

Delegation of Responsibilities by Principals as a Paragm for Effective Management of Secondary Schools in Ebonyi State, Nigeria

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ABSTRACT

This study focuses on the appraisal of delegation of responsibilities by principals for effective management of public secondary school principals in Ebonyi State, Nigeria. In other to achieve the purpose of the study, two specific purposes guided the study. Two research questions and two null hypotheses were also formulated based on the purpose of the study. A comprehensive related literature was reviewed not only to serve as a guide to the research but also to give insight into what has already been done by other researchers in the related areas of the study. The design of this study was the descriptive survey research design. The population of the study comprised of 5,676 teachers in the secondary schools in the three Educational Zones of Ebonyi State. The instrument used for data collection was structured questionnaire. Data collected were analyzed using mean and standard deviation to answer research questions while t-test was used to test the null hypotheses at 0.05 level of significance. The findings of the study revealed that to a high extent, the principals delegate supervisory functions to teachers in public secondary schools in Ebonyi State. It also revealed that to high extent do principals delegate disciplinary functions to teachers in public secondary schools within the area of investigation, and that there is no significant difference in the mean rating of male and female teachers on extent principals delegate supervisory functions to teachers in public secondary schools. Based on the findings the following recommendations were made: principals should always delegate supervisory functions to staff for effective running of school system.

Keywords: Delegation of Functions, Secondary Schools, Principals in Ebonyi State, Nigeria

INTRODUCTION

Secondary education forms a bridge between the primary and tertiary levels of education in Nigeria. It is essentially provided to develop basic skills, behavior and academic excellence that transmit to tertiary level of education. In order to achieve secondary educational objectives, an efficient and effective administrator must be able to perform headship functions required in an institution [1,2,3,4]. [5] stated that principals undertake all routine activities to accomplish numerous administrative tasks as leaders with the aim of achieving educational objectives. [6] pointed out that principals are the uncompromising leaders of their schools, as well as administrators in whose hands lie the

future of these institutions. Attainment of these goals require a commitment from highly qualified principals. A principal is seen as the executive head of secondary school who develops and implements the educational programmes of the school. Among his numerous tasks, principal keeps school records including records of school funds as well as create a conducive teaching and learning atmosphere in school. [7] asserted that the success of any school, whether public or private depends largely on the extent to which individual talents and efforts are harnessed towards co-operative endeavours. The success lies on motivation and commitment of the members to group goals and objectives,

under the guidance of an administrator. [8] defined school as an institution for educating children or circumstance or occupation that provides discipline or instruction. Since the school is one of the social agents of socialization in every nation, the important role of the principal in the school organization cannot be overlooked. Principalship involves the control of human and material resources of the school. The principal is often charge with daunting task of harnessing both human and other resources. Delegation of function has been defined by different authors in many ways. [9] stated that delegation of function is seen as organizational process that permits the transfer of authority from a superior officer to a subordinate officer in order to achieve organizational set objectives. Delegation is also as a process by which a manager, such as school head transfers part of his authority to his subordinates for the performance of certain tasks and functions, (Federal Ministry of Education and Youths Development in [10]. [11] defined delegation as the art of decentralizing function by a higher officer to lesser officers with the overall aim of achieving the goals of the organization. It can hardly be separated from decision-making. He further stressed that lack of delegation of functions by principal may strain relations between him and the other staff members. It may also lead to lack of confidence in the staff resulting in staff not putting their best in their various assignments, thereby impeding the achievement of school objectives. According to [12] the principal delegates some major functions to the vice principal with full authority such as to prepare the school timetable. He is also bestowed with the authority to discipline the staff and students, keep school records and supervision of classes, among others. The principal appoints departmental heads that performed supervisory and advisory functions within the department. The principal delegates the tasks of maintenance and storage of departmental equipment. Bursar/school finance clerks are also delegated to

collect the revenue accruing from the school [13]. They are also responsible for the school imprest account, preparation of school budget, accounting and payment, among others. The form masters are delegated to ensure discipline and the general welfare of the class. They are also delegated to ensure that form stationeries, equipment, hygiene in the class and surroundings are being checked. They are also delegated to check class attendance and register. House masters are delegated to maintain good hygiene, discipline, appointment of house prefect and the general welfare of the house. So to actualized these functions, the principal must implement control of delegation of functions. Control is the ability or power to make someone or something do what you want. In an organization, control consists in verifying whether everything occurs in conformity with the plans adopted, the instructions issued and principles established. It is to point out weaknesses and errors in order to rectify them and prevent reoccurrence, [14]. Furthermore, in many public secondary schools in Ebonyi State today, location has a great influence over principal delegatory functions. According to [7] urban principals in the area of delegation of functions to teachers are total dedicated towards division of labours as it enhances the school development while some rural principal feel reluctant to delegate tasks due which may be to school location which lack effective supervision. It was of the view of [9] that most teachers and principals operate effectively basically on the areas their school is situated with assumption that teachers who spend their personal funds carrying out certain activities feel bad as the government may not refund them. So, the problem of principal staff relationship has been an issue of great concern. [11] stated that there is a link between standard of education and principals administrative competencies. Furthermore, how well a principal involves other staff in decision making reflects on the quality of instructions in the school. The involvement of staff in

supervision and control of delegated function, instructional activities in the school, planning of school programmes and routine administration in the school improve quality control. In many public secondary schools in Ebonyi State today, there exists relationship crisis between the principals and staff. Most often such conflict manifests as a result of communication gap, favouritism, discrimination, lack of motivation, mistrust, poor time management, laxity

among staff resulting to poor implementation of school programmes. [5] emphasized that the level of principals delegation to their subordinates is extremely worrisome as some staff exhibits nonchalant attitudes in carrying out their responsibilities. This study sought to investigate what extent secondary school principals delegate functions in Public Secondary School in Ebonyi State.

Statement of the Problem

Delegation of functions is an important aspect of achieving organizational goals. In the school system, delegation of function is a tool in the hands of the principals as the executive head in staff personnel administration. No matter the size of the school, whether big or small, the principal cannot execute all the functions alone, the needs to delegate functions to his staff for effective school administration. There is a general apathy between staff and the principals in many public secondary schools in Ebonyi State, leading to poor relationship, laxity among staff and ineffective implementation of school programmes. There is also the issue of poor time management, poor motivation, mistrust, discrimination, lack

of proper organization among principals and staff in the implementation of school programmes. On the other hands, some principals are reluctant to delegate functions. They may choose not to delegate task, feeling that it will take too long a time to explain to the subordinate under-taking the assignment. Such feeling may be contributed by concerns such as; insecurity: The principal may not be ready to take chances, or risk and fear that the subordinate may let him down. Therefore, the problem of this study put in a question form is: To what extent do principals delegate responsibilities to teachers in public secondary school principals in Ebonyi State?

Purpose of the Study

The general purpose of this study was to appraise the extent principals delegate responsibilities to their teachers in public secondary school principals in Ebonyi State. Specifically, this study sought to determine:

in public secondary schools in Ebonyi State.

1. The extent principals delegate supervisory functions to teachers

2. the extent to which principals delegate disciplinary functions to teachers in public secondary schools in Ebonyi State.

Research Questions

The following research questions have been formulated to guide the study:

1. To what extent do principals delegate supervisory functions to teachers in public secondary schools in Ebonyi State?

2. To what extent do principals delegate disciplinary functions to teachers in public secondary schools in Ebonyi State?

Hypothesis

The following null hypotheses were formulated to guide the study and will be tested at 0.05 alpha level:

1. There is no significant difference between the mean rating of female

and male on the extent principals delegate supervisory functions to teachers in public secondary schools in Enugu Education Zone.

REVIEW OF RELATED LITERATURE

Concept of Administration

Administration constitutes the most important human activities of all organizations. In the view of [8], administration is the process of working with and through others to effectively and efficiently accomplish organizational goals. [9] in his own view sees administration as an art and science of getting things done efficiently to achieve organizational goals and objectives. Administration as an art belongs to those who have the natural gifts, traits or abilities. This view, as [11] puts it, holds that only those who have the personality, qualities or traits for practice of administration succeeds as administrators. Administration as a science came from the view of applying administrative principles and rules to the solution of management or organizational problems [13]. States that the exponents of this view characterize the administrative process by terms as human or social engineering, human management, resource organization or just management. Administration is the

Supervisory Functions

Principals delegated supervisory functions to teachers. Supervision, generally speaking, is the process of overseeing the performance of tasks assigned to an individual, a group or groups of people with the aim of directing and controlling its execution to a successful outcome. In other words, whoever takes the job of supervision is known as a supervisor. According to [9], supervision is a way of stimulating, guiding, improving, refreshing and encouraging and overseeing certain group with the hope of seeking their cooperation in order for the supervisors to be successful in their task of supervision. In other words, to supervise means to direct, oversee, guide or make sure that expected (state) standards are met. Supervision is also believed to provide a mechanism for teachers and supervisors to increase their understanding of the teaching-learning

organization and direction of persons in order to accomplish a specific goal. According to [12], administration is the art of getting things done through decision-making, which affects and controls the action of people in an organization or institution. [8] sees administration as the conduct of public rather than private activities. Administration is more historically associated with the public business, fabric of people and in economics. Administration is oriented to the use of capital to meet socially mandated needs. In view of [7], administration is defined as the arrangement of human and material resources and programmes available for education and carefully using them systematically for the achievement of articulated objectives. Nwankwo's conceptualization agrees with that of Edem in Ogbonnaya (2004) who sees administration as involving planning and control of activities and resources aimed at fulfilling of the goals of an educational institution.

process through collective inquiry with other professionals. [10] summarize it that supervision is the process of helping, guiding, advising and stimulating growth in a subordinate in order to improve on the quality of his work. Supervision is therefore any programme which helps teachers achieve both qualitative and quantitative instructional delivery. From the foregoing, it could easily be deduced that supervision is an indispensable variable in the teaching learning process, as well as the overall school and educational objectives. Supervision involves supervising the teaching cum classroom activities of the teacher. It is important to state that supervision of instruction can only be said to be effective if it achieves its stated objectives, which is quality instructional delivery.

Disciplinary Functions

These are mostly technical functions delegated to staff by the principal of the school, aspect of disciplinary arranges from staff to students; Staff discipline is very important in school administration. It is the responsibility of the principal to maintain disciplinary measures in the school. The administrator must try to maintain cordial relationship and also take disciplinary action against any staff who fails in his duty or guilty of professional misconduct or have some act of immorality. Such case may include; laziness, frequent absence from school, late coming, and refusal to participate in co-curricular activities, incitement of students against authority, financial embarrassment, quarrelling or fighting in the staff room, misuse of school property or fund. It is the view of [10] that the action to be taken by the principal in matters of staff discipline depends on the nature and circumstances of the case. However, she maintains that staff discipline requires careful handling. It calls for the exercise of qualities of leadership act, firmness, sound judgment, understanding and courage among others. Student discipline: A large part of any

school principal's job is to handle student discipline. The first step of having effective student discipline is to make sure that your teachers know what you are expecting when it comes to student discipline. Once they understand how you want them to handle it, then your job becomes easier. The discipline issues you deal with will mostly come from teacher referrals. There are times this can take a large part of the day. A good principal will listen to all sides of an issue without jumping into conclusion, collecting as much evidence as you can. A principal's role in student discipline is much like that of a judge and a jury. You decide whether the student is guilty of disciplinary infraction and what penalty should be enforced. An, effective principal always document discipline issues, make decision, and inform parents when necessary. A visit to the principal's office is a dreaded rite of passage for most schools students. In many schools, the principal is responsible for outlining disciplinary procedures and, in the case of more serious infractions, making decisions about the severity of the punishment.

Research Method

The descriptive survey research design was employed. [3] is of the view that descriptive survey research design is concerned with describing events as they are without any manipulation of what is being observed. The area of the study was Ebonyi State. The population for the study comprised of all the 5,676 teachers in all the 226 public secondary schools in Ebonyi State. The sample for the study consisted of three hundred (300) teachers from, government owned schools in Ebonyi State. The purposive sampling technique used to drawn 100 teachers

from each education zones in the State. The instrument used for data collection in this study was structured questionnaire titled: 'Delegatory Functions of Public secondary School Principals in Ebonyi State,' designed by the researcher to elicit information from the respondents based on the research questions that guided the study. The reliability yielded index of 0.821 coefficient. Research questions 1-2 were answered on individual item basis using mean and standard deviation. A mean (\bar{x}) of 2.50 was the cut off point for the study.

RESULTS

Research Question 1 To what extent do principals delegate supervisory functions

to teachers in public secondary schools in Ebonyi State?

Table 1: Mean Ratings on the Extend Principals Delegate Supervisory Functions to Teachers

S/N	Delegation of Supervisory Functions	X	SD	DECISION
1	Teachers are empowered by the principal to supervise school external examination	2.58	0.74	HE
2	Teachers are delegated to assess students' lessons note	2.68	0.91	HE
3	Teachers are authorized to monitor students activities in the school environment	2.75	0.81	HE
4	To checkmate students' regularities and truancy in the school	2.80	0.87	HE
5	Principal assign teachers to mark students' lesson notes	2.88	0.81	HE
6	Teachers are delegated by principal to supervise internal examination going in the school	2.82	1.00	HE
7	Staff are empower to assess school plan programme	2.94	0.89	HE
8	Staff are authorize to supervise students continuous assessment in the school	2.82	0.91	HE
9	Staff are authorize to supervise extra curricula activities of students in the school	2.88	0.93	HE
Grand Mean (x)		2.79	0.87	HE

The results of data analysis as presented on table 1, it was revealed that teachers (staff) are empowered by the principal to supervise school external examination, staff are delegates to assess students lessons note, staff are authorize to monitor students activities in the school environment, to checkmate students regularities and truancy in the school, principal assign staff to mark students lesson note, staff are delegated by principal to supervise internal examination going in the school, staff are empower to assess school plan programme, staff are authorize to

supervise students continuous assessment in the school, staff are authorize to supervise students continuous assessment in the school and are authorize to supervise extra curricula activities of students in the schools in area under investigation. With a grand mean of 2.79 and a standard deviation of 0.87 and since the mean is greater than mean score 2.50 set as mean score for decision making. This shows that to high extend do principals delegate supervisory functions to teachers in public secondary schools in Ebonyi State.

Research Question Two

To what extent do principals delegate disciplinary functions to teachers in

public secondary schools in Ebonyi State?

Table 2: Mean Ratings on the Extent Principals Delegate Disciplinary Functions to Teachers

S/N	Delegation of Disciplinary Functions	X	SD	Decision Rule
10	To give corporal punishment to students that misbehaved	2.97	0.81	HE
11	To checkmate students absenteeism in the school system	2.73	0.86	HE
12	Ensure orderliness among the students in the school environment	2.76	0.82	HE
13	To ensure that students abide by the rules and regulation guiding the school	2.81	0.80	HE
14	To ensure that students do not looter around during school hours	2.77	0.87	HE
15	To ensure that students who fails to do their homework are punished accordance	2.80	0.83	HE
16	Ensure that students are properly address with their school code of addressing.	2.95	0.81	HE
17	Compel students to do their morning duties in the school	2.72	0.97	HE
18	Discipline students who fail to abide to a given instruction	2.87	0.90	HE
19	To discipline students who involved in examination malpractice	2.86	0.92	HE
Grand Mean (x)		2.82	0.85	HE

The results of data analysis presented on table 2, revealed that the respondents accepted that teacher authorized to give corporal punishment to students that misbehaved, to checkmate students absenteeism in the school system, Ensure orderliness among the students in the school environment, to ensure that students abide by the rules and regulation guiding the school, to ensure that students do not looter around during school hours, to ensure that students who fails to do their homework are punished accordance, ensure that students are properly address with their school code of addressing, compel students to do their morning duties in the school,

discipline students who fail to abide to a given instruction and are authorize to discipline students who involved in examination malpractice with the mean scores of 2.97, 2.73, 2.76, 2.81, 2.77, 2.80, 2.95, 2.72, 2.87, and 2.86 with the standard deviation scores 0.81, 0.86, 0.82, 0.80, 0.87, 0.83, 0.81, 0.97, 0.90 and 0.92 respectively. The grand mean score of all items in table 2 is 2.82 with standard deviation score 0.85. The grand mean of 2.82 is greater than mean score 2.50 set as mean score for decision making, thus, this shows that to high extend do principal delegate disciplinary functions to teachers in public secondary schools in Ebonyi State.

Hypothesis

H_{01} : There is no significant difference in the mean rating of male and female teachers on extent principals delegate supervisory functions to teachers in public secondary schools in Ebonyi State.

Table 3: t-test Analysis on extent principals delegate supervisory functions to teachers in public secondary schools in Ebonyi State.

Status	N	X	SD	Df	t-cal	t-tab	A	Decision
Female	271	3.074	0.930	398	0.768	1.960	0.05	Accepted H_0 ,
Male	181	2.996	0.933					

From the results of data analysis presented on table 3, it could be observed that female teachers in Ebonyi State recorded the high mean score of 3.074 than the mean score 2.996 for male teachers, the difference in these mean scores is statistically not significant at α 0.05. This is because the calculated t-

value (0.768) is less than the critical value (1.960). Therefore, the null hypothesis (H_0) is accepted which implies that there is no significant difference in the mean rating of male and female teachers on extend principals delegate supervisory functions to teachers in public secondary schools in Ebonyi State.

Summary of Findings

Based on the results of data analysis as presented above, the study revealed that:

- i. to high extend do principals delegate supervisory functions to teachers in public secondary schools in Ebonyi State.
- ii. to high extend do principal delegate disciplinary functions

- iii. there is no significant difference in the mean rating of male and female teachers on extend principals delegate supervisory functions to teachers in public secondary schools in Ebonyi State.

DISCUSSION

The results of data analysis as presented asserted that staff are empowered by the principal to supervise school external examination, staff are delegates to assess students lessons note, staff are authorize to monitor students activities in the school environment, to checkmate students regularities and truancy in the school, principal assign staff to mark students lesson note, staff are delegated by principal to supervise internal examination going in the school, staff are empower to assess school plan programme, staff are authorize to supervise students continuous assessment in the school, staff are authorize to supervise students continuous assessment in the school and are authorize to supervise extra curricula activities of students in the school in Ebonyi State. With a grand mean of 2.79 and a standard deviation of 0.87 and since the mean is greater than mean score

2.50 set as mean score for decision making. This shows that to high extend do principals delegate supervisory functions to teachers in public secondary schools in Ebonyi State. This findings agrees with [9] who asserted that in the church, the pope delegate functions to the cardinals, cardinals to priest or pastors down to reverend brothers and sisters. [11] also postulated that the principal should delegate authority completely to their staff rather than partial delegation in order to achieve educational goals and objectives. The results of data analysis presented revealed that revealed that the respondents accepted that teacher authorized to give corporal punishment to students that misbehaved, to checkmate students absenteeism in the school system, Ensure orderliness among the students in the school environment, to ensure that students abide by the rules

and regulation guiding the school, to ensure that students do not loiter around during school hours, to ensure that students who fails to do their homework are punished accordance, ensure that students are properly address with their school code of addressing, compel students to do their morning duties in the school, discipline students who fail to abide to a given instruction and are authorize to discipline students who involved in examination malpractice. The grand mean of 2.82 is greater than mean score 2.50 set as mean score for decision making, thus, this shows that to high extend do principal delegate disciplinary

functions to teachers in public secondary schools in Ebonyi State. This findings agrees with [13] who maintained that control operates in everything, people and actions. He asserted that control seeks to compel events to conform to plans. He added that without effective control, the school system will be at the mercy of all the internal and external forces that can disrupt its efficiency. There is no way a school principal can determine whether the goals and objectives of the school is being achieved without control mechanism like discipline, supervision and motivation.

CONCLUSION

From the result obtained from the investigation into delegatory functions of secondary principals, the researcher came up with the following conclusions; the quality of education made accessible for public secondary schools in Ebonyi State, depend largely on the extent to which functions are being delegated to staff by their principals. This implies that the products of our public secondary schools are dependent on the degree to which principals delegate and share available and challenging task their subordinates staff. In other words, education is a collective responsibility of all teaching and non-teaching staff if principals decentralizes authority and complement

the efforts of their staff to ensure a good outcome. More ever, a situation where school principals do not apply control mechanism such as supervision and motivation, discipline of staff where there is misconduct in duty execution, the aims and objectives of the school would not be achieved. It is also pertinent for principals to create good relationship with their staff through delegation of functions by keeping the communication network open to ensure good rapport within the school system and also to involve staff in decision making in the school. This will go a long way to realizing educational aims and objectives.

RECOMMENDATIONS

Based on the findings, the following recommendations are made as the way forward;

1. Principals should always delegate supervisory functions to staff for effective running and enhancing the administrative system of the schools.

2. Secondary school principals should avoid discrimination on the issue of delegating of disciplinary functions in the schools.
3. Effective classroom management should be control by both teachers and school heads.

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