

**ASSESSMENT OF PRINCIPALS' DELEGATION OF DUTIES IN UPPER
BASIC EDUCATION SCHOOLS IN MAIDUGURI METROPOLITAN
EDUCATION ZONE, BORNO STATE, NIGERIA**

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CERTIFICATION

I hereby certify that this research work was conducted, written and compiled by me. I also certify that to the best of my knowledge, this work has never been presented wholly or in part for the award of any degree or for publication elsewhere.

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DEDICATION

This Research work is dedicated to my parents, Late Malam Wakil Salviya Bui and Late Hajia Amina Wakili Bui.

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ABSTRACT

This study examined the application of principles of delegation of duties by Principals of Upper Basic Education Schools in Maiduguri Metropolitan Education Zone of Borno State. The research design used for the study was the descriptive survey design which tends to find out and interpret conditions that exists or the attitude of people or events. The population of teachers in the study zone is Four Thousand Two Hundred and Fifty (4250) out of which three hundred and twenty – four (324) teachers were selected for the study. This is in line with Research Advisors Table for Determining Sample (2006). A self-developed questionnaire tagged “TPPDSQ” was used for the study with an option of “yes or no” structure. Data obtained were analyzed using a simple percentage. The objective of the study is to find out from the teachers whether their principals employ the principles of clarity, motivation, training and orientation and meritorious selection while delegating assignments in their schools. Findings indicated that most of the principals did not apply the principles of clarity while delegating jobs to their subordinates. About 222 teachers which represent 65% reported on the non-application of the principles. About 284 respondents which represent 33 said they were motivated during and after delegated jobs were accomplished. Teachers or respondents also reported that meritorious selection was not considered while delegating jobs and about 177 respondents (52%) reported on that. To improve the effectiveness of delegation in the schools all hands must be on desk by all stakeholders to give attention to the principles of delegation in order to facilitate effective management of school administration in Maiduguri Metropolitan Education Zone and beyond. It also recommends that further studies be carried out in areas not covered by the previous researches. The study also recommends that training and orientation should be organized for the principals and teachers on how to effectively delegate jobs in their schools. There should also be a periodic visit to the schools to ascertain the level of compliance in using the principles of delegation by school inspectors.

CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

A school is a social organization that consists of people who come together in a hierarchical set-up making use of human and material resources in order to achieve set goals and objectives, with rules and regulations governing the togetherness, as members are not of equal status. Under the set-up, it is imperative to have supervisors as well as subordinates. Similarly, management is entrusted in the hands of the managers who direct, co-ordinate and supervise all activities in the organization.

The principal acts as the manager or director, where everyone working in the organization works directly under him. He uses his organizational ability and expertise to manage the organizational affairs of the school. Where there is able and competent leadership, success and progress are recorded. The opposite is the case where leadership proves incapable.

School as an organization consists of people with different mindset, exposure, experience, intelligence, knowledge and general perception of life. Therefore, as a matter of necessity, the school requires to be managed by a professionally trained, experienced and capable administrator. Such professional competence will be incomplete without the appreciation of basic knowledge and skills of good and effective delegation, since it will not be possible for a single person to single handedly achieve the organizational set goals and objectives. For instance, the principal cannot, in addition to his basic responsibility of general administration of affairs in the school, teach, enforce discipline, rules and regulations, keep school records, attend to visitors, manage students affairs, keep school environment clean and tidy, provide security, etc. it therefore becomes imperative for him to assign other

members of staff within the school some of these tasks. In certain circumstances, what is ordinarily viewed as his exclusive preserve has to be shared with others.

A manager of any formal organization has under him a hierarchy of subordinates, each with functions and responsibilities assigned to him or her for the attainment of overall set goals and objectives. In school settings such responsibilities are shouldered by functionaries such as senior master, discipline master, health master, examination officer, guidance and counselling master, games, kitchen, Chigozie or form masters, etc. They all combine to play vital roles in the overall attainment of the schools set goals and objectives. However, a principal must be vigilant and careful enough in assigning out all the various tasks i.e. must be seen to be very careful in the selection of a subordinate officer into any task or position of responsibility. He must be guided by sound judgment, justice and merit.

For instance, he must be guided by the officer's knowledge, experience and leadership style, otherwise the attainment of set goals will never be realized. He must also be guided by marrying the assignment of such tasks and responsibilities with the backing of full authority (to the subordinates). Where responsibility is delegated to a subordinate without corresponding authority, the result is ineffectiveness.

As Ogunsaju (1999) opines that "good staffing (in school setting), with proper monitoring mechanisms, is a great asset to quality education and promotion of school effectiveness. The issue of delegating responsibility, in organizational setup, whether formal or informal, is very critical, without which the success of the organization will not be attained.

1.2 Statement of the Problem

Delegation empowers a subordinate to take part in commitments, use resources and take action in relation to duties assigned to him/her. However, one of the most vital skills a school manager must possess is effective delegation. Application of principles of delegation among administrators is, therefore, very vital as it promotes trust and purposeful leadership among them. What are the problems associated with the application of these principles of delegation among the principals? The study, therefore, seeks to find out these problems and suggest ways forward.

The problems that prompted the researcher to undertake this study is:

Refusal of the principals to adhere to the principles of delegation of duties. Either they are ignorant of the importance of the principles or they have no faith in their subordinates who receive such responsibilities. Since education of nowadays had shifted from traditional method to modern education. In light of this, delegation assumes a great dimension since the principals cannot work alone.

The delegates may also not have interest in taking up any responsibility as a result of fear of being challenged after a failure or little mistake in discharging the responsibilities vested in them by the principal or may have no confidence as a result of inferiority complex. There is also lack of clarity of the job where the principal gives unspecified job to their subordinates or they are not motivated before or after the job.

These are very serious issues that have brought setback to the discharge of delegated jobs and the researcher found it very crucial to undertake this study.

The administration of education is becoming very wide and large for the managers and administrators and therefore there is the need to reduce the workload on them and to assign them to other officers for effective running and supervision. With the continuous increase in the students' enrolment and recruitment of teachers in the zone, the workload on the principals is reduced when delegation is applied in the schools. Principals also need to reduce the load on them as their schools are increasing in the number of intake and size and therefore needs to download part of their responsibilities for effective running of the schools and reduction of workload on the administrators of education and the teachers could only be done through the delegation. This study tends to look at the reasons why too much work is loaded on one person and proper solution to enhance a good team work.

Generally speaking, the role of a leader in nay organization cannot be overemphasized especially in an open system like school. Therefore, the role of a principal in any school setting is vital. The role of a school principal has shifted from traditional form of administration to a modern way, it is in this regard that theories and principles have been adopted to ease the role of school principal in modern society. In light of this, delegation of duties has been generally accepted by school managers to a kind of strategy to achieve school organizational goals. Some school principals either adopt or not adopt a delegation of duties, because of their personal interests they deliberately refused to apply the principles. It is in light of the importance of delegation of duties for particularly Universal Basic Education Schools in Maiduguri Metropolitan Education Zone and all availability of any research conducted to x-ray on the present happening of principal's roles, the

researcher found it inevitably necessary to carry out the research to assess the school principals on whether they apply principles of delegation.

Poor supervision or irregular teacher development programmes which includes training and orientation, motivation and giving a clearly written job had made the school managers and administrators lazy and directionless as a result of non – application of the principles of delegation. Through frequent visitations, organising of workshops and seminars, motivation and clearly spelt out jobs, progress and good working relationship among managers of the schools will be enhanced.

The application of the principles under study were brought to the fore for the better understanding of their importance and the reasons why there is the need to apply them while giving out tasks. This study was the first to look at the applicability of the principles of delegation in the Maiduguri Metropolitan Education Zone and it is considered very important for the administrators, principals and teachers and other stakeholders in the education sector.

The study looked at the key principles under study which include the clarity, training and orientation, motivation and meritorious selection which are all very important in delegation.

1.3 Objectives of the Study

The study was set to:

1. Determine whether or not the principle of clarity of delegated jobs is applied by principals of Upper Basic Education Schools in Maiduguri Metropolitan Education Zone;
2. Find out whether or not the principals of Upper Basic Education Schools in Maiduguri Metropolitan Education Zone do apply the principle of motivation in their schools;
3. Determine whether or not the principle of merit selection is being applied in delegation by principals of Upper Basic Education Schools of Maiduguri Metropolitan Education Zone; and
4. Determine whether or not the principle of training and orientation is being applied by principals of Upper Basic Education Schools of Maiduguri Metropolitan Education Zone.

1.4 Research Questions

The study answered the following questions:

1. Do principals of Upper Basic Education Schools of Maiduguri Metropolitan Education Zone apply the principle of clarity of delegated jobs while delegating jobs to their subordinates in their schools?
2. Do principals of Upper Basic Education Schools of Maiduguri Metropolitan Education Zone apply the principle of motivation while delegating jobs in their schools?
3. Do principals of Upper Basic Education Schools of Maiduguri Metropolitan Education Zone apply the principle of merit selection during delegation in their schools?

4. Do principals of Upper Basic Education Schools of Maiduguri Metropolitan Education Zone consider the application of the principle of training and orientation during delegation in their schools?

1.5 Significance of the Study

Delegation in our schools is geared towards providing quality leadership. To this end, the study will be of immense benefit to the principals, the teachers and researchers.

The principals: The principals will benefit from the study by knowing the principles of delegation that are not known to them as they will come across the listed principles and how to apply them when delegating schedules of duty to their teachers. There will be adequate monitoring on the teachers or anyone who is being delegated upon. Principals will also use the principles to select the teachers to be vested with any duty.

Teachers: Will also benefit from the study when given the duties to perform by knowing what is expected of them from the responsibilities given to perform, they stand to gain from it as a training point. They also stand to know and gain from the responsibilities given to them.

Researchers studying general delegation coming after will find this study as a stepping point and will know where to start from. It will also help the researchers to expand and report on what this study has not captured.

The education commission will also benefit from this study by encouraging and monitoring the principals and schools to adopt the principles of delegation in the state and enforce its use.

1.6 Scope and Delimitation of the Study

The study investigated the application of principles of delegation among principals of Upper Basic Education Schools in Maiduguri Metropolitan Education Zone of Borno State and focused only on the principles of delegation. Principles selected for this study include the principles of clarity, motivation, meritorious selection and training and orientation.

However, this study was only concerned with the principles of delegation among principals and teachers in Maiduguri Metropolitan Education Zone of Borno State. It also focused on government schools only.

In short, the study is limited to the application of principles of delegations among principals of Upper Basic Education Schools of Maiduguri Metropolitan Education Zone of Borno State.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviewed literature related to Principles of Delegation of Duties in Universal Basic Education Schools. The headings and sub-headings reviewed include conceptual framework which contained delegation, processes of delegation, stages in processes of delegation, advantages/importance of delegation, obstacles/barriers of effective delegation and principles of effective delegation and theoretical framework.

2.2 Conceptual Framework

Conceptual issues that are related to the Assessment of Principles of Delegation of Duties in Upper Basic Education Schools in Maiduguri Metropolitan Education Zone of Borno State were reviewed. The study is built around the followings:

2.2.1 Conception of Delegation

Delegation is one vital organizational process. It is inevitable along with the expansion and growth of a business enterprise. *Delegation means assigning of certain responsibilities along with the necessary authority by a superior to his subordinate principals, Otoro (2006).* Delegation does not mean surrender of authority by the higher level principal. It only means transfer of certain responsibilities to subordinates and giving them the corresponding authority, which is necessary to discharge the responsibility properly. Delegation is quite common in all aspects of life including business. Even in the college, the principal delegates some of his authority to the vice-principal (Obiora, 2005).

In delegation, an attempt is being made to have meaningful participation and cooperation from the subordinates 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. Secondly, due to delegation, subordinate becomes responsible for certain functions transferred to him. Delegation is a tool, which a superior principal uses for sharing his work with the subordinates and thereby raising his efficiency. Delegation is not a process of abdication. 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.

Delegation involves the following three basic elements:

- Assignment of duties to subordinates,
- Granting of authority to enable the subordinates to perform the duties assigned, and
- Creation of obligation on the part of subordinate to perform duties in an orderly manner.

According to Fleming (2012) “delegation is the process of entrusting authority and responsibility to other people. In its strictest form, the person to whom authority is delegated acts on behalf of the one from whom authority is delegated. Generally, delegated authority gives the recipients fairly wide powers to act as they consider it appropriate. The main reason for delegation in schools emanates from the fact that the task of running a school is too broad a responsibility for one person to manage alone”.

Dessler (2001) opines that “while authority can be delegated, responsibility cannot.” He said “educational managers can however assign some responsibilities to their subordinates but would ensure that these responsibilities are carried out properly as they remain accountable.

According to Sundarapandian (2011) and Chapman (2012), delegation is a two way process by which a manager gives some of his other workload of teaching and learning to others”. In this process, the principal gives teachers the authority to carry out the task of teaching and learning and accountability is thus created whereby staff members assume responsibility for completing the teaching and learning tasks effectively. Delegation saves time, develops people, grooms successors and motivates subordinates where they are answerable to the person who delegates the authority to them.

Johnson and Parker (2000) see delegation as the “accomplishment of work through others”. Therefore delegation differentiates managers from who are not considered managers.

According to Moore (2009) "Delegation means assigning work to the others and giving them authority to do so." According to Miner, (2010) "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." According to Louis (2007) "Delegation is the dynamics of management, it is the process a principal follows in dividing the work assigned to him so that he performs that part which only he, because of his unique organizational placement, can perform effectively, and so that he can get others to help him with what remains."

Delegation is a universal process. Wherever human beings live or work in groups, one or the other form of delegation is practiced by them. The head of the family delegated some of his powers to other members of the family, members of the legislature delegates their authority to an elected, leader who in turn delegate some of his authority to the cabinet members chosen by him.

The need for delegation arises because it is impossible for an individual however competent and capable he is or may be to manage and control anything done even on a modest scale. Physical and mental limitations of an individual become all the more pronounced when it comes to management of a school.

As Lounsbury Fish (1993) Says “An individual is only one manpower, single handed, he cannot accomplish so much in a day. The only way he can achieve more is through delegation - through dividing his load and sharing his responsibilities with others”.

Through delegation, an individual can multiply himself and perform several simple and complex tasks. Take the case of the principal of a college. His responsibility is to run college properly and he has the necessary authority for this purpose. But he cannot discharge his responsibility without delegation. He cannot simultaneously look after sports, games and other extracurricular activities. He cannot also find time to attend to the office, incoming and outgoing mails or letters and above all, proper discipline in the college. For the proper discharge of his responsibilities, the principal need to delegate authority to a number or persons such as class teachers, games teachers, office superintendents and so on.

Delegation enables a person not only to discharge his responsibility but also to discharge it efficiently and economically because in that case he can secure the benefits of specialized knowledge and expertise of several persons.

Therefore, for effective delegation to take place the two parties involved are the superior willing to delegate and give his subordinates real freedom to achieve delegated task and a subordinate willing to assume added responsibilities, they should develop solution to problems independently and learn through the painful process of trial and error. The processes should include thus:-

- Select subordinates in the light of the tasks to be performed, provide guidance, help and information to them. Maintain open line of communication.
- Do not be too much offended with errors committed by subordinates. Remove the elements of fear and frustration. Allow them to learn through mistakes.
- Allow the subordinate needs to know why his work is both necessary and important.
- Provide sufficient authority to subordinates for accomplishing goal assignments.
- Reward acceptance of responsibility: Perspiration does not go far without inspiration.

Any person delegating responsibility to a subordinate should consider these three points for effective delegation to take place thus:-

- a. Create an atmosphere of trust and risk taking. The principal should put a trust in the subordinate that anything arrived at will mean a lot and that any risk in the findings will be adequately addressed.
- b. The superior should use constructive criticism in the delegation to help the subordinates grow.

- c. All the delegation being given out should be in writing.

The superior should also consider some points in giving out delegation to subordinates considered as authority structure as:-

The principal should equate authority with responsibility: too much authority may be abused and too little authority may frustrate the subordinate.

- Restrain any inclination to override or interfere without undermining the delegation.
- To have a strong control of the delegation, a principal of a college should consider the following:
- Prevent illegitimate usurpation of authority by establishing broad controls.
- Provide standards so that the subordinates can measure and evaluate his performances against the standard by considering the above points, delegates demands a closer look at all the contingent factors like, size, task complexity, costliness of the decision, organizational culture, qualities of the subordinates and so on. The subordinates must be willing to make a determined effort and the superior must be willing to extend freedom and cooperation.

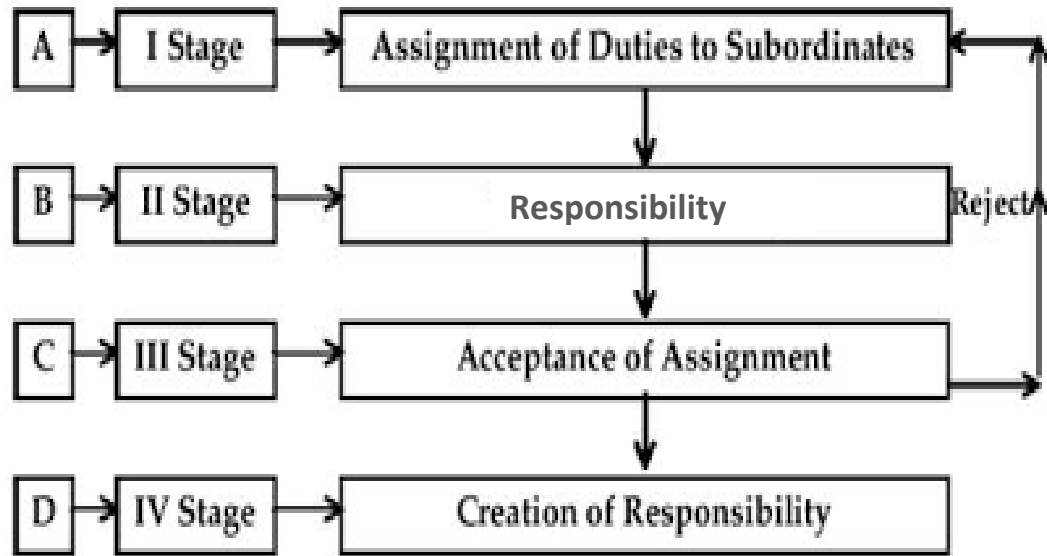
In addition, a visible sign of delegation in our secondary schools is the increased use of committees. Though the use of committees is not new in schools, what is however novel is their increasing popularity in our schools. As against two or three committees as sports and disciplinary committees in the past, many schools now have up to eight or more each committee with specific terms of reference.

Delegation is therefore very important in school management and should be well understood by school heads as well as the teachers especially its processes, benefits and how to make it work for the benefit of the educational system. This is necessary in view of the fact that most school teachers and their assistants in Nigeria have no training in educational management. Their appointment is usually based on experience and who you know (Ayinla, 1999). Most of the teachers are also deficient in such training, most problems such as cultism, insubordination, truancy, examination malpractice, drug abuse, poor academic performance and so on, are probably the result of poor supervision and improper delegation of duties.

2.2.2 Processes of Delegation

Delegation is a great way to ensure that more tasks get done in less time and it also builds team capacity. Unfortunately in some cases school managers don't pay enough attention to the delegation processes, and thus fail to reap the benefit. There are basically four (4) steps or processes of delegating tasks. The most problem being encountered by school managers are they seem to give attention to two or one only and not giving attention to all the processes and thereafter when a task isn't completed to their satisfaction they complain that their subordinates aren't good enough to get the job done.

Delegation process involves four distinct stages. The process of delegation moves through these stages. The following figure shows the stages in the process of delegation.



Source: Robert (2018)

2.2.3 Four Stages in Processes of Delegation

(A) Assignment of duties to subordinates

Before delegating, the delegator has to decide precisely the duties which are to be delegated to the subordinate or a group of subordinates. The responsibility is delegated accordingly and the subordinate is told what is expected from him. The usual practice is to list the functions to be performed by the subordinate. If necessary, targets to be achieved by the subordinate are also spelt out. Subordinates may be assigned tasks either in terms of activities or results. The principal (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 delegation process, duties are assigned to the subordinate.

(B) Transfer of authority to perform the duty

In the second stage of delegation process, the authority is granted by the delegator to his subordinate (delegatee). Responsibility must be delegated strictly to perform the assigned duty. The performance of duties suffers serious setback when required authority is not delegated along with the duty. In brief, the transfer of authority should be adequate considering the duties assigned to the subordinate.

(C) Acceptance of the assignment

In this third stage of delegation process, the subordinate/delegate has to accept or reject the task assigned to him in the first stage along with the authority given in the second stage. If the delegates refuse, the delegator has to make fresh plan of delegation or may consider some other subordinate who are capable and are willing to accept the assignment. On the other hand, the process of delegation will move to the fourth and the last stage, if the first delegates accept the assignment of work accompanying the authority.

(D) Creation of Obligation / Accountability / Responsibility

The fourth stage in the, delegation of responsibility is the creation of obligation on the part of the subordinate to perform duties assigned to him in a satisfactory manner by using the authority given. He has to perform the assigned task by using the authority granted to him. A subordinate is also responsible and accountable for completing the assigned work. He is held answerable to a superior for the satisfactory performance of that work assigned. The delegator has to help his subordinate as and when necessary.

2.2.4 Advantages/Importance of Delegation

The following are advantages/importance of delegation among principals in schools:

- Relieves principal for more challenging jobs: Delegation makes it possible for the principals to distribute their workload to others. Thus, principals are relieved of routine work and they can concentrate on higher functions of management like planning, organizing, controlling, etc.
- Leads to motivation of subordinates: Subordinates are encouraged to give their best at work when they have authority with responsibility. They take more initiative and interest in the work and are also careful and cautious in their work. Delegation leads to motivation of employees and manpower development.
- Facilitates efficiency and quick actions: Delegation saves time enabling the subordinates to deal with the problems promptly. They can take the decisions quickly within their authority. It is not necessary to go to the superiors for routine matters. This raises the overall efficiency in an Organization and offers better results in terms of production, turnover and profit.
- Improves employee morale: Delegation raises the morale of subordinates as they are given duties and supporting authority. They feel that they are responsible employees. The attitude and outlook of subordinates towards work assigned becomes more constructive.
- Develops team spirit: Due to delegation, effective communication develops between the superiors and subordinates. The subordinates are answerable to superiors and the

superiors are responsible for the performance of subordinates. This brings better relations and team spirit among the superiors and subordinates

- Maintains cordial relationships: The superiors trust subordinates and give them necessary authority. The subordinates accept their accountability and this develops cordial superior-subordinate relationships.
- Facilitates management development: Delegation acts as a training ground for management development. It gives opportunity to subordinates to learn, to grow and to develop new qualities and skills. It builds up a reservoir of executives, which can be used as and when required. Delegation creates principals and not mere messengers.

The advantages of delegation will not be available easily and automatically. They will be available only when the process of delegation moves smoothly. Problems may develop, if the delegation is not introduced with proper planning and in proper spirit. For example, the authority given to subordinate is inadequate or the subordinate is not competent to discharge the responsibilities assigned or the superior fails to monitor the whole process of delegation effectively. In all such cases, the delegation will be ineffective and the expected advantages will not be available to the Organization and also to concerned parties.

2.2.5 Obstacles / Barriers to Effective Delegation

According to Hanna (2008), the following are considered to be the major obstacles of delegation in an organization/school;

- Unwillingness of the principal to delegate responsibility: Some superiors/principals tend to think that they can do the job better when they themselves handle the job. The attitude that 'I can do it better myself' on the part of superior acts as an obstacle to

delegation. Some principals (superiors) who are autocratic and power worshippers feel that delegation will lead to reduction of their influence in the Organization. A principal may feel that if he has a competent subordinate and if he delegates responsibility to the subordinate, quite likely he will outshine him (principal) and may be promoted.

- Fear of competition: A principal may feel that if he has a competent subordinate and if he delegates responsibility to the subordinate, quite likely he will outshine him. Fear of subordinate's excellence may come in the way of delegation.
- Lack of confidence in subordinates: A principal may hesitate to delegate authority, if he feels that his subordinate is not competent to deal with the problem and take decisions. Even *fear of losing control* over the subordinates act as an obstacle to delegation. In addition, *fear of being exposed* due to personal shortcomings may act as an obstacle in the process of delegation.
- Lack of ability to direct: Sometimes, a principal may experience difficulty in directing the efforts of his subordinates because of his inability to identify and communicate the essential features of his long-range plans and programmes.
- Absence of controls that warn of coming troubles: An Organization might not have developed the controlling techniques to know in advance the serious problems lying ahead. It may happen due to concentration of power in the hands of few people. As a result, principal may resist delegation.
- Conservative and cautious temperament of the principal: If a principal has a conservative and over-cautious approach, there will be psychological barrier in the way

of delegation. A principal avoids delegation as he feels that something may go wrong even when the instructions given are clear and the subordinates are reliable.

- Desire to dominate subordinates: Principals (Superiors) normally, have a desire to dominate the subordinates functioning under their control. They feel that their domination will reduce if the powers are delegated to subordinates. They also feel that due to delegation, the subordinates will know their principal's deficiencies. In order to maintain their superior status and in order to dominate the subordinates, they avoid delegation itself.
- Too much dependence on the principal for decisions: Some subordinates avoid responsibility even when the superior/principal is prepared to delegate authority. They want the principal to tackle problems and take decisions. A subordinate who is not confident about his performance/ability will certainly try to shirk responsibility even though his superior is prepared to delegate functions and authority.
- Fear of criticism: Subordinates express unwillingness to accept delegated authority because of the fear of criticism in the case of mistakes. They fear that they may be criticized by others if they commit mistakes. Such subordinates have the following feelings in their mind, "*Why should I stick my neck out for my boss?*"
- Lack of information: A subordinate may hesitate to accept a new assignment, when he knows that necessary information to perform the job is not likely to be made available to him. He is reluctant to accept delegated functions and responsibility as he feels that he will not be able to perform well due to inadequate information available.

- Absence of positive incentives: Positive incentives like recognition of work and rewards go a long way in building up the morale of subordinates. In the absence of such incentives in the form of recognition, appreciation or monetary benefit, a subordinate may not be prepared to accept delegation.
- Absence of self-confidence: A subordinate may lack self-confidence about his ability to take quick and correct decisions. He may not like to accept new challenging functions as he lacks self-confidence. Thus, lack of self-confidence on the part of subordinates is one obstacle which comes in the way of delegation of authority.
- Difficulty in decision-making: A subordinate may not have the skill and the expertise to take quick and correct decisions. He prefers to go to his superior (boss) and ask for his guidance or opinion. Such psychology acts as a cause for non-acceptance of delegation. A subordinate avoids delegation due to such mental tension or inferiority complex.
- Poor superior-subordinate relations: Absence of cordial relations in between the superior and the subordinates hampers the process of delegation. The attitude of the superior towards subordinate may not be friendly but hostile. There may be undue interference in the work assigned to the subordinate. Even the good work of subordinate may not be appreciated by the superior. Such situation creates unfavorable attitude of subordinate towards delegation. He avoids delegation as and when offered.
- Undue interference by superior: A superior should not interfere in the duties delegated to the subordinate. He may offer guidance as and when asked for. Some superiors interfere in the work of his subordinate and try to control him often and again. In the

absence of legitimate freedom, the subordinate becomes uneasy and prefers to remain away from the process of delegation.

- **Fear of being exposed:** Some subordinates may have inferiority complex. They feel that they have limited capacity to accept the challenges which are bound to come out to delegation. They feel that their inability to deal with new problems will be exposed due to delegation. This fear acts as an obstacle to delegation.
- **Misuse of power:** in delegating responsibility, there is a risk of delegate or subordinate misusing his power for personal gains. He may have access to confidential information, which he may eventually leak to others or involve himself in other fraudulent activities, in which case, choosing such an individual as a delegate would be a wrong decision.

2.2.6 Principles of Effective Delegation

As alluded earlier for a school manager to delegate successfully, he must be acquainted with the necessary skills required for good and effective delegation. In other words, he must have the knowledge of at least the basic principles of effective delegation. But the mastery of these principles must be accompanied by practical application as mastering the principles is one thing and applying them is another, some scholars opined that understanding these principles is not a hard task but the implementation is the problem. Thus Andrea and Johanna (2017) writes that “most failures in effective delegation occur not because managers do not under the principles but because they were unwilling to apply them”. The principles of delegation could be enumerated thus:-

- i. **Principle of Clarity:** This principle states clearly that jobs to be entrusted to a subordinate must be clearly spelt out to the understanding of the delegatee.

The person given such a job or responsibility must understand the type of job expected of him and the expected results. Such a specification could be verbal or written.

To attain an effective delegation, this principle must strictly be adhered to, otherwise the end result may be confusing and may bring about conflicts in the schools. You should also provide information as how the expected results should look like, why those results are desired, when the results should be completed, who else might help the delegatee and what resources the person might use in completing the job.

- ii. **Delegating the Whole Job to One Person:** While delegating a job to a subordinate, the whole job should be given to him to undertake. According to Horton (1992) “when a whole job is assigned to one person, it gives him the complete responsibility for doing the job and increase the person's motivation to do the task as well”. It also provides more focus to the supervisor when working with the person to understand what the desired result should look like. Full autonomy should also be granted to make decisions concerning the delegated job. However, the person giving out the job should not fold his arms and watch as things go either right or wrong, he should inspect and evaluate the performance of the officer. At the end if the officer proved incapable, he should be replaced with a more capable person, skeletal type of delegation should be avoided by the person giving out the job, as it demoralizes and brings about conflict and confusion among persons carrying out the tasks.

- iii. **Fair Selection:** Selection of personnel into the positions of responsibility should be based on the principles of justice and merit. Any officer who is not prepared for such job should not be appointed. The person giving out the job should assess the skills and capabilities of the person to be sure that the selected person should be able to accomplish the task. The superior should have at the back of his mind that, does the person to be selected have the knowledge, skills and ability to do the task? If not, the person might need training or perhaps the job is to be given to a more capable person who has all the components to carry out the task. All the selection of those to execute the jobs should be based on merit and not just to select anybody for the task. The principal should avoid selection on personal favours, sycophancy, etc. Otherwise crisis, conflicts and non-productivity may crop up and cripple the delegation aims and objectives.
- iv. **Training and Orientation:** This principle views that organizational heads must ensure that members of staff receive adequate training in their areas of responsibilities, these include, workshops, in service training, etc are regularly given. Junior officers should also be attached to the senior officers to act as their assistants so that they could gradually learn the job.
- The training or orientation of such personnel will make the completion of tasks easy and help achieve organizational objectives. It also enhances speedy and perfect completion of tasks by the subordinates as explained by Horton (1992).
- v. **Principle of Motivation:** When you ask others to take up responsibilities, you cannot ask them to share the risk and not the rewards and glory. When a project is

a success, the leader gives credit where the credit is due and treats his subordinates as true partners, listening to their feedbacks and respecting their ideas and opinions. A good leader always understands that the man below him often has the best insights to offer on what is really going on and needs to be done. Motivation according to Horton (1992) could be done or given to subordinates in many ways as giving him a recommendation letter, could be upliftment in grade level, etc. This will enhance effectiveness in the discharge of the tasks given to the subordinates.

- vi. **Willingness to Delegate:** This principle is simply talking about the willingness of the principals to delegate a task to the teachers. Before the principal delegates, he should have the will to assign the job and should also have the confidence in the subordinate to delegate to him. If the will and confidence on the part of the principal is lacking, then the purpose of the delegation will not be achieved. The principals should have trust in the teachers. A principal who does not trust his subordinate and dominates all organizational activities will sooner or later be fed up with the tasks and will therefore cause the collapse of the school activities. Therefore, the principals should try as much as possible to avoid such domineering attitude.
- vii. **Decentralization of Responsibilities:** Decentralization is the process or a transfer of decision making power and assignment of accountability and responsibility for a maximum result. It is accompanied by delegation of commensurate authority to individuals or units at all levels of an organization. Therefore, this principle is suggesting that an officer should not be overloaded with too many responsibilities

as this will lead to the loosing of concentration by the subordinate. It is suggested that jobs be dispersed or assigned to different persons and not to be loaded on one individual. There are competent officers who could be assigned two or three different jobs and could be accomplished very well.

- viii. **Objective Evaluation:** Evaluation in this content refers to appraising the productivity or otherwise of a staff member delegated to perform certain duty. It also include assessing the success or otherwise of a programme of study or any other activity in a school. In fact, part of the wisdom behind delegation is to decentralize job for easier assessment. So based on this fact, the school manager as the overall supervisor of the school, is expected to periodically appraise the performances of his subordinates on the jobs assigned to them.

Now according to this principle, the school manager should appraise the performance of the delegates objectively. He should not use the process of evaluation to harass, disdain or molest any staff member whether junior or senior, teaching or non-teaching. Instead, he should assess them with the view to appreciate their contributions and or to correct them and offer useful advice where necessary. Furthermore, whenever he discovers that a given officer or group performs below expectation, he should try to discover the reason and rectify the situation. And if as time goes on the delegates prove incapable of shouldering the responsibility, the school manager should use his wisdom to politely recover the responsibility and re-delegate it to a competent officer.

- ix. **Adherence to Schedule of Duty:** This principle simply views that in order to attain effective and successful delegation, all delegates and the manager himself must follow all schedules of duties religiously. And as such the manager as the overall supervisor should make sure that no delegates transgresses his bounds what so ever. Also along the line and as alluded earlier in this booklet, the school manager should make sure that rights that go with the responsibility are granted to the officer concerned. Additionally order of subordination established in the schedule of duty must be adhered to vigorously.

Now in the light of the above, each and every school manager should make sure that his school gets its own copy of schedule of duty, which is usually supplied by the Ministry of Education or school board. And when it is secured all members of staff should be made aware of its content.

2.3 Theoretical Framework (Scientific Management Theory)

The founding father of scientific management theory was Frederick W. Taylor (1856-1917). He was an American inventor and engineer. His most important works were shop management (1903) and the Principles of Scientific Management (1911).

The scientific management theory seeks to improve an organization efficiently by systematically improving the tasks completion by utilizing scientific engineering and mathematical analysis, the goal is to reduce waste and increase efficiency. Taylor and his associates were the first people to study the work process scientifically. They studied how work was performed and they also looked at how it affects the workers' productivity.

Taylor's philosophy focused on the belief that making people work as hard as they could was not as efficient as optimizing the way the work was done.

Taylor provided some postulations that have significance with the study under review. The postulations are:

Material reward is when you ask others to take up responsibilities, you cannot ask them to share the risk and not the rewards and glory. When a project is a success, the leader gives credit where it is due and treats his subordinates as true partners, listening to their feedbacks and respecting their ideas and opinions. A good leader always understands that the man below him often has the best insights to offer on what is really going on and needs to be done.

This is applicable to the school situation, this could be done in many ways, either in monetary reward or in kind such as upgrading the teacher who executes his or her job assigned successfully, and it could be upliftment in grade level or by giving out a recommendation letter. This will enhance effectiveness in the discharge of the tasks given to the subordinate.

Another Taylor's postulation which has relevance to the school situation is cooperation (good working relationship). The theory talked about cooperation between the managers and their subordinates. Cooperation brings about harmony and understanding. This could be related to the school system where the senior officers needed the cooperation of the subordinates in order to achieve the desired results in delegation. This brings about a harmonious working relationship and creates an enabling environment to carryout the

delegation jobs successfully. The leader should respect his subordinate ideas and opinions. When the good working relationship between managers and subordinates is cordial, a good and purposeful delegation is achieved. The subordinates should respect the instructions of the senior officer and carry out whatever instruction given. The officer should also give the subordinates a free and close monitoring and sincere assessment of the delegation performed.

Fredrick Taylor's view of scientific approach is the third postulation which teaches the subordinates how to perform a particular job delegated. Allow the subordinates get the basics of the job before you delegate to them. In the schools, the principals should acquaint the teachers the basics of delegation, train them and show them how to do it before you assign the job to them.

Taylor's other postulation is the division of labour concept which allows the managers to split some of the jobs. He opined that when labour is divided amongst workers, every job gets easily done. This applies to the school system where the activities of the schools are being divided among the teachers to execute so that every teacher is acquainted with different assignments where they specialize in. In the division of labour jobs are divided into a smaller portions and assigned to the workers to perform where they specialize. In the school system, activities are broken down into segments for easy handling by the subordinates while the managers maintain checks and balances.

In the school system, the principal or the school managers should give the subordinates some training and orientation to acquaint them with the task before assigning them. This

will give them the opportunity to know the job well before asking them to do it. This helps in moving away from traditional method to modern approach.

In 1909, Taylor proposed that by optimizing and simplifying jobs, productivity would increase. He also advanced the idea that workers and managers needs to cooperate with one another. This was different from the way work was done in business before hand. A factory manager at that time had very little contact with the workers where they were left on their own to produce products. There was no standards so there was no incentive to work as quickly as efficiently as possible. Taylor believed all workers were motivated by money, so he promoted the idea of “a fair days pay for a fair days work”. If a worker didn’t achieve enough in a day, he didn’t deserve to be paid as much as another worker who was highly productive.

With a background in mechanical engineering, Taylor was very interested in efficiency. While advancing his careers, he designed workplace experiment to determine optimal performance levels.

Frederick Winslow Taylor formulates four principles of scientific management as follows:-

- a. Replace working by “rule of thumbs” or simple habit or common sense and instead use the scientific method to study work and determine the most efficient way to perform specific tasks.
- b. Rather than simply assign workers to just any job, match workers to their jobs based on capability and motivation and train them to work at maximum efficiency.

- c. Monitor workers performance and provide instructions and supervision to ensure that they're using the most efficient ways of working.
- d. Allocate the work between managers and workers so that the managers spend their time planning and training, allowing the works to performance their tasks efficiently. The idea here is that workers are given much autonomy as practically possible.

Teamwork is another Taylorism. It breaks down tasks into tiny steps and focuses on how each person does his or her work tasks.

Another theorist Henri Fayol was identified as a key figure in the scientific school of management, his principles of management penetrate other manageable theories. This is further witnessed by Nwachukwu (2007) when he asserts that “the fourteen principles of management covered aspect of management of human relations and scientific management.

Therefore, Stephen (2015) defines theory as a “set of interrelated constructs (concepts), definition and proposition that presents a systematic view of phenomena by specifying relation among variables with the purpose of explaining and predicting phenomena”.

Theories may range from a simple generalization to a complex set of laws, from philosophical to scientific. Well defined and developed theories enable us to make predictions and control phenomena. An example of this is the meteorologists who usually make predictions about the occurrence of hurricanes, earthquakes, tornadoes and other atmospheric phenomena. Special education teachers' work from a well- developed theory of learning (referred to as behavioral theory).

Consequently, they facilitate instructional intervention that typically leads to positive changes in the student's behavior.

The theory adopted in this study is path-goal theory advanced by Chigozie (2015). The theory asserts that a good leader should enhance subordinates job performance by clarifying and setting goals with the subordinates. The leader shows the subordinates a clear path to follow and how to remove barriers to the goal achievement

Chigozie (2015) stipulates that path-goal approach helps in improving the performance of subordinates (teachers) thus enhancing goal achievement as follows; when subordinates are confused, the leader tells them what to do and shows them a clear path to follow. When the path is shown, the subordinates (teachers) become satisfied and motivated, so they accept leaders behavior thus performing effectively. The leader's behavior further enhances the subordinates work environment through directing, controlling, supervising, rewarding, proper communication, delegation of duties and joint decision making between principals and teachers thus enhancing good performance among the workers. The leader defines role tasks and positions of subordinates thus reducing stress among the employees. By doing these, workers expectations become high, thus their performance is improved. Basing on these, the researcher believes the path-goal theory as advanced by Chigozie (2015) help principals involve teachers in decision-making, communicate to teachers and proper delegation of duties to teachers. This help to improve teacher performance in general secondary schools in Nigeria.

Russell (2012) defines delegation as the “process of giving rights, authorities and duties to the people of lower rank”. While, Russell (2012) defines delegation as the “act of investing with authority to act for another”. Tina (2007) defines delegation as the “passing onto others of a share in the essential elements of management process”. Chandan (2007) looks at delegation as a “process of dividing up total work and giving part of it to subordinates”. Delegation is where a leader transfers power, responsibility, authority and decision making procedures to subordinates working in various departments of any given organization Reginald (2012). Bruce (2010) defines delegation as a “management skill that underpins a style of leadership which allow the staff to use and develop their skills and knowledge to full potential and as a dynamic tool for motivating and training the team to realize their full potentials”. Maicibi (2005) stated that, “delegation is the process of a supervisor/officer dividing up his total work load and giving part of it to subordinates”. He identified that effective delegation is efficient, motivating and developmental towards work performance. Delegation as a leadership behavior is highly supported by Chigozie (2015), path-goal theory that stipulates proper performance of the subordinates and goal achievement, the leader has to distribute different tasks to subordinates according to skills, abilities, knowledge, interests, talents and experience. Where the subordinates become confused, the leader has to come and direct them, he further removes barriers to clear the way for better performance. This motivates and satisfies the workers, so they accept the leader’s behavior thus performing well. Basing on the path-goal theory therefore, the leader who does not delegate duties to subordinates is autocratic while one, who makes delegation of duties as part and parcel of the organization, is a democratic leader. On the other hand, the leaders

who take delegation as a free will to whoever may like or may not like. Such leadership style is laissez-faire. Okumu (2006) in his study about delegation and its effects on management of secondary schools in Kampala District found out that effective delegation has positive effects on management of secondary schools in terms of motivation, commitment, satisfaction, discipline and general improvement in teacher performance and management of schools. While Okumu (2006) findings were good and educative, his findings do not reveal how delegation of duties can enhance teacher performance in general secondary schools in Nigeria region. Leadership style and teacher satisfaction in post primary schools in Nigeria identified that delegation of authority can only be successful when the subordinates have ability, information and knowledgeable about the task and their willingness to perform and supported by the organizational structure where there is a clear line of management and communication without any difficulty as supported by (Max-Weber 1864 – 1920). Much as Cole (2004) tells us how delegation of authority can be successful, he does not bring out clearly how delegation of authority can enhance teacher performance in secondary schools in the Nigeria Region. Cole further found out that for delegation to be successful; the leader has to establish objectives of delegation, specifying the tasks to be accomplished and deciding who is to accomplish them. He does a good job to mention that successful delegation depends on joint objective formulation, he does not really show how joint objective formulation would help teachers in secondary schools in these zones perform better. Chapman (2005) found out that it is important to ask other people what level of authority they feel comfortable being given. He further discovered that successful delegation depends on the ability, experience and reliability of the

subordinates. He, however, discovered that inexperienced or unreliable people will need a lot of close supervision to get a job done to the correct standards. His findings were good and realistic because his study was carried out in the developed world where subordinates are experienced and reliable unlike in Nigeria Region where both principals and teachers of secondary schools are unreliable on their working stations and therefore need regular supervision by inspectors of schools for work to be done as expected. McNamara (1999) identified that for the delegated task to be done well, the supervisor and the subordinate must agree on when the job is to be finished or if an on-going duty when are the review dates when are the reports due and if the task is complex and what help could the supervisor render. McNamara's (1999) findings are excellent but her focus was mainly between subordinates agreeing on the delegated work. She does not look at how delegation of duties can enhance teacher performance in secondary schools in these zones of Nigeria Regional State. While the above studies had a positive correlation between principals delegation of duties and teacher performance, none of them was carried in secondary schools in the context of Nigeria region thus a gap was left for this study to research. To cover this gap therefore, this study is aimed at getting the information of how principal's delegation of duties to teachers affect teacher performance in secondary schools in these zones. She opines that "delegation is defined as the ability of the teachers to transfer the responsibility of an academic task to an unlicensed person while the teacher continues to be accountable for the outcomes". McNamara also asserts that "delegation is a process that when used appropriately can result in safe and effective academic need. Delegation can free the

registered teachers to attend to more complex task needs, develop the skills of academic assistive persons and promote cost containment for the educational organization.

Selekman (2006) says that “the process of delegating academic needs often includes complex legal issues related to the necessary education and supervision of the subordinates. This is especially true in school settings where the school principals may be only educationally professionals in schools”. He also asserts that “for delegation to be safe and effective, it is essential for school principals to have appropriate education related to delegation, including an understanding of teacher practice acts and regulations and formal opinions on what academic responsibilities and tasks can and cannot be delegated to subordinates”. He further states that it is important to recognize that the regulation of academic practice varies greatly from state to state. Some states have clear statements and regulations while others have vague or no statements and regulations at all and some other states do not allow delegation of responsibility in academic circles to be delegated to subordinates.

The development of delegation skills occur over time and with experience. New registered teachers whether in a school setting or not are still developing their basic skills and may lack the knowledge or expertise needed for skilful delegation of academic activities. Even more mature or seasoned school principals may lack the confidence needed to delegate competently to subordinates.

Delegation brings about effectiveness on the part of subordinates in any setting as they get acquainted with the concepts of delegation. Delegation does not mean the complete

surrendering of authority by the higher level principal. It only means transfer of certain responsibilities.

The ability to lead others is a prime attribute. To fulfill one leadership potential, one has to learn how to get people to work using their initiatives for better results. One also need to developed leaders among one's staff and one of the means to achieve this is through delegation of authority. Many school administrators complain that they do not have enough time to perform some crucial duties which their position demands, the reason mainly for this is that many of them are usually engrossed in the details of clerical works or routine duties of their schools which they ought to have been delegated to their subordinates (Gaurav 2010). The larger an organization becomes the more complex is its administration, therefore, as a school manager; one must ensure that delegation of authority forms an integral part of one's personal development plan. Adwoa (2013) opined that "delegation in practice can be found to operate within two ends of a continuum. At one end is a loose control but wide freedom while at the other end is a tight control with little freedom". This implies that the basic issues involved in delegation are autonomy and control.

2.4 Review of Empirical Studies

Enormous literature has been produced by scholars, teachers and other education stakeholders on the principles of delegation at different times, but of recent past, few researchers have produced write-ups on the application of the principles of delegation in our schools. For instance, Akinbode (1998) conducted a study on the delegation of authority principles in Ondo State Schools in 1998 and the study covered all secondary schools in Akure Local Government Council. The study was titled "The Application of

Principles of Delegation of Authority” in Akure Municipal Area Council secondary schools. Akinbode conducted the study in Akure in the year 1998. The researcher had a total of one hundred and twenty four principals (124). Thirty – eight (38) principals were sampled while three hundred and fifty seven teachers (357) were selected for the study.

The instrument used for the study was questionnaire and the researcher adopted Yes or No questionnaire type to analyze the data collected. The objectives of the study was to find out whether or not the principals have an idea of the principles of delegation and also to find out from the teachers if the principals give out responsibilities to them in their schools. The researcher used descriptive research design to ascertain the efficiency of principles in the schools. In the study, the researcher used the simple percentage to analyze the data collected. The findings of the study by the researcher showed that about ninety percent (90%) of the principals in Akure Municipal do have the idea of what the principles of delegation are and that they also give out responsibilities to their teachers. He summarized generally that principles of delegation is a well-known issue in Ondo State schools.

Akinbode’s recommendations were that the full use of the principles should be made mandatory in all the schools and strict compliance be enforced in the whole state. He also recommends that principals and teachers within and beyond the state should undergo a periodic training and workshops to further acquaint them with the usability of the principles of delegation. The difference between the two researchers is that while Akinbode studied all the principles of delegation, the other researcher studied only four of the principles of delegation. However, both studies are useful to principals and teachers in the different study zones. The researcher also used descriptive research design to ascertain the efficiency

of the principles of delegation in the schools of the study zone. The researcher used the simple percentage to analyze the data collected.

Another researcher who conducted a similar study on the delegation is Gislambe (2000). His research was titled the “the effect of the principles of delegation of authority on private secondary schools in Bali Local Government Area of Taraba State. Gislambe conducted the study on Taraba State in the year 2000. The scopes of his study were only teachers in the local government private secondary schools. The total numbers of teachers in the private schools in the study area were two thousand and twenty three (2,023). Two hundred and ninety one (291) teachers were sampled for the study.

Questionnaire formulated by the researcher was administered on the teachers. The objective of the study was to find out from the private school teachers in the local government if at various times they were given tasks to carry out, the study also tried to find out whether or not the principles of delegation has an effect on the schools. The researcher also used the descriptive research design for the study and a simple percentage was used. In his final findings, the researcher found out that the private school teachers were better than the government schools in terms of usability of principles of delegation and therefore confirmed that delegation principles has high effect on the private schools in Bali Local Government Area of Taraba State.

Recommendations by the researcher were that reward should be introduced to further boost the morale of the teachers and principals in the public schools to catch up with their partners

in the private schools. He further recommended that training and workshops be introduced in the public schools so that the use of the principles of delegation will be enforced.

Another researcher who conducted a similar study was Fatima (2008). The title of her study was on the “Application of principles of delegation of responsibilities among principals of secondary schools in Jigawa State in the year 2008”. Her focus was on general secondary schools and found out that ten (10) of the principals which amount to 5.75% agreed that they do apply the principals of delegation of responsibility in their schools while 165 principals disagreed that they do apply the principles of delegation in their schools effectively. The population used for the study covered all principals and teachers of all government owned secondary schools of Jigawa State both junior and senior. There are eighty one (81) senior secondary schools and one hundred and twenty one (121) junior secondary schools which consists of three hundred and fourty four (344) males teachers and fourty four (44) female teachers for the senior secondary schools and one thousand four hundred and sixty two (1462) male teachers and fourty four (44) female teachers for the junior secondary schools respectively. The researcher observed and considered the population too large to cover and therefore limited herself to using sample method technique. Research instrument used in the study for data collection is the questionnaire. The questionnaire was developed to measure the teacher’s perception of principal’s leadership roles. The objectives of the study was to find out whether or not principals of public secondary schools in Jigawa State delegate authority to their subordinates, to compare delegation styles of principals of senior and junior public secondary schools in Jigawa State, to examine the application of basic principles of effective delegation among

principals of public secondary schools in Jigawa State and to find out teacher's perception of principals styles of delegation of responsibility. Descriptive survey design was used for the study. The data analysis technique in analyzing the data was the chi-square and each item presented is considered and positioned on the basis of the percentage (%) scored by the respondents. The formula used is $X^2 = \sum \frac{(O - E)^2}{E}$. According to this researcher,

principals of both junior and senior secondary schools of Jigawa State delegate responsibility to their staff willingly but found out those heading junior schools were more willing to do such tasks than those in the senior schools, since hundred percent (100%) of the junior schools are doing it and eighty percent (80%) of the senior schools does it also. But this difference may be caused by the size and nature of the two (2) schools where senior secondary schools according to the researcher are larger and difficult to manage than the junior ones.

Teacher's opinion equally indicated that differences exist. They also agreed base on this research that the principals delegate responsibility to them. The X^2 calculated 6, 7, 8 has indicted that teachers do not perceive principals delegation of responsibility under all facets of the delegation style. The subjects (i.e. principals) under study were eighteen thousand two hundred and thirty five (18.235), all of them were given questionnaire to fill according to the researcher.

This research also finds out that principals of junior secondary schools delegate responsibility to their subordinates willingly. The research has found out significant difference between junior and senior secondary schools principals. Teachers who

responded have indicated that principals do not delegate willingly to the teachers, but those who indicated “No” to principals styles are only 15%. This showed that there is lower usability of styles of delegation among teachers.

Fatima proffered some sets of recommendation based on the findings of the study. She recommended that the application of the principles of delegation be made mandatory in public schools in Jigawa State. She further recommends that all principals and school administrators should undergo workshops and training in the field of delegation.

She also recommends that a Special Enforcement Unit (SEU) be established in the Ministry of Education to oversee the application of principles of delegation in the schools.

All the researchers highlighted in the review gave divergent views because of area of study or location and time of their research. This implies that, adequate delegation and implementation if carried out successfully will enhance effective running and provision of adequate leadership in our educational schools and boards of education. This study differs from the other authors in terms of location, time and topic. While the other researchers studied the general principles of delegation in all secondary schools in their various locations, this researcher studied only four of the principles of delegation at the upper basic education level in only one zone of Borno State. The study is also unique as no any other researcher had ever studied only four of the principles.

2.5 Summary and Uniqueness of the Study

The literature reviewed shows that most of the study conducted was on the application of principles of delegation among principals of Upper Basic Education Schools and focused

only on the delegation. The study looked at the basic components that made up the delegation to function. For instance, Muhammad (2008) studied the delegation itself without the other components like the principles and obstacles, etc in Jigawa state in 2008. Her study covered all secondary schools and principals in Jigawa State. The researcher also used chi-square to compute her findings. This study used only one zone, out of the three zones in Borno State, this is as a result of the insurgency and all the other zones were closed down. The study used three hundred and forty-two (342) teachers which form the study population. The researcher used the simple percentage to compute the results.

Thus, all the researchers did their studies on the same topic but different locations and at different times, ranging from Jigawa State, Ondo State and Taraba State. This study is unique because no researcher had ever done a study on the topic: “Application of Principles of Delegation among Principals of Upper Basic Education Schools of Maiduguri Metropolitan Education Zone” in Borno State. The researcher based his attention only on application of principles of delegation while the other researchers at different times and locations looked at different areas of delegation in their respective states of study.

In all, this study stands distinct and unique from all others in terms of place and time of study. From the understanding of the researcher, the study will be the first to investigate only the principles of delegation among principals of Upper Basic Education School in Maiduguri Metropolitan Education Zone of Borno State. However, the researcher decided to conduct this study as a result of differences and gap created due to non-study of the principles alone.

CHAPTER THREE: RESEARCH METHOD

3.1 Introduction

This chapter presented the methods employed by the researcher in conducting the study. In so doing the chapter explained the design of the study, the population of the study, the sample size and sampling technique and the instrument used for data collection. This chapter also discussed the validity and reliability of data collection instrument. The procedure for data collection and analysis were also discussed in details.

3.2 Research Design

Research design is seen as the plan, structure and strategy employed by a researcher in conducting a study so as to provide answer to the research questions and control variance (Oke, Olosunde and Jekayinfa, 2005). Research design equips the researcher with relevant ways to collect data for the purpose of the research.

Since this research involved finding views of the respondents who ensure effective implementation of the principles of delegation among principals of Upper Basic Education Schools in Maiduguri Metropolitan Education Zone, descriptive survey design was employed. Descriptive research design according to Oke, Olosunde and Jekayinfa, (2005) involves “attempts to describe, find out and interpret conditions, relationships that exist or the attitudes of people or events or the attitude of people towards events and ideas etc.

Taking this definition into account, the chosen design allowed the researcher to ascertain the presence or absence of the application of principles of delegation in Maiduguri Metropolitan Education Zone. Through the data collected from the sampled principals and

teachers, the researcher ascertained the impact of application of principles of delegation among principals of Upper Basic Education Schools in Maiduguri Metropolitan Education Zone, Borno State.

3.3 Population and Sample

The subject of the study comprise of all teachers of Upper Basic Education Schools in Maiduguri Metropolitan Education Zone and 342 teachers were sampled for the purpose of generalization.

3.3.1 Population of the Study

The term population is used to include not just people but also events, animals and objects which are members of the target of the study in educational research as defined by experts (Akuezilo, 2003). Therefore, this means that the objectives of a given research explains or dictates the position to provide answers that will lead to the achievement of the objectives.

The total population of respondents in the study zone is four thousand two hundred and fifty (4250) teachers of Upper Basic Education Schools out of which three hundred and forty two (342) teachers were sampled for this study. The teachers are the actual implementors of the principles of delegation in the schools. According to the statistical data of teachers obtained from Borno State Universal Basic Education Board, there were eighty-five (85) Upper Basic Educational Schools in the two local government areas that made up the zone and four thousand two hundred and fifty (4250) teachers. Below is the tabular presentation of the total number of schools, principals and teaching staff in each local government area of the zone.

The table below shows the number of schools and teachers in Maiduguri Metropolitan Education Zone of Borno State.

Table 3.2.1: Population of schools and Number of teachers in Maiduguri Metropolitan Education Zone

LGA	No. of Schools	No. of Teachers	Total
Maiduguri	52	3050	3102
Jere	33	1200	1233
Total	85	4250	4335

Source: Borno State Universal Education Board, 2015

The above table showed that out of the total number of teachers, i.e. four thousand two hundred and fifty (4250), three thousand and fifty (3050) are from Maiduguri Local Government Area and One Thousand Two Hundred (1200) are from Jere Local Government Area of Borno State.

3.3.2 Sample Size

A small group that is observed is called a sample. Bichi (2004) posits that “a sample is the portion of the population being studied drawn through a definite procedure”. As a qualitative study, three hundred and forty-two (342) teachers were selected as the study sample. The sample size was determined from the research advisor table of sample (2006).

3.3.3 Sampling Technique

The researcher used cluster sampling technique in selecting the sample for this study. Cluster sampling is one of the types of probability sampling. The researcher used the technique because Maiduguri Metropolitan Education Zone is made up of two Local Government Areas. Therefore, each local government is regarded as a cluster, as such

appropriate percentage was given to each local government area. Bichi (2004) maintain that with this technique, a target population is divided into clusters and then further sample takes place within the clusters and is on until individuals are sampled. Bearing this is mind, the researcher selected the study sample from the two (2) local government areas of Maiduguri Metropolitan Education Zone.

3.4 Data Collection Instruments

The instrument used in this study for the collection of data was questionnaire. However, for a qualitative data to be obtained a self-developed questionnaire was produced and distributed to the teachers in the Maiduguri Metropolitan Education Zone.

3.5 Validity and Reliability

This subsection deals with two parts; the validity of the instrument for satisfying both content and face validity and reliability in order to show that the instrument is reliable.

3.5.1 Validity of the Instrument

Before an instrument is used for data collection, it is necessary to be certain that the instrument is appropriate for the intended population and purpose of the study. Bichi (2004), the instrument used for the data collection in this research was the questionnaire. The sampled questionnaire prepared by the researcher was therefore taken to experts in the Faculty of Education, Bayero University, Kano for face and content validity and its relevance had been ascertained in relation to the research questions and appropriateness of the language.

3.5.2 Reliability of the Instrument

In qualitative research, reliability can be regarded as a fit between what researcher records as data and what actually occurs in the natural setting that is being researched, i.e. a degree of accuracy and comprehensiveness of coverage, to establish the reliability of the questionnaire.

The researcher used a Cronbach Alpha method to determine the reliability of the questionnaire distributed to the teachers.

3.6 Procedure for Data Collection

The researcher obtained permission from the Department of Education, Bayero University, Kano where an introductory letter was collected to carry out this study. The introductory letter was presented to the authorities of Borno State Ministry of Education for approval to carry out this study in the selected Upper Basic Education Schools of Maiduguri Metropolitan Education Zone, Borno State, Nigeria. Similarly, the researcher visited the selected schools and sought for permission and approval from the principals, to administer the questionnaires in their schools. Three hundred and twenty four (324) copies of Teachers' Perception of Principals Delegation Style Questionnaire (TPPDSQ) were printed and administered. The instruments were accompanied by an introductory letter stating the purpose of the research.

In the process of collecting data for this research, the researcher sent an introductory letter to the principals of the schools in Maiduguri Metropolitan Education Zone. The letters were sent before copies of the questionnaire were taken to them. The participants were informed of the importance of their responses and assured them that their responses would be treated

with utmost confidentiality and for the purpose of this research only. To derive home what was set to achieve, the researcher employed the assistance of one research assistant who helped in the distribution and collection of the questionnaire.

However, the researcher administered all the questionnaires in person to all participants (teachers) and awaits their responses to minimize loss of data collection instrument.

3.7 Procedure for Data Analysis

To analyze the data obtained from the various respondents, simple percentage was used to analyze the data collected. That is to say, the views of the respondents (teachers) regarding the application of principles of delegation among principals of Upper Basic Education Schools in Maiduguri Metropolitan Education Zone were analyzed appropriately using tables and simple percentages and later the findings were determined and subjected to a critical discussion.

CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter presented the data collected from the teachers through the questionnaire formulated for the teachers of the Upper Basic Education Schools of Maiduguri Metropolitan Education Zone on the application of principles of delegation. A total of three hundred and forty – two (342) teachers were issued with questionnaires to report on and were successfully returned. The demographic data of the respondents were presented in table 4.2 below. Also analysis of the responses based on the research questions were done and answered. At the end, the findings were summarized and discussed.

4.2 Data Presentation

This study is on the application of principles of delegation among principals of Upper Basic Education Schools in Maiduguri Metropolitan Education Zone of Borno State. The table below shows the population of teachers in the zone under study.

Table 4.1: Number of teachers sampled for the study in Maiduguri Metropolitan Education Zone of Borno State

Respondents	Frequency	Percentage
Teachers	342	100%
Total	342	100%

Source: Ministry of Education Record; 2015

The information contained in the table above showed that 324 school teachers which represents 100% responded. Information from the teachers had to be obtained as they are the direct targets of implementation of delegation. The number of teachers was sampled according to (The Research Advisor Table for Sampling, 2006).

4.3 Data Analysis

This study collected 324 responses from the teachers. A total of 324 responses are from the school teachers within the study zone of Maiduguri Metropolitan Education Zone. Four research questions were constructed and answered, using simple percentage.

Research question one: Do principals of Upper Basic Education Schools of Maiduguri Metropolitan Education Zone apply the principles of clarity of delegated jobs?

Table 4.2: Teachers Responses on the application of the principle of clarity of delegation in Upper Basic Education Schools of Maiduguri Metropolitan Education Zone of Borno State

S/N	ITEMS	REPOSSES			
		YES		NO	
		Freq.	%	Freq.	%
1	Do your principal apply the principles clarity of delegated jobs in your school?	120	35	222	65

Source: Field Survey, 2016

Table 4.2 indicates that 120 of the respondents which represent 35% agree (Yes) that, the principals do apply the principle of clarity of delegated jobs, while 222 of the respondents which represent 65% disagree (No) with the view that, the principals do not apply the principle of clarity of delegated jobs. The teachers opined that they do not engage received instructions clearly spelt out from the principals.

Research question two: Do principals of Upper Basic Education Schools of Maiduguri Metropolitan Education Zone apply the principle of motivation when delegating jobs in their schools?

Table 4.3: Teachers' Responses on the application of the principle of motivation in Maiduguri Metropolitan Education Zone of Borno State

S/N	ITEMS	REPOSSES			
		YES		NO	
		Freq.	%	Freq.	%
1	Do your principal consider the principle of motivation before given out delegation in your school?	284	83	58	17

Source: Field Survey, 2016

Table 4.3 indicates that 284 of the respondents which represent 83% agree (Yes) that, the principals do apply the principle of motivation, while 58 of the respondents which represent 17% disagree (No) with the view that, the principals do not apply the principle of motivation. The teachers were sometimes skeptical in carrying out delegated jobs because there were no form of motivation from the authorities and therefore they do not put in their best to execute tasks.

Research question three: Do principals of Upper Basic Education Schools of Maiduguri Metropolitan Education Zone apply the principle of meritorious selection during delegation in their schools?

Table 4.4: Teachers Responses on the application of meritorious selection in Maiduguri Metropolitan Education Zone of Borno State

S/N	ITEMS	REPOSSES			
		YES		NO	
		Freq.	%	Freq.	%
1	Do your principal consider the principle of meritorious selection before giving out delegation in your school?	165	48	177	52

Source: Field Survey, 2016

Table 4.4 indicates that 165 of the respondents which represent 48% agree (Yes) that, the principals do apply the principle of meritorious selection, while 177 of the respondents

which represent 52% disagree (No) with the view that, the principals do not apply the principle of meritorious selection.

Research question four: Do principals of Upper Basic Education Schools of Maiduguri Metropolitan Education Zone apply the principle of training and orientation before giving out delegation in their schools?

Table 4.5: Teachers Responses on the application of training and orientation in Maiduguri Metropolitan Education Zone of Borno State

S/N	ITEMS	REPOSSES			
		YES		NO	
		Freq.	%	Freq.	%
1	Do your principal consider the principle of training and orientation before giving out delegation in your school?	165	48	177	52

Source: Field Survey, 2016

Table 4.5 indicates that 165 of the respondents which represent 48% agree (Yes) that, the principals do apply the principle of training and orientation, while 177 of the respondents which represent 52% disagree (No) with the view that, the principals do not apply the principle of training and orientation.

4.4 Summary of Major Findings

The study revealed that Principals of Upper Basic Education Schools in Maiduguri Metropolitan Education Zone:

1. Did not apply the principle of clarity before delegating job to their subordinates.
2. Did not apply the principle of motivation during and after delegation of jobs as shown by the teachers.

3. Did not apply the principle of meritorious selection.
4. Did not apply the principle of training and orientation.

4.5 Discussion of the Findings

The study investigated the impact of principles of delegation among principals and teachers of Upper Basic Education Schools in Maiduguri Metropolitan Education Zone of Borno State. Delegation being a major tool in running of activities of any school it needs to be applied in all schools and all levels. That brings about cohesion and mutual respect and understanding between school managers and their subordinates. In applying the principles of delegation one has to apply all that it takes to bring about results and the desired aims and objectives in the school system.

Eighty-five (85) principals and three hundred and forty-two (342) teachers were randomly selected as sample of the study. For a qualitative study to be ensured, the selected targets were directly issued questionnaires to fill and later analyzed by the researcher. The findings revealed that delegation in the schools are being done willingly by the principals and the teachers also wholeheartedly accept the responsibilities. Majority of the principals do delegate to their subordinates while teachers do accept the tasks where their confidence is taken into account by the principals.

Out of the total number of the principals (85), 80 ascribed to being liberal in their delegation to their teachers and that had brought about confidence on the part of the teachers. They carry out the tasks given to them based on trust. Most of the principals do not accept failure on the part of the teachers. Kootnz and Wechrich (1988) asserted that “most failure in

effective delegation occurs not because managers do not understand the nature of principles of delegation but because they are unable to apply them”. All respondents though very few who do not agree with the principals, have reported that principals do delegate effectively to their subordinates. In the same vein Robert (2018), suggested that “to accomplish effective delegation, it is important that subordinates understand the functions, objectives and purposes of delegation”.

Teachers have also indicated that they perceive principals principles of delegation, 85% of the teachers that responded have indicated that principals willingly delegate tasks to subordinates while those that do not agree are only 15% which shows the principals delegate willingly.

Similarly, the findings of this research work revealed that delegation is an essential tool or apparatus in school administration. Therefore, it clearly showed that if all principals of Upper Basic Education Schools will adopt the principles of delegation, it will go a long way in creating good and harmonious working relationship between principals and their subordinates. However to obtain a maximum loyalty and good working relationship between principals and their subordinates, they (principals) should honestly and with sincerity of purpose create an enabling environment for the delegates to perform effectively, there should be a corresponding authority, clear specification of tasks by the principals whereas the delegates should have the will, the confidence and sincerity of purpose to execute the jobs being assigned to them by any superior within the organization.

Training and orientation in all the schools sampled are being delegated out to subordinates, by the school authority. That has given confidence to the teachers in carrying out tasks, it encourages one who is given an assignment to be given the privileges that goes with it. Teachers agreement and endorsement were in line with Cole (2004) who emphasized that “the job holder should have the right that goes with the job”. Teachers agreement was also in line with Nwachukwu (2007) who views that organizational processes permit the transfer of job from superior to subordinate.

Taking the above studies by different scholars into account, one understands that delegation in Upper Basic Education Schools creates understanding and good working relationship. Discussing the measures to improve on the delegation implementation, Kebbi and Adeniran (2013) recommend that “in-service training and workshops be organized for those with delegated powers. Also supporting this idea, Reuben, Odey and Egodi, (2012) asserts that “training and retraining be given to delegates-so as to discharge their duties effectively”.

According to Chigozie (2015) explained that “a good leader should enhance subordinates job performance by clarifying and setting goals for the subordinates”. The leader shows the subordinates a clear path to follow and shows how to remove barriers to the goal achievement. The researcher finds out that after the job is assigned, the delegates are left on their own to sort things out even when they are difficult tasks. Similarly, Chigozie (2015) asserts that when subordinates are confused, the leaders tell them what to do and show them a clear way to follow”. When the path to follow is shown the subordinates become satisfied and motivated and therefore accept leader’s behavior that further

enhances effectiveness. The leader's behavior further enhances the subordinates work environment through directing, controlling, supervising, rewarding proper communication and joint decision making between the principals and the subordinates. But according to the study almost all these indices are absent, and that had not brought about the desired results. Most of delegations on the part of the principals are willingly done but some if not most are based on relationship with the teachers and not on competence. In one of the schools that responded negatively by the teachers said a particular teacher who was newly brought in was given almost three (3) tasks to perform leaving out the old teachers in the school without any tasks to perform. And when enquired as to the reason for that, three (3) teachers told the researcher that the delegate is the principal's son-in-law and that brought about disharmony in the school which at the end most of the teachers had refused to take up any task outside the teaching job. This assertion is backed by Mumbe (2005) where he said "delegation can only be successful when the subordinates have the ability, information and knowledge about the task and their willingness to perform and be supported".

In the same vein, Healthfield (2007) found out that "for delegation to be successful, the leader has to establish objectives of delegation, specifying the tasks to be accomplished and deciding who is to accomplish them". All these are absent in the schools under study, though some do certain things close to the principles of delegation.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presented the summary of the entire research work. That is summary of all what was done from chapters one to five. The general conclusion of the entire research then followed. Also, in the chapter recommendations from the study and further study were made.

5.2 Summary

The study was carried out to investigate the application of principles of delegation among principals of Upper Basic Education Schools in Maiduguri Metropolitan Education Zone of Borno State. In so doing the study was divided into chapter one to five.

Chapter one presented the background of the study, the basis upon which the study was built. The problem of the study was described vividly. Here the main problem that motivated the researcher to conduct the study was fully described. Based on the research problem, the objectives were set and the research questions were developed in line with the set objective. The format described the possible beneficiaries of the study and how they will benefit from it. The later explained the areas covered by the research, the boundaries of the study or the scope.

Chapter two revealed literature relevant to the study. The literatures were reviewed in terms of concepts and theories then empirical review followed and at the end summary and uniqueness. Theory related to application of principles of delegation was revealed and

empirical that relate to the study were also revealed. Finally, summary and uniqueness of the study was developed.

In chapter three the researcher explained methodology followed in conducting the research. In so doing the design of the study was described, the population of the study was determined and explained. Sample of the study was explained and drawn using a definite sampling technique. Also in the chapter is the discussion of the instrument used for the collection of the data; which was the questionnaire as a technique for data collection. Finally the procedure for data collection and procedure for data analysis were explained respectively.

Chapter four dwelled on the demographic data of the various participants, following this is the analysis of the transcribed responses of the participants where the research questions were answered. The chapter then tried to summarize the major findings of the study. At the end, thorough discussion of the major findings were discussed.

Chapter five highlighted the summary, recommendation, recommendation from the study, recommendation for further study and conclusion were discussed.

5.3 Conclusions

From this study, the followings were the summary of the major findings of principles of delegation of duties in Upper Basic Education Schools in Maiduguri Metropolitan Education Zone;

- 1) The principle of clarity while delegating responsibilities to teachers in Upper Basic Education Schools in Maiduguri Metropolitan Education Zone indicate that 120 of

- respondents which represent (35%) agreed that the principals do apply the principle of clarity while 222 which represents (65%) disagreed that principals do not apply the principle of clarity while delegating jobs.
- 2) A total of 284 respondents which represents (83%) agreed that the principals do apply the principle of motivation. While 58 of the respondents which represents (17%) disagreed that principals do not apply the principle of motivation while delegating jobs.
 - 3) A total of 165 of the respondents which represents (48%) agreed that principals do apply the principle of meritorious selection, while 177 which represents (52%) disagreed with the view that principals do not apply the principle of meritorious selection while delegating jobs.
 - 4) About 165 of the respondents which represents (48%) agreed that principals do apply the principle of meritorious selection, while 177 which represents (52%) disagreed with the view that principals do not apply the principle of meritorious selection while delegating jobs.

It is apparent that the application of the principles of delegation among principals of Upper Basic Education Schools in Maiduguri Metropolitan Education Zone has significant impact on its application. This is evident as principals and teachers testified that the principles of delegation were either applied or not applied in the schools. In the schools one could vividly see how activities of the schools were run from the principals to the teachers. The application of the principles of delegation in the schools had improved a good working relationship between the principals and the teachers. It has also improved the ability of knowing the significance of the principles of delegation, the skills and knowledge of the

applicability of the principles of delegation appropriately. It has also improved the ability to manage the schools effectively, it could therefore be concluded that some respondents opined that the principles of delegation did not have any impact on the schools administration, while others opined otherwise. But it's apt to conclude that the introduction of the principles of delegation has made a significant impact on the application of the principles of delegation in the schools.

It could also be concluded that the application of principles of delegation has made a systematic significant on the school management in Maiduguri Metropolitan Education Zone.

5.4 Recommendations

Considering the findings of the study, the researcher proffered some sets of recommendations, recommendations from the study and recommendations for further studies.

5.4.1 Recommendations from the Study

Based on the study conducted the following recommendations were proffered for the effective application of the principles of delegation under study:

1. The application of the key principles of delegation should be made mandatory to the principals and teachers by the Universal Basic Education Commission where a special unit be set up within the commission to enforce the use of the principles to be headed by a director or its equivalent.

2. For effective implementation of the principles in the schools, the principals should appoint an enforcement officer within the schools to ensure compliance and periodic checks by the commission or the principals be carried out.
3. Training and orientation should be organized for the principals and teachers on how to apply the principles of delegation and all delegations by the principals to their subordinates should be clear so that ambiguity is eliminated.
4. Principals and the Universal Basic Education Commission should reward those who perform well in executing jobs assigned, so as to encourage them and make the weaker ones who do not make up to breast up and put in their best. Principals should also base their delegation to teachers on merit only. Those found to be worthy of carrying out the delegation should be appointed.

5.4.2 Recommendations for Further Studies

Based on the study conducted, the recommendations were proffered for further studies:

1. Similar studies should be carried out in areas not covered by this research which studied only the principles of delegation.
2. A study on the impact of principles of delegation on the Upper Basic Education Schools be conducted in further studies.
3. An investigation into the role of the Universal Basic Education Commission in the enforcement of delegation in schools be studied.
4. An investigation into the role of teachers in the implementation of the principles of delegation be done to find out how willing they are in accepting roles

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APPENDIX I

QUESTIONNAIRE

TEACHERS' PERCEPTION OF PRINCIPALS DELEGATION STYLE

QUESTIONNAIRE (TPPDSQ)

This instrument is developed to measure the nature of delegation in Upper Basic Education Schools in Maiduguri Metropolitan Education Zone. The responses obtained will be used for research purposes only. So please answer freely by shading one box out of the following questions.

S/N	QUESTION	YES	NO
1.	Does the principal of your school apply the principle of clarity while assigning tasks?		
2.	Does the principal of your school apply the principle of motivation when delegating jobs to their subordinates?		
3.	Does the principal of your school select officers for delegated jobs based on merit?		
4.	Does the principal of your school apply the principle of training and orientation during delegation in your school?		