International Journal of Academic Multidisciplinary Research (IJAMR)
ISSN: 2643-9670
Vol. 10 Issue 6 June - 2026, Pages: 43-47

Principals' Delegatory Functions And Effective School Administration In Public Secondary Schools In Anambra State

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Abstract**:** *The study examined principals' delegatory functions and effective school administration in public secondary schools in Anambra State. Two research questions guided the study and two null hypotheses were tested at 0.05 level of significance. The study was a correlational research design. The population of the study was 267 principals in the 267 public secondary schools from the six Education Zones in Anambra State. The researcher sampled the 267 principals in the state because they are manageable in size. Census method of sampling was adopted for the study. Two instruments titled 'Principals' Delegatory Functions Questionnaire (PDFQ) and Effective school administration Questionnaire (ESAQ)' were used for the study. The instruments were subjected to face and construct validation. The data collected from the trial testing were subjected to internal consistency reliability technique using Cronbach Alpha and the average coefficients were established at 0.83 for PDFQ and 0.76 for ESAQ. Pearson Product Moment Correlation Coefficient was used for data analysis. The findings of the study showed that principals' delegatory functions significantly enhance effective school administration in public secondary schools in Anambra State, improving staff performance, decision-making efficiency, and overall school management, highlighting delegation as a vital strategy for achieving educational goals. The study concluded that effective delegation by principals is crucial for successful school administration, fostering teamwork, improving operational efficiency, and ensuring that public secondary schools in Anambra State achieve their academic and organizational objectives. The study recommended that principals should consistently delegate responsibilities to qualified staff, promoting shared accountability and enhancing overall efficiency in school administration; training programs on effective delegation should be organized to equip principals with skills for better management and decision-making.*
Keywords: Principals' delegatory functions, school administration, public secondary schools

Introduction

Effective school administration is central to the smooth running of educational institutions and the achievement of academic goals. It involves a structured process of guiding, managing, and coordinating all school operations to foster learning and growth. The success of any school depends on how well it is administered, as administration helps to establish a strong foundation for teaching and learning. It shapes the school's direction, aligns goals, and ensures every member of the school community works towards achieving them (Oboegbulem & Onwurah, 2017). A well-organized school administration promotes discipline, orderliness, and respect for school rules. These qualities are necessary for creating a peaceful learning environment where students can focus and teachers can deliver lessons effectively. When the administration is active and responsive, it becomes easier to address issues that affect both staff and students. This contributes to a better school atmosphere and enhances the level of engagement within the school (Egwunyenga, 2018).

Good school administration encourages communication between all stakeholders in the school. This communication helps to build trust and cooperation among teachers, students, and parents. It also promotes teamwork and unity of purpose. When everyone is carried along and their voices are heard, it leads to shared responsibility and commitment to the school's progress. Effective communication also makes it easier to manage conflict and reduce misunderstandings within the school (Adeyemi, 2019). Leadership is a key element of school administration because it influences the performance and attitude of both staff and students. A strong leader provides direction, motivates the workforce, and ensures that duties are carried out efficiently. School leadership also involves monitoring progress and making adjustments when needed to meet expected outcomes. This kind of proactive leadership ensures that schools remain focused on delivering quality education (Nwankwo, 2020).

Poor administrative effectiveness can also have a profound impact on teachers' morale and retention. Teachers rely on their principals for guidance, professional development, and support. When principals fail to provide clear communication, mentorship, or a positive working environment, teachers are more likely to experience job dissatisfaction and burnout (Bowers, 2018). This can lead to higher turnover rates, with schools struggling to retain experienced and motivated teachers. High teacher turnover not only

disrupts the continuity of instruction but also places additional strain on remaining staff, further compounding the problem. In addition to operational inefficiencies, poor administrative effectiveness often results in a lack of strategic planning and vision for the school. Principals who are ineffective administrators may not set clear goals or fail to involve staff in meaningful decision-making processes. Without a shared vision or well-communicated objectives, schools can drift aimlessly, with both students and teachers unsure of the school's direction (Kouzes & Posner, 2017). This lack of clarity leads to confusion, decreased motivation, and a diminished sense of environment within the school. However, Echole (2018) has attributed the problem of poor administrative effectiveness to lack of attention to delegatory functions. The principal's delegatory functions are critical in the effective management of schools as it plays a central role in fostering a positive educational environment (Echole 2018).

Delegation by principals is critical for building administrative capacity within the school. By entrusting key responsibilities to others, principals create opportunities for teachers and staff to grow in administration and decision-making roles. This process cultivates a sense of shared responsibility, reinforcing the idea that administration is a collective function rather than solely dependent on the principal. Distributed administration as explored in contemporary educational administration research, highlights that administration should be spread across various levels of an organization, ensuring that no single individual carries the entire burden of administration. Effective delegation reinforces this concept by enabling a more sustainable and democratic approach to school management (Leithwood et al., 2020).

Additionally, principals' ability to delegate effectively is essential for managing the complexity of modern educational institutions. Schools today are multifaceted organizations requiring attention to diverse areas such as curriculum development, students' welfare, environment engagement, and financial management. It is impossible for one individual to manage these aspects successfully without support. Principals who master the art of delegation ensures that all areas of the school are being attended to competently, as task are assigned to individuals with relevant expertise or interest. This enhances the overall operational efficiency of the school and ensures a more holistic approach to school administration (Spillane, 2016). Principals who delegate effectively demonstrate an administration style that embraces collaboration and inclusivity. They acknowledge the talents and skills of others and create a learning environment where everyone's contribution is valued. Such administration fosters an environment of mutual respect, where team members are encouraged to share ideas, take risks, and innovate. This type of collaborative atmosphere is particularly important in schools, where the collective effort of educators and administrators is critical to achieving the best possible outcomes for students. In this way, delegation becomes not only a practical tool for school management but also a philosophy that supports a thriving educational environment (Harris, 2009). Ezenwagu (2020) opined that the major functions a principal can delegate include scheduling functions, disciplinary functions, supervisory functions, auditing functions, budgeting functions, and school operations. However, the present study will concentrate on scheduling function, disciplinary functions, supervisory functions, auditing function, and budgeting function. Starting with scheduling functions which is one of the most essential functions that almost affect every other functions.

The delegation of scheduling functions is a critical responsibility for principals in schools, playing a significant role in enhancing the overall effectiveness of educational administration. By entrusting this essential task to competent staff members, principals can focus on broader administration responsibilities while ensuring that the daily operations of the school run smoothly. Effective delegation of the scheduling functions not only optimize the use of resources but also empowers teachers and staff to take ownership of their roles within the school, fostering a collaborative environment that ultimately benefits students. One of the primary reasons for delegating the scheduling functions are to leverage the expertise of staff members who are more familiar with the day-to-day requirements of their respective roles. Teachers, for instance, have a unique understanding of their curriculum needs and the best time to engage students in learning activities. By involving teachers in the scheduling process, principals can create timetable that reflects the realities of classroom dynamics and allows for maximum instructional time (Conley & McGowan, 2017). This collaborative approach not only enhances the quality of education but also promotes a sense of shared responsibilities among faculty members.

The delegation of disciplinary functions is a crucial aspect of school administration that significantly impacts the overall climate and culture within educational institutions. When principals empower their staff to handle various disciplinary matters, they distribute responsibilities while fostering a more responsive and supportive environment for students. This delegation helps ensure that discipline is enforced consistently and fairly, creating a foundation of trust and respect between students and staff. Effective discipline management requires collaboration among school personnel, making delegation essential for addressing behavioral issues holistically (Skiba & Peterson, 2020). One of the primary advantages of delegating disciplinary functions is that it allows principals to focus on strategic administration and long-term planning rather than becoming bogged down in daily behavioral issues. By training teachers and staff to handle disciplinary matters, principals can dedicate more time to fostering academic excellence and cultivating a positive school culture. This shift in focus enables school leaders to concentrate on initiatives that enhance students' learning, such as curriculum development, professional development for teachers, and environment engagement (Leithwood et al., 2019).

Delegatory functions are very essential for effective school administration. However, there has been poor administrative effectiveness on the side of some principal in Anambra State. These principals' failure to efficiently manage school resources, policies, and staff, has resulted in a lack of direction and support for both teachers and students. This mismanagement has been evident in overcrowded classrooms, insufficient instructional materials, and poorly maintained facilities, all of which create an environment unconducive to learning. The absence of a clear vision and inadequate administration leads to confusion and disorganization, preventing teachers from delivering effective lessons and making it difficult for students to concentrate or succeed academically.

Poor administration often results in diminished staff morale. Teachers rely on principals for support, professional development, and the enforcement of consistent policies. When principals try to manage everything themselves and fail to delegate task, they become overwhelmed, leading to gaps in supervision and guidance. This often leaves teachers feeling unsupported and overburdened, which can lead to high turnover and absenteeism. Without shared responsibilities, the school environment struggles to maintain a collaborative spirit, and both educators and students suffer from the lack of structured administration. The present study is therefore, geared towards examining principals' delegatory functions and effective school administration in public secondary schools, in Anambra State.

Purpose of the Study

The purpose of the study is to examine principals' delegatory functions and effective school administration in public secondary schools, in Anambra State. Specifically, the study sought to:

1. examine the relationship between scheduling functions and effective school administration s in public secondary schools in Anambra State
2. determine the relationship between disciplinary functions and effective school administration in public secondary schools in Anambra State

Research Questions

The following research questions will guide the study

1. What is the relationship between scheduling functions and effective school administration in public secondary schools in Anambra State?
2. What is the relationship between disciplinary functions and effective school administration in public secondary schools in Anambra State?

Hypotheses

The following null hypotheses are formulated and will be tested at 0.05 level of significance:

1. Scheduling functions has no significant relationship with effective school administration in public secondary schools in Anambra State.
2. Disciplinary functions has no significant relationship with effective school administration in public secondary schools in Anambra State.

Method

The study was carried out in public secondary schools in Anambra State. Two research questions guided the study and two null hypotheses were tested at 0.05 level of significance. The study was a correlational research design. The population of the study was 267 principals in the 267 public secondary schools from the six Education Zones in Anambra State. The researcher sampled the 267 principals in the state because they are manageable in size. Census method of sampling was adopted for the study. Two instruments titled 'Principals' Delegatory Functions Questionnaire (PDFQ) and Effective school administration Questionnaire (ESAQ)' were used for the study. The instruments were subjected to face and construct validation. Face validation was done by three experts, two in the Department of Educational Management and one in Measurement and Evaluation in Educational Foundations Department, all in the Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus, while construct validation was carried out with the help SPSS version 26 and the result showed that the construct validity was met. The data collected from the trial testing were subjected to internal consistency reliability technique using Cronbach Alpha and the average coefficients were established at 0.83 for PDFQ and 0.76 for ESAQ. Direct method of data administration was utilized by the researcher together with three research assistants. Pearson Product Moment Correlation Coefficient statistical tool was used for the study.

Results

Research Question 1: What is the relationship between scheduling functions and effective school administration in public secondary schools in Anambra State?

Table 1: Pearson r on scheduling functions and effective school administration

The results on Table 1 of the Pearson's correlation coefficient (r) of scheduling functions as shown above indicates that there is a

Variables	N	Scheduling functions	Effective school administration	Remarks
scheduling functions	267	1.00	.771	High
effective school administration	267	.771	1.00	

relationship between scheduling functions and effective school administration in public secondary schools in Anambra State. The Pearson's correlation coefficient(r) .771 shows that there is positive relationship between scheduling functions and effective school administration in public secondary schools in Anambra State. This is an indication that a unit increase in scheduling functions (from low = 0 to High = 1) leads to .771 increase in quality education of secondary schools in Awka education zone, Anambra Sate.

Research Question 2: What is the relationship between disciplinary functions and effective school administration in public secondary schools in Anambra State?

Table 2: Pearson r on disciplinary functions and effective school administration

The summary of Pearson's correlation coefficient (r) as shown on Table 2 indicates that there is high between Disciplinary functions

Variables	N	Disciplinary functions	Effective school administration	Remarks
Disciplinary functions	267	1.00	.825	High
Effective school administration	267	.825	1.00	

and Effective school administration in public secondary schools in Anambra State.This is shown by the correlation coefficient (r= .825) that shows a positive relationship of Disciplinary functions and Effective school administration in public secondary schools in Anambra State.

Test of Hypotheses

The study tested the hypotheses as enlisted below;

Test of Hypothesis One

H_{01}: there is no relationship between scheduling functions and effective school administration in public secondary schools in Anambra State

Table 3: Test of Simple Regression Analysis of relationship between scheduling functions and effective school administration in public secondary schools in Anambra State

Variables	R	R Square	Adjusted R Square	Std. Error of the Estimate	F-value	P-value	Remarks
Scheduling functions	.878[a]	.771	.767	7.829	248.457	.000[b]	Sig.

As shown on Table 3, the results of the simple regression analysis in the test of hypothesis one showed that the p-value (.000) is less than .05. Thus, the null hypothesis was not upheld while the alternative hypothesis was upheld. This signifies that there is significant relationship between scheduling functions and effective school administration in public secondary schools in Anambra State. More so, the R square value was .771, which also indicates that scheduling functions significantly contributes .771% of access to effective school administration of secondary school students in Anambra State.

Test of Hypothesis Two

H_{02}: There is no significant relationship between disciplinary functions and effective school administration in public secondary schools in Anambra State

Table 4: Test of Simple Regression Analysis of relationship between disciplinary functions and effective school administration in public secondary schools in Anambra State

Variables	R	R Square	Adjusted R Square	Std. Error of the Estimate	F-value	P-value	Remarks
Disciplinary functions	.799[a]	.708	.705	7.165	310.937	.001[b]	Sig.

The results on Table 4 of the test of hypothesis two showed that the p-value (0.001) is less than 0.05. Thus, the null hypothesis was not

upheld while the alternative hypothesis was upheld. This shows that there is significant relationship between disciplinary functions and effective school administration in public secondary schools in Anambra State. More so, the R square value was .708, which also indicates that disciplinary functions significantly contribute 80.8% of students' access to effective school administration.

Discussion of Findings

The findings in hypothesis one showed that there is positive relationship between scheduling functions and effective school administration in public secondary schools in Anambra State. This might be due to the fact that effective scheduling of optimal use of time ensures that teaching activities are properly allocated within available time, preventing time wastage, scheduling of resource management to allocate classrooms, promoting smooth school operations, Proper scheduling teacher workload for distribution of teaching periods equitably among teachers, scheduling of classes to improve student performance, and to prevent clashes in timetables. This is supported by Okoye (2023) who noted that well-designed school schedule ensures that teachers, learners, classrooms, and instructional resources are properly allocated to avoid clashes, overcrowding, or wasted time. When administrators create balanced timetables, they minimize teacher fatigue, distribute subjects based on cognitive rhythms, and ensure that key subjects are taught at the most suitable times of the day.

The findings from the test of hypothesis two revealed that there is positive relationship between disciplinary functions and effective school administration in public secondary schools in Anambra State. This is due to the fact that disciplinary functions for promotion of orderliness ensure that rules are enforced, delegation of disciplinary function for enhancement of academic performance helps students focus better on their studies, effective disciplinary function reduces absenteeism, and disciplinary function helps cultivate a school culture based on respect. This finding is in line with the work of Adewumi (2019) who established that effective disciplinary functions also involve communicating school rules, applying sanctions fairly, and reinforcing positive behavior through rewards and counseling. These practices foster a climate where students understand expectations and feel secure, which contributes to improved academic focus and teacher productivity

Conclusion

The study concluded that effective delegation by principals is crucial for successful school administration, fostering teamwork, improving operational efficiency, and ensuring that public secondary schools in Anambra State achieve their academic and organizational objectives.

Recommendations

The recommendations were made based on the findings of the study:

1. The study recommended that principals should consistently delegate responsibilities to qualified staff, promoting shared accountability and enhancing overall efficiency in school administration; training programs on effective delegation should be organized to equip principals with skills for better management and decision-making.
2. School administrators should strengthen leadership and management practices by focusing on staff motivation, supervision, and instructional support, since effective school administration depends more on human and organizational factors than on budgeting alone.

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