECONDARY  
SCHOOLS IN KIBWEZI SUB-COUNTY,  
KENYA**

for the period ending:  
**30th June, 2015**



.....  
**Applicant's  
Signature**

*Stephen Mwanja Mbithi*  
.....  
**Secretary**  
**National Commission for Science,  
Technology & Innovation**

#### CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.



REPUBLIC OF KENYA



National Commission for Science,  
Technology and Innovation

**RESEARCH CLEARANCE  
PERMIT**

Serial No. A **4339**

CONDITIONS: see back page