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PRINCIPALS' DELEGATORY FUNCTIONS AS PREDICTORS OF TEACHERS' JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

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ABSTRACT

The study examined principals' delegatory functions as predictors of teachers' job performance in public secondary schools in Anambra state. The purpose of the study was to examine the impact of principal's delegation of supervisory functions on teachers' job performance in secondary schools in Anambra state. The study adopted descriptive survey research design. A structured questionnaire was used for data collection. Two hundred and thirty two respondents were sampled in the study area. Fred Fiedler's Contingency theory was used for the study because of its relatedness. Mean rating was used to analyze the data. The findings of the study showed that principal's delegating functions predict teachers' job performance in secondary schools in Anambra state. Based on the findings the study recommended that Principals should develop and implement effective delegation practices that are tailored to the needs and strengths of individual teachers, and Principals should provide adequate training and support to teachers to ensure that they are equipped to handle the tasks and responsibilities delegated to them.

Introduction

Education has been known to be the bedrock of a country's national defense, improvement in the standard of living of people, industrialization and the grass root for morals and child development. In fact, it is clearly stated in the national policy objective on education that education is the instrument for sustainable socioeconomic development and social change as well as a vital instrument for the promotion of a progressive and united Nigeria (Federal Republic of Nigeria, 2016). This implies that without regard to education, a nation is bound to remain undeveloped.

The level of development in any society is determined by the well-organized, managed and supervised education system. According to Osinubi (2017), meaningful education system is a channel that transformed the world into a global community through the advancement of science and technology. Globally, education is regarded as a veritable instrument for the achievement of national goals. Education gives national direction and any nation that wants to achieve development indicators must invest, maintain and promote education administrators as well as teachers. It is fundamental to the development of every nation, and to a large extent, dictates the likely pattern of the other sectors while at the same time providing an insight into the nation's future (FRN, 2016).

Education helps to develop individuals physically, mentally, socially and technologically to enable him to function effectively in any environment in which he may find himself (Karaba, 2018). No nation can afford to pay lip service to the education of its people; therefore various societies put a lot of capital on it to ensure that the entire generation acquires the necessary skills, knowledge and the desired attitudes critical for future survival of the Federal Republic of Nigeria (FRN, 2016). The education of youths in a nation like Nigeria is very essential, especially those at the secondary school level who would later go into the universities for further education.

To realize the secondary educational objectives, a competent and valuable administrator must be able to perform the role of headship in such a manner to create an enabling environment in an institution. In secondary schools, be it public or private, the manager is generally regarded as the principal whose tasks including managing the affairs of the institution. Such personnel deemed to have an established skill in addition to desirable knowledge to achieve his administrative roles.
A principal is seen as the director of secondary school who develops and implements the educational programmes of the school. Among his numerous tasks, the principal keeps school proceedings including proceedings of school finances as well as creates favorable teaching and learning tone in schools. Mgbodile (2013) asserted that the success of any school, whether public or private depends largely on the extent to which individual talents and efforts are harnessed towards co-operative endeavors. The success lies in the motivation and commitment of the members to group goals and objectives.

Hornby (2017) defined school as an institution for educating children or circumstance or occupation that provides discipline or instruction. Since the school is one of the social agents of socialization in every nation, the important role of the principal in the school organization cannot be overlooked.

The principal as the instructional leader through curriculum implementation is responsible for the matters concerning the implementation of the school curriculum, staff and students' discipline as well as external relation. He sees the smooth running of the school to achieve high productivity. Every organization is established with specific objectives and for setting goals. How well these objectives are met and the goals are attained determines the degree of the success of the organization. In the course of discharging his duties, the principal delegates or share his decisions making authority and responsibilities with others as no one can do it alone. The principal applied delegatory functions in order to actualize the goals and objectives of the school. No one group of people or persons in a school organization, as noted by Adams (2020), can carry out all the tasks necessary for the accomplishment of the goals and objectives of the school, nor can one individual implement all the power for making the judgment. Tasks in the organization are distributed according to the capability of all members to perform an assigned function. Delegation is the process of giving power or work to somebody else so that the person is responsible for part of what he/she normally does to achieve results.

Delegation of function has been defined by different authors in many ways. Nwachukwu in Ugwu (2019) stated that delegation of function is seen as organizational process that permits the

transfer of authority from a superior officer to a subordinate officer in array to attain managerial set objectives. Delegation is also a process by which a manager, such as a school head transfers part of his authority to his subordinates for the performance of certain tasks and functions, (Federal Ministry of Education and Youths Development in Ugwu, 2019). Okonkwo (2015) defines delegation as the art of decentralizing function by a higher officer to lesser officers with the overall aim of achieving the goals of the organization. It can hardly be separated from decision-making. He further stressed that the lack of delegation of functions by the principal may strain relations between him and the other staff members. It may also lead to a lack of confidence in the staff resulting in staff not putting their best in their various assignments, thereby impeding the achievement of school objectives. Delegation as the act of decentralizing functions by a chief executive to lesser officers or subordinates with the overall aim of achieving the objectives of the organization is crucial. This implies that in an organization, there is always an executive head that is responsible for sharing functions or duties among his subordinate staff. In the school system, for instance, the principal is the head who has a number of subordinate staff in both the academic and administrative cadre, among whom he shares responsibilities for the smooth running of the school. Then the principal takes into account the staff's hierarchy of positions and competencies while delegating functions. A principal as an executive head cannot possibly deal effectively with all tasks that other people may have the time and energy to do, (Okonkwo, 2015).

Akubue (2002) described delegation as a process whereby a super-ordinate (leader) vests decision-making discretion on a subordinate and make it possible for them to use their judgment just as no one individual in a venture can do all the responsibilities necessary for the execution of group function. So, it is unfeasible as an enterprise grows for one human being to exercise authority for making a judgment.

In this context, a delegation of function is the act of sharing available functions in the school by the principal to the members of the staff according to their abilities and capabilities towards achieving the goals and objectives of the school. In a school system, there are various categories of function, and the staff and these functions are being delegated to and controlled by the heads. According to Mgbodile (2003) the principal delegates some major functions to the vice principal with full authority such as preparing the school timetable. He is also bestowed with the authority to discipline the staff and students, keep school records, and supervise classes, among others.

A typical day for a school principal includes a host of management activities such as scheduling, personnel and facility management, instructional oversight, meetings, budgeting, programming, disciplining students, connecting with parents and the community, reporting to the board or district, and, perhaps most challenging of all, addressing individual student needs. This list does not include the crises and special situations that are inevitable in schools and can be all-consuming when they occur. For the principal to achieve all his goals, there will be need for him to delegate some functions.

There are many functions the principal can delegate, as noted by Ikegbusi and Iheanacho (2016). The present study focused only on the two aspects, namely supervisory functions, and disciplinary functions.

Delegating supervisory function will enable the principal to be able to checkmate the activities of the students through the help of the teachers who are delegated to do so. In his view, Ikeh (2014) asserted that delegation of supervisory functions by a principal refers to the process of assigning specific responsibilities and authority to subordinates. This allows the principal to delegate certain tasks and make decisions that would otherwise fall under their purview, while still retaining overall control and accountability. Nwoko (2017) explained that principal's delegation of supervisory function leads to effective supervision in a school. He continued by stating that supervision can be seen as a way of advising, guiding, refreshing, encouraging, stimulating, improving and overseeing certain groups with the hope of persuading people to desist from applying wrong procedures in carrying out certain functions on their jobs and at the same time emphasize the importance of good human relations in an organization.

When supervision is absent, it leads to lack of communication, which could also lead to the indiscipline of students in the school. Students may become rude to the teachers, principals and to one another, low grade shall be recorded in their academics, crimes of various types shall be exhibited absenteeism, lateness, talking in the classrooms, disrupting the activities in the classroom and others. Less supervision causes gross negligence and often the cause of low morale and low productivity amongst students. Discipline in schools is the readiness or ability of students to respect authorities, observe and obey school rules and regulations to maintain high standard of behavior necessary for the smooth running of the teaching and learning processes. Discipline is the business of enforcing simple classroom rules that facilitate learning and minimize disruption. The rules on students discipline are aimed at enhancing positive and constructive paradigm of values. Principals are trained to provide for a proper learning ambience. The success of any school administrator lies in the degree of supervision and participatory leadership the principal has with his students. Being that the principal has a lot of duty to cover, he can only achieve the above through the development of supervision plan or strategy with his teachers. Teachers use different strategies of supervision to monitor the activities of the students when they are in the school. Though the strategies may differ from one to another but they are out to achieve the same goal. Misbehaviour problems can be prevented if students are supervised and feedback is given.

The principal, according to Kent (2019), cannot afford to overlook supervisory activities in the school if there must be discipline and growth. For this reason, the principal must not only carry out supervision constantly, but delegate supervisory functions. The purpose of school supervision is to ensure the stimulation of professional growth of the teachers and their entire school system and to motivate teachers. It equally ensures that the teachers do what is expected of them so that the students can learn. It is geared towards ensuring efficiency and effectiveness in the school system.

Delegating disciplinary functions can have the added benefit of creating a sense of shared responsibility for discipline among the school staff. It allows for multiple perspectives and approaches to be taken when addressing disciplinary issues, and can also provide opportunities

for professional development and skill-building for staff members who are delegated disciplinary responsibilities. However, it is important to note that while a principal may delegate certain disciplinary functions, they are still ultimately responsible for ensuring that the disciplinary process is fair and just.

It is important for the school principal to provide clear guidelines and protocols for the delegation of disciplinary functions, as well as ongoing training and support to staff members who are delegated these responsibilities.

There are numerous other reasons, as explained by Okomoh (2019), why the principals should delegate disciplinary functions. This includes the fact that it allows the principal to focus on other important responsibilities such as curriculum development and instruction, staff development, and community relations. By delegating disciplinary functions, the principal is able to devote more time and energy to these other critical areas. Also, delegation of disciplinary functions allows for a more efficient and effective handling of disciplinary issues. When disciplinary functions are delegated to other staff members, such as vice-principals or department heads, they are able to address disciplinary issues in a timely manner and make decisions that are best suited to the specific situation. Also, delegation of disciplinary functions promotes a sense of ownership and accountability among staff members. When staff members are given the responsibility to handle disciplinary issues, they are more likely to take ownership of the problem and work to find solutions that will be effective in preventing future incidents. Then, delegation of disciplinary functions can help to build a positive school culture. When staff members are involved in disciplinary decision making, they are more likely to understand and support the decisions that are made. This can lead to a more cohesive and supportive school community.

For principals to achieve good delegatory function, Anyanwu (2016) explained that he will set clear expectations and goals for the delegated tasks. The principal should clearly communicate the desired outcome and any specific instruction or guideline that the subordinate should follow. The subordinate should also be given the necessary resources, such as training or equipment, to effectively carry out the delegated tasks.

Effective delegation requires the principal to monitor the progress of the delegated tasks, and to take appropriate actions if necessary. This may include adjusting the goals or expectations, providing additional resources, or redirecting the subordinate's efforts to better align with the overall objectives of the organization. When activities of the schools are well delegated, teachers certainly will perform well.

Teachers' job performance is very essential in the growth of any school, as it is the evidence that the principal understands his job and carries it out as expected.

Secondary education is a very important level of education in Nigeria where solid foundation for higher education and useful living are laid. According to Federal Republic of Nigeria (FRN) (2004), secondary education is the form of education children receive after primary education and before tertiary stage. She also stated that the broad aim of secondary education within the national objectives is the preparation of children for useful living within the society and for

higher education. Teachers are required at this level of education to help in the achievement of the objectives and there is a need to ensure that there is a good job performance, if the aims of secondary education are to be achieved.

Verspoor (2014) found that teachers are the initiators, facilitators of teaching and learning activities. They act as agent of change in any school system because of the roles they perform, they can be regarded as the heart of quality improvement strategy. The teachers normally perform better if conducive working environment is provided for them. The working condition may not be with a fat and higher salary structure, but other factors that help them feel motivated. When a teacher is motivated, according to Ikegbusi (2021), his job performance will definitely increase.

In secondary schools, teacher job performance is evaluated in relation to the specific subject or grade level they are teaching. The evaluation process typically involves both formal and informal assessments, including observations of classroom instruction, review of student work, and feedback from students and parents. One important aspect of teacher job performance in secondary schools is the ability to effectively engage and motivate students. This includes the ability to create a positive and inclusive classroom environment, as well as the ability to use a variety of teaching methods and strategies to reach students with different learning styles.

In secondary schools, especially in Anambra state, the teachers are rarely delegated by the principals to carryout some administrative works. This is usually as a result of lack of trust in the competency of the teachers to carry out these tasks. This, to a great extent, affects the job performance of the teachers.

Poor delegatory functions by the principals in Anambra state are issues of discourse in the present time, as it is believed that many teachers are motivated from these functions which are now lacking. In some cases, as Nwoye (2020) asserted, most of these teachers who would be principals tomorrow use the opportunity to learn these administrative roles. However, there exists a relationship crisis between the principals and some of these teachers. Most often such conflict manifests as a result of the communication gap, favouritism, discrimination, lack of motivation, mistrust, poor time management, laxity among teachers resulting in poor implementation of school programmes. There is plethora of literature on teachers' job performance and the factors that motivate it. However, there seem to dearth of research carried on the role of principals' delegatory function on teachers' job performance in Anambra state. The need to shed light on the importance of this cannot be overstated given that this form of delegation is one of the motivating factors in teachers' job performance. It therefore calls for a research on need for principals' delegatory functions and effect on teachers' job performance in secondary schools in Anambra state. The present study addressed this need.

Purpose of the Study

The main purpose of this study was to examine principals' delegatory functions as predictors of teachers' job performance in secondary schools in Anambra state. Specifically, the study sought to:

1. Identify the impact of principal's delegation of supervisory functions on teachers' job performance in secondary schools in Anambra state
2. Examine the impact of principal's delegation of disciplinary functions on teachers' job performance in secondary schools in Anambra state

Scope of the Study

The study was delimited to principals' delegatory functions as predictors of teachers' job performance in public secondary schools. The area the study covered is secondary schools Anambra state. The study identified the impact of principal's delegation of supervisory functions on teachers' job performance in secondary schools in Anambra state

Research Questions

The following research questions will guide the study:

i. What impact has principal's delegation of supervisory functions on teachers' job performance in secondary schools in Anambra state?
ii. What impact has principal's delegation of disciplinary functions on teachers' job performance in secondary schools in Anambra state?

Literature Review

Principals' delegatory functions

Delegating tasks and responsibilities is an essential aspect of a principal's job in ensuring the smooth running of an educational institution. Several authors have discussed the delegatory functions of principals in the past.

According to Oplatka and Hemsley-Brown (2019), principals must delegate tasks and responsibilities to other members of the organization to enable them to focus on critical aspects of leadership such as visioning, strategic planning, and decision-making. The authors argue that effective delegation not only lightens the principal's workload but also enables other members of the organization to develop their skills and abilities.

Similarly, Törmänen and Kalalahti (2020) highlighted the importance of delegating tasks and responsibilities to middle managers to ensure effective implementation of educational policies. The authors argued that effective delegation can help to create a shared understanding of the educational goals and objectives and promote collaboration among different stakeholders.

In a study on principals' delegation practices in primary schools, Li and Li (2021) suggested that effective delegation requires a clear understanding of individual staff members' strengths and weaknesses. The authors argued that principals must be able to match staff members' skills and abilities with the tasks they delegate to ensure optimal performance. Rizkallah and Antoun (2022) argued that effective delegation can promote professional development among teachers and enhance their sense of ownership and commitment to the organization's goals. The authors

suggest that principals must create a supportive and empowering environment that encourages teachers to take on leadership roles and responsibilities.

The delegatory functions of principals are critical for the effective management and leadership of educational institutions. Effective delegation requires a clear understanding of staff members' skills and abilities and a supportive environment that promotes collaboration and professional development.

Teachers' job performance

Teacher job performance refers to the effectiveness with which teachers carry out their professional responsibilities, including their ability to facilitate student learning and promote positive student outcomes (Wang & Eccles, 2019). According to Wang, Chiu, Li, and Liu (2020), teacher job performance is the extent to which teachers demonstrate competence in their instructional practices, and their ability to create and maintain a positive classroom environment that fosters learning and development. Klassen and Kim (2020) explained that teacher job performance refers to the degree to which teachers meet the expectations of their professional roles, including their ability to plan and deliver effective instruction, establish positive relationships with students and colleagues, and engage in ongoing professional development.

Teacher job performance is the extent to which teachers meet the needs of their students, and their ability to adapt to changing circumstances and support diverse learners" (Katz, 2021). In their views, Sánchez-Guzmán, Pérez-González, and Aguilar-Sánchez, (2022) noted that teacher job performance refers to the effectiveness of teachers in achieving the goals of the school or educational institution, including their ability to collaborate with colleagues, engage in continuous improvement, and contribute to the school community.

Theoretical Framework

Contingency theory

Contingency theory was propounded by Fred Fiedler (1964). It is a leadership theory that proposes that the effectiveness of a leader depends on the specific situation in which they are leading. In other words, there is no one "right" way to lead, and the most effective leadership style will depend on a range of contextual factors.

Contingency theory is particularly relevant to the issue of principals' delegatory functions as predictors of teachers' job performance in secondary schools because it emphasized the importance of matching the leadership style to the specific needs of the situation.

In this case, the effectiveness of principals' delegation will depend on a range of contextual factors, such as the specific tasks being delegated, the skills and expertise of individual teachers, and the overall culture and climate of the school. Therefore, principals need to assess the situation carefully and adapt their delegation style to fit the specific needs of their teachers and the school as a whole.

Method

Research Design

The descriptive survey research design was adopted in the study. According to Aggarwal (2008), descriptive survey research is devoted to the gathering of information about prevailing conditions or situation for the purpose of description and interpretation of data.

Area of study

The study was carried out in two public secondary schools in Anambra state.

Population of the study

In connection with this study, the population was made up of principals in 263 public secondary in the state.

Sample and Sampling technique

The Census sampling was used to select the entire population. This is because the population is manageable. After distribution and retrieval of the questionnaires, 31 were damaged leaving the sample size at 232.

Instrument for Data Collection

A 10-item structured questionnaire was used for data collection in this study. The questionnaire was grouped into two clusters which were used to seek the response of the respondents on the subject matter.

Method of Data Analysis

The data collected were analyzed using mean scores. Four point rating scale was assigned numerical values as shown below:

Strongly Agree (SA)	(4 points)	4
Agree (A)	(3 points)	3
Disagree (D)	(2 points)	2
Strongly Disagree (SD)	(1 point)	1

Decision Rule:

Mean rating of any item ranged from 2.5 and above was regarded as agreed, while those below 2.5 was regarded as disagreed.

Data Analysis and Discussion

Research Question 1: What impact has principal's delegation of supervisory functions on teachers' job performance in public secondary schools in Anambra state?

Table I: Mean ratings on the impact of principal's delegation of supervisory functions on teachers' job performance in public secondary schools in Anambra state

N = 232

S/N	ITEMS DESCRIPTION	∑fx	$\bar{x}$	Decision
1	Delegatory functions increase autonomy of teachers	757	2.9	Agree
2	Delegation of supervisory functions improve accountability among teachers	695	3.2	Agree
3	Delegation of supervisory functions provide opportunities for professional development.	706	3.3	Agree
4	Delegation of supervisory functions improves communication among teachers.	640	3.0	Agree
5	Delegation of supervisory functions increase the workload of teachers	598	2.9	Agree
	Grand Mean		**3.1**	**Agree**

Table 1 showed that all the items 1,2,3,4 and 5 have the mean scores of 2.9, 3.2, 3.3, 3.0 and 2.9, respectively which are above the cut-off mean score of 2.50. This showed that majority of the respondents accepted that there are impact of principal's delegation of supervisory functions on teachers' job performance in secondary schools in Anambra state.

Research Question 2: What impact has principal's delegation of disciplinary functions on teachers' job performance in public secondary schools in Anambra state**?**

Table 2: Mean ratings on the impacts of principal's delegation of disciplinary functions on teachers' job performance in secondary schools in Anambra state

232

S/N	ITEMS DESCRIPTION	∑fx	$\bar{x}$	Decision
6	It can increase their responsibility for maintaining order and discipline in the classroom.	488	2.2	Disagree
7	Delegation of disciplinary functions can also improve classroom management.	625	2.8	Agree
8	Improve communication among teachers and between teachers and the principal	749	3.1	Agree
9	Delegation of disciplinary functions can also increase the workload of teachers	771	2.8	Agree
10	Increase accountability among teachers	774	2.8	Agree
	Grand Mean		**2.7**	**Agree**

Table 2 showed that item6 has 2.2 which is below the cutoff point, while items 7 to 10 have the mean scores of 2.9, 3,1, 2.8 and 2.8 respectively and they are all above the cut-off mean. These

showed that majority of the respondents accepted that there are impacts of principal's delegation of disciplinary functions on teachers' job performance in secondary schools in Anambra state

Major findings

The findings of the study showed that respondents accepted that there are impact of principal's delegation of supervisory functions on teachers' job performance in secondary schools in Anambra state; these include that delegation of supervisory functions can improve accountability among teachers; delegation of supervisory functions can provide opportunities for professional development, and delegation of supervisory functions can also improve communication among teachers and between teachers and the principals. This is in line with the views of Okomoh (2019) who noted that teachers perform more effectively when they are given the opportunity to participate in the staff management.

The result of the showed that the respondents agreed that there are impact of principal's delegation of disciplinary functions on teachers' job performance in secondary schools in Anambra state. These include that it can increase their responsibility for maintaining order and discipline in the classroom, delegation of disciplinary functions can improve classroom management, Improve communication among teachers and between teachers and the principal, and delegation of disciplinary functions can also increase the workload of teachers. Rizkallah and Antoun (2022) supported this by stating that principals can delegate functions such as disciplinary function to the teachers in order to have effective result.

Conclusion

In conclusion, the delegatory functions of principals have a significant impact on the job performance of teachers in secondary schools in Anambra State. By effectively delegating tasks and responsibilities to teachers, principals can create a more efficient and supportive work environment that allow teachers to excel in their roles. Additionally, delegation can foster a sense of empowerment among teachers, leading to greater job satisfaction and motivation. However, it is important for principals to delegate tasks appropriately and provide sufficient support and resources to ensure that teachers are equipped to meet the demands of their delegated responsibilities. Therefore, the delegatory functions of principals play a crucial role in shaping the performance of teachers in secondary schools, and should be given careful consideration in efforts to improve educational outcomes.

Recommendations

Based on the findings of the study, the following recommendations are made.

- Principals should develop and implement effective delegation practices that are tailored to the needs and strengths of individual teachers.
- Principals should provide adequate training and support to teachers to ensure that they are equipped to handle the tasks and responsibilities delegated to them.
- Principals should establish clear guidelines and expectations for delegated tasks and responsibilities to ensure that teachers understand their roles and responsibilities.

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