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PRINCIPALS' DELEGATION OF SUPERVISORY AND APPRAISAL FUNCTIONS AND TEACHERS JOB PERFORMANCE IN PUBLIC SENIOR SECONDARY SCHOOLS IN RIVERS STATE

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ABSTRACT

This study examined the extent to which principals' delegate supervisory and appraisal functions and how such delegation affects teachers' job performance in public senior secondary schools in Rivers State, Nigeria. A descriptive and correlational research design was employed to achieve this objective. The study population comprised 6,893 teachers, from which a sample of 1,723 (24.9%) was selected using a stratified random sampling technique to ensure adequate representation across relevant subgroups. Data were collected using two self-developed instruments: the Principals' Delegation of Supervisory and Appraisal Function Questionnaire (PDSAFQ) and the Teachers' Job Performance Questionnaire (TJPQ). The instrument was divided into three sections, addressing respondents' demographics, principals' delegation practices, and teachers' job performance. A modified four-point Likert scale was used for responses, with a criterion mean of 2.50 established for interpreting the results. To ensure validity, the instrument underwent face and content validation by three experts from the Ignatius Ajuru University of Education. Reliability was confirmed through the test-retest method, which yielded a Pearson correlation coefficient of .849, indicating a high level of consistency. Data collection was facilitated by three trained research assistants, and questionnaires were completed on the spot to maximize return rates. Data were analyzed using means and standard deviations for the research questions and Pearson Product Moment Correlation Coefficient to test hypotheses at a .05 significance level, utilizing SPSS version 26. The study found and concluded that actually principals' delegation of supervisory and appraisal functions affect teachers' job performance in public senior secondary schools in Rivers State. The study recommends that emphasis should be placed on principals' delegation of supervisory and appraisal functions because it enhances teachers' job performance.

Keywords: Principals, Delegation Supervisory, Appraisal Function, Teachers, Job Performance, Public, Senior, Secondary Schools, Rivers State.

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INTRODUCTION

Secondary schools are formal public schools charged with the responsibility of preparing the students after their primary school career to attend tertiary education and useful living within any society. To ensure the attainment of the goals and requirements of this level a commitments from highly qualified and motivated teachers are needed. For some years now there has been a spate of criticisms on the quality of secondary school products.

The problem of principal staff relationship has been an issue of great concern. Fegbemi (2016) 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 students' performance in schools and public examinations. There has been a public outcry against the falling standard of education in Nigerian public secondary schools. The conduct of the school and the quality of their products are seen by some as a reflection of the level of administrative performance of their principals. This is in relation to how they involve staff in supervision and control of delegated functions, instructional activities in the school, planning of school programs and routine administration in the school.

A principal is seen as the executive head of secondary school that develop and implement the educational programs of the school. The principal keep school records including records of school funds as well as create a conducive teaching and learning atmosphere in the school. Mgbodile (2015) asserted that the success of any school, whether public or private depends largely on the extent to which the principal talents and efforts are harnessed towards co-operative endeavors. The success he stressed lies on motivation and commitment of the members to group goals and objectives.

No one group of persons or individual in school as an institution can carry out all the tasks necessary for accomplishment of the goals and objectives of the school, nor can one person exercise all the authority for making decisions. Tasks in the institution are distributed according to capability of all members to perform an assigned function. Adams (2016) defined delegation as the process of giving power or work to somebody else so that the person is responsible for part of what he normally do. Adam further distinct function as the job that someone does.

Delegation of function has been defined by different authors in many ways. According to Nwachukwu (2014), delegation of function is seen as institutional process that permits the transfer of authority from a superior officer to a subordinate officer in order to achieve institutional set objectives. Federal Ministry of Education and Youths Development (2016) defines delegation 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. Okonkwo (2016) defined delegation as the art of decentralizing function by a higher officer to lesser officers with the overall aim of achieving the goals of the institution. It can hardly be separated from decision-making. He further stressed that lack of delegation of functions by principals 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.

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 school system, there are various categories of functions delegated to the staff. According to Mgbodile (2015), the principal delegate some major functions to the vice principals with full authority 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.

He further stated that departmental heads are been delegated to develop curriculum, supervisory and advisory functions within the department and also been delegated to be responsible for the maintenance and storage of departmental equipment. Bursar/school finance clerks are also been 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's, hygiene in the class and surroundings are been checked. They are also delegated to check class attendance and register. House masters are delegated to maintain good hygiene, discipline, appointment of house prefects and the general welfare of the house. In many public secondary schools in Nigeria today, there exist relationship crisis between the principals and staff. Most often such conflict manifest as a result of communication gap, favoritism, discrimination, lack of motivation, mistrust, poor time management, laxity among staff resulting to poor implementation of school programs (Ezeocha, 2015).

Statement of the Problem

Delegations of functions or responsibilities are a vital aspect of achieving institutional goals. In the school system, delegations of functions are tool in the hands of the principals as the executive head in staff personnel administration. No matter the size of the school, whether big or small, the principal cannot execute all the functions alone, he needs to delegate functions to his staff for effective school administration.

Currently, there is a general apathy between staff and the principals in many public secondary schools in Rivers State, leading to poor relationship, laxity among staff and ineffective implementation of school programs. There is also the issue of poor time management, poor motivation, mistrust, discrimination, lack of proper institution among principals and staff in the implementation of school programs. It is against this backdrop that the researcher will examine principal's delegation of authority and teachers job performance in public senior secondary schools in Rivers State.

Aim and objectives of the Study

The aim of the study is to examine principal's delegations of supervisory and appraisal functions and teachers job performance in public secondary schools in Rivers State. Specifically, the study is designed to:

- Determine how principals' delegation of supervisory functions to teachers enhances teachers' job performance in public senior secondary schools in Rivers State.
- Examine how principals' delegation of appraisal functions influences 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 supervisory functions enhance teachers' job performance in public senior secondary schools in Rivers State?
- To what extent does principals' delegation of appraisal functions improve teachers' job performance in public senior secondary schools in Rivers State?

Research Hypotheses

The following research hypotheses were formulated to guide the study

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

REVIEW OF RELATED LITERATURE

Meaning of Delegation

Delegation of function is very important in secondary school administration. No institution can work without proper delegation of function/responsibilities. For example, Okafor (2014) asserted that in church, the Pope delegated functions to the cardinals, bishops, priests or pastors, pastors to brothers/sisters, catechists and down to laity in the church. In the family, the father as a head delegates authority to the mother, mother to children. In an institution, the manager delegates authority to his subordinates.

He further stated that delegation implies that a hierarchy of position be created in any institution. This is necessary for achievement of institutional goals which again depends on the proper functioning of the institution. In this capacity, the head has to share out some of his functions to competent subordinates so as to facilitate the achievement of any institutional goals and objectives by assigning tasks to subordinates to perform on behalf of the head. It helps him in the decentralization of responsibilities of office. The sharing of duties/ tasks within the school and the grouping of duties into departments with group heads leads to easier management. Since delegation can take place in all levels of management, departmental heads themselves may become involved in delegation. In management studies delegation of authority/responsibilities has become a word in vogue in recent years. It is management practice professed by most managers and administrators but least practiced by them (Taylor, 2014).

Delegation has been variously defined by different writers/authors. Thus, Okonkwo (2015) defined the term delegation as the act of decentralizing functions by a chief executive to lesser officers or subordinates with the overall aim of achieving the goals of the institution. This implies that in an institution, 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 hierarchy of positions and competences while delegating authority. A principal as an executive head cannot possibly deal effectively with all tasks which other people may have the time and energy to do.

Akubue (2016) asserted that delegation of functions can be explained 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 person in an enterprise can do all the tasks necessary for the accomplishment of group purpose. So it is impossible as an enterprise grows for one person to exercise authority for making decision.

He further asserted that some members of staff may become unhappy if the head do not entrust them with some responsibilities which they are eager and ready to carry out. This may strain your relationship with them. Obviously, one definite effect of not delegating responsibilities will be poor institutional inefficiency and ultimate failure to achieve the major goals of the institution. Therefore, one will see the institution not as his/her own but as an institution which every member of staff is playing some vital role and in which one of the heads main duties is the coordination and supervision of the various functions. As a head, establish a chain of command to make things work harmoniously an deficiently.

According to Federal Ministry of Education and Youth Development (2016) delegation is a process by which managers, such as school heads, transfer part of their authority to subordinates for the performance of certain tasks and responsibilities. Ogbonnaya (2014) defined delegation of authority as “the transfer of responsibility and the granting of sufficient authority by a superior (a person of higher rank or position) to a subordinate (a person of lower rank or position). He cited Ojelabi (2013) who opined that delegation of authority is not the assignment of unpleasant and boring task that a superior wishes to avoid, but rather he believe that it is the assignment of the part of the superior responsibilities and it may be those parts in which the subordinate is an expert. The implication of all these to the study is that delegation creates an additional obligation on the part of the delegate without diminishing the responsibility of the superior. The subordinate shares in higher responsibilities while still ensuring effective and efficient performance. This is therefore the way superior provide for the maximum performance of their duties and it is an essential way for the establishment of an effective administrative structure.

Principles of Delegation

Akubue (2016) enumerated seven principles of delegation; principles of delegation by results expected; this implies that goals have been set and plans made that these are communicated and understood, Principles of functional definition; activities must be grouped to facilitate the accomplishment of goals, scalar principles; this refers to chain of direct authority relationship, from superior to subordinates throughout the institution, Authority-level principles; this implies that decisions within the authority competence of individuals be made by them and not to be referred upward in the school institutional structure.

Furthermore, the principles of delegation have been enumerated by Okonkwo (2015) as follows: He asserted that the principal should delegate authority completely rather than partial delegation in order to achieve institutional objective. The principal should be aware that accountability is an important aspect of delegation. He further stated that the principal should clarify institutional objectives as well as the job prescriptions and schedule of duties to staff. The principal should delegate functions according to the abilities of his staff.

The Federal Ministry of Education and Youth Development (2016) enumerated seven principles and procedures of delegation as follows; The principal should select the person to delegate responsibility to on the basis of a sound knowledge of staff members in terms of their varying levels of competence, commitment and capacity. The nature and scope of the work to be delegated must be clarified and be for the benefit of the school as a whole. Mutual co-operation,

understanding and faith between the principal and staff members are of the utmost importance to enable delegation to be successful. Some form of regular reporting to provide a means of progress control is required.

The school organogram shows that the principal is the board's chief executive in relation to the school control and management, and has complete discretion in day-to-day administration. In this capacity, the principal takes care of both the administrative and academic functions of the school, followed by other positions in the institutional structure (Aitken, 2013). He further stated that there are usually two vice principals, vice principal academics and vice principal administration. On the administrative ladder, a senior house master is below the vice principal, next are the house masters, the game master, game prefect and house prefect.

On the academic ladder, Dean of studies is the next to the vice principal followed by the heads of department, below are the teachers, most of them are also form masters and the least are class prefects. An institutional set up such as this provides a crucial base for delegation and decision in schools. Finally, bursar officially manages finance of the school, typist does all the secretarial works in the school, and others are messengers, security and laborers.

Importance of Delegation of Function/Responsibility

The importance of delegation cannot be overemphasized because it is absolutely necessary for the survival of any formal institution. Morphet, John and Reller (2015) postulated that the effectiveness of an institution is enhanced when super-ordinate delegates authority or function to subordinates. Delegation is very important because it is a way of preparing junior staff to handle higher and more challenging responsibilities in future. It helps in training and developing staff members. It encourages co-operation and team work and thus subordinates feel part and parcel of the success or failure of the school (Morphet et al., 2015).

Ozigi (2014) asserted that whether your school is big or small, you (the principal) cannot administer it alone successfully. You will be inviting chaos and inefficiency. Whether you like it or not you must learn to delegate responsibilities to your subordinates in your own interest and in the interest of the institution you are serving. Delegation improves principal and staff relations. Undoubtedly two things stand out clearly. The first is that most staff would be unhappy if they are not entrusted with any responsibility. The second is that denial of responsibilities to staff will strain their relationship with the principal. In fact it has been postulated that staff satisfaction is also related to staff participation (Peters, 2016).

He further stated that the principal's involvement of staff in both decision making and duty delegation is an indication that he is applying the principles of democratic leadership and so de-emphasizes autocracy which many authors have rejected as an improper way of administering school. Delegation is also used to ensure democratic participation, group effort, and high morale and co-operation.

Akubue (2016) enumerated the advantages of delegation as follows: delegation helps to extend the capacity of the superior to the subordinate staff; delegation allows the principal to perform higher duties by releasing him of routine task, delegation helps to maintain effective control, and provides better opportunity for the staff development.

On the importance of delegation, Koontz et al. (2013) has rightly pointed out that, no one person in an institution or enterprise can do all the tasks necessary for the accomplishment of a group purpose. So, it is impossible as an institution grows for one person to perform all responsibilities or functions.

Principal's Delegation of Supervisory Functions and Teachers Job Performance in Secondary Schools

A principal alone cannot perform all the tasks assigned to him. In order to meet the targets, the principal should delegate authority. In the management of institutions in the modern environment, there is delegation of activities by decentralization as management practice of allocating activities. Ololube and Wome (2025) stated that delegation of authority means division of authority and power downwards to the subordinates. Delegation is about entrusting someone else to do parts of your job. Delegation of authority can be seen as subdivision and sub-allocation of powers to the subordinates in order to achieve effective results. Chandan (2015) indicated that decentralization gives the principals and supervisors the authority to make decisions relative to their role and within the institutional policy guidelines.

Allocation of activities makes junior staff responsible and more dedicated to their work and they feel proud of being a contributory factor to the effective management of the school, hence becoming more innovative and thinkers. However, the missing link here is that, the management of secondary schools seems not to be effective despite the existence of delegated responsibilities in the schools. This literature thus guides the study to establish the level of delegation in supervisory duties in the schools and how this affects the management. Delegation of duties is the base of superior-subordinate relationship. Frischmann (2014) indicated that decentralization also called departmentalization is the policy of delegating decision-making by the top authority down to the lower levels in an institution.

A decentralized institution shows fewer tiers in the institutional structure, wider span of control and bottom-to-top flow of supervision and flow of ideas. In a centralized institution, the supervisions are made by top executive or on the basis of pre-set policies. These supervisions or policies are then enforced through several tiers of the institution after gradually broadening the span of control until it reaches the bottom tier. In a more decentralized school system the principal delegates much of their supervision authority to teachers. As a correlation, the schools are likely to run on less rigid policies and wider spans of control among each staff (Ololube, 2024).

Principal's Delegation of Decision Making Functions and Teachers Job Performance in Secondary School

Ololube (2024) explained departmentalization as a form of delegation, is the system by which institutions group into more provincial (narrow) units. Departmentalized institutions can largely benefit from this division of their work activities. Often coordination and control are provincial and made much easier as principal can view the various activities of their teachers and how they are performing within the specific department. Departmentalization enables institutions to exploit department as a profit center. A profit center can be described as a separate department which is held accountable for its own benefits as well as costs. It thus emerges that with delegation, coordination and control are provincial that is at lower levels and this makes it much easier exploit each department as a benefit center. This has guided the study in establishing how different departments in the schools are made to coordinate their activities and promote good management in secondary schools.

Musaazi (2016) indicated that delegation increases flexibility in the institution as every problem is no longer referred to a central authority for a decision to be taken. For instance, The Senior Master Academics can take decision without referring each and every issue to the

principal. In this case, delegation permits the making of decision with least delay. Gardner et al. (2014) said that delegation provide an empire the opportunity to exercise self-direction and control, which signals to the teacher that he/she is considered by the supervisor/institution to be task competent, institutionally important, and contributing factor towards the development of the school. Delegation is shown here to promote flexibility in decision making without having to wait for the principals and also provides chance for self-direction of the teachers. It became the researcher's interest to analyze how teachers in their departments made supervision without waiting for the principal's order hence contributing to good administration.

To Cliffs (2015), delegation is the downward transfer of authority from principal to a teacher. Most schools today encourages principals to delegate authority in order to provide maximum flexibility in achieving institutional goals. Without delegation, principals do all the work themselves and underutilize their teachers. The relevance of this literature is that delegation leads to empowerment for teachers and the freedom to contribute ideas and do their jobs in the best possible ways. Accordingly, this will promote and contribute to effective secondary school management. This has also helped the study in establishing the principals in Rivers State and empowers their staff in order to provide maximum flexibility in meeting the needs of parents and students and how this has brought about effective school management. Generally, the above literature explains that delegation of authority have impact on the management of secondary schools. The study thus attempt to establish how well delegation of duties being allocated in secondary schools in Rivers State will bring about good school management. Ololube (2024) stated that delegation of decision making functions is an integral part of every teacher's work.

Delegation is independent of the size of the school and a teacher's requires either upward or downward delegation based on his/her position in the institutional hierarchy. Delegation of decision making downward is more of commonplace and it stems from the teacher's position in the hierarchy. Though the concept of delegating decision making upwards is not popular, it forms an essential aspect of delegation at the workplace. Delegation of decision making is used to tap into the skills and resources already within the group, avoid burning out a few leaders and get things done, prevent the group from getting too dependent on one or two leaders, enhance the functions of the team, allow everyone to feel a part of the effort and the success, groom new successor and enable new skills development in the team, succession planning is a dynamic, ongoing process of systematically identifying, assessing and developing leadership talent for future assignments and tasks (Ololube, 2024). It provides a post of talented and skilled personnel who are ready to take up advanced roles and bigger responsibilities. In this literature it emerges that delegation of decision making helps to tap into the skills, avoiding burning out a few principals and allow everyone to feel a part of the effort and success automatically leading to successful management (Ololube & Wome, 2025).

Chapman (2015) indicated that people can take responsibility for the jobs the principal does not have time to do once they have learnt how to work with the teachers. It transfers work to people whose skills in a particular area are better than the principal, thus saving time. Transfer of responsibility develops the staff and can increase the level of the school management. The ideal position to reach as teachers is one carry out all routine activities of the principal team. These leave the manager time to plan, think and improve efficiency at work. This literature imperatively point out that delegation helps the principals to exploit the effort of the teachers where his expertise may be lacking and still have his time. However, in schools many principals may not admit their inadequacies in some areas. This guide the study in establishing how the principals take advantage of the teacher's expertise and save time in assignment of

responsibilities and how this affect the school management. Delegation makes followers feel a deeper sense of responsibility and ownership of the institution. Ololube (2024) asserted that when administrators are acting as moral leaders they are compelled to do the right thing not just what is right. This is an avenue for recognizing good member contributions and the supervisor as a leader has the opportunity to try out some new growth producing behaviors of the followers a challenged with different responsibilities. The load of responsibility is more equally shared among a larger of members, followers become more aware of the broad functioning of the institution the granting of freedom to act by principal is evidence of confidence in the teacher's response by developing a constructive sense of responsibility. Delegating work to the specialists who possess the detailed knowledge for realistic decision making makes tasks to be performed quickly and efficiently. Control can be maintained through periodic reports, special reports, informal meetings and personal visits (Musaazi, 2016).

Teachers develop a sense of participation in the running of their school when they are given some voice in the decisions which affect them in their day-to-day work. In here it emerges that with delegation work is performed quickly and efficiently. However, what is not pointed out is that in normal work situations principals may not share responsibility to the teachers and that could be why there is poor management in secondary schools in Rivers State. Generally therefore, this will guide the study in establishing how there can be effective management through delegation of authorities.

METHODS

A descriptive and correlational research design was adopted for this study. These designs were selected because they enabled the researchers to effectively examine the extent of principals' delegation of supervisory and appraisal functions, and how such delegation influences teachers' job performance.

The study population comprised 6,893 teachers from public senior secondary schools in Rivers State (Planning, Research and Statistics [PRS] Department, RSSSSB, Port Harcourt, 2024). A sample of 1,723 teachers, representing 24.9% of the total population, was selected using a stratified random sampling technique.

For data collection, the researchers developed a self-structured questionnaire titled Principals' Delegation of Supervisory and Appraisal Function Questionnaire (PDSAFQ) and Teachers' Job Performance Questionnaire (TJPQ). The instrument was divided into three sections:

- Section A gathered demographic data,
- Section B contained 10 items focused on principals' delegation of supervisory and appraisal responsibilities, and
- Section C elicited information regarding teachers' job performance.

The questionnaire was based on a modified 4-point Likert scale:

- Very High Extent (VHE) = 4 points,
- High Extent (HE) = 3 points,
- Low Extent (LE) = 2 points,
- Very Low Extent (VLE) = 1 point.

The criterion mean was calculated as $(4+3+2+1) / 4 = 2.50$, which served as the benchmark for interpretation.

To ensure validity, the instrument underwent face and content validation by three experts, two in measurement and evaluation, and one in educational management all affiliated with the Ignatius Ajuru University of Education, Nigeria. Their comments and suggestions were carefully incorporated into the final version of the instrument.

To determine reliability, the test-retest method was employed. Twenty copies of the instrument were administered to teachers outside the study sample but within the population. After two weeks, the same instruments were re-administered to the same group. The two sets of scores were analyzed using the Pearson Product Moment Correlation Coefficient (r), resulting in a reliability index of .849.

Three trained research assistants assisted in administering the final instrument. Copies of the questionnaire were distributed to teachers in selected public senior secondary schools in Rivers State. To ensure a high return rate, respondents were encouraged to complete the questionnaire on the spot.

The collected data were carefully organized and analyzed. Means and standard deviations were used to address the research questions, while the Pearson Product Moment Correlation Coefficient was applied to test the null hypotheses at a 0.05 level of significance, using SPSS version 26.

RESULTS

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

Table 1: Mean and standard deviation on the extent principals' delegation of supervisory functions enhance teachers' job performance in public secondary schools in Bayelsa State

S/N	Items	Mean	SD	Decision
1.	Teachers are allowed by the principals to supervise students classroom activities	2.97	.67	High Extent
2.	Teachers are allowed by their school principals to conduct inspection exercises on students dormitories	3.13	.71	High Extent
3.	Teachers are delegated by principals to monitor students activities within the school compound.	2.87	.71	High Extent
4.	Teachers are delegated by principals to monitor students who engage in truancy and other criminal activities.	3.06	.76	High Extent
5.	Teachers are given the opportunities to supervise examinations as to fish out those students who engage in examination malpractice.	3.19	.82	High Extent
Grand mean		3.04	.73	High Extent

N= 1,723

The result of the analysis reveals a cumulative mean of 3.04 and a cumulative standard deviation of 0.73. The descriptive statistics of responses to these items agree that principals' delegation of supervisory functions influence academic performance of students in public senior secondary school in Rivers State. Since the cumulative of 3.04 is greater than the criterion mean of 2.50. This means that majority of the respondents agree that principals' delegation of supervisory 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 appraisal functions influence teachers’ job performance in public secondary schools in Rivers State?

Table 2: Mean and standard deviation of the extent principals’ delegation of appraisal functions influence teachers’ job performance in public secondary schools in Rivers State.

S/N	Items	Mean	SD	Decision
6.	Teachers are permitted by the principal to assess their fellow teachers’ duties and report their performance to school management.	2.95	.73	High Extent
7.	Teachers are delegated by principals to conduct appraisal tests on their colleagues’ performance.	2.85	.62	High Extent
8.	Teachers are allowed to inspect other teachers’ lesson notes or lesson plans to ensure that they are written properly.	3.14	.82	High Extent
9.	Teachers are allowed by principals to score the performance of their colleagues.	3.07	.78	High Extent
10.	Teachers are also allowed to appraise the performance of school principals.	3.03	.81	High Extent
Grand mean		3.01	.75	High Extent

N= 1,723

The result of the analysis reveals a cumulative mean of 3.01 and a cumulative standard deviation of .75. The descriptive statistics of responses to these items agree that principals’ delegation of appraisal functions influence teachers’ job performance in public senior secondary school in Rivers State. Since the cumulative of 3.01 is greater than the criterion mean of 2.50. This means that majority of the respondents agree that principals’ delegation of appraisal 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 supervisory 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 supervisory functions and teachers’ job performance in public secondary schools in Rivers State

		Principals’ delegation of supervisory functions	Teachers’ job performance.
Principals delegation of supervisory functions	Pearson Correlation	1	.648**
	Sig. (2-tailed)		.000
	N	1723	1723
Teachers’ job Performance	Pearson Correlation	.648**	1
	Sig. (2-tailed)	.000	
	N	1723	1723

Hypothesis one states that “There is no significant relationship between principals’ delegation of supervisory functions and teachers’ job performance in public senior secondary schools in Rivers State”? The correlation responses to these items agree that there is a positive relationship

between principals’ delegation of supervisory 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 supervisory 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 supervisory function and teachers’ job performance in public senior secondary schools in Rivers State.

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

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

		Principals’ delegation of appraisal functions	Teachers’ job performance
Principals’ delegation of appraisal functions.	Pearson Correlation	1	.659**
	Sig. (2-tailed)		.000
	N	1723	1723
Teachers’ job Performance	Pearson Correlation	.659**	1
	Sig. (2-tailed)	.000	
	N	1723	1723

Hypothesis two states that “There is no significant relationship between principals’ delegation of appraisal functions and teachers’ job performance in public senior secondary schools in Rivers State”? The result of the analysis reveals a correlation coefficient of .659** 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 appraisal 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 appraisal 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 appraisal function and teachers’ job performance in public senior secondary schools in Rivers State.

DISCUSSION OF FINDINGS

Hypothesis one which states, that “there is no significant relationship between principals’ delegation of supervisory function and teachers’ job performance in public senior secondary schools in Rivers State” was rejected because principals’ supervisory functions was significantly related to teachers’ job performance in public junior secondary schools in Rivers State. This is evidenced in the significant level of .000 and coefficient of 648**.This finding is in line with the view of Ololube (2024) who stated that delegation of authority means division of authority and power downwards to the subordinates. Delegation is about entrusting someone else to do parts of your job. Delegation of authority can be seen as subdivision and sub-allocation of powers to the subordinates in order to achieve effective results. Chandan (2015) indicated that

decentralization gives the principals and supervisors the authority to make decisions relative to their role and within the institutional policy guidelines. Allocation of activities makes junior staff responsible and more dedicated to their work and they feel proud of being a contributory factor to the effective management of the school, hence becoming more innovative and thinkers. However, the missing link here is that, the management of secondary schools seems not to be effective despite the existence of delegated responsibilities in the schools. This literature thus guides the study to establish the level of delegation in supervisory duties in the schools and how this affects the management. Delegation of duties is the base of superior-subordinate relationship.

Hypothesis two which states, that “there is no significant relationship between principals’ delegation of appraisal function and teachers’ job performance in public senior secondary schools in Rivers State” was rejected because principals’ appraisal 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 659**. This finding is in line with the view of Ololube (2024) and Ololube and Wome (2025) who stated that when principals entrust the appraisal of teachers to department and subject heads, more accurate information about teachers’ performance are recorded.

CONCLUSION

This study has investigated principals’ delegation of supervisory and appraisal functions and teachers job performance in public senior secondary schools in Rivers State, and based on the findings of the study, the researcher concluded that principals’ delegation of supervisory function has a high relationship with teachers’ job performance in public senior secondary schools in Rivers State, and principals’ delegation of appraisal function has a high relationship with teachers’ job performance in public senior secondary schools in Rivers State. Thus, principals’ delegation of leadership function has a high relationship with teachers’ job performance in public senior secondary schools in Rivers State.

Recommendations

Based on the findings of the study, the researchers recommend that educational administrators in public senior secondary schools in Rivers State should make deliberate efforts to delegate authority to teachers in specific areas:

- Firstly, they should involve teachers in the supervision of instruction within the school. This practice can enhance overall instructional quality and empower teachers to contribute more effectively to the achievement of educational goals.
- Secondly, administrators should regularly delegate the task of staff appraisal, because when teachers are involved in the appraisal process, schools can gain a better understanding of job performance levels and foster a culture of accountability and continuous improvement among staff.

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