ASSESMENT OF PRACTICES OF DELEGATION OF DUTIES BY PRINCIPALS OF SECONDARY SCHOOLS IN FUNTUA LOCAL GOVERNMENT AREA, KATSINA STATE, NIGERIA

BY

Ibrahim Muhammad

M.ED/EDUC/5774/2011-2012

DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM

FACULTY OF EDUCATION,

AHMADU BELLO UNIVERSITY,

ZARIA

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ASSESMENT OF PRACTICES OF DELEGATION OF DUTIES BY PRINCIPALS OF SECONDARY SCHOOLS IN FUNTUA LOCAL GOVERNMENT AREA, KATSINA STATE, NIGERIA

BEING AN EXTERNAL DEFENCE

BY

IBRAHIM MUHAMMAD

M.ED/EDUC/5774/2011-2012

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DECLARATION

I wish to declare that the thesis is my original work and has not been in any previous application for any degree. All foreign material cited has been duly acknowledge.

_____ _____

Ibrahim Muhammad Date

MED/EDUC/5774/2011/2012

CERTIFICATION

The thesis titled ‘Assessment of Practices of Delegation of Duties by Principals of Secondary Schools in Funtua Local Government Area, Katsina State, Nigeria meets the regulations governing the award of degree of Master of Educational Admin and Planning Ahmadu Bello University Zaria and is approved for its contribution to knowledge and literary presentation.

_____ _____

Dr. B. Maina Date

Chairman, Supervisory Committee

_____ _____

Dr. M.O. Dare Date

Member, Supervisory committee

_____ _____

Dr. B. Maina Date

Head, Department of Admin and Planning

_____ _____

Prof. B. Kabiru Date

Dean, School of Postgraduate Studies

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ABBREVIATIONS USED

In the course of this study, some words have been abbreviated because of their frequent use. The abbreviation words are listed below:

ACAD Academics

GDSS Government Day Secondary School

GCP Government College Pilot

GCDWSS Government College Day Wing Secondary School

GGDSS Government Girls' Day Secondary School

GTC Government Technical College

G & C Guidance Counselor

HOD Head of Department

HOS Head of Section

ICT Information and Communication Technology

NCE Nigeria Certificate in Education

PTA Parent Teachers Association

SBMC School Base Management Committee

S/N Serial Number

VP Vice Principal

WASSCE West African Secondary School Certificate Examination

ZIEF Zonal Inspectorate of Education Funtua

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Abstract

The study assessed practice of delegation of duties by principals of secondary schools in Funtua, Katsina State, Nigeria. The study aimed at finding out among other factors if delegation of duties would relate to better performance of secondary school teachers. Five objectives were formulated for this study some of which examine the delegation of supervisory duties by principals of secondary schools in funtua and the determination of delegation of Leadership duties by principals of secondary schools also in Funtua. Correlational design was adopted for the study. The population consisted of 188 secondary school teachers in Funtua Local Government Area out which 71 secondary school teachers were drawn from the main population of the study using stratified random sampling technique. Self developed questionnaire was duly validated by experts in the area of educational administration and planning. Five research questions were also asked and Five hypotheses were also postulated some of which stated that there is no significant relationship between the delegation of extracurricular activities by the principals and the performance of teachers in Funtua Secondary Schools. It further stated that there is no significant relationship between delegation of financial duties by principal and performance of Funtua Secondary School teachers. A pilot study was conducted and the reliability co-efficient was calculated to be 0.68 using Pearson Product Moment Correlation Coefficient. The study has shown that delegation of duties was related to efficiency and effectiveness of teachers in schools and the teachers' attitudes to work. The five hypotheses were rejected as there were relationships between delegation of supervisory duties, leadership duties, extracurricular activities duties, financial duties, academic duties and the performances of teachers in Funtua Secondary Schools. Delegating work to the specialists who possess the detailed knowledge for realistic decision working makes tasks to be performed quickly and efficiently. Delegation provides a pool of talented and skilled personnel who are ready to take up advanced roles and bigger responsibilities. . Delegation motivates them to keep learning, become more involved in team work and makes work more interesting for them The researcher recommends among others that; Head teachers should delegate more duties to subordinate staff through ensuring that there is existence of functioning departments, consideration of expertise in delegation of duties and giving positions of responsibility to subordinate staff.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

A number of researchers like Jamila (2012) and Abwalla (2014) have pointed out the significant roles which principal play to contribute to successful school. The tone of an organization is usually sounded by its top executive (principal) and the success of the organization may well depend on whether the principal infuses the whole hierarchy with energy and vision or whether, through neglect, he/she allows the school as an organization to stagnate. An organizational formal leader is in better position to set the tone of the school. The point just made seem to point out that the principal is to a large extent responsible for devising and maintaining his/her school as a formal organization and so in more revealing way his/her school become the expression of his/her authority. It is crucial for maintaining and expanding the effectiveness and productivity of complex institutions like schools, colleges and other institutions. The survival of organizations like school is dependent largely on the quality of the administrative service available. Sergiovanni's view (1992) of administration is that a lot of the success of administrative actions depends on the interpretation that principals make as they translate theoretical understanding into practical decision and behavior. Sergiovanni regards actions by the principals, school goals, limited available resources and necessity for working with other people such as teachers, parents and students as the essential elements of administration. The principal's traditional freedom to manage is increasingly constrained by a movement towards decentralization of responsibilities particularly on the question of finance and staffing among other issues. Traditionally, management scholars have preached the five

functions of management; planning, organizing, coordinating, directing and controlling. Delegation may be part of any of these functions. On the other hand, any of these functions or part of any of the five may be delegated. All of these managerial functions require a flow of communication and decision making. Principal communicates and make decisions, some are simple, some complex, some are novels and some routine, some are significant, some are so trivial as to go almost unnoticed. The decision-making process is the essence of management; however no principal in a school of any size can possibly make all the necessary decisions without subordinate(s). This study tries to assess the practices of delegation of duties by principals of secondary schools in Funtua Local Government Area of Katsina State.

Delegation is the assignment of one or more meaningful tasks or responsibilities, either operational or managerial in nature to a subordinate(s). Mullins (1993) defines delegation of authority as 'the authorization to undertake activities that would otherwise be carried out by someone in a more senior position. He urge that; At the personnel level, delegation involves the passing of one's authority and responsibility to fellow workers to act on one's behalf usually because one is unavoidably absent or busy with something else. A manager alone cannot perform all the tasks assign to him/her. In order to meet the targets, the manager should delegate duties. Delegation of duties means division of authority and powers downwards to the subordinate. Delegation is about entrusting someone else to do part of your job. Delegation of duties can be defined as subdivision or sub-allocation of power to the subordinates in order to achieve effective results. According to Goodworth (1986), effective delegation does not exist merely for the purpose of getting things done. It is a prime process by which a manager exercises and

develops staff to the sensible limits of individual capacity and potential. Effective delegation is about encouraging creativity. This involves welcoming new ideas, not telling the delegate how to do the tasks; discouraging ill-considered limitation of the previous Post-holder or of you; supporting new ideas with resources and training; and creating a match between responsibility and scope in line with the demand for teacher's professional development and growth. In effective delegation, the delegator quite often surrenders things that she or he enjoys the most and accepts that the job will be done differently from how h/she would do it her/him self. s/he should be willing to accept failure as well as success. According to Nathan (2000), careful planning is the source of effective delegation. Nathan further suggests that defining clearly and precisely area of responsibility to be delegated is the first task. The second one is the authority to do the job; that is signing letters, using office, taking decision without referring back to the principal. Thirdly, the delegated staff members need to be clear on how the performance will be judged. Finally effective communication is a critical aspect of effective delegation that helps the principal. It is a vital for the success of effective delegation.

In the context of an organization like school, duties can be defined as the power and right of a person to use and allocate the resources efficiently, to take decisions and give orders so as to achieve the organizational objectives. In a school organization, duties must be well-defined. All people who have the authority should know what the scope of their duties is and shouldn't misutilize it. Authority is the right to give command, orders and get the things done. The top level management has the greatest authority. Authority always flows from top to bottom. Therefore it explains how a superior gets work done from subordinate by clearly explaining what is expected of him and how he should go

about it. The key officers of secondary schools i.e (vice principals, Heads of Departments runs the section and departments on behalf of the principals. The organizational structures of schools are the result of delegations. Furthermore, organizations including schools are not supposed to be static as owners expect growth and development. Schools certainly experience changes in staffing, students' enrolment, curriculum development, societal demand on schools and so on which raise their complexity and mount more pressures on the school heads to delegate more tasks and duties. This study tries to assess the practices of delegated duties by the principals in secondary schools in Funtua Local Government Area of Katsina State.

The concept of this study includes the independent variable of practices of delegated duties with its accruing variables, supervisory duties, leadership, academic and administrative duties. The study will be in relation to the dependent variable of teachers' performance. The study by Gardner, Roth, and Brooks-Gunn (2008) also indicated that it is important to look at the intensity and level of involvement the student has with the activity. In this study, supervisory duties can be referred to as the process of guiding the actions of others by delegated duties. Regarding leadership duties, this is a process of providing a sense of direction to the group in order to achieve the set goals of the school administration. Administrative duties, is the situation of giving those with responsibility in the organization authority to make decision and have control over the environment. While academic a duties, is the process of controlling the academic activities of the school as an institution. The delegation of duties by principal flow to the vice principal administrative office, vice principal academic office and other offices and committees attached to them, these committees comprises of ad-hoc and standing committees chaired by the most senior officers like Head of Departments, Head of Sections, Senior Master Academics, Examination officer, Guidance and Counseling officer, Game Master among others. Academic Duties that could be delegated to the Vice Principal (Academics) include checking and

correction of unit plan and lesson note. Planning of time table, distribution of students' admission procedure, Examination, among others, these duties are also assigned under him to the key officers like Senior Master Academics, Examination Officer and Guidance & Counseling Officer among other offices. Supervisory Duties are Supervision of instructions, disciplinary measures, library services, laboratory services, the development of the school curriculum and evaluation of teaching and learning, classroom supervision, Examination supervision Class attendance register and Health inspection, Class inspection and environmental inspection among others. These duties are delegated to the key officers and other committees either standing or Ad-hoc committee like senior officers, H.O.Ds, H.O.Ss among others. Vice Principal Admin is the next to principal in assigning duties to staff, handling of staff matters, signing of attendance register, assessing Annual Performance Evaluation Report, welfare service, supervision of lodging and accommodation, feeding, general cleanliness of the school compound, supply of electricity and water, encouragement of clubs and public relations. The school administrator (principal) in respect of how efficient s/he cannot single-handedly supervise these services efficiently and effectively, therefore there is need to delegate some to staff and students which includes, The office of the Vice Principal Admin, Senior Master Admin, Game master, Patrons, Prefects among others. Extracurricular activities are found at all level of our school system, especially in secondary schools (Foster, 2008). The terms extracurricular activities, co-curricular activities, and non-classroom have all been used interchangeably to mean experiences and activities such as clubs, contests, athletics, music, drama, school publications, students council, school clubs, contests, and various social events (Emmer, 2010). This multiple experiences form a third curriculum – paralleling the required and the elective curricular and are well integrated into the daily school program (Barbieri, 2009). Generally, extracurricular activities are voluntary, are approved and sponsored by school officials, and carry no academic credit toward graduation (Lunenburg and Ornstein, 2008). Following, I discuss extracurricular activities in relation to the overall goals of education followed by an examination of the functions of extracurricular

activities. Delegation of duties is very import ant in school management and should be well understood by school heads as well as by the teachers, especially its process and the benefits for the educational system. The study took place in Funtua Public Secondary Schools in Katsina. In Nigeria, most Secondary School principals seemed not to be effective in managing their schools. This is due to poor delegation of duties to their subordinates, principles and procedures of delegation, management change and leadership style in their administration.

1.2 Statement of the Problem

Delegation of duties has been and continues to be a subject of concern to managers and employees since it is through this that an individual worker will develop and ultimately contribute to the general growth and development of the organization. Problem of delegation arise in our schools as a result of; poor delegation of duties, lack of control of every activity, negligence and other important matters, lack of confidence by the subordinate(s), segregation of feelings by the subordinate(s) as part and parcel of the success or failure of the school, and distribution of workload capacity of an individual or group in authority. Unwillingness of the manager to delegate duty is another problem. Some superiors/managers tend to think that they can do the job better when they handle the job. The attitude that 'I can do it better myself' on the part of superior acts as a problem to delegation. Some managers (superiors) who are autocratic and power worshippers feel that if they have competent subordinates and if they delegate authority to the subordinates, quite likely they might outshine them (managers) and may be promoted. Due to lack of confidence in subordinates, mangers may hesitate to delegate duties, if they feel that their subordinates are not competent to deal with the problems and take decisions. Even fear of losing control over the subordinates acts as a problem to

delegation. In addition, fear of being exposed due to personal shortcomings may act as a problem in the process of delegation. Also too much dependence on the manager for decisions may lead to avoiding subordinates responsibility even when the superior/ manager is prepared to delegate duty as want the manager 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 can make the subordinate express unwillingness to accept delegation because of the fear of criticism in the case of mistakes. They fear that they may be criticized by others if they commit mistakes. Absence of positive incentives: positives incentives like recognition of work and rewards go a long way in building up the morale of subordinates. Absence of positive incentives in the form of recognition, appreciation or monetary benefit, a subordinate may not be prepared to accept delegation of duties. It is against this background that the study was aimed at finding out among other factors if proper delegation of duties would lead to effective management of Funtua secondary schools in Katsina Sate

1.3 Objectives of the Study

The following objectives were formulated

1. examine the delegation of supervisory duties by principals of secondary schools to teacher performance.
2. determine the delegation of leadership duties by principals of secondary schools to teacher performance.
3. find the level of delegation of extracurricular activities duties by principals of secondary schools to teacher performance.
4. ascertain the delegation of financial duties by principals of secondary schools to teacher performance.
5. assess the delegation of academic duties by principals of secondary schools to teachers performance.

1.4 Research Questions

1. Is there any relationship of supervisory duties delegated by principals of secondary schools to the performance of teacher?
2. Does delegation of leadership duties by principals of secondary schools relate to teachers' performance?
3. To what extent extracurricular activity duty delegated by principals of Secondary Schools affect teachers' performance?
4. Does delegation of financial duties by Principals of Secondary Schools relate to the performance of teachers?
5. How does the Principals of Secondary School delegate academic duties in relation to teachers' performance?

1.5 Research Hypotheses

1. There is no significant relationship of delegation of supervisory duties by Principals of Secondary Schools and teachers' performance.
2. There is no significant relationship between delegation of leadership duties by Principals of Secondary Schools and teachers' performance.
3. There is no significant relationship between delegation of extracurricular activities duties by Principals of Secondary School and teachers' performance.
4. There is no significant relationship between delegation of financial duties by Principals of Secondary Schools and teachers' performance.
5. There is no significant relationship between delegation of academic duties by principals of Secondary Schools and teachers' performance.

1.6 Basic Assumptions

1. It is believed that when supervisory duties are properly delegated teachers performances would be more effective.

2. When leadership duties are delegated there would be smooth running of the school.

3. Whenever extra-curricular activities duties are properly delegated among teachers, Children will participate fully and get refreshed.

4. When allocated funds are judiciously utilized and the finances of the school are properly appropriated, the school will able to meet most of their needs and there will be smooth running of the school system.

5. The students achievement In the different subjects will be enhanced when academic duties are correctly delegated to the teachers.

1.7 Significance of the Study

The study focused on one of the fundamental aspects in the running of schools; that is, delegation of duties and how it impacts to performance of teachers in secondary schools. The findings of this study are hoped to help principals in improving their administration through proper delegation of duties in the area of academic duties, extracurricular activity duties, financial duties, leadership duties and supervisory duties to those who have been delegated such that they have the courage to perform without fear. By doing this, principals will be relieved of the heavy work load they would have done without delegation taking place. When there is effective delegation of duty to teachers, there is likelihood of increased efficiency, improved leadership skills and handling of few responsibilities. The stakeholders in schools such as the parents, Board of governors and local council leadership in partnering with the head teachers and teachers will find it easy to run the schools smoothly. This may help to promote the education standards as required by the Ministry of Education and other stakeholders such as donor agencies who are policy makers. It may also provide new knowledge to researchers and academicians to extend and develop new knowledge in delegation of studies.

1.8 Scope of the Study

The study is confined to select four (4) Public Secondary Schools in Funtua Local Government Area of Katsina State, Nigeria. Funtua is located west of Katsina, about 180km from Katsina City, along Kano-Sokoto Highway. The research focused on the assessment of practices of delegation of duties by principals of secondary schools in Funtua Local Government Area of Katsina State. The variables of the study include

supervisory duties, leadership duties, extracurricular activities duties, financial duties and academic duties and how they impacts teachers performance in secondary schools.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter consists of review of related literature, which begins with introduction, conceptual analysis on delegation, definition of delegation of duty, delegation of supervisory duties, leadership duties extracurricular activities duties financial duties and academic duties in schools.

2.2 Theoretical Framework of the study

Scholars in the management of organizations have postulated a number of theories related to delegation duties and teachers performance. The philosophy of this study was hanged on the needs theory propounded by McClelland (1961). This theory points out two factors that were important for this study. These are achievement and power. McClelland propounded that individuals with a strong "need for achievement", ask for, accept and perform well in challenging tasks which require creativity, ingenuity and hard work. While the "need for power" people on the other hand have the desire to affect and control the behaviour of other people and to manipulate the surroundings (Chandan, 1999). In this study, it was hypothesized that the assertions of the theory were important as they guided on how delegation should be carried out and so helped the study to carry out investigations on delegation and how it affects teacher's performance.

This study took place in funtua secondary schools. In funtua educational zone secondary schools, most secondary school teachers seemed not to be satisfied with their jobs. This is because, there was a high rate of teachers' absenteeism, poor students' performance in national exams, teachers' demand for transfers, work conflicts between

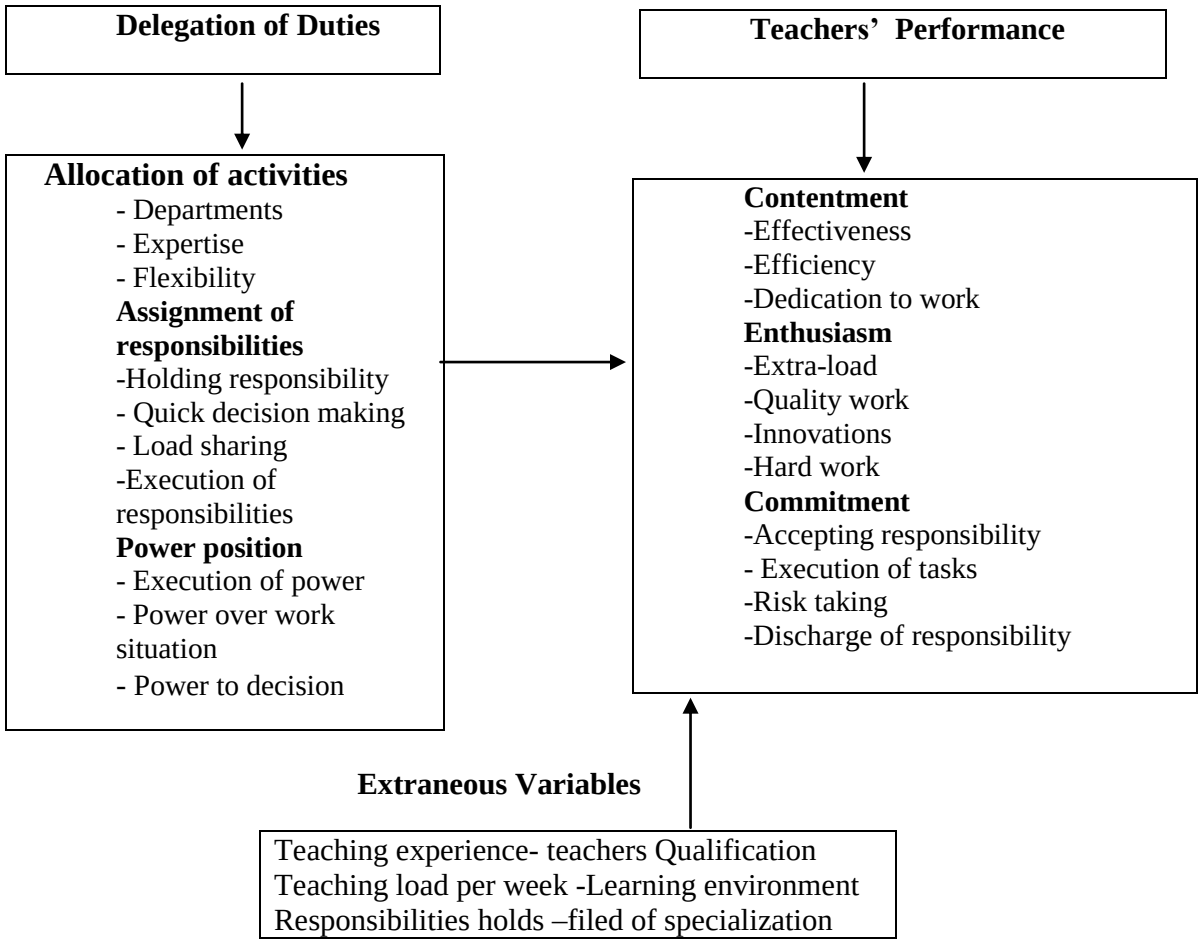
head teachers and teachers, a high rate of staff turnover, low morale and students' strikes (Sasagah, 2007). It was therefore to the interest of the researcher to establish why secondary school teachers in funtua educational zone secondary schools were not satisfied on their job.

The concepts of this study included the independent variable of delegation with its accruing variables of academic duties, financial duties, supervisory duties, extracurricular activities duties and leadership duties. These were study in relation to the dependent variable of teacher's performance. According to Musaazi (1988), the concept of delegation refers to the process of dividing up total work and giving part of it to subordinate(s). It is the delivery by one individual say, the head teacher to another (teacher) of the right to act to make decisions to requisition resources and to perform other tasks in order to fulfill responsibilities. In this study, delegation was used to mean delegation of leadership duties, academic duties, financial duties extracurricular activities duties and supervisory duties power. For supervisory duties, this is the process of dispersing decision making closer to the point of service or action (Chandan, 1999). Academic duties, this is the giving of certain individuals with the necessary skills in the organization, certain occupations or jobs which the administrator cannot do (Musaazi, 1988). While leadership duties is the situation of giving those with responsibility in the organization authority to make decisions and have control over their environment (Cole, 1997). On the other hand, the concept of job satisfaction means the collection of feelings and beliefs the people have about their current job (George & Jones, 2002); that is, the set of favorable or unfavorable feelings with which employees view their work. It includes feelings of related pleasure or pain that differ from objective, thought and behavioral

intentions like; “I enjoy my job,” “my work is complex and I plan to resign”, for those who like the work and those who are not satisfied with their work respectively. In this study, job satisfaction was looked at in terms of contentment, enthusiasm and commitment of teachers. Contentment refers to how one is satisfied with the job; that is, how one is ready to continue working; enthusiasm refers to the zeal in the individual to accomplish tasks and commitment refers to the attachment one has towards work and wants to continue working for the organization (Gove, 2002). `

2.3 Conceptual Frame Work of the Study

To promote performance of teachers, there is need for effective delegation of duty by the head teachers. Figure 2.1 is a description of how delegation leads to teachers' performance.



Source: adopted from Mary (2010), delegation and job satisfaction of secondary school teachers in Mukono district: A case of Mukono; Makere University Kampala Uganda.

According to figure I above, there is a relationship between delegation and performance of secondary school teachers. If the teachers are allocated activities by creating departments, their expertise is considered and there is flexibility allowing them to take decisions, they are likely to be contented hence becoming effective, efficient and dedicated to work. When the teachers are assigned responsibilities by putting them in positions of responsibility, there is likely to be quick decision making and sharing of load, there will be work enthusiasm leading to taking on of extra – load, high quality work, innovativeness and hard work. In case the teachers have power in the positions they hold for executing decisions, have control over situations and take decisions, they are likely to get committed to their work hence accepting responsibility, executing tasks, taking risks and discharge responsibility.

However, delegation in secondary schools has intervening variables which may affect teachers' performance and in this study they were controlled in order not to affect the results. These are; teaching experience- teachers Qualification Teaching load per week -Learning environment Responsibilities holds –filed of specialization which could lead to the success or failure of the school. 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 House (1968) help principals involve teachers in decision-making, communicate to teachers and proper delegation of duties to teachers. This help to improve secondary schools teachers' performance in funtua local government area in Katsina State, Nigeria.

Scholarly study of delegation occurs primarily in the field of political science and economics. This research examines when delegation confers the benefits of expertise to social decision-makers and when it leads to anarchy. It also helps scholars and practitioners around the world answer one of the most fundamental questions in politics. "Why do governments do what they do?" For this reason, delegation has been a central focus for social scientists throughout the century. In the first half of the twentieth century, scholar sounded a pessimistic tone about the consequences of delegation. Weber's (1946) warning is among the best known: under normal conditions, the power position of a fully developed bureaucracy is always over towering. The 'political master' finds himself in the position of the 'dilettante' who stands opposite the 'expert' facing the trained official who stands within the management of administration. This holds whether the 'master' whom the bureaucracy serves is a 'people' equipped with the weapons of " *legislative initiative', 'the referendum', and the right of remove officials, or a parliament, elected on a more aristocratic or more 'democratic' basis and equipped with the right to role a lack of confidence……".* Delegation occurs when some people ask others to perform task on their behalf. For most of us, delegation is an important part of daily life, we delegate to progress the task of acquiring various foods, we delegate to doctors the task of repairing broken bones, and we delegate to news agencies the task of informing us about local and world events. Delegation is beneficial because we can use it to overcome personal limitations. This benefit is important because each of us has limited time, energy and talents, when the people to whom we 'delegate' devote their time, energy and talent to our needs, delegation increases the number of tasks that we can accomplish. In addition to being an important part of daily life, delegation is a central concept in the conduct and

the study of politics. Governments great and small use delegation to increase the range of services that they can provide. The governments of large nations, for example, delegate to defense ministries the tasks of maintaining national security and they delegate to finance ministries the task of managing their nation's economy. Indeed the modern nation-state could not exist without delegation-for without delegation, lawmakers would be forced personally to implement and enforce every single law that they make. Arthur Lupia (2001). In education management, teaching, learning, extracurricular and administrative tasks or activities are entrusted to teachers by the principal in the hope that they will carry out the work or task that they have been delegated to do (Allen 1997). Johhnson and parker (2000) see delegation as the "accomplishment of work through others". Therefore delegation differentiates managers from those who are not considered managers. Van der westhuizen (2004) believe that delegation is so important in management that he refers to it as the cement of the organization. According to him if a single person is in charge, organizational goals and objectives may hardly be achieved, therefore, delegation is a necessity. To reduce the heavy workload associated with management, managers have to transfer or delegate certain duties and responsibilities. This will ensure that they have more time to concentrate on other critical issues. Quite often managers want to delegate responsibilities but are hesitant to release an important table to someone else. That being the case, the following model which involves directing, coaching, supporting and delegating is outlined and suggested that by using it is a basis, school managers will adjust the degree to which they provide direction and/or support based on the developmental level of the person to who they are delegating. According to Blanchard (2005) this model is made up of four styles which are matched to the follower's level of

knowledge skills, confidence and motivation specific to the task they are asked to accomplish. These are; Directing, Coaching, Supportive, Delegating. This is something all of us do through our lives. The school managers define goals and roles, provide instructions, and closely supervise. When it comes to directing, we continue to motivate, influence, guide or stimulate the actions of people towards the attainment of the desired organizational objectives. It is important to note that every directive or instruction should have certain characteristics and directories should be reasonable, complete and clear and preferably be in writing. In the Blanchard model (directing) the high directive and low support behavior is manifested. This means that the manager define goals and roles, provides specific instructions and closely supervises. This therefore suggests that low skills with low maturity lead to directing and trying to direct "high skill/high maturity" will de-motivate him/her. A good leader sets examples, provides guidance and encouragement. The coaching model indicates that the leaders still directs, but explain the parameters of the decision being made and asks the followers for input and reactions. Coaching is when school managers allow his/her subordinates to design a plan and procedure to carry out his/her delegated tasks. When coaching is applied professionally and in good faith, many school disputes and problems could be easily eliminated. However mangers that are reluctant in the day-to-day professional management have tendency of handling something in the totality to subordinate without any real direction, coaching, support and discussion and/or setting parameters. These become a set up for an upset because there are so many hidden criteria that only come to light when a lot of work has already been covered. It can be discouraging to subordinates, who develop the impression that the manager wants to find fault with what they consider their best efforts.

It was also apparent that, without effective delegation by school administrators, cases of inefficiency, disharmony, and a poor working environment could result (Missik, 2004). In Blanchard's situational leadership, manager and their subordinates share the responsibility of professional management of developing their organizations. The goals and objectives of the school are achieved only when principals, school management teams, teachers and learners work collectively. The Supportive model is characterized by high supportive and low directive behavior in the organization. The goal is to work with the people, in such a way that their development level improves, while an individual might not like certain organizational responsibilities. He/she may be prepared to carry them out and continue working within the organization. In this style of management, managers are pillars of the organization. They support the employee's efforts towards accomplishing goals. Before determining the style of delegation, the skill and level of maturity, a "high maturity, high skill", would lead to delegation. Delegating to "low skill/low maturity" will only frustrate the subordinate. Manager must consider delegation as a development process. Delegation underpins a style management, which allows delegates (subordinate) to use and develop their skills and knowledge to the full potential, without delegation school managers may lose subordinates' full value. Blanchard's situational leadership is therefore outlines some very practical steps, which are consistent with this model. School managers turn over to their subordinates. Fully and specifically describe the desired results; agree on measurement criteria and timetable; define all the parameters familiar with and including resources and constraints; and clarify the level of authority they delegate and how this will be communicated to others. These models are relevant as they have influenced the choice of factors studied in this study.

2.3.1 Delegation

The deputy principal role is recognized in the literature as a role which has been impacted upon by the various reforms and accountability agendas of governments over the last few decades (Cranston, 2007). Delegation has many definitions and connotations. In this context, delegation means more than simply giving assignments to others. It means giving another party a certain degree of discretion that's not inherent in their role--the right to make decisions that are officially tied to your role and for which you are ultimately responsible. Many organizations, as a part of their "employee empowerment programs," delegate quite a bit of decision making authority to their employees in order to promote employee spontaneity for the sake of customer service, quality or innovation. "Delegating strategically" means delegating with forethought and planning in a way that capitalizes on opportunities. Not all managers who delegate strategically draw up plans for developing their staff, but that's an option. Management is so complex that managers don't have time for formal strategic planning of everything they do that has a strategic impact. Sometimes "being strategic" means thinking through the consequences of choices to get the best results for a given situation even if there isn't any kind of structured analysis. However, periodically jotting down plans for delegating work to staff members with progressive levels of responsibility can be worth the time invested over the long run. A delegation is a formal tool used to communicate the authority and responsibility that is being vested in an individual or group. Providing delegations to school employees is one of the key ways in which boards carry out their responsibilities for governing schools. By setting appropriate delegations the board communicates its views about school management to staff. For example, a board may delegate to the principal authority to

make all staff appointments within the existing school structure. However, the board may retain the right to approve or veto any appointments to newly established positions. Delegations are given only by board resolution, with the nature and conditions of the delegation to be specified in writing and provided by notice to the delegated person or persons as specified in 66th of the Education Act 1989. By formalising the delegation process (recording it in writing) the Board reduces the risk of:

Overlooked tasks because 'everybody thought someone else was doing it'

Duplicated tasks because several people thought they were responsible

Conflicts between people or groups because they feel they are uncertain who should be doing what. The student organisation development centre (2003)

2.3.2 Delegation of Duty

Delegation of duty is one vital organizational process. It is inevitable along with the expansion and growth of an enterprise. Sutherland and Canwell (2004) asserted further that delegation usually began with the identification of an individual suitable to perform a particular task. Delegation means assigning of certain responsibilities along with the necessary authority by a superior to his subordinate staff. Delegation does not mean surrender of authority by the higher level manager. It only means transfer of certain responsibilities to subordinates and giving them the necessary authority, which is necessary to discharge the responsibility properly. Delegation is quite common in all aspects of life including school as an organisation even in the college, the principal delegates some of his authority to the vice-principal. 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 manager uses for sharing his work with the subordinates and thereby raising his efficiency. Delegation is not a process of abdication but the person who delegates does not divorce himself from the responsibility and authority with which he is entrusted. He remains accountable for the overall performance and also for the performance of his subordinates. Delegation is needed when the volume of work to be done is in excess of an individual's physical and mental capacity. Delegation involves the following three basic elements: Assignment of duties to subordinates. Granting of authority to enable the subordinate staff to perform the duties assigned. According to Moore, (2000) Delegation means assigning work to the others and giving them authority to do so". According to Miner,(1999) "delegation takes place when one person gives another the right to perform work on his behalf and in his name and the second person accepts a corresponding duty or obligation to do that is required of him." According to Allen,(2001) said that, delegation is the dynamics of management, it is the process a manager 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.

Objectives of Delegation of Duty

- To reduce the excessive burden on the superiors i.e., executives and managers functioning at different levels.

- To provide opportunities of growth and self-development to junior executives.
- To create a team of experienced and matured managers for the Organisation. It acts as a technique of management and human resource development.
- To improve individual as well as overall efficiency of the Organisation. Allen,(2001)

Process of Delegation of Duty

Delegation of responsibility to teachers and other staff in the school relieves the principal from many pressures of work. According to Eyre and Pettinger (1999), if delegation of responsibility was not effective it could lead to work overload, delayed or inaccurate decisions, stress, mistrust, resentment, and low morale among the staff. 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 of authority. Before delegating, the delegator has to decide precisely the duties which are to be delegated to the subordinate or a group of subordinates. Duty 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 and if necessary the targets to be achieved by the subordinate are also spelt out. Subordinates may be assigned tasks either in terms of activities or results. The manager (delegator) must communicate clearly his expectations. Competent and responsible employees may be given general guidelines about what needs to be accomplished. Their less competent and responsible counter-parts need more specific guidelines. In brief, in the first stage of delegation process, duties are assigned to the subordinate. In the second stage of delegation process, the authority is granted by the

delegator to his subordinate (delegate). Authority 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. 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 is capable and is 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. The fourth stage in the, delegation of authority 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. When subordinate accepts a task and the authority is given, an obligation is created. 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 as he is responsible to his superior/organisation.

2.4 Delegation of Supervisory Duties in a School

A manager alone cannot perform all the tasks assigned to him. In order to meet the targets, the manager should delegate authority. The management of organizations in the modern environment, there is delegation of activities by decentralization as management practice of allocating activities. Fiddler, Ressel

and Simkins(1997). Delegation of authority means division of authority and power downwards to the subordinate. Delegation is about entrusting someone else to do parts of your job. Delegation of authority can be seen as subdivision and sub-allocation of powers to the subordinates in order to achieve effective results. Chandan (1999) indicates that decentralization gives the junior level managers and supervisors the authority to make decisions relative to their role and within the organizational policy guidelines. Allocation of activities makes junior staff responsible and more dedicated to their work and they feel proud of being a contributory factor to the effective management of organization hence becoming more innovative and thinkers. However, the missing link here is that, the management of secondary schools seems not effective despite the existence of delegated responsibilities in the schools. This literature thus guides the study to establish the level of delegation in supervisory duties in the schools and how this affects the management. Delegation of duties is the base of superior-subordinate relationship. Frischmann (2010) indicates that, decentralization also called departmentalization is the policy of delegating decision-making by the top authority down to the lower in an organization. A decentralized organization shows fewer tiers in the organizational structure, wider span of control and bottom-to-top flow of supervision and flow of ideas. In a centralized organization, the supervisions are made by top executive or on the basis of pre-set policies. These supervisions or policies are then-enforced through several tiers of the organization after gradually broadening the span of control until it reaches the bottom tier. In a more decentralized organization, the top executives delegate

much of their supervision authority to lower tiers of the organizational structure. As a correlation, the organization is likely to run on less rigid policies and wider spans of control among each officer of the organization. The wider span of control also reduces the number of tiers within the organizations, giving its structure a flat appearance. One advantage of this structure, if the correct controls are in place, will be the bottom-to-top flow of information, allowing supervision by officials of the organization to be well informed about lower tier operations. For example, if an experienced class captain at the lowest tier of an organization knows how to conduct effective classroom monitoring, the bottom-to-top flow information can allow this knowledge to pass up to the executive officers. In this literature, it emerges what delegation reduces the tiers in supervision and enable flow of ideas. However, an emerging issue is whether principals allowed flow of ideas. These thus guide the study to attempt to establish how the level of delegation of duties principals contributes to the performance of secondary school teachers in Funtua Local Government Area of Katsina State.

2.5 Delegation of Academic Duties in a School

According to Bryan (2010) departmentalization which is a form of delegation is the system by which firms group into more provincial (narrow) units. Departmentalized firms can largely benefit from this division of their work activities. Often coordination and control are provincial and made much easier as those top managers can view the various activities of their employees and how they are performing within the specific department. Departmentalization enables organization to exploit each department as a profit centre. A profit centre can be

described as a separate department which is held accountable for its own profits as well as costs. In here, it emerges that with delegation coordination and control are provincial that is at lower levels and this makes it much easier exploit each department as a profit centre. This has guided the study in establishing how different departments in the schools are made to coordinate their activities and promote good management in secondary schools. Musaazi (1986) indicates that, delegation increases flexibility in the organization as every problem is no longer referred to a central authority for a decision to be taken. For instance, The Senior Master Academics can take decision without referring each and every issue to the principal. In this case, delegation permits the making of decision with least delay. Gardner et al (2004) said that delegation provide an empire the opportunity to exercise self-direction and control, which signals to the employee that he/she is considered by the supervisor/organization to be task competent, organizationally important, and contributing factor towards the development of the organization. Delegation is shown here to promote flexibility in decision making without having to wait for the top managers and also provides chance for self direction of the employees. It became the researcher's interest to analyze how teachers in their departments made supervision without waiting for the principal's order hence contributing to good administration. According cliffs (2010), delegation is the downward transfer of authority from manager to a subordinate. Most organization today encourages managers to delegate authority in order to provide maximum flexibility in meeting customer's needs. Without delegation, managers do all the work themselves and underutilize their workers. What arise in this literature is

that delegation leads to empowerment for people and the freedom to contribute ideas and do their jobs in the best possible ways. Accordingly, this will promote and contribute to effective secondary school management. This has also helped the study in establishing the principals in Funtua and empowers their staff in order to provide maximum flexibility in meeting the needs of parents and students and how this has impact effective school management. Generally, the above literature explains that delegation of duties have impact on the management of secondary schools. The study thus attempt to establish how well delegation of duties being allocated in secondary schools in Funtua bring about good school management. Matthew (2010), states that, delegation is an integral part of every employee's work. Delegation is independent of the size of the organization, and an employee requires either upward or downward delegation based on his/her position in the organizational hierarchy. Delegation downward is more of commonplace and it stems from the employee's position in the hierarchy. Though the concept of delegating upwards is not popular, it forms an essential aspect of delegation at the workplace. Delegation is used to tap into the skills and resources already within the group, avoid burning out a few leaders and get things done, prevent the group from getting too dependent on one or two leaders, enhance the function of the team, allow everyone to feel a part of the effort and the success, groom new successor and enable new skills development in the team, succession planning is a dynamic, ongoing process of systematically identifying, assessing and developing leadership talent for future assignments and tasks. It provides a post of talented and skilled personnel who are ready to take up advanced roles and

bigger responsibilities. In this literature it emerges that delegation helps to tap into the skills, avoiding burning out a few leaders and allow everyone to feel a part of the effort and success automatically leading to successful management. Thus it became the researcher's desire to establish how the principals in Funtua exploit these advantages of delegation. Chapman (2005) indicates that, people can take responsibility for the jobs the supervisor does not have time to do once they have learnt how to work with the manager. It transfers work to people whose skills in a particular area are better than the supervisors, thus saving time. Transfer of responsibility develops the staff and can increase the level of the school management. The ideal position to reach as supervisor is one where staff member carry out all routine activities of the manager's team. These leave the manager time to plan, think and improve efficiency at work. This literature imperatively point out that delegation helps the manager to exploit the effort of the employees where his expertise may be lacking and still have his time. However, in schools many principals may not admit their inadequacies in some areas. This guide the study in establishing how the principals take advantage of the teacher's expertise and save time in assignment of responsibilities and how this affect the school management. Delegation makes followers feel a deeper sense of responsibility and ownership of the organization. Sergiovanni (1992). When administrators are acting as moral leaders they are compelled to do the right thing not just what is right. This is an avenue for recognizing good member contributions and the supervisor as a leader has the opportunity to try out some new growth producing behaviors of the followers a challenged with different responsibilities. The load of

responsibility is more equally shared among a larger of members, followers become more aware of the broad functioning of the organization (student organization center, 2003).

The granting of freedom to act by superior is evidence of confidence in the subordinate response by developing a constructive sense of responsibility (Rao and Narayana, 1987). Delegating work to the specialists who possess the detailed knowledge for realistic decision making makes tasks to be performed quickly and efficiently. Control can be maintained through periodic reports, special reports, informal meetings and personal visits (Musaazi, 1988). Teachers develop a sense of participation in the running of their school when they are given some voice in the decisions which affect them in their day-to-day work. In here it emerges that with delegation work is performed quickly and efficiently. However, what is not pointed out is that in normal work situations principals may not share responsibility to the teachers and that could be why there is poor management in secondary schools in Funtua. Generally therefore, this will guide the study in establishing how there can be effective management through delegation of authorities.

2.6 Delegation of Leadership Duties in a School

Leadership is a measure of an entity's ability to control their environment, including the behavior of other entities. In the cooperate environment, leadership is often expressed as upward or downward. With downward power, a company's superior influences subordinate. When a company exerts upward power, it is the

subordinates who influence the decisions of the leader (Greiner and Schein, 1988). Positional power also called “legitimate power”; it is the power of an individual because of the relative position and duties of the holder of the position within an organization. Legitimate power is formal authority delegated to the holder of the position. In this literature, it emerges that in organizations there are different centers of leadership. That is the upper centers and the lower centers power. People are the most important asset. The organizations technologies, products and structures can be copied by competitors. However, no one can match highly charged, motivated people who care. People are your organization repository of knowledge and they are central to your organizations advantage. Empower people around you. Well educated, coached and highly motivated people are critical to the development and execution of strategies, especially in today’s faster-paced, more perplexing world, where top management alone can no longer assure the firm’s competitiveness. In supporting this issue(Crum & Sherman, 2008) stated that the principal needed to provide highly valued, insights into their daily styles that foster an environment which is supportive of high teachers‟ performance. Employees should be empowered because they are the firm’s most underutilized resources. In today’s corporate environment a manager must work towards engaging organization forcefully enough to achieve its objectives. New knowledge-based enterprises are characterized by flat hierarchical structures and multi-skilled workforce. Managers assume more leadership and coaching tasks and work hard with employees with resources and working conditions so as to achieve the goals they’ve agreed to. In brief, mangers work for their staff, and not the reverse. Empowerment is the oil that lubricates

the exercise of learning and the talented empowering human capital is becoming the prime ingredient of organizational success. A critical feature of successful teams, especially in knowledge-based enterprises, is that they are invested with a significant degree of empowerment or decision-making authority. Equally important, employee empowerment changes the manager's mind- set and leaves them with more time to engage in broad-based thinking, visioning and nurturing. This intelligent and productive division of duties between visionary leaders, focusing on emerging opportunities, and empowered employees, running the business unit day to day (with oversight on the leader's part) provides for a well-managed enterprise with strong growth potential. "Transformational leaders empower others by keeping them in the know," by keeping them fully informed on everything that affects their jobs. People want and need to feel that they are "insiders," that they are aware of everything that is going on. There is nothing so demoralizing to a staff member than to keep in the dark about their work and what is going on in the company (Bryan, 2010). In this literature, it emerges that empowered employees are highly charged and motivated people who care. The study attempts to establish if the delegation by principals empowered the teachers to make them highly charged and motivated people who cared hence effective management. Gebremedhin and Schaeffer (1999) points out that people feel stress most acutely when they have no control over the situation that causes it. Receiving responsibility and authority to make decision can make management more organized. People are encouraged to go beyond an average performance if their talents are organized, enhanced, utilized, and if they are given the necessary

authority to decide how to carry out its tasks. It motivates them to keep learning become more involved in team work and makes work more interesting for them. Empowered employees respond with more commitment to the goals of the organization. When leaders empower their followers, they make them more aware of their abilities and encourage them to develop to their full potential. In this literature it emerges that people feel stress most acutely when they have no control over the situation that causes it. But when they have authority to make decisions, they make a management more organized. This will help the study in establishing how the power over decisions delegated to teachers in Funtua secondary schools create good management by making work effective. Power in the position creates self-confidence and motivation. Self confidence contributes to the feelings of self-worth and self acceptance. These feelings contribute to self-control and the ability to contribute to team efforts. Empowerment allows people to self actualize on the job. It allows employees to take risks. Employees who feel responsible for their work are more likely to seek help and advice when they encounter a problem with which they have little experience. They seek such advice not to avoid responsibility, but because they feel pride in the quality of their work. In an organization that empowers its employees, collaboration and teamwork are more likely to develop spontaneously and work successfully. When they are empowered they can make the best use of their talents to further the goals of the organization (Gebremedhin and Schaeffer, 1999). In here it emerges that power in the position of the employee creates confidence hence collaboration and teamwork that are spontaneous and working successfully. It became the

researcher's interest to establish how the principals in the schools of Funtua worked towards empowering their employee to promote good management hence team work and success. Rao and Narayana (1987) indicate the granting of authority should consider letting subordinate to make commitments, use resources and take other actions necessary to perform the duties assigned to them. Assignment of duties will be meaningless without granting requisite authority. Enough authority must be granted so that subordinate so that the responsibility assigned can be discharged. Cliffs (2010) state that a classical principle of organization warns managers not to delegate without giving the subordinate authority to perform the delegated task. When an employee has responsibility for the task outcome but little authority, accomplishing the job is possible but difficult. The subordinate without authority must rely on persuasion and lack to meet performance expectations. When an employee has authority exceeding responsibility, he/she may become a tyrant, using authority towards frivolous outcomes. In here, it is indicated that granting of authority should consider letting subordinates to make commitments. Use resources and take other actions necessary to perform the duties assigned otherwise there will be no performance. This help the study in analyzing how the principals empowered the teachers in their position of responsibility such that they are able to do their work hence effect management of the principals. Empowering workers is part of democratic leadership style. Under democratic leadership, the people have a more participatory role in the decision making process. One person retains final say over all decisions but allow others to share insight and ideas, this is often a highly

effective form of leadership. People are more likely to excel in their positions and develop more skills when they are involved in the decision-making process. Although it may take some time to achieve full participation from a group, the end result will be rewarding if one can manage to establish a power-sharing environment in the group project. It will be found that democratic practices often lead to a more productive and higher quality work group (Fleming, 2010). In this literature, it is identified that empowering employees makes them more likely to excel in their position and develop more skills. This has guided the study in trying to establish how the principals in the schools of Funtua help teachers through empowerment to make their management effective hence excelling in their positions and developing more skills. The whole literature on the assessment of power position of teachers on the management of secondary schools pointed out important issues which included empowerment making the work effective, development of self confidence and giving full authority to subordinates. These has helped the study in the investigation on how delegation is being executed in Funtua Secondary Schools in order to promote good management of the principals hence commitment to work. The review of literature on the relationship between the delegation of authorities by the principal and management of secondary schools it pointed out important issues which included administrative duties, academic duties, leadership duties and supervisory duties.

2.7 Delegation of Financial Duties in Schools

The principal is the overall seer of school account and other project that has to do with money. But since the principal cannot control all the aspects of

school program, the financial duty is assigned to a bursar to act as financial manager. The duties of a school bursar include the following among others; Managing and monitoring budgets and payroll. Prepare regular management accounts holders and report on the financial state of the school to the governor. The bursar also advice the head-teacher and governor on investment and financial policy. He also prepares appraisals for particular projects and developing a business plan (long-term financial strategy) for the future development of the school. He ensures compliance / working towards compliance with the financial standard in schools and use financial management information, especially benchmarking tolls, to identify areas of relative spending assess trends and directly advise the school board management committee or leadership group accordingly. The bursar take care of how to manage the school accounting function, ensuring efficient operation according to agreed procedure, and maintain those procedures by conducting at least and annual review. He monitors all accounting procedure and resolve any problem, including; ordering processing and payment for all good and services provided to the school. Operation of all bank accounts, ensuring that a full reconciliation is undertaken at least once per month, maintaining an assets register, and Preparation of invoices and collection of fees and other dues, taking legal action where necessary to recover bad debts, preparing the final accounts and liaise with the auditors, Provide detailed management accounts for the governors and head-teacher according to an agreed schedule, reporting immediately any exceptional problem. The bursar provides a comprehensive payroll service for all school staff, including operation of the

various pension schemes and other deductions in which the school participates. He prepares all financial returns for the school and other central and local government agencies with statutory problem deals with the school's rating assessment and VAT liabilities and advice on the financial implications of charitable status with respect to the current and any future tax legislation. The school bursar maximizes income generation within the ethos of the school, he ensures best value principles are adopted, for example, in extended schools activities, he secures funds to which the school is entitled. He also acts as point of contact with central and other agencies with regards to grant application, gifts and other donations, bids/service contracts, securing bid-based competitive funds, secure bid-based competitive funds by effective use of bidding system and contacts, and managing contract service (such as catering and cleaning). The bursar negotiates, manages and monitors contracts, tenders, and agreement for the provision of support services, purchase, either directly or indirectly, the school's supplies. He also arrange schools facilities which include Transport, including minibuses(s) and drivers, Bookings for school facilities, and Provision of facilities for additional tuition out of school hours, including music, buying and managing insurance (Including supply teacher cover). Seek professional advice on insurance and advise the governors on the appropriate insurances, for the school implement the approved insurance, and handed any claims that arise. But, the main challenges for the principals are to create and promote the conducive atmosphere for teaching and learning: efforts in undermine teachers in decision making, immutable communication with teachers‟ and delegation of duties at schools is considered as the most influential of the employee's performance within entire school atmosphere

that not applying efficient leadership styles (Love 1993, Moore, Cheng and Dainty, 2002 and UNESCO, 2006). Ensure the school makes the best possible use of resources through effective strategic planning, and ensuring they are sustainable, for example, through five year budgets. Understand the effects and implication of government policies, legislation and directives and develop effective strategies for current initiatives and long-term educational trends and developments. Manage all or the majority of the disciplines of finance, human resource management, ICT, estate management, whole-school administration and marketing. This includes all general training and development of staff, and all matters within the management of the school which are supportive to, but not involve, the teaching function. Ensure maximum efficiency and cohesive approach, for example, by involving all staff in bringing together management and curriculum. Ensure effective risk management, for example, in health and safety and in the management of any third party service contracts. Develop a disaster recovery strategy to include a detailed plan. Negotiate, manage and monitor contracts, tenders and agreements ensuring 'best value' at all times. Manage all aspect of school business management in a sustainable and eco-friendly manner. Manage the administrative function including the administrative ICT facilities, school reception, reprographics, records and telephones. Manage the school's administrative and financial computer network systems; the implementation of appropriate management information system; and the full computerization of the administration accounting and record system, including desktop publishing. Act as system manager for the administrative computer network and curriculum

network if appropriate. The principal's leadership style influences the efficiency and also the effectiveness of the teachers" performance in school (Alageheband, 1997).

2.8 Delegation of Extra Curricular Activities duties in a school

The principal has the ultimate responsibility for all extra-curricular school activities. The immediate supervisor of an extra-curricular activity may be delegated and should be a qualified staff member or competent adult. A job description should be written to provide the parameters of this delegation. Parents and other adults who serve as coaches, moderators and Chaplains are accountable to the Principal in all activities that are school based. Extra-curricular activities are those legitimate activities such as games, clubs, societies, religious activities, quizzes among others not provided for in that part of the school program which is usually designated as the curriculum. Fredrick and Eccles (2006) found that activity participation can be linked to positive academic outcomes, including improved grades, test scores, more school engagement, and increased educational aspirations. They have gained recognition among educators as a vital part of every high school program intended to train our boys and girls to take their places in the democracy of the world. Their place in that program is the result of a changed viewpoint as to what the aim of the school should be. There was a time not far distant when the entire aim of the school was to develop the intellect to its highest powers, regardless of the social or even the physical needs of the individual. There might have been some justification for this situation in the fact that the population of our country was so scattered growth that many of the social attractions of our time-unknown. Secondary schools were attended only by the select few who were preparing to enter the learned professions. As in practically

every field of human activity, social changes incident to the coming of the industrial era wrought their transformations in the classroom. The greater opportunity of the period extended the select group until it contained the sons and daughters of thousands lifted to a new plane of well-being in the day of organization, cooperation, and combination in business.

The physical needs of the children were once cared for by work of the farm and the essentially outdoor life of a rural and pioneer country. Cities grew, however, and artificial means of Insuring health and vigor took the place of natural advantages. Other underlying principles briefly stated are as follows: where the pupils are free to organize and carry on their own activities, everything is done under the urge of strong motives. By means of common interests, group experiences, and unified feeling, both individual development and democratic aims may be achieved, The organization of the secondary school must provide its adolescents with so much good to be done that the bad will have no place. Extra-curricular activities must be suited to the age of the students. Many of the activities that are well suited to the students of the early adolescent years will not appeal to them later on. Extracurricular activities by whatever name they are called are an essential, vital, and extensive part in Nigeria. The development of skill in working in groups, the cultivation of hobbies and interests, the production of yearbooks, newspapers, and plays, and participation in interscholastic athletics and intramural sports present many opportunities to students for discovering and developing talents that approximate life in the adult community (Larson, 2006).

Extracurricular activities include the followings

- Arts: theatre, music, dance, painting, photography, creative writing and other creative endeavors.
- Religious activity: community outreach, helping the elderly, event planning community suppers, teaching or organizing for summer camps and retreats, missionary work, and any other activity run thorough the mosque/church.
- Clubs: chess club, athletes, mock trial, debate, anime' club, role playing club, language clubs, film club, skateboarding club, diversity/minority groups and so on.
- Community activity: community theatre, event organizing, festival staff, and many other activities that are organized through the community, not the school.
- Governance: student government, student council, prom committee, community youth board, advisory boards and so on.
- Media: local television, school radio or television, year book staff, school newspaper, literary journal, blogging and online journaling, local newspaper, and any other work that leads to a television show, movie or publication (online or print).
- Military: drill teams and related activities.
- Music: Chorus, band (matching, jazz, track, symphonic, concert, pep….), orchestra, ensembles. These musical groups could be through school, church, mosque, the community or your personal group.
- Sport: Football, baseball, hockey, track, gymnastics, dance, lacrosse, swimming, soccer, skiing, cheerleading and so on.

- Volunteer Work and Community Service: Key Club, Habitat for Humanity, tutoring and mentoring, community fund-raising, religious outreach, hospital work (candy striping), animal rescue, nursing home work, poll worker, volunteer fire department , creating hiking trails, Adopt-a-Highway, and any other work that helps the world and any other work that helps the world and is not for pay.

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

2.9 Functions of Extracurricular Activities

They provide experiences that are not included in the formal courses of study. They permit students to apply knowledge acquired in formal courses and acquired concept of democratic life. When managed properly, the extracurricular activities program allows for a well-rounded, balanced program by; reinforcing learning, supplementing the required and elective curriculum (formal courses of study, integrating knowledge and carrying out the objectives of democratic life (Barbieri, 2009; Hill, 2008; Jones, 2011). One function of extracurricular activities is to reinforce the required course of studies. The activity is used to enrich and extend the work in the classroom. Clubs associated with a subject-matter discipline have considerable reinforcement value. The Arabic Club may be used as an example of reinforcing learning. The Arabic Club extends the time

students spend working on the Arabic language. During the course of club activities, specific linguistic learning are reviewed or extended. The names of articles of clothing, of food and for eating utensils are used in a natural setting. Thus, the mastery of the Arabic language is enriched, which is precisely the objectives of the Arabic course. Another function of extracurricular activities is to supplement the required and electives courses of study. This function supplements the curriculum with experiences which are not possible in regular classroom settings. Thus, such activities as school dances, student council, chess, publications, and sports add opportunities to the total learning experiences as well as worthwhile leisure-time activities to the total learning process. These non-subject-related activities add to and enrich even the most innovative programs of required and electives courses. An important objective of the total learning process is the integration of knowledge. Extracurricular activities are said to be integrative in nature because they tie together many areas of knowledge and experience. They don't provide abstract and isolated pieces of learning, but rather synthesize many aspects of real-life situations. Morrissey (2005) stated that there is an established link between adolescents' extracurricular activities and educational attainment as adults in occupational choice and income. For example, the school committee commissioned to select a site for the prom must consider such factors as size of the establishment, distance from the school, and reputation of the facility, language in the contract, décor, and cost to the student. In the same way, the purchase of a home involves many of the same human, artistic, legal, and economic factors. Through the student activities program, the student learns to

deal with many important aspects of a problem. The extracurricular activities program is effective because it carries out in an especially vital way the objectives of present-day democratic life. Generally Nigerian schools devote a part of the required curriculum to the study of the development structure, and problems of Nigerian democracy. The actual living of a democratic life is seriously restricted within the confines of the formal classroom setting. A rich program of student activities can remove such barriers and provide for individual and group interaction in a natural environment. The extracurricular activities program offers students an opportunity to participate in administration through the student council, teacher-advisory groups, and organized activities. The students' council provides opportunities for administrative experience through planning, organizing, initiating, and controlling many aspects of school life. Through teacher-advisory unit is created- the source from which activities flow, and where, through guidance, proper relationships are established between and among the teacher and the students somewhat analogous to a family, team, or department in an organization. Through the clubs, athletics, and intramural sports that emanate from subject-matter disciplines, students develop teamwork and cooperation ideals of competitiveness in a democratic society (Jones, 2011; Barbieri, 2009).

2.10 Review of Empirical Studies

This section dealt with the review of related researches carried out all over the world.

In a related study carried out by Enamiroro Patrick Oghuvbu,(2012) on the determinants of effective and ineffective supervision in schools: teachers perspectives, Abraka, Delta state, Nigeria,

The study identified determinants of effective and ineffective supervision in schools. A forty-two items questionnaire was administered on 1150 teachers used in this study. Two research questions were raised and answered using percentages. Two null hypotheses were formulated and tested using spearman rho and z-test statistics at 0.05 level of significance, existence of neat and decent school environment, proper students' management delegation of duties by school heads as determinants of effective supervision in schools. Gender does not significantly influence teachers mean perception score in the identified determinant of effective supervision in schools in Delta State. The study is relevant to this study on the assessment of practices delegation of duties by principals of secondary schools in Funtua Local Government Area, Katsina State, Nigeria. This relevance is exhibited in one of the (variables) that is delegation of Supervisory duties by principals in Secondary Schools in relation to the performance of teachers.

Another study by Nabalia, Everlyne Sikhoya, (2014) on Delegation of Duties to personnel and its influence on academic achievement in Kenya: a study of Bungoma District secondary schools, Kenya.

This study investigated how head teachers delegate duties and factors that influence the delegation process. In addition, the extent to which this delegation affects the schools' performance in Kenya Certificate of Secondary Education (KCSE) was sought. Two hundred and twenty six (226) respondents participated in this study. These were drawn from sixteen (16) Bungoma District secondary schools. The respondents were head teachers, teachers, non-teaching staff and prefects. Data collection instruments used was questionnaires, interviews, observation schedules and document analysis. Descriptive and inferential statistics were used to analyze the data. It was found that delegation procedures and challenges faced between high and low performing schools differed, but the difference was not statistically significant. It was concluded that delegation was a contributory factor to school academic achievement among other factors like student intellectual ability and school environment. The major recommendations were; head teachers to be regularly in-serviced on school administration, staff balancing to distribute teachers fairly in all schools and inspectors to visit schools more often than they have done to monitor standardization of schools' functioning. These observation is in line with this research whose objectives is to assess the practice of delegation of duties by principals of secondary schools in Futua.

In contribution to this study, the researcher examined the work of Ibrahim Abaasi Musenze, Mayende Sifuna Thomas & Muhamadi Lubega, (2014) on Delegation and Job Satisfaction: An Evaluation of the Relationship within Uganda’s Primary Education Sector, Uganda.

The purpose of this investigation was to determine the impact of individual dimensions of delegation on primary teachers' job satisfaction in Universal Primary Education sector in Eastern Uganda. Research Design/Methodology: A cross sectional research design was used. The study was carried on primary school teachers in schools in Eastern Uganda. A total of 247 survey questionnaires were distributed with the help of research assistants. The analysis was conducted using Structural Equation Modeling (SEM) with Analysis of Moment Structures (AMOS) software. This study employs a cross sectional survey design. A total sample of 247 primary school teachers was generated using Yamane's (Yamane, 1967) sample size determination approach from a total population of 650. Two hundred and eight (208) questionnaires were received from respondent indicating a response rate of 84%. The unit of analysis was the individual primary school teachers. In terms of gender, the male respondents constituted 76% and the female respondents were 34%. Out of 208 respondents, 130 had Grade Three Certificates; 70 diplomas, 08 had degrees. More than half of the respondents were above 25 years of age. The results of our analysis indicated a significant relationship between Decision making, Autonomy, Authority, Responsibility and Job Satisfaction amongst primary school teachers in Uganda's primary schools as can be discerned from Figure 1 and Table 2. The Job Satisfaction model suggested in this study indicated an NFI of 0.965, which indicates strong convergent validity (Mark & Sockel, 2001). The Chi-square value of 16.168 is non-significant at the 0.05 level: its p-value is 0.371, an indication that the model fits the data adequately in our population. Further support is

provided by the RMSEA = 0.020 which is further confirmed by the TLI value of 0.996, IFI =.997, CFI = .997. Furthermore, both GFI = 0.978 and AGFI =0.959 are greater than 0.9 which reflects a good model fit. Therefore, Job Satisfaction model is confirmed for the case of primary school teachers in Uganda. This is also relevant to this study hence the research tries to find out the relationship between delegation of duties by principals of secondary schools and performance of teachers in Funtua

In the area of delegation of academic duties, this research also examined the work of Olaleye, Florence Oluremi (2013) on principals organizational management and students academic achievement in secondary schools in Ekiti State Nigeria Ekiti State.

This study investigated the managerial roles of principal in the students' academic performance in school certificate examination in Ekiti State. It was a descriptive research design of the survey type which aimed at eliciting information from the school principals and teachers on how organizational management of principals affect academic achievement of students. Eighty five secondary schools were randomly selected out of 175 secondary schools in the state. Questionnaire tagged (PATQ) principals' administrative technique questionnaire was the instrument used to elicit information from the respondents. The population of the study consisted of all the principals and teachers in Ekiti State. Sampled schools comprised eighty five (85) principals and eight hundred and fifty(850) teachers randomly selected. The data collected were analyzed using frequency count, percentages and means. Inventory of School Examination

result was also used in the study. Findings showed that principals of the selected schools adopted quality improvement measures encourage team work with staff and students, participate in academic activities that influenced academic achievement in the school. The principals were involved in academic activities of students by supervising teachers work and students, disciplined and discouraged examination malpractices. Thus, the study of Olaleye F.O. is related and relevant to the study.

In another study carried out by William Kutto Kiprop, (2012), on the effects of delegation of duties and responsibilities in management of primary schools in kosirai division, nandi north district, kenya. The study investigated the evaluation of effects of delegation of duties and responsibilities in management of primary schools in Kosirai Division of Nandi County. The objectives of this study were: To identify forms of delegation used by primary school head teachers; determine the suitability of the techniques used for delegation by primary school administrators; determine the effect of delegation on management of schools, and to identify challenges that school head teachers in Kosirai Division face in delegating duties and responsibilities to the teachers in their schools. The study was based on human resource model of management derived from the dual-model theory advanced by Miles (1975). The targeted population for this study was 289 teachers in Kosirai Division from a total of 45 public primary schools. The total sample size was 116 representing 40%. The sample was selected using stratified technique to pick18 schools from both Mutwot and Lelmokwo zones. A total of 18 schools were randomly selected from Lelmokwo and Mutwot zones. All head

teachers from the 18 sampled schools were purposively selected and a random sample of 98 teachers was selected. The data collection tools used included questionnaires and interview schedule. Piloting was carried out in 4 schools in Kipkaren Division and the reliability of the instrument was ascertained by use of split-half technique where a coefficient of 0.643 was obtained. The study employed the descriptive analysis. The study established that teachers have positive attitude towards delegation and that most of them were keen on accomplishing tasks assigned to them by their head teachers for example meeting in deadlines. However, some teachers were unwilling to accept delegation of duties. Therefore, there is need for the school managers to encourage teachers by giving rewards for good performance, and use appropriate written/formal communication to initiate delegation. Head teachers require more training in personnel management on delegation. They should be able to embrace teachers' ideas and periodically evaluate progress of delegated duties. This research is also relevant to the one being conducted on assessment of practices of delegation of duties by principals of secondary schools in Funtua Local Government Area of Katsina State, Nigeria.

In another study carried out by Everett N. Kelepolo (May 2011) on the relationship between participation in extracurricular activities and Utah's proficiency assessments of students in a suburban school district, Nevada Las Vegas.

The purpose of this study was to discover whether a relationship exists between participation in extracurricular activities and meeting Utah proficiency

assessment standards. This study took place in a suburban school district in the state of Utah. Throughout the history of public education, economic hardships have wreaked havoc on school systems that depend on public sources of income. Schools today are managing these budget restraints by reducing or eliminating extracurricular programs. The relationship between academic success and participating in extracurricular activities is found concretely in the research data. However, schools must make budget decisions which place activities and academics in competition for those funds. This study is to learn if extracurricular activities are a support to academic success.

Numerous studies have focused on utilizing the grade point average as an indicator of academic success or failure of a student. The grade point average is a convenient barometer to utilize when using an immediate measure for academic eligibility for extracurricular participants. The Utah Criterion Reference Test (UCRT), on the other hand, is a standardized measurement in determining academic success. This study employed the UCRT along with the grade point average to clarify academic viability. The participants in this study were 10th grade students in the districts' five (5) high schools. The data was divided into participants in extracurricular activities and nonparticipants. Determining the participants' extracurricular activity was obtained through the Utah High School Activities Association eligibility rosters. Gender, ethnicity, socioeconomic status, attendance percentage, grade point average, and the Utah Criterion Reference Test scaled scores were gathered from the Student Information System database in the district. The information was analyzed through Analysis of Variance (ANOVA).

As schools cope with budgetary constraints, administrators and boards of education must consider the potential advantages and disadvantages of retaining or eliminating extracurricular activities in the school.

The results, of this study, indicated that students who participated in extracurricular activities scored higher in attendance, grade point average, and the Utah Criterion Reference Test than students who did not participate in extracurricular activities. A moderately strong correlation was also found in the grade point average and the Utah Criterion Reference Test. The study is relevant on the assessment of practices of delegation of duties by principals of secondary schools in Funtua Local Government Area of Katsina State. This relevance is exhibited in the one of the variables (extracurricular activities duties) used in examining the relationship with the teachers' performance.

2.11 Summary

This chapter focused on the review of related literature and relevant empirical studies which are reviewed under the following subheadings; Concept of Delegation, Concept of Delegation of Duties, Objectives of Delegation of duty, Process of delegation of Duty, Delegation of Supervisory Duties in a School, Delegation of Supervisory Duties in a School, Delegation of Academic Duties in a School, Delegation of Leadership Duties in a School, Delegation of Financial Duties in a School, Delegation of Extracurricular Activities Duties in a School, and Functions of Extracurricular activities.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter contains the research methodology; that is, the research design, study population, sampling procedure, research instruments, the validity and reliability of instruments, research procedure and data entry and analysis techniques that were employed in this study.

3.2 Research Design

The researcher used survey correlational design for collecting data: Survey instruments were used because it involves a relatively large number of respondents, (Amin 2005). The survey instruments method was self-administered questionnaire. It was therefore important that the survey research design employed in this study were relevant not only to the research questions but also to the purposes of the research, a fact underlined by both Cohen et al., (2007) and Bryman (2004). The selection of appropriate research design would allow the voices of the principals to be heard and to gain a better understanding of how they experienced their roles in the secondary school. It is now my intention to explain more fully further aspects of the research design as well as the methods used to collect the data for this research study.

3.3 Population

The population of secondary school teachers in Katsina State was 11,819. The target population of the study comprised of secondary school teachers in Funtua Local Government Area which had 10 public secondary schools with 188 teachers. As presented in table 3.1

Table 3.1: Population of the study

S/N		Number of Principals	Number of Teachers	Total
1. GDSS	Funtua	1	21	22
2. GC (P)	Funtua	1	28	29
3. GC(DW)S	Funtua	1	15	16
4. GGDSS	Funtua	1	27	28
5. GDSS	Makera	1	22	23
6. GDSS	Dikke	1	07	08
7. GDSS	Tudun Iya	1	11	12
8. GDSS	Maska	1	09	10
9. GDSS	Goya	1	12	13
10. GTC	Funtua	1	26	27
Total		10	178	188

Source: Zonal Inspectorate of Education Funtua (ZIEF, 2014)

3.4 Sample and Sampling Techniques

The schools were purposely sampled; the criteria of school sample were based on complete administrative structure, coeducational, location of school. The researcher used four (4) public secondary schools out of the total number of ten (10) public secondary schools in Funtua Local Government Area of Katsina State. A total of 71 staff in the four (4) public secondary schools in Funtua Local Government Area was provided with questionnaire. The staffs were randomly sampled to ensure that every one had equal chance of being selected in the sample as presented in table 3.2

Table 3.2: Sample of the study

S/N	Schools	Number of principals	No of teachers		Total
			Male	Female	
1.	GDSS Funtua	1	18	3	22
2.	GC (P) Funtua	1	19	9	29
3.	GDSS Dikke	1	6	1	8
4.	GDSS Tudun Iya	1	9	2	12
	Total	4	52	15	71

3.4.1 Instrumentation

Two research instruments were developed by the researcher for data collection. These are:

1. Questionnaire for School Respondents

A questionnaire for the head teachers and key officers was developed by the researcher. The questionnaire is preferred as an instrument of research because it is easy to administer. All the questions required answer based on the likert type-point scale for quantitative data. The questions also covered areas of financing, purchase and supply, leadership duties that concerns key officers of the school. The questions also covered areas of supervisory duties, extracurricular activities duties and academic duties.

3.4.2 Validity of the instruments

In order to ascertain content and face validity, the questionnaires was presented to three experts in the Department of Educational Foundations and Curriculum at Ahmadu Bello University Zaria for observation and advice. The contents and impressions of the instruments were improved based on the expertise advice and comments. The questionnaire items were then constructed in a way that they related to each research question. It ensured that all research questions were covered.

3.4.3 Pilot Testing

Pilot testing for the instruments: Practice of Delegation of Duties Assessment Questionnaire to subordinate staff was carried out with a secondary school staff of Government Technical School Funtua and it is one of the study population. The pilot testing was conducted by giving the respondent one week to respond to the questionnaire. The purpose of the pilot study was to; i- ascertain the level of relationship between delegation of duties by principal of secondary school and performance of teachers.

ii- the reliability of the instruments.

iii- the quality of the questionnaire asked.

3.4.4 Reliability of the Instrument

To determine the reliability of the questionnaire was admitted to the respondents and then used split half method for easy data analysis. The result of the result of the test were then correlated with Pearson Product Moment Correlation

Coefficient (r), a coefficient of 0.68 was obtained. The (r) value recorded was significant at 0.05 alpha levels; hence the questionnaire was reliable instrument for the study.

3.4.5 Administration of the Instruments

The instruments were distributed hand to hand by the researcher to the various schools. The researcher met the teachers and the head teachers in their schools and gave them time to provide the information at their convenient time.

3.5 Data Collection Procedure

Responses of the Subjects obtained after administering the Questionnaire serves as the data to measure the delegation of duties and Teacher performance. The responses are grouped based on the Questionnaire, the research Questions and the Hypothesis.

3.6 Data Analysis Procedure

The data collected from questionnaire was used by the use of descriptive statistics (frequencies and percentage). The descriptive analysis was appropriate for this study because it involved the description, analysis and interpretation of circumstances prevailing at the time of study. Basic statistical techniques were used to analyze various items of the questionnaire. This included frequencies, percentages, and totals. Research questions raised were analyzed using descriptive statistics inform of percentage and frequency count while research Hypotheses were verified using Pearson Products Moment Coefficient Correlation.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents findings from the study that investigated the assessment of the practice of delegation of duties by principals in Funtua Local Government Area of Katsina State. The chapter is arranged in three sections. Section one presents the background information of respondents who participated in the study. Section two shows the description of teachers' responses to the items of the questionnaire relating to particular variables and section three shows the testing of the hypotheses.

4.2 Background information of respondents

The background information solicited and presented was about gender, age, marital status, academic qualification and designation. The background information was deemed necessary because the researcher wanted to show that all teachers and head teachers with different background characteristics were represented in the study implying that the findings were not only for a particular group or category of respondents. Table 4.1 shows the distribution of respondents according to different attributes.

Table 4.1 Distribution of respondents according to different attributes

Attribute	Category	Frequency	Percent
Gender	Male	56	79%
	Female	15	21%
Total		71	100%
Age group	20-29	11	15%
	30-39	42	59%
	40-49	18	25%
Total		71	100%
Marital Status	Married	53	75%
	Single	18	25%
Total		71	100%
Highest Academic qualifications	N.C.E.	23	32%
	Bachelors' Degree	40	56%
	Masters	8	11%
Total		71	100%
Status	Principal	4	5.6%
	Vice principal	8	11%
	Head of Section	7	7.0%
	Head of Department	5	5.6%
	Class Teacher	31	43.6%
	Patron	11	15.5%
	Others	5	7.0%
Total		71	100%

The findings in Table 4.1 show that most respondents (56 or 79 %) were males while only (15 or 21%) participants were females.

The findings in Table 4.1 also show that respondents in the age group of 30-39 constituted the majority (42 or 59%) followed by those between 40-49 (18 or 25%) and few (11 or 15%) were in the age group 20-29. The majority being in the age group of 30-39 could imply that they are teachers who have stayed longer in the teaching profession. Age group of 20-29 could be considered as those who had just graduated from institutions, while a drop in number in the age group of 40-49, perhaps means that some of them found teaching unattractive leading to abandoning of the profession for other careers. The results therefore indicated that the majority of respondents were of mature and experienced age which made the researcher to consider their views as valid and authentic in relation to the study.

Regarding the marital status of respondents, the majority (53 or 75%) of them were married as compared to (18 or 25%) participants who were single. The results therefore indicated that since the majority of the respondents were people of responsibility, they were able to give valid and ideal responses on the problem of the study as they perceive Delegation of Duties from a mature and responsible point of view.

The researcher was also interested in the academic qualification of respondents. The majority (40 or 56%) of respondents held a first degree; followed by those with N.C.E. (23 or 32%). Few respondents (8 or 11%) held a masters degree. The results indicated that all the respondents had the necessary qualifications to teach in secondary schools and to hold responsibilities. This is because the minimum requirement for teaching in secondary schools in Nigeria is Bachelor degree.

With regard to designation, the results indicated that the majority (31 or 43.6%) of participants were cited as Classroom Teachers; followed by Head of Sections (7 or 9.8%). Patrons constituted (11 or 15.5%), while Vice Principals were (8 or 11%). There were few (4 or 5.6%) Head teachers and (5 or 7.0%) were others. This indicated that the majority of respondents had direct visible delegated responsibilities. Therefore, there were high chances of giving accurate views.

4.3 Descriptions of teacher's responses to the items of the questionnaire

In this section, the researcher presented descriptive statistics relating to the responses of teachers on delegation of Duties. The statistical data from the questionnaire was then supported by the qualitative data of the study.

4.3.1 Descriptions of principals and other key officers' responses to the items of the questionnaire

In this section, the researcher presented descriptive statistics relating to responses of principals and other administrative staff on delegation of leadership duties and financial duties. The statistical data from the questionnaire was then supported by the qualitative data of the study.

4.3.2 Teachers responses on delegation of Duties

In this study, the independent variable was delegation which was used to mean supervisory duties, extracurricular Duties, and Academic Duties of secondary school teachers in Funtua Local Government Area of Katsina State. Thus, in measuring delegation the researcher asked respondents to provide their responses on supervisory duties, extracurricular activity duties and Academic duties of teachers to elicit their responses. The responses were based on a five point Likert–scale ranging from strongly disagree to strongly agree.

4.3.3 Principals and other Key officers' responses on delegation of Duties

In this study, the independent variable was delegation of Leadership Duties and Financial Duties to principals and other key officers of Funtua Secondary Schools in Katsina State. Thus, in measuring delegation the researcher asked respondents to provide their responses on Leadership Duties, and Financial Duties of school administrators to elicit their responses. The responses were based on a five point Likert–scale ranging from strongly disagree to strongly agree.

Delegation of Supervisory Duties by Principal to subordinate staff

Table 4.2 Teachers' responses on Delegation of Supervisory Duties

Questionnaire item	Response category	Frequency	Percent
The principal delegates duties to the subordinate staff on examination matters.	Strongly Disagree	0	0%
	Disagree	8	25.5%
	Undecided	0	0%
	Agree	49	69.0%
	Strongly Agree	14	19.7%
The principal delegates duties to the subordinate staff on social matters.	Strongly Disagree	2	2.82%
	Disagree	4	4.84%
	Undecided	5	6.55%
	Agree	46	64.66%
	Strongly Agree	14	24.78%
The principal delegates duties to the subordinate staff on sport matters.	Strongly Disagree	3	4.18%
	Disagree	4	4.84%
	Undecided	0	0%
	Agree	44	62.24%
	Strongly Agree	20	28.2%
The principal delegates duties to the subordinate staff on discipline matters.	Strongly Disagree	0	0%
	Disagree	3	4.1%
	Undecided	0	0%
	Agree	43	50.53%
	Strongly Agree	25	34.75%
The principal delegates duties to the subordinate staff on health matters.	Strongly Disagree	4	4.84%
	Disagree	3	4.1%
	Undecided	0	0%
	Agree	54	76.34%
	Strongly Agree	10	14.1%
The principal delegates duties to the subordinate staff on library matters.	Strongly Disagree	2	2.82%
	Disagree	4	4.84%
	Undecided	1	1.4%
	Agree	40	56.4%
	Strongly Agree	24	34.04%
The principal delegates duties to the subordinate staff on ICT matters.	Strongly Disagree	1	1.4%
	Disagree	5	6.55%
	Undecided	2	2.82%
	Agree	41	58.11%
	Strongly Agree	22	30.62%
The principal delegates duties to the subordinate staff on classroom matters.	Strongly Disagree	6	8.26%
	Disagree	1	1.4%
	Undecided	0	0%
	Agree	26	36.46%
	Strongly Agree	38	52.98%
The principal delegates duties to the subordinate staff on store matters.	Strongly Disagree	0	0%
	Disagree	7	9.6%
	Undecided	0	0%
	Agree	49	68.79%
	Strongly Agree	15	18.94%
The principal delegates duties to the subordinate staff on environmental sanitation matters.	Strongly Disagree	1	1.4%
	Disagree	3	4.18%
	Undecided	2	2.8%
	Agree	46	64.66%
	Strongly Agree	19	26.49%

In Table 4.2, the results indicated that generally, most respondents (49 and 69.8% agreed that the principal delegated duties to the subordinate staff on examination matters. (14 and 18.9%) strongly agreed. This suggested that most secondary schools in Funtua have functioning departments and this is likely to lead to reduction of the work load of administrators. A look at giving the subordinate staff delegated duties on social matters, the result showed that (46 or 64.66%) respondents agreed while (14 and 24.78%) of them strongly agreed. This implied that authority participation on social matters led to efficiency and effectiveness because they are encouraged to do their work well and they also become creative. On whether expertise is considered sport matters, the results indicated that (44 and 62.24%) respondents agreed while (20 or 28.2%) strongly agreed. This meant that expertise is considered on sport activities to teachers in Funtua secondary schools. It implied that teachers are motivated to get more involved in school administration. They work harder because they feel promoted since they are executing high level roles. They feel trusted and work to their level best. Asked whether the principal delegated duties to the subordinate staff on discipline matters, the result indicated that most teachers (43 and 60.53%) agreed while (25 and 34.75%) strongly agreed. This suggested that most secondary school teachers in Funtua are in positions of discipline matters. This suggested that there is team work in school administration. This improves teachers' attitude towards work and feel more involved. They got a sense of belonging and work hard to justify their occupational offices. According to whether the principal delegated duties to the subordinate staff on health matters, the result showed that most respondents (54 and 76.34%) agreed while (10 and 14.1%) strongly agreed. This implied that there is flexibility in the management of the schools because there is no

work accumulation. About flexibility due to allocation of activities on library matters, the result indicated that most of the respondents (40 and 56.4%) agreed while (24 and 34.04%) strongly agreed. This showed that teachers get attracted to work hard as they feel more responsible for the activities entrusted to them. They also feel obliged to perform, to prove their worthiness in the activities allocated to them. This is because teachers get satisfied with their jobs hence putting more effort leading to better performance. A look at delegation of duties to the subordinate staff on ICT matters. The result showed that majority of respondents (41 and 58.11%) disagreed compared to (22 and 30.62%) respondents who agreed. This suggested that there is no allocation of activities on ICT matters. It further suggested that ICT Co-coordinators seem to reserve the powers in making decisions concerning the use of the ICT laboratories in a school. This is likely to lead to misuse the school's ICT lab. On delegation of duties to the subordinate staff on classroom matters, the result showed that most respondents (26 and 36.46%) agreed while (38 and 52.98%) strongly agreed. This implied that there was flexibility in the management of the schools because there was a classroom teacher who was in charge of each class of various arms. On the question whether the principal delegated duties to the subordinate staff on store matters, the result showed that (49 and 68.79%) strongly agreed while (15 and 18.94%) agreed. Thus, going by the opinion of the majority, teachers in Funtua secondary schools are not assigned with much responsibilities on store matters. According to the issue of delegation of duties on environmental sanitation to subordinate staff in Funtua secondary schools, this is seen when (46 and 64.66%) respondents agreed while (19 or 26.49%) respondents strongly agreed. This suggested that teachers were being considered on the issue of environmental

sanitation and they are dedicated to their work, this is likely to increase performance in their respective schools

Delegation of Leadership Duties by Principal to subordinate staff

Table 4.3 Principal and other Key officers' responses on Delegation of Leadership Duties

Questionnaire item	Response category	Frequency	Percent
The principal delegates leadership duty to the HODs concerning their departments in my school	Strongly Disagree	2	2.8%
	Disagree	5	6.55%
	Undecided	0	0.00%
	Agree	45	62.95%
	Strongly Agree	19	26.49%
The principal delegates leadership duties to the vice principal in representing him/her in higher authorities in my school.	Strongly Disagree	2	2.8%
	Disagree	3	4.18%
	Undecided	2	2.8%
	Agree	40	56.4%
	Strongly Agree	24	34.04%
The principal delegates leadership duties to the PTA chairman in the school in my school.	Strongly Disagree	3	4.18%
	Disagree	1	1.4%
	Undecided	1	1.4%
	Agree	41	58.11%
	Strongly Agree	25	34.75%
The principal delegate leadership duties to the school base management committee (SBMC) in decision making in my school.	Strongly Disagree	3	4.18%
	Disagree	2	2.8%
	Undecided	0	0%
	Agree	40	56.4%
	Strongly Agree	26	36.46%
The principal delegates leadership duties to the subordinate staff on record keeping in my school.	Strongly Disagree	1	1.48%
	Disagree	3	4.18%
	Undecided	1	1.48%
	Agree	48	68.8%
	Strongly Agree	18	24.78%
The principal delegates leadership duties to the subordinate staff on committee system in my school.	Strongly Disagree	0	0%
	Disagree	3	4.18%
	Undecided	0	0%
	Agree	44	62.44%
	Strongly Agree	24	34.75%
The principal delegates leadership duties to the chief security officer on security matters in my school.	Strongly Disagree	3	4.18%
	Disagree	1	1.48%
	Undecided	0	0%
	Agree	42	59.82%
	Strongly Agree	25	34.75%
The principal delegates leadership duties to the counseling master on guidance and counseling matters in my school.	Strongly Disagree	1	1.48%
	Disagree	2	2.8%
	Undecided	0	0%
	Agree	44	62.24%
	Strongly Agree	24	34.04%
The principal delegates leadership duties to the subordinate staff on welfare matters in my school.	Strongly Disagree	0	0%
	Disagree	2	2.8%
	Undecided	0	0%
	Agree	42	58.82%
	Strongly Agree	27	38.17%
The principal delegates leadership duties to the subordinate staff on religious matters in my school.	Strongly Disagree	2	5%
	Disagree	0	0%
	Undecided	1	2.5%
	Agree	46	64.66%
	Strongly Agree	22	30.62%

The results from Table 4.3 indicated that majority of respondents (45 and 62.95%) agreed that there is full exploitation of individual skills through HODs assignment of responsibility while (19 and 26.49%) strongly agreed. This implied that exploitation of skills is likely to lead to efficiency and effectiveness because teachers work knowing what is expected from them. On the issue of sharing of load as a result of delegation of duties to the Vice Principal, majority of respondents (40 and 56.4%) agreed while (24 and 34.04%) strongly agreed. This implied that there is no work accumulation as HODs become part of the school managers. They supervised one another and therefore work closely. On whether PTAs are assigned different leadership duties, majority of respondents (41 and 58.11%) strongly agreed while (25 and 34.75%) agreed. Thus, going by the opinion of the majority, PTA in Funtua secondary schools assigned different leadership duties. This implies that parents come to understand the functioning of their respective schools and hence reduces complaints. On holding a position of School Base Management Committee, majority of respondents (40 and 56.4%) agreed, while (26 or 36.46%) strongly agreed. This suggested that when teachers hold positions of responsibility they are likely to participate enthusiastically in responsibilities to produce good results. Concerning, whether teachers are responsible for the duties of their respective offices on record keeping, (48 and 68.8%) respondents agreed while (18 and 24.78%) respondents strongly agreed. This implies that the work of administrators is likely to be easier when most teachers are responsible for record keeping in their respective schools. Head teachers may not need to be in schools all the time because the work can be easily handled by teachers when delegated responsibilities. This made

schools to function with flexibility because teachers became satisfied with their jobs. On delegation of duties on committee system, Majority of respondents (44 and 62.44%) agreed while (24 and 34.75%) strongly agreed. This showed that teachers are considered on committee system in Funtua secondary schools. This implied that the work of administrators likely to be easier when most teachers worked under a committee system in a school. The findings on security matters (42 and 59.82%) agreed while (25 and 34.75%) strongly agreed. This suggested that chief Security officer is in charge of security issues and well acquainted with the job of security.

According to delegation of duty to the counseling master in Funtua secondary schools (44 and 62.24%) agreed, (24 and 34.04%) strongly agreed this showed that G & C shared responsibility of leadership duties on the issue of guiding the students of Funtua secondary school. This implied that the work of administration is likely to be easier when the guidance counselor is responsible of guiding the students accordingly. According to the issue of delegation of leadership duties to the subordinate staff on welfare matters in funtua secondary schools (42 and 58.82%) respondents agreed while (27 and 38.17%) strongly agreed. This suggested that teachers are being considered on the issue of welfare services, this may likely promote the teachers to work harder. On the issue of delegation of leadership duties to the subordinate staff on religion matters (46 and 64.66%) respondents agreed while (22 and 30.62%) strongly agreed, this indicated that teachers are allowed to participate fully and engage themselves according the teaching of their religion.

Delegation of extracurricular activity Duties by the Principal to the subordinate staff

Table 4.4 Teachers' responses on extracurricular activities Duties

Questionnaire items	Response category	Frequency	Percent
The principal delegates extracurricular activities duties to patrons on clubs and societies matters in my school.	Strongly Disagree	1	1.4%
	Disagree	4	5.4%
	Undecided	2	2.8%
	Agree	43	60.5%
	Strongly Agree	21	28.4%
Subordinate staff is assigned duties by the principal to coordinate students for field trip/excursion in my school	Strongly Disagree	3	4.18%
	Disagree	4	5.4%
	Undecided	0	0%
	Agree	39	55.9%
	Strongly Agree	25	35.5%
The principal delegates extracurricular activities duties to the subordinate staff on sport matters in my school.	Strongly Disagree	2	2.8%
	Disagree	1	1.4%
	Undecided	0	0%
	Agree	49	69.9%
	Strongly Agree	19	26.4%
The principal delegates extracurricular activities duties to the subordinate staff on volunteer work and community services in my school.	Strongly Disagree	1	1.4%
	Disagree	6	8.25%
	Undecided	2	2.8%
	Agree	41	58.1%
	Strongly Agree	21	28.9%
The principal delegates extracurricular activities duties to the subordinate staff on cultural activities in my school.	Strongly Disagree	6	8.26%
	Disagree	2	2.8%
	Undecided	0	0%
	Agree	42	58.8%
	Strongly Agree	21	28.9%
The principal delegates extracurricular activities duties to the subordinate staff on media activity in my school.	Strongly Disagree	6	8.26%
	Disagree	2	2.8%
	Undecided	1	1.4%
	Agree	40	56.4%
	Strongly Agree	22	31.2%
The principal delegates extracurricular activities duties to the subordinate staff on performing arts activity in my school.	Strongly Disagree	2	2.8%
	Disagree	6	8.26%
	Undecided	0	0%
	Agree	43	61.5%
	Strongly Agree	20	28.2%
The principal delegates extracurricular activities duties to the subordinate staff on religious activity in my school.	Strongly Disagree	4	5.4%
	Disagree	2	2.8%
	Undecided	2	2.8%
	Agree	38	53.8%
	Strongly Agree	25	35.7%
The principal delegates extracurricular activities duties to the subordinate staff on extra lessons activity in my school.	Strongly Disagree	6	8.26%
	Disagree	1	1.4%
	Undecided	0	0%
	Agree	39	54.6%
	Strongly Agree	25	35.7%
The principal delegates extracurricular activities duties to the subordinate staff on entrepreneurship activity in my school.	Strongly Disagree	6	8.26%
	Disagree	1	1.2%
	Undecided	3	4.98%
	Agree	41	58.1%
	Strongly Agree	20	28.2%

The results from table 4.4 showed that the principal delegated extracurricular activities to the subordinate staff.

This is evidenced by the majority of the respondents (43 and 60.53%) agreed to the item asked. (21 and 28.1%) strongly agreed this suggested that principal of funtua secondary schools delegated duties to patron on club and society matters. principal delegated duties to subordinate staff to coordinate students for field trip/ excursion in funtua secondary school with the prove of (39 and 55.9%) respondents that agreed while (25 and 35.5%) strongly agreed. According to delegation of duties of extracurricular activities duties by the principal to subordinate staff on sport matters in funtua secondary schools (49 and 69.9%) respondents agreed while (19 and 26.44%) of the respondents strongly agreed. The result showed on sport matters in funtua secondary school. A look at delegation of extracurricular activities duties to the subordinate staff on voluntary work and community services (41 and 58.11%) of the respondents agreed (21 and 28.91%) strongly agreed. This suggested that the principals of funtua secondary schools are fully opened to the subordinate staff on community services. On the issue of delegation of duties on cultural activities in Funtua secondary school (42 and 58.82%) respondents agreed and (21 and 28.91%) strongly agreed this showed that teachers as well as the students are given a room to display their different cultures which may lead to mutual understanding between the social group and promote the interest of the teacher towards effective teaching and learning in their schools. About delegation of extracurricular activities duties to the subordinate staff on media activity (40 and 56.82%) respondents agreed (22 and 31.2%) strongly agreed. This showed that teachers get more attracted on media activity and it will make the subordinate staff to become for familiar with media

activity. On delegation of extracurricular activities duties to subordinate staff on performing arts activity in funtua secondary schools (43 and 61.53%) of the respondents agreed and (20 and 28.2%) strongly agreed. The result showed that teachers are given opportunity to engage themselves in performing arts and make students to be innovative for their future career. On the issue of delegation of duty on religious matter, (38 and 53.8%) of the respondents agreed while (25 and 35.74%) of the respondents strongly agreed, the result showed that principals of secondary schools in Funtua delegated duties on religious matters. On the issue of delegation of extracurricular activity duties to the subordinate staff on extra lesson activities, it seemed that (39 and 54.69%) respondents agreed (25 and 35.75%) respondents strongly agreed. This showed that principal delegated duties on extra lesson activity this will help the teachers to cover their syllabus without rushing. According to the delegation of extracurricular activities duties to the subordinate staff on entrepreneurship activity by the principal in Funtua secondary school it showed that (41 and 58.11%) respondents agreed (20 or 28.2%) respondents strongly agreed. This suggested that most teachers are dedicated to their work as a result of entrepreneurship activity and it is likely to increase performance in their respective schools.

Delegation of Financial Duties by Principals to subordinate staff

Table 4.5: teachers' responses on Financial Duties

Questionnaire items	Response category	Frequency	Percent
The principal delegates financial duties to the subordinate staff on securing funds to the school in my school.	Strongly Disagree	2	2.8%
	Disagree	2	2.8%
	Undecided	0	0%
	Agree	43	60.5%
	Strongly Agree	24	34.4%
The principal delegates financial duties to the subordinate staff on developing sponsorship links to the students of the school in my school	Strongly Disagree	5	7.5%
	Disagree	2	2.8%
	Undecided	0	0%
	Agree	44	60.5%
	Strongly Agree	20	28.2%
The principal delegates financial duties to the subordinate staff on raising voucher for purchase and supply in my school.	Strongly Disagree	6	8.26%
	Disagree	2	2.8%
	Undecided	1	2.8%
	Agree	44	62.2%
	Strongly Agree	18	24.7%
The principal delegates financial duties to the subordinate staff on ordering processing and payment for all goods and services in my school.	Strongly Disagree	4	5.4%
	Disagree	4	5.4%
	Undecided	1	2.8%
	Agree	44	62.9%
	Strongly Agree	19	26.5%
The principal delegates financial duties to the subordinate staff on operation of all bank account owned by the school in my school.	Strongly Disagree	3	4.18%
	Disagree	2	2.8%
	Undecided	1	1.4%
	Agree	45	62.9%
	Strongly Agree	20	28.2%
The principal delegates financial duties to the subordinate staff to take legal action when necessary to recover bad debt in my school.	Strongly Disagree	3	4.18%
	Disagree	3	4.18%
	Undecided	3	4.18%
	Agree	46	62.9%
	Strongly Agree	16	28.2%
The principal delegates financial duties to the subordinate staff on collection of school fees and other dues to school in my school.	Strongly Disagree	4	4.94%
	Disagree	0	0%
	Undecided	3	4.18%
	Agree	45	62.9%
	Strongly Agree	19	26.4%
The principal delegates financial duties to the subordinate staff on preparing appraisals for particular projects and developing a business plan for the future development of the school in my school.	Strongly Disagree	6	8.26%
	Disagree	2	2.8%
	Undecided	1	1.4%
	Agree	18	45%
	Strongly Agree	13	32.5%
The principal delegates financial duties to the subordinate staff on report on the financial state to the higher authority in my school.	Strongly Disagree	4	10%
	Disagree	0	0.%
	Undecided	3	7.5%
	Agree	23	57.5%
	Strongly Agree	10	25%
The principal delegate financial duties to the subordinate staff on preparation of final account and liaise with auditor in my school.	Strongly Disagree	6	15%
	Disagree	2	5%
	Undecided	1	2.5%
	Agree	45	62.9%
	Strongly Agree	17	24.0%

In Table 4.5, the results indicated that there is effectiveness in financial activities duties. This is seen when the majority of respondents (43 and 60.53%) agreed while (24 and 54.04%) strongly agreed. This implied that effectiveness in financial activities is likely to lead to the better performance in schools. The results on whether the principal delegated financial duties on developing sponsorship link for the students, (44 and 62.24%) of the respondents agreed while (20 and 28.2%) strongly agreed, this showed that teachers are part of the contributory factor for sponsorship to the students and may encouraged teachers to work with attitude of helping their students and also teachers think that they are part and parcel of the school. As to whether the principal delegated financial duties to subordinate staff on raising voucher for purchase and supply in funtua secondary schools. (44 and 62.2%) respondents agreed and (20 and 28.2%) respondents strongly agreed. Thus, going by the opinion of the majority, teachers in Funtua were efficient in fulfillment of activities assigned to them. This is likely to lead to promotion of good relationship between teachers and the school administrators. The result on whether principal delegated financial duties to subordinate staff on ordering, processing and supply (44 and 62.24%) of the respondents agreed while (18 and 24.78%) strongly agreed. This further indicated that most teachers are trustworthy. About delegation of financial duties by the principal to the subordinate staff on operation of all a bank account, this was seen when (45 and 62.95%) respondents disagreed while (19 and 26.49%) respondents strongly disagreed. This suggested that when teachers are being strictly restricted on school account operations they will be dedicated to their work; it is likely to increase their performances in their respective schools rather than giving them opportunity to operate school account except the bursar. On the item of delegation of

duties to subordinate staff to take legal action when necessary to recover bad debt in Funtua secondary school (45 and 62.95%) agreed while (20 and 28.2%) respondents strongly agreed. This implied that being in position of responsibility is likely to lead teachers to work hard in order to avoid failure. About delegation of financial duties to the subordinate staff on collection of school fees and other dues to school (46 and 64.66%) agreed while (16 and 22.36%) respondents strongly agreed. This suggested that subordinate staffs are engaged in collection of school fees and other dues. This will reduce workload among administrators and likely to improve on their performance since there is no accumulation of work. On the issue of delegation of financial duties to subordinate staff on preparing appraisals for particular projects and developing a business plan for the future development of the school in funtua, this also indicated that (46 and 64.66%) respondents agreed that there is increased interest in work among staff while (16 and 22.36%) respondents strongly agreed This is likely to lead to efficiency and good performance of subordinate staff. As to whether the principal delegated financial duties to the subordinate staff on report on the financial state to the higher authority in funtua secondary schools. (45 and 62.95%) of the respondents agreed while (19 and 26.49%) strongly agreed this showed that subordinate staff participated fully on financial issues, this promoted their attitude towards performing their duty immensely and may likely feel that they are part and parcel of the school management. On the issue of delegation of financial y on preparation of final Account and liaise with auditor in a secondary school (45 and 62.95%) of the respondents agreed while (17 and 24.07%) of the respondents strongly agreed.

Delegation of Academic Duties by Principal to subordinate Staff

Table 4.6 Teachers' responses on Academic Duties

Questionnaire items	Response category	Frequency	Percent
.	Strongly Disagree	3	4.9%
	Disagree	2	2.8%
	Undecided	2	2.8%
	Agree	42	58.8%
	Strongly Agree	22	30.6%
The principal delegate academic duties to the subordinate staff on time table planning in my school.	Strongly Disagree	5	7.5%
	Disagree	0	0.%
	Undecided	2	2.8%
	Agree	43	60.5%
	Strongly Agree	21	28.9%
The principal delegates academic duties to the subordinate staff on internal and external examination matters in my school.	Strongly Disagree	5	7.5%
	Disagree	2	2.8%
	Undecided	0	0%
	Agree	38	52.9%
	Strongly Agree	26	36.4%
The principal delegates academic duties to the subordinate staff on registration The vice principal academics responsible for checking and correction of lesson plan/note in my school of new students.	Strongly Disagree	4	5.4%
	Disagree	2	2.8%
	Undecided	1	1.4%
	Agree	44	62.2%
	Strongly Agree	20	28.2%
The principal delegate academic duties to the subordinate staff on staff register in my school.	Strongly Disagree	5	7.5%
	Disagree	2	2.8%
	Undecided	1	1.4%
	Agree	43	60.5%
	Strongly Agree	20	28.2%
The principal delegates academic duties to the subordinate staff on promotion and demotion of student in my school.	Strongly Disagree	5	7.5%
	Disagree	2	2.8%
	Undecided	0	0%
	Agree	28	38.8%
	Strongly Agree	36	51.5%
The principal delegates academic duties to the subordinate staff on reward and punishment of student in academic matters.	Strongly Disagree	4	5.4%
	Disagree	1	1.4%
	Undecided	0	0%
	Agree	41	58.1%
	Strongly Agree	25	34.7%
The principal delegates academic duties to subordinate staff on admission processing in my school.	Strongly Disagree	3	4.18%
	Disagree	3	4.18%
	Undecided	1	1.4%
	Agree	44	62.2%
	Strongly Agree	20	28.2%
The principal delegates academic duties to the subordinate staff on career guidance in my school.	Strongly Disagree	43	60.5%
	Disagree	20	28.2%
	Undecided	1	1.4%
	Agree	2	2.8%
	Strongly Agree	5	7.5%
The principal delegates academic duties to the subordinate staff on class distribution in my school.	Strongly Disagree	5	7.5%
	Disagree	2	2.8%
	Undecided	0	0%
	Agree	24	34.4%
	Strongly Agree	40	56.4%

The results from Table 4.6 indicated that majority of respondents (42 and 58.82%) agreed (22 and 30.62%) strongly agreed that vice principal academics is responsible for checking and correction of lesson plan/note this meant that, there was high quality work due to exploitation of individual skills. This suggested that exploitation of individual skills is likely to lead to high quality work of teachers. On whether principal delegated academic duties to the subordinate staff on time table planning (43 and 60.53%) respondents agreed and only (21 and 28.91%) disagreed, thus going by the majority opinion, the result suggested that work is likely to be enjoyable because of sharing the load among the teachers. The result further showed that teachers are innovative because of being assigned different responsibilities. On the issue of delegation of academic duties to the subordinate staff on internal and external examination matters by the principal, this is evidenced by most of the respondents (38 and 52.98%) agreed while (26 and 36.46%) strongly agreeing. This implies that when teachers are assigned different responsibilities, they become more innovative and creative. It further indicated that majority of the respondents (44 and 62.2%) agreed and (20 and 28.2%) strongly agreed that the principal delegate academic duties to the subordinate staff on staff on registration of new students. Teachers are motivated to put in extra load because of holding a position of responsibility. This suggests that when teachers are holding a position of responsibility, they are likely to be motivated and work harder towards the affairs of their respective schools. On whether the principal delegate academic duties to the subordinate staff on staff register, majority (43 and 60. 53%) of respondents agreed and (20 and 28.2%) strongly agreed. This suggests that when teachers are holding a

position of responsibility, they are likely to be motivated and work harder towards the affairs of their respective schools. The findings on principals' delegation of academic duties to the subordinate staff on promotion and demotion of students, this is evidenced by (28 and 38.88%) of teachers respondents who agreed and (36 and 51.56%) of them who strongly agreed. This implies that having power to execute responsibilities, teachers are encouraged to work beyond average performance and this is likely to lead to efficiency. Regarding the principal delegate academic duties to the subordinate staff on reward and punishment of student in academic matters, findings indicate that majority of respondents (41 and 58.11%) agreed, followed by (25 and 75%) of them who strongly agreed. This suggests that teachers have no full power over work situation and this is likely to lead to decline in the general performance in schools. On delegation of academic duties to the subordinate staff by the principal on admission processing (44 and 62.24%) agreed and (20 and 28.2%) respondents strongly agreed. This implies that discharging responsibility is likely to lead to promotion of efficiency due to having power to take decision. This is because teachers are made to work harder to impress head teachers. The findings further show that majority of respondents (43 and 60.52%) disagreed and (20 and 28.2%) strongly disagreed. This implies that most teachers in Funtua Secondary Schools do not have qualified Guidance Counselor with full responsibility concerning the affairs of their respective schools and therefore are likely not to perform well. On the issue of class distribution (24 and 34.04%) of the respondents agreed while (40 and 56.4%) of the respondents strongly agreed

4.4 Hypotheses Testing

This subsection presents the results arising from verification of the null hypotheses, one after the other. In testing the hypotheses, the researcher used Pearson correlation to find out whether a linear relationship exists between the independent variables and the dependent variable. In order to use this test, all valid responses to statements dealing with both variables were aggregated to generate a composite index for each respondent. In testing the hypotheses, the computed scores for independent variables were correlated with the dependent variable and the results are interpreted at 0.05 level of significance.

4.4.1 Hypothesis One.

The first hypotheses stated that, there is no relationship between delegation of supervisory duties and teachers performance. The results of this hypothesis are presented using Pearson correlation co-efficient between the index of delegation of supervisory duties and teachers performance. The computed scores for delegation of supervisory duties were correlated with those of teachers' performance the results were interpreted at 0.05 level of significant. The findings are summarized in Table 4.7.

Table 4.7: Pearson Products Moment Correlation Coefficient of Delegation of Supervisory Duties and Teachers' Performance

		Delegation of Supervisory Duties	Teachers Performance
Delegation of Supervisory Duties	Pearson Correlation	1	0.899
	Sig.(2-tailed)		0.00
	N	71	71
Teachers Performance	Pearson Correlation	0.899	
	Sig.(2-tailed)	0.00	
	N	71	71

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

Table 4.7 shows that the value of the co-efficient equals to 0.899. This value being positive, it means that delegation of supervisory duties has a positive relationship to teachers' performance of secondary schools in Funtua Local Government. The sig. value for the correlation was equal to 0.000 which was less than the level of significance (0.05) which led to the rejection of the null hypothesis. Thus the results indicate that the more the delegation of duties to subordinate staff are the higher the level of teacher performance.

4.4.2 Hypothesis Two.

The second hypothesis stated that, there is no relationship between delegation of leadership duties and teachers performance. The results of this hypothesis are presented using Pearson correlation co-efficient between the index of delegation of leadership duties and teachers performance. The computed scores for delegation of leadership duties were correlated with those of teachers' performance the results were interpreted at 0.05 alpha levels of significance. The findings are summarized in Table 4.8.

Table 4.8: Pearson Products Moment Correlation Coefficient of Delegation of Leadership Duties and Teachers' Performance

		Delegation of Leadership Duties	Teachers Performance
Delegation of Leadership Duties	Pearson Correlation	1	0.842
	Sig.(2-tailed)		0.00
	N	71	71
Teachers Performance	Pearson Correlation	0.842	
	Sig.(2-tailed)	0.00	
	N	71	71

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

Table 4.8 shows that the value of the co-efficient equals to 0.842. This value being positive, it means that delegation of leadership duties has a positive relationship to teachers' performance of secondary schools in Funtua Local Government. The sig. value

for the correlation was equal to 0.000 which was less than the level of significance (0.05) which led to the rejection of the null hypothesis. Thus the results indicate that the more the delegation of duties to subordinate staff are the higher the level of teacher performance.

4.4.3 Hypothesis Three.

The third hypothesis stated that, there is no relationship between delegation of extracurricular activities duties and teachers performance. The results of this hypothesis are presented using Pearson correlation co-efficient between the index of delegation of extracurricular activities duties and teachers performance. The computed scores for delegation of extracurricular activities duties were correlated with those of teachers' performance the results were interpreted at 0.05 level of significant. The findings are summarized in Table 4.9

Table 4.9: Pearson Products Moment Correlation Coefficient of Delegation of Extracurricular activities Duties and Teachers' Performance

		Delegation of Extracurricular activities Duties	Teachers Performance
Delegation of Extracurricular activities Duties	Pearson Correlation	1	0.742
	Sig.(2-tailed)		0.00
	N	71	71
Teachers Performance	Pearson Correlation	0.742	
	Sig.(2-tailed)	0.00	
	N	71	71

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

Table 4.9 shows that the value of the co-efficient equals to 0.742. This value being positive, it means that delegation of extracurricular activities duties has a positive relationship to teachers' performance of secondary schools in Funtua Local Government. The sig. value for the correlation was equal to 0 .000 which was less than the level of significance (0.05) which led to the rejection of the null hypothesis. Thus the results

indicate that the more the delegation of duties to subordinate staff are the higher the level of teacher performance.

4.4.4 Hypothesis Four.

The forth hypothesis stated that, there is no relationship between delegation of financial duties and teachers performance. The results of this hypothesis are presented using Pearson correlation co-efficient between the index of delegation of financial duties and teachers' performance. The computed scores for delegation of financial duties were correlated with those of teachers' performance the results were interpreted at 0.05 level of significant. The findings are summarized in Table 4.10.

Table 4.10: Pearson Products Moment Correlation Coefficient of Delegation of Financial Duties and Teachers' Performance

		Delegation of Financial Duties	Teachers Performance
Delegation of Financial Duties	Pearson Correlation	1	0.482
	Sig.(2-tailed)		0.00
	N	71	71
Teachers Performance	Pearson Correlation	0.482	
	Sig.(2-tailed)	0.00	
	N	71	71

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

Table 4.10 shows that the value of the co-efficient equals to 0.482. This value being positive, it means that delegation of financial duties has a positive relationship to teachers' performance of secondary schools in Funtua Local Government. The sig. value for the correlation was equal to 0.000 which was less than the level of significance (0.05) which led to the rejection of the null hypothesis. Thus the results indicate that the more

the delegation of duties to subordinate staff are the higher the level of teacher performance.

4.4.5 Hypothesis Five.

The fifth hypothesis stated that, there is no relationship between delegation of academic duties and teachers performance. The results of this hypothesis are presented using Pearson correlation co-efficient between the index of delegation of academic duties and teachers' performance. The computed scores for delegation of academic duties were correlated with those of teachers' performance the results were interpreted at 0.05 level of significant. The findings are summarized in Table 4.11.

Table 4.11: Pearson Products Moment Correlation Coefficient of Delegation of Academic Duties and Teachers' Performance

		Delegation of Academic Duties	Teachers Performance
Delegation of Academic Duties	Pearson Correlation	1	0.738
	Sig.(2-tailed)		0.00
	N	71	71
Teachers Performance	Pearson Correlation	0.738	
	Sig.(2-tailed)	0.00	
	N	71	71

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

Table 4.12 shows that the value of the co-efficient equals to 0.738. This value being positive, it means that delegation of academic duties has a positive relationship to teachers' performance of secondary schools in Funtua Local Government. The sig. value for the correlation was equal to 0.000 which was less than the level of significance (0.05) which led to the rejection of the null hypothesis. Thus the results indicate that the more the delegation of duties to subordinate staff are the higher the level of teacher performance.

4.6 Summary of Hypotheses Testing

Table 4.12: Summary of the Five Null Hypotheses Tested for the Study

S/N	H_O Statement	Statistical test used	Result	Level of Sig.	Conclusion
1	T here is no significant relationship of delegation of supervisory duties by principals of secondary school and teachers' performance.	Pearson Product Moment Correlation Coefficient (PPMCC)	F- calculated is 0.899 while the table value of `F` is 71 at 0.05 level of significance	0.05	H_O was rejected. This implies that there is significant difference in opinions of respondents
2	There is no significant relationship between delegation of leadership duties by principal of secondary schools and teachers' performance.	Pearson Product Moment Correlation Coefficient (PPMCC)	F- calculated is 0.842 while the table value of `F` is 71 at 0.05 level of significance	0.05	H_O was rejected. This implies that there is significant difference in opinions of respondents
3	There is no significant relationship between delegation of extracurricular activities duties by principals of secondary school and teachers' performance.	Pearson Product Moment Correlation Coefficient (PPMCC)	F- calculated is 0.742 while the table value of `F` is 71 at 0.05 level of significance	0.05	H_O was rejected. This implies that there is significant difference in opinions of respondents
4	There is no significant relationship between delegation of financial duties by principals of the secondary schools and teachers' performance	Pearson Product Moment Correlation Coefficient (PPMCC)	F- calculated is 0.482 while the table value of `F` is 71 at 0.05 level of significance	0.05	H_O was rejected. This implies that there is significant difference in opinions of respondents
5	There is no significant relationship between delegation of academic duties by the principals of secondary school and teachers'	Pearson Product Moment Correlation Coefficient (PPMCC)	F- calculated is 0.738 while the table value of `F` is 71 at 0.05 level of significance	0.05	H_O was rejected. This implies that there is significant difference in opinions of respondents

From the summary in Table 4.12, it was observed that all the five null hypotheses (H_{o1}- H_{o5}) were rejected. Thus, all the null hypotheses were changed to their alternative forms to read: there were significant differences in the opinions of respondents on all variables used for the study.

4.7 Discussion

4.7.1 Practice of Delegation of supervisory duties by principal to Secondary School teachers

This objective, sought to examine the "practice of delegation of supervisory duties by principal to secondary school teachers". Data analysis and interpretation revealed that there is a positive relationship between delegation of supervisory duties by principal and teachers performance. This is because teachers are encouraged to do their work well and be creative. They are motivated to get more involved in running the affairs of their schools. With delegation of duties, teachers tend to work towards perfection and develop the willingness to work beyond normal time. This is because the teachers get satisfied with their job hence putting more effort leading to better performance. It is also revealed that delegation of duties improves teachers' attitudes towards their jobs. They feel more involved and have a more sense of belonging and they work hard to justify their positions in offices. Their work becomes enjoyable because they feel promoted since they are executing high level roles. They feel trusted and work to their level best. This is because the teachers get attracted to work hard as they feel responsible for the activities entrusted to them and they also feel obliged to perform, to produce results, to prove their worthiness in the activities allocated to them. The above findings are in agreement with findings of other scholars. McClelland (1961) in his needs theory that formed the basis of

the study argues that there are factors which encourage job satisfaction. These include achievement and power. Accordingly people especially those with a strong "need for achievement" ask for, accept and perform well in challenging tasks which require creativity, ingenuity and hard work. They are constantly preoccupied with a desire for improvement and look for situations in which successful outcomes are directly correlated with their efforts so that they can claim credit for success. They set more difficult but achievable goals for themselves because success with easily achievable goals hardly provides a sense of achievement. McClelland's proposition that people especially those with a strong "need for achievement" ask for, accept and perform well in challenging tasks such that they take credit. As with the finding of the study therefore, when the teachers are involved in the activities of the schools, they feel satisfied with their jobs because they claim credit for success hence proving their worthiness in the duties assigned to them. In relation to the above Musaazi (1988) indicates that delegation increases flexibility in the organization as every problem is no longer referred to a central authority for a decision to be taken. For instance, teachers can take decisions without referring each and every issue to the principal. In this case, delegation permits the making of decisions with least delay. This is further supported by Gardner et al (2004) who explains that delegation provides an employee the opportunity to exercise self–direction and control, which signals to the employee that he or she is considered by the supervisor/organization to be able, task competent, organizationally important, and needs satisfying. As with the finding of the study, the teacher easily performs his job as his worthiness is felt and does not need to refer to the administration every time there is a problem to be handled.

4.7.2 Practice of Delegation of Leadership duties by Principal to Subordinate Staff

The views of According to Cliffs (2010) are also in agreement with above findings. Accordingly, delegation is the downward transfer of authority from a manager to a subordinate. Most organizations today encourage managers to delegate duty in order to provide maximum flexibility in meeting customer needs. In addition, delegation leads to empowerment, in that people have the freedom to contribute ideas and do their jobs in the best possible ways. This involvement can increase job satisfaction for the individual and frequently results in better job performance. Without delegation, managers do all the work themselves and underutilize their workers. As with the finding of the study, delegation of duties empowers their teachers by providing maximum flexibility in fulfilling school programs hence motivating them to work harder. Chandan (1999) also agrees with the researchers' findings that delegation of duties leads to efficiency and effectiveness of staff in schools and improve their attitudes to their work. He indicates that decentralization gives the junior level managers and supervisors the authority to make decisions relative to their roles and within the organizational policy guidelines. This makes junior staff responsible and more dedicated to their work and they feel proud of being given authority. The freedom to make decisions also gives them a feeling of status and recognition and this result in loyalty, commitment and belonging. As with the finding of the study, delegation of duties gives the staff authority and they therefore work without fear as they are empowered. Decentralization improves performance by empowering lower levels to make decisions that are most responsive to their needs. The workers become more innovative and thinkers. It inhibits the growth and development of personnel. This is a structure in which there is democratic sharing of power. Due to the

different fields in the organization or school, decentralization solves the problem of limitations in managerial expertise as well as increased executive load (Chandan, 1999). Therefore the subordinate staffs in the school are helped to work with high morale and zeal exploiting their full potential. From the researcher's findings and other scholars, it is argued that allocation of activities makes people perform better because they work hard to justify their occupation of offices and enjoy work because they feel promoted since they are executing high level roles. This is because allocation of activities pause a challenge to the person who has been entrusted with the activity hence working hard bringing about better performance leading to job satisfaction. When individuals are allocated activities, they are attracted to work hard because they feel proud and satisfied to holding positions of responsibility.

4.7.3 Practice of delegation of extracurricular activities duties by the principal to Secondary School teachers

This objective sought to "assess the practice of delegation of extracurricular activities duties by principal to subordinate staff in Funtua secondary school of Katsina state." Data analysis and interpretation revealed that delegation of extracurricular activities duties to subordinate staff has a positive relationship to performance of secondary school teachers in Funtua Local Government Area. It is revealed that delegation of extracurricular activities duties makes subordinate staff become part of the school team. Talented and empowered human capital is becoming the prime ingredient of organizational success. A critical feature of successful teams, especially in knowledge – based enterprises, is that they are invested with a significant degree of empowerment, or decision-making authority. Equally important, employee empowerment changes the

managers' mind – set and leaves them with more time to engage in broad-based thinking, visioning, and nurturing. This intelligent and productive division of duties between visionary leaders, focusing on emerging opportunities, and empowered employees, running the business unit day to day (with oversight on the leader's part) provides for a well-managed enterprise with strong growth potential. Transformational leaders empower others by keeping them in the know," by keeping them fully informed on everything that affects their jobs. People want and need to feel that they are "insiders," that they are aware of everything that is going on. There is nothing so demoralizing to a staff member than to be kept in the dark about their work and what is going on in the company. In here it emerges that it emerges that empowered employees are highly charged and motivated people who care. This is as with the finding of the study that, delegations of extracurricular activities duties make employees active and they put in more effort. Still, Gebremedhin and Schaeffer (1999) concur with the finding that delegation of duties creates self-confidence and motivation. Self confidence contributes to the feelings of self-worth and self acceptance. These feelings contribute to self-control and the ability to contribute to team efforts. Delegation of duties allows people to self actualize on the work. It allows employees to take risks. Employees who feel responsible for their work are more likely to seek help and advice when they encounter a problem with which they have little experience. They seek such advice not to avoid responsibility, but because they feel pride in the quality of their work. In an organization that empowers its employees, collaboration and teamwork are more likely to develop spontaneously and work successfully. When they are empowered they can make the best use of their talents to further the goals of the organization. As with the researcher's findings, teachers will

enjoy their work if they are empowered, this is because they develop pride in their work and thus work harder. Fleming (2010) also supports the above finding that, delegation of duties creates self-confidence and motivation. Empowering workers is part of democratic leadership style. Under democratic leadership, the people have a more participatory role in the decision making process. One person retains final say over all decisions but allows others to share insight and ideas. This is often a highly effective form of leadership. People are more likely to excel in their positions and develop more skills when they feel empowered, and people are empowered when they are involved in the decision-making process. You will find that democratic practices often lead to a more productive and higher quality work group. As with the finding of the study, here it is identified that empowering employees makes them more likely to excel in their positions. The studies of Rao and Narayana (1987) in agreement with the researcher's findings indicate that if the employees such as teachers have power over resources, they are likely to enjoy their work hence work with more commitment and become more accountable. Rao and Narayana indicate that granting of authority should consider letting subordinates to make commitments, use resources and take other actions necessary to perform the duties assigned. Assignment of duties would be meaningless without granting of requisite authority. Enough authority must be granted so that subordinates are able to get results. The subordinate must have sufficient authority so that the responsibility assigned can be discharged. Apparently, as with the finding of the study, power over resources makes employees like teachers enjoy their work hence able to discharge their responsibility.

4.7.4 Practice of delegation of financial duties by the principal to Secondary School teachers

This objective sought to "assess the practice of delegation of financial duties by principal to subordinate staff in Funtua secondary school of Katsina state." Data analysis and interpretation revealed that delegation of financial duties to subordinate staff has a positive relationship to effective management of secondary school in Funtua Local Government Area. To begin with, it is revealed that delegation of financial duties makes subordinate staff become part of the school team. If for example there are functions every staff participates at least in some activity enthusiastically. The staffs are available at the school especially if there is an occasion that requires the presence of all the staffs and nobody wants to be seen to be betraying the cause of the school. They participate and contribute freely in meetings, collection of school fees and other dues, have commitment to reports writing and get involved in handling parents and visitors issues. It is also revealed that, delegation makes staffs know the administrative and academic performance of the school. This reduces complaints because they know how admissions are made, how students' indiscipline is handled, how school funds are spent and the role of every individual in the school including appreciation of the non teaching staff. Lastly, it is revealed that delegation of duties makes the school function with a lot of strong economic development. This is because if the staffs are delegated with their duties head teachers need not to be in the school all the time because most of the activity can be easily handled by the staffs when delegated duties. Subordinate staff does not feel disconcerted whenever there is an issue requiring their input. Subordinate staff comes in to help making work easy. There is no work accumulation in the head teachers' office.

The studies of Student Organization Centre (2003) are in agreement of with the findings of the study. As with the researchers' findings, studies of Student Organization Centre (2003) indicate that delegating makes followers feel a deeper sense of responsibility and ownership of the organization. This is an avenue for recognizing good member contributions as a leader has the opportunity to try out some new growth producing behaviors. The followers are challenged by new and different responsibilities; the load of responsibility is more equally shared among a larger number of members; followers become more aware of the broad functioning of the organization. As with the findings of the study, subordinate staffs feel to be part and parcel of the school when they are assigned duties. Rao and Narayana, (1987) also in agreement with the researcher's findings indicate that granting of freedom to act by superior is evidence of confidence in the subordinate. The subordinate responds by developing a constructive sense of responsibility and hence participation in every activity of the school as found out by the researcher. Delegating work to the specialists who possess the detailed knowledge for realistic decision working makes tasks to be performed quickly and efficiently. Control can be maintained through periodic reports, special reports, informal meetings, and personal visits (Musaazi, 1988). Since the organizational man desires self esteem and needs fulfillment which in turn motivates people to contribute more towards objectives of the organization they work for, delegation therefore gives people the freedom to direct their own activities, to assume responsibility and thereby satisfy their ego need. As with the finding of the study, when employees like secondary school staffs are granted responsibility, creates confidence in the subordinate. This is because; their ego is satisfied because of being in position of responsibility. Matthew (2010) is also in agreement with

the fact that delegation of duties makes school function with a lot of flexibility. He points out that delegation is an integral part of every employee's work. Delegation is independent of the size of the organization, and an employee requires either upward or downward delegation, based on his/her position in the organizational hierarchy. Delegating downwards is more commonplace and it stems from the employee's position in the hierarchy. Though the concept of delegating upwards is not popular, it forms an essential aspect of Delegation at the workplace. Delegation is used to tap into the skills and resources already within the group, avoid burning out a few leaders, get things done, prevent the group from getting too dependent on one or two leaders, enhance the functioning of the team, allow everyone to feel a part of the effort and the success, groom new successors and enable new skill development in the team. Succession planning is a dynamic, ongoing process of systematically identifying, assessing and developing leadership talent for future assignments and tasks. It provides a pool of talented and skilled personnel who are ready to take up advanced roles and bigger responsibilities. As with the researchers' findings, here it is revealed that delegation of duties makes work flexible. This is because it is indicated that it helps to tap into the skills, avoiding burning out a few leaders and allows everyone to feel a part of the effort and the success automatically leading to job achieving goals. From the researcher's findings and other scholars, it is indicated that if subordinate staffs are delegated they will be committed to their duties as they will develop a sense of ownership of the schools and will be able to perform within their jurisdictions and know how the school functions. Staff develops a sense of participation in the running of their school when they are given some voice in the decisions which affect them in their day-to-day work. They will thus feel encouraged

to freely participate in any activity of the school hence job commitment as they are satisfied.

4.7.5 Practice of delegation of academic duties by principals to Secondary School teachers

This objective, sought to find out "how does the principal of secondary school delegate academic duties to the subordinate" Data analysis and interpretation revealed delegation of duties to subordinate staff has a positive relationship to effective school management. In the first place it is revealed that possession of power by teachers influences their role in making them work hard. They get more involved in every day today management of the academic affairs. They become active as they always want to impress the head teachers and they put in more effort since for anything which goes wrong, they have to account for it. Possession of power is a challenge to the teachers because they have to make sure that they fulfill the assigned duties. It is also revealed that if teachers have power over resources, they enjoy their work. They work more with commitment and become more accountable. They willingly work with minimum supervision. The staff participate enthusiastically in "over time" for candidates to produce good WASSCE results. The teachers enjoy their work if they have access to resources to use in the departments. They feel attached to the school and do their best. The finding above that delegation of duties influences their work well done hence working harder is in agreement with the findings of other scholars such as Gebremedhin and Schaeffer (1999). Gebremedhin and Schaeffer point out that people feel stress most acutely when they have no control over the situation that causes it, receiving authority to make decisions can make a job more enjoyable. People are encouraged to go beyond an

average performance if their talents are recognized, enhanced, utilized, and if they are given the necessary authority to decide how to carry out its tasks. It motivates them to keep learning, become more involved in team work and makes work more interesting for them. Empowered employees respond with more commitment to the goals of the organization. When leaders empower their followers, they make them more aware of their abilities and encourage them to develop to their full potential. This as with the researchers findings indicate that teachers will be made to work hard if they have power over their work situations because this will reduce frustrations since they have control over the situations that create work frustrations. The finding that delegation of duties make employees active and they put in more effort is in agreement with the views presented by Bryan (2010). He states that people are the most important asset. The organizations technologies, products and structures can be copied by competitors. However, no one can match highly charged, motivated people who care. People are your firm's repository of knowledge and they are central to your company's competitive advantage. Empower people around you. Well educated, coached and highly motivated people are critical to the development and execution of strategies, especially in todays faster – paced, more perplexing world, where top management alone can no longer assure the firm's competitiveness. Employees should be empowered because they are the firm's most underutilized resource. In the new knowledge economy, independent entrepreneurship and initiative is needed throughout the ranks of the organization. Involvement in an organization is no longer a one-way street. In today's corporate environment a manager must work towards engaging organization forcefully enough to achieve its objectives. New knowledge-based enterprises are characterized by flat

hierarchical structures and multi-skilled workforce. Managers assume more leadership and coaching tasks and work hard to provide employees with resources and working conditions they need to accomplish the goals they've agreed to. In brief, managers work for their staff, and not the reverse. Empowerment is the oil that lubricates the exercise of learning.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the results derived from the data presented in Chapter Four. The summary leads to varying conclusions and a number of recommendations that are presented later. The study was about assessment of the practice of delegation of duties by the principals of secondary schools in Katsina State: a case of Funtua Local Government Area. This part of the study summarizes the results along the following objectives;

Examine the delegation of supervisory duties by principal of secondary schools to teacher performance.

Determine delegation of leadership duties by principal of secondary schools to teacher performance.

Find the level of delegation of extracurricular activities duties by principal of secondary schools to teacher performance.

Ascertain the delegation of financial duties by principal of secondary schools to teacher performance.

Examine the delegation of academic duties by principal of secondary schools to teacher performance.

The following is the summary of the findings based on the five objectives that guided the study.

5.2 Summary

In chapter one, background of the study was presented, the problems that prompted the researcher to conduct the study, the study was guided by five research questions, five research objectives and five research hypotheses respectively, the chapter also contained basic assumptions, significant of the study and scope of the study.

This chapter focused on the review of relevant and related literatures which are reviewed under the following subheadings; Concept of Delegation, Concept of Delegation of Duties, Objectives of Delegation of duty, Process of delegation of Duty, Delegation of Supervisory Duties in a School, Delegation of Supervisory Duties in a School, Delegation of Academic Duties in a School, Delegation of Leadership Duties in a School, Delegation of Financial Duties in a School, Delegation of Extracurricular Activities Duties in a School, and Functions of Extracurricular activities.

Chapter three focused on the research methodology, the research design, the population of the study, sample and sampling technique were used. The sample of the study comprised of four public secondary schools with a total Number of seventy one (71) staff in Funtua Local Government Area in Katsina State, Nigeria, a simple random sampling techniques were used. A self developed questionnaire was also used for data collection and analysis.

In Chapter four, the analysis of Data collected, the results obtained, the findings and discussion of the result were presented. Table 4.7 is the correlation of the delegation of supervisory duties by principals of secondary schools to the subordinate staff and performance of teachers. Table 4.8 is the correlation of the delegation of leadership

duties by principals of secondary schools to the subordinate staff and performance of teachers. Table 4.9 is the correlation of the delegation of extracurricular activities duties by principals of secondary schools to the subordinate staff and performance of teachers. Table 4.10 is the correlation of the delegation of financial duties by principals of secondary schools to the subordinate staff and performance of teachers. Table 4.11 is the correlation of the delegation of academic duties by principals of secondary schools to the subordinate staff and performance of teachers.

Chapter five focused on the summary of the entire research work, conclusion, recommendations, contributions of knowledge and suggestions for further research were discussed.

5.3 Conclusions

The study assessed the practice of delegation of duties by principals of secondary schools in Funtua Local Government Area of Katsina State. It was intended to examine the delegation of supervisory duties by principal secondary schools and teachers' performance. Determine the delegation of leadership duties by principals of secondary schools and teachers performance. Ascertain the delegation of extracurricular activities duties by principal of secondary schools and teachers' performance. Find out the delegation of financial duties by principal of secondary schools and teachers performance. Examine the delegation of academic duties by principal of secondary schools and teachers' performance.

In the results of the study many important observations were made and the following conclusions drawn;

1. In the first place, there is a relationship between delegation of duties to subordinate staff and teachers' performance. The greater the delegation of duties to the subordinate staffs the better the effective teaching. Teachers are encouraged to do their work well and be creative, get more involved in running the affairs of their schools and work towards perfection.

2. They also develop the willingness to work beyond normal time, putting in more effort and have better attitudes towards their jobs. They feel more involved, have a more sense of belonging, work hard to justify their positions in offices and enjoy work because they feel promoted since they are executing high level roles.

3. They feel trusted and work to their level best for they feel responsible for the activities entrusted to them and they also feel obliged to perform to produce results to prove their worthiness. The higher the placement, the greater the work done because they become part of the school team, supervising one another, working more closely together and participate at least in some of the school activities enthusiastically.

4. The teachers become available at the school especially if there is an occasion that requires the presence of all the teachers and nobody wants to be seen to be betraying the cause of the school. The teachers' participate enthusiastically in "extra teaching and crash programs, participate and contribute freely in meetings, have commitment to reports writing and get involved in handling parents and visitors issues.

5. Teachers know the functioning of the school reducing complaints. Teachers do not feel disconcerted whenever there is an issue requiring their input. They get more involved in every day today management of the students affairs, become active as they always want to impress the head teachers and put in more effort since for anything which

goes wrong, they have to account for it. Possession of power is a challenge to the teachers because they have to make sure that they fulfill the assigned duties. If teachers have power over resources, they enjoy their work becoming more committed working willingly work with minimum supervision.

5.4 Recommendations

In this report, there is a positive relationship between supervisory duties and subordinate staff, between leadership duties and subordinate staff, between extracurricular activities duties and subordinate staff, between financial duties and subordinate staff and between academic duties and subordinate staff. The study has shown that delegation of duties leads to efficiency and effectiveness of teachers in schools and attitudes to their work, delegation of duties makes teachers become part of the school team, makes them know the functioning of the school and makes the school function with a lot of flexibility, and that possession of power by subordinate staff makes them work hard and having power over resources makes them enjoy their work. Basing upon the above generalizations, the researcher recommends that;

1. Head teachers should delegate more duties to subordinate staff through ensuring that there is existence of functioning departments, consideration of expertise in delegation of duties, giving positions of responsibility to subordinate staff and being flexible in the supervision of school activities through letting teachers be involved in handling different matters as situations arise. This is because delegation of duties leads to efficiency and effectiveness of teachers in schools hence leading to teachers' performance.

2. Head teachers should also assign more duties to subordinate staff through ensuring that individual skills are considered in the delegation of leadership duties, sharing of load with the teachers, putting them in positions of responsibility and making them responsible to the duties of their work. This is because delegations of duties make subordinate become part of the school team, know the functioning of the school and make the school function with flexibility leading to teachers' performance.

3. Head teachers should be given power to their subordinate staff in coordinating extracurricular activity duties, execute responsibilities and to have authority over work situations; they should be empowered to utilize resources and be given authority to make decisions. This is because giving power to teachers makes them work hard and enjoy their work.

4. Principal should put more effort to ensure that bursary office executes their duty judiciously allow them to order, process and pay all goods and services, this will energize their effort towards proper maintenance of school account and minimize fraud and embezzlement of school account.

5. Principal should delegate more academic duties to the teacher other than the existing one like 'mentorship', this will help the teacher to find out the weaknesses and learning difficulties of a student and also put more effort to advise the student on how to solve academic problems. By doing this, teachers will promote their interest, become close to the students and promote their interest which may lead to the performance of teachers.

This study assessed the practice of delegation of duties by the principal of secondary schools of Funtua Local Government in Katsina State. There are many more

areas which may be studied and these include: other part of Katsina State or Nigeria in general and it may be on any level of education like primary, secondary or tertiary institutions in Nigeria.

5.5 Contribution of the research to knowledge

1. I believe that, the position of principals in Nigerian secondary schools can only be posted based on years of service in the organization, those who lack the knowledge of educational administration and planning by going through this research will find it easy in managing their schools.
2. A self developed questionnaire also served as a contribution to knowledge, this is because through this research principal may simply identify their weaknesses and strength in managing their schools.

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APPENDIX: A

Practice of Delegation of Duties Assessment Questionnaire to Subordinate Staff

Dear Sir/Madam,

You have been selected to participate in this study because you have invaluable information and knowledge related to the study as a result of your position. The information sought is required only for academic purpose. Participation is entirely out of your own volition; and necessary for the success of this work. I request you to respond with truthfulness and honesty for the success of the research. Remember that the information you provide will be treated with maximum confidentiality.

Thank you in advance.

……

IBRAHIM MUHAMMAD

Section (A): Background Information

Tick or write where necessary in the space provided the alternative of your choice.

1. Gender Male ☐ Female ☐
2. Age group (a) (20-29) ☐ (b) (30-39) ☐ (c) 40-49) ☐ (d)50 and above ☐
3. Marital status (a) married ☐ (b) single ☐ (c) others ☐
4. Highest academic qualification (a) N.C.E. ☐ (b) Diploma ☐ (c) Bachelors ☐ (d) Masters ☐ (e) others (specify)……
5. Status (a) Vice Principal ☐ (b) Head of Unit ☐ (c) Head of Department ☐ (d) Class Teacher ☐ (e) Patron ☐ (d) others (specify)……..

Section (B): Delegation of supervisory duties by the principal to the subordinate staff.

S/N	Questionnaire items	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
1	The principal delegates duties to the subordinate staff on examination matters.					
2	The principal delegates duties to the subordinate staff on social matters.					
3	The principal delegates duties to the subordinate staff on sport matters.					
4	The principal delegates duties to the subordinate staff on discipline matters.					
5	The principal delegates duties to the subordinate staff on health matters.					

6	The principal delegates duties to the subordinate staff on library matters.					
7	The principal delegates duties to the subordinate staff on ICT matters.					
8	The principal delegates duties to the subordinate staff on classroom matters.					
9	The principal delegates duties to the subordinate staff on store matters.					
10	The principal delegates duties to the subordinate staff on environmental sanitation matters.					

Section (C) Delegation of leadership duties by the principal to the subordinate staff.

S/N	Questionnaire items	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
1	The principal delegates leadership duty to the HODs concerning their departments in my school.					
2	The principal delegates leadership duties to the vice principal in representing him/her in higher authorities in my school.					
3	The principal delegates leadership duties to the PTA chairman in the school in my school.					
4	The principal delegates leadership duties to the school base management committee (SBMC) in decision making in my school.					

5	The principal delegates leadership duties to the subordinate staff on record keeping in my school.					
6	The principal delegates leadership duties to the subordinate staff on committee system in my school.					
7	The principal delegates leadership duties to the chief security officer on security matters in my school.					
8	The principal delegates leadership duties to the counselling master on guidance and counselling matters in my school.					
9	The principal delegates leadership duties to the subordinate staff on welfare matters in my school.					
10	The principal delegates leadership duties to the subordinate staff on religious matters in my school.					

Section D): Delegation of extracurricular activities duties by the principal to the subordinate staff.

S/N	Questionnaire items	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
1	The principal delegates extracurricular activities duties to patrons on clubs and societies matters in my school.					
2	Subordinate staff is assigned duties by the principal to coordinate students for field trip/excursion in my school					
3	The principal delegates extracurricular activities duties to the subordinate staff on sport matters in my school.					
4	The principal delegates extracurricular activities duties to the subordinate staff on					

	volunteer work and community services in my school.					
5	The principal delegates extracurricular activities duties to the subordinate staff on cultural activities in my school.					
6	The principal delegates extracurricular activities duties to the subordinate staff on media activity in my school.					
7	The principal delegates extracurricular activities duties to the subordinate staff on performing arts activity in my school.					
8	The principal delegates extracurricular activities duties to the subordinate staff on religious activity in my school.					
9	The principal delegates extracurricular activities duties to the subordinate staff on extra lessons activity in my school.					
10	The principal delegates extracurricular activities duties to the subordinate staff on entrepreneurship activity in my school.					

Section (E): Delegation of financial duties by the principal to the subordinate staff.

S/N	Questionnaire items	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
1	The principal delegates financial duties to the subordinate staff on securing funds to the school in my school.					
2	The principal delegates financial duties to the subordinate staff on developing sponsorship links to the students of the school in my school.					
3	The principal delegates financial duties to the subordinate staff on raising voucher for purchase and supply in my school.					

4	The principal delegates financial duties to the subordinate staff on ordering processing and payment for all goods and services in my school.					
5	The principal delegates financial duties to the subordinate staff on operation of all bank account owned by the school in my school.					
6	The principal delegates financial duties to the subordinate staff to take legal action when necessary to recover bad debt in my school.					
7	The principal delegates financial duties to the subordinate staff on collection of school fees and other dues to school in my school.					
8	The principal delegates financial duties to the subordinate staff on preparing appraisals for particular projects and developing a business plan for the future development of the school in my school.					
9	The principal delegates financial duties to the subordinate staff on report on the financial state to the higher authority in my school.					
10	The principal delegate financial duties to the subordinate staff on preparation of final account and liaise with auditor in my school.					

Section (F): Delegation of academic duties by the principal to the subordinate staff.

S/N	Questionnaire items	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
1	The vice principal academics is responsible for checking and correction of lesson plan/note in my school.					
2	The principal delegate academic duties to the subordinate staff on time table planning in my school.					

3	The principal delegates academic duties to the subordinate staff on internal and external examination matters in my school.					
4	The principal delegates academic duties to the subordinate staff on registration of new students.					
5	The principal delegate academic duties to the subordinate staff on staff register in my school.					
6	The principal delegates academic duties to the subordinate staff on promotion and demotion of student in my school.					
7	The principal delegates academic duties to the subordinate staff on reward and punishment of student in academic matters.					
8	The principal delegates academic duties to the subordinate staff on admission processing in my school.					
9	The principal delegates academic duties to the subordinate staff on career guidance in my school.					
10	The principal delegates academic duties to the subordinate staff on class distribution in my school.					

Thanks for your cooperation.