

The Effectiveness of Delegation as a Process in Primary Schools in South Central Region of Botswana

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ABSTRACT The purpose of the study was to examine the effectiveness of delegation as a management process in primary schools. A random sample of 10 schools was selected. A self-administered written questionnaire was designed and given to fifty (50) school teachers in Central South Regions (Serowe schools). The results of the study were analysed through the use of tables showing frequency distribution and percentages. Major findings of this study revealed that there is usually delegation of tasks to subordinates. School managers together with their subordinates share the workload. Furthermore, the study also revealed that school managers are faced with some personal problems that need to be addressed. This study recommends regular in-service training for both school management team and teachers. This will guard against any transfer or absorption of a teacher who is fully skilled in a particular subject or activity.

INTRODUCTION

Delegation refers to the process of entrusting authority and responsibility to other people. In its strictest form, the person to whom authority is delegated acts on behalf of the one from whom authority is delegated. More generally delegated authority gives the recipients fairly wide powers to act as they consider it appropriate (Farrant 1980). The main reason for delegation in schools emanates from the fact that the task of running a school is too broad a responsibility for one person to manage alone. Regardless of the number of hours one may invest in one's work, one cannot succeed in completing the work alone. However, no matter how many hours one puts into one's work. There are too many tasks and too many people to deal with, so the workload has to be shared (Musaazi 1982).

Educational managers should strive to strike a balance between giving up total control to a group and holding too tightly to the reins. Delegation means initially setting the parameter, and then staying involved through co-ordination of resources, reviewing progress report, and being able to meet with teams at critical junctures (Jones et al. 1989). Dessler (2001) states that while authority can be delegated, responsibility cannot. Though educational managers can assign certain responsibilities to their subordinates, they are expected to ensure that these responsibilities are carried out properly. This is because they are ultimately accountable. Del-

egation of authority always entails the creation of accountability. Subordinates become accountable to the supervisor for the tasks assigned to them particularly if things go wrong.

According to Stoner and Wankel (1986) and Chapman (2012), delegation is a two-way process by which a manager gives some of his or her workload of teaching and learning to others. In this process, the principal gives teachers the authority to carry out the task of teaching and learning. Accountability is thus created, whereby staff members assume responsibility for completing the teaching and learning tasks effectively. Delegation saves time, develops people, grooms successors and motivates subordinates. In this manner, they answer to the person who delegates the task. In education management, teaching, learning, extracurricular and administrative tasks or activities are entrusted to teachers by the principal in the hope that they will carry out the work or task that they have been delegated to do (Allen 1997). Johnson and Packer (2000) see delegation as the "accomplishment of work through others." Therefore delegation differentiates managers from those who are not considered managers (2000).

Van der Westhuizen (2004) believes that delegation is so important in management that he refers to it as "*the cement of the organizations*". Since when a single person is in charge, organizational goals and objectives may hardly be achieved, therefore, delegation is a necessity. To reduce the heavy workload associated with man-

agement managers have to transfer or delegate certain duties and responsibilities to their subordinates. This will ensure that they have more time to concentrate on other critical issues. As the saying goes, “*many hands make a load lighter*”.

According to Musaazi (1982), there are three methods, which are followed when delegating work. These methods are formal, informal and implied. The methods are not mutually exclusive, but are used concurrently in most organizations. The formal method of delegation is the common method followed in most institutions. Here detailed written instructions are issued, outlining the scope of the delegated work. This method is particularly useful as misunderstandings are avoided and subordinates know exactly what is expected of them. Moreover, it facilitates matters when someone else takes charge of the particular job. Informal delegation is more complicated as it requires a greater degree of understanding between superior and the subordinates. Informal delegation is carried out orally and is therefore swift. It is however, not always safe, as the subordinates may most likely not clearly understand all that their managers tries to convey. In a school this kind of delegation takes place when the principal orally delegates certain duties to a teacher (Musaazi 1982). The primary purpose of delegation is to make the organization more effective. Determination of delegation is part of the art of management. As Peter et al. (1999) narrate, most managers and supervisors have heard about delegation. They know it is important for supervisors to practice it. But, like many of the skills, very few managers or supervisors take time to study and practice how to be effective delegators. To be successful in their job, the concept ‘delegation’ must be understood by them.

Terre Blanche and Durrheim (1999), define research design as a strategic framework for action that serves as a bridge between a research question and the execution of research. This means that a research design is a plan that directs where the research is heading in order to answer the research question. Both qualitative and quantitative approaches were used in this study. The questionnaire was used as the main research instrument with the aim of gathering information from teachers’ views on the process of delegation in primary schools in South Central Region of Botswana. The questionnaire

consisted of closed-ended and open-ended questions, which requested the respondents to give their opinion on their practical use of delegation as a management process in schools. Literature review was used as one the methods of collecting data on the effectiveness of delegation. The researcher consulted different sources such as books, journals, internet, newspapers and magazines and others. The study was conducted in the South Central Region primary schools of Botswana, which comprises twenty-five primary schools. A random sample of ten (10) schools was chosen of which fifty (50) respondents were selected. A questionnaire was developed and administered with the aim of gathering information from teachers on the process of delegation in primary schools in South Central Region of Botswana.

This study was guided by the following critical questions: Why are some principals unwilling to delegate duties to their subordinates? Why some principals who delegate duties do do not plan their delegation? Are principals aware of the importance of delegation?

Objectives of the Study

The objectives of the study were to find out:

1. Why some principals were unwilling to delegate duties to their subordinates?
2. Whether managers plan their delegation?
3. To investigate whether principals are aware of the importance of delegation?

CONCEPTUAL GROUNDING

Effective Delegation

This is the process of delegation that is perceived by stakeholders as constructive and can produce positive results when applied. According to Goodworth (1986), effective delegation does not exist merely for the purpose of getting things done. It is a prime process by which a manager exercises and develops staff to the sensible limits of individual capacity and potential. Effective delegation is about encouraging creativity. This involves welcoming new ideas, not telling the delegate how to do the tasks; discouraging ill-considered imitation of the previous post-holder or of you; supporting new ideas with resources and training; and creating a match between responsibility and scope in line

with the demand for teachers' professional development and growth.

In effective delegation, the delegator quite often surrenders things that she or he enjoys the most and accepts that the job will be done differently from how she/he would do it her/himself. S/he should be willing to accept failure as well as success. According to Nathan (2000), careful planning is the source of effective delegation. Nathan further suggests that defining clearly and precisely areas of responsibility to be delegated is the first task. The second one is the authority to do the job; that is signing letters, using office, taking decisions without referring back to the principal. Thirdly, the delegated staff members need to be clear on how the performance will be judged. Finally, effective communication is a critical aspect of effective delegation that helps the principal. It is vital for the success of effective delegation.

Principles of Effective Delegation

The following are some of the principles of delegation that may be taken into account when delegating:

- *Set Standards and Outcomes*
This is part of a planning process where staff members participate in the process of formulating outcomes and agreed criteria for measuring performance. If teachers are part of the planning team for setting higher standards with regard to academic achievements they will comply with the criteria (Deventer and Kruger 2003).
- *Ensure Clarity of Authority and Responsibility*
Ensure that educators are clear about the task of teaching and learning and their authority to carry out the tasks assigned to them as well as organizing their responsibilities for achieving better academic results and their accountability for the results that they achieve (Deventer and Kruger 2003).
- *Involve Staff Members*
Managers should motivate staff members by including them in the decision-making process, informing them whenever the need arises, and improving their skills.
- *Ensure the Completion of Tasks*
By providing the necessary direction and assistance, the managers can see to it that teachers complete the tasks assigned to them.

- *The Principle of Willingness and Proficiency*

According to Van der Westhuizen (2004), a task should not be delegated to a person who is unwilling or not qualified to complete it successfully. If there is no alternative, the necessary training and motivation should be provided together with the necessary guidelines.

- *Apply Adequate Control Measures*

Accurate reports should be issued to teachers on a regular basis. This will enable them to compare their performance with predetermined standards and to overcome their shortcomings. The principal should not, therefore, wait for the end of year examinations before controlling the academic work of teachers, but should rather do so after each test or examination cycle (Deventer and Kruger 2003).

- *Principles of Applicable Authority*

When the principal delegates duties and tasks to teachers the responsibility and authority associated with the task must also be delegated. Through the delegation of authority, teachers are given the power they need to carry out their assigned responsibilities. By accepting responsibility and authority, teachers also agree to accept credit or blame for the way in which they carry out their tasks.

- *Principle of Unity of Command*

Van der Westhuizen (2004) argues that if a person is responsible to or has to report back to more than one person, confusion arises. It is preferable to have only one direct head to whom to report to.

The Five Components of Effective Delegation

Salinas-Maningo (2005) narrates that the right task, right circumstances, right person, right direction and communication and right supervision and evaluation are the components of an effective delegation. These are explained as follows:

- Determine which routine tasks could be delegated to someone else. This involves any organizational policies that set standards and limitations for staff duties.
- Consider organizational needs, staffing needs, and staffing mixes, and then choose

tasks for delegation according to those circumstances.

- Evaluate all staff members who qualify to take responsibility for the task in question. After assessing their skills, work styles, personalities, background, and organizational experience, choose the most appropriate employee.
- Explain exactly what you want the employee to do, and do not forget to describe the background and overall scope of the task.
- Describe an optimal outcome or output, and identify the measurements you will use to determine if the delegated task was completed successfully.

Recognizing the Barriers to Effective Use of Delegation

If supervisors are reluctant to delegate work, it does not only show lack of trust in the competence and abilities of their subordinates, but could also result in bottlenecks in the workflow. Furthermore, subordinates will not receive the necessary training but remain permanently trapped in the humdrum of routine task, while their supervisors are overburdened with too much work. Effective delegation is the key to increasing personnel performance and public sector's productivity (Hillard 1995).

Barriers Caused by Managers Themselves

Stalk and Flaherty (1999) advise that when managers decide to delegate, there are often mistakes made that can negatively impact on the employee's ability to do the job. The following are common mistakes in delegation and how to avoid them:

- Failure to keep employees informed about plans the supervisor has for the operation. It is therefore important that employees must be fully informed to make the best possible decisions for the organization.
- Failure to require, receive and /or utilize progress reports. This is when you do not have a method to check employee's progress. It is important to set specific times to check progress from the beginning of delegation through completion.
- Unwillingness to let employees supply their own ideas. When you do not ask for

employee's opinion it shows you do not value them. Therefore encourage employees to be creative and give their ideas about ways to complete the task.

- Dumping projects usually occurs when the supervisor has not taken time to plan the delegation properly. Without thinking the supervisor assigns the project to the employee.
- Failure to give the employee credit for shouldering responsibility. Supervisors who do not delegate like to take all the credit in their area of influence. Give credit where credit is due and by this you gain enthusiastic and loyal employees.
- Not recognizing a project's completion will practically guarantee that the next project delegated will not be completed on time. Take a moment to acknowledge task completion and to praise a job well done.
- Lack of respect for the employee's ambitions. Supervisors who do not delegate usually do not have an interest in developing their employees and as such the employees will feel that the supervisor does not care about them. Their respect for their supervisor decreases. So, get to know your employees and find out their strengths, weakness and their ambitions, and possibly support their ambitions.
- Managers who are status sensitive will hang on to the tasks and responsibilities because they convey to colleagues, governors and parents significant symbol of power and authority in school.
- Managers who demonstrate lack of confidence and trust in colleagues, when they are perceived to be incompetent and poorly motivated.
- Managers who are workaholic and want all the work they can hold on to.
- Managers who are unwilling to reduce their workload, they believe they should know everything and should have a finger in everything that is happening in the school. They also display an attitude to the workforce of "I can do it better myself".
- Managers sometimes under-delegate because they are afraid of being superseded and others over-delegate because they lack knowledge. They lack functional and general management knowledge for managing the 3 M's (Men, Money and Materials).

Barriers Caused by Staff Members

There are subordinates who believe that seniors earn their salary by doing the work themselves, thus “*managers are paid to manage*”. There are staff members who, because of their exposure to an autocratic style of management for a long time, see delegation as weakness, laziness or incompetence (Davis et al. 1990).

MODELS OF DELEGATION

We select for a brief discussion in this paper two dominant models for understanding delegation applied in the context of this study. These models include Ken Blanchard’s Situational Leadership model, Tannenbaum and Schmidt Continuum-model of delegation as well as team development model. Quite often managers want to delegate responsibilities but are hesitant to release an important task to someone else. That being the case, the following model which involves directing, coaching, supporting and delegating is outlined and suggested that by using it as a basis, school managers will adjust the degree to which they provide direction and /or support based on the developmental level of the person to whom they are delegating. According to Blanchard (2005) this model is made up of four styles which are matched to the follower’s level of knowledge, skills, confidence and motivation specific to the task they are asked to accomplish. Following is its discussion:

Style 1 (S1): Directing

This is something all of us do throughout our lives. The school managers define goals and roles, provide instructions, and closely supervise. When it comes to directing, we continue to motivate, influence, guide or stimulate the actions of people towards the attainment of the desired organizational objectives. It is important to note that every directive or instruction should have certain characteristics. Directives should be reasonable, complete and clear and preferably be in writing. In the model S1, the high directive and low support behaviour are manifested. This means that the manager defines goals and roles, provides specific instructions and closely supervises. This therefore suggests that low skills with low maturity lead to directing, and trying to direct “high skill/high maturity” will de-motivate him/her.

Style 2 (S2): Coaching

A good leader sets examples, provides guidance and encouragement. The S2 model indicates that the leader still directs, but explains the parameters of the decision being made and asks the followers for input and reactions. Coaching is when school managers allow his/her subordinates to design a plan and procedure to carry out his/her delegated task. When coaching is applied professionally and in good faith, many school disputes and problems could be easily eliminated. However, managers who are reluctant in their day-to-day professional management have a tendency of handing something in its totality to subordinates without any real direction, coaching, support, and discussion and/or setting parameters. This becomes a setup for an upset because there are so many hidden criteria that only come to light when a lot of work has already been covered. It can be discouraging to subordinates, who develop the impression that the manager wants to find fault with what they consider their best efforts.

Style 3 (S3): Supportive

In Blanchard’s situational leadership, managers and their subordinates share the responsibility of professional management in developing their organizations. The goals and objectives of the school are achieved only when principals, school management teams, teachers and learners work collectively. The S3 model is characterized by high supportive and low directive behaviour in the organization.

The goal is to work with people in such a way that their development level improves, while an individual might not like certain organizational responsibilities, he or she may be prepared to carry them out and continue working within the organization. In this style of management, managers are pillars of the organizations. They support the employee’s efforts towards accomplishing goals.

Style 4 (S4): Delegating

Before determining the style of delegation, the skill and level of maturity, a “high maturity, high skill”, would lead to delegation. Delegating to “low skill/low maturity” will only frustrate the subordinate. Managers must consider delegation as a development process. Delega-

tion underpins a style of management, which allows delegates (subordinates) to use and develop their skills and knowledge to the full potential. Without delegation school managers may lose subordinates' full value. Maddux supports Blanchard's Situational Leadership and therefore outlines some very practical steps, which are consistent with this model. School managers turn over to their subordinates, fully and specifically describe the desired results; agree on measurement criteria and timetables; define all the parameters familiar with and including resources and constraints; and clarify the level of authority they delegate and how this will be communicated to others. These models are relevant as they have influenced the choice of factors studied in this study.

Tannenbaum and Schmidt Continuum Model of Delegation and Team Development

The Tannenbaum and Schimdt continuum is a simple model, which shows the relationship between the levels of freedom that a manager chooses to give to a team, and the level of authority exercised by the manager. As the team's freedom is increased, so the manager's authority decreases. This is a positive way for both teams and managers to develop. As a manager one of his/her responsibilities is to develop the team. The Tannenbaum and Schimdt continuum argue that over time, a manager should aim to take the team from one end to the other, up the scale, at which point he or she should aim to develop one or a number of potential successors from within the team to take over from the manager. This process can take a year or two, even longer, so a manager need to be patient, explain what he or she is aiming at and be aware constantly of how his or her team is responding and developing. Delegating freedom and decision-making responsibility to a team absolutely does not absolve the manager of accountability. If everything goes well, the team must get credit; if it all goes horribly wrong, the manager must take the blame.

The following are some added explanation of the Tannenbaum and Schimdt Continuum:

The Manager Decides and Announces the Decision

The manager reviews options in the light of aims, issues, priorities, timescale, etc., then de-

termines the actions and informs the team of the decision. The manager will probably have considered how the team will react, but the team plays no active part in making the decision. The team may well perceive that the manager has not considered the team's welfare at all. The team sees this as purely a task-based decision.

The Manager Decides and Then "Sells" the Decision to the Group

The manager makes the decision as in the above explanation, and then explains reasons for the decision to the team, particularly the positive benefits that the team will enjoy from the decision. In so doing the manager is seen by the team as recognizing the team's importance, and to have some concern for the team.

The Manager Presents the Decision with Background Ideas and Invites Questions

The manager presents the decision along with some of the background, which led to the decision. The team is invited to ask questions and discuss with the manager the rationale behind the decision, which enables the team to understand and accept or agree with the decision more easily in the 2 explanations above. This more participative and involving approach enables the team to appreciate the issues and reasons for the decision, and the implications for all the options. This will have a more motivational approach than in the first 2 explanations above because of the higher level of team involvement and discussion.

The Manager Suggests a Provisional Decision and Invites Discussion on it

The manager discusses and reviews the provisional decision with the team on the basis that the manager will take their views and on board finally decide. This enables the team to have some real influence over the shape of the manager's final decision. This also acknowledges the fact that the team has something to contribute in the decision-making process, which is more involving and therefore motivating than in the previous level.

The Manager Presents the Situation or Problem, Gets Suggestions, and then Decides

The manager presents the situation, maybe some options, to the team. The team is encour-

aged and expected to offer additional options, and discuss implications of each possible course of action. The manager then decides which option to take. This level is one of high and specific involvement for the team, and is appropriate particularly when the team has more detailed knowledge or experience than the manager. Being highly involved and highly influenced for the team this level provides more information and freedom than any previous level.

The Manager Explains the Situation, Defines the Parameters and Asks the Team to Decide

At this level the manager has effectively delegated responsibility for the decision to the team, albeit within the manager's stated limits. The manager may or may not choose to be part of the team, which decides. While this level appears to give a huge responsibility to the team, the manager can control the risk and outcomes to an extent, according to the constraints that he stipulates. This level is more motivational than any previous level, and requires a mature team ready or prepared for any eventuality or problem.

The Manager Allows the Team to Identify the Problem, Develop the Options, and Decide on the Action, within the Manager's Received Limits

This is obviously an extreme level of freedom, whereby the team is effectively doing what the manager did in the first explanation. The team is given an opportunity to identify and analyze the situation or problem; the process for resolving it; developing and assessing options; evaluating implications, and then deciding on and implementing a course of action. The manager also states in advance that s/he will support the decision and help the team implement it. The manager may or may not be part of the team, and if so then s/he has no more authority than anyone else in the team. The only constraints and parameters for the team are the ones that the manager had imposed on himself from above. This level is potentially the most motivational of all, but at the same time potentially the most disastrous. Not surprisingly the team must be matured and competent, and capable of acting at what is genuinely a strategic decision making level.

RESULTS

The main aim of this section was to find out if different teachers including school managers view and understand the purpose of effective delegation and are aware that this is a normal managerial function. Teachers were asked to respond to eight (8) items and this is summarized hereunder:

Unwillingness of Principals to Delegate

The main aim of this study was find out from teachers and school managers the barriers that might hinder the delegation process. Reluctance to delegation could result in teachers not receiving the necessary training and could remain permanently trapped in the humdrum of routine tasks, while supervisors might be overburdened with too much work. Managers and teachers were asked to respond to eight questions and a summary of these is discussed hereunder.

Managers are status sensitive, they hang on to tasks and responsibilities because they convey to governors, colleagues and parents a significant symbol of power and authority in school. Sixty percent of the teachers who responded indicated that managers were status sensitive. This then implies that they hang on to tasks and responsibilities as a sign of power and authority in schools. About fifty-four percent of the respondents agreed that some managers are afraid that others might out-perform them. On the other hand, forty-six percent disagreed with the statement. This indicates that there are managers in schools who are still afraid of delegating for fear of being superseded. About fifty-eight percent of the respondents agreed that school managers showed a lack of confidence and trust toward colleagues. Fifty-eight percent of the respondents indicated that they perceived the attempt by managers to delegate as an indication of weakness and incompetence. Forty-four percent of the teachers agreed that school managers should earn their salary by doing the work themselves while fifty-eight percent were of the view that managers are paid to manage and therefore they should not over delegate. This means that when managers delegate there are some negative opinions that can impact badly on the process.

In some cases managers believe that they know everything and should have a finger in

everything that is happening in the school. Seventy-six percent of the respondents indicated that managers believe that they know everything. This implies that managers display an attitude of "I can do better myself to the work force about forty two percent agreed that delegation means someone did not want to delegate because they did not want to take risks. There is a slight difference between those who are against and those who agree with the statement. This implies that school managers as pillars of the organization are fully aware of their role and responsibilities and therefore know exactly what tasks to delegate, and which not to delegate.

Planning of Delegation

Ninety-five percent of the respondents said that principals involve staff members in decision making. This implies that principals share management duties with their supervisors. This therefore indicates that an overwhelming majority of school managers do delegate duties to their staff members. About half of the respondents (forty-eight percent) indicated that tasks are not delegated to qualified and willing persons.

Seventy percent of the respondents agreed that training and guidance is given to delegates. This shows that the majority of respondents know that delegation includes the opportunity for testing employee's skills and for providing any necessary training. This implies that school managers are aware that by delegating tasks to their subordinates they are able to identify potential talents and find it easier to identify the necessary skills needed for developing their subordinates.

Eighty-four respondents agreed that communication is paramount to the smooth running of any organization and that principals communicated all aspects related to delegation to staff members. However, about sixty percent of the respondents said that principals did not issue detailed instructions outlining the scope of the delegated work. This shows that some managers lack general management knowledge while others simply lack experience in management.

Awareness of the Importance of Delegation

About ninety-six percent of the respondents agreed that they know and understand the need

for delegation. The implication is that most of the respondents understand that delegation is necessary and its purpose is to aid in task accomplishment. Most respondents (ninety-eight percent) strongly agreed that delegation helps SMT to control activities to ensure that school objectives are fulfilled and only two percent strongly disagreed. The route to success in management begins with meeting objectives but goes far beyond, and goal setting gives direction to the work of an individual employee as well as a department and /or an organization. Ninety-six respondents agreed that delegation permits the decision making with least delay. This implies that about ninety-eight percent of the respondents indicated that the subordinates are included in the decision-making process of the school.

Eighty-one percent of the respondents agreed that delegation gives subordinates freedom to direct their own activities. This indicates the trust and confidence supervisors have on subordinates. They allow and give the delegates an opportunity to perform the given task without undue interference. Eighty-two percent agreed that delegation helps to restructure the job and only eighteen percent disagreed. About ninety-eight percent of the respondents agreed that delegation provides training opportunities. Eighty-eight percent agreed that delegation motivates subordinates by providing opportunities and challenges. Fifty-two percent agreed that delegation raises the problem of responsibility and accountability. This means that forty-eight percent do not agree that delegation raises the problem of responsibility and accountability. Effective delegation means developing a task as a head teacher or head of department or even teachers, is entrusting duties, with their attendant responsibilities, to others (teachers), and has to divide the work meaningfully, and to ensure its effective execution by making people responsible for the results or achievements of objectives. In this regard, school managers and teachers were asked to indicate the extent to which they delegate such tasks.

Eight-two percent of the respondents agreed that school managers encourage new ideas by making certain resources available. This means that school managers are more supportive to teachers' initiatives. About seventy-two percent of the respondents recognize success with public praise and 28 percent of the respondents did

not agree with the statement. This implies that the majority of teachers receive the necessary recognition for work well done. About sixty-four percent of the respondents believe that delegation is a means of internalized motivation.

DISCUSSION

Findings Pertaining to Research Question Number One (Why are Some Principals Unwilling to Delegate Duties to their Subordinates?)

The findings pertaining to research question number one indicate that; some managers are afraid that others might outperform them; someone did not want to take risks. Managers believe that they know everything and should have a finger in everything that is happening in the school. Managers are status sensitive, they hang on to tasks and responsibilities because they convey to governors, colleagues and parents significant symbol of power and authority in school. For some managers delegating means losing control and, to many it means reduced control (Johnson and Packer 2000). However, this is a very narrow view of looking at delegation as refusal to delegate does mean that it will compromise the ability to serve. Teachers believe that their senior colleagues earn their high salaries by doing work themselves. Teachers perceive the attempt by managers to delegate as way to shirk responsibility a weakness, incompetency and lack of confidence to do their work.

Findings Pertaining to Research Question Number Two (Why Some Principals who Delegate do not Plan their Delegation?)

The findings regarding research aim number two, was to determine from literature and empirical data why some school managers do not plan their delegation. It was evident from the data analysis that school managers are faced with some personal problems that needed to be addressed. A manager must be a good planner, organizer, communicator and coordinator and this means that s/he should have well-developed interpersonal skills (Johnson and Packer 2000). The results showed that some managers lack general management knowledge while others have no experience in management skills. School managers saw delegation as a way of

reducing the workload by delegating tasks to others. This was not necessarily planned.

Findings Pertaining to Research Question Number Three: (Whether Principals are Aware that Delegation is Important?)

About ninety-six percent of the respondents agreed that they know and understand the need for delegation. The implication is that most of the respondents understand that delegation is necessary and its purpose is to aid in task accomplishment. It is for this reason that school managers understand the need for delegation. According to Johnson and Packer (2000) the practicality of the situation should be the guiding principle. A manager should delegate when such action makes a practical contribution to the organization. There are tasks that are fit to be delegated and there others which delegation will not be viewed as appropriate while there is a set of responsibilities which might be impossible to delegate.

CONCLUSION

Delegation of tasks must be seen as an important tool for managers. The management of today is shared with the help of democratic leadership and sound management, which is open, flexible, and transparent and allow for the participation of school structures. Managers should be aware that for them to delegate properly there is a dire need for thorough training. Overall delegation should be done because it is an indispensable aspect of management.

RECOMMENDATIONS

Recommendation Pertaining to Finding Number One

Those who are doubtful in mastering these skills must understand and know that delegation is aimed at developing and empowering their subordinates to help the organization accomplish its stated goals said objectives. Teachers in particular must continue to accept and welcome delegated tasks from their supervisors and they must consider it a privilege and opportunity. School managers should also be firm when delegating tasks to their subordinates by getting the best out of people. Managers should

also recognize the need of subordinates to be valued and the need to achieve. Rewards and promotions can give teachers the necessary recognition of their achievement. Teachers as well should not think that in performing certain managerial tasks they are doing favours to their supervisors. This trains them to be responsible individuals who can face challenges and take the initiative in the absence of their superiors.

Recommendations Pertaining to Finding Number Two

Regular in-service training for both school management team and teachers must be revived. This will guard against any transfer or absorption of a teacher who is fully skilled in a specific subject or activity. As outlined by the literature, school managers should continue to discuss projects with their subordinates support and welcome their inputs and ideas. This promotes superior subordinates relationship.

Recommendations Pertaining to Finding Number Three

Managers should be focused, and select the best person to perform the job. Failure to do so will lead to a subordinate performing a given task in an unsatisfactory manner. This is supported by the literature that school managers know the weaknesses and strength of the subordinates hence they should delegate tasks to well skilled professionals. Teachers and managers should continue to share the workload. Teachers need to take full responsibility for the effective use of the delegation process. Effective and meaningful participation of the teachers in the process of delegation can result in a positive

attitude as delegation is not an end in itself but a means for teachers to develop both as administrators and professional leaders that they are.

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