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**AN ASSESSMENT OF THE PRINCIPAL'S PRACTICE IN DELEGATION OF
AUTHORITY TO TEACHERS IN ABA FRANSUA PRIMARY SCHOOL OF GUBRYE
SUB TOWN**

A senior essay submitted to the department of educational planning and management in partial fulfillment of the requirements for the degree of Bachelor of Arts in Educational planning and management.

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Acronym

MOE : Ministry of education

FDRE : Federal Democratic Republic of Ethiopia

Abstract

The purpose of this study was to assess the principal's practice in delegation of authority to teachers in Aba Fransua primary school in Gubrye Sub-town . In doing so, investigate the major problem and to provide possible improvement ways, the study was focused on addressing three basis or leading research questions, (a) to what extent school principals practice in delegation of authority? (b) what is the factors affecting of principals delegation of authority to teachers? (c) How principals do pass their time in development activities? The objective of the study was generally to investigate major problems and to provide ways of improving the delegation practice of principals in Gubrye sub town . public primary schools. This study was mainly focused and delimited on the principal's practice in delegation of authority. Descriptive survey design was used, and data was primarily collected through questionnaires and interview from primary school principals and teachers. Out of 3 public primary schools, 1 schools were selected through simple random sampling techniques from these schools 32 teachers and 3 principals were selected through sample random sampling and purposive sampling techniques respectively. The finding of the study showed that there is moderate level of effective delegation practice on the part of the principal, yet teachers were reluctant to accept and carryout delegation of authority. The conclusion drawn from this study were mainly, there is no proper delegation authority, principals do not grant proper authority with assigned responsibility, and the principal does not append his time on development activities.

CHAPTER ONE

Introduction

1.1 Background of the study

Delegation is a universal managerial process which is started when human beings work in group. It is a process which enables a person to assign a work to other and delegate them with adequate authority to do it (Ramasamy 1999:117).

delegation consists of granting authority or the right to decision making in certain defined areas and charging the subordinate with the responsibility for carrying out an assigned work or task. Douglas C Basil cited in Ramasamy (1999:116),

The other ingredient concepts considered while delegation are: authority, responsibility and accountability. First, the manager assigns responsibility, it is giving subordinates a job to do. The assignment of responsibility might range from carrying out instructions of a person in authority without having any authority delegation to him/her called directive to telling a subordinates to prepare a report as well as placing a person in charge of a task force. Second, along with the responsibility assignment, the individual is also given the authority as the legitimate right to use assigned resources to accomplish a delegated task or objective, the right to give orders and exact obedience (Griffin, 1996:306). As Louis Allen, cited in Ramasamy(1999:116), authority is the sum of powers and rights entrusted to make possible the performance of the work delegated. Thus the manager may give the subordinate the power to requisition of the needed information or to direct a group of other people or workers. The manager gives frames and transmits decisions with the expectation that they will be accepted by the subordinates. Indeed, responsibility and authority assigned to subordinates should be balanced. As Ramasamy (1999:118) described that subordinates can discharge their duties effectively and efficiently if there is proper delegation of authority otherwise a subordinate cannot succeed in accomplishing the assigned tasks. Excessive authority has its own side effects. Likewise responsibility without authority will make the subordinate an inefficient person. Finally the manager establishes the subordinates become answerable to their immediate managers. A subordinate accepts an obligation to carry out the

task assigned by manager. However, accountability cannot be delegated. The manager still remains the person who will ultimately be held responsible. The main of the delegation is the division of labor because it is impossible for individuals to perform all the tasks and duties without any help. Therefore, delegation helps the manager to get more work done; subordinates also shoulder the burden of the manager by doing major portion of the organization work. Ramasamy (1999:17) stated that the delegation enables a person not only discharge his responsibility but also discharge it effectively and economically. He further explained that the delegation of authority as the best method of getting better result, motivated subordinates and eliminate barriers of the information system. As it is explained, the importance of delegation is not only sharing the burden of the manager but also help subordinates to get some training, be familiar with organization issues and problems and develop themselves. By participating in decision making and problem solving, subordinates learn about the overall operation and improve their managerial skills. Delegation of authority in education system not a recent phenomenon. It is rather the commitment of decentralization policy of the federal Democratic Government of Ethiopia. Minister of Education/MOE/ decentralizes autonomous body and to accept the responsibility for their action. However, it is with some form of control is exercises to whom/principals/ authoritative power are transferred. Ramasamy (1999:17)

According to the Ethiopia Ministry of Education /MOE/(1994:22&23), a school is empowered to handle its own finance. In accordance with this directive, the school prepares detail annual budget plan and upon approval by the Kebele and woreda education office, as the case may be assumed full responsibility to manage the budget. Even if delegation has multiple contributions and importance as explained.

1.2 STATEMENT OF THE PROBLEM

At this point in time, schools are facing a number of problems this perhaps may be initiated or decreased by the principal's management style. The delegation of authority to teachers by the principal may have great benefit for the improvement of the school. It is impossible for a manager to executive all the work in a organization, to achieve the objective of the organization, similarly a person could not be rested with the entire decision making authority. So, the manager assigns duties or responsibility to his subordinates and also delegate necessary authority to them.

This function also related with Henry Feyels principle of division of work which means breaking down the work to subordinates and help them to specialize, 1999.116).

Unfortunately:problems often arise in the process of delegation. In most cases in on country the school work is not considered as a team work, school principals instruct but the teachers do the job: whether or not the instruction is correct the principal feels that he or she knows everything in the school because of this only teachers are held accountable in condition of some sort of failures and they are not considered as part of success.Griffen (1996:307) stated that some managers may be reluctant to delegate and are disorganized that they are unable to plan to work in advance and as a result cannot Many managers are accustomed with making decision, and resist delegating authority to subordinates. Consequently, they may perform less effectively because they believe that delegation of authority involves losing control . Some principals may fear that teachers may be trained with some experience due to delegation of authority, and they may be competent to claim for that position.(Donnelly, Gibson and Ivancevich(1995:251).

Some principals have no clear cut guidelines to determine whether or not to delegate, and even they lack being accountable of the delegated matter. However, accountability cannot be delegated rather the principal still remain those who will ultimately be held responsible. As it is clearly indicated in Federal Democratic Republic of Ethiopia constitution of 1995, article 12.1 any public official or an elected representative is accountable for any failure in official duties. Delegation of authority enables principals to have more time to carryout important functions like planning, organizing, directing, coordinating, controlling the teaching learning process, teachers and activities and finally to make sound decision. However, due to lack of delegation, when the principal go away for a meeting, his office remains closed until he came back, many customers will not be served, and also some work be delayed.(marry,2014)

Delegation of authority will enclage professional's development of teachers. The principal also save time which can lead to managerial creativity and ingenuity which in turn lead to the development of the school. The principal is regarded as a principal liaison authority in the education structure. As the professional leader, the principal as wide dictionary power of management. He/she has an authoritative position to coordinate members of the school

community to monitor and control the process of teaching and learning to make it effective so as to meet educational objectives.(Tamajong and Fonnkeng(2009)

Although the principal have such a function, they do not practice delegation of authority appropriately and effectively. Due to the above reason, this study attempted to examine ways of improving the management capacity of the principals in some selected primary school of Gubre sub town Administration in light of delegation of authority perspective. Consequently, this study aimed at answering the following

1.3. Basic question

1. To what extent are principals effectively practicing delegation of authority to teachers'?
2. what are the factors that affect principals delegation of authority to teachers ?
3. How principal do pass their time in development activity(school improvement activity)?

1.3.0 Objective of The study

1.3.1 General objective

The main objective of the study was to investigate principal practices and major problems in delegation of authority and an attempt would be made to provide possible ways of improving the delegation practice of the principals in primary school of Gubrye Sub-town .

1.3.1 The Specific Objective of the study was:

1. To provide information for primary school principals to improve the practice of delegation authority to teacher.
2. To identify factors that hinder proper delegation practices of principals and teachers.
- 3.To assess how effective delegation is being practiced in primary school of Aba Franso primary school .

1.4 Significance of the Study

The main purpose of the study was to assess the delegation of the primary school principals to teachers in some selected primary schools of Gubrye Sub-town . The study would be useful and timely because education system gives due consideration for quality education leadership and

management, and it incorporates as one part the six quality assurance programs. Therefore, the study would be important improve the management capacity principals from delegation perspective More specifically, the study was contribute to,

To aware principals that delegation of authority would contribute to.

The study might be useful to provide information for primary school principals to practice delegation of authority to teachers more effectively.

It assists to organize professional development programs for principals and teachers.

It also insight clues for higher officials to arrange training programs.

1.5 Delimitation of the Study

The study was conducted in Gubrye Sub-town Aba Fransa primary schools. As the main intention of the study was to assess and delimited mainly with the principals not other school governing bodies. It is because the principal is the person who assumes more power and responsibility, and to assess how effective he delegated authority since individually cannot carry out an activity as required.

1.6 Limitations of the study

Every study has its own limitations. No study can be carried out as planned and without problems. So, I were conducted this research by encounter the following limitations. Biasness of the respondents, it is related to personal bias held by principals and teachers. These individuals were biased and hesitate to give genuine response in relation to the study. However, I were minimize this problem by clarify the objectives of the study. Lack of up-to-date literature and reference materials related to the study. But I have used available books and reading materials related to my study some teachers were not returned the questionnaires I administered, However, this does not affect my objective of the study and I have analyzed the data with the rest respondent's response.

1.7 Operational Definition of Terms

Authority: The legitimate right to use assigned reslces to accomplish a delegated task or objective(Donnely, 1995:171)

Principal : reference to a person who has controlling authority or is in a leading position .

Assessment :reference to the systematical process of documenting and using empirical data on the knowledge, skill, attitude , aptitude and beliefs to refine program .

Delegation: is the process by which authority is distributed downward in an organization

(Donnelly, 1995:114)

Practice : is an act or method followed with regularly and usually through choice .

Primary school; **is a school usually includes grades (1-4) 1st cycle primary schools and second cycle (5-8) grades.**

1.8 . Organizational study

chapter The study was organized into five chapters. Chapter one is about background of the study, two deals on review of the related literature, chapter three is about research design and methodology, in chapter four the data presentation, discussion and analysis were conducted and lastly, in chapter five there were summary, conclusion and recommendation.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This part of the study is about the definition of delegation, Importance of delegation of authority, principles of delegation of authority, method of successful delegation, process and steps of delegation authority, factors determining the delegation of authority.

The key to manager success is his ability to get others to do work for him by delegating responsibility and authority. Delegating is the work a manager does to entrust responsibility and authority to others and to create accountability for results. Delegation is a process of sharing with others the work and decisions the manager would otherwise have to carry out him. This requires skill and self discipline, but absolutely necessary so that the manager can multiply his limited strength that of others (Allen, 1980:123)

Different scholars in the field define delegation and delegation of authority in different ways. As Louis A. Allen cited in kumar (2002:141), delegation described as, the dynamics of management, it the process a manager follows in dividing the work assigned to him so that he performs that part which only he, because of his position, can perform effectively and so that he can get others help him with remains. Simply, delegation means transfer of authority to others and assigned to persons by whom these are performed.

According to Kumar (2002:140), delegation is the assignment to another person of formal authority and responsibility for carryout specific activities. Delegation of authority is a process though which a manager gives authority to others persons in order to accomplish certain work. As Mc Parland cited in Kumar (2002:140) delegation is the primary formal mechanism by which a network of authority relationships established.

Delegation is the assignment to another person of formal authority or legitimate power and accountability for carrying out specific activity The delegation of authority by managers by managers to employees is necessary for the efficient functioning of any organization because no manager can personally accomplish or completely supervise all of a what happens at an organization (James, Edward and Daniel, 1995:135). It is the assignment of part of a managers

work others, along with both the responsibility and the authority necessary to achieve expected results (Kathryn Bartol and Martin, 1998:271).

As it is explained above delegation is a process managers use to transfer authority and responsibility to positions below them in the hierarchy. The education system of Ethiopia today enclage principles to delegate authority to the lowest possible level to provide maximum flexibility to meet educational needs and to cope up with the changing environment, although often find it difficult. In most schools, there is a one person operation and all decisions and all work were vested in by the principal. However, as a manager the principal must empower others to perform activities and make decision. That is the principal must delegate authority in order for the school to achieve its objective.

2.1 Importance of Delegation of Authority

Delegation of authority or the power to act is inherent in the organization. According to Stoner, Freeman and Gilbert (1995:135), delegation of authority has several importances. The first and most obvious is that the more tasks managers are able to delegate the more opportunity they have to seek and accept increased responsibilities for higher level managers. Another advantage of delegation of authority is better and speed up decision making, because employees closest to “where the action is” are likely to have better understanding of the facts and it eliminates delays by dealing on the spot decision when employee are necessarily authorized. Delegation of authority also develops manager’s ability to analyze such factors as the organization goals, the tasks requirement and employees capability.

The very importance of the delegation of authority is not so much general as it is explained so far. Accordingly, Ramasamy (1999:120) the following are specific advantages of delegation of authority.

Basis of effective function

The very importance of delegation of authority is not so much general as it is explained so far, Accordingly, Ramasamy (1999:120) the following are specific advantages of delegation of authority.

Delegation lays the basis for effective functioning of an organization. It creates relationship with others and achieves various objectives of the organization.

2. Saving of Time

Delegation of authority enables the manager to allot more time to important matters like planning, organizing, staffing, directive, coordinating, controlling and decision making.

3. Reducing of Work load

Delegation relieves the manager from attending to the routine activities. Normally, if there is proper delegation, routine activities will be allocated to employees and the manager will get more time to carry out challenging and developmental activities.

4 Opportunity for Development

Delegation of authority gives a very good opportunity to the employees to grow. It helps in identifying the person among various subordinates for development. Delegation is a training ground not only for employees but also for new managers and supportive staff.

5. Benefit of specialized Service

Delegation of authority helps the manager to get the benefit of specialized knowledge persons at different levels.

6. Delegation can Improve Morale

The cause of low morale in many organizations is the limited authority of manager's delegate to make decision. Delegation gives employees a greater sense of control over their own destinies. This opportunity for control is in and self a source of job enrichment. An enriched job is one which emphasizes a greater involvement of each employee.

7. Delegation of authority enables effective manager's supervision

According to Schwartz (2000:294), giving authority to new managers, for example is a case of experience then, as the manager proves he/she can handle authority, it is naturally extended more authority or if the manager fails in the assignment, the authority can be reduced.

As I can infer from the above explanations delegation is important to obtain prompt action, enable managers to perform higher level work, provides training for employees and managers, can result in better decision and improve morale in the organization

2.2 Principles of Delegation of Authority

Principles of delegation are the general guide lines which are accepted as important for proper functioning of delegation of authority.

Define the results expected

The managers or the delegator must make sure he/she has clearly defined the result expected. If a manager clearly defines the results expected and what is to be done, he/she is a much better position to decide how much authority to delegate.

2 Consider the capabilities of the subordinates

Individual differ greatly in their ability to handle problems, initiate action, attain objective and perform other managerial activates (Schwartz, 2000:307)

3 Parity of authority and responsibility

As Lyndall Urwick cited in Schwartz (2000:307), it is a great importance to smooth working that at all levels authority and responsibility should be coterminous and co-equal. It means, responsibility should not be less than authority delegated.

From the above explanation I can say that responsibility without authority leads to employees tension and frustration. Similarly, authority without responsibility leads to achieve the desired result.

4 Make sure authority is clearly stated

For delegation to be most effective, it is essential that all those concerned should know where authority resides. If authority is not clearly explained, problems can emerge. The results of a failure to clearly delegate authority were seen in the section on ineffective delegation. It is helpful to express authority in writing or in writing description that helps to minimize misinterpretation.

Modify the authority whenever necessary

Since authority is not guaranteed or permanent managers should maintain a fixable attitude about what kind of and how much authority to delegate. Authority is always revocable or subject to modification. It can always be taken back: increased, decreased or wise changed by the person who generated it in the first place.

6 Follow unity of command and chain command

The principle of unity of command insists that a subordinate should get instruction from only one manager. It is important to follow delegation in chain of command, or chain of authority from the highest manager to all subordinates at all level. Each manager at all levels should know what decision should be made by him/her and what decisions must be passed upward to a superior.

7 Develop willingness to delegate

Lack of clage to delegate properly the limited knowledge of how to do it and fear of subordinate making mistakes are some of the causes of poor delegation, but managers must recognized the subordinates can learn from mistakes through proper delegation training.

8 Non-delegation of accountability

The manager can delegate decision making authority but not accountability. The delegating managers through are still ultimately responsible achieving the results and will be held accountability by their own heads or bosses.

2.3 Method of Successful Delegation

The attemptedby top managers to decentralize decision making often gets bogged down because middle managers are unable to delegate. Failure to delegate occurs for a number of reasons. Managers are most comfortable making familiar decision: they feel they will loss personal status by delegating tasks, they believe they can do a better job themselves, or they have an aversions to risk they will not take a chance on delegation because performance responsibility rest with them. Overcoming barriers to decision making related to delegation in order to gain this advantage is a major challenge (Richard, 1997:320). He also stated the following approach can help manager delegate more effectively.

Delegate the whole task

A manager should delegate an entire task to one person rather than divided it among several people. This gives the individual complete responsibility and increases his or her initiative while giving the manager some control over the result.

Select the right person

Not all employees have the same capabilities and degree of motivation. Managers must match talent to task if delegation is to be effective. They should identify subordinates who have made independent decisions in the past and have shown a desire for more responsibility.

Ensures that authority equals responsibility

Merely assigning a task is not effective delegation managers often load subordinate with increased responsibility but do not extended their decision making range. In addition to having responsibility for completing a task, the worker must be given the authority to make decisions about how best to do the job.

Giving through instruction

Successful delegation includes information on what, when, why, where, who, and how. The subordinate must clearly understand the task and the expected result. It is a good idea to write down all provisions discussed, including required reslces and when and how the results will be reported.

Maintain feedback

Feedback means keeping open lines of communication with the subordinate to answer questions and provide advice, but without exerting too much control open lines of communication make it easier to trust subordinate's feedback keeps the subordinates on the right track.

Evaluate and reward performance

Once the task is completed, the manager should evaluate results not methods. When results do not meet expectations the manager must assess the consequences. When the do meet

expectations, the manager should reward employees for a job well done with praise, financial rewards when appropriate and delegation of future assignments.

2.4 process and Steps of Delegation of Authority

The manager has the aim to practice and enlarge delegation for the efficient accomplishment of the organization objective. Different authors in the field have used various terms to explain the process of delegation. As Allen cited in Kumar (2002:142), “responsibility” “authority” and “accountability” clearly spelled out the process and it is important to describe the process these element.

Entrustment of responsibility or duty

Responsibility means the work or duties assigned to a person by virtue of his or her position in the organization. The managers must determine clearly the tasks or duties. The managers should take in to account the abilities and the potential of subordinate. The manager must ensure that the subordinates understand and accept their duties. The manager must clearly tell the subordinates as to what is expected of them.

Granting of authority

Granting of proper amount of authority is very important for an individual to perform the work effectively.

Creation of obligation or accountability

Accountability is the obligation to carryout responsibilities and exercise authority in terms of performance established standard. It means the subordinate are responsible for proper performance of assigned duties and for exercise of delegation of authority. The subordinates are accountable to the manager. A subordinate can be held accountable only when he receives authority from the manager to do the work. The process of delegation is incomplete unless accountability is crated.

2.5 Factors Determining the Delegation of Authority

A recurring question that managers face is “which decision and work should to delegate, and how much must be made at all level of management. Even at operating levels managers must

decide whether to delegate authority routine matters or whether to keep the authority vested in themselves” (Swhwarts, 2000:297).

Importance of the decision

The more significant the decision, the more likely that it will be made at the top of the management level. Those developmental decisions are made at the top. This are like budget development of new products refinancing of the organization, location of new plant and acquisition of completing companies whereas, decisions which are routine are delegated to employees.

Management style and philosophy

Managers differ greatly in their willingness to delegate and permit lower level personnel to make decision. Some managers are under delegators that they withhold power and want to make every decision by themselves. Some other managers may over delegate and give their subordinates more authority than they can handle well.

2.6 Problems in Delegation of Authority

Adequate authority at different levels of management is important for the efficient performance of duties however, managers usually find it easier to talk about delegation that to accomplish it problem arise because delegation is in opposition to some of basic drives. When I give up work and authority, I must also give up objective I have a strong emotional commitment. This is in opposition to I spontaneous centric theology drive. To the extent we lack of confidence in lselves and others, varying degree of insecurity results from delegation, bringing the influence of the security drive in to play when we delegate we must share part or territory and this often runs counter to both territorial and acquisitive urges. For these reasons, delegation requires self-confidant and understand of what is involved (Allen, 1980:123).

This proper delegation of authority is made only at the time of a proper balance between feelings of the superior and subordinates. However, some managers are not willing to delegate authority and at the same time subordinates hesitate to accept delegation and that create a greater problem in the effectiveness of the organization

2.7 Hesitation on the part of the manager

A manager does not delegate adequate authority to subordinates because of different reasons. According to Ramasamy (1996, 122-123), the following are the reasons for the lack of willingness on the part of the manager to delegate authority.

Perfectionism

Many managers think that they are better than others. This is true to some extent. The reasons are that the manager may have had experience in doing and developed a degree of skills. If such practice is followed by a manager, he is not a loyal employee of the organization. He should open the door to subordinates to develop his abilities by delegating authority.

Autocratic attitude

Some managers prefer retain powers in their hands. These persons' don not have belief in the delegation of authority and they interfere with the limited authority of their subordinates.

Direction

Many managers lack the ability to direct the subordinate. Subordinates may also misinterpret the instructions which the manager gives. Then, managers cannot get the expected efficiency from the subordinates.

Confidence

1. Defective organization structure
2. Splintered authority
3. Lack of unity of command
4. Ineffective control techniques
5. Non availability of component managers
6. Environment influence

Generally, although adequate authority at different levels of management is important for the efficient performance of duties, Delegation is not properly practiced. It is because many managers are reluctant to delegate and many subordinate are also hesitating to accept it. As well as, delegation may be influenced by the weakness in the organization structure.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 RESEARCH DESIGN

The purpose of the study was to assess school principals 'practice in delegation of authority in the public primary school of Gubrye Sub-town. To meet the purpose of the study, descriptive survey design will be used. This method was select due to the reason that helps to gather necessary information that enables to assess the existing situation on the issue.

3.2 Research Method

As to the method of the study, this research would be performed a mixed approach it means both quantitative and qualitative approaches emphasis. Qualitative would be used in order to understand the view of individuals, events in their natural setting and to gain the information by open ended questionnaire, interview and documents and information to gain by closed ended questionnaires would be employed with quantitative research method. The all the information is classified data organized and summarized in the tabular form and analyzed would be convenient. The researcher would be used quantitative data collected for teachers. And also, the researcher would be used qualitative method for principals, vice principals, and supervisors.

3.3 The Source of Data

The source of data for the study were primary school principals and teachers. To collect the needed data for the research mainly the primary slces of data were used.

In order to secure sufficient and relevant information, the researcher would be used to two source of data:

3.3.1 Primary Source of Data

A primary data source is an original data source, that is, one in which the data are collected firsthand by the researcher for a specific research purpose or project

The primary source of data was gathered from teachers and principals. It is necessary to get information from participants using questionnaires, interview and observation.

3.3.2 Secondary Source of Data

The secondary source of data would be used to strengthen the primary source. This school documents (as minutes, guidelines related to factors that affect delegation of authority and different extracurricular and school magazines if any) written on the factors that hinder delegation of authority to delegate in the school would be used as secondary data source.

3.4 Population, Samples and Sampling Techniques

In Gubrye sub-towon there are 3 public primary schools. Among the total schools, one of them selected using simple random techniques. Because this technique was better to give equal chance for all schools to be selected. There are 64 teachers , 1 principals and 2 vice principals in the sample schools. Out these 32 teachers would be selected by simple random sampling techniques ,1 principals and 2 vice principals of sample school would be taken by using purposive sampling techniques because school principals are small in size and manageable the study.

Table1. Distribution of Sample Population

No	Respondents	Total Population	Total sample	Percentage	Sample Techniques	Data Collection Instruments
1	Teachers	64	32	50	Simple random sampling	Questionnaire
2	Principals	1	1	100	purposive sampling	Interview
3	Vice principals	2	2	100	Purposive sampling	Interview
Total		67	35	250		

3.5 Data Gathering Instruments and Procedures

3.5.1 Questionnaire

Questionnaire is an instrument by which information is obtained from respondents in written form. It is convenient to secure reliable and adequate factual information, opinions, and attitudes in a structural framework from a large number of respondents at a low unit cost (Seyoum and Ayalew, 1989). It consists of both close-ended and open-ended questions with the intention to disclose free opinions of respondents and it is distributed to many people at the same time with a short period of time. The researcher used questionnaire for teachers to obtain the needed data.

3.5.2 Interview

In order to gather data, interviews were employed as data collection instruments. Interview is a qualitative research method that relies on asking questions in order to collect data. Interviews involve two or more people, one of whom is the interviewer asking the questions. (Gubrium, J.F. & Holstein, J.A.) Interviews are an appropriate method when there is a need to collect in-depth information on people's opinions, thoughts, experiences, and feelings. Interviews are useful when the topic of inquiry relates to issues that require complex questioning and considerable probing. (Crawford, I.M. (1997))

Face-to-face interviews are suitable when the target population can communicate through face-to-face conversations better than they can communicate through writing or phone conversations (McNamara, C. 1999).

Interviews were conducted for Principals and vice principals. This interview makes respondents flexible and free.

3.5.3 Document analysis

In addition to questionnaires and interviews, document analysis was used to substantiate the information that would be gathered by the questionnaires and interview documents like minutes of meeting, policy document, job description, and records to see the teachers, principals and vice principals profile about their contribution of delegation authority. The source of data for the study was gathered from primary school principals and teachers. To collect the needed data for the research, mainly the primary source of data would be used

3.6 Data Gathering Procedures

To analyze the data collection from the sample of the study, the researcher would be employed preparing necessary tools for data collecting, asking permission from school principals and discuss about the purpose of the sample population, distributing questionnaires among participants, doing interview with the selected sample and finally organizing, analyzing and interpreting the data would be made.

3.7 METOD OF TH DATA ANALYSIS

At the end the raw data collect from respondents was tail, tabulated and organized, and interpreted though using tables, percentage and word statements. Table and percentage were used because they are convenient for analyzing and interpreting quantitative data obtained through questionnaire and word statement for interview , open ended question.and closed ended questionnaires would be used. Qualitative would be used in order to understand the view of individuals, events in their natural setting and to gain the information

3.8. Ethical Consideration

Concerning the ethical and moral issues, the following would be addressed in this study: (i) The purpose, procedures and risk of study were explained to participants,(ii) participants were award of data gathering techniques, (iii) participants would be fully award of consequences of this study,(iv) The dignity, privacy and interests of the participants were respected and protected, (v) research data were confidential and all participants would anonymous, (vi) participants ability to terminate or stop involvement at any time were known to all participants and (vii) participants were not harmed; welfare of the participants would be taken priorities overall other concerns

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with presentation, analysis and interpretation of data. It composed of two sections. The first section deals with the characteristics of respondents with regard to their sex, educational qualification, and years of work experience. Whereas, the second part deals with presentation, analysis and interpretation of data that were collected through questionnaires and interview.

4.1 . Characteristics of Respondent

To obtain necessary information with regard to the topic under study 32 questionnaires were prepared and dispatched to randomly selected teachers. Thus, my analysis was based on 32 respondents' questionnaires.

Tables2. Characteristics of Respondents

No	Items	Option	Frequency of responses	
			Teachers	
			No	%
1	Sex	Male	14	43.75
		Female	18	56.25
		Total	32	100
2	Educational qualification	Certificate	----
		Diploma	20	62.5
		Degree	12	37.5
		Others	-	-
		Total	32	100
3	Years of experience	Below 5 years	8	25
		8-10 years	18	56.25
		11-15 years	4	12.5
		Above 16 years	2	6.25
		Total	32	100

Tables 1 show about the nature of respondents. Similarly, items 1 of this table indicate sex distribution of respondents. As can be seen in the table 18 (56.25%) and 14(43.75%) of the respondents are female and males respectively. This may be good to assigning tasks that greatly need the involvement of female teachers.

The second items table 1 assesses respondent's qualification. Accordingly, majority teachers 20(62.5%) are diploma holders. Whereas the rest 0(0%) and 12(37.5%) of teachers are certificate and degree holders respectively.

Items 3 of this table indicate respondents work experience. Out of the total respondent majority of teachers 2(6.25%) have above 16 years of work experience, whereas 8(25%) are below 5 years of experience, 18(56.25%) are between 6-10 years of work experience, and remaining 4(12.5%) of teacher are between 11-15 years of work experience.

From the characteristics of the respondents one can understand that majority of teachers are diploma holders and they have long period of work experience in teaching. This may imply that teachers in these well aware of tasks that the principal delegates for them and they can accomplish it effectively.

4.2 The principals Practice in Delegation of Authority

Delegation of authority is the essence of a good organization. It is an important aspect to manage the affairs of the organization. Every manager shares his authority with his subordinate, because he cannot exercise all the authority himself (Kumar, 2002:140).

Table3: The principals practice in Delegation of Authority

No	Items	Option	Responses	
			Teachers	
1	The principal tolerates when you do mistakes	Very high	3	9.375
		High	5	15.625
		Medium	7	21.875
		Low	11	34.375
		Very low	6	18.75
		Total	32	100
2	The principal trust teachers to delegate authority	Very high	5	15.625
		High	9	28.125
		Medium	13	40.625
		Very low	3	9.375
		Low	2	6.25
		Total	32	100
3	The principal clearly communicates the task delegated	Very high	9	28.125
		High	6	18.75
		Medium	12	37.5
		Very low	3	9.375
		Low	2	6.25
		Total	32	100
4	The principal consider her/his self as responsible for the delegated task	Very high	4	12.5
		High	3	9.375
		Medium	7	21.875
		Very low	13	40.625
		Low	5	15.625
		Total	32	100
5	The principals assigns teachers to tasks in accordance with the relationship he has	Very high	3	9.375
		High	4	12.5
		Medium	5	15.625
		Very low	13	40.625
		Low	7	21.875

		Total	32	100
6	The principal is good enough to delegate	Very high	12	37.5
		High	5	15.625
		Medium	9	28.125
		Low	4	12.5
		Very low	2	6.25
		Total	32	100

Items 1 of Table 2 assess about how the principal tolerate teachers when they do mistakes. Out of the total respondent majority of teachers about 11(34.375%) and 7(21.875%) of teachers responded that the principal tolerates teachers to do mistakes in low and medium level and 6(18.75%) of teachers said very low. Only small proportion of teachers 3(9.375%) and 5(15.625%) of teachers responded very high and high respectively.

The clearly shows that the principal do not tolerate teachers to do mistake because about 75% of teachers replied that it is medium and below, as a result, teachers frustrate and hesitate to accept delegation. But principal should allow some degree of freedom for teacher.

Item 2 of this table assess about the principal trust to delegate authority. Out of 32 teachers 13(40.625%), 2(6.25%) and 3(9.375%) of teachers responded that medium, low and very low respectively and 9(28.125%) and 5(15.625%) of respondents it is high and very high respectively. This shows that as majority of teachers (46.875%) revealed that the principal trust to teachers that they can carry out authority delegated is medium and below. Because of this the principal strictly control teacher's activities. But it is better the principal should confident enough by teachers and trust them.

Items 3 this Table indicates about the principal clearly communicating tasks delegated teachers. Out of the total respondents 2(6.25%) and 4(.375%) of teachers said that the principal clearly communicate task Delegated to teacher's low and very low responsively and about 12(37.5%) of teacher responded that it is moderately good, the remaining insignificant number of teacher 9(28.125%) and 6(18.75%) replied that it is very high and high responsively. From this finding as majority of teachers reveled that principals did not clearly communicate to teachers, what,

how and when to do delegate tasks. However, from the interview the principals said that they clearly communicate tasks to be performed, set report and meeting due dates, and finally they provide checklists to evaluate the accomplishment of task delegated. Thus, principals should consider how much clearly and easier is perform each particular task rather than provided general guideline when delegate tasks. They should state tasks in both qualitative and quantitative requirements to make it more clearly for teachers.

Table 2 of the items 4 is about the principal responsibility for the delegated tasks. Regarding this out of 32 teachers about 7(21.875%) and 5(15.625%) of teachers replied that the principal is responsible for the delegated task medium and low respectively and 13(40.625%) of teachers also responded that it is very low. Only Small proportion of teachers 3(9.375%) responded that it is both high and very high. From this it is clearly seen that the principal do not feel responsible for the task delegates of teachers. Majority of teachers (71.875%) revealed that is moderate and below. This implies that principal left the delegated tasks as the only responsibility of teachers. However, the recognized that accountability cannot be delegated it is he who is ultimately for the delegated task.

Items 5 the same table explains the criteria that the principal consider when they provide delegation. From the total respondent about 9(22.5%) and 17(42.5%) of teachers replied that the principal assigns tasks by the relationship he has with teacher's low and very low respectively. The rest of 5(12.5%), 5(12.5%) and 4(10%) of teachers responded that the principal assign tasks by the relationship he has with teacher's moderate, high and very high respectively. Thus, as majority of teacher responded that the principal assigning of tasks is not based on the relationship he has with them. As this table pointed out, principals should take to account the ability, background, competence and experience of teachers.

Items 6 of table 2 are about the principal's practice in delegation of authority. Majority of teachers about 13(32.5%) and 8(20%) said that the principal is good enough to delegate in a medium and high level respectively and 12(30%) of teachers responded that it is very high. About insignificant number of teachers 2(5%) and 5(12.5%) of replied as low and very low respectively, this implied that there is no problem of delegation of authority because 82.5% of teachers said medium and above.

4.3 Parity of Authority and Responsibility

As Lyndall Urwick cited in Schwarts (2000:307) “it is a great important to smooth working that at all levels authority and responsibility should be coterminous and co-equal”. It means responsibility for results cannot be greater than the authority delegated: conversely responsibility should not be less than the authority delegated.

Table 4: parity of Authority and Responsibility

No	Items	Option	Responses	
			Teacher	
			No	%
1	The principal provides proportional authority to task delegated			
		Very high	3	9.375
		High	4	12.5
		Medium	9	28.125
		Very low	11	34.375
		Low	5	15.625
		Total	32	100
2	The principal follows up all delegated assignments to ensure conformance with the responsibility	Very high	7	21.875
		High	12	37.5
		Medium	10	31.25
		Very low	3	9.375
		Low	-	
		Total	32	100
3	Teacher carry out assigned responsibilities properly	Very high	3	9.375
		High	4	12.5
		Medium	10	31.25
		Very low	13	40.625
		Low	2	6.25
		Total	32	100

Items 1 table 3 assess about the proportionally of authority for the responsibility given. From 32 respondents 5(15.625%), 9(28.125%) and 11(34.375%) of teachers responded that low, medium and very low respectively. And the remaining 3(9.375%) and 4(12.125%) of teachers said that proportionality of authority and responsibility is very high and high respectively. From this we can conclude that majority of teachers (78.125%) explained that in these school's authority granted to teachers is not proportional to the task or responsibility assigned for them. As a result, teachers may be in confusion and the frustrated what and how to do their respective duties. Therefore, authority and responsibility should be proportional or co-equal.

Items 2 of this table assess about principals follow up of task delegated to ensure conformance with responsibility. Accordingly, out of the total teacher about 12(37.5%) and 7(21.875%) of teachers replied that is high and very high respectively. Whereas, 10(31.25%) and 3(9.375%) teachers replied that is medium and very low respectively. As majority of teachers replied, I can be informed that the principals follow up is above medium i.e. high. From this I can understand that this follow up is controlling of teachers what and how to do their due responsibilities. Rather than principal should allow some degree of freedom than strict controlling of teachers because it erodes the confidence and imitativensness of teachers.

Finally, items 3 of the same table about teacher's proper task accomplishments. In relation to this, out of 32 teachers about 10(31.25%), 2(6.25%) , 13(40.625%) and 4(12.25%) of teacher's respondent that they carry out their assigned tasks in moderate, low and very low and high respectively, Besides this as I get informed from the interview, teachers through tasks assigned to them as trivial that cannot contribute for the school and their daily work. From this as the majority teachers showed, I can conclude that teachers do not properly carry out their assigned tasks. In additional to teachers through/feeling, it may be as a result of the principal's strict follow up and lack of proper authority granted.

4.4 The principals Concern in Carrying and Development Activities

The manager should concentrate on development activities by delegating routine, simple, and repetitive tasks that could overwhelm the managers time and crowd out his creative skills and delegating them to subordinates (Allen, 1981:1301). However, managers should try to delegate not only routine activities, but also that are development to employees.

Table 5: principals concern in Carrying out Development Activities

No	Items	Option	Responses	
			Teachers	
1	The principal often does every task him self	Very high	7	21.875
		High	8	25
		Medium	11	34.375
		Low	4	12.5
		Very low	2	6.25
		Total	32	100
2	The principal often delegates routine activities	Very high	12	37.5
		High	9	28.125
		Medium	6	18.75
		Very Low	3	9.375
		Low	2	6.25
		Total	32	100
3	The principal mostly passes time in running development activities	Very high	4	12.5
		High	8	25
		Medium	9	28.125
		Low	10	31.25
		Very low	1	3.125
		Total	32	100
4	Tasks/authority delegated is a ground teachers growth	Very high	4	12.5
		High	3	9.375
		Medium	11	34.375
		Very Low	9	28.125
		Low	5	15.625
		Total	32	100
5	Task delegated facilities the achievement of schools goals	Very high	4	12.5
		High	4	12.5

	Medium	10	31.25
	Low	11	34.375
	Very low	3	9.375
	Total	32	100
1. In what activities does the principal spent most of his/her time?			

Item 1 of this table states about the principal's work load by doing every task himself. Accordingly, from the total of teachers, about majority of them 11(34.375%) responded that the principal does every activity himself is medium and 8(25%), and 7(21.875%) of teachers replied that it is high and very high respectively. While the remaining 2(6.25%) and 4(12.5%) of teachers said very low and low respectively. As majority teachers revealed that the principal attempts to do every task by him/herself above moderate level. Thus, if he does not delegate some tasks to teachers, he will be over loaded even by more routine activities. It is better if the principal delegate tasks to teachers that would help him to spend his valuable time with development activities.

Item 2 of table 4 assesses about how much the principals delegate routine activities to teachers. As can be seen from the table, out of 32 teachers about 12(37.5%) and 9(28.125%) of teachers responded that the principal often delegates routine activities very high and high respectively. About 6(18.75%) of teachers said that it is moderate, while the rest 2(6.25%) and 3(9.375%) teachers replied that it is low and very low respectively. From this, as majority of teachers about 46.875% of them responded that the principal's delegation of routine activities is above high and moderate. Similarly, as I got informed from the interview, this help them to devote their most time to development activities. However, principals should motivate and empower teachers to participate and to take in development activities.

Items 3 of the same table states about how the principal concern about carrying out development activities. As can be seen from the table, out of 32 teachers, about 9(28.125%) and 10(31.25%) of the teachers replied that it is medium and low respectively, and about 1(3.125%) of teachers replied that it is very low, and the remaining proportion of teachers i.e. 4(12.5%) and 8(25%) responded that it is very high and high respectively. This implies that majority of teachers

(62.5%) said that the principal spends most of his time on development activities, moderate and below, only insignificant proportion of teachers are responded that it is high and very high.

Table 4 and items 4 also assesses about the contribution of authority delegated for teachers' growth. Regarding to this from the total teachers about majority of teachers (77.4%) of them replied that it is not a ground for them to grow, and insignificant of teachers (22.6%) informed that it has contribution for their growth. As the interview investigated, this growth is not professional but rather to get authority.

At last, item 5 of this table concerned about how much task delegated facilitated the achievement of school goals. Accordingly, about 14(35%) and 12(30%) of teachers responded that it is low and moderate respectively. About 4(10%) of teachers indicated that it is very low. Finally, about 10(25%) of teachers do not responded that it is both high and very high. From the interview also it is said that teachers do not consider tasks delegated seriously. This showed that teachers through the contribution of assigned tasks for the achievement of the school's goal is low and moderate the some extent. As a result, teachers are not gave much consideration for the task assigned to them.

4.5 The Reason for the principal authority to teachers

As attempt by top managers to decentralized decision making often get bogged down because middle level managers are unable be delegate. Failure to delegate occurs for a number of reasons. Managers are most comfortable making familiar decision: they feel that they will loss personal status by delegating tasks: they believe they can do better job themselves, or they have an aversion to risk they will not take a chance on delegating because performance responsibility rest with them(Richard, 1997:320). Accordingly, the case of principal's reluctance to delegate tasks or authority to teachers with the following table.

Table 6. The Reason for principals not to Delegate Authority to teachers

No		Options	Teachers	
			No	%
1		What is the reason forth principals reluctant	-	-
	1.1	Fear of being exposed	7	21.875
	1.2	Lack of trust on teachers	5	15.625
	1.3	In effective control	8	25
	1.4	Fear of loss of power	12	37.5
		Total	32	100

Accordingly, to tables 5, out of 32 teachers, about 12(37.5%) and 8(25%) of the responded that reluctant of the principal to delegate is because of fear of loss of power and ineffective control respectively. About 7(21.875%), and 5(15.625%) of teachers investigated that it is because of principal fear of being exposed and lack of trust on teachers respectively. From this I can conclude that the failure of the principals to properly delegated authority is due to fear of loss of power as most of the teachers responded, and some others indicated that it is because of ineffective control. As some teachers replied some principals merely depend on statically or quantitative report only, which leads them ineffective controlling of the delegated tasks.

4.6 Reluctant of to Teachers Accept Delegation of Authority

Of course, it is not only the manager who is reluctant to delegate of authority, but employees are also not voluntary to take delegation. Griffin (1996:307), stated that employees are also reluctant to accept delegation of authority because of afraid of making mistakes, perceive it as an additional burden to their regular work, and they find that it has no additional incentive or reward by accepting responsibility, and therefore, they want the manager to assume or take all the responsibility.

Accordingly, teacher s reluctant to accept delegation in these selected schools is examined as follows:

Table 7: The Reason not to Accept Delegation for Teachers

No	Option	Teachers	
		No	%
1	What is the reason for teachers reluctant to accept delegation of authority		
	1.1 fear of committing mistakes	8	25
	1.2 Fear of principals criticism	5	15.625
	1.3 Lack of self confidence	7	21.875
	1.4 Lack of incentives	12	37.5
	Total	32	100

As can see table 6 which assesses teacher’s failure to take delegation, out of 32 teachers, about 12(37.5%) and 7(21.875%) of teachers responded that the reluctant to accept delegation is because of lack of incentive and lack of confidence. Whereas, about 8(25%) and 5(15.625%) of teachers replied that their reluctance to take delegation is because of fear of committing mistakes and fear of principal’s criticisms respectively. In addition to this some teachers explained that they do not take responsibility because of to be free accountability, work overload and lack of time, and considering trivial for their regular work.

From the above finding I can conclude that majority of teachers in these schools are reluctant to accept authority delegated is because of lack of incentive for their assigned tasks. Some other teachers responded that it is because of lack of confidence, fear of committing mistakes and fear of criticisms. Still, some other replied that they consider delegation as an addition burden, and therefore, to be free any accountability for it. Therefore, I can infer that teachers in these schools are not voluntary to accept authority delegated.

From the interview that delegation of authority to teachers in the school is not effective because of that teachers are not voluntary to accept it. Competency, Performance appraisal results, and years of experience are some of the criteria that most principals used to delegate tasks to

teachers. However, even more experienced and competent are not voluntarily take responsibility because of lack of time, work load lack of incentives and to be free from accountability.

Tasks delegated are clearly communicated. These are given in quality and quantity at the beginning of the year, by deliberating committee, setting report and meeting due dates, and finally, evaluated by checklists. However, as principals replied that teachers are not voluntary to take responsibility or they may not carryout it according to prescribed procedures. Indeed, principals should allow teachers to do by their best way then by strictly adherence of prescribed procedures.

Tasks that are not delegated to teachers are finance, report recommendations of wereda education office, strong disciplinary cases, etc. And similarly, tasks like department leaders, unit leaders; different clubs and committee leader, as training facilitator are some of duties that are delegated to teachers.

Some principals responded that they frequently follow up teacher's process of conducting their assigned duties, and they evaluate against checklists.

CHAPTER FIVE

SUMMARY CONCLUSION AND RECOMMENDATIONS

5.1 Summary

The main purpose of the study was to assess the principals practice delegation of authority to teachers in some selected public primary of Gubrye Sub-twn Administration. In order to achieve the purpose of this study the following leading questions were examined.

- 1 To what extent principals practice delegation of authority to teachers?
- 2 what is the factor affecting of principals delegation of authority to teachers ?
- 3 How principals do pass their time in development activities?

To address these questions a descriptive survey research method was employed. The study was carried out in Aba fransua primary school of gubrye sub-town using 3 principals and 32 teachers. i.e. a total of 35 respondents. Data was collected through questionnaires administered to teachers and interview conducted with principals. Both closed and open ended types of questions were prepared for the questionnaires and seven structured question were prepared for interview to gather enough information. This data gathered were analyzed by percentage and word statement.

According, the major findings are summarized here under.

- With regard to the characteristics of respondents 49% of respondents were female and 51% of remaining was males. Concerning qualification 15%, 81% and 4% of respondents were, diploma, and degree holders respectively. The study has also shown that majority of respondents (68%) have more than 16 years of work experience. The study pointed out that majority of teachers responded that there is moderate level of delegation.
- Large proportion of teachers (75%) responded that principals do not allow them to make mistakes. As a result, teachers frustrate and hesitate to accept delegation of authority.
- It was pointed out of that large proportion of teachers (78%) revealed that principals do not grant proportion authority and responsibility when they delegate tasks.

- It had been found that a significant number of teachers (75%) showed that there is high or strict controlling of teachers on what to do and how to do their assigned tasks by principals.
- The study pointed out that quit majority of teachers (78%) revealed that the principals often does or perform tasks himself and this reflects the poor practice of delegation of authority in these schools.
- Large proportion of teachers (78%) responded that tasks delegated to them are not helping for their professional growth.
- It was pointed out that majority of teachers (75%) explained that the contribution of tasks delegated to the achievement of the school's goal was low. As a results, teachers were not that much interested to accept and seriously engage on tasks delegated.

Moreover, the study found out that reluctant of principals to delegate authority and teacher's frustration to accept task delegated were due to fear of loss of power and lack of incentives respectively.

5.2 Conclusion

From the findings the following conclusion were drawn.

The study found out that in the sample schools there is no proper delegation of authority. This is manifested when principals withhold every tasks in the school themselves, exercise strict control on teachers how and what they to do, principals do not consider themselves as ultimate responsible person for the delegated tasks and because of fear of loss of power principals do not delegated tasks. At the same time, teachers also hesitate to take responsibility because they consider it as additional burden, to be free from responsibility, because of lack of insensitive to task delegated, fear of committing mistakes and trivial natural of tasks delegated that does not contribute a lot to the achievement of goals of the school. Because of the presences of improper delegation of authority principals with different tasks that could be assigned to teachers which leads to delay to accomplish tasks on time. Besides strict control on teachers to do the assigned tasks according to the procedures hamper teachers initiation to tasks accomplished that are delegated for them.

From the study the researcher could also conclude that there is a problem of parity of authority and responsibility. This is because principals do not grant proper authority and responsibility to teachers rather there is strict controlling of teachers what to do and that frustrates teachers to decide by themselves and this in turn highly affects teachers to accept delegated tasks from principals.

The delegation practice of principals could be depending on his/her engagement in routine or development activities of the school. The finding of the study showed that principals often delegated routine activities; however, as majority of teachers revealed that through the principal's delegate routine activities to some extent they do not properly spend their time in development activities. Instead, interfere on teacher's activities that they delegate before and that confuses teachers to accomplish their activities effectively.

5.3 Recommendation

- ❖ The ultimate goal of school is to improve student's achievement in particular and to make schools center of excellence in general. For the school success and to improve student's achievement the effectiveness of principals practice in delegation of authority plays a pivotal role.
- ❖ Based on the results of the study and their review of related literature and following recommendations are approved.
- ❖ There should be proportional authority to the task assigned for teachers. To make authority and responsibility co-equal, it should spell out clearly in written form. Monthly and quarterly meeting and reporting should be set.
- ❖ The principals should not condemn when they do mistakes. He rather should provide supervisor assistance that improves teachers work skills.
- ❖ While delegating tasks, the principal should recognize that he/she is the ultimate person who is accountable for the tasks delegated. Therefore, he should recognize that it is responsibility, not accountability is delegated.
- ❖ While delegating tasks, the principals should consider different policy deficiencies to keep conformance of authority and responsibility.

- ❖ The principals should clearly identify tasks that can be delegated and that cannot be delegated. If routine activities are delegated to teachers the principals should devote his time on development activities.
- ❖ Individual teachers, best performance in the school should be recognized, and incentives should be made available accordingly from the school and the city administration education office.
- ❖ There should be open lines of communication between teachers and principals and giving due consideration for teachers questions and providing immediate solution and feed back in mandatory.
- ❖ Since every school activities are supportive to the teaching learning process, professional training programs should be given for teachers that enable them actively involved in different school activities including accepting of delegation of authority.
- ❖ Head teachers should delegate more authority to subordinate staff through ensuring that there is existence of functioning departments, consideration of expertise in delegation of authority, giving positions of responsibility to subordinate staff and being flexible in the supervision of school activities through letting teachers be involved in handling different matters as situations arise. This is because delegation of duties leads to efficiency and effectiveness of teachers in schools hence leading to teachers' performance
- ❖ Head teachers should also assign more duties to subordinate staff through ensuring that individual skills are considered in the delegation of leadership duties, sharing of load with the teachers, putting them in positions of responsibility and making them responsible to the duties of their work. This is because delegations of duties make subordinate become part of the school team, know the functioning of the school and make the school function with flexibility leading to teachers' performance
- ❖ Head teachers should be given power to their subordinate staff in coordinating extracurricular activity duties, execute responsibilities and to have authority over work situations; they should be empowered to utilize resources and be given authority to make decisions. This is because giving power to teachers makes them work hard and enjoy their work.

- ❖ The school administrator must involve teachers, administrative staff by using their creative minds for the achievement of the school objectives thus leading to effective school management.
- ❖ principals and school administrators should be constantly follow-up teachers to whom they delegate authority because as heads of institution they will give an account to their superiors on how the task was executed. The blame of any unsuccessful task will be shifted on them. They must always plan well before delegating so as to avoid such situations
- ❖ policy makers should be instructed inspectors, delegates to organize seminars time to time and instructing principals on the need to implement delegation of authority in their schools for they are not machines but human beings, regular training for both school principals and staff must be revived.

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APPENDIX A
WOLKTIE UNIVERSITY

Department of Educational Planning and Management

Questionnaires for filled by General school teacher

The purpose of this questionnaire is to know identify how the principals delegate responsibility and their challenge of them and to find the solution to the challenge in Aba Fransa Primary School. So, yl faithful answer is very important for the success of this researcher so please fill the questionnaires correctly.

General direction

0. No need of writing name
1. Put “x” sign for correct answer
2. If you have additional idea write in the space provided

Thank you in Advance!

Part 1: Characteristics of despondence

Please indicate by () yl response in box

1. A sex A. male B. female
2. Qualification A. Certificate B. Diploma
 C. Degree D. Others
3. Years of service A. 1-5 B. 6-10 C. 11-15
 D. Above 20
4. Work experience A. below 5 years B. Between 6-10 year
 C. between 10-15 year D. above 16 year

Part 2: from the Questionnaires list in the table below put " X" sign in yl answer 1. Very low 2. Low 3. Medium 4. High 5. Very high

No	Items	Rates				
		5	4	3	2	1
1	1. Delegation of responsibility principal to the teachers 1.1 The principals give responsibility to the teacher Property. 1.2 The principal understands teacher errors 1.3 The principal give responsibility based on the trust of the teachers 1.4 The principal tells the teach the responsibility that delegate to the teachers 1.5 The principal believe that he is accountable to the responsibility delegate to the teachers 1.6 The teachers given responsibility based on the relation is the principals					
2	2 the relation between the given responsibility and accountability. a. the principal follows up the responsibility that he gives to the teachers b. the teachers use their responsibility properly c. the principal give training that the responsibility he give to the teacher.					
3	3. The principal's long missioners 3.1 Most of the time the principal does activities on himself 3.2 The principal give responsibility to the teachers is day to day activities 3.3 The principal most of the time delegate the schools long term plan 3.4 The responsibility given to the teacher are support to achieve the schools goal 3.5 The responsibility given to the teachers are support for the professional development of them					

4. What kinds of responsibility Delegate the principals to the teachers?

5. What is the reason for the principal not delegate responsibility?

A, To hidden their work

- B, Absence of trust on teachers
 - C, Weak control activities
 - D, Anxiety to loss their power
 - E, Others _____
6. Why the teachers do not carry responsibility?
- A, Fear of mistake
 - B, Fear of the principal blame
 - C, Absence of self confidence
 - D, Absence of motivation
 - E, Other case _____
7. List the activities that the principal does most of the time respectively
- _____
 - _____
 - _____

APPENDIX B
WOLKITE UNIVERSITY

Department of Educational Planning and Management

The Questionnaires prepared to identify the principals Delegation of responsibility to the teachers and their challenges to find solution and filled by the principals.

1. What the looks like overall Delegation in yl school currently?
2. What are the bases for Delegation in yl school?
3. The teachers are permitted to carry responsibility?
4. What kinds of measure you take to the teachers who do not do their responsibility you gives?
5. How you follow the responsibility that you give?
6. What are the responsibilities most of the time taken to the teachers?
7. What kinds of activity to delegate to the teacher's responsibility?

ከዚህ በታች በሰንጠረዥ ከተዘረዘሩት መጠየቆች ላይ የዕርሶን መልስ የ xምልክት ያስቀምጡ

- 1.በጣም ዝቅተኛ 2.ዝቅተኛ 3.መካከለኛ 4.ከፍተኛ 5.በጣም ከፍተኛ

ተ.ቁ	ዝርዝር ጉዳዮች	ደረጃዎች				
		5	4	3	2	1
1	የር/መምህር ለ መምህራን አላፊነት የመስጠት ተግባር					
1.2	የር/መምህር ለ መምህራን አላፊነት በአግባቡ ይሰጣል					
1.3	የር/መምህር ለ መምህራንን ስህተት ይገነዘባል					
1.4	የር/መምህር ለ መምህራን ላይ ባለው አመኔታ አላፊነት ይሰጣል					
1.5	የር/መምህሩ ለ ሚስጠው አላፊነት ተጠያቂነት ጂቢሎ ያምናል					
1.6	መምህራን አላፊነት የሚሰጣቸው ከር/መምህር ጋር ባላቸው ቀረቤታነት					
2	ለ ሚስጠት አላፊነት የሰጠውን የተጠያቂነት መጣጣም					
2.1	ር/መምህሩ ለ ሚስጠው አላፊነት ተመጣጣኝ ስልጣን ይሰጣል					
2.2	ር/መምህሩ የ ሚስጠውን አላፊነት ተጠያቂነት ለማረጋገጥ ክትትል ያደረጋል					
2.3	መምህራን የተሰጣቸውን አላፊነት በአግባቡ ይወጣሉ					
3	ር/መምህሩ ለት/ቤት የወደፊት እድገት ተኮር ለሆኑ ጉዳዮች ላይ ምን ያህል ግዜ እንደሚያሳልፍ					
3.1	ብዙ ግዜ ለር/መምህሩ ስራዎችን በራሱ ያከናውናል					
3.2	ር/መምህሩ ለ መምህራን አላፊነት የሚሰጥ የእለት ትተግባራትን ነው					
3.3	ር/መምህሩ ብዙ ግዜ የ ሚስጠው የት/ቤቱን የረጅም ግዜ ዕቅድ ላይ ነው					
3.4	ለ መምህራን የ ሚስጠው አላፊነቶች የት/ቤቱን ጌቤ ለማሳካት ያግዛሉ					
3.5	ለ መምህራን የ ሚስጠው አላፊነቶች ለመያዝ ዕድገታቸው አጋዥ ነው					

4. ለር/መምህሩ ለ መምህራን ምን አይነት አላፊነቶች ይሰጣል ?
1.
 2.
 3.

5. ር /መምህራን ለ መምህራን ሃላፊነት የሚይዝ ጥበብ ምክንያት ምን ድንኳን ነው?

ሀ .ስራቸውን እንዳይገልጥባቸው

ለ .በ መምህራን ላይ አመኔታ አለ መኖር

ሐ .የሚከተሉት ደካማ የቁጥጥር ስራ

መ.ሌላ ምክንያት አለ

6.መምህራን ብዙ ጊዜ ሃላፊነት የሚይዙበት ምክንያት?

ሀ .ስህተት እንደራሳቸው ብለው ማሰብ

ለ .የ ር /መምህራን ወቅሳ በመፍራት

ሐ .በራስ አለመተማመን

መ.ለሚሰጠው ሃላፊነት ማበረታቻ አለ መኖር

ሠ .ሌላ ምክንያት አለ

7.የት/ቤቱ ር /መምህር ብዙውን ጊዜ የሚያከናውኑት ተግባራት በቅድም

ተከተል ግለጹ?

1.

2.

3.

8. ከውጤታማነት ጋር ተያይዞ ጥያቄ ይቅረብላቸው?

Appendix D

ር /መምህራን ለ መምህራን ሃላፊነት አሰጣጥና በዚህ ወቅት የሚገጥሟቸውን ችግሮች ለመለየትና

ለ ችግሮች መፍትሄ ለመፈለግ ለርዕስ መምህራን የተዘጋጀ ቃለ መጠይቅ

1. አሁን በት/ት ቤታችሁ ያለው የሃላፊነት አሰጣጥ ሁኔታ ምን ይመስላል?

2. ለ መምህራን ሃላፊነት ለመስጠት ምን ምን መስፈርቶችን ግምት ውስጥ ታስገባላችሁ?

3. መምህራን ሃላፊነት ለመቀበል ያላቸው ፈቃደኝነትና ዝግጁነት ምን ይመስላል?

4. የተሰጣቸውን ሃላፊነት በአግባቡ የሚይዙ መምህራን ላይ ምን ምን እርምጃዎችን ትወስዳላችሁ?

5. ለ ምትሰጡት ሃላፊነት ምን ያህል ክትትል ታደርጋላችሁ?

6. ብዙውን ጊዜ ለ መምህራን የሚሰጡ ሃላፊነቶች ምን ምን ናቸው?

7.ለ መምህራን የምትሰጡት ጥያቄዎች ላይ ነቶች ምን ምን አይነት ስራዎች ናቸው?

8.ለ መምህራን የምትሰጡት ጥያቄዎች ላይ ነቶች ውጤታማነት እንዴት ይገልጻሉ?