

**EMPOWERMENT OF TEACHERS AND PERFORMANCE
OF PRIVATE SECONDARY SCHOOLS IN BOMET COUNTY, KENYA**

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DECLARATION

This is my original work and has not been presented in any other institution for the award of any qualification.

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This project has been submitted for examination with my approval as a supervisor.

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ABSTRACT

The role of teachers in improving the quality of education in the county is critical. Empowerment of teachers and performance of private secondary schools are key strategic initiatives. The objective of the study was to establish the extent of the relationship between teacher empowerment and performance of private secondary schools in Bomet County. A descriptive, cross-sectional census survey was used. The population of the study consisted of all the principals from the twelve private schools in Bomet County. Research used both primary and secondary data. Data was collected using semi structured questionnaires. It was then analyzed using descriptive statistics such as frequency distribution percentages, mean and standard deviations. Pearson correlation coefficient was used to test the strength and significance of the relationship between extent of teacher empowerment and performance of private secondary schools. The study found a strong positive relationship between empowerment of teachers and performance of private secondary schools. The two variables were found to have a correlation coefficient of 0.833; meaning that empowerment of teachers increases performance of schools. The study concludes that teachers should be given greater degree of flexibility in their performance of their duties so as increase school performance. It was recommended that principals should be trained on how to empower teachers so as to fully entrench the concept of empowerment in the education sector for better performance. The study suggested that it further studies should involve more school variables and teachers characteristics to achieve a more understanding on the concept of empowerment.

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

In recent years there has been an increased interest in identifying those factors that relate to the development of human resource practices in an organization (Budhwar, 2000). The concept and assessment of empowerment began in 1911 with the research of Taylor. Taylor (1911) stated that rewards like the earnings of the job, incentive payments, promotion, appreciation, and opportunities for progress could lead to increased job satisfaction (Ahmed et al 2010). Research indicates that employee empowerment is important to an organization's success. Atchison (1999) states that many organizations are spending much time on employee empowerment initiatives in an effort to reduce turnover, improve productivity and help organizations succeed. Hoole and Vermeulen (2003) maintain that the popularity of this field of strategic human resource management is also due to its relevance to the physical and mental well-being of employees. Furthermore, Robbins (2005) postulates that managers have a humanistic responsibility to provide employees with jobs that are challenging, rewarding and satisfying. According to Alavi and Askaripur (2003) managers must focus on the empowerment of its employees. Moreover, many researchers still believe there is a correlation between empowerment and organization performance (Robbins, 2005). Armstrong (2002) asserts that all organizations exist to achieve a purpose and they must ensure that they have resources required to do so and they use them effectively. An organization has to align human resource function with the overall strategic goals and objectives. Organisation culture, people and processes rather than capital or technology can form the base of sustained competitive advantage of a firm (Miner 1991). It is important that a firm adopts strategic human resource practices such as empowerment that make best use of its employees to achieve success.

A number of theories underpinning the study on empowerment of employees have been put forward by many researchers (Locke, & Latham, 2004; Bandura 2002; Harrison et al., 1997; Milner, 2002). However, for the purpose of this study, two theories are discussed in detail. These include the motivation theory and social cognitive theory. The concept of motivation refers to internal factors that impel action and to external factors that can act as inducements to action (Locke, & Latham, (2004). Motivation is what provides direction, intensity, and persistence to behavior. Motivation also determines the chosen activity or task to engage in, establishes the level of effort to put forth, and determines the degree of persistence in completing the task (Hughes, Ginnett & Curphy, 1995). Motivation can affect not only employees' acquisition of skills, and abilities but also how and to what

extent they utilized their skills and abilities (Locke, & Latham, 2004). Theories of motivation can be grouped into three categories (Sergiovanni & Starratt, 2002). The first category relies on extrinsic rewards in return for work completed. In this category it is assumed that employees have needs that can be met at work and that leaders control the events and circumstances that allow these needs to be met (Sergiovanni & Starratt, 2002). However, relying totally on extrinsic rewards to motivate discourages people being self-managed and self-motivated (Sergiovanni, 1992). The second category relies on teachers finding intrinsic satisfaction in work. Intrinsic motivation is defined as the doing of an activity for its inherent satisfaction rather than for some separable consequence. When intrinsically motivated, a person is moved to act for the fun or challenge entailed rather than because of external prods, pressures or rewards (Ryan, & Deci, 2000). Motivational psychologist Frederick Herzberg believed jobs that provide opportunities for experiencing achievement and responsibility, interesting and challenging work, and opportunity for advancement have the greatest capacity to motivate from within (Herzberg, 1966). The importance of intrinsically satisfying work makes sense because it leads to higher levels of commitment and performance (Sergiovanni, 1992). The third category of motivation theory relies on moral judgment what is considered good and just gets done (Sergiovanni & Starratt, 2002).

Social cognitive theory distinguishes among three intentional influences on peoples' lives that Bandura (2002) refers to as modes of agency. The modes of agency are personal agency which is exercised individually; proxy agency in which people acquire desired outcomes by influencing others to act on their behalf; and collective agency in which people act in concert to shape their future (Bandura, 2002). In personal agency which is exercised individually, people have direct influence on themselves and their environment in managing their lives.

When people do not have direct control over the social conditions and institutional practices that govern their everyday lives, they seek their well-being and desired life outcomes through the exercise of proxy agency. In proxy agency, people who have access to resources, expertise or who have influence and power are sought out when obtaining desired outcomes (Bandura, 2002). Many of the things people want are attainable only through socially interdependent efforts requiring people to pool their knowledge, skills, and resources; provide mutual support; form alliances; and work together to gain what cannot be accomplished independently (Bandura, 2002). Therefore, successful functioning requires a blend of the three different modes of agency (Bandura, 2002). Self-efficacy is a key construct in social cognitive theory. Beliefs of self or personal efficacy play an important role in work-related activities (Bandura, 1997, 2002). Influences and motivators are grounded in the fundamental belief that

people have the power to bring about desired results by their actions. Self-efficacy beliefs regulate human performance through cognitive, motivational, affective, and decisional processes (Bandura, 2002). Therefore, self-efficacy beliefs affect whether individuals think in self-enhancing or self-debilitating ways. Self-efficacy beliefs affect how well people motivate themselves and persevere in times of difficulties, as well as the quality of emotional life, and the choices people make that set the direction of their lives (Bandura, 2002)

1.1.2 Concept of Employee 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, 1988). 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 member participation 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, 1995). At present, the concept of empowerment has developed into many forms, evolving from the employee involvement and participative decision making concepts into the contemporary empowerment perspective. 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 (Copp and Pfeiffer 2003).

Many researchers in this area of study have found a positive correlation between empowerment practices in organization and organizational performance (Argyris, 1998; Eylon and Au, 1999 and Robert et al. 2000). When empowerment exists in an organization, the individuals within that organization tend to feel their own ownership on 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.

1.1.3. School Performance

School performance is defined in terms of resource consumption per student using a model that relates the use of resources to the number of students enrolled (Norton et al, 2000). School Performance is also defined in terms of the conversion of resources into educational outcomes using a model that relates the use of resources per student to a range of measures of the quality of education provided (Cohen et al., 2009). This approach examines the efficiency of the education system by modeling the activity of the school in terms of the production of 'outputs' generated by the use of a range of 'inputs' and employing a production technology. The challenge when applying this approach to the education sector relates primarily to the identification and quantification of appropriate 'inputs' and 'outputs'. The majority of variables used by researchers have tended to be those routinely measured in schools (Norton et al, 2000). For example, inputs typically include teacher to pupil ratios, the level of teacher education and experience, expenditure per student and the extent of facilities available at schools. Output measures include the number of years of education attained by students and test scores in national examinations.

There are limitations to this approach. Norton et al (2000) argue that 'hard' measures do not 'adequately describe the education process or school production function' because they fail to capture the effect on education outcomes of factors such as school leadership or pedagogical style. According to Richard et al. (2009), organizational performance encompasses three specific areas of firm outcomes: financial, product market and shareholder return. It entails the past, present and the future. Organizations are interested in conditions that have shown over time to lead to better performance (Guest, 1997). In this sense, performance is a package of behaviors around strategic planning and programming.

1.2 Problem Statement

Despite great emphasis 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 existing literature 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 and Robert *et al.*, 2000).

Empirical work 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 and Larimo, 1998; Robert, et al. 2000; Randolph et al. 2002).

While this may be true, that the practice of empowerment increases performance in organizations, most studies have ignored extent of this relationship, yet empowerment of employees done at superficial level may not really have much influence on organizational performance.

Private secondary schools in Bomet County in their struggle to remain at the top in performance invest huge amounts of financial resources as strategic plans to achieve competitive edge in the academic field. Despite these, some private schools continue to register poor performance for the last five years in the county. Besides two private schools were closed indefinitely in 2009 and 2010 as a result of scoring less than 2.0 as their overall mean score (Bomet county KCSE results, 2008-2013). Could these performance issues have to do with empowerment of teachers in the private secondary schools in the county? Rotich(2009), found a positive correlation between teacher empowerment and performance of secondary schools. If they stem from issues to do with empowerment of teachers, then to what extent is empowerment of teachers related to performance of these private secondary schools in Bomet County.

Previous studies have been done on teacher empowerment versus school performance (Jacob and Lefgren, 2006; Mwangomba, 2010; Mutua & Okioma, 2011). Jacob and Lefgren (2006) found a positive correlation between extent of teacher's empowerment to school performance and that teacher's success in doing so was measured by the value- added approach. Mutua and Okioma (2011) described the relationship between teacher empowerment and school performance to be mutual. All the above studies suggest that teacher empowerment is a significant predictor of students' academic achievement. However, they fail to highlight the extent of relationships between teacher empowerment and school performance. This is the gap this study sought to fill. Is there a relationship between empowerment of teachers and performance of private secondary schools in Bomet County?

1.3. Research Objective

To determine the relationship between extent of empowerment of teachers and performance of private secondary schools in Bomet county.

1.4 Value of the study

The importance of the relationship between empowerment of teachers and the performance of secondary school will assist the teacher employer, managers and supervisors in gaining knowledge needed to become more competitive through heightened teacher performance.

The research findings will avail to the academic community how teacher empowerment practices impact on school performance thus elicit further research. Furthermore, research findings will benefit the human resource practitioners, human resource management regulators, non education sectors of the economy on importance of empowerment in comparison to attaining organizational success.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter presents the literature on employee empowerment, theories that were reviewed to provide a basis for the study and the strategies for employee empowerment. It also discusses the literature on the relationship between the key variables of the study.

2.2. Theories underpinning the study

Different scholars have discussed several theories surrounding teachers' empowerment and school performance. The study seeks to understand the relationship between teachers' empowerment and school performance and it will be based on motivational theory as proposed by Frederick Herzberg.

2.2.1 Motivation theory

The three aspects of action that motivation can affect are direction (choice), intensity (effort), and duration (persistence). Motivation is often described as being 'intrinsic' or 'extrinsic' in nature (Sansone, & Harackiewicz, 2000). Over three decades of research has shown that the quality of experience and performance can be very different when one is behaving for intrinsic versus extrinsic reasons (Ryan, & Deci, 2000). Intrinsic motivation is defined as the doing of an activity for its inherent satisfaction rather than for some separable consequence. When intrinsically motivated, a person is moved to act for the fun or challenge entailed rather than because of external prods, pressures or rewards (Ryan, & Deci, 2000). The concept of intrinsic motivation has roots in people's psychological needs to feel competent (White, 1959), experience psychological growth (Alderfer, 1969), and self-actualization (Maslow, 1943).

After psychologists introduced the concept of intrinsic "needs," management scholars developed the important distinction between intrinsic motivation – a hypothetical construct presumably residing within the person – and intrinsically motivating tasks (Bateman, & Crant, 2005). Herzberg (1966) described tasks as intrinsically motivating when they are characterized by key "motivators" such as responsibility, challenge, achievement, and variety. Later, Hackman, & Oldham, (1980) extended Herzberg's work by developing a model suggesting the specific work characteristics and psychological processes that increase employee satisfaction and the motivation to excel. These theories center on the issue of the organization's effect on an individual employee's 'cognitive growth', (Locke, & Latham,

2004). For instance, an organization which provides or creates a favourable working environment for employees through the provision of task characteristics such as tasks variety, task significance, and autonomy necessary to do their work, and the accompanying psychological processes, can increase employee satisfaction and motivation to excel in their work. This is because the resulting work environment affects individual employees' cognitive growth, and thus can be a source of empowerment. This therefore highlights the criticality of empowerment.

2.2.2 Social cognitive theory

The self-efficacy construct which is key in social cognitive theory has a high degree of importance as a basic element of individual behavior and attitudes in the work environment (Harrison et al., 1997). Bandura (1986) defined self-efficacy as, "people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances" (p. 391). Wood and Bandura (1989) expanded the definition of self-efficacy, stating "self-efficacy refers to beliefs in one's capabilities to mobilize the motivation, cognitive resources, and courses of action needed to meet situational demands" (p. 408). The fundamental premise of self-efficacy is that behavior is strongly influenced by self-influence (Kanfer & Kanfer, 1991). Task-motivated behavior and level of performance are beneficial correlates related to self-efficacy (Harrison, Rainer & Kelly, 1997; Kruger, 1997). Therefore, the self-efficacy construct has a high degree of importance as a basic element of individual behavior and attitudes in the work environment (Bandura, 1978).

Bandura (1986, 1997) proposes four sources of efficacy expectations: mastery experiences, physiological and emotional states, vicarious experiences, and social persuasion. First, mastery experience has been identified as the most powerful source of efficacy information in that the perception of a successful performance typically raises self-efficacy while the perception of failure lowers self-efficacy (Milner, 2002). Second, emotional arousal, either through excitement or anxiety, adds to the feeling of mastery or incompetence (Milner, 2002). Third, vicarious or secondhand experiences are those in which someone else models the tasks in question. When a person with whom the observer identifies performs well, the efficacy of the observer is often enhanced. When the model performs poorly, the efficacy expectations of the observer decrease. In other words, we learn how to perform certain tasks and the consequences of performing these tasks by watching others. Fourth, social persuasion involve a specific performance feedback. The influence of persuasion depends on the credibility, trustworthiness, and expertise of the persuader (Bandura, 1986, 1997; Milner, 2002).

Persuasive influences are those where others persuade a person to perform (Reames, 1997).

In relation to this study, based on the basic premise of self-efficacy, it stands to reason teachers who have high levels of self-efficacy will also perceive themselves as empowered. In addition, teachers who have a positive sense of self-efficacy believe they can have a positive effect on student learning. Therefore, a teacher's sense of efficacy is related to student motivation and achievement, teachers' adoption of new innovations, and classroom management strategies (Armor, 1984; Ashton, 1985; Woolfolk, Rossoff, & Hoy, 1990).

On one level, empowerment is described as a psychological process connected with individuals' feelings of self-worth, self-confidence, and sense of efficacy (Kreisberg, 1992). Beliefs teachers have about their abilities influence their persistence, enthusiasm, and commitment to teaching (Milner, 2002). Moreover, levels of satisfaction, commitment, and efficacy are higher when work is conceived as professional and lower when work is perceived as bureaucratic (Sergiovanni & Starratt, 2002). In addition, research links sense of efficacy with motivation and commitment to work as well as school performance (Sergiovanni & Starratt, 2002).

2.3 Employee Empowerment

Page and Czuba (1999) 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 delegation of authority, responsibility and discretion to educational stakeholders for them to decide on how to achieve educational objectives.

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 (2000:89) 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. The question arises: To what extent is empowerment being filtered down through the educational hierarchy?

The literature (Enderlin-Lampe, 2002; Page & Czuba, 1999; Sandy, 2004) 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. The 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 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. Recent 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 implementing school change. The hierarchical chain of command in schools is often seen as a social injustice, which hampers the effective implementation of empowerment.

2.4 Strategies for Employee Empowerment

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 1995).

Greenhans (1987) Slocum and Woodman (1989) differentiated the concept of training and development. Training is short term in nature and is designed to permit 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.

According to Balunywa (2004), the term training in management literature is used most often to refer to the teaching of technical skills to non-managerial personnel while management development or these days, executive development is used to refer to improvement of the human relations and conceptual skills of managers. Armstrong (2000) is of the view that training is a planned process of modifying attitudes, knowledge, skills and behaviour through learning experience to achieve effective performance in an activity or range of activities. Training was therefore understood to mean any learning activity which is directed towards the acquisition of the specific knowledge and skill to empower staff to undertake organization tasks effectively.

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' participation in critical decisions that directly affect their work. Mahoney and Watson (1993) 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; therefore it is beneficial to have teacher 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 benefit to organizations when those implementing the decisions have input in problem-solving and decision-making (Howey, 1988). However, 14 teachers who participated in this study reported having very little opportunity to make decisions. Several illustrative comments made by teachers were, "The principal is a micromanager and doesn't take teacher suggestions to heart. He says he welcomes our suggestions, but few, if any, of them are acted upon"; "Our ideas are quickly dismissed" and "There is very little opportunity to make decisions about what is taught and other decisions." In addition two teachers wrote,

"Teachers do not determine the pace of instruction in the classroom" and "I feel my principal thinks that decision-making is her job and therefore would show weakness if she took the advice or request of teachers." Moreover, one teacher stated she felt that only a select group of teachers were involved in decision making about the curriculum, budget, hiring, testing and scheduling.

One teacher reported that even when they are asked to be involved in the decision-making process, their ideas were not taken seriously. One teacher wrote, "Many times I have served on textbook

committees and it always seems to me that the county already knows what they want to adopt, therefore our input is useless.” Other teachers stated that they felt the same way and resented the time taken away from their classrooms to give their input when it was not taken into consideration. Some teachers wrote about factors other than leadership that hindered their input in the decision-making process. For example, “The classroom sizes make it very difficult for teachers to decide for themselves what type of schedule would best suit them.

2.5 Relationship between Employee Empowerment and Organizational Performance

Performance is the accomplishment of a given task measured against preset known standards of accuracy, completeness, cost and speed (Ubben et al., 2001)). Empowerment embraces; contractual obligations, communication policy and practice; joint decision making and problem solving; collective bargaining; individual grievance and disciplinary policy and practice; employee development and employee welfare at large (Kibuine, 2007). Empowerment is an essential tool for the enrichment of human resources abilities and capabilities of mastering their jobs. It is needed to foster employee's commitment, creativity and independence at workplace.

Major benefits of employee's empowerment include prompt, easy and effective customer service, less need for close supervision and increased sense of self confidence among employees. Kilton (2003). Furthermore, empowerment enables organizational change through fostering power in people. It is a multi-dimensional process that helps people to gain more power and thus control over their destiny and community. It improves employee's knowledge, skills and contribution to positive change in organization culture and performance. (Page and Czuba, 1999). Empowerment promotes employees autonomy and control of their own jobs and improves their skills and abilities to benefit both their organization and themselves. It also increases happiness among employees at workplace. Organizations should create a work environment which promotes employees ability and desire to act in empowered ways and remove barriers that limit their ability in this regard and thus improve their performance (Heathfield 2012).Zeithaml et al. (1988) has shown that empowerment increases job satisfaction and reduces role stress. Singh (1993) found that empowerment reduces role ambiguity among customer-contact employees. According to Rafiq and Ahmad (1998), empowered employees make faster resolution of customer problems since they can act directly regarding customer complaints without referring problems to upper level managers. This will definitely improve organizational performance.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter discussed the research design, method of data collection, and data analysis that was used in the study.

3.2 Research Design

Descriptive cross-sectional census survey design was adopted in this study. This design was suitable for this study because it involved collection of cross-sectional data at one point in time in all the private secondary schools in the county. It was also a census because it involved collecting information from all the school principals from the 12 private schools in the Bomet County. According to Kothari (2004), descriptive research studies are concerned with describing the characteristics of a particular individual or group of people.

3.3 Study Population

The population of the study consisted of all the 12 private secondary schools in Bomet County. There were twelve (12) of these private secondary schools in Bomet County of which KCSE Result Analysis of 2008 to 2013 were used. Some private schools are either boarding or day schools; girls', boys' or mixed schools. Some have been established recently with few students and teachers while others are old with many teachers and students. Some have had good performance while others have been registering poor performance for the last five years (Bomet county staffing records as at 31st May, 2013).

3.4 Data Collection

The study used both primary and secondary data. Primary data collection was done using questionnaires which were personally administered by the researcher through drop and pick method to the units of analysis which were all the principals from the 12 private schools in Bomet county. The questionnaire had two sections: Section A provided demographic data about the school while Section B

focused on teacher empowerment practices in the school .

The secondary data on school performance in terms of rating in the county in the last 5 years, that is, from 2008-2013(Bomet county KCSE results from 2008-2013), were obtained from Bomet county education offices.

3.5 Data Analysis

Data analysis was done using descriptive statistics such as frequency, percentages and mean were used. Pearson's correlation technique was used to test the strength and significance of the relationship between extent of teacher empowerment and secondary school performance. Data presentation was done using tables.

CHAPTER FOUR: DATA ANALYSIS, RESULTS AND DISCUSSION

4.1. Introduction

This chapter analyses, discusses and presents the data collected from the field. The data used in the study was obtained from the questionnaires distributed to the principals in private schools.

4.2 Demographic Profiles

Only eleven questionnaires distributed were filled and returned representing a 91.67 % response rate. The demographic statistics used here sought to unearth background information of individual principals. The profiles checked were gender, age, number of students, tenure, type of school and number of teachers.

4.2.1: Gender of the respondents

The study sought to establish gender representation of the respondents. The results are discussed in table 4.1.

Table 4.1: Gender distribution table					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	9	75.0	75.0	75.0
	Femal e	3	25.0	25.0	100.0
	Total	12	100.0	100.0	

Source: Data 2013

From the table, it can be concluded that most of the head principals are male representing 75% of the response while 25% were female. This can be concluded that the study will be basing its conclusion on male opinion about teacher's empowerment and this could have an effect in the generalization of the study.

4.2.2: Age of the respondent

The researcher also sought to analyze the age distribution of the respondents.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	31-35 yrs	2	16.7	16.7	16.7
	36-40 yrs	4	33.3	33.3	50.0
	41-45 yrs	3	25.0	25.0	75.0
	46-50 yrs	2	16.7	16.7	91.7
	51-55 yrs	1	8.3	8.3	100.0
	Total	12	100.0	100.0	

Source: Data 2013

From the table it shows that majority of the respondents were between 36-40 years followed by 41-45 years with 25%, 31-35 years and 46-50 years with 17% each while 51-55 years are few with 8%. This means that most of the schools are headed by younger principals of less than 45 years. This can be concluded to mean that school performance and teacher's empowerment is dependent on the age of the principal.

4.2.3: Number of Students

The number of students also form part of the researcher investigation. The number of the student was analyzed to give the student population of the school with teacher's empowerment.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	200 and below	1	8.3	8.3	8.3
	201-300	2	16.7	16.7	25.0
	301-400	4	33.3	33.3	58.3
	401-500	2	16.7	16.7	75.0
	501-600	1	8.3	8.3	83.3
	601-700	1	8.3	8.3	91.7
	700 and above	1	8.3	8.3	100.0
	Total	12	100.0	100.0	

Source: Data 2013

From the table 4.3 it shows that majority of the schools had 301-400 students with 33% response rate, 201-300 and 401-500 had equal representation with 18% each while 200 and below, 501- 700 and above had 8% each. This means that the school performance and teachers empowerment could have an impact on the students' performance given their population.

4.2.4 Number of years the principal has been in the school

The duration to which the principal has stayed in a given school was also analyzed. Table 4.4 below summarizes the findings.

Table 4.4: Number of years of the principal in the school					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	less than 1 yr	1	8.3	8.3	8.3
	1-2 yrs	3	25.0	25.0	33.3
	3-5 yrs	4	33.3	33.3	66.7
	6-8 yrs	4	33.3	33.3	100.0
	Total	12	100.0	100.0	

Source: Data 2013

From the above table, it shows that majority of the principals have stayed in the school for more than three years. This is illustrated by 33% of the respondents who have stayed for 3-8 years. 25% have stayed for 1-2 years while 8% have stayed for less than one year. This can be concluded to mean the longer the principal stays the more he will become concern about teachers' empowerment and school performance.

4.2.5: Type of the school

The school make up is different depending on the objective of the school proprietors. This was also researcher's interest to know the school type distribution in the county.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Girls school	4	33.3	33.3	33.3
	Boys school	3	25.0	25.0	58.3
	Mixed school	5	41.7	41.7	100.0
	Total	12	100.0	100.0	

Sources: Data 2013

From the study it can be summarized that majority of the private schools are mixed schools as represented by 33%, girls schools with 33% while boys schools are less with 25%. This can be concluded that the school type is also associated with the teachers' empowerment needs as well as performance.

4.2.6: Number of teachers

The researcher also analyzed the number of teachers in the participating schools.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	10-15	1	8.3	8.3	8.3
	16-20	9	75.0	75.0	83.3
	20-25	1	8.3	8.3	91.7
	26-30	1	8.3	8.3	100.0
	Total	12	100.0	100.0	

Sources: Data 2013

From table 4.6 the majority of the schools have 16-20 teachers as represented by 75% while the rest have 10-15, 20-25 and 26-30 teachers representing 8% each. This can be concluded to mean that the number of teacher in a particular school will determine the empowerment initiative to improve performance.

4.3. Extent of Empowerment of teachers

Table 4.3 presents findings of principals' perception on the extent of teacher empowerment on performance of the schools.

Table 4.7 Extent of Empowerment

	Very minimal extent		Minimal extent		Moderate extent	Large extent		Very large extent		
	Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Teachers have the opportunity to continue learning	0	0	1	8	5	42	4	33	2	17
Teachers have a strong knowledge base in the areas in which they teach	0	0	0	0	1	8	8	67	3	25
Teachers have control over daily schedules	1	8	2	17	6	50	1	8	2	17
Teachers are involved in school budget and curriculum	2	17	3	25	5	42	2	17	0	0

decisions										
Teachers have the ability to get things done	0	0	0	0	1	8	10	83	1	8
Teachers participate in the selection of school textbooks	0	0	2	17	4	33	4	33	2	17
Teachers are involved in decision making in the school	4	33	3	25	3	25	1	8	1	8
Teachers are actively involved in determining empowerment programs	0	0	2	17	6	50	3	25	1	8
Teachers are given the responsibility to monitor programs	1	8	1	8	7	58	2	17	1	8
Teachers function in a professional environment	0	0	0	0	2	17	5	42	5	42
Teachers have an	0	0	1	8	2	17	3	25	6	50

opportunity to teach other teachers about innovative ideas										
Teachers have the opportunity to influence others	0	0	0	0	1	8	6	50	5	42
Teachers perceive that they have an impact on other teachers and students	0	0	0	0	1	8	3	25	8	67
Teachers have the opportunity for professional growth	0	0	1	8	1	8	7	58	3	25
Teachers have the freedom to make decisions on when to teach.	1	8	3	25	1	8	4	33	3	25

Source: Data 2013

From the above table it is evident that teachers' opportunity to continue learning has an impact in school performance as rated with moderate extent 42%, large extent 33% and very large extent 17%. This means that as teachers get an opportunity to continue learning they will acquire new knowledge which will empower them in class and outside promoting students ability to carry out their

responsibilities. The strong base of teachers' on their field of experience has been rated to be important with 67% rating. This means the stronger the base of knowledge on the areas they teach the flexibility of handling teaching tasks and assisting the students to answer exams with ease. The opportunity of teachers to control over daily schedule has been rated moderate with 50%, very large extent with 17% illustrating that the ability of teachers to control daily schedules is also very important in improving school performance. Teachers' involvement in school budget and curriculum decisions has no major influence on the school performance. This is shown by 42% rating moderate extent, 25% minimal extent and 17% very minimal extent. This can be concluded that most schools do not involve teachers in school budget and curriculum decisions.

However, the ability of teachers to get things done has been rated to be the most influential factor which affects school performance. This has been rated large extent with 83% and 8% very large extent. This means that the ability of teachers to get things done will empower teachers to promote self discipline among the students and assist them to perform.

Participation of teachers in selection of school text books has also been noted to have an effect in school performance. This has been rated moderate with 33%, large extent with 33% and very large extent with 17%. This means that as teachers are involved in school text book selection they know the kind of school text books which will assist the school in meeting its academic objective and perform better in national exams.

Teachers' involvement in decisions making has receive less rating with 33% rating very minimal and 25% minimal. This can be concluded to mean most of the principals do not involve teachers in decision making which might affect school performance. Teachers' active involvement in determining empowerment programs, given responsibility to monitor programs, function in professional environment, have an opportunity to teach other teachers about innovative ideas, have the opportunity to influence others and perceived that they have an impact on other teacher and students has been rated moderate to very large extent meaning that all the factors will affect school performance. The freedom of teachers to make decisions on when to teach is not an important factor since the response is half rating low and half rating high. In conclusion, the study reveals that most of the factors have an impact on the school performance with majority of the factors rated above average (moderate extent).

4.4: Teachers' empowerment and school performance

The respondents were asked to respond to whether teachers' empowerment has an impact on school

performance by answering ‘yes’ or ‘no’.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	8	66.7	66.7	66.7
	no	4	33.3	33.3	100.0
	Total	12	100.0	100.0	

Source: Data 2013

The response indicates that teachers’ empowerment affect school performance with 67% response with yes while 33% was for the contrary as indicated in table 4.8 below. This means that the level of teachers’ empowerment will affect the level of school performance.

4.4: School Performance

The respondents were asked to clearly indicate the performance of their schools for the last five years; the results are as shown in the table 4.9.

Table 4.9 School Performance

Year	Performance in Points									
	3.0-4.0		4.1-5.0		5.1-6.0		6.1-7.0		7.1-8.0	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
2008	1	8	4	33	2	17	4	33	1	8
2009	3	25	0	0	4	33	2	17	3	25
2010	2	17	4	33	3	25	2	17	3	25
2011	2	17	2	17	5	42	1	8	3	25
2012	4	33	3	25	3	25	2	17	3	25

Source: Data 2013

From the above table, it can be concluded that majority of the schools had good performance in several years with 2011 being the best where majority of the schools perform well. It can be concluded that teacher’s empowerment has aided the schools to perform much better over the five years.

4.5: Correlation coefficients of empowerment and performance

Table 410: Correlations Coefficient distribution table

		2008	2009	2010	2011	2012	Teachers’ empowerment and performance
2008	Pearson	1	.888**	.925**	.859**	.913**	.765**
Performance	Completion		.000	.000	.000	.000	.004
	Sig. (2-						
	tailed)						
	N	12	12	12	12	12	12
2009	Pearson	.888**	1	.960**	.961**	.937**	.766**
Performance	Completion	.000		.000	.000	.000	.004
	Sig. (2-						
	tailed)						
	N	12	12	12	12	12	12
2010	Pearson	.925**	.960**	1	.957**	.976**	.797**
Performance	Completion	.000	.000		.000	.000	.002
	Sig. (2-						
	tailed)						
	N	12	12	12	12	12	12
2011	Pearson	.859**	.961**	.957**	1	.902**	.833**
Performance	Completion	.000	.000	.000		.000	.001
	Sig. (2-						
	tailed)						
	N	12	12	12	12	12	12

Table 410: Correlations Coefficient distribution table

		2008	2009	2010	2011	2012	Teachers' empowerment and performance
2008 Performance	Pearson Correlation Sig. (2-tailed) N	1 .888** .000 12	.888** .000 12	.925** .000 12	.859** .000 12	.913** .000 12	.765** .004 12
2009 Performance	Pearson Correlation Sig. (2-tailed) N	.888** .000 12	1 .000 12	.960** .000 12	.961** .000 12	.937** .000 12	.766** .004 12
2010 Performance	Pearson Correlation Sig. (2-tailed) N	.925** .000 12	.960** .000 12	1 .000 12	.957** .000 12	.976** .000 12	.797** .003 12
2012 Performance	Pearson Correlation Sig. (2-tailed) N	.913** .000 12	.937** .000 12	.976** .000 12	.902** .000 12	1 .000 12	.783** .003 12
Teachers empowerment and performance	Pearson Correlation Sig. (2-tailed) N	.765** .004 12	.766** .004 12	.797** .002 12	.833** .001 12	.783** .003 12	1 12

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4.10 shows that there is a strong positive relationship of $r = .765, .766, .797, .833$ and $.783$ between teachers empowerment and performance effect in 2008, 2009, 2010, 2011 and 2012 performance of the schools respectively. However, 2011 had a very strong positive correlation and 2008 being the lowest. This implies that the performance of individual schools can be attributed to the empowerment programs initiated.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1: Introduction

This chapter presents the summary of key data, conclusions from the findings highlighted and recommendations made. The conclusions and recommendations were drawn with the aim of achieving the research objective.

5.2: Summary of the findings

From the study it can be summarized that teachers who have an opportunity to continue learning has an impact with majority rating moderate extent to very large extent. Teachers' strong knowledge base in the areas they teach has been rated to have the greatest effect with 67% rating large extent. Teachers control over daily schedule has no much impact on the performance. Teachers' involvement in the schools budget and curriculum decisions also has less effect on performance as majority rating moderate to very minimal extent. Teachers' ability to get things done has been shown to have the highest effect with majority rating very large extent with 83%. Teachers' involvement in decision making has been rated to be low with majority of the principals believing that it does not have a significant effect on the performance. Majority of the factors of empowerment had a significant extent with school performance. The opinion on the effect of teachers' empowerment and school performance shows that empowerment of teachers will affect school performance with majority believing that it has an effect with 67% believing so.

Majority of the schools did perform well in 2008 with majority scoring 5.1 to 8.0 mean grade with majority scoring between 6.1-7.0 mean grade. 2009 was also the best year for the schools with majority scoring above 5.1 means score which is above average. There was a drop in 2010 with majority of the schools scoring 6.0 and below with majority scoring 4.1-5.0 mean grade. 2011 however, was the best year for most of the schools with majority having a mean grade of 5.1 to 8.0. 2012 saw a decline in the performance where many schools had a drop in overall mean grade with majority scoring below 6.0 and most scoring 3.0-4.0 overall mean grade.

In the correlation coefficient it can be summarized that teachers empowerment on school performance had a positive effect with all the years showing a positive correlation with school performance with the

highest being 2011 where the performance of the schools was high with $r= 0.833$ which is a strong positive significance.

5.3 Conclusion

This study had sought to establish the relationship between extent of teacher empowerment and performance in private secondary schools. The results indicate there was a strong correlation between teacher empowerment and school performance. Prior studies indicated that for teachers to feel empowered, they must be involved in the decision making process and given autonomy to make decisions (Davidson & Dell, 2003; Levin, 1991; Short, 1994; Sweetland & Hoy, 2000; Whitaker & Moses, 1990). Results from these studies also indicated that when teachers are empowered; there was a correlation between teacher empowerment and school performance (Davidson & Dell, 2003; Levin, 1991; Short, 1994; Sweetland & Hoy, 2000). According to Hirsch et al., (2006b), teachers being recognized as educational experts had a positive effect to student achievement.

Finally, the areas of the scale, decision making and autonomy that directly involved administrators giving up some of their power had very low means. The areas of the scale, self efficacy and status that related to how teachers felt about their ability to perform their job need to be affirmed.

5.4 Recommendation

5.4.1 Recommendation with policy implications

The purpose of this study was to determine the relationship between teacher empowerment and school performance. There is research that identifies teacher empowerment as an important component to teachers, but there is limited research that identifies a direct correlation; the researcher aimed to add to the body of literature on teacher empowerment and school performance in terms of students' achievements. An implication from this study is that empowerment is a necessary component of better performance. Another recommendation from this study is that administrators need to work on status, recognizing teachers as experts. The master teachers/programs need to be recognized and/or encouraged. School administrators should consider having a strong recognition/reward system in place. A final recommendation is that school leaders should consider strategies that would provide teachers more autonomy. They should also explore the use of distributed leadership practices.

5.4.2: Suggestions for further study

Teacher empowerment has become a key component in many schools and school systems restructuring plans/school improvement plans. It is recommended that principals should be trained on how to empower teachers so as to fully entrench the concept of empowerment in the education sector for better performance. It is important that future research be conducted to determine how the use of teacher empowerment is affecting the overall goals of schools. It is also necessary to expand this study to include both public and private schools. The study could be made a regression study that includes other variables that affect student achievement. The study may also include demographic data. It would be beneficial to see if teachers felt more empowered under different settings. Also, it would be interesting to find out if teachers with more experience felt more empowered than new teachers or if teachers with higher degrees felt more empowered.

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