

Delegation of Authority and Job Satisfaction of Secondary School Teachers in Kajola Local Government, Oyo State, Nigeria

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ABSTRACT

This paper examined delegation of authority on job satisfaction of secondary school teachers in Kajola Local Government, Oyo State. Descriptive research of survey type was adopted. The population of the study consist of all teachers in Kajola Local Government secondary schools. Stratified random sampling technique was adopted to select respondents used. A structured questionnaire which was well scrutinized by experts in the field of study was used, it was well validated and tested for reliability. The instrument was found reliable at 0.84 correlation coefficient using test-retest method. In all, three research hypotheses were formulated and tested at 0.05 alpha level of significance. The instrument was distributed by the researcher and some trained research assistants. Data collected were analysed with the use of chi-square (χ^2) statistical method. The findings show that allocation of activities to teachers, assignment of responsibilities and power position of the teachers lead to their job satisfaction. Based on these findings, the study recommend among others, that head teachers /Principals should allocate more activities to teachers, assign more responsibilities and also give teachers more powers in the positions they occupy to execute responsibilities.

KEYWORDS: Delegation, Authority, Job Satisfaction and Secondary School Teachers

I. INTRODUCTION

The school, by its nature, is complex organization such that delegation of authority is unavoidable. It is therefore imperative for all school managers and administrators at whatever level of education to understand the concept of delegation, its importance and how to use it effectively (Ijaiya, 2002). Wikipedia (2013) describe delegation (or passing down) as the

partnership of authority and responsibility to another person (normally from a manager to a subordinate) to carry out specific activities. According to Cliffs (2010), delegation is the downward transfer of authority from a manager to a subordinate. Most organisations today encourage managers to delegate authority 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 underutilise their workers. Wikipedia (2013) sees authority to be the formal right vested in a managerial position, to decide, direct and to influence the behaviour of subordinates with a view to achieving organizational goals. Musaaazi (1988), 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 job responsibilities.

Gaurav (2010) posted that delegation of authority is one vital organizational process. It is inevitable along with the expansion and growth of a business enterprise. Delegation means assigning of certain responsibilities along with the necessary authority by a superior to his subordinate managers. 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 business.

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.

Arkupal (2013) explained that 'The process of allocation of office work among the subordinates is called delegation of authority. So delegation of authority means giving the subordinate authority to do something which the executives do not have time to do. The process of delegation gives a gain to the subordinates because they become closer with the supervisor. Delegation of authority involves: Assigning of duties to subordinates and Delegating required amount of authority to the subordinate to enable them to discharge the duties assigned to them, and Assumption of responsibility by the subordinates.

In this study, delegation was used to mean allocation of activities, assignment of responsibilities and power position of teachers. For allocation of activities, this is the process of its parsing decision making closer to the point of service or action (Chandan, 1999). Regarding assignment of responsibilities, this is the giving of certain individuals with the necessary skills in the organisation, certain occupations or jobs which the administrator cannot do (Musaazi, 1988). While power position is the situation of giving those with responsibility in the organisation authority to make decisions and have control over their environment (Cole, 1997).

On the other hand, job satisfaction means the collection of feelings and beliefs the people have about their current job (George & Jones, 2002). In this study, job satisfaction was looked at in terms of allocation of activities, assignment of responsibilities and power position of teachers.

Job satisfaction 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 organisation. This is because delegation increases flexibility in the organisation as every problem is no longer referred to a central authority for a decision to be taken (Musaazi, 1988). Also,

delegation makes followers feel a deeper sense of responsibility and ownership of the organisation (Student Organisation Centre, 2003).

Fidler, Russel and Simkins (1997) indicate that in the management of organisations in the modern environment, there is delegation of activities by decentralisation as a management practice of allocating activities. Chandan (1999) indicates that decentralisation gives the junior level managers and supervisors the authority to make decisions relative to their roles and within the organisational policy guidelines. Allocation of activities makes junior staff responsible and more dedicated to their work and they feel proud of being given authority.

Chandan (1999) further indicates that decentralisation 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 organisation or school, decentralisation solves the problem of limitations in managerial expertise as well as increased executive load. In here, it emerges that delegation of authority to make decisions to subordinates relative to their roles and within the organisational policy guidelines makes junior staff responsible and more dedicated to their work and they feel proud of being given authority hence becoming more innovative and thinkers.

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 supervisor's, thus saving time. Transfer of responsibility develops the staff, and can increase their enjoyment of their jobs. Gardner, Van Dyne and Pierce (2004) adds 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/organisation to be able, task competent, organisationally important, and needs satisfying. In here, it is emerged that delegation promotes flexibility in decision making without having to wait for the top managers and also provides chance for self direction of the employees.

Assignment of responsibilities is an integral part of delegation. Matthew (2010), states that delegation is an integral part of every employee's work. Delegation is dependent of the size of the organisation, and an employee requires

either upward or downward delegation, based on his/her position in the organisational 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 (Rao&Narayana, 1987). Delegating work to the specialists who possess the detailed knowledge for realistic decision making makes tasks to be performed quickly and efficiently. Musaaazi (1988) points out that it is generally recognised that the organisational man desires self-esteem and needs fulfillment. These in turn motivate people to contribute more towards objectives of the organisation they work for. Delegation therefore gives people the freedom to direct their own activities, to assume responsibility and thereby satisfy their ego needs. 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 because ego needs are satisfied.

Power is a measure of an entity's ability to control their environment, including the behaviour of other entities. In the corporate environment, power 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 & 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 organisation. Legitimate power is formal authority delegated to the holder of the position. Gebremedhin and Schaeffer (1999) pointed out that people feel stress most acutely when they have no control over the situation that causes it. Receiving responsibility and the authority to make decisions can make a job more enjoyable. People are encouraged to go beyond an average performance if their talents are recognised, enhanced, utilised, 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.

II. METHODOLOGY

This study is carried out with the use of descriptive research of survey method. The study population comprises of all secondary school teachers in kajola Local Government, Oyo State. Stratified random sampling technique was used to select 200 respondents from the total population of 425 teachers in the secondary schools within the local Government. This consists of 100 male and 100 female respectively.

The instrument used for gathering information for the study is structured questionnaire that have been thoroughly scrutinized by experts on the field. A reliability coefficient of correlation of 0.84 is obtained using test-retest method of reliability. The instrument was distributed by the researcher and some trained research assistants. An inferential statistics of chi-square was use for the study. Three research hypotheses are formulated and tested with use of chi-square (x^2) statistical method of analysis. The result of analyses and interpretation of data collected for the study are tabulated below:

Hypothesis 1: There is no significant influence on allocation of activities to teachers and on job satisfaction.

III. RESULTS AND DISCUSSION OF FINDINGS

Table 1: Shows the results of impact of allocation of activities to teachers on their job satisfaction.

Item	SA	A	D	SD	Row Total	Chi-Square (x^2)	Degree Of Freedom	Critical Value	Decision
Allocation of activities based on teacher experience provide job	90 (45)	54 (27)	40 (20)	16 (8)	200	69.9		16.92	HYPOTHESIS REJECTED

satisfaction						9		
Allocation of activities to teacher based on their role that make decision relative provide job satisfaction	76 (38)	60 (30)	58 (29)	6 (3)	200			
Delegation of activities that help in the reduce of workload bring about job satisfaction	117 (58.5)	70 (35)	10 (5)	3 (1.5)	200			
Allocation of activities to teacher that help quick decision provide job satisfaction	93 (46.5)	69 (34.5)	21 (10.5)	17 (8.5)	200			
Column total	376	253	129	42	800			

The finding as shown in Table 1 shows calculated chi-square (χ^2) value of 69.9 as against the critical table value of 16.92 at 0.05 alpha level of significance, with the degree of freedom (df) of 9. Since the calculated value is greater than the critical value, hypothesis 1 is rejected. This implies that allocation of activities to teachers has greater

impact on the job satisfaction of teachers in Kajola Local Government.

Hypothesis 2: There is no significance influence of assignment of responsibilities to teachers on their job satisfaction.

Table 2: Shows the results of impact of assignment of responsibilities to teachers on their job satisfaction.

Item	SA	A	D	SD	Row Total	Chi-Square (χ^2)	Degree Of Freedom	Critical Value	Decision
Exploitation of teachers skills through assignment of responsibilities provide job satisfaction	130 (65)	40 (20)	20 (10)	10 (5)	200	24.94	9	16.92	HYPOTHESIS REJECTED
Load shared through delegation of responsibility promote job satisfaction	140 (70)	40 (20)	14 (7)	6 (3)	200				

Giving position of responsibility provide job satisfaction	124 (62)	63 (31.5)	10 (5)	3 (1.5)	200				
Responsible for the duties of office provide job satisfaction	153 (76.5)	32 (16)	11 (5.5)	4 (2)	200				
Column total	547	175	55	23	800				

The result of tested hypothesis 2 shows the calculated chi-square (x^2) value of 24.94 as against the critical value of 16.92 at 0.05 alpha level of significance with the degree of freedom (df) 9. since the calculated value is greater than the

critical value, hypothesis 2 is rejected. This means that giving assignment of responsibilities to teachers has impact on the teachers' job satisfaction.

Hypothesis 3: There is no significance influence of power position of teachers on their job satisfaction.

Table 3: Shows the results of impact of power position of teachers on their job satisfaction.

Item	SA	A	D	SD	Row Total	Chi-Square (x^2)	Degree Of Freedom	Critical Value	Decision
Delegating power to teacher to execute responsibilities promote job satisfaction	90 (45)	85 (42.5)	20 (10)	5 (2.5)	200	29.06	9	16.92	HYPOTHESIS REJECTED
Delegating power to teacher over the work situation provide job satisfaction	76 (38)	104 (52)	14 (7)	6 (3)	200				
Giving power to teacher to utilize Resources provide job satisfaction	94 (47)	64 (32)	33 (16.5)	9 (4.5)	200				
Possession of full authority by teacher to decision making provide job satisfaction	67 (33.5)	92 (46)	28 (14)	13 (6.5)	200				
Column total	327	345	95	33	800				

The finding shows in table 3 the calculated chi-square (x^2) value of 29.06 against the critical value of 16.92 at 0.05 alpha level of significance with degree of freedom (df) of 9. Since the calculated value is higher than the critical value, hypothesis 3 is hereby rejected. This illustrates that power position of teachers has a considerable impact on their job satisfaction in Kajola Local Government.

IV. DISCUSSION OF FINDINGS

The result from tested hypothesis 1 reveals that allocation of activities to teachers has greater impact on their job satisfaction. This finding is in line with Fidler, Russel and Simkins (1997) who indicated that in the management of organisations in the modern environment, there is delegation of activities by decentralisation as a management

practice of allocating activities. Rao & Narayana (1987) opined that delegating work to the specialists who possess the detailed knowledge for realistic decision making makes tasks to be performed quickly and efficiently. Chandan (1999) corroborates this finding that allocation of activities makes junior staff responsible and more dedicated to their work and they feel proud of being given authority.

The finding of tested hypothesis 2 shows that assignment of responsibilities to teachers has impact on the teachers' job satisfaction. Chapman (2005) opined 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 supervisor's, thus saving time. Transfer of responsibility develops the staff, and can increase their enjoyment of their jobs.

The result in the tested hypothesis 3 reveals that power position of teachers has a considerable impact on their job satisfaction. This finding confirms Gebremedhin and Schaeffer (1999) assertion that people feel stress most acutely when they have no control over the situation that causes it. Receiving responsibility and the authority to make decisions can make a job more enjoyable. People are encouraged to go beyond an average performance if their talents are recognised, enhanced, utilised, 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.

V. CONCLUSION

Based on the findings from the study, the researcher concludes as follows:

-Allocation of activities to teachers has greater impact on the job satisfaction of teachers which leads to efficiency and effectiveness of teachers in schools and their teachers' attitudes to their jobs.

-Assignment of responsibilities to teachers has impact on the teachers' job satisfaction which 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.

-Power position of teachers has a considerable impact on their job satisfaction and that possession of power by teachers makes them work hard and having power over resources make them enjoy their work.

VI. RECOMMENDATIONS

The researcher proffered the following recommendations as ways forward, based on the findings of this study.

-The school administrators/managers should allocate more activities to teachers through ensuring that there is existence of functioning departments.

-Expertise should be considered by school administrators/managers in allocation of activities to teachers.

-Giving positions of responsibility to teachers and being flexible in the management of the schools through letting teachers be involved in handling different matters as situations arise. This is because allocation of activities leads to efficiency and effectiveness of teachers in schools hence leading to their job satisfaction.

-Principals should also assign more responsibilities to teachers through ensuring that individual skills are considered in the assignment of responsibilities, sharing of load with the teachers, putting them in positions of responsibility and making them responsible to the duties of their positions. This is because assignment of responsibilities makes teachers become part of the school team, know the functioning of the school and makes the school function with flexibility leading to creation of their job satisfaction.

-Principals should empower teachers with power to positions they occupy to execute responsibilities and to have power over work situations.

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