

Delegatory Functions of Public Secondary School Principals Implications for Effective and Efficient Secondary School Management

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Abstract

This study focuses Delegatory Functions of Public Secondary institution Principals in Ogoja educational zone of Cross River State. In other to achieve the purpose of the study, two corresponding specific purposes guided the conduct of this study. Two each research questions and hypotheses were postulated based on the purpose of the study that guided the investigator. The design of this study was the descriptive survey research design designed at obtaining information from the respondents. The inhabitants of the study comprised 1809 teachers in the secondary schools in Ogoja educational zone. The instrument used for data collection was structured questionnaire and data collected were analyzed using mean and standard deviation to answer research question while t-test was used to test the null hypotheses at 0.05 level of significance. The findings of the study revealed that to high extend do principals delegate supervisory functions to teachers in public secondary schools in Ogoja educational zone, to high extend do principal delegate disciplinary functions to teachers in public secondary schools in Ogoja educational zone, Based on the findings the following recommendation were made: principals should always delegate supervisory functions to staff for effective running and enhancing the administrative system of the school, secondary school principals should avoid discrimination on the issue of delegating of disciplinary functions in the school and administrative functions should be delegated based on staff competence and capability.

Keywords Delegatory Function, Public Secondary, School Principals

Introduction

National education system is strategically position on the s secondary education. As it is the link between the primary and higher institutions of learning in Nigeria. It accepts the primary products and nurture them for the tertiary education which is the human recourse base of the states . The secondary

institution is established for decontamination of human beings in terms of skills, conduct and all inclusive excellence. To realize the secondary educational objectives, ancompetent and valuable administrator must be able to perform the role of headship in such a manner to create an enabling

environment in an institution. In secondary schools, be it public or private, the manager is generally regarded as the principal whose tasks including managing the affairs of the institution. Such personnel deemed to have a established skill in addition to desirable knowledge to achieve his administrative roles. The public secondary schools are owned by the governments who are regarded as the major financier of the institution. Tabotrip (2005) affirmed that they embark on all practice behavior to achieve a lot of administrative tasks as leaders with the aim of achieving educational objectives for posterity. Igwe (2014) blunt out that school administrators are the unbending leaders of their institutions, as well as managers in whose hands lie the prospect of these institutions. According to FRN (2013:13), the secondary school system in Nigeria has the following as objectives of education in Nigeria:

- Make available an growing figure of school pupils with prospect for education of egalitarianism, irrespective of gender, or societal, sacred and cultural background.
- Expand its program to provide for the differences in talents, opportunities and roles possessed by unlock to students after their secondary institution course.
- Furnish students to live successfully in our contemporary age of discipline and knowledge.
- Increase and scheme Nigeria traditions, as well as the world's civilizing heritage.
- increase an age group of citizens who can believe more in the

themselves, respect the views and position of others, respect the pride of labour, and be pleased about those values specified under our broad state aims, and live as good citizens; foster Nigerian unity with an emphasis on the common ties that unite us in our diversity.

- Inspire its students with a desire for accomplishment and self-improvement both at and her later life.

It is on this considerations that, the secondary education holds a premeditated arrangement in the countrywide education scheme. Thus the secondary institution is the link between the primary and tertiary level of education. Secondary schools are formal public organizations charged with the responsibility of preparing the younger ones after their primary school career for functional living within any the world. They also equip them for higher education. Attainment of these goals requires a commitment from highly qualified principals.

A principal is seen as the director of secondary school who develops and implements the educational programmes of the school. Among his numerous tasks, principal keeps school proceedings including proceedings of school finances as well as create favorable teaching and learning tone in school. Mgbodile (2003) 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.

Hornby (2007) 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 over-looked. Principalship involves the control of human and material resources of the school. Therefore, sitting at the top of the administrative ladder in the secondary school level is the principal. School Principal according to Ajiboye (2004:53), performed the following functions:

- Planning school activities.
- Controlling school resources.
- Teacher's Motivation.
- Discipline of Staff and students
- Orientation of staff
- Organizing of school activities
- Conducting of international examination
- School resources management
- Supervisory functions

School supervision The principal as a leader in the school, the principal as an executive head, the principal as a supervisor, the principal as a manager, the principal as a school climate developer, the principal as a charge facilitator, promotion to principalship current issues in Education, current issues in Education and administrative control strategies.

Mando.Kajo, &Basake(2018), viewed leadership as a self-motivated method in a group whereby one persons influences the others to throw infreely to the attainment of group job in a

given situation.Mando.,Kajo, &Basake(2018:48) Further high leadership roles as;

- ❖ Providing the overall leadership, coordination and continuing evaluation that would encourage the improvement of the educational programs
- ❖ He is responsible for the welfare of the personnel development or professional successes and good staff morale.
- ❖ He is accountable for the success, safety and development of students is the school.
- ❖ Supervising student's activities including discipline and control.
- ❖ Providing leadership in curricular development.
- ❖ Providing instructional leadership including supervision of instruction, (P:48)

Basake andBako (2016) opined that the chief executive and other top level officials in an organization are daily engaged in a wide range of decision making activities. Ajiboye (2004) defined decision making as a process of choosing from among alternative ways of achieving an objective or profiteering solution to a problem.

The principal as the instructional leader through curriculum implementation is responsible for the matters concerning the implementation of the school curriculum, staff and students discipline as well as external relation. He sees to the smooth running of the school to achieved high productivity i.e. to ensure effective of teaching – learning. Every organization is

established with specific objectives and for set goals. How well these objectives are met and the goals are attained determines the degree of the success of the organization. In the course of discharging his duties, the principal delegate or share his decisions making authority and responsibilities with other as no one can do it alone. The principal applied delegatory functions in order to actualized the goals and objectives of the school.

No one group of people or persons in school organization can carry out all the tasks necessary for accomplishment of the goals and objectives of the school, nor can one individual implement all the power for making judgment. Tasks in the organization are distributed according to capability of all members to perform an assigned function. Delegation as the process of giving power or work to somebody else so that the person is responsible for part of what you normally do becomes immerit. Adam also defines function as the job that someone does (Adams 2001).

Delegation of function has been defined by different authors in many ways. Nwachukwu in Ugwu (2009) 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 array to attain managerial 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 Ugwu, 2009). Okonkwo (2015) defines 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. Delegation as the act of decentralizing functions by a chief executive to lesser officers or subordinates with the overall aim of achieving the objectives of the organization is crucial. This implies that in an organization, there is always an executive head that is responsible for sharing functions or duties among his subordinate staff. In the school system for instance, the principal is the head who has a number of subordinate staff in both the academic and administrative cadre, among whom he shares responsibilities for the smooth running of the school. Then the principal takes into account the staff's hierarchy of positions and competences while delegating functions. A principal as an executive head cannot possibly deal effectively with all tasks which other people may have the time and energy to do, (Okonkwo, 2015).

In view of Akubue (2002) described delegation as a process whereby a super-ordinate (leader) vests decision making discretion on a subordinate and make it possible for them to use their judgment just as no one individual in an venture can do all the responsibilities necessary for the execution of group function. So it is

unfeasible as an enterprise grows for one human being to exercise authority for making judgment.

In this context, delegation of function is the act of sharing available functions in the school by the principal to the members of the staff according to their abilities and capabilities towards achieving the goals and objectives of the school. In a school system, there are various categories of function and the staff and these functions are being delegated to and controlled by the heads. According to Mgbodile (2003) 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. They are also responsible for the school impress 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 actualize

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, power consists in verifying whether everything occurs in agreement with the policy adopted, the instructions issued and principles established. It is to point out weaknesses and errors in order to correct them and avoid reoccurrence, (Adams 2002).

Undiyaundeye and Basake. (2017) maintained that control operates in everything, people and actions. Control seeks to compel events to conform to plans. Control checks whether the plans are being realized and puts into effect corrective measures where deviation or shortfall is occurring. Effective control is to ensure that efforts produced at all levels are commensurate with those required to achieve educational goals and objectives. But the issues of delegation of functions and control of functions are mostly affected by gender roles (Aja-Okorie, 2015).

Gender roles are therefore not only different but also often unequal in the aspect of delegation of functions in public secondary schools. Kalusi (2000) saw gender as the categorization in the world of matter into sex. Gender is a socio-cultural construct that assigns roles, attitude and values considered appropriate for each sex, (Aja-Okorie, 2014). Ekeh (2000) maintains further that gender implies the character of being male or female, man or women, boy or girl. Even though effective leadership is more behaviorally derived than gender based, gender remains an obstacle to women

seeking and obtaining leadership positions. Kalusi (2000) identified three sets of concepts that have been used to understand women's representation in senior posts such as principals: the socialization of women; organizational constraints on women promotion and theories relating to gender-based careers, especially in developing countries. Women in leadership confront barriers that men do not realize to exist. Some myths suggest that women cannot discipline older students, particularly males; females are too emotional; females are physically too weak; and males resist working with females. The scarcity of women in the role of secondary school principals is a worldwide phenomenon. While women make up at least two-thirds of secondary school teachers, they are in minority in secondary school administration. Nchindo (2013) noted that there is a gender bias in the appointment of school heads. It seems the age long stereotype sex role identity still remains in full as far as appointments are concerned. This sluggish growth rate in the number of female secondary school principals and the concern expressed by gender equality activists, particularly by women.

Furthermore, in many public secondary schools in Nigeria today location has a great influence over principal delegatory functions. According to Ugwu (2016) asserted that urban principals in the area of delegation of functions to teachers total dedicated toward division of labours as it enhances the school development while some rural principal fail reluctance of delegatory issues dues the school location which lack effective supervision. It was of

the view of Fegbemi (2006) that most teachers and principals operate effectively basically on the areas their school is situated with assumption that teachers who spend much in carrying out his/her activities feel bad as the government has no regard relating to their teachers welfares. So, the problem of principal staff relationship has been an issue of great concern, there has been a public outcry against the falling standard of education in Nigerian public secondary schools, Fegbemi (2006) stated that performance of secondary school students in external examination has been worrisome to parents, administrators and the general public. He further asserted that the yardstick for measuring standard of education and administrative responsibility is student performance in school and public examinations and moral conducts. The conduct of the school and the quality of their products are seen as a reflection of the level of administrative performance of their principals. This is in reflection to how they involve staff in supervision and control of delegated function, instructional activities in the school, planning of school programmes and routine administration in the school.

In many public secondary schools in Nigeria 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 Ezeocha in Ugwu (2009). The aspect of principals delegation to his subordinates is extremely worrisome as some staff exhibits nonchalant attitudes in

carrying out their individual responsibility. In view of the above, it become necessary to investigate to what extent secondary school principals delegate functions in Public Secondary School in Ogoja educational zone.

The Problem of unqualified teachers in the secondary schools poses a great danger in delegation of functions this can course much havoc to the school system Therefore, the problem of this study put in a question form is: How do principals delegate functions to their staff in public secondary schools in Ogoja educational zone?. To answer this question there is need to investigate into the analysis of delegatory functions of public secondary school principals in Ogoja educational zone.

Hypotheses

The subsequent hypotheses guide the study and will be tested alpha level:

1. There is no noteworthy difference between the mean rating of female and male on the extent principals delegate supervisory functions to teachers in public secondary schools in Ogoja educational zone.
2. There is no noteworthy difference between the mean rating of female and male on the extend principals delegate disciplinary functions to teachers in public secondary schools in Ogoja educational zone.

Methodology

The descriptive survey research design was employed. Ali (1996) 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 Ogoja educational zone of Cross River state. It is made up of three (5) Local Government Areas namely: Ogoja, Yala, Obudu, Obanliku and Bakwere Local Government Areas. The Zone is delimited on the East by Ebonyi State, West by benue State, North by Republic of Cameroon and the. The education zone is made up of both rural and urban dwellers with many schools; nursery, primary, secondary and higher institutions. The inhabitants of the zone are trader, farmers, businessmen and women as well as career civil servants. The researcher chose Ogoja educational zone as the area of the study because the researcher is conversant with the state and also the principals and teachers can easily reached at any point in time. Again, being educationally disadvantaged, the empirical data from this study would help to leverage the educational system at the secondary schools level.

The population for the study comprised of all the 1809 teachers in all the thirty one (106) secondary schools in Ogoja educational zone. The breakdown has 831 female teachers and 976 male teachers. The data was through the help of post primary schools management board in Cross River State (Sources: Post Primary Schools Management Board (PPSMB), Calabar. December, 2015).

The sample for the study consisted of 492 teachers from, government owned schools in Ogoja Education Zone. The sampling technique used for the study was simple random sampling technique

The instrument used for data collection in this study was structured questionnaire titled: 'Delegatory Functions

of Public secondary School Principals Questionnaire (DFPSSPQ) designed by the researcher to elicit information from the respondents based on the research questions that guided the study

The 39-item questionnaire was validated by three specialists, two from the department of Educational Foundations and one from the Measurement and Evaluation all in Ebonyi State University, Abakaliki.

A trial test method was used to determine the reliability of the questionnaire. The questionnaire was administered to 30 public secondary school teachers in Agbani Education zone of Enugu State which is not part of the study. Data collected were subjected to test of internal consistency using the Cronbach alpha procedure. The reliability was conducted for each of the six sections (A – D) of the

instrument which yielded reliability indices of 0.87, 0.77, 0.83, and 0.80 respectively. On a collective basis the entire items yielded reliability index of 0.82

The t-test of difference between means of independent variables was utilized for testing the hypotheses at 0.05 level of significance on individual item basis. Any null hypothesis with calculated t-value greater than the critical table value was rejected and the alternative hypothesis withhold while the one with calculated t-value less than the critical (table) value was uphold

Findings and discussion

HO₁: 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 Ogoja educational zone .

Table 1: t-test Analysis on extend principals delegate supervisory functions to teachers in public secondary schools in Ogoja educational zone.

Status	N	X	SD	Df	t-cal	t-tab	A	Decision
Female	271	3.074	0.930	450	0.768	1.960	0.05	Accepted Ho ₁
Male	181	2.996	0.933					

From the results of data analysis presented on table 5, it could be observed that female teachers in Ogoja educational zone 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 (Ho₁) 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 Ogoja educational zone .

Hypothesis 2

HO₂: there is no significant difference in the mean rating of male and female teachers on the extent principals delegate disciplinary functions to teachers in public secondary schools in Ogoja educational zone

Table 2: t-test Analysis on the Extent Principals Delegate Disciplinary Functions to Teachers in Public Secondary Schools in Ogoja educational zone

Status	N	X	SD	Df	t-cal	t-tab	α	Decision
Male	181	2.917	0.947	450	0.92	1.960	0.05	Accepted Ho ₂
Female	271	3.029	0.942					

From the results of data analysis presented in table 6, it could be observed that female teachers in Ogoja educational zone recorded higher mean score of 3.029 than the mean score 2.917 for male teachers, the difference in these mean scores is statistically not significant at α 0.05. This is because the calculated t-value (0.92) is less than the critical value (1.960). Therefore, the null hypothesis (Ho₂) is accepted which stated that there is no significance difference in the mean rating of male and female teachers on the on the extent principals delegate disciplinary functions to teachers in public secondary schools in Ogoja educational zone

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 Ogoja educational zone . 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 Ogoja educational zone.

This finding agrees with Okafor (2012) who asserted that in the church, the pope delegate functions to the cardinals, cardinals to priest or pastors down to reverend brothers and sisters. Okonkwo (2013) 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 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. 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 Ogoja educational zone .

This finding agrees with Ezeocha (1999) 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 Enugu education zone 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 principal's delegate and share available and challenging task their subordinate's 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

thesubsequent recommendations are offered as the way forward;

1. Principals should always delegate supervisory functions to staff for effective running and enhancing the administrative system of the school.
2. Secondary school principals should avoid discrimination on the issue of delegating of disciplinary functions in the school.

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