

PRINCIPALS' DELEGATORY FUNCTIONS AS PREDICTORS OF TEACHERS' PRODUCTIVITY IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

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Abstract

The study examined principals' delegatory functions as predictors of teachers' productivity in public secondary schools in Anambra State. Six research questions and six null hypotheses guided the study. The study adopted a correlational research design. The sample of 819 teachers drawn from the population of 8,187 teachers in 267 public secondary schools was used for the study. Multistage sampling procedure comprising proportionate stratified and simple random sampling techniques was used for the study. Delegatory Functions Questionnaire (DFQ), Committee System Questionnaire (CSQ) and Teachers' Productivity Questionnaire (TPQ) were used for data collection. These instruments were subjected to face validation by three experts. The reliability of the instrument was established using Cronbach Alpha method and the average coefficients were established at 0.80 for DFQ, 0.81 for CSQ and 0.88 for TPQ. A simple linear regression statistical tool was used for data analysis. The findings of the study revealed that delegation of instructional programme has a moderate positive and significant predictive value on teachers' productivity, while delegation of decision-making function has a high positive and significant predictive value on teachers' productivity in public secondary schools in Anambra State. The study therefore concluded that principals' delegatory functions positively and significantly predicted teachers' productivity in public secondary schools in Anambra State. Based on the findings, the study recommended that Post Primary School Service Commission should create a welfare committee in every school to maintain high ethical standards by responding to teachers' needs; plan the general welfare of teachers and create a healthy work environment by promoting good relations among staff to improve productivity in public secondary schools in Anambra State.

Keywords: Principals, Delegatory Functions, Teachers' Productivity, Public, Secondary Schools

1.1 Introduction

Education is fundamental to all kinds of development, such as human, political, economic, social or intellectual development. However, one of the most important human resource personnel who contributes to the educational development of students is the teacher. Teachers are widely

recognized as the pivot of the success of educational institutions (Manafa & Adinna, 2023). They are responsible for translating educational policies into practical school activities in order to ensure that desired educational outcomes are attained. Overall school success and attainment of educational goals are therefore tied to the level of productivity of teachers in their assigned roles. Productivity is the culmination of efforts and resources invested to achieve a satisfactory result. Prince-Ifoh (2022) elaborated productivity as the gauge of how resources are efficiently utilized in organizations to attain desired outcomes. A proficient teacher is synonymous with productivity. Adinna and Okafor (2023) delineated a productive teacher as one who intellectually challenges students, instills motivation, sets high benchmarks and fosters self-directed learning. The efficiency with which teachers use their time and resources to achieve student learning outcomes is termed teachers' productivity.

Teachers' productivity refers to a teacher's ability to effectively and efficiently achieve student learning outcomes while managing a wide range of professional responsibilities. As noted by Iremeka (2023) and Ezema et al. (2023) acknowledged teachers' productivity therefore, is the skills of the teacher to offer critical inputs such as adequate planning, effective and efficient delivery of lessons, adequate record keeping, monitoring and appraisal of learners, providing regular feedbacks on learners' performance, as well as improvisation of instructional materials, and suitable discipline of learners, to produce and improve anticipated learning outcomes in schools. Obi et al. (2025b) noted that teachers' productivity seems to depend on the level of commitment of the school principals and the teachers themselves in utilizing and adequately harmonizing the available human and material resources to ensure adequate and effective educational activities in the school. Ohamobi and Okeke (2025) submitted that schools, just like every other formal organization, depend on the productivity of their employees, especially the teachers, for their success and sustainability.

The challenges facing the effectiveness of teachers in the real classroom situation today are enormous. As noted by Ughamadu et al. (2024) and Obi et al. (2025a), teachers' productive capacity has been compounded by the problems of inadequate teaching skills, harsh environment for effective learning, poor socioeconomic background statuses of students, particularly in public schools, poor involvement of teachers in decision-making and lack of motivation among many other supposed factors. The prevalent conditions of some classrooms in public secondary schools in Anambra State are highly offensive and therefore run counter-productive for meaningful and effective teaching and learning to take place (Ohamobi et al., 2025). The situation in the classrooms is so appalling that some of the public school children and their teachers have to share their classrooms (often without doors and windows) with goats, reptiles and birds. These aforementioned issues have posed a great challenge for teachers to be productive.

Teachers' productivity in this study can be seen as the rate or degree at which teachers achieve desired goals, their level of knowledge, and their involvement in decision-making to improve performance. When teachers feel they have a good understanding of decision-making, they are motivated and happy to complete these teaching tasks with less pressure and less supervision. Productive teachers will ensure that they acquire the relevant knowledge and skills

required to develop quality manpower through effective learning experiences. Thus, acquiring the relevant knowledge and skills can be done through delegating tasks to teachers.

Principals' delegation of responsibilities is the act of assigning duties and responsibilities to the teachers by the school principal in order to ensure that there is a division of labour as well as specialization in the school system. The main reason for delegation in schools emanates from the fact that the task of running a school is too broad for one person to manage alone (Mmor & Adinna, 2025). There are many tasks and people to deal with in the school, so the workload has to be shared among various units and personnel. Okaforcha et al. (2023) noted that educational managers should strive to create a balance between giving up total control to a group and holding too tightly to the reins. David and Musa (2022) submitted that delegation means initially setting the parameter and then staying involved through coordination of resources, reviewing progress reports and being able to meet with teams at critical junctures.

In the school system, there are various categories of functions that are delegated to the staff in schools. Amos et al. (2022) maintained that principals delegate some major functions, like preparation of the timetable, to the vice principal with full authority to do so. He is also bestowed with the authority to discipline the staff and students, keep school records and supervise classes, decision making, staff negotiation, instructional programme, school resource, among others. Amos et al. (2022) further stated that departmental heads are delegated to develop curriculum, supervisory and advisory functions within the department and also delegated to be responsible for the maintenance and storage of departmental equipment. Bursars/ school finance clerks are delegated to collect the revenue accruing from the school and they are responsible for the school imprest account, preparation of the school budget, accounting and payment, among others. Form masters are delegated to ensure discipline and the general welfare of the class. They are also delegated to ensure that form stationery, equipment, hygiene in the class and surroundings are being checked. They are delegated to check class attendance registers. House masters are delegated to maintain good hygiene, discipline, appointment of house prefects and the general welfare of the house.

In some public secondary schools in Anambra State, the teachers are rarely delegated by the principals to carry out some administrative tasks. This is usually a result of a lack of trust in the competency of the teachers to carry out their task. This, to a great extent, affects the job performance of the teachers (Ohamobi & Onyekazi, 2021). Poor delegatory functions by some principals in Anambra State are issues of discourse in the present time, as it is believed that many teachers are motivated by these functions, which are now lacking. In some cases, as Asiegbu and Emegwa (2024) asserted, most of these teachers who would be principals tomorrow use the opportunity to learn these administrative roles. However, there exists a relationship crisis between the principals and some of these teachers. Most often, such conflict manifests as a result of the communication gap, favouritism, discrimination, lack of motivation, mistrust, poor time management, laxity among teachers, resulting in poor implementation of school programmes.

Contextually, principals' delegatory 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

toward achieving the goals and objectives of the school. In a school system, there are various categories of functions, and the staff and these functions are being delegated to and controlled by the heads. In this study, principals' delegatory functions were delimited to instructional programmes, decision-making, and supervisory functions.

Principals' delegation of instructional programmes means delegating school activities to teachers. Thus, principals delegating instructional programmes enhance capacity building as functions are rotated periodically among staff and time is given to role participants to develop particular skills on the job. Delegation of instructional programmes reduces workload and job stress while the principals can concentrate on other activities. Kongnyuy (2022) contended that the basic task of the school is to offer curriculum instruction for improved performance, which the principal delegates to teachers to carry out instructional programmes for effective execution. The principals have the responsibility of monitoring the instructional programmes delegated to teachers for the appropriate implementation of the curriculum. Chukwu et al. (2024) maintained that there need for principals to not only delegate instructional programmes to teachers but also decision-making for improved job productivity in schools.

Principals' delegation of decision-making is when principals empower teachers to make favourable decisions on his/her behalf, which aim at improving and achieving school goals. Amos et al. (2023) asserted that one of the basic tenets of leadership is being able to build leaders out of others. Thus, principals must do this by delegating decision-making to their staff to independently decide solutions to problems. This decentralized method of leadership helps the school reach the next level of growth because decisions and capabilities lie not in the hands of one, but many. Osegbue and Ohamobi (2025) noted that leaders can delegate decision-making to ensure the organisation runs smoothly for quality education.

Most often, some teachers in public secondary schools in Anambra State complain about the way some principals go about the administration of the school. This has often led to poor productivity of some teachers in public secondary schools in Anambra State, which in turn manifests in students not performing well academically, hence school goals are not adequately achieved. As observed by Obidile (2025) and Adinna et al. (2025), some teachers in public secondary school in Anambra State go to school late and return before school dismisses to attend to personal businesses, others do not effectively organize and manage their classes or spending less than allotted time for a subject in the classroom and end up not covering the syllabus at the end school term. Some students in their conversations do complain about some teachers' incompetencies in their lesson delivery in the classroom. The problem of poor productivity of teachers in some public secondary schools in Anambra State might be contingent upon poor application of principals' delegatory functions in the school. These, therefore, seem as if some principals in public secondary schools in Anambra State tend to neglect teachers' productivity in such areas as delegating duties to them to help carry out school functions. It is in the light of the above that the researcher was prompted to find out principals' delegatory functions as predictors of teachers' productivity in public secondary schools in Anambra State.

1.2 Purpose of the Study

The main purpose of the study is to examine principals' delegatory functions as predictors of teachers' productivity in public secondary schools in Anambra State. Specifically, the study sought to:

1. determine the predictive value of the delegation of instructional programme on teachers' productivity in public secondary schools in Anambra State.
2. Find out the predictive value of the delegation of decision-making functions on teachers' productivity in public secondary schools in Anambra State.

1.3 Research Questions

The following research questions guided the study:

1. What is the predictive value of the delegation of instructional programmes on teachers' productivity in public secondary schools in Anambra State?
2. What is the predictive value of the delegation of decision-making functions on teachers' productivity in public secondary schools in Anambra State?

1.4 Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. Delegation of instructional programme does not significantly predict teachers' productivity in public secondary schools in Anambra State.
2. Delegation of decision-making functions does not significantly predict teachers' productivity in public secondary schools in Anambra State.

2. Research Methods

The study was carried out in public secondary schools in Anambra State. Two research questions guided the study, while two null hypotheses were tested at 0.05 level of significance. The study adopted a correlational research design. The population of the study was 8,187 teachers, comprising 1,500 males and 6,687 females in 267 public secondary schools in the six education zones in Anambra State. The sample of 819 teachers was used for the study. Multistage sampling procedure comprising proportionate stratified and simple random sampling techniques was used for the study. The instruments were used for data collection: Delegatory Functions Questionnaire (DFQ) and Teachers' Productivity Questionnaire (TPQ). These instruments were subjected to face and construct validation. The face validation was done using three experts, two in Educational Management and one in Measurement and Evaluation, all in the Department of Educational Foundations, Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus, while construct validation was carried out by Principal Component Analysis (PCA) with the help of SPSS version 26, and the results showed that construct validity was met. The reliability of the instrument was established using Cronbach Alpha method and the average coefficients were established at 0.80 for DFQ and 0.88 for TPQ. The direct method of data administration was utilized by the researcher together with four research assistants. Out of 819 copies of the instrument administered, 768 copies, representing 94% of the instrument, were correctly completed and

returned. A simple linear regression statistical tool was used to answer the research questions and test the null hypotheses at a 0.05 level of significance.

3. Results

Research Question One: What is the predictive value of delegation of instructional programme on teachers' productivity in public secondary schools in Anambra State?

Table 1: Summary of Simple Regression Analysis on the Predictive Value of Delegation of Instructional Programme on Teachers' Productivity in Public Secondary Schools in Anambra State

	Unstandardize	Std. Dev.	Standardized	Remark
	d	β	β	
	β			
Constant	30.476	3.245		
delegation of instructional programme	0.681	0.308	0.654	Positive predictor
R	0.654			
R ²	0.575			
Adj. R ²	0.518			

The summary of the simple regression analysis as shown in Table 1 indicated that the regression line has a positive intercept as presented by the constant value of 30.476. This means that if all the variables are held constant or fixed (zero) at the expense of delegation of instructional programme, teachers' productivity will be valued at 30%. The analysis showed that delegation of instructional programme positively predict teachers' productivity in public secondary schools in Anambra State as shown by the regression coefficient ($R = 0.654$). Additionally, the standardized beta is also values at $\beta = 0.654$ which revealed that delegation of instructional programme is a positive predictor of teachers' productivity in public secondary schools in Anambra State. This implies that a unit improvement in delegation of instructional programme led to 0.654(65%) improvements in teachers' productivity in public secondary schools in Anambra State. The coefficient of determination (R^2) value of 0.575 indicated that the explanatory power of the variable was moderately strong. This implies that 58% of the variations in teachers' productivity in public secondary schools in Anambra State were accounted for by the variations in delegation of instructional programme. The adjusted R^2 supported the claim of the R^2 with a value of 0.518 indicating that 52% of the total variation in teachers' productivity was explained by delegation of instructional programme. Thus, adjusted R^2 supports the statement that the explanatory power of teachers' productivity moderately depends on delegation of instructional programme in public secondary schools in Anambra State.

Research Question Two: What is the predictive value of delegation of decision-making function on teachers' productivity in public secondary schools in Anambra State?

Table 2: Summary of Simple Regression Analysis on the Predictive Value of Delegation of Decision-Making Function on Teachers' Productivity in Public Secondary Schools in Anambra State

	Unstandardize	Std. Dev.	Standardize	Remark
	d	β	d	
	β		β	
Constant	36.857	2.835		
delegation of decision-making function	0.734	0.219	0.708	Positive predictor
R	0.708			
R ²	0.653			
Adj. R ²	0.612			

The summary of the simple regression analysis as shown in Table 2 indicated that the regression line has a positive intercept as presented by the constant value of 36.857. This means that if all the variables are held constant or fixed (zero) at the expense of delegation of decision-making function, teachers' productivity will be valued at 37%. The analysis showed that delegation of decision-making function positively predict teachers' productivity in public secondary schools in Anambra State as shown by the regression coefficient ($R = 0.708$). However, the standardized beta is also values at $\beta = 0.708$ which revealed that delegation of decision-making function is a positive predictor of teachers' productivity in public secondary schools in Anambra State. This implies that a unit rise in delegation of decision-making function led to 0.708(71%) rises in teachers' productivity in public secondary schools in Anambra State. The coefficient of determination (R^2) value of 0.653 indicated that the explanatory power of the variable was high. This implies that 65% of the variations in teachers' productivity in public secondary schools in Anambra State were accounted for by the variations in delegation of decision-making function. The adjusted R^2 supported the claim of the R^2 with a value of 0.612 indicating that 61% of the total variation in teachers' productivity was explained by delegation of decision-making function. Thus, adjusted R^2 supports the statement that the explanatory power of teachers' productivity highly depends on delegation of decision-making function in public secondary schools in Anambra State.

Test of Hypotheses

Hypothesis One

H₀₁: Delegation of instructional programme does not significantly predict teachers' productivity in public secondary schools in Anambra State.

Table 3: Test of Significance on the Simple Regression Analysis on Significant Prediction of Delegation of Instructional Programme on Teachers' Productivity in Public Secondary Schools in Anambra State

	Unstandardized β	Std. Dev. β	Standardize d β	t- value	p- value
Constant	30.476	3.245		25.841	0.000
Delegation of Instructional Programme	0.681	0.308	0.654	21.683	0.000
R	0.654				
R ²	0.575				
Adj. R ²	0.518				
F	38.125				0.000

The summary of the test of significance of simple regression analysis as shown in Table 3 showed that the simple regression coefficient (R) is valued at 0.654 while the R² is 0.575 and Adjust R² is 0.518. The F-ratio associated with regression is 38.125, the t-test is 21.683 and the p-value = 0.000. Since p-value (0.000) is less than the specified level of significance 0.05, the study therefore rejected the null hypothesis that delegation of instructional programme does not significantly predict teachers' productivity in public secondary schools in Anambra State and accepted the alternative hypothesis that delegation of instructional programme significantly predicts teachers' productivity in public secondary schools in Anambra State.

Hypothesis Two

H₀₂: Delegation of decision-making function does not significantly predict teachers' productivity in public secondary schools in Anambra State.

Table 4: Test of Significance on the Simple Regression Analysis on Significant Prediction of Delegation of Decision-Making Function on Teachers' Productivity in Public Secondary Schools in Anambra State

	Unstandardized β	Std. Dev. β	Standardize d β	t- value	p- value
Constant	36.857	2.835		28.453	0.000
Delegation of decision- making function	0.734	0.219	0.708	23.291	0.000
R	0.708				
R ²	0.653				
Adj. R ²	0.612				
F	43.642				0.000

The summary of the test of significance of simple regression analysis as shown in Table 4 showed that the simple regression coefficient (R) is valued at 0.708 while the R² is 0.653 and Adjust R² is 0.612. The F-ratio associated with regression is 43.642, the t-test is 23.291 and the p-value = 0.000. Since p-value (0.000) is less than the specified level of significance 0.05, the study therefore rejected the null hypothesis that delegation of decision-making function does not significantly predict teachers' productivity in public secondary schools in Anambra State and accepted the alternative hypothesis that delegation of decision-making function significantly predicts teachers' productivity in public secondary schools in Anambra State.

4. Discussion of Findings

Findings on the predictive value of delegation of instructional programme on teachers' productivity in public secondary schools in Anambra State revealed that delegation of instructional programme has a moderate positive predictive value of 0.654(65%) on teachers' productivity in public secondary schools in Anambra State. This means that an increase in the practices of delegation of instructional programmes to teachers will bring about 65% increase in teachers' productivity in public secondary schools in Anambra State. Thus, the positive prediction of principals' delegation of instructional programme on teachers' productivity means that an increase in teachers' productivity moderately depends on principals' delegation of instructional programme in public secondary schools in Anambra State. The study also showed that the delegation of instructional programmes significantly predicted teachers' productivity in public secondary schools in Anambra State. The findings of the study are in consonance with the findings of

Ogbonna (2022) that principals appoint staff to form a committee that plans school programmes, repair damaged school items, mark teachers' lesson notes, form examination committees, enforce school rules and regulations, which significantly improve teachers' perform in schools. In line with the findings of Okaforcha et al. (2023), he disclosed that principals' delegation of instructional programme to vice principals and other subordinates to facilitate provision of subjects' curricular; ensure that teachers enter the scheme of work appropriately and facilitate provision of diaries for records of scheme of work in the schools. Ughamadu et al. (2024) proved that principals' delegation of instructional programmes helps teachers team up with subject specialists to ensure that the right instructional materials are produced and ensure that the curriculum, that is, all the teachers' activities and responding students' activities are carried out during instruction. Obi et al. (2025b) noted that the staff always wanted confidence reposed in them in the performance of their delegated duties in school. Ifediorah Okeke and Obiezue (2025) revealed that when principals delegate instructional programmes of the school to their teachers, the teachers were interested in executing delegated responsibilities with a certain degree of confidence for effective administration of the host school. Osegbue and Ohamobi (2025) affirmed that the practices of delegatory instructional programmes help leaders free up their time, develop staff skills and improve overall school efficiency. In the findings of Ezeaku and Obi (2025), effective delegation requires clearly defining the task, selecting the right person for it, providing necessary resources and support, and maintaining open communication and accountability. The similarities found in the findings are due to the fact that delegation of instructional programme starts with immediate tasks to build confidence and enthusiasm, gradually increasing complexity while ensuring that both teachers and superiors provide continuous oversight and feedback.

Findings on the predictive value of delegation of decision-making function on teachers' productivity in public secondary schools in Anambra State revealed that delegation of decision-making function has a high positive predictive value of 0.708(71%) on teachers' productivity in public secondary schools in Anambra State. This means that an increase in the practices of delegation of decision-making functions to teachers will bring about 71% increase in teachers' productivity in public secondary schools in Anambra State. Thus, the positive prediction of principals' delegation of decision-making function on teachers' productivity means that an increase in teachers' productivity highly depends on principals' delegation of decision-making function in public secondary schools in Anambra State. The study also showed that the delegation of decision-making function significantly predicted teachers' productivity in public secondary schools in Anambra State. The findings of the study are in agreement with the findings of Aja-Okorie and Oko (2023) that principals' delegation of decision-making provides a possible solution to school challenges and problems, and staff most time feel a stronger sense of belongingness in the school. The findings of Okaforcha et al. (2024) showed that, by entrusting employees with decision-making power, organizations can increase their motivation, job satisfaction, and sense of value. Mmor and Adinna (2025) findings indicated that delegating decision-making to teachers serves as a training ground for subordinates, helping them develop critical thinking, problem-solving, and decision-making skills, preparing them for future leadership roles. Ohamobi et al. (2025) agreed with the present study findings that principals delegate decision-making to teachers most time and this has contributed to the effective growth in secondary school administration in

most schools. In the findings of Obi et al. (2025a), they noted that principals' delegation of decision-making to vice principals and staff makes for better usage of resources in the school, increases overall efficiency of staff, motivates the staff for effective productivity, and innovates new ideas and staff improvement in the school. Ohamobi and Anasiudu (2025) findings indicated that teachers are part of decision-making in secondary schools for effective and efficient execution of their delegated functions, which positively contributed to teachers' productivity. These similarities found in the findings are explained by the fact that empowering subordinates develops their skills and allows senior leaders to focus on higher-level, strategic tasks, fostering growth and efficiency throughout the organization.

5. Conclusion

For effective delegation to take place, principals should develop trust in their staff and have confidence in them that they will do the work to the expectation. This will prevent principals from limiting the scope of responsibilities they delegated. Therefore, the delegatory functions of principals play a crucial role in enhancing the productivity of teachers in public secondary schools, and should be given careful consideration in efforts to improve educational outcomes. The study therefore concluded that principals' delegatory functions positively and significantly predicted teachers' productivity in public secondary schools in Anambra State.

6. Recommendations

Based on the findings of the study, the following recommendations are made.

1. Post Primary School Service Commission should create a welfare committee in every school to maintain high ethical standards by responding to teachers' needs; plan the general welfare of teachers and create a healthy work environment by promoting good relations among staff to improve productivity in public secondary schools in Anambra State.
2. School authorities should establish disciplinary committees and empower them to ensure that disciplinary processes are conducted fairly, efficiently and by established protocols. This will create a sense of belonging for every teacher, leading to their improved job productivity in public secondary schools in Anambra State.

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