

**INFLUENCE OF PRINCIPALS' DELEGATION STYLES ON TEACHERS' JOB
SATISFACTION IN SENIOR SECONDARY SCHOOLS OF MALUMFASHI ZONAL
EDUCATION AREA, KATSINA STATE, NIGERIA.**

BY

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AND PLANNING.**

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DECLARATION

I hereby declared that this research work is the product of my research efforts undertaken under the supervision of Prof. A.O. Fagbemi and has not been presented for the award of a degree or certificate. All source have been duly acknowledged.

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CERTIFICATION

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DEDICATION

This research work is dedicated to my parents, late Alhaji Sani Tela and Haj. Saadatu Umar.

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Abstract

This study investigated the influence of principals' delegation styles on teachers' job satisfactions in senior secondary schools of Malumfashi zonal Education Area. As such, it was designed to look into the different delegation styles employed by the senior secondary school principals and how teachers responds towards the style in the schools under study. Six research questions were derived from the research objectives. The research design adopted was descriptive survey. The population of the study consisted of two hundred and forty eight (248) teachers and thirty (30) principals out of whom one hundred and fifty two (152) teachers and twenty eight (28) principals were randomly selected as recommended by Research Advisor (2006). Two self-developed questionnaires were constructed, one for principals named "Teachers' job satisfaction questionnaire" (TJSQ) and the other for teachers named "Principals' delegation styles questionnaire" (PDSQ). The questionnaires were validated by an expert in test and measurement of Bayero University, Kano after being

scrutinized by the project supervisor. Pilot testing was conducted in which twenty copies of the questionnaires were administered twice to both teachers and principals with the interval of two weeks. An r-value of 0.75 was found using Pearson product moment correlation coefficient (PPMCC) to ascertain the reliability coefficient of the instruments. Frequency counts and simple percentages were used to analyze the data collected. The results of the analysis revealed that, delegation styles, such as the tentative, the participative, the controlling and the collaborative, were available and employed by the principals of senior secondary school, and teachers responded to any style employed by their school principals via punctuality to school, willingness to accept and discharge delegated tasks and respect to school rules and regulations, to mention but a few. Based on the findings, the following recommendations were offered. principals should have confidence to apply both styles in common; delegate tasks/responsibilities to the teachers in their respective schools; schools rules and regulations should be clearly explained; then should be fair and just while delegating tasks to subordinates to make teachers appreciate, accept and discharge the delegated tasks assigned to them and be democratic in nature to welcome teachers' contributions in their respective schools.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

In the context of formal organization, the secondary school inclusive, delegation is the weapon by which the school manager succeeds in managing the organization. Therefore, delegation involves more than simply assigning tasks to employees, redistributing work load and letting them complete their work on their own. Duties are delegated in schools by the school principal using different styles of delegation. In a school setting, duties must be well defined. All people who have the authority should know what the scopes of their duties are and shouldn't misuse it. Authority is the right to give command and orders to get things done. And it always flows from top to bottom. Therefore, it explains how a superior officer gets work done from subordinates by clearly defining what is expected on such positions and how the subordinates should go about it.

In the case of the secondary school setting, the key officers, i.e. (Vice Principals and Heads of Department) run the sections and Departments on behalf of the schools principals. The organizational structure of schools provides a picture of delegation of duties from top to the bottom level of an organization. Furthermore, schools as organizations are not supposed to be static, as owners expect growth and development. As such, certain changes in staffing, student enrolment, curriculum development, societal demand on schools and so on may raise their complexity and amount more pressures on the school heads to delegate more tasks and duties to subordinates.

This study tries to assess the influence of delegation styles by the principals of senior secondary schools on teachers' job satisfactions in the Malumfashi Zonal Education Area, Katsina State. The independent variables considered in this study include the following:

delegation styles applied by the superior officer to his subordinates and the dependent variables of teachers' job satisfactions. In this study, supervisory duties can be referred to as the process of guiding the actions of others. While academic duties are the process of controlling the academic activities of the school as an institution. The delegation of duties by the principal flows to the vice principal's administrative office, the vice principal's academic office and other offices and committees attached to them. These committees comprise ad hoc and standing committees chaired by the most senior officers, such as Heads of Department, heads of section, senior master (Academic), the examination officer, guidance and counseling officer and games master, among others.

The duties delegated to the vice principal (Academic) include checking and correcting lesson plans and lesson notes, planning general school time-tables, distribution of students' admission procedure and examinations, among others. These duties are also re-delegated under him to key officers like the senior master (Academic), examination officer and guidance and counseling officer, among other officers. Supervisory duties include the supervision of instructions, disciplinary measures, library and laboratory services, school curriculum and the evaluation of learning outcomes, classroom supervision, examination supervision, class attendance registers, health, class and environment inspections, among others. These duties are delegated to key officers and other committees either standing or ad hoc committee.

The Vice principal (Administration) is next to the Principal in assigning duties to the staff, handling staff matters, signing attendance registers, assessing the annual performance evaluation report, welfare services, supervising loading accommodation, feeding, supply of water and electricity and the encouragement of clubs and public relations.

The secondary school administrator (Principal) cannot single-handedly supervise these services efficiently and effectively. Therefore, there is the need to delegate some of the duties

to staff and students which include the office of the vice principal, senior master (Administration), games master, patrons and prefects, among others.

Extra-curricular activities are found at all the levels of our school system, especially in secondary schools (Foster, 2008). The term "extra-curricular activities", "co-curricular activities" and "non-classroom" have all been used interchangeably to mean experiences and activities, such as clubs, athletics, music, drama, school publication, students' council, school clubs and various social events (Emmer, 2010). These multiple experiences form a third curriculum paralleling required and elective curricular and are well integrated into the daily school program (Barbieri, 2009). Generally, extracurricular activities are voluntary, approved and sponsored by school officials and attract no academic credit towards graduation (Lunenburg and Ornstein, 2008). Considering the above discussions, therefore, the delegation of duties is very vital in the school administrative setting and should be clearly defined by the school head to teachers (subordinates) and may consequently lead to effective job satisfactions by the subordinates in the school setting.

1.2 Statement of the Problem

The school, as an organization, has many tasks to perform. These tasks can not be run by the school principal alone. Therefore, delegation of duties using any styles from the school manager to subordinates (teachers) has to be considered since it is through this that an individual worker feel satisfied with the job and ultimately contributes his/her quota to the general growth and development of the organization. As such, different problems militate against the delegation styles adopted in our schools of today, like poor delegation of duties, bias in appointing duties to teachers, lack of control for every activity, negligence on other important matters, lack of confidence by subordinate(s) and segregation of feelings by the subordinate(s) as part and parcel of the success or otherwise in senior secondary schools of today.

However, the unwillingness of the principal to delegate duty is another problem in the school management. Some superiors/managers tend to think that they can do the job better without their subordinate(s) and distributions of workload capacity of an individual or group in authority. Some principals who are autocratic and power worshippers feel that if they have competent subordinates and delegate authority to them, most likely then might outshine them (Managers) and may be promoted. Due to lack of confidence in subordinates, managers may hesitate to delegate duties, if they feel that their subordinates are not competent to deal with the problems and take decisions. Even the fear of losing control over the subordinates acts as a problem to delegation. In addition, the fear of being exposed due to personal shortcomings may act as problem in the process of delegation.

On the other hand, the subordinate often developed habits of unpunctuality to school due to inability of the principal to adopt appropriate style while delegating responsibilities. Teachers decided to violate the school rules and encouraged others by neglecting their daily school activities. In addition, teachers contribute nothing in the general conduct of school core and extracurricular activities that required extra care and effective supervision such as school examination and test, students' meal, clubs activity, evening/night preps bed checking to mark the end of the day activities, to mention but a few. Moreover, teachers might decide not to participate in decision making and other administrative issues that required subordinates' contributions to deal with, just because of the nature of their principal and the delegation style adopted. A subordinate who is not confident about his performance/ability will certainly try to shirk responsibility even though his superior is prepared to delegate duties and authority to him. Fear of criticism can make the subordinate express unwillingness to accept duties. Absence of a positive incentive like recognitions, appreciations or monetary benefits may hinder subordinate(s) to accept duties delegated to them. It must be appreciated that school effectiveness depends on the nature of the school environment and the delegation styles adopted by the individual school principal. It is against these problems that the study is aimed

at finding out if proper use of delegation styles would lead to effective and efficient job satisfaction in the senior secondary schools of the Malumfashi Zonal Education Area.

1.3 Objectives of the Study

The objectives of the study is to:

1. Find out the various delegation styles employed by the principals of senior secondary schools in the Malumfashi Education Zone.
2. Examine the influence of principals' delegation styles on teachers' punctuality in the Zone.
3. Determine the influence of principals' delegation styles on teachers' willingness to accept and discharge duties in the Zone.
4. Ascertain the influence of principals' delegation styles on teachers' respect to school rules and regulations in the senior secondary schools of the Malumfashi Education Zone.
5. Examine the influence of principals' delegation styles on teachers' participation in school administration in the Zone.
6. Examine the influence of principals' delegation styles on teachers' participation in supervisory activities there.

1.4 Research Questions

The questions which the study hoped to achieve at the end of the study include:

1. What are the delegation styles employed by the principals of senior secondary schools of the Malumfashi Education Zone?
2. How often the Principals' delegation styles influence teachers' punctuality in senior secondary schools of the Zone?
3. How often the Principals' delegation styles influence teachers' willingness to accept and discharge duties responsible to them there?

4. How often the Principals' delegation styles influence teachers' respect to school rules and regulations in the senior secondary schools of Malumfashi Education Zone?
5. How often the Principals' delegation styles influence teachers' participation in school administration in the area?
6. How often the Principals' delegation styles influence teachers' participation in supervisory duties at the senior secondary schools of Malumfashi Education Zone?

1.5 Significance of the Study.

The study is intended to examine the influence of principals' delegation styles on teachers' job satisfaction in the senior secondary schools of the Malumfashi Education Zone, Katsina State, Nigeria. Findings and empirical results from the successful completion of this study will be significantly important and relevant to groups of individuals, professionals, Government, NGOs, parents, Board of Governors, Local council leaders, Ministry and other educational stakeholders.

The research work is of great benefit to Principals as the most senior head in schools management in improving their administrations and reducing heavy workloads through the proper delegation of duties in the areas of academic, extracurricular activities, financial, leadership and supervisory duties. Secondly, teachers at primary, secondary and tertiary levels could benefit from this study while executing their delegated responsibilities in increasing efficiency, improving leadership skills and handling some responsibilities as well as reducing overlapping duties among them. It will equally benefit stakeholders, such as parents, board of governors and local council leaders in partnering with head teachers in observing areas of success or otherwise and negotiate in decision making in order to run schools smoothly. However, Ministry of Education and other stakeholders, who are policy

makers, may find it easy to promote educational standards among the senior secondary schools in Nigeria at large. Finally, it may also guide researchers and academics to boost their knowledge and find better strategies to delegate duties.

1.6 Scope and Delimitations of the Study.

By scope, this study intended to investigate the influence of principals' delegation styles on teachers' job satisfaction in the senior secondary schools of the Malumfashi Education Zone, Katsina State, Nigeria. Therefore, only the Principals and teaching staff of the zone are included in the study. Therefore, nursery, primary and or junior secondary schools (public or private) are excluded from the study. By delimitation, the implication of the final results and findings of this study are restricted to only public senior secondary schools within the Malumfashi Education Zone, Katsina State. Based on the preliminary survey conducted by the researcher, it was discovered that there are three Local Government Areas in Katsina State that make up of the Malumfashi Education Zone, namely Kafur, Malumfashi and Kankara.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The chapter consists of the conceptual frame-work where the concept of delegation was discussed and other sub-topics in the concepts, such as delegation styles, delegation process, principles of delegation, delegation of supervisory duties, extracurricular activities, academic duties and financial duties as delegated by the Principal to his subordinates. However, the researcher related the research topic “Delegation styles and Job Satisfaction” to Fayals’ administrative management theory (1841-1925) and the need theory of McClelland (1961). Empirical as well as related research topics were also consulted in the study.

2.2 Conceptual Framework.

This unit discussed the concept of delegation, delegation styles, objectives, process and the principles of delegation, supervisory, academic, financial and extra-curricular activities.

2.2.1 The Concept of Delegation.

Delegation has many definitions and connotations. In this context, it means more than simply giving assignment to others. Delegation of duty is one vital organizational process. It is inevitable along with the expansion and growth of an enterprise. Sutherland and Canwell (2004) asserted that delegation usually begins with the identification of an individual suitable to perform a particular task. Delegation means assigning certain responsibilities along with the necessary authority by a superior to his subordinate staff. It does not mean the surrender of authority by the higher level manager. It only means the transfer of certain responsibilities to subordinates and giving them the necessary authority needed to discharge the responsibility properly. Delegation is quite common in all aspects of life, including the school

as an organization. The principal delegates some of his authority to the vice – principal. In delegation, an attempt is made to have meaningful participation and cooperation from subordinate, for achieving certain well defined results. Due to delegation, the routine responsibilities of the superior are reduced. As a result, he concentrates on more urgent and important matters. Due to delegation, subordinates become responsible for certain functions transferred to them. Delegation is a tool which a superior manager uses for sharing his work with subordinates and thereby raise his efficiency. Delegation is not a process of abdication but the person who delegates does not divorce himself from the responsibility and authority with which he is entrusted. He remains accountable for the overall performance and also for the performance of his subordinates. Delegation is needed when the volume of work to be done is in excess of an individual's physical and mental capacity. According to Miner (1999),“delegation takes place when one person gives another the right to perform work on his behalf and in his name and the second person accepts a corresponding duty or obligation to do that is required of him.” To Allan (1997),“delegation in educational management refers to teaching, learning, extracurricular and administrative tasks or activities entrusted to teachers by the principal in the hope that they will carry out the work or task that they have been delegated to do”. To Stoner and Wankel (1986) and Champman (2012), delegation is a two-way process by which a manager gives some of his or her work load of teaching and learning to others.

The study of the chapter includes delegation styles, process and principles as well as some duties, such as academic, financial, supervisory and extracurricular activities. These are studied in relation to the dependent variables of teachers' job satisfaction. According to Musa'azi (1988), the concept of delegation refers to the process of dividing up total work and giving part of it to subordinate(s). It is the delivery by one individual say to others i.e head-teacher to another (teachers) of the right to act, to make decision, to make a requisition of resources and to perform other tasks in order to fulfil responsibilities. Under this study, the

researcher would present academic leadership, financial and supervisory as well as extra-curricular activities as the major school duties delegated by the principal to his subordinates. For supervisory duties, this is the process of dispersing decision making closer to the point of service or action (Chandan, 1999). Academic duties: this is the process of giving certain individuals, with the necessary skills in the organization, certain occupations or jobs, which the administrator cannot do (Musaazi, 1997). Leadership duties are the situation of giving authority to those with responsibility in the organization authority to make decisions and have control over their environment (Cole, 1997). However, delegation in secondary schools has intervening variables, which may affect the teacher's satisfaction. In this study, they are controlled in order not to affect the outcomes. These are teaching experiences, teacher qualification, teaching load per week, learning environment, the responsibilities held and the area of specialization, which could lead to the success or otherwise in the school setting. The leader's behaviour further enhances the subordinate's work over the environment through directing, controlling, supervising, rewarding, proper communication, delegating duties and joint decision-making between principals and teachers, thus enhancing good performance among the staff. The leader defines the tasks and positions of subordinates, thus reducing stress among employees. By doing these, workers' expectations becomes high. Thus, their performance is improved.

Delegation occurs when some people ask others to perform tasks on their behalf. For most of us, delegation is an important part of daily life, e.g. we delegate to progress the task of acquiring various foods, we delegate to doctors the task of repairing broken bones and we delegate to news agencies the task of informing us about local and world events. Delegation is beneficial because we can use it to overcome personal limitation. This benefit is important because of limited time, energy and talents. When the people to whom we delegate devote their time, energy and talent to our needs, delegation increases the number of tasks that we can accomplish. In addition, scholarly study of delegation occurs primarily in the field of

political science, economics, and defence departments. The government of a large nation, for example, delegates to the defence ministry the tasks of maintaining national security and delegates to the finance ministry the tasks of managing the nation's economy. Indeed, the modern nation-state could not exist without delegation. In education management, teaching, learning, extracurricular and administrative tasks or activities are entrusted to teachers by the principal in the hope that they will carry out the tasks that they have been delegated to do (Allen,1997). Johnson and Parker (2000) see delegation as the accomplishment of work through others. Therefore, delegation differentiates managers from those who are not considered managers. Westhuizen (2004) believes that delegation is so important in management that he refers to it as the cement of the organization. According to him, if a single person is in charge of everything in an organization, the organizational goals and objectives may hardly be achieved. Therefore, delegation is a necessity to reduce the heavy workload associated with management. Managers have to transfer or delegate certain duties and responsibilities to their subordinates. This will enable them to concentrate on other critical issues. Quite often, managers want to delegate responsibilities but are hesitant to release an important task to someone else. That being the case, the following model which involves directing, coaching, supporting and delegating is outlined suggested, that is, by using it as a basis, school managers will adjust the degree to which they provide direction and/or support based on the developmental level of the person to whom they are delegating. According to Blanchard (2005), this model is made up of four styles which are matched to the following level of knowledge, skills, confidence and motivation specific to the task they are asked to accomplish. These are directing, coaching, supporting and delegating.

School managers define goals and roles, and provide instructions and close supervision. When it comes to directing, they continue to motivate, guide or stimulate the actions of people towards the attainment of desired organizational objectives. It is important to note that every directive or instruction should have certain characteristics and directions to complete,

preferably written. In the Blanchard model, high directive and low support behaviour are manifested. This means that the manager defines goals and roles, and provides specific instructions and close supervision. A good leader sets examples, provides guidance and encouragement. The coaching model indicates that leaders still direct but explain the parameters of the decision being made and ask followers for input and reactions. Coaching is when school managers train and instruct their subordinates to design a plan and procedure on how to carry out delegated tasks. When coaching is applied professionally and in good faith, many school problems could be easily eliminated. However, principals that are unwilling to perform their day to day management tasks would prefer to transfer some duties to subordinates without real direction, coaching, supporting, discussion and/or setting parameters. This may discourage the subordinate towards better performance and consequently lead to failure in achieving organizational goals. It is apparent that without effective delegation by school administrators, cases of in-efficiency, disharmony and poor performance could result (Missik, 2004). In Blanchard's situational leadership, managers and their subordinates share the responsibility of professional management of developing organizations. The goals and objectives of the school are achieved only when principals, school management teams, teachers and learners work collectively. The goal is to work with the people in such a way that their developmental levels would improve. While an individual might not like certain organizational responsibilities, he/she may be prepared to carry them out and continue working within the organization. In this style of management, managers are the pillars of the organization. They support employee efforts towards accomplishing goals. Before determining the style of delegations, the skills and levels of the maturity of subordinates would be considered. Delegating duties to the subordinates of low skill and level of maturity without effective guidance would only lead to the poor performance. Delegation underpins the style of management, which allows delegates to use and develop their skills and knowledge to the full potential. Without delegations, school principals may lose

subordinates' full participations in managing the school as an organization. Blanchard's situational leadership is, therefore, outlined to clarify some practical steps that are consistent with these models. However, the school principals in this case turn over some delegated tasks to subordinates and clearly describe the expected outcomes together with criteria and parameters they are familiar with, including resources and the level of authority they delegated. These models are relevant as they have influenced the choice of factors studied in this study.

Objectives of the Delegation of Duty

In any organization, there are a number of reasons why objectives of the delegation of duty are highlighted. These include;

- To reduce the excessive burden on the superior, i.e executives and managers functioning at different levels.
- To provide opportunities of growth and self-development to junior executives.
- To create a team of experienced and matured managers for the organization it acts as a technique of management and human resources development.
- To improve individual as well as overall efficiency of the organization (Allan, 2001).

2.2.2 The Concept of Delegation styles.

In managerial life, we are often time starved and over-stretched in terms of the volume of the work that we are asked to do and frequently lack the knowledge or experience to perform every task well. As a result, we have no choice but to engage in the practice in the best way possible. Of course, avoiding any kind of delegation is not a style at all. We are only concerned with individuals, who make an attempt to do so.

Although we may approach each opportunity to delegate in a different way every time, most people do so in quite consistent ways. As such, we can use a number of broadly helpful

categories, which describe a particular style or approach. These are the styles of being, controlling, tentative, participative and collaborative. Each of these styles can be adopted by the individual manager when delegating work of any kind to his subordinates.

- Tentative Style: - this is a delegation style whereby individuals are likely to be more frequently willing to delegate tasks or projects to others but may have several reservations. These reservations may extend to experience, capability or quality and can mean that it takes longer to delegate a task or that only part of a task is actually offered up. The downside of this style is that the feelings of reservation are often visible for others to see. This does little for the confidence of the person to whom the work is to be delegated and he/she may even question the value for starting the task at all.
- Controlling Style:- this is a delegation where by individuals are likely to give any task or projects to others on an occasional basis. They often supervise it so that they can potentially better control the quality of the input effort and the amount of time that the work takes to complete. The drawback of this style is that the supervision of work effort can be overdone with the individual's feeling "a micro-managed" and even not fully trusted to perform the task or project by them.
- Participative Style:- this is a delegation style whereby the individuals in it are likely to delegate work frequently as a prime means to help other individuals work in teams and experience different tasks to which they may have had little or no previous exposure. This style will like the delegator to stay involved closely with the person to whom the work is delegated. The downside of this style is that not every delegated task needs team work and the individual may not appreciate such close participation having been asked to work on a delegated task.
- Collaborative Style:- this is a delegation style whereby the individuals in it are likely to make a much more careful assessment about the individuals who will benefit from delegated work and then offer a task to each person on a selected basis. This will often mean much

closer collaboration with each individual at the early stages to help to determine how much confidence he/she has about the task and then collaborating subsequently as much or as little as necessary. The downside of this style is that some individuals may feel more favoured than others for the delegated task.

2.2.3 The Process of Delegation.

Delegation of responsibility to teachers and other staff in the school relieves principals from pressures of work. According to Eyre and Petting (1999), if the delegation of responsibility is not effective, it could lead to work over-load, delayed or inaccurate decisions, stress, resentment and low morale among the staff. The delegation process involves the following:

- Before delegating, the delegator has to decide the duties which are to be delegated to the subordinate or group of subordinates.
- Duties are delegated accordingly and the subordinate is told what is expected of him.
- The usual practice is to list the function to be performed by the subordinate and, if necessary, the targets to be achieved by the subordinate are also spelt out.

The manager (delegator) must communicate clearly his expectations. Competent and responsible employees may be given general guidelines about what needs to be accomplished. Their less competent and responsible counter-parts need more specific guidelines. In brief, in the first stage of the delegation process, duties are assigned to the subordinate. In second stage, the authority is granted by the delegator to his subordinate. Authority must be delegated strictly to perform the assigned duty. Therefore, the transfer of authority should be adequate, considering the duties assigned to the subordinate. In the third stage, the subordinate has to accept or reject the task assigned to him/her in the first stage along with the authority given in the second stage. If the delegatee refuses, the delegator has to make a fresh plan of delegation or may consider some other subordinate, who is capable

and willing to accept the assignment. The fourth and last stage of delegation process is the creation of obligation by subordinates (delegates) to perform the duties assigned to them in a satisfactory manner by using the authority given. However, the subordinate is also responsible and accountable for completing the assigned tasks.

2.2.4 The Principles of Delegation

The following are some of the principles of delegation that may be taken into consideration when delegating.

- Set Standards and Outcomes:- this is part of planning process where staff members participate in formulating outcome and agreed criteria for measuring performance. If teachers are part of the planning team for setting higher standards with regards to academic achievement, they will comply with the criteria (Deventer & Kruger, 2003).
- Ensure Clarity of Authority and Responsibility: - ensure that educators are clear about the task of teaching and learning and their authority to carry out the task assigned to them as well as organizing their responsibilities for achieving better academic results and their accountability for the results that they achieve (Deventer & Kruger, 2003).
- Involve Staff Members:- the manager should motivate staff members by including them in the decision making process, informing them whenever the need arise and improving their skills.
- Ensure the Completion of the Task:- by providing the necessary direction and assistance, the manager realizes that teachers complete the task assigned to them.
- Principle of Willingness and Proficiency:- according to Vander Westhuizen (2004), a task should not be delegated to a person who is unwilling or not qualified to complete it successfully. If there is no alternative, the necessary training and motivation should be provided together with the necessary guidelines.

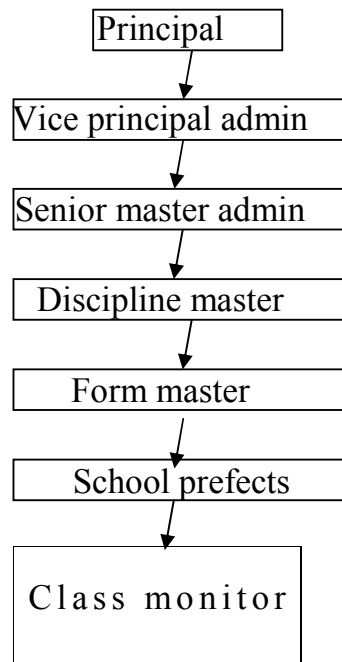
- Apply Adequate Control Measures:- accurate reports should be issued to teachers on a regular basis. This will enable them to compare their performance with predetermined standards and overcome their shortcomings (Deventer & Kruger, 2003).
- Principle of Applicable Authority:- when the principal assigned duties and tasks to teachers, the responsibility and authority associated with the tasks must also be delegated through the delegation of authority (Westhuizen,2004).
- Principle of the Unity of Command:- Westhuizen (2004) argues that if an individual is responsible or has to report back to more than one head, confusion arises .It is preferable to have only one direct head whom to report to.

2.2.5 Delegation of Supervisory Duties in School.

The Principal alone cannot perform all the tasks assigned to him. To meet the targets, they should delegate authority and responsibilities to their subordinates (teachers). The management of an organization in the modern environment practices allocating activities to be carried out by subordinates(Fiddle, Ressel and Simkins,1997). Delegation of authority means the division of power downward to the subordinate. Delegation is about entrusting someone else to do parts of your job. Delegation of authority can be seen as a sub-division and sub-allocation of powers to subordinates in order to achieve effective outcomes. Chandan, (1999) indicates that decentralization gives junior level managers and supervisors the authority to make decisions related to their roles and within the organizational policy guidelines. The allocation of activities and authorities makes junior staff responsible and more dedicated to their work, hence becoming innovative and initiative. However, the missing link here is that the management of secondary schools seems not effective despite the existence of delegated responsibilities in schools. This literature thus guides the study to establish the level of delegation in supervisory duties in schools and how this affects the management. Delegation of duties is the base of the superior – subordinate relationship.

Frischman (2010) indicates that decentralization also called departmentalization is the policy of delegating decision-making by the top authority down to the lower in an organization. A decentralized organization shows fewer tiers in the organizational structure, a wider span of control and Bottom to – top flow of supervision and ideas. In a centralized organization, supervisions are made by the top executive or on the basis of pre-set policies. These supervisions or policies are enforced through several tiers of the organization after gradually broadening the span of control until it reaches the bottom tiers. In a more decentralized organization, the top executives delegate much of their supervision authority to lower tiers of the organizational structure. As a correlation, the organization is likely by to run on less rigid policies and wider spans of control among each officer in the organization. The wider span of control also reduces the number of tiers within organizations, giving its structure a flat appearance. One advantage of this structure is, if the correct controls are in place, there will be the Bottom to – top flow information, allowing supervision by officials of the organization to be well informed about lower tiers operations. For example, if an experienced class captain at the lowest tier of an organization knows how to conduct effective classroom monitoring, the Bottom to – top flow of information can allow this knowledge to pass up to executive officers. In this literature, it emerges what delegation reduces the tier in supervision and enables the flow of ideas.

As in the diagram below:



Source G.D.S.S (2017)

For achieving effective supervisory roles, the principal delegates supervisory duties to the senior master (Admin.), Who plans the duty roster for each month on a daily basis. A daily supervisor report is prepared for the whole day's activities in the school by both the duty master and the duty prefect of the day. In a boarding school, such supervisory roles include the type of meal supplied and the quality and quantity supplied. Preps and games are reported. Finally, there used to be bed-checks to ensure that all the students are on their beds for bed-check to mark the end of the day's activities.

There is also the health master, who supervises the healthy environment, i.e the general cleanliness of classrooms, the school compounds, toilets, hostels and the kitchen. The health condition of students is also reported. The house masters also are delegated with the supervisory responsibility of their respective houses. They are responsible for ensuring that their hostels are habitable for their students. Any problem of lighting, toilets, water supply or

unruly behavior is managed by the house master, who always furnishes the Principal with state of the arts of the affairs of their hostels. Their effective supervision is facilitated by weekly inspection, usually carried out on Saturdays. Prefects are delegated responsibilities to supervise students in various sub-divisions, eg. health, kitchen, discipline, labour and library, to mention but a few.

2.2.6 Delegation of Academic Duties in School.

According to Bryan (2010), departmentalization which is a form of delegation is the system by which Firms are grouped into more provincial (narrow) units. Departmentalized firms can largely benefit from division of their work activities. Often coordination and control are provincial and made much easier, as top managers can view the various activities of their employees and how they are performing within the specific department. This enables the study in establishing how different departments in schools are made to coordinate their activities and promote good management in secondary schools. Musaaazi (1986) indicates that delegation as every problem is no longer referred to a central authority for a decision to be taken. For instance, the senior master (Academic) can take a decision without referring to the school principal. In this case, delegation permits making a decision with least delay. Gardner et al (2004) said that delegation provides an employee the opportunity to exercise self-direction and control, which signals to the employee that he/she is considered by the organization to be task competent, organizationally important and a contributing factor towards the development of the organization. Delegation is shown here to promote flexibility in decision making at middle and lower managerial positions without the interference of the top manager and also provides a chance for self-direction of employees. It became the researcher's interest to analyze how teachers in their departments render academic duties without waiting for the principal's order, hence contributing to good administration. According to Cliffs (2010), delegation is the downward transfer of authority from managers to subordinates. Most

organizations today encourage managers to delegate authority in order to provide maximum flexibility in meeting customer needs. Without delegation, managers do all the work themselves and underutilize their workers. What arises in this literature is that delegation leads to empowerment for people and the freedom to contribute ideas and do their jobs in the best possible ways. The study thus attempts to establish how well delegation of academic duties allocated in various departments of secondary schools brings about effective teacher job performance. Mathew (2010), states that delegation is an integral part of every employees work. Delegation is required either upward or downward based on the employee's position in the organizational hierarchy. Chapmen (2005), indicates that people can take responsibility for the jobs which manager does not have time to do once they have learnt how to work with the manager. As such, the transfer of works to people whose skills in a particular area are better than the supervisor. The Transfer of responsibility develops staff initiative performance, which may consequently lead to effective school management. The ideal position to reach as a supervisor is on where the staff member carries out all routine activities of the manager's team. This gives the manager time to plan, think and improve efficiency at work. This literature imperatively points out that delegation helps the manager to exploit the efforts of employees where his expertise may be lacking and still his time is needed. However, in schools many principals may not admit their inadequacy in some areas. This guided the study in establishing how the principals take advantage of the teacher's expertise and save time in assigning responsibilities and how this affects the school management.

The granting of the freedom to act by the superior is evidence in the subordinate response by developing a constructive sense of responsibility (Rao and Narayana, 1987). Delegation work to specialists who possess detailed knowledge for realistic decision-making make tasks be performed quickly and efficiently. Control can be maintained through periodic reports, special reports, informal meetings and personal visits (Musaazu, 1988). Teachers develop a sense of partial potion in the running of their schools when they are given some voice in the

decision, which affects them in their day – to – day work. Thus, encourage knowledge transfer and initiatives considering the specialization area in the school organization. That leads academic activities/duties to be delegated based on the teacher's expertise. First and foremost, the delegation of authority on academic duties is that of the senior master (Academics). He/she prepares the school time-table, checks staff attendance, sign the weekly record of work, supervises the general conduct of examinations and tests and prepares the invigilation roster etc. The head of department ensures that teachers plan their lessons in conformity with the National Curriculum for secondary education; Provides the required teaching /learning resources for effective lesson delivery, makes requests where the materials are not available in the school etc. Monitors also keep the teacher's attendance register to ensure that all teachers attend their lessons. The attendance register is usually brought to the Senior Master (Academic) after school hours and collected back in the morning of the following day.

However, the academic duties in the school setting deal with cognitive activities, which require basic knowledge and the professionalism to render. Whereas supervisory duties deal with the effective supervision and monitoring of whole school activities at various levels of the managerial position in the school as an organization.

2.2.7 Delegation of Financial Duties in Schools.

The principal is the overall seer of the school account and other projects that have to do with money. But since the principal cannot control all the aspects of the school program, the financial duty is assigned to a school Bursar to act as the financial manager. The duties of a school Bursar include the following:

- I. Managing and monitoring budget and payroll.

- II. Prepares regular management accounts holders and report on the financial state of the school to the government.
- III. Advises head teachers (principal) on investment and financial policy.
- IV. Prepare appraisals for particular projects and developing a business plan (long term financial strategy) for the future development of the school.
- V. Ensures compliance/working toward compliance with the financial standard in schools and use financial management information, especially benchmarking tolls, to identified areas of relative spending, assess trends and directly advise the school board management committee or leadership group accordingly.
- VI. Takes care of how to manage the school accounting function, ensuring efficient operation according to agreed procedure and maintain those procedures by conducting annual reviews.
- VII. Monitors all accounting procedures and resolves any problem, including ordering processing and payment for all goods and services provided in the school.
- VIII. Operation of all bank accounts, ensuring that a full reconciliation is undertaken at least once per month, maintaining assets register and preparing invoices and collecting of fees and other dues; taking legal action where necessary to recover bad debts; preparing the final accounts and liaising with the auditors and reporting immediately any exceptional problem.
- IX. Maximizes income generation within the ethos of the school; ensures best value principles are adopted, for example, in extended schools activities, he secures funds to which the school is entitled.
- X. He also acts as point of contact with central and other agencies with regards to grant applications, gifts and other donations; bids service contracts, securing bid based competitive fund by the effective use of a bidding system and contacts and also manages contract services, such as catering and clearing.

XI. Seeks professional advice on insurance to the agencies concerned.

The principal ensures the school makes the best possible use of resources through effective strategic planning and ensuring sustainability; Manages all the disciplines of finance, human resources management, I.C.T, estate management, whole school administration and marketing. This includes all the general training and development of staff and all matters within the management of the school which are supportive to but not involves teaching functions; manages all the aspects of school business in a sustainable manner; manages administrative functions, including administrative I.C.T. facilities, school reception, reprographics, records, telephones and computer network. The principal's leadership style influences the efficiency and also the effectiveness of teacher performance in the school. (Alageheband, 1997).

2.2.8 Delegation of Extracurricular Activities Duties in the School.

The principal has the ultimate responsibility for all extra-curricular activities in the school. The immediate supervisors of extra-curricular activities may be delegated and should be qualified staff members or competent adults. A job description should be written to provide the parameters of this delegation. Parents and other adults who serve as coaches, moderators and Imams are accountable to the principal in all the activities that are school-based. Extra-curricular activities and quizzes, among others, are not provided for in that part of the school program, which is usually designated as the curriculum. Extra-curricular activities must be suited to the age of students. Many of the activities that are well suited to the students of early adolescent years will not appeal to them later on. Extra-curricular activities by whatever name they are called are an essential and a vital and an extensive part in Nigeria. The development of skills by working in groups, the cultivation of hobbies and interests, the production of yearbooks, newspapers, plays and participation in inter scholastic athletics and

intramural sports present many opportunities to students discover and develop talents that approximate life in the adult community (Larsan, 2006).

Extracurricular activities include the following:

- I. Arts, theatre, music, dance, painting, photography, creative writing and other creating endeavours.
- II. Religious activity, community outreach, helping the elderly, event planning, community suppers, teaching of organizing for summer camps and retreats, missionary work and any other activity run through the mosque/church.
- III. Clubs, chess club, athletes, mock trial, debate, anime club, role playing club, language clubs, film club, skateboarding club, diversity/minority groups, e.t.c.
- IV. Community activity, community theatre, event organizing, festival staff and many other activities that are organized through the community, not the school.
- V. Governance, student government, student council, community youth board, advisory boards, e.t.c.
- VI. Media, local television, school radio or television, year book staff, school newspaper / magazine, literary journal, logging and online journaling, local newspaper and any other work that deals with communications.
- VII. Sport, football, baseball, hockey, track, gymnastics, prom, swimming, soccer, cheer-leading, e.tc.
- VIII. Volunteer work and community service, volunteer fire department, animal rescue, nursing work, community fund raising and any other works that help schools and the community as a whole free of charge.

According to Gardner, Roth and BrooksGunn (2008), participation in organized activities during high school is positively associated with educational civic and, to some extent, occupational success in young adulthood.

The functions of extracurricular activities include the following:

- I. Provide experiences that are not included in the formal courses of study.
- II. Permit students to apply knowledge acquired in formal courses and acquired concepts of democratic life.
- III. When managed properly, the extracurricular activities program allows for a well-rounded, balanced program by reinforcing learning, supplementing the required and elective curriculum, formal courses of study, integrating knowledge and carrying out the objectives of democratic life (Barbieri, 2009, Hill, 2008, Jones, 2011).
- IV. Clubs associated with a subject matter discipline have a considerable reinforcement value. The English Club may be used as an example of reinforcing learning. The English Club extends the time students spend working on the aspect of the English language. During the course of club activities, specific linguistic learning is reviewed and extended.
- V. Another function of extracurricular activities is to supplement the required and elective courses of study. This function supplements the curriculum with experience which are not possible in regular classroom settings. Thus, such activities as school dances, student council, chess, publication and sports add opportunities to total learning experiences as well as worthwhile leisure-time activities to the total learning process.

2.2.9 The Concept of Job Satisfaction.

The concept of job satisfaction means the collection of feelings and beliefs the people have about their current job set of favourable or unfavourable feelings with which employees view their work (George and Jones, 2002). It includes feelings of related pleasure or pain that differ from objective, thought and behavioural intentions like, "I enjoy my job," "My work is complex and I plan to resign", for those who like the work and those who are not satisfied

with their work, respectively. In this study, job satisfaction was looked at in terms of the contentment, enthusiasm and commitment of teachers.

Contentment refers to how one is satisfied with the job, that is, how one is ready to continue working, Enthusiasm refers to the zeal in the individual to accomplish tasks and commitment refers to continue working for the organization (Gove, 2002). In line with this, Blum and Major (1968) defined job satisfaction as the result of various attitudes the employee holds towards his job, toward related factors and towards life in general. In addition to the above, the researcher believes that job satisfaction is the positive or negative psychological feelings that an individual has about his job. As such, what is satisfying to one teacher may not be satisfying to another. Hop pock (1955) defined job satisfaction as any combination of psychological, physiological and environment circumstances that cause a person truthfully to say, "I am satisfied with my job" Going by the above discussion, therefore, job satisfaction could be evaluated when the influences of satisfactions are weighed with the influences of dissatisfactions equally. Underwood (1957), conceptualized job satisfaction as the experience with workers report as satisfying, people tend to do jobs which reward them positively. In relation to this, Breyfield and CrockBette (1995), opined that less satisfied workers have higher rates of absenteeism and are more apt to quit their jobs. This by implication shows that punctuality or otherwise determines the satisfaction or dissatisfaction of teachers in the senior secondary schools of the Malumfashi Education Zone.

However, job satisfaction has emotional, cognitive and behavioural components. The emotional component refers to feelings regarding the job, such as boredom, anxiety or excitement. The cognitive component refers to beliefs about ones' job, i.e the job is mentally demanding and challenging. The behavioural component refers to people's actions in relation to their work, that is, being tardy, staying late, pretending ill just to avoid the job (Bernsten and Nash, 2008). Bidwell (1956), stated that the satisfaction of teachers with their work is

especially important because they seem to be intimately bound up with the satisfaction of the needs of students and the creative personal nature of the teaching process would require a feeling of satisfaction and positive identification with the school on the part of the teacher. Especially the implementation of its objectives depends on the knowledge, skills and motivational morale of its personnel, especially teachers. It is, therefore, necessary for principals and educational agencies to have knowledge and experience of teachers' job satisfaction so as to raise their morale, as it is important to the school management. However, salary, allowances, promotion, training and the development of teachers as well as positive incentives such as monetary rewards, are the common factors that lead to effective teachers' job satisfaction.

2.3 Theoretical Framework

Theory, as could be observed from a number of theorists, is the body of knowledge comprising concepts and principles that are meant to explain phenomena. Koontz and Whitch (1988), defined theory as “systematic grouping of inter-defended concepts and principles which give a framework to tie together with significant knowledge.” The philosophy of this study hanged on the needs and administrative management theories.

2.3.1 The Need Theory

The Needs Theory also known as the three needs theory or learned theory proposed by psychologist, David McClelland (1961), is a motivational model that attempts to explain how the needs for achievement, power and affiliation affect the actions of people from the managerial context.

Need for power (n-pow): power is the ability to induce or influence the behavior of others. The people with high power needs seek high-level positions in the organization, so as to

exercise, influence and have control over others. Generally, they are outspoken, forceful, demanding, practical/realistic-not sentimental and like to get involved in the conversation.

Need for affiliation (n-affil):people with these needs derive pleasure from being loved by all and tend to avoid the pain of being rejected. Human beings are social animals. Therefore, they like to interact and be with others where they feel people accept them. Thus, people with these needs like to maintain a pleasant social relationship and enjoy the sense of intimacy and like to help and console others at the time of trouble.

Need for achievement (n-ach):McClelland found that some people have an intense desire to achieve. The following characteristics were identified with regards to the high achievers, viz:

- high achievers take moderate risks, i.e. a calculated risk while performing their activities in the management context. This is opposite to the belief that high achievers take high risks.

- high achievers seek to obtain immediate feedback for the work done by them, so as to know their progress towards the goal. Once the goal is set, the high achiever puts himself completely into the job until it gets completed successfully.

- a person with a high need for achievement accomplishes the task that is intrinsically satisfying and is not necessarily accompanied by material rewards.

The theory is relevant to this study as it's postulated that the person's level of effectiveness and motivation is greatly influenced by these three basic needs. This theory pointed out two factors that are important for this study. These are achievement and power. McClelland propounded that individuals with a strong need for achievement ask for, accept and perform well in challenging tasks, which require creativity, ingenuity and hard work. While the need for power people, on the other hand, have the desire to affect and control the behaviour of other people and manipulate their surroundings (Chandan, 1999). In this study, it was

hypothesized that the assertions of the theory were important, as they guided on how to carry out an investigation in principals' delegation styles and teachers' job satisfaction.

2.3.2 The Administrative Management Theory

The theory was developed around 1900 by the French management theorist Henri Fayol (1841-1925). It was through his work as a philosopher of administration that he contributed most widely to the theory and practice of organizational management. He opined that focusing on managerial practices could minimize misunderstanding and increase efficiency in organizations.

The theory pointed out two factors that are important for this study, i.e. management functions and organizational structure. Fayol propounded that in an organization with strong needs of management function, people in the managerial position have the desire to affect and control the activities of other people and manipulate their surroundings. In relation to this, postulations, such as authority and responsibility, order, equity, centralization, remunerations and scalar chain are very vital. Whereas the needs for a well organizational structure in a school setting brings about teachers' job satisfactions via postulations like division of work, initiative and stability of tenure. In this study, the administrative theory also highlighted some important guidelines on how the delegation of duties to secondary school teachers should be carried out in the school organization and how it affects teachers' job satisfactions. This is because there was a high rate of teacher absenteeism, poor student performance in national exams, teachers demand for transfers, work conflicts among head teachers, a high rate of staff turnover and low morale and students' strikes (Sasagah 2007). Taking Fayol's theory into consideration, school principals will effectively and efficiently transfer some responsibilities and authority to subordinates.

2.4 Review of Empirical Studies

This section presents the review of related researches carried out by other researchers in other parts of the world to complement the effort of the present researcher. In a related study carried out by Oghrubu (2012), on the determinants of effective and ineffective supervision in the school teacher perspective, Abraka, Delta state, Nigeria, the study identified determinates of effective and infective supervision in schools. Forty-two questionnaires were administered and two research questions raised and answered using percentage. Null hypotheses were formulated and tested using Spearman rho and z- test statistics at the 0.05 levels of significance. The study is relevant on the assessment of practices of the delegation of supervisory duties and job satisfaction in the senior secondary schools of the Malumfashi Zonal Education office. This relevance is exhibited in one of the variables, i.e. delegating supervisory duties by principals in the secondary schools of the area.

Another study carried by Sikhoya (2014), on delegation of duties to personnel and its influence on academic achievement in Bungoma District secondary schools, Kenya. This study investigated how delegated duties and factors influence head teachers on school performance in the Kenya certificate of secondary education (KCES). In the study, it was concluded that delegation was a contributory factor to school academic achievement among other factors like student intellectual ability and the school environment. Recommendations were made for the head teacher to be regularly in-serviced on school administration, staff balancing to distribute teachers fairly in all school duties and the Inspector to visit schools more often than earlier to monitor the standardization of schools functioning. This observation is in line with the delegation of academic duties by principals of the senior secondary schools in the Malumfashi Zonal Office.

Another related study was that of Musenza, Thomes and Lubega(2014), on delegation and job satisfaction evaluation within Uganda's primary education sector. The purpose of this

investigation was to determine the impact of individual dimensions of delegation on primary school teachers and job satisfaction. A cross-sectional survey research design was used in the study. This is also relevant to this study, hence, the research tries to find out the relationship between delegation of duties by the senior secondary schools principals and teachers job satisfactions in the Malumfashi Zonal Education Office. However, in the area of the delegation of academic duties, this research also examined the work of Oluremi (2003), on principal organizational management and student academic achievement in the secondary schools in Ekiti state, Nigeria. The study investigated the managerial roles of principal in relation to student academic performance in the school certificate examination. Descriptive survey research design was used to elicit information from the school principals and teachers on how the organizational management of principals effects the academic achievement of students. The findings showed that principals adopted quality improvement measures to encourage team work with staff and students and participated in academic activities that influenced academic achievement in the schools. As such, they were involved in the academic activities of students by supervising teacher's work and students, and discipline and discourage examination malpractices. Thus, the study of Oluremi is related and relevant to this study, as it dealt with academic activity, which is one of the targets in this research.

Another study carried by Kiprop(2012), on the effects of the delegation of duties and responsibilities in the management of primary schools in Kosirah Division Nandi north district, Kenya. The study evaluated the effects of the delegation of duties and responsibilities in the management of primary schools. The objectives of this study were: to identify form of delegation used for delegation by primary school head teachers; determine the suitability of the techniques used by primary school administrators; determine the effects of delegation on the management of schools and identify the challenges that school head teachers in Kosirah division faced in delegating duties and responsibilities to the teachers in their schools. The study was based on the human resources model of management derived

from the dual-model theory advanced by Miles (1975). This is also relevant as the study tries to assess the practices of delegation of duties by the principals of the senior secondary school in the Malumfashi Zonal Education Office.

In a recent study carried out by Muhammad (2015), on the assessment of the practices of the delegation of duties by principals of secondary schools in Funtua, Katsina state, Nigeria, it assessed the delegation of duties and job performance. Descriptive survey design was used to determine the delegations of leadership, supervisory and academic duties where the independent variables in relation to the dependent variable of teacher job performance. However, in the study, five objectives, research questions and research hypotheses were formulated to ascertain the effectiveness of delegation of duties by the Principals and teacher's job satisfactions. The study recommended that there is a positive relationship between supervisory duties and subordinate staff and between leadership duties and subordinate staff, etc. The study is related and relevant to this study, as it touches some points of the target study, i.e. Leadership and supervisory duties delegated to teachers by their school Principals.

Another study was carried out by Kelepolo (2011), on the relationship between participation in extracurricular activities and the proficiency assessment of students in a suburban school district, Nevada, Las Vegas. The purpose of the study was to discover whether a relationship existed between participation in extracurricular activities and meeting Utah proficient assessment standards. In the study, the relationship between academic success and participating in extracurricular activities was found concretely in the research. However, the schools must make a budget decision, which placed activities and academics in competition for those funds. The study is relevant and related to one variable of this study, i.e. delegation of extracurricular duties and the teacher job satisfactions.

Another study carried by Birk (2018), on employees' attendance and punctuality in Clipston Primary school. The findings revealed some of the reasons as to why there is lack of punctuality among staff like; Different work attitudes of job satisfaction, job involvement and organizational commitments. And finally possible measures were discovered. Thus, the study of Birk is related and relevant to this study as it dealt with one objective of this study i.e examine the influence of Principal's delegation style on teachers punctuality.

Another study carried by Waller (2018), on duties and tasks for secondary school teachers in Holland. The objectives of the study were to identify the duties expected by a secondary school teachers in the class, general school setting, extracurricular and administrative tasks. This is related to this study as it's dealt with one objective of this study i.e teachers willingness to accepts and discharged responsibilities in the senior secondary schools of the area.

Another study carried by Pokharel (2018), on the school rules and regulations for teachers in Chitrawan secondary school Kalika Municipality, Chitwan. In the study thirty four rules and regulations were discussed. This support one objective of the study i.e teacher's respect to school rules and regulations.

2.5 Summary and Uniqueness of the Study.

This chapter presents a review of related theories, concepts and relevant empirical studies, which were discussed under the following subheadings: theoretical framework, the concept of delegation, delegation styles, objectives, the process and principles of delegation of duty and the delegation of supervisory, academic, financial and extracurricular duties in a school, as well as the concept of job satisfaction.

This study is unique from other studies previously conducted, especially in terms of location, population and types or levels of education. It is intended to be conducted in the senior

secondary schools of the Malumfashi Zonal Education Office. The study also is unique in terms of data analysis procedure. Some of the previously conducted researches used frequency count, simple percentage and chi-squares test, while this study used frequencies and percentage. In addition, the study is also unique based on the fact that the researcher used simple random sampling in sampling the population of the study. It enable the researcher to objectively generalize the research findings. The needs and Fayol's administrative management theories were used in the study to indicate how the formal organizations or (school) can attain its established goals and objectives.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents the methodology and procedure used in the course of the study. The main focus of the chapter is to discuss the research design, population of the study, sampling techniques, data collection instrument, validity and reliability of the instrument, data collection procedure and data analysis technique.

3.2 Research Design

The researcher adopted descriptive survey design for the conduct of this research. Bichi(2004), defined descriptive survey research as a systematic attempt to describe the characteristics of a given population or an area of interest factually. This study sets out to assess the delegation styles employed by senior secondary school principals and how such styles influence teachers' job satisfactions. Descriptive survey is chosen to enable the researcher to investigate and equally ascertain the views, facts and opinions about the delegation styles employed by senior secondary school principals and teachers' job satisfactions in the senior secondary schools of the Malumfashi Education Zone.

3.3 Population and Sample of the Study

3.3.1 Population of the Study

The population of this study comprises all the Principals and classroom teachers in the public senior secondary schools of the Malumfashi Zonal Education Office, Katsina State. There are total number of thirty (30) senior secondary schools and their Principals respectively with a total population of two hundred and forty eight (248) teaching staff summarized in the Table below:

Table 3.3.1: presents the distributions of population of the study

Number of public sec. schools	Number of Principals	Number of Teachers
30	30	248

Source: Malumfashi Zonal Education office (2017)

3.3.2 Sample Size

Once a population has been rectified, a decision needs to be made on whether to take a census or select a sample. A sample is simply a sub-set of the population. The issue of the sample arises from the inability of the researcher to test the entire individuals in the given population. Therefore, the sample must be representative of the population from which it is drawn to warrant statistical analyses.

In this study, the researcher used recommendations made by Research Advisors(2006), in sampling the subjects. The appropriate sample size for two hundred and forty eight (248) teaching staff is one hundred and fifty two (152) and thirty (30) senior secondary school Principals of the Malumfashi Education Zone is twenty eight (28), as summarized in the Table below:

Table 3.3.3: Presents the distribution of sample size of the study.

Number of Principals	Number of Principals selected	Number of Teachers	Number of Teachers selected
30	28	248	152

Source: Research Advisors (2006)

3.3.3 Sampling Techniques

After determining the appropriate sample size, the next issue is selecting the predetermined number out of the study population. The sample of 152 teaching staff and 28 Principals was selected via simple random sampling techniques without using names rather than numbers in

sampling subjects to ensure that every individual has an equal chance of being selected in the sample.

3.4 Data Collection Instruments

The researcher designed questionnaires as the major instruments of data collection in this study. Two set of structured questionnaires were developed and presented to the school Principals and their subordinates. The first instrument is the principals' delegation styles questionnaire (PDSQ) for teachers. And second instrument is teachers' job satisfactions questionnaire (TJSQ) for principals. The first instrument contained one section with statements that require answers from teachers. The second one also contained five sections (A-E) with statements that require answers from the school Principals. And both share the same characteristics of a Likert-type point rating scale for quantitative data, for example: Agree, Undecided and Disagree.

3.5 Validation of the Instrument.

3.5.1 Validity of the Instruments

In order to ascertain the face validity, the questionnaires were subjected to the project supervisor to validate the instruments through deleting and insertion of what is appropriate in them. Then, they were taken to specialists in measurement and evaluation to ensure the instruments measured what they were supposed to measure.

3.5.2 Reliability of the Instruments.

The objective of pilot testing was to determine the reliability coefficient of the instruments, as well as to asses and evaluate the ability of the subjects in responding to the questionnaires. Test re-test pilot testing was conducted in which twenty(20) copies were administered twice to the subjects with an interval of two week and the results of the test analyzed statistically using Pearson Product Moment Correlation Coefficient (PPMCC). A coefficient(r-value) of 0.75 was obtained which made the instruments reliable for the study.

3.6 Data Collection Procedure

The researcher used the two structured questionnaires (PDSQ and TJSQ) as the procedure for collecting data. The instruments were administered to respondents by the researcher through visiting the public senior secondary schools sampled in the study. However, the respondents were encouraged by the researcher via explaining the purposes and the significance of the research work and assured of the confidentiality of their responses. However, out of 180 questionnaires, 157(87.22%) were retrieved as return rate, indicating that 23(12.78%) copies were recorded as a mortality rate.

3.7 Data Analysis Procedure

The data collected from the questionnaires were analyzed using descriptive statistics (frequencies and percentage) and computed, tabulated, analyzed and presented in tabular form as well as in frequencies and percentages. The raw scores from the frequencies were converted to percentages using descriptive statistical techniques, such as mean and percentage, to answer the questions in Chapter One.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter presents the data analysis and interpretation of the findings and a summary of the findings as well as discussions of the major findings.

4.2 Data Analysis

4.2.1 Answers to Research Questions

Research Question One: what are the delegation styles employed by the principals of the senior secondary school of the Malumfashi Zonal Education Area?

To answer Research Question One above, four test items in tentative and participative and three test items in controlling and collaborative styles were used to analyse the responses using frequency counts and percentages:

Table 4.1 Simple percentages on responses of the teachers on delegation styles employed by the principals of senior secondary school in the Malumfashi Education Zone.

S/N	S t y l e s	Test-items	D i s a g r e e	U n d e c i d e d	A g r e e d	T o t a l
1.	Tentative	i	25(19.23%)	19(14.62%)	86(66.15%)	130(100%)
		ii	21(16.15%)	17(13.08%)	92(70.77%)	130(100%)
		iii	24(18.46%)	15(11.54%)	91(70%)	130(100%)
		iv	27(20.77%)	14(10.77%)	89(68.46%)	130(100%)
		Total i	97(18.65%)	65(12.5%)	358(68.85%)	520(100%)
2.	Controlling		26(20%)	19(14.62%)	85(65.38%)	130(100%)
		ii	28(21.54%)	21(16.15%)	81(62.31%)	130(100%)
		iii	37(28.46%)	28(21.54%)	65(50%)	130(100%)
		Total	91(23.33%)	68(17.44%)	231(59.23%)	390(100%)
3.	Participative	i	39(30%)	28(21.50%)	63(48.46%)	130(100%)
		ii	28(21.54%)	31(23.85%)	71(64.62%)	130(100%)
		iii	17(13.08%)	36(27.69%)	77(59.23%)	130(100%)
		iv	46(35.39%)	34(26.15%)	50(38.46%)	130(100%)
		Total I	130(25%)	129(24.81%)	261(50.19%)	520(100%)
4.	Collaborative		29(22.21%)	27(20.77%)	74(56.92%)	130(100%)
		ii	36(27.69%)	32(24.62%)	62(47.69%)	130(100%)
		iii	32(24.87%)	14(10.76%)	84(64.62%)	130(100%)
		Total	97(24.87%)	73(18.72%)	220(56.41%)	390(100%)
Average			103.75(22.80%)	83.75(18.41%)	267.5(58.79%)	455(100%)

Source: PDSQ

From Table 4.1, it was revealed that the total average of 267.5 responses (58.79%) agrees that the delegation styles were available and employed by the principals of the senior

secondary schools of the Malumfashi Education Zone. Indeed, out of the four styles, the tentative, style which has 68.46% responses, is the delegation highly employed by the principals of the area.

Research Questions Two: Do the principals' delegation styles influence the teachers' punctuality in the senior secondary schools under this study?

To answer Research Question Two above, five test items of section "A" were used to analyze the responses of the respondents.

Table 4.2: Frequency counts and simple percentages on the responses of the subjects on teachers' punctuality in the senior secondary school of the Malumfashi Education Zone.

S/n	Disagreed	Undecided	Agreed	Total
1	09(33.33%)	03(11.11%)	15(55.56%)	27(100%)
2	04(14.81%)	02(7.41%)	21(77.78%)	27(100%)
3	05(18.52%)	02(7.41%)	20(74.07%)	27(100%)
4	02(7.41%)	00(00%)	25(92.59%)	27(100%)
5	02(7.41%)	03(11.11%)	22(81.48%)	27(100%)
Total	22(16.30%)	10(7.41%)	103(76.29%)	135(100%)

Source: TJSQ

From Table 4.2, the total of 103 respondents (76.29%) agreed that the teachers of the senior secondary schools in the Malumfashi Education Zone are punctual.

Research Question Three: Do the principals' delegation styles influence teachers' willingness to accept and discharge delegated tasks in the schools under study?

To answer Research Question Three above, five research questions of Section 'B' were used to analyze responses of the respondents.

Table 4.3: Frequency counts and simple percentages on the responses of the subjects on teachers' willingness to accept and discharge delegated tasks.

S/No	Disagreed	Undecided	Agreed	Total
1	04(14.81%)	01(3.70%)	22(81.48%)	27(100%)
2	01(3.70%)	02(7.41%)	24(88.89%)	27(100%)
3	00(00%)	02(7.41%)	25(92.59%)	27(100%)
4	07(25.93%)	04(14.81%)	16(59.26%)	27(100%)
5	01(3.70%)	04(14.81%)	22(81.48%)	27(100%)
Total	13(9.63%)	13(9.63%)	109(80.74%)	135(100%)

Source: TJSQ

From Table 4.3, the total of 109 respondents (80.74%) agreed that the teachers of the senior secondary school in the Malumfashi Education Zone willingly accept and discharge the task/responsibilities delegated to them in their respective schools.

Research Question Four: Do the principals' delegation styles influence teachers' respect to school rules and regulations?

To answer research question four above, five test-items of Section 'C' were use to analyses the responses of the respondents.

Table 4.4: Frequency counts and simple percentages on the responses of the subjects on teachers' respect to school rules and regulations.

S/No	Disagreed	Undecided	Agreed	Total
1	03(11.11%)	01(3.70%)	23(85.19%)	27(100%)
2	02(7.41%)	01(3.70%)	24(88.89%)	27(100%)
3	01(3.70%)	02(7.41%)	24(88.89%)	27(100%)
4	02(7.41%)	03(11.11%)	22(81.48%)	27(100%)
5	02(7.41%)	01(3.70%)	24(88.89%)	27(100%)
Total	10(7.41%)	08(5.92%)	117(86.67%)	135(100%)

Source: TJSQ

From Table 4.4, the total of 117 respondents (86.67%) agreed that the teachers of the area respect school rules and regulations.

Research Question Five: Do the principals' delegation styles influenced teachers to participate in school administrations?

To answer research question five above, five test-items of Section 'D' were used to analyses the responses of the respondents.

Table 4.5: Frequency counts and simple percentages on the responses of the subjects on teachers' participations in schools administrations.

S/No	Disagreed	Undecided	Agreed	Total
1	01(3.70%)	00(00%)	26(96.30%)	27(100%)
2	03(11.11%)	02(7.41%)	22(81.48%)	27(100%)
3	00(00%)	04(14.81%)	23(85.19%)	27(100%)
4	02(7.41%)	01(3.70%)	24(88.89%)	27(100%)
5	00(00%)	03(11.11%)	24(88.89%)	27(100%)
Total	06(4.44%)	10(7.41%)	119(88.15%)	135(100%)

Source: TJSQ

From Table 4.5, the total of 119 responses (88.15%) respondents agreed that, the teachers participate in school administration in the senior secondary schools of the area.

Research Question Six: Do the principals' delegation styles influence teachers' participation in supervisory activities in my school?

To answer Research Question Six above, five test-items of Section 'E' were used to analyse the responses of the respondents.

Table 4.6: Frequency counts and simple percentages on the responses of the subjects on teachers' participation in supervisory activities.

S/No	Disagreed	Undecided	Agreed	Total
1	04(14.81%)	01(3.70%)	22(81.48%)	27(100%)
2	02(7.41%)	01(3.70%)	24(88.89%)	27(100%)
3	00(00%)	03(11.11%)	24(88.89%)	27(100%)
4	02(7.41%)	04(14.81%)	21(77.78%)	27(100%)
5	13(48.15%)	04(14.81%)	10(37.04%)	27(100%)
Total	21(15.56%)	13(9.63%)	101(74.81%)	135(100%)

Source: TJSQ

From Table 4.6, the total of 101 respondents (74.81%) agreed that the teachers of the area participate in supervisory activities in their respective schools under study.

4.3: Summary of Findings.

The findings of the study were summarized under the following points:

1. The principals of the area employed delegation styles, such as: the tentative, the controlling, the participative and the collaborative. However, from the findings it was discovered that the tentative style, which requires teachers experience and capability is the style highly employed by principals of the area. Then it is followed by the collaborative, the controlling and the participative, respectively.
2. The indices of teachers' punctuality are found satisfactory in the senior secondary schools of the Malumfashi Zonal Education Office.
3. The indices of teachers' willingness to accept and discharge delegated task are found satisfactory in the senior secondary schools of the Malumfashi Zonal Education Office.
4. The indices of teachers' respect to school rules and regulations are found satisfactory in the senior secondary schools under study.
5. The indices of teachers' participation in school administration are found satisfactory in the senior secondary schools of the area.
6. The indices of teachers' participation in supervisory activities are found satisfactory in the senior secondary schools of the area.

4.5: Discussions on the Findings.

The purpose of this study was to determine the influence of principals' delegation styles on teachers' job satisfactions in the senior secondary schools of the Malumfashi Zonal Education Office. The findings revealed that the delegation styles were available and applied by the principals and yield the indices of willingness to accept responsibility and respect to school rules and regulations, to mention but a few, by the teachers of the senior secondary schools in

the Malumfashi Zonal Education Office. Indeed, the tentative delegation style was the style highly employed by the principals of the area. These findings contradicts the findings of Blanchard (2005), in the study carried out by the worldwide centre for organizational development (WCOD) in which the dominant style employed was the collaborative in which the manager would collaborate with the subordinate at the early stage to determine how much confidence he/she the {subordinate} has about the tasks. However, the findings is in line with the findings of the Musenza, Thomas, and Lugbega (2014), study conducted in Uganda where the findings revealed the relationship between the delegation style applied by the school head teacher and positive job satisfactions from the teachers. And also the finding contradict the finding of Olurenmi (2003), where the dominant style was the participative in which the principals encourage team work and participate in some school activities like academics and others. And also the finding support the finding of Kiprop (2012), which revealed the form of delegations used and the suitability of the style by school administrators. The study was based on the human resources model of management derived from the dual-model theory advanced by Miles (1975).

Other findings of the research were the indices of teachers' response to the delegation style employed by their school principals. The implication of the findings revealed that there were positive job satisfactions of teachers in terms of: punctuality, respect to school rules and regulations, willingness to accept responsibilities and participation in school administration and school supervisory activities.

The above findings revealed that the teachers who have responsibilities/tasks delegated to them were ultimately contribute their own quota towards the accomplishment of school goals. The findings support the findings of Waller (2018), a study conducted in Holland, where the findings revealed that there were positive relationship between delegation style adopted and teachers responsibilities in school. Also the findings support that of Pokhare

(2018), a study conducted in Kalika Municipality, Chitwan, India. Where the findings revealed the relationship between delegation style adopted and teachers' respect to school rules and regulations. The findings are also inline with that of Birk(2018), which revealed the relationship between delegation style adopted and teachers' punctuality to school. The findings are in line with that of Muhammad(2015), which recommended that there is a positive relationship between teachers' participation in supervisory activities and the delegation style in schools. Also, this supports the finding of Kelepolo (2011), which revealed that there is a relationship between teachers' participation in supervisory activities like the extra-curricular and delegation style employed by school principals.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter is basically the summary of research work and conclusions drawn from the findings of the study, as well as recommendations based on the findings and recommendations for further study.

5.2 Summary

This study is about an influence of delegation styles employed by senior secondary school principals and teachers' job satisfaction in the Malumfashi Zonal Education Office. Background to the study and the statement of the problem were highlighted from which the objectives that the study sought to achieve were set and the research questions that guided the study were drawn. The scope and delimitations of the study were discussed in which the area was the Malumfashi zonal education office. The significances of the study were also highlighted.

The conceptual framework was revealed in which the concept of delegation style, delegation process, principles of delegation and delegation of supervisory, academic, financial and extra-curricular activities were discussed. The Need Theory of McClelland (1961), and the Administrative Management Theory of Henry Fayol (1841-1925), were also reviewed. Moreover, the concept of job satisfaction and related empirical studies as well as summary and uniqueness of the study were highlighted.

Descriptive survey research design was used in the study. The population was of 30 principals and 248 teachers from which the samples of 28 principals and 152 teachers were drawn using simple random sampling technique with the help of Research Advisers

(2006), Table of population and sample size. Two self-constructed questionnaires (PDSQ & TJSQ), which were validated by the research supervisor and an expert in test and management, were used as data collection instruments. Descriptive statistics of simple percentages was used in analyzing the research questions raised in Chapter One.

Finally, the data collected from the field were analyzed and presented in tabular forms. A summary and discussions of the findings were also done in which the major findings were related to the delegation style and job satisfactions. As such, some empirical research supported the findings while others were in contrary to them.

5.3 Conclusions

Based on the findings of this study, the following conclusions were made:

It was deducted that delegations styles such as the tentative, the collaborative, the participative and the controlling were available and applied by principals in the senior secondary schools of the Malumfashi Zonal Education Area. As such, the findings revealed that the teachers of the area arrived to schools on time and remained up to the closing hours, no one pretend ill unless otherwise. They also accepted, appreciated and discharged responsibilities assigned to them. The teachers of the area respects the school rules and regulations of all kinds and maintain the school values and ethics. However, the teachers of the area participates in school administration and supervisory activities such as the general conducts of internal and external examinations, supervision of instructions and the like. As the responses made by teachers to indicates that they were satisfied with their jobs. In addition, four styles were tested from which the tentative style was the style highly employed in the senior secondary schools of the area.

5.4 Recommendations.

5.4.1 Recommendations from the Study.

From the findings of the study, the following recommendations were offered:

1. These delegation styles have been practiced in education for long. Therefore, the principals should be encouraged to apply both styles in common since they are very vital in school administration.
2. The principals should encourage teachers to be punctual and avoid lateness, absent and the like.
3. School rules and regulations need to be clearly explained to make them more understandable to teachers, so that they will respect the rules and guide students to respect them, too.
4. The principals encourage teachers to accept and discharge their responsibilities seriously without complaints.
5. The principals should encourage teachers to participate in school administration.
6. Other supervisory activities like the extra-curricular, examinations and school inspection to mention but a few, should be delegated to subordinates, so that they would contribute their quota towards the achievement of school goals.

5.2: Recommendations for Further Studies.

This study is basically on the influence of Principals' delegation styles on teachers' job satisfaction at senior secondary schools level in Malumfashi Zonal Education Area. The study of this kind cannot cover each and every area. Therefore, there is need for more research work to be carried out on some areas that were overlooked or not adequately discussed in the study. Examples of the areas include the following:

1. Influence of Principals' delegation styles on teachers' job satisfaction at primary, Junior secondary, and or tertiary level of education in the area.
2. Similarly, research study could be conducted focusing on the relationship or differences of delegation styles at private and public secondary schools.
3. Comparative study on the applicability level of delegation styles among urban and rural secondary schools principal.
4. Assessments on delegation styles and teachers' job satisfactions among Junior and senior secondary schools of the area.

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QUESTIONNAIRE

Principal's Delegation Styles Questionnaire (PDSQ) For Teachers

I am post graduate student of BUK currently conducting a research work titled “Influence of principals’ delegation styles on teachers’ job satisfaction in senior secondary school of Malumfashi Education Zone (MEZ) Katsina State, Nigeria. The information obtained from you is meant purposely for the academic research and it will be highly confidential. Please i solicit your kind response in the items of questionnaire.

This (PDSQ) contains series of statement mostly with likert scale of disagree, undecided and agree. You are required to read each statement carefully before answering. You can provide your response by ticking or writing where appropriate.

SECTION A: STATUS

1. Status (a). Vice Principal (b). Unit Head (c). H.O.D
(d).Class Teacher ☐ (e). Patron ☐ (f). Others Specify)_____

SECTION B:

Delegation Styles Employed by the Principals of Senior Secondary under Study

S/No.	S t y l e s	S t a t e m e n t	Disagree	Undecided	A g r e e
1	T e n t a t i v e	i. The Principal consider professional experience & exposure when deleg			
		ii. Principal consider academic capability of teachers before			
		iii. Principal consider teachers’ maturity before de			
		iv. Principal consider teachers’ dedication to work wh			
2	C o n t r o l l i n g	i. Principal delegates task to teachers on occas			
		ii. Principal often supervise teachers’ effort on the			

		iii. Principal control the amount of time the work tak			
3	Participative	i. Principal delegated task to the team			
		ii. Principal sometimes involve in the del			
		iii. Principal assist the subordinate in the del			
		iv. Principal motivates the subordinate on the d			
4	Collaborative	i. Principal delegates task to teachers on sel			
		ii. Principal considers teachers' confidence about the			
		iii. Principal work jointly with the subordinate on the			

Thanks for your cooperation

QUESTIONNAIRE

Teacher's Job Satisfaction Questionnaire (TJSQ) For Principal

I am post graduate student of BUK currently conducting a research work titled “Influence of principals’ delegation styles on teachers’ job satisfaction in senior secondary school of Malumfashi Education Zone (MEZ) Katsina State, Nigeria. The information obtained from you is meant purposely for the academic research and it will be highly confidential. Please i solicit your kind response in the items of questionnaire.

This (PDSQ) contains series of statement mostly with likert scale of disagree, undecided and agree. You are required to read each statement carefully before answering. You can provide your response by ticking or writing where appropriate.

SECTION A: Teachers Punctuality in School under Study

S/N	S t a t e m e n t	Disagree	Undecided	A g r e e
1	Teachers come to school before the student everyday			
2	Teachers hardly missed morning and afternoon lesson in my school			
3	Teachers hardly to leave the school before closing hours			
4	Teachers attend morning assembly in my school			
5	Teachers do not pretend to be ill during school hours			

SECTION B: Teachers’ Willingness to Accept and Discharge Delegated Duties/Responsibilities in School under Study

S/N	S t a t e m e n t	Disagree	Undecided	A g r e e
1	Teachers willingly accept assigned responsibilities in my school			
2	Teachers voluntarily assist the school administration in my school			
3	Teachers undertake task assign to them seriously in my school			
4	Teachers do not complain about responsibilities assign to them in my school			
5	Teachers appreciate the responsibilities assigned to them in my school			

SECTION C: Teachers Respect to School Rules and Regulations

S/N	S t a t e m e n t	Disagree	Undecided	A g r e e
1	Teachers abide by the school rules and regulations in my school			
2	Teachers explain the school rules and regulations to students n my school			
3	Teachers take care of school principles and ethics in my school			
4	Teachers are well discipline in my school			
5	Teachers are very conscious about their work in my school			

SECTION D: Teachers Participation in School Administration

S/N	S t a t e m e n t	Disagree	Undecided	A g r e e
1	Teachers assist principal in decision making in my school			
2	Teachers assist principal in maintaining Government regulations in my school			
3	Teaches assist principal in controlling and inculcating discipline to students in my school			
4	Teachers maintain good public relations with parents/guardians in my school			
5	Teachers take part in school record and reporting in my school			

SECTION D: Teachers participation in Supervisory Activities

S/N	S t a t e m e n t	Disagree	Undecided	A g r e e
1	Teachers assist n supervising the general conduct of internal external extermination in my school			
2	Teachers assist in general school cleanliness in my school			
3	Teachersassist principal in supervision of instructions in my school			
4	Teachers assist principal in maintaining extra-curricular activities in my school			
5	Teachers assist principal in other important matters such as; feeding, water supply, electricity, etc. in my school			

Thanks for your cooperation