

Influence of Delegation of Authority on Performance of Teachers in Public Secondary Schools of Egbeda Local Government Area of Oyo State, Nigeria

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Abstract

Delegation of authority refers to the subdivision and sub-allocation of power to subordinates for job performance, in order to achieve laid-down organisational goals, with efficiency and effectiveness. Lack of motivational power between principals and the teachers in public secondary schools lead to lack of teacher commitment, display of negative attitude to work and ineffective implementation of school programmes. This study assessed the influence of delegation of authority on the performance of teachers in public secondary schools in Egbeda Local Government Area, Oyo, Nigeria. The study adopted the descriptive survey research design, which involved the collection of data for the purpose of answering the four research questions. The population comprised all the 501 secondary school principals, vice-principals and teachers out of which a random sampling of 200 (40%) were selected to respond to the questionnaires. Results indicated that the principals delegated authority to their teachers to a very high extent, used of appropriate delegation techniques which improved the teachers' teaching and learning activities and reserved the power to control. The findings disclosed that factors which hindered the principals' delegation of duties include discrimination, fear of loss of power, poor communication and incompetence in discharging their duties. The study concluded that delegation of authority facilitates teachers' positive attitude to work, as well as their efficiency and effectiveness. Delegation makes the teachers to develop sense of belonging to the school management team and makes them function with a lot of initiative; because possession of authority delegated makes them work hard. Recommendations were made that principals should delegate more duties to their subordinates, avoid discrimination, and ensure free flow of communication and delegate based on staff competence and capability.

Keywords: *Delegation of Authority, Communication flow, Teachers' Performance*

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Background to the Study

It is a norm in institutional administration for secondary school principals to delegate authority to the teachers in the schools, in order to have high quality impartation of knowledge to the students. Secondary schools are formal public organization charged with the responsibility of preparing the younger ones after their primary education for useful living within any society; they also equip them for tertiary education. According to the National Policy on Education (FGN 2014) one of the objectives of secondary school education in Nigeria is to raise a generation of people, students inclusive, who can think for themselves, respect the views and feelings of others, respect the dignity of labour, appreciate those values specified under our broad national aims and live as good citizens. Attainment of secondary school education goals requires commitment from highly qualified and motivated teachers. Recently there has been a spate of criticism on the quality of secondary school products. Majority of the students produced from secondary schools do not have the competence and qualifications required for admission into tertiary institutions of higher education.

The problems of principals and staff relationship have been an issue of great concern. Fegbemi (2006) stated that, performance of secondary school students in external examination have been unsatisfactory to parents, administrators and the public in general. This is a reflection to how the principals involve the teaching staff in the supervision and implementation of delegated duties, instructional activities in the school, planning of school programs and routine administration in the school. Delegating authority to competent staff members that possess detailed knowledge makes tasks performance quick and efficient. Delegation encourages skilled personnel to take up roles and bigger responsibilities. Delegation motivates staff to keep learning, become more involved in team work and makes work more interesting for staff.

Delegation of authority refers to the subdivision and sub-allocation of power to the subordinates in order to achieve effective results. It is the devolution of authority and power downwards to the subordinates, such that more hands will be available for the execution of duties and responsibilities of the institutions. The role of the secondary school administrators is very crucial in achieving the objectives of secondary school education. However, the roles of the principals have become more complex that he or she needs to share the responsibilities with others in the school through delegation. According to Missik (2004), without effective delegation of authority by school administrators, cases of inefficiency, disharmony, and poor working environment could result. Al- Jammal et al. (2015) and Kombo et al. (2014), demonstrated that application of delegation of authority will enhance employee effectiveness. Managers will be able to maintain their job position and preserve the process of facilitating institutional affairs, employees' loyalty, and achieving performance efficiency. This serves as a way of helping principals to alleviate the burden of running the affairs of the school alone.

Certain factors should be taken into consideration when delegating authority to employees. There is need to define the delegated task, with comprehensible language which the teachers would understand clearly. Also, the teachers' capacity, capability and interest of completing

the task, should be considered. Sutherland and Canwell (2004), asserted that delegation usually began with the identification of an individual suitable to perform a particular task. The person required for the assignment must be prepared and given the authority to carry out the job properly. Furthermore, delegation requires the leader to support and monitor progress, and once the tasks are completed the principal should acknowledge that the jobs are successfully and satisfactorily completed.

The quality of the principals' style of delegation of authority is a major factor that determines the success or failure of the organization's ability to accomplish its stated goals. (Tella et al, 2007). In other words, the principals manage human and material resources in order to achieve the predetermined objectives of the secondary school. While the organization that is a secondary school expects productivity in terms of competent student-outputs, the staff who constitute the workforce which is responsible for the success, have to be considered first. Adams, as cited in Besong (2011), commented that principals' administrative effectiveness may depend on their interpersonal relationship with staff subordinates. This may influence productivity. When there is cordial relationship between the leader and his workers, there will be conducive working climate. (Besong, 2011).

A study conducted by Shekari et al, (2011) investigated the relationship between the delegation authority process and rate of effectiveness on workers in the municipality regions of Mashhad. The findings of their study showed that there is a significant relationship between the delegation authority process and rate of effectiveness. Another study was carried out by Nabalia et al, (2014) on delegation of duties to personnel and its influence on academic achievement in Kenya. The study was conducted on Bungoma District secondary schools of Kenya. It investigated how head teachers delegated duties and factors that influenced the delegation process. It was found out that the delegation procedures and challenges faced between high and low performing schools differed. However, the difference was not significant. Nabalia et al, (2014) concluded that delegation was a contributory factor to school academic achievement among other factors like student intellectual ability and school environment. Summarily, it has become evident that delegation of duties has positive relationship with the employee performance, in those studies reviewed. In view of the above, this study investigated the influence of secondary school principals' delegation of authority on the performance of teachers in Egbeda Local Government area of Oyo State.

Statement of the Problem

Ineffective delegation of authority could lead to work overload, delayed or wrong decision making, stress, mistrust, resentment and low morale among the institutional staff. In order to achieve organizational goals, delegation of authority is one of the functional tools available for a manager. In the school system, delegation of authority is a tool in the hands of the principals as the executive head in staff personnel administration. A secondary school is big for one person to handle successfully. Various challenges confronting the secondary school system range from pressures of work to the complex and diverse nature of the teaching activities in the schools. Lack of motivation between principals and the teachers leads to lack of commitment, display of non-challant attitude and ineffective implementation of school

programmes. The fore-going are challenges that might make it difficult to achieve the set objectives for secondary schools because the occurrence of work overload, delayed or wrong decision making, stress, mistrust, resentment and low morale among the secondary staff members are inimical to the smooth running of the administration of the secondary schools.

Purpose of the Study

The objectives of this study are to investigate the influence of delegation of authority of public secondary school principals on the performance of teachers in Egbeda Local Government Area (ELGA) of Oyo State. Specifically, the study:

1. Investigated the extent to which principals delegated authority to the teachers in ELGA.
2. Identified how the principals controlled delegated authority to the staff in ELGA.
3. Examine the problem militating against delegation of authority and supervision in public secondary schools in Egbeda Local Government Area
4. Considered whether delegation of authority improved the relationship between principals and teachers of ELGA.

Scope of the Study

The study was limited to public secondary schools in Egbeda Local Government Area of Oyo State. The content scope was limited to the extent to which principals delegated authority, how the delegated authority was controlled and the factors militating against delegation of authority. The process of delegation of authority and strategies for improving delegation of authority were also considered.

Research Questions

The following research questions emanated from the statement of the problem and purpose of the study:

1. To what extent do principals delegate authority to their teachers in ELGA of Oyo State?
2. How do principals control delegated authority to teachers of the secondary schools in ELGA of Oyo State?
3. What are the problems militating against delegation of authority in the secondary schools in ELGA of Oyo State?
4. Does delegation of authority improve the relationship between principals and the teachers in ELGA of Oyo State?

Results and Discussion

Research Question 1: To what extent do principals delegate authority to their teachers?

Table 1: Extent of Principals' delegation of authority to their teachers

S/N	Statements	SA	A	D	SD
1	The Principal selects teachers to form committees that plan school programmes	100(50%)	82(41%)	12(6%)	6(3%)
2	Teachers assigned by the principal on examination committee take final decisions.	124 (62%)	70(35%)	4(2%)	2(1%)
3	Teaching staff are authorized to represent principal in seminars and conferences.	60(30%)	92(46%)	40(20%)	8(4%)
4	Staffs are delegated to co-ordinate co-curricular activities in the school	90(45%)	98(49%)	10(5%)	2(1%)
5	Teachers are assigned to supervise external examinations.	90(45%)	82(41%)	24(12%)	4(2%)
	Weighted Average Mean				

Source: Field Report, 2020

Table 1 showed that 182 (91%) of respondents, either agreed or strongly agreed that principals select teachers to form committees that plan school programmes, 194 (97%) also agreed or strongly agreed, that teachers are assigned by the principal to form examination committee in the school. 152 (76%), 188 (94%) and 174 (87%) of the respondents equally agreed or strongly agreed that staffs are authorized to represent the principal in seminars, that staffs are delegated to co-ordinate co-curricular activities and that they are assigned to supervise external examinations. This result analysis indicates that principals delegate authority to their teachers to a very large extent.

Research Question 2: How do principals control delegated authority to teachers in the schools?

Table 2: Principals' control of delegated authority to teachers in the School

	Statements	SA	A	D	SD
1	Principals delegate teachers to monitor classroom performance.	96(48%)	88(44%)	12(6%)	4(2%)
2	Vice-Principals are delegated to cross check teachers' comments on Students report cards.	80(40%)	112(56%)	8(4%)	0
3	Principals assign form masters to enforce school rules and regulation in the school.	74(37%)	116(58%)	10(5%)	0
4	Principals delegate authority of presiding on parent teachers association (PTA) meeting to his vice and demands reports.	86(43%)	100(50%)	14(7%)	0
5	Checking of students' classroom attendance is delegated to teachers	84(42%)	104(52%)	12(6%)	0
	Weighted Average Mean				

Source: Field Report, 2020

Table 2 indicates that 194 (97%) and 192 (96%) of the respondents either agreed or strongly agreed that principals delegate departmental heads to monitor teachers/classroom performance and that the principals cross-check teachers' comments on students report cards. 186(93%) out of the 200 respondents strongly agreed that principals demand report of parent teachers association (PTA) meeting presided over by the vice-principal. 188 (94%) of the respondents either agreed or strongly agreed that the principals cross-check departmental heads teachers' classroom attendance book. The above shows that the principals take the necessary steps needed for effective delegation of authority and they equally reserve the right to control.

Research Question 3: What are the problems militating against delegation of authority in public secondary schools in Egbeda Local Government of Area, Oyo State?

Table 3: Problems Militating against Delegation of Authority in Public Secondary schools

	Statement	SA	A	D	SD
1	Poor communication between principal and staff hampers delegation.	90(45%)	98(49%)	12(6%)	0
2	Principals often discriminate in delegating authority based on staff qualification.	72(36%)	94(47%)	34(78%)	0
3	Principals do not give detailed instruction on duties delegated.	58(29%)	74(37%)	54(27%)	14(7%)
4	Incompetence on the part of staff affects delegation of authority.	80(40%)	102(51%)	6(6%)	5(5%)
5	Fear of loss of power by principals militates against delegation	70(35%)	88(44%)	28(14%)	14(7%)
	Weighted Average Mean				

Source: Field Report, 2020

Table 3 shows the respondents' opinions on the problems militating against delegation of authority in public secondary schools in ELGA. 188 (94%) of the respondents either agreed or strongly agreed that poor communication between principal and staff hampers delegation, while 12(6%) had contrary views. 166 (83%) respondents either agreed or strongly agreed that principals often discriminate when delegating duties to the staff. 132 (66%) of the respondents agreed that principals do not give detailed instruction on duties delegated ,while 68(34%) disagreed.182(91%) either agreed or strongly agreed that incompetence on the part of staff affects delegation of duties, while 18(9%) of the respondents either disagreed or strongly disagreed. 158 (79%) opined that fear of loss of power by principals militates against delegation of authority.

The analysis of the results on table 3 reveals that challenges confronting principals' delegation of authority include poor communication between principal and staff, discrimination in delegating authority, inability to give detailed instruction on duties delegated, incompetence on the part of the teaching staff and fear of loss of power by the principals.

Research Question 4: Will delegation of duties improve relationship between principals and staff?

Table 4: Delegation of authority and relationship between principals and staff.

	STATEMENTS	SA	A	D	SD
1	Encouraging teachers in the use of continuous assessment facilitates mutual communication	102(51%)	94(46%)	4(2%)	0
2	Meeting with staff to discuss instructional problems improves staff-principal relationship	102(51%)	94(47%)	4(2%)	0
3	Assisting teachers to develop curriculum according to the ability of the students promote good relationship between the staffs and the principal	82(41%)	100(50%)	16(8%)	2(1%)
4	Delegation of authority which enables principals to spend quality time with their staff, leads to good relationship	94(47%)	96(48%)	8(4%)	2(1%)
5	Delegation of authority aids effective communication between the principal and the staff	90(45%)	100(50%)	10(5%)	0
	Weighted Average Mean				

Source: Field Report, 2020

Table 4 revealed that 196 (98%) of the respondents either agreed or strongly agreed that principals' encouragement for teachers to use of continuous assessment facilitates mutual communication. 196(98%) also either agreed or strongly agreed that holding meetings with staff to discuss instructional problems improves staff-principal relationship. 182(91%) of the respondents either agreed or strongly agreed that principals' assistance to teachers in developing curriculum according to the ability of the students promote good relationship between the teachers and the principals. 190 (95%) either agreed or strongly agreed that delegation of authority which enables principals to spend quality time with their staff, leads to good relationship while 10(5%) either disagreed or strongly disagreed. 190(95%) of the respondents agreed or strongly agreed that delegation of authority aids effective communication between the principal and the staff while 10(5%) either disagreed or strongly disagreed with the view.

Conclusion

The study assessed the influence of delegation of authority by the principals on the performance of teachers in public secondary schools in Egbeda Local Government Area of Oyo State. It was established that the quality of student output is dependent on the degree to which principals' delegated assignments to their teachers. The investigation confirmed that effective education is a collective responsibility, whereby principals decentralize duties, delegate authority and complement the efforts of teachers in order to ensure a good outcome. Conclusion was equally made that delegation of functions and keeping the communication network open, created good relationship between the principals and the teachers within the school system. The study showed that delegation of authority leads to efficiency and

effectiveness of teachers in schools. Delegation of authority makes the teachers become part of the school management team, makes them understand the operations of the school and enables the school to function with a lot of flexibility. Possession of power by the subordinate staff makes them work harder and creates enjoyment for them while doing their work.

Recommendations

Based on the above conclusions, the researcher recommended that:

1. Secondary school principals should avoid discrimination when delegating authority.
2. There should be a free flow of communication between the principal and staff in order to create opportunities for dialogue.
3. Duties and responsibilities should be delegated based on staff competence and capability.
4. Principals should delegate staff to represent them in seminars and conferences.
5. Teachers' opinions and contributions on delegated matters should be acknowledged and accepted by principals of secondary schools.
6. Principals should give staff members the power to carry out delegated authority.
7. Periodic in-service training should be organized for secondary school principals on the skills required for effective delegation of authority.

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