

PRINCIPALS' DELEGATION OF LEADERSHIP AND DECISION MAKING FUNCTIONS AND TEACHERS JOB PERFORMANCE

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ABSTRACT: This study investigated the extent to which principals delegate leadership and decision-making functions and how such delegation influences teachers' job performance in public senior secondary schools in Rivers State, Nigeria. A descriptive and correlational research design was adopted to effectively explore this relationship. The study population comprised 6,893 teachers, from which a stratified random sample of 1,723 (24.9%) was selected to ensure representation across relevant subgroups. Data were collected using two self-structured instruments: the Principals' Delegation of Leadership and Decision Making Function Questionnaire (PDLDMFQ) and the Teachers' Job Performance Questionnaire (TJPQ). The questionnaires, divided into three sections, employed a modified four-point Likert scale with a criterion mean of 2.50 for interpretation. The instruments were subjected to face and content validation by three experts in measurement, evaluation, and educational management. Reliability was determined through the test-retest method, yielding a reliability index of .862 using the Pearson Product Moment Correlation Coefficient. Data collection was supported by trained research assistants, and responses were obtained on the spot to ensure high return rates. Descriptive statistics (mean and standard deviation) were used to answer the research questions, while the Pearson Correlation Coefficient tested the null hypotheses at a .05 level of significance using SPSS version 28. The study found and concluded that principals delegate leadership and decision-making functions enhance teachers' job performances. The study recommended that principals delegate leadership and decision-making functions should be given utmost preferences because of their role in enhancing teachers' job performances.

Keywords: Principals, Leadership, Delegation of Authority, Teachers, Job Performance, Public, Senior, Secondary Schools, Rivers State.

Reference to this paper should be made as follows:

Gaawa, L., & Ajumogobia, E. (2025). Principals' delegation of leadership and decision making functions and teachers job performance. *International Journal of Leadership, Quality Education and African Development*, 2(1), 99-111.

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INTRODUCTION

In the dynamic and complex environment of school management, effective leadership is crucial for achieving educational goals and improving the overall performance of both teachers and students. Among the various leadership responsibilities, the delegation of authority and decision-making functions stands out as a significant strategy that school principals can adopt to enhance administrative efficiency and instructional quality. Delegation, when done effectively, not only

empowers subordinates but also contributes to improved job satisfaction, motivation, and performance (Yukl, 2013). Within the school setting, principals who strategically delegate leadership and decision-making roles create an inclusive and collaborative atmosphere that enables teachers to perform their duties more effectively and confidently.

Delegation involves the assignment of authority and responsibility to others while retaining accountability for outcomes. In educational institutions, this means that principals transfer certain leadership tasks or decision-making powers to teachers or other staff members. This approach helps in reducing managerial burden and encourages a participatory leadership style that fosters collective ownership and responsibility (Bush & Glover, 2014). It also provides teachers with the opportunity to develop leadership competencies, enhances their sense of belonging, and increases their commitment to institutional goals (Spillane, 2006).

The performance of teachers is a fundamental determinant of educational quality. Effective teaching impacts students' academic outcomes, classroom behavior, and overall school climate. As such, understanding the factors that influence teacher performance remains a critical area of research in educational leadership. One such factor is the extent to which teachers are involved in leadership and decision-making processes. Studies have shown that when teachers are granted autonomy and included in school-level decisions, their job performance tends to improve significantly (Ingersoll, 2007; Leithwood et al., 2008). Teachers who feel empowered by their school leaders are more likely to demonstrate greater initiative, creativity, and commitment to their professional responsibilities.

In Nigeria, the leadership practices of school principals play a pivotal role in determining the effectiveness of schools. Despite national efforts to reform education, many schools continue to struggle with issues related to teacher performance, often linked to leadership gaps and top-down administrative approaches (Oduro, 2004). In the context of public senior secondary schools in Rivers State, principals are often burdened with a wide range of responsibilities that can lead to inefficiencies if not properly managed. The delegation of leadership and decision-making functions can serve as a practical solution to these challenges, allowing principals to focus on strategic goals while involving teachers in the day-to-day management and instructional leadership of the school.

However, delegation is not without challenges. It requires trust, clarity of roles, proper communication, and the capacity of both principals and teachers to carry out delegated tasks effectively (Harris, 2008). There is also the risk that without appropriate oversight, delegation may lead to confusion, conflict, or a decline in performance. Therefore, understanding the nature and impact of delegation practices in schools is essential for improving educational outcomes.

Statement of the Problem

In recent years, there has been increasing concern about the declining performance of teachers in public senior secondary schools in Nigeria, particularly in Rivers State. Despite various policy interventions and professional development programs, many schools continue to experience low levels of teacher effectiveness, commitment, and motivation. One critical but often overlooked factor influencing this trend is the leadership approach adopted by school principals, particularly in the area of delegation.

Principals are frequently overwhelmed with administrative and instructional responsibilities, which can impede their ability to focus on strategic leadership tasks. When leadership and decision-making functions are not adequately delegated, it can lead to managerial

inefficiencies, reduced teacher engagement, and missed opportunities for staff development. Conversely, when principals effectively delegate authority especially in supervision and decision-making it can enhance teacher participation, promote a sense of ownership, and improve job performance.

However, there is limited empirical evidence on how principals' delegation practices influence teacher performance in the Nigerian context. This gap in knowledge raises the need to investigate whether and how the delegation of leadership and decision-making functions by principals contributes to teachers' job performance in public senior secondary schools in Rivers State. Understanding this relationship is vital for improving school leadership and achieving educational goals.

Aim and objectives of the Study

The aim of the study is to examine principal's delegation of leadership and decision making functions and teachers job performance in public secondary schools in Rivers State. Specifically, the study is designed to:

- Investigate how principals' delegation of leadership functions to teachers enhance teachers job performance in public senior secondary schools in Rivers State.
- Investigate how principals' delegation of decision making functions improve teachers' job performance in public senior secondary schools in Rivers State.

Research Questions

The following research questions were posed to guide the study:

- To what extent does principal's delegation of leadership functions enhance teachers' job performance in public senior secondary schools in Rivers State?
- To what extent does principals' delegation of decision making functions improve teacher's job performance in public senior secondary schools in Rivers State?

Hypotheses

The following research hypotheses were formulated to guide the study

- There is no significant relationship between principals' delegation of leadership functions and teachers' job performance in public senior secondary schools in Rivers State.
- There is no significant difference between principals' delegation of decision making functions and teachers' job performance in public senior secondary schools in Rivers State.

REVIEW OF RELATED LITERATURE

Principal

The secondary school principal plays a central role in the effective functioning of educational institutions. As the chief administrative officer, the principal is responsible for overseeing

academic programs, managing staff, maintaining discipline, and ensuring that the school complies with educational policies and standards. According to Ubben et al. (2011), the principal acts as a bridge between school management and the teaching staff, translating policies into actionable plans and monitoring their implementation. In Nigeria, the role extends further to include resource allocation, liaising with the community, and providing leadership in curriculum and instruction (Aghenta, 2001).

Beyond administrative duties, principals are expected to create a conducive teaching and learning environment. They coordinate teacher supervision, conduct performance appraisals, and facilitate professional development programs to ensure continuous improvement in instructional delivery (Okendu, 2012). In this capacity, the principal influences school culture, teacher morale, and ultimately student outcomes.

The multifaceted nature of the principal's job requires a blend of managerial, interpersonal, and instructional leadership skills. As Day et al. (2009) noted, effective principals are not merely administrators; they are leaders who shape vision, inspire teachers, and foster a positive school climate. Consequently, the performance of a school is often a reflection of the competence and leadership style of its principal.

Delegation of Authority

Delegation of authority is a vital managerial function that involves the transfer of responsibility and decision-making power from a superior to a subordinate. It is not a relinquishment of accountability but rather a strategic distribution of tasks to improve efficiency and performance within an organization. In educational settings, especially in secondary schools, effective delegation by principals fosters participatory leadership and builds a collaborative work environment that enhances both administrative effectiveness and instructional quality (Yukl, 2013).

In the school context, delegation allows principals to assign specific leadership, supervisory, or managerial duties to teachers and other staff members. This not only relieves the principal of excessive workload but also empowers teachers to take initiative, make decisions, and contribute meaningfully to school development. According to Leithwood et al. (2008), empowering staff through delegation leads to higher motivation, job satisfaction, and commitment to organizational goals. It also nurtures leadership skills among teachers, preparing them for future administrative roles.

However, delegation must be carefully planned and clearly communicated. The success of delegation depends on the competence of the staff, the clarity of delegated tasks, and the level of support provided by the leader (Daft, 2015). Poorly executed delegation can lead to confusion, inefficiency, and mistrust. Therefore, principals must ensure that delegated authority is accompanied by adequate guidance, monitoring, and feedback.

In the Nigerian school system, effective delegation remains underutilized due to hierarchical administrative structures and a culture of centralized control (Oduro, 2004). Promoting a more distributed model of leadership through deliberate delegation could address issues of teacher disengagement and improve school performance.

Principles Delegation of Leadership Functions and Teachers Job Performance

Leadership is a measure of an entity's ability to control their environment, including the

behavior of other entities. In the cooperate environment, leadership 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 (Ololube & Wome, 2025). 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 organization. Legitimate power is formal authority delegated to the holder of the position. In this literature, it emerges that in organizations there are different centers of leadership. That is the upper centers and the lower centers power. People are the most important asset. The organizations technologies, products and structures can be copied by competitors. However, no one can match highly charged, motivated people who care. People are your organization repository of knowledge and they are central to your organizations advantage. Empower people around you.

Well educated, coached and highly motivated people are critical to the development and execution of strategies, especially in today's faster-paced, more perplexing world, where top management alone can no longer assure the firm's competitiveness. In supporting this issue, Crum and Sherman (2015) stated that the principal needed to provide highly valued, insights into their daily styles that foster an environment which is supportive of high teacher's performance. Employees should be empowered because they are the firm's most underutilized resources. In today's corporate environment a manager must work towards engaging organization forcefully enough to achieve its objectives. New knowledge-based enterprises are characterized by flat hierarchical structures and multi-skilled workforce. Principals assume more leadership and coaching tasks and work hard with employees with resources and working conditions so as to achieve the goals they've agreed to. In brief, Principals work for their staff, and not the reverse. Empowerment is the oil that lubricates the exercise of learning and the talented empowering human capital is becoming the prime ingredient of organizational success.

A critical feature of successful teams, especially in knowledge-based enterprises, is that they are invested with a significant degree of empowerment or decision-making authority. Equally important, teachers empowerment changes the Principals mind-set and leaves them with more time to engage in broad-based thinking, visioning and nurturing. This intelligent and productive division of duties between visionary leaders, focusing on emerging opportunities, and empowered employees, running the business unit day to day (with oversight on the leader's part) provides for a well- managed enterprise with strong growth potential. “Transformational leaders empower others by keeping them in the know,” by keeping them fully informed on everything that affects their jobs. People want and need to feel that they are “insiders,” that they are aware of everything that is going on. There is nothing so demoralizing to a staff member than to keep in the dark about their work and what is going on in the school environment (Ololube, 2024). In this literature, it emerges that empowered teachers are highly charged and motivated people who care. The study attempts to establish if the delegation by principals empowered the teachers to make them highly charged and motivated people who cared hence effective management.

Ololube and Wome (2025) pointed out that people feel stress most acutely when they have no control over the situation that causes it. Receiving responsibility and authority to make decision can make management more organized. People are encouraged to go beyond an average performance if their talents are organized, enhanced, utilized, 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. Empowered

teachers respond with more commitment to the goals of the organization. When leaders empower their followers, they make them more aware of their abilities and encourage them to develop to their full potential. In this literature it emerges that people feel stress most acutely when they have no control over the situation that causes it. But when they have authority to make decisions, they make a management more organized. This will help the study in establishing how the power over decisions delegated to teachers in secondary schools in order to create good management by making work effective. Power in the position creates self-confidence and motivation. Self-confidence contributes to the feelings of self-worth and self-acceptance. The feelings contribute to self-control and the ability to contribute to team efforts. Empowerment allows people to self-actualize on the job. It allows teachers to take risks.

Teachers who feel responsible for their work are more likely to seek help and advice when they encounter a problem with which they have little experience. They seek such advice not to avoid responsibility, but because they feel pride in the quality of their work. In an organization that empowers its employees, collaboration and teamwork are more likely to develop spontaneously and work successfully. When they are empowered they can make the best use of their talents to further the goals of the organization. In here it emerges that power in the position of the employee creates confidence hence collaboration and teamwork that are spontaneous and working successfully.

Rao and Narayana (2017) indicated the granting of authority should consider letting subordinate to make commitments, use resources and take other actions necessary to perform the duties assigned to them. Assignment of duties will be meaningless without granting requisite authority. Enough authority must be granted so that teacher's have the responsibility assigned can be discharged. Cliffs (2015) stated that a classical principle of organization warns principals not to delegate without giving the teachers authority to perform the delegated task. When a teacher has responsibility for the task outcome but little authority, accomplishing the job is possible but difficult. The teacher without authority must rely on persuasion and lack to meet performance expectations. When a teacher has authority exceeding responsibility, he/she may become a tyrant, using authority towards frivolous outcomes.

Principles Delegation of Decision Making Functions and Teachers Job Performance

Effective school leadership is a key determinant of educational success, and among its core elements is the ability of principals to delegate decision-making functions. Delegation in educational leadership involves the process through which school heads assign authority and responsibility to teachers and other staff members to participate in various aspects of school governance and management (Yukl, 2013). When properly executed, such delegation has the potential to improve teachers' job performance by enhancing their sense of ownership, motivation, and professional commitment.

Principals in secondary schools often face numerous administrative and instructional responsibilities. In many cases, the failure to share decision-making responsibilities leads to managerial overload, slower decision-making processes, and limited staff engagement (Daft, 2015). Delegating authority, especially in decisions related to classroom management, curriculum planning, student discipline, and extracurricular activities, enables teachers to feel valued and trusted. According to Leithwood and Jantzi (2005), such participative leadership fosters a collaborative school culture where teachers are empowered to innovate, take initiative, and align their efforts with school goals.

Moreover, delegation supports the development of leadership skills among teachers and strengthens collective responsibility for student outcomes. As Harris (2008) argued, shared leadership through delegation contributes to school improvement by tapping into the knowledge and expertise of all staff. This approach not only lightens the administrative burden on principals but also stimulates teacher autonomy, professional growth, and intrinsic motivation, all of which are critical for improved job performance.

Teachers' job performance refers to the efficiency and effectiveness with which educators carry out their roles in delivering instruction, managing classrooms, assessing student progress, and contributing to the overall goals of the school. Several studies have shown a positive correlation between participatory decision-making and enhanced teacher performance. For instance, Nwosu and Ajaero (2019) found that schools where principals actively involved teachers in decision-making recorded higher levels of teacher commitment, punctuality, and instructional delivery.

However, the impact of delegation on teacher performance depends heavily on how it is implemented. Effective delegation requires clarity of roles, trust, proper communication, and ongoing support. When principals fail to provide adequate direction or when responsibilities are assigned without authority or resources, delegation becomes a burden rather than a motivator (Lunenburg, 2010). Therefore, principals must balance autonomy with accountability, ensuring that delegated tasks align with teachers' competencies and that appropriate monitoring mechanisms are in place.

In the Nigerian educational context, the concept of delegation remains underutilized due to entrenched bureaucratic structures and a top-down leadership culture. Many school leaders are reluctant to share decision-making authority, often fearing loss of control or doubting the capacity of their staff (Oduro, 2004). This reluctance stifles innovation, reduces teacher morale, and negatively affects school performance. Encouragingly, recent educational reforms and leadership training initiatives emphasize the importance of distributed leadership and collaborative school management (Adebayo, 2011).

According to Ololube (2024), the delegation of decision-making functions by secondary school principals plays a critical role in enhancing teachers' job performance. It creates a participatory climate that motivates teachers, strengthens their commitment, and improves instructional outcomes. To maximize these benefits, principals must adopt a strategic approach to delegation grounded in trust, clear communication, and supportive supervision. As schools in Nigeria and other developing countries seek to improve quality and accountability, investing in leadership practices that promote shared decision-making is essential for sustainable educational development.

METHODOLOGY

The study adopted a descriptive and correlational research design. These designs were considered appropriate as they allowed the researchers to effectively examine the extent to which principals delegate leadership and decision making functions, and how such delegation impacts teachers' job performance.

The population of the study consisted of 6,893 teachers employed in public senior secondary schools across Rivers State, as reported by the Planning, Research and Statistics (PRS) Department of the Rivers State Senior Secondary Schools Board (RSSSB) in Port Harcourt (2024). From this population, a sample of 1,723 teachers, representing 24.9% of the

total, was selected using a stratified random sampling technique. This approach ensured that relevant subgroups within the population were adequately represented in the study sample.

Data for the study were collected using a self-designed questionnaire, developed by the researchers. The instrument was titled Principals' Delegation of Leadership and Decision Making Function Questionnaire (PDLDMFQ) and Teachers' Job Performance Questionnaire (TJPQ). It was structured into three sections: Section 'A' sought demographic information from respondents; Section 'B' contained ten items focused on issues related to the delegation of leadership and decision making functions by school principals; while Section 'C' collected information concerning teachers' job performance.

The questionnaire employed a modified four-point Likert-type scale, ranging from Very High Extent (4 points), High Extent (3 points), Low Extent (2 points), to Very Low Extent (1 point). The criterion mean was determined by summing the scale values ($4+3+2+1 = 10$) and dividing by the number of options (4), resulting in a benchmark value of 2.50. This mean score was used as a standard for interpreting the respondents' ratings.

To ensure the validity of the instrument, it was subjected to both face and content validation by three experts, two specialists in measurement and evaluation, and one in educational management from the Ignatius Ajuru University of Education, Nigeria. Their feedback and suggestions were carefully considered and incorporated into the final draft of the instrument.

The reliability of the instrument was established using the test-retest method. Twenty copies of each questionnaire were administered to twenty teachers who, while part of the population, were not included in the main sample. Two weeks later, the same instruments were re-administered to these respondents. The two sets of responses were collated and analyzed using the Pearson Product Moment Correlation Coefficient, yielding a reliability index of .862. This indicated a high level of consistency in the instrument.

To facilitate the administration of the questionnaire, three research assistants were trained to assist the researchers. The finalized instrument was distributed to teachers in selected public senior secondary schools within Rivers State. In order to maximize the response rate, the teachers were encouraged to complete the questionnaires on the spot.

Finally, the data collected were systematically organized and analyzed. Descriptive statistics, specifically mean and standard deviation were used to answer the research questions. The Pearson Product Moment Correlation Coefficient was employed to test the formulated null hypotheses at a 0.05 level of significance, using the Statistical Package for the Social Sciences (SPSS), version 28.

RESULTS

Answers to Research Questions

Research Question One: To what extent does principal's delegation of leadership functions influence teachers' job performance in public senior secondary schools in Rivers State?

Table 1: Mean and standard deviation on the extent principals' delegation of leadership functions influence teachers' job performance in public senior secondary schools in Rivers State.

S/N	Items	Mean	SD	Decision
1.	Teachers are often given the power by principals to conduct morning assemblies.	3.08	.79	High Extent
2.	Teachers are allowed to control student's activities during inter-house sports.	2.91	.68	High Extent
3.	Teachers are allowed by school principals to manage school finance and write reports.	3.14	.77	High Extent
4.	Teachers are allowed to oversee the rate at which students use school facilities to ensure that school facilities and properties are not damaged.	3.09	.81	High Extent
5.	Teachers who are subject heads are given the authority to write queries to other teachers who fell to teach their subjects as at when due.	2.90	.74	High Extent
Grand mean		3.02	.75	High Extent

N= 1,723

The result of the analysis reveals a cumulative mean of 3.02 and a cumulative standard deviation of 0.75. The descriptive statistics of responses to these items agree that principals' delegation of leadership functions influence teachers' job performance in public senior secondary school in Rivers State. Since the cumulative of 3.02 is greater than the criterion mean of 2.50. This means that majority of the respondents agree that principals' delegation of leadership functions influence teachers' job performance in public senior secondary school in Rivers State (See Table 1).

Research Question Two: To what extent does principals' delegation of decision making functions improve teachers' job performance in public senior secondary schools of Rivers State?

Table 2: Mean and standard deviation on the principals' delegation of decision making functions improve teachers' job performance in public senior secondary schools of Rivers State

S/N	Items	Mean	SD	Decision
6.	Teachers are allowed by principals to led out in decision- making in their schools.	3.20	.89	High Extent
7.	Teachers are allowed to make decisions on the various topics they teach in their various subject areas.	3.02	.66	High Extent
8.	Teachers are permitted to take decisions on the various textbooks to recommend for their students in their subject areas.	3.27	.76	High Extent
9.	Teachers are allowed to decide on the various corrective measures to give students when they misbehave..	3.11	.65	High Extent
10.	Teachers are delegated to take decisions on administrative matters on behave of school principals.	3.74	.44	High Extent
Grand mean		3.27	.68	High Extent

N= 1,723

The result of the analysis reveals a cumulative mean of 3.27 and a cumulative standard deviation of .68. The descriptive statistics of responses to these items agree that principals' delegation of decision making functions influence teachers' job performance in public senior secondary school in Rivers State. Since the cumulative of 3.27 is greater than the criterion mean of 2.50.

This means that majority of the respondents agree that principals' delegation of decision making functions influence teachers' job performance in public senior secondary school in Rivers State (See Table 2).

Hypotheses Testing

H0₁. There is no significant relationship between principals' delegation of leadership functions and teachers' job performance in public secondary schools in Rivers State.

Table 3: Pearson Product Moment Correlation analysis of the relationship between Principals' delegation of leadership functions and teachers' job performance in public secondary schools in Rivers State

		Principals' delegation of leadership functions	Teachers job performance
Principals' delegation of leadership functions	Pearson Correlation	1	.238**
	Sig. (2-tailed)		.000
	N	1723	1723
Teachers' job Performance	Pearson Correlation	.238**	1
	Sig. (2-tailed)	.000	
	N	1723	1723

Hypothesis one states that "There is no significant relationship between principals' delegation of leadership functions and teachers' job performance in public senior secondary schools in Rivers State"? The result of the analysis reveals a correlation coefficient of .238** at the significant level of .000 < 0.05. The correlation responses to these items agree that there is a positive relationship between principals' delegation of leadership functions and teachers' job performance in public senior secondary schools in Rivers State. This means that majority of the respondents agree to that principals delegation of leadership functions relate to teachers' job performance in public senior secondary schools in Rivers State. Based on this relationship the null hypothesis is rejected thereby upholding the alternative that there is a significant relationship between principals' delegation of leadership function and teachers' job performance in public senior secondary schools in Rivers State.

H0₂. There is no significant relationship between principals' delegation of decision making functions and teachers' job performance in public secondary schools in Rivers State.

Table 4: Pearson Product Moment Correlation analysis of the relationship between Principals' delegation of decision making functions and teachers' job performance in public secondary schools in Rivers State

		Principals' delegation of decision making function	Teachers' Job Performance
Principals' delegation of decision making function	Pearson Correlation	1	.451**
	Sig. (2-tailed)		.000
	N	1723	1723
Teachers' job performance	Pearson Correlation	.451**	1
	Sig. (2-tailed)	.000	
	N	1723	1723

Hypothesis two states that “There is no significant relationship between principals’ delegation of decision making functions and teachers’ job performance in public senior secondary schools in Rivers State”? The result of the analysis reveals a correlation coefficient of .451** at the significant level of $.000 < .05$. The correlation responses to these items agree that there is a positive relationship between principals’ delegation of decision making functions and teachers’ job performance in public senior secondary schools in Rivers State. This means that majority of the respondents agree to that principals delegation of decision making functions relate to teachers’ job performance in public senior secondary schools in Rivers State. Based on this relationship the null hypothesis is rejected thereby upholding the alternative that there is a significant relationship between principals’ delegation of decision making function and teachers’ job performance in public senior secondary schools in Rivers State (see table 4).

DISCUSSION OF FINDINGS

Principles of Delegation of Leadership Functions and Teachers Job Performance

Hypothesis one which states, that “there is no significant relationship between principals’ delegation of leadership function and teachers’ job performance in public senior secondary schools in Rivers State” was rejected because principals’ leadership functions was significantly related to teachers’ job performance in public senior secondary schools in Rivers State. This is evidenced in the significant level of .000 and coefficient of .238**.

This finding is in line with the view of Cliffs (2015) who stated that a classical principle of organization warns principals not to delegate without giving the teachers authority to perform the delegated task. When a teacher has responsibility for the task outcome but little authority, accomplishing the job is possible but difficult. The teacher without authority must rely on persuasion and lack to meet performance expectations. When a teacher has authority exceeding responsibility, he/she may become a tyrant, using authority towards frivolous outcomes. Here, it is indicated that granting of authority should consider letting teacher to make commitments. Use resources and take other actions necessary to perform the duties assigned otherwise there will be no performance. This help the study in analyzing how the principals empowered the teachers in their position of responsibility such that they are able to do their work hence effect management of the principals. Empowering workers is part of democratic leadership style.

Principles of Delegation of Decision Making Functions and Teachers Job Performance

Hypothesis one which states, that “there is no significant relationship between principals’ delegation of decision making function and teachers’ job performance in public senior secondary schools in Rivers State” was rejected because principals’ decision making functions was significantly related to teachers’ job performance in public senior secondary schools in Rivers State. This is evidenced in the significant level of .000 and coefficient of .451**.

This result is related to that Yukl (2013), Leithwood and Jantzi (2005), Adebayo (2011), and Ololube (2024) who stated that effective school leadership is a key determinant of educational success, and among its core elements is the ability of principals to delegate decision-making functions. Participative leadership fosters a collaborative school culture where teachers are empowered to innovate, take initiative, and align their efforts with school goals. The

delegation of decision-making functions by secondary school principals plays a critical role in enhancing teachers' job performance. It creates a participatory climate that motivates teachers, strengthens their commitment, and improves instructional outcomes.

CONCLUSION

The delegation of leadership and decision-making functions by secondary school principals plays a pivotal role in enhancing teachers' job performance. When principals effectively share responsibilities related to supervision, appraisal, and administrative tasks, they foster a participatory leadership environment that promotes teacher motivation, ownership, and professional growth. Delegation empowers teachers to contribute meaningfully to school management, thereby increasing their commitment, efficiency, and instructional quality.

However, the success of delegation depends on several factors, including trust, clear communication, the competence of staff, and ongoing support. Principals must ensure that delegated duties align with teachers' abilities and are accompanied by appropriate resources and guidance. Mismanaged delegation can result in confusion, inefficiency, and reduced morale, which ultimately undermines the purpose of shared leadership.

In the Nigerian educational context, there is a growing need to shift from rigid, centralized administrative models toward more distributed and collaborative leadership structures. Principals should be trained and encouraged to embrace delegation as a tool for school improvement, rather than as a relinquishment of control. Promoting a culture of shared responsibility, empowers schools to harness the full potential of their teaching staff, which ultimately improves educational outcomes and nurtures sustainable development in the education sector.

Recommendations

Based on the findings of the study, the researcher recommended as follows:

- Educational authorities should organize regular training programs and workshops for secondary school principals focusing on effective delegation, leadership, and decision-making skills. Such capacity-building initiatives will equip principals with the knowledge and strategies needed to delegate appropriately, build trust with their staff, and create a more collaborative school environment.
- The Ministry of Education and school management boards should revise existing policies to institutionalize participatory leadership practices in schools. This includes formally recognizing and mandating teachers' involvement in key areas such as curriculum development, staff appraisal, and school supervision. Doing so will not only improve job satisfaction and performance among teachers but also foster a culture of shared accountability and innovation within schools.

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