

A Comparative Analysis of the Views of Teachers and Principals on Factors Responsible For Poor Delegation of Responsibilities in Kogi State Secondary Schools

Dr. Habiba Suleiman

*Department of Educational Foundation
Federal College of Education, Okene*

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ABSTRACT

Delegation of responsibilities was an administrated tool that has been employed since the evolution of scientific administration practice. It became more popular when administrators discovered its inherent advantage of promoting good health through reduction of stress brought about by excess work load. As important as delegation of responsibilities is for a healthy administration structure, it is surprising that in many secondary schools today, the tool is not being maximally employed. This informed the objective of this research, to carry out a comparative analysis of the views of teachers and principals on factors responsible for poor delegation of responsibilities in secondary schools in Kogi State. To effectively carry out this research, a total of seven hundred and fifty eight (758) subjects comprising 62 principals and 696 teachers were drawn from secondary schools across the three senatorial districts of the state. A self-designed structured questionnaire which was tested for validity and reliability in a pilot study was used to source for data. The data collected were analysed by using descriptive statistics to examine responses in frequencies and percentages. Findings revealed that apart from the fact that most principals in the state do not delegate responsibilities to their teachers, views of both parties did not differ significantly as regards factors responsible for poor delegation of responsibilities by the principals. It was therefore recommended that principals should learn to delegate responsibility to their subordinate for example by appropriately rewarding teachers for prompt and excellent performance of responsibility delegated to them.

Keywords: delegation, teachers, principals, secondary schools, responsibilities.

I. INTRODUCTION

At the inception of Western education, indication is that parents were often begged to allow their children and wards to go to school. This situation brought about some limitations, one of which is limited the number of pupils in schools. This situation has changed such that today, many secondary schools have student's population of about 1,500 or more with teacher's population of between 60 and 80 in addition to support staff. This seeming population explosion has made many governments' secondary schools to resort to running shifts between morning and afternoon, in most cases with only one person as the principal. The principal as the head administers by developing strategies, plans and executing policies within a unified system. He also organizes, allocates and coordinates formal and informal activities in the school. The function of the school are enormous and it is obvious that the school administrator (principal) occupies a position which demands that he integrates roles, personal and facilities in order to achieve the desire goals of the school. This is because no single administrator can single-handedly supervise all staff, students and other schools functionaries effectively.

Judging from the function of the secondary school principal, it is clear that his/her work is more complex and calls for better skills now than ever before. No one principal can take all the decisions that may need to be taken in a daily affair of the school. For the principal to achieve the goals of the school, he may need to utilize the

services, competencies, expertise and loyalties of other people. Implicitly, the principal has to identify, harness and use the initiative, the expertise and creativity of each member within the school system effectively for the attainment of the school goals. It is therefore necessary for the principal to delegate some of his responsibilities to his subordinates

Delegation is part of an effective administrative process and its importance is underscored by the fact that it helps job enlargement by widening scope of responsibilities and at the same time reducing indispensability. However, one common complaint in secondary schools has often been that, staff members other than the principal have been excluded from contributing effectively to the running of the school (Taiwo, 1986). This complaint is likely to have stemmed from failure of the principals to delegate responsibility to their staff members.

Despite the importance and usefulness of delegation of responsibility, it is important to understand that principals of secondary schools in Kogi State appear not to be willing to delegate responsibility despite its enormous contribution to the smooth administration of secondary schools. This constitutes the problems of this study.

Purpose of the Study

The purpose of this study is to;

1. Ascertain the factors responsible for poor delegation of responsibilities from principals to teachers in Kogi State secondary schools.
2. Compare the views of teachers and principals on factors responsible for poor delegation of responsibilities in Kogi State secondary schools.

Research Questions

The following questions guided the study;

1. What are the factors responsible for poor delegation of responsibilities from principals to teachers in Kogi State secondary schools?
2. What are differences between the views of teachers and those of principals regarding factors responsible for poor delegation of responsibilities in Kogi State secondary school?

II. LITERATURE REVIEW

Delegation of functions is very important in secondary school administration. No organization can work without proper delegation or function of responsibilities. For example, Okafor (2002) asserted that in the Catholic Church, the Pope delegates function to the Cardinals, Bishops,

priests or pastors, down to the laity in the church. In the family, the father as head delegates functions to the mother and mother to the children. In an organization, the manager delegates function to the subordinates. He further stated that delegation implies that a hierarchy of positions is created in every organization as this is necessary for achievement of organizational goals which again depends on the proper functioning of the organization. In this capacity, the head has to share out some of these functions to competent subordinates so as to facilitate the achievement of any organizational goals and objectives by assigning tasks to subordinates to perform on behalf of the head. The sharing of duties/tasks within the school and the grouping of duties into departments with group heads leads to easier management (Ugwu, 2009).

In secondary schools principals undertake all routine activities to accomplish numerous administrative tasks as teachers with the aim of achieving educational objectives (Fegbemi, 2006). Thus principalship involves the control of human and material resources of the school. Delegation of responsibilities has been defined differently by various authors. For example, Mgbodile (2004) stated that delegation of responsibilities 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 seen as process which a manager such as school head transfers part of his authorities to his subordinates for the performance of certain tasks and functions, (FME and Youth Development in Ogbogbulem, 2004). Ogbonnaya (2004) 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 be hardly be separated from decisions-making. He further stressed that lack of delegation of functions by principal may strain relationship 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.

Functions of the principal

A principal is seen as the executive head of secondary school who develop and implement the educational programmes of the school. The principal keeps school records including records of school funds as well as create a conducive teaching and learning atmosphere in school.

According to Okafor (2020) actions of the principal include, discipline of the staff, preparation of the school timetable, keeping school records and supervision of cases, appointment of departmental heads, maintenance and storage of school equipment and so on.

On the school finance, the principal delegates the bursary or school finance clerks to collect the revenue acquiring from the school (Okafor, 2002). They are also responsible for the school imprest account, preparation of school budget, according, and payment, among others.

On the other hand 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 registers.

House masters are delegated to maintain good hygiene, discipline, appointment of house prefect and the general welfare of the house. To actualize these functions, the principal must implement control of delegation of functions (Ajaokone and Oko, 2021). 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 (Okeke, 2000). In many public schools in Nigeria today, there exists relationship crisis between the principals and staff. Most often such conflict manifest as a result of communication gap, favouritism, discrimination, lack of motivation, mistrust, poor time management, laxity among staff resulting in poor implementation of school programmes (Ezeocha, 1985).

III. METHODOLOGY

Research Design

The research design adopted for this study was the Ex-post factor research design. This design is used when a researcher intends to describe conditions that already exist and attempt to determine reason for the existing differences in behavior, opinion or status of group of individuals.

Sample and Sampling Techniques

Eleven (11) secondary schools in each of the three senatorial districts in the state were randomly selected. Thus, thirty-three secondary schools were used in all. Also thirty-three principals and twenty-nine vice-principals were involved in the study. Six hundred and ninety-six (696) teachers were involved in the study. The total

subjects that were selected as sample, therefore, were seven hundred and fifty eight (758) made up of six hundred and ninety six (696) teachers, thirty-three (33) principals and twenty-nine (29) vice-principals.

Instrumentation

The main instrument used in the study was a questionnaire. The questionnaire used to collect the required information from all the subjects of this study was divided into two sections.

Pilot study

The purpose of the pilot study was to determine the validity and reliability of the instrument used.

- (a) Validity: two procedures were adopted in the process of validating the instrument of this study. These are the face validity and content\construct validity procedures. The questionnaire for this study was given to the supervisors of this work for their comments and possible amendments. After this, experts in educational administration and planning and statistics were given the questionnaire for comments. The comments of both the supervisors and the experts were relied upon in validating procedure was done through conducting a pilot study.
- (b) Reliability: One of the purposes of the pilot study was to determine the reliability of the instruments of the study, through the reliability coefficient test. This was carried out using the statistical package for the social science (SPSS). The data thus collected were statistically analyzed for reliability by using the Guffmansplit half and Spearman Brown reliability coefficient. The reliability coefficient obtained for the instrument was 0.969 suggesting high measure of reliability.

The pilot sample was obtained from among the principals, vice-principals and teachers in the STTEB secondary schools in Kogi State

Administration of Instruments

The researcher assisted by two research assistants in each senatorial district took responsibility for the administration of the instruments of the study. Efforts were made by researcher to collect back filled questionnaire on the spot but where this was not possible a repeat visit to the affected school(s) was made to retrieve the completed questionnaires.

Statistical Techniques

The statistical techniques used in for the personal information of the subjects. analyzing data collected were descriptive analysis

IV. RESULTS

Principals Responses on Factors Militating against Delegation of Responsibilities

| S/N | Factors Militating Against Delegation of Responsibilities by principals of secondary | Agree | | Undecided | | Disagree | |
|-----|---|-------|------|-----------|------|----------|------|
| | | FREQ | % | FREQ | % | FREQ | % |
| 1. | Lack of trust by principal for any of his staff. | 40 | 64.5 | 12 | 19.4 | 10 | 16.1 |
| 2. | Inability of the subordinate to handle responsibilities. | 47 | 75.8 | 6 | 9.7 | 9 | 14.5 |
| 3. | The principal does not know he/she could assign responsibilities. | 23 | 37.1 | 15 | 24.1 | 24 | 38.7 |
| 4. | The ministry of education does not delegation of responsibilities. | 30 | 48.4 | 10 | 16.1 | 22 | 35.5 |
| 5. | The principal have been disappointed by the performance of the subordinates. | 3 | 4.8 | 19 | 30.6 | 40 | 64.5 |
| 6. | The subordinates busy themselves with personal assignment. | 56 | 90.3 | 1 | 1.6 | 5 | 8.1 |
| 7. | The principal is always around so does not need to delegate responsibilities. | 41 | 66.1 | 7 | 11.1 | 14 | 22.6 |
| 8. | Principals do not back up delegated roles with authority. | 2 | 3.2 | 22 | 35.5 | 38 | 61.3 |
| 9. | Staff are reluctant to use power vested in them because the principals will always turn against them. | 39 | 63.5 | 6 | 9.75 | 17 | 27.9 |

| | | | | | | | |
|-----|--|----|------|---|-----|----|------|
| 10. | Students do not usually obey staff who perform principals roles because they know the principals will not supports such actions. | 35 | 56.5 | 6 | 9.7 | 21 | 33.9 |
|-----|--|----|------|---|-----|----|------|

Result in 1 showed that 90.3% of the principals said that among the factors militating against delegation of responsibilities in secondary schools, the fear of the principals that the subordinate staff might be busying themselves with personal interest ranked first. This was followed by the fear of inability of the subordinate staff, which 75.8% of the principals gave as an excuse. Another factor was that the principals were always around and therefore did not need to delegate their duties as 66.1% accounted for this. Lack of trust was given by 64.5% of the principals as militating against their willingness to delegate certain

responsibilities. There was also the fear that staff vested with such powers might not use them effectively for the benefits of the school. Also 56.5% of the principals expressed the fear that students might not obey such staff since they know them not to be the actual authority vested with such power. In the table, it was clearly indicated that disappointment by such previous delegation or prohibition by the Ministry of Education against delegation was not constraints to effective delegation of responsibilities in the secondary school system.

Teachers Response on Factors Militating against Delegation of Responsibilities

| S/N | Factors Militating Against Delegation of Responsibilities by principals of secondary | Agree | | Undecided | | Disagree | |
|-----|--|-------|------|-----------|------|----------|------|
| | | FREQ | % | FREQ | % | FREQ | % |
| 1. | Lack of trust by principal for any of his staff. | 453 | 65.1 | 141 | 20.3 | 102 | 14.7 |
| 2. | Inability of the subordinate to handle responsibilities. | 461 | 66.2 | 97 | 13.9 | 138 | 19.8 |
| 3. | The principal does not know he/she could assign responsibilities. | 315 | 45.3 | 103 | 14.9 | 278 | 39.9 |
| 4. | The ministry of education does not delegation of responsibilities. | 352 | 50.6 | 108 | 15.5 | 236 | 33.9 |
| 5. | The principal have been disappointed by the performance of the subordinates. | 28 | 4.0 | 213 | 30.6 | 455 | 65.4 |
| 6. | The subordinates busy themselves with personal assignment. | 621 | 69.2 | 35 | 5.0 | 40 | 5.7 |

| | | | | | | | |
|-----|--|-----|------|-----|------|-----|------|
| 7. | The principal is always around so does not need to delegate responsibilities. | 433 | 62.2 | 132 | 19.0 | 131 | 18.8 |
| 8. | Principals do not back up delegated roles with authority. | 6 | 0.9 | 220 | 31.6 | 470 | 67.6 |
| 9. | Staff are reluctant to use power vested in them because the principals will always turn against them. | 442 | 63.5 | 45 | 6.5 | 209 | 30.0 |
| 10. | Students do not usually obey staff who perform principals roles because they know the principals will not supports such actions. | 305 | 41.8 | 100 | 14.4 | 291 | 43.4 |

Results in table 2 are quit revealing. There was a relative consensus between the teachers and the principals on most of the factors militating against delegation of responsibilities as could be seen from the two tables. Item 6 was rated by 69.2% of the teachers as the major factor of the perceived of constraints to effective delegation of responsibilities. This was followed by the perceived inability of the subordinate staff, which 66.2% of the teachers scored as a second constraint. Lack of trust was scored by 65.1% as the third factor against affective delegation of power by the teachers. The reluctance of staff to use such vested power and the fact that the principals were always around in the school were scored fourth and fifth respectively. However, the non-delegation of responsibilities by principals were not ascribed to either disappointment by such previous assignment nor that the principals were not backing up such responsibilities with authority. The fact that students would not obey such teachers vested with delegated power did not reflect in the perceptions of teachers here as a major constraint. Many of the teachers (50.6%) seemed to have the notion that the ministry of education did not favour delegation of responsibilities by principals in secondary schools.

Discussion of Results

Among the major factors militating against delegation of responsibilities by principals

of secondary schools was fear on the part of the principals that such action could threaten their authority in the school. The fear that such officers might not use the vested responsibilities to the benefit of the school was also recorded. There was also the fear of the principalsthat the subordinate staff lack the ability to carry out such responsibilities. Another factor was where the principalswere always in the school. In such a situation there could be no need for delegation of responsibilities they argued.

What are the steps to be taken to make principals accept delegation of responsibilities as a means of relief in the discharge of their duties? Some of the major steps that should be taken were first and foremost, the persuasion of principals not to see delegation of responsibility as a threat to their authority in the secondary school. This was the expression of 90% of the principals and 92% of the teachers. Also, teachers should humble themselves before the principal even when vested with such responsibility. This would probably encourage the principals along the right direction both teachers and principals were of the opinion that the ministry of Education should have specific policy on delegation of authority by secondary school principals as this would encourage principal to delegate some of their responsibilities. Apart from these, teachers should have good report with principals and always give feedback information on their assigned duties.

V. CONCLUSION

The effectiveness of management in any organization is a critical factor in the organization's effort to coordinate its various functions and to attain its goals. Every successful organization whether business concern, educational institution, hospital or even a family requires key personnel to exhibit skills in working with and through people to accomplish goals. The process of involving others in carrying out functions for the achievement of organizational goal is known as delegation of authority. As important as delegation of responsibilities is, some school administrators presumably find it difficult to delegate responsibilities for effective school administration. This study was carried out mainly to find out the factors responsible for poor delegation of responsibilities in secondary schools in Kogi State from the views of both principals and teachers. The study concludes that there was no significant difference between the views of principals and teachers on factors responsible and likewise in the steps to be taken to address the problem.

Recommendations

On the basis of the findings of the study, the following suggestions are made:

1. The state ministry of education should from time to time organize seminars and workshops that will sensitize school administrators both principals and teachers on the need for delegation of responsibilities as a means of enhancing proper school management.
2. The ministry should also ensure proper monitoring of activities going on in schools from time to time to ensure that proper delegation of duties is carried out in schools.
3. Teachers should be encouraged by the government to attend educational conferences and workshops where contemporary issues affecting school management are discussed.
4. Teachers should be appropriately rewarded for prompt and excellent performance of responsibilities delegated to them.
5. Principals should imbibe the habit of using delegated responsibilities as training means for teachers for higher responsibilities.

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