



PRINCIPALS' DELEGATION OF AUTHORITY STRATEGIES AND ADMINISTRATIVE EFFECTIVENESS IN PUBLIC SECONDARY SCHOOLS IN RIVERS STATE, NIGERIA

BY

Irene Uzezi BEREZI, PhD

Department of Educational Foundations, Faculty of Education, Niger Delta University, Wilberforce Island, Bayelsa State.



Abstract

This study investigated principals' delegation of authority strategies and administrative effectiveness in public secondary schools in Rivers State, Nigeria. 2 research questions and 2 corresponding hypotheses were used in this study. The study population was 290 principals administering the 290 public schools in the State. The study has a sample size of 215 principals from the 290 principals in the public schools in Rivers State which represented 100% of the entire population. Census sampling strategy was used. This was done by involving all the principals in these school represented in the population. The questionnaire used for data collection consisted three sections. Section A was demography of respondent, section B was a 12-item questionnaire of the dependent variables - principals' delegation of authority strategies and section C was a 10-item questionnaire of the independent variables which was Administrative Effectiveness, was used for data collection. To check the internal consistency of the instrument, Cronbach alpha statistics was used. This guaranteed the use of the instrument and an average reliability coefficient of 0.70 was obtained. Research questions was answered using Pearson Product Moment Correlation statistics, and z-ratio statistics at 0.05 Alpha level of significance was employed to test the null hypotheses. The result amongst others revealed that a positive high relationship exists between principals' consideration of teachers' qualification and trustworthiness in the delegation of authority strategies. Recommendations were that school principals need establish disciplinary measures that will compel every actor in the school to follow so that responsibilities, rule and regulations may take its place while administering the school programmes.

KeyWords: Delegation, Authority Strategies, Administrative, Effectiveness, Teachers' Qualification, and Trustworthiness.

Article History

Received: 18/01/2024
Accepted: 25/03/2024
Published: 27/03/2024

Vol – 2 Issue – 3

PP: - 14-18

INTRODUCTION

The school administrator plays important role in managing and leading their schools through committed and effective delegation of authority strategies. Principals' delegation of authority strategies is fundamental in enhancing administrative effectiveness in secondary schools. Effective delegation optimizes resource utilization, empowers staff, and contributes to time management and professional development (Northouse, 2018). However, it comes with challenges related to control and accountability. To measure administrative effectiveness, it is essential to consider student outcomes, parent and community engagement, and efficient resource allocation because, effective delegation is not merely about distributing tasks but about fostering a collaborative and motivated administrative team that works towards to achieve school's objectives.

School teachers play notable roles transmitting educational objectives to students, as principals are vested with academic and administrative responsibilities of managing the school programs which includes both human and material resources purposely to achieve stated educational goals and objectives of the nation striving to meet the divergent expectations presented by the times (Hall & Hord, 2015). On this note, school principals have to be innovative and creative in the delegation of authority strategies for the purpose of achieving administrative task and organizational goals. Principals' administrative abilities to delegate authority is a leadership quality that is important in any institution and effective discharge of it has a positive relationship on institutional effectiveness and performance. Delegation of authority strategies in school are meditative activities essentially undertaken to foster changes and advancement, encourage modernization and innovative capacity in building the



educational system to attract good teaching and learning practices (Lunenburg & Ornstein, 2021).

Delegation of authority has attracted multifarious views and definitions by different authors and scholars. To Patrick (2020) it is the managerial process in which superordinate individuals or manager transfers some legitimate authority to subordinates but with exception to reserve ultimate responsibility entrusted to his own superior authority. It also means granting authority by a superior to a subordinate for the purpose of accomplishing a particular assignment (Healthfield, 2014). On the basis of school administration, Patrick (2020), sees delegation as the process applied by principals to transfer authority from one position to another within a school for the purpose of achieving administrative task and organizational goals.

Effective administration as used by some scholars refers to the level of efficiency and effectiveness with which a group of employees or an administrator achieves its stated goals and objectives. According to Okorie and Uche, as cited by Odike (2018), effective administration occurs when the client (student) is provided with a service or good that consistently defines the required quality through measurement and performance that conforms to strict audit or accountability based on indicators of measurable performances. These include effective administrative decision-making, transfer of responsibility, and leadership by example. Principals' effectiveness defines their capacity to rationally coordinate many activities and be able to resolve conflicting situations in a bid to achieve common goal, while principals' administrative effectiveness may refer to their interpersonal relationship with staff subordinates which influences productivity.

Importantly, when there is existence of cordial relationship between the principals and his subjects, there will be conducive working climate that will aid effective administration. As the chief executives of their schools, their administrative roles include planning, organizing, controlling coordinating, reporting, and budgeting (Lee & Kim, 2021). Teachers with specific qualifications may be entrusted with tasks aligned to their expertise, contributing to more effective decision-making. When delegating responsibility to teachers, principals need to assign teachers who have pursued advanced degrees, attended relevant workshops, or acquired certifications in areas beneficial to the school (Louis and Wahlstrom, 2011, OECD.2019). According to Anastasia (2016), the qualifications of academic staff in school is related to the performance of students in their academic pursuit.

This is so because there are specific responsibilities that only professionalism can handle. For instance, teachers through professional training would be able to ascertain clearly their work ethics regarding length and breadth of their authority, knowledge, individualization etc. and follow suit the legality involved in other to achieve administrative task. Therefore, before principal decentralizes his authority to subordinates, the qualification of the individual should be considered, if he/she is qualified for the job authority has directed him/her to

do. Qualification is perceived as a special knowledge, skill, or experience that an individual possesses that makes more recognized professionally and suitable to teach professionally. Such skills include formal education, experience, subject mastering, firmness in pedagogy, certificate/licensing and professional development (Hamilton-Ekeke, 2013).

In the digital age, principals consider teachers' qualifications related to technology integration in the delegation process. Teachers with certifications or training in educational technology may be entrusted with responsibilities related to digital curriculum development or technology-based teaching strategies that would lead to giving the student necessary knowledge for academic excellence (OECD, 2019). The consideration of teachers' trustworthiness becomes a very necessary in the delegation process, influencing administrative effectiveness. Trust forms the bedrock of successful professional relationships within educational institutions (Bryk and Schneider, 2012). Principals' trust in teachers could be a significant component that fosters collaboration, communication, and a positive work climate. Trust is especially vital when principals delegate authority to teachers, as it involves granting teachers decision-making responsibilities which is vital in the achievement of the overall functioning of the school (Tschannen-Moran, 2014).

In delegation, principals transfer decision-making responsibilities to teachers based on their skills, expertise, and reliability (Gronn, 2002 as cited in Lee, & Kim, 2021). Effective delegation is not only about assigning tasks but also about entrusting teachers with decision-making authority, making trustworthiness a crucial factor in this process. Principals' consideration of teachers' trustworthiness in delegation has profound implications for administrative effectiveness. This is so because, when teachers feel trusted and empowered, they are more likely to exhibit a sense of ownership and commitment to their tasks, fostering a positive school culture (Wang & Owens, 2017). Trustworthy teachers are more likely to make informed decisions aligned with the school's goals, contributing to overall administrative effectiveness (Tschannen-Moran, 2014). According to Wang and Owens (2017), principals' consideration of teachers' trustworthiness in delegation has profound implications for administrative effectiveness.

Statement of the problem

Principals as key leaders in secondary schools are tasked with multitude of responsibilities and are expected to effectively manage these responsibilities to purposefully achieve administrative tasks and organizational goals, relying on effective delegation of authority strategies. Sometimes inefficiency in work may arise as a result of principals delegating authority to teachers without considering the teacher's level of exposure, qualification, and competence on a particular assignment before giving the responsibility. There are instances where principals do not align delegated tasks with teachers' skills and strengths, the level of trust and confidence which tend to affect the results of such responsibilities delegated.

Some principals do not consider contextual factors that may influence delegation practices like school size, available resources, and the cultural and socioeconomic context of the school community which introduces some kind of lapses in administrative effectiveness in school. Weak teacher-student relationship, weak school-community relation, weak principal-teacher relationship, conflicting responsibilities, poor supervision among others seem to culminate to extreme misbehaviour and disruption in schools' programmes and poor curriculum delivery in schools and consequently poor academic performance and administrative effectiveness.

Aim and Objectives of the Study

The study investigated the relationship between delegation of authority strategies of principals and administrative effectiveness in public secondary schools in Rivers State. In specific terms, the study focused on achieving the stated objectives:

1. Establish the relationship between principals' consideration of teachers' qualification in the delegation of authority strategies and administrative effectiveness in public secondary schools in Rivers State, Nigeria.
2. Ascertain the relationship that exists between principals' consideration of teachers' trustworthiness in the delegation of authority strategies and administrative effectiveness.

Research Questions

1. What relationship exists between principals' consideration of teachers' qualification in the delegation of authority strategies and administrative effectiveness?
2. What relationship exists between principals' consideration of teachers' trustworthiness in the delegation of authority strategies and administrative effectiveness?

Hypotheses

1. No significant relationship exists between principals' consideration of teachers' qualification in the delegation of authority strategies and administrative effectiveness.
2. No significant relationship exists between principals' consideration of teachers' trustworthiness in the delegation of authority strategies and administrative effectiveness.

Methodology

The population of the study comprised of 290 principals in the 290 public secondary schools in Rivers State. The study sample comprised of all the 290 principals from the 290 public schools in Rivers State, representing 100% of the population of the study. The researchers employed census sampling strategy for their analysis. This was done by involving all the principals in these school represented in the population. The questionnaire was used to get information from the respondents. 290 copies of the questionnaire were administered by the researcher and four research assistants to

the respondents. In other words, 235 questionnaires were returned from a total of 290 that were sent out. This made 81% returns rate. Cronbach alpha statistics was used to check the internal consistency of the instrument to guarantee the use of the instrument for the study with a sample 30 principals who were part of the sample of the study. The average reliability coefficient of Principals' Delegation of Authority Strategies in Public Secondary Schools Questionnaire (PDASPSSQ) was 0.82.

In the sub-sections, principals' consideration of teachers' qualification has a reliability coefficient of 0.87, trustworthiness has 0.77, and Administrative Effectiveness Questionnaire (AEQ) was 0.72. Pearson Product Moment Correlation statistics was the statistic used for answering the research questions and the null hypotheses were tested using z-ratio statistics at 0.05 Alpha level of significance.

Results and Discussion

Research question 1: What relationship exists between principals' consideration of teachers' qualification in the delegation of authority strategies and administrative effectiveness in public secondary schools in Rivers State, Nigeria?

Table 1: Summary of Pearson Product Moment Correlation on the relationship between principals' consideration of teachers' qualification in the delegation of authority strategies and administrative effectiveness.

Category	N	r	Remarks
Teachers' Qualification in the Delegation of Authority Strategies	235	0.765	Positive High Relationship
Administrative Effectiveness			

The r value of 0.765 shown in table1 illustrates a strong positive correlation between principals' consideration of teachers' qualification in the delegation of authority strategies and administrative effectiveness in public secondary schools in Rivers State, Nigeria. That is to say, a boost in principals' consideration of teachers' qualification in the delegation of authority strategies would lead to more administrative effectiveness in secondary schools.

Research Question 2: What relationship exists between principals' consideration of teachers' trustworthiness in the delegation of authority strategies and administrative effectiveness in public secondary schools in Rivers State, Nigeria?

Table 2: Summary of Pearson Product Momen Correlation on the relationship between principals' consideration of teachers' trustworthiness in the

*Corresponding Author: Irene Uzezi BEREZI, PhD



delegation of authority strategies and administrative effectiveness.			
Category	N	r	Remarks
Teachers' Trustworthiness in the Delegation of Authority Strategies	235	0.864	Positive High Relationship
Administrative Effectiveness			

There is a strong correlation between principals' consideration of teachers' trustworthiness in the delegation of authority strategies and administrative effectiveness going by the indication of Table 4.4 with r value of 0.864. This evidence suggested that bolstering trustworthiness as a quality to consider before assigning responsibility to teachers stand to greatly improve administrative effectiveness in public secondary schools in Rivers State, Nigeria.

Testing of Hypotheses

Hypothesis 1: No significant relationship exists between principals' consideration of teachers' qualification in the delegation of authority strategies and administrative effectiveness in public secondary schools in Rivers State, Nigeria.

Table 3: Summary of Pearson Product Moment Correlation (PPMC) on the relationship between Principals' Consideration of Teachers' Qualification in the Delegation of Authority Strategies and Administrative Effectiveness.

Category	N	r	z-ratio	z-crit.	p-value	Alpha level	Remarks
Teachers' Qualification in the Delegation of Authority Strategies							
Administrative Effectiveness	235	0.765	19.12	1.96	0.006	0.05	Significant

Table 3 shows that a strong positive correlation exists between principals' consideration of teachers' qualification in the delegation of authority strategies and administrative effectiveness in public secondary schools in Rivers State, Nigeria. Thus, it may be concluded that raising the value of the independent variable results in a similar rise in the value of the dependent variable. The result from the testing of the corresponding null hypotheses showed that a p-value of 0.0005 was obtained which was less than the chosen alpha of 0.05. This result therefore indicates that there is a significant relationship between principals' consideration of teachers' qualification in the delegation of authority strategies and administrative effectiveness in public secondary schools in Rivers State, Nigeria. The null hypothesis was therefore rejected.

Hypothesis 2: No significant relationship exists between principals' consideration of teachers' trustworthiness in the delegation of authority strategies and administrative effectiveness in public secondary schools in Rivers State, Nigeria.

Table 4: Summary of Pearson Product Moment Correlation (PPMC) on the relationship between Principals' Consideration of Teachers' Trustworthiness in the Delegation of Authority Strategies and Administrative Effectiveness.

Category	N	r	z-ratio	z-crit.	P-value	Alpha level	Remarks
Teachers' Trustworthiness in the Delegation of Authority Strategies							
Administrative Effectiveness.	235	.864	21.6	1.96	0.007	0.05	Significant

Table 4 shows that the R-values for principals' consideration of teachers' trustworthiness in the delegation of authority strategies and administrative effectiveness in Rivers State, Nigeria are both very high, at .864. Thus, it may be concluded that raising the value of the independent variable results in a similar rise in the value of the dependent variable. On the other hand, the p-value of 0.007 is lower than the assumed level of significance (alpha) of 0.05. Thus, there is a significant relationship between principals' consideration of teachers' trustworthiness in the delegation of authority

strategies and administrative effectiveness in public secondary schools in Rivers States, Nigeria. The null hypothesis was therefore rejected

Summary of Findings

1. There is a positive strong relationship between principals' consideration of teachers' qualification in the delegation of authority strategies and administrative effectiveness which led to the rejection of the null hypothesis.



2. There is a positive strong relationship between principals' consideration of teachers' trustworthiness in the delegation of authority strategies and administrative effectiveness which led to the rejection of the null hypothesis.

Discussion of Findings

Relationship between Principals' Consideration of Teachers' Qualification in the Delegation of Authority Strategies

Research supporting the first premise found a positive strong relationship between principals' consideration of teachers' qualification in the delegation of authority strategies and administrative effectiveness in public secondary schools in Rivers State, Nigeria. This is consistent with the findings revealed by OECD (2019), teachers with specific qualifications may be entrusted with tasks aligned to their expertise, contributing to more effective decision-making. It was found that, when delegating responsibility to teachers, principals need to assign teachers who have pursued advanced degrees, attended relevant workshops, or acquired certifications in areas beneficial to the school. This is also in line with Anastasia (2016) whose work revealed that teachers' qualifications have a serious implication on students' academic achievement. This is so because there are specific responsibilities that only professionalism in the teaching and learning can handle.

Relationship between Principals' consideration of Teachers' Trustworthiness in the Delegation of Authority Strategies

The second findings revealed a positive strong relationship between principals' consideration of teachers' trustworthiness in the delegation of authority strategies and administrative effectiveness in public secondary schools in Rivers State, Nigeria. This is in consonance with the findings of Wang and Owens (2017) whose study revealed that Principals' consideration of teachers' trustworthiness in delegation has profound implications for administrative effectiveness. This is so because, when teachers feel trusted and empowered, they are more likely to exhibit a sense of ownership and commitment to their tasks, fostering a positive school culture. Tschannen-Moran (2014) also found in the same line that, trustworthy teachers are more likely to make informed decisions aligned with the school's goals, contributing to overall administrative effectiveness. However, under low trust, it may be viewed as social loafing behaviour.

REFERENCES

1. Anastasia, N. (2016). *Work ethic definition and element of a strong work ethic*. <https://www.cleverism.com/work-ethic-definition-elements-strong-work-ethic/>.
2. Bryk, A. S. & Schneider, B. (2012). *Trust in schools: A core resource for improvement*. Russell Sage Foundation.
3. Gronn, P. (2002). Distributed leadership as a unit of analysis. *The Leadership Quarterly*, 13, (4), 423-451.
4. Hall, G. E., and Hord, S. M. (2015). *Implementing change: Patterns, principles, and potholes (4th ed.)*. Pearson.
5. Hamilton-Ekeke, J. (2013). Conceptual framework of teachers' competence in relation to students' academic achievement. *International Journal of Networks and Systems*, 2 (3), 15-20.
6. Healthfield, S. (2014). *Delegation as a leadership style: Tips for effective delegation*. Pearson.
7. Holtz, B. C. & Harold, C. M. (2018). When your manager boss says no! the effects of leadership style and trust on employee reactions to managerial explanations. *Journal of Occupational and Organizational Psychology*, 81, 777-802.
8. Lee, Y. and Kim, J. (2021). Cultivating employee creativity through strategic internal communication: The role of leadership, symmetry, and feedback-seeking behaviours. *Public Relations Review*, 47 (110), 19-28.
9. Louis, K. S. and Wahlstrom, K. L. (2011). Principals' leadership for professional learning in high schools. *School Effectiveness and School Improvement*, 22, (3), 315-336.
10. Northouse, P. G. (2018). *Leadership: Theory and practice*. SAGE Publications.
11. Odike, S. S. B. (2018). *Principals' delegation of authority strategies and secondary school administrative effectiveness in Rivers State*. Unpublished dissertation, Department of Educational Management, University of Port Harcourt.
12. OECD, (2019). *Teachers as designers of learning environments: The importance of innovative pedagogies*. OECD Publishing.
13. Patrick, K. (2020). Delegation of authority as a tool for effective secondary school management in the North West Region of Cameroon. *International Journal of Education and Social Science Research*, 3(06), 271-281.
14. Tschannen-Moran, M. (2001). *The nature of trust: A literature review on trust and education*. University of Connecticut.
15. Tschannen-Moran, M. (2014). *Trust matters: Leadership for successful schools*. Jossey-Bass.
16. Wang, G & Owens, L. (2017). Delegation in educational organizations: A review of literature, *International Journal of Educational Management*, 31 (2), 156-170.