

PRINCIPALS' DELEGATION OF FUNCTIONS AS PREDICTORS OF TEACHERS' JOB COMMITMENT IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

Ezeaku, Stella N. and Umeh, Robinson Nnaemeka

Department of Educational Foundations

Faculty of Education

Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus

Abstract

This study examined the relationship between principals' delegation of functions and teachers' job commitment in public secondary schools in Anambra State, Nigeria. Specifically, the study investigated the extent to which delegation of instructional programmes and delegation of decision-making predicted teachers' job commitment. A correlational research design was adopted for the study. The population comprised 6,598 teachers in 267 public secondary schools across the six education zones in Anambra State. A sample of 623 teachers was selected using a multistage sampling procedure. Data were collected using the Principals' Delegation of Functions Questionnaire and the Teachers' Job Commitment Questionnaire. The instruments were subjected to validation, and their internal consistency was established using Cronbach's alpha coefficients. Data were analysed using simple linear regression at the 0.05 level of significance. The findings showed that principals' delegation of instructional programmes significantly and positively predicted teachers' job commitment, $R = .552$, $R^2 = .305$, adjusted $R^2 = .304$, $F(1, 621) = 272.145$, $p < .001$. Thus, delegation of instructional programmes accounted for approximately 30.5% of the variance in teachers' job commitment. Similarly, principals' delegation of decision-making significantly and positively predicted teachers' job commitment, $R = .695$, $R^2 = .483$, adjusted $R^2 = .482$, $F(1, 621) = 580.18$, $p < .001$. Therefore, delegation of decision-making accounted for approximately 48.3% of the variance in teachers' job commitment. The findings suggest that appropriate delegation of instructional and decision-making responsibilities is associated with stronger teacher commitment. However, given the correlational and cross-sectional nature of the study, the findings should be interpreted as evidence of statistical association rather than causal effects. The study recommends that principals adopt structured and participatory delegation practices while providing teachers with appropriate authority, resources, guidance and feedback.

Keywords: principals, delegation, instructional programmes, decision-making, teachers, job commitment, secondary schools, Anambra State

Introduction

Secondary education forms a bridge between the primary and tertiary levels of education in Nigeria. It is essentially provided to develop basic skills, behaviour and academic excellence that transmit to tertiary level of education. In order to achieve secondary educational objectives, an efficient and effective administrator must be able to perform headship functions required in an institution. In secondary education, Adinna and Okaforcha (2019) noted that principals undertake all routine activities to accomplish numerous administrative tasks as leaders with the aim of achieving educational objectives. As pointed out by Ezeaku (2019), principals are the uncompromising leaders of their schools, as well as administrators in whose hands lie the future of these institutions. Ughamadu et al. (2021) opined that the attainment of these goals requires a commitment from highly qualified and motivated teachers.

Teachers' job commitment is the teachers' emotional fondness for the school. Okaforcha (2021) noted teachers' job commitment expresses the teachers' motivational orientation to the job in which they are engaged. Ughamadu et al. (2024a) defined teachers' job commitment as a power or quality needed to approach stress and change. As noted by Okaforcha et al. (2024); Okoli et al. (2024); Ifeanyi & Ezeaku (2024), fostering the commitment of teachers in public secondary schools is imperative as teachers who are highly committed are likely to stay longer on the job, can perform better than their uncommitted colleagues, and are usually full of excitement to contribute positively to the success of the school. Such teachers will also be ready to go extra mile for the students and the school goals and objectives to be achieved. Adinna and Okafor (2023), Okaforcha & Ifediorah Okeke (2025) and Ezeaku & Obi (2025) in their various opinions believed that teachers' committed is an expressed action or behaviour that reveals the level at which teachers are bonded to the achievement of goals and objectives of the school.

Teachers' job commitment is of importance as it is associated with greater job effort and involvement, that is, committed employees are less likely to leave their position and display other withdrawal behaviour such as absenteeism. Ughamadu et al. (2024b) noted that the strength of any profession depends upon the degree of commitment of its members. Adinna et al. (2024) described job commitment as total organism direction involving not only the conscious mind but the whole direction which is gradually achieved by the individual through a close relationship in which even unconscious tendencies are as much respected as conscious choices. In line with this, Okpara et al. (2025); Mmor and Adinna (2025) acknowledged that some teachers are highly devoted to the teaching task to stay in the profession which is as a result of strong belief in and acceptance of the school's goals and ideals, as well as a readiness to put out significant work on behalf of the school.

Recent evidence from public secondary schools in South-East Nigeria also suggests that collegial relationships within schools are associated with teachers' job commitment (Okeile et al., 2026).

This supports the view that teachers' commitment is influenced not only by individual factors but also by the quality of relationships and participation within the school environment.

Teachers' job commitment, in whatever form, is an important component in determining teachers' outcomes. Less dedicated teachers make fewer plans to increase the quality of their instruction (Amos et al., 2023). Teachers' lower levels of commitment may create a problem that harms the educational organisation and causes teachers to be less efficient in their professional performance. As credited by Onyekazi et al. (2022); Manafa & Adinna (2023); Ezeaku (2025b), teachers' commitment to their school is the strong desire to remain as part of the school. This is why Ughamadu et al. (2024c) referred to teachers' job commitment as an indicator of a teacher's loyalty, professional attachment and job pleasure. It tends to reflect the level of fulfillment; an individual feel from his nature of work and organizational attachment. Furthermore, Chukwu et al. (2024) opted that, even when students demonstrate bad attitudes or hard behaviour, commitment motivates teachers to seek out better teaching approaches, and enhanced students' involvement, effort, achievement and self-confidence are all good outcomes of increased teachers' job commitment.

Unfortunately, some teachers today seem not to appear to have a genuine enthusiasm for their vocation. Mmonwuba and Adinna (2025) noted that they appear to be drawn to teaching not because they are interested in the profession or enjoy it, but because they are unable to find work elsewhere. Similarly, Ezeaku (2025a) advocated that, those who have been in the profession for a long time appears to have lost their enthusiasm for what they do, as seen by the quality of their work and their attitude in the workplace. They make fewer plans to participate in professional development activities, which are required for them to improve their teaching quality. As a result, the organization's mission of providing high-quality education is jeopardized.

In this study, teachers' job commitment is the emotional bond teachers demonstrate toward their work. It is a psychological attachment to their job and it is characterized by their enthusiasm, dedication and motivation. Committed teachers are more likely to engage with their students and take their improvement into account. Teachers who are committed to the profession are more likely to advance their knowledge and skills (Adinna & Onyekwelu, 2021). However, though the variables are possibilities but may not fully explain the problems inherent in job commitment among teachers, there are other probable factors but this study will be limited to principals' delegatory functions. Asiegbu and Emegwa (2024) posited that delegating responsibilities to teachers contributes to their productivity in schools.

Principals' delegation of responsibilities is the act of assigning duties and responsibilities to the teachers by the school principal in order to ensure that there is a division of labour as well as specialization in the school system. The main reason for delegation in schools emanates from the fact that the task of running a school is too broad for one person to manage. There are many tasks

and people to deal with in the school, so the workload has to be shared among various units and personnel. Educational managers should strive to create 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 coordination of resources, reviewing progress report, and being able to meet with teams at critical junctures (David & Musa, 2022).

In school system, there are various categories of functions that are delegated to the staff in schools. Amos et al. (2023) maintained that principals delegate some major functions like preparation of the time-table to the vice principal with full authority to do so. He is also bestowed with the authority to discipline the staff and students, keep school records and supervision of classes, decision making, staff negotiation, instructional programme, school resource, among others. Amos et al. further stated that departmental heads are delegated to develop curriculum, supervisory and advisory functions within the department and they are also delegated to be responsible for the maintenance and storage of departmental equipments. Bursars/school finance clerks are delegated to collect the revenue accruing from the school. They are also responsible for the school imprest account, preparation of school budget, accounting and payment, among others. Form masters are delegated ensure discipline and the general welfare of the class. They are also delegated to check class attendance registers. House masters are delegated to maintain good hygiene, discipline, appointment of house prefects and the general welfare of the house.

In public secondary schools in Anambra State, the principals rarely delegate authorities to teachers to carry out some administrative works. This is noticed by Okaforcha et al. (2023) that some administrative ineffectiveness among public school principals could be attributed to poor delegation of functions to their teachers. This is usually as a result of lack of trust in the competency of the teachers to carry out these tasks. This, to a great extent, affects the job commitment of teachers. Poor delegatory functions by the principals in Anambra State are issues of discourse in the present time, as it is believed that many teachers are motivated from these functions which are now lacking. In some cases, as noted by Asiegbu and Emegwa (2024), some teachers who would be appointed principals in the future may use these opportunities to learn these administrative roles. However, there exists a relationship crisis between the principals and some of these teachers. Most often such conflict manifests as a result of the communication gap, favouritism, discrimination, lack of motivation, mistrust, poor time management, laxity among teachers resulting in poor implementation of school programmes.

In this study, principals' delegatory function is the act of sharing available functions in the school by the principal to the members of the staff according to their abilities and capabilities towards achieving the goals and objectives of the school. In a school system, there are various categories of function, and the staff and these functions are being delegated to and controlled by the heads. Akpam et al. (2024) submitted that principals delegate some major functions to the vice principal with full authority such as preparing the school timetable. He is also bestowed with the authority

to discipline the staff and students, keep school records and supervise classes among others. Nwankwo and Edeani (2024) included a host of management activities such as scheduling, personnel and facility management, instructional oversight, meetings, budgeting, programming, disciplining students, connecting with parents and the community, reporting to the board or district, and, perhaps most challenging of all, addressing individual student needs. This list does not include the crises and special situations that are inevitable in schools and can be all consuming when they occur. Principals delegate some major functions to vice-principals and teachers, but this study was delimited to principals' delegatory functions of instructional programme and decision-making function.

The role of principals' administrative practices in teachers' commitment has also received empirical support. Simadi and Onuh (2026) examined principals' conflict-management strategies alongside teachers' commitment to work and reported a significant relationship among the variables. This suggests that the way principals manage and interact with teachers may have important implications for teachers' commitment.

Principals' delegation of instructional programmes means delegating school activities to teachers. Thus, principals delegating instructional programmes enhance capacity building as functions are rotated periodically among staff and time is given to role participants to develop particular skill on the job. Delegation of instructional programmes reduces workload and job stress while the principals can concentrate on other activities. Kongnyuy (2022) contended that the basic task of the school is to offer curriculum instruction for improved performance which the principals delegates teachers to carry out instructional programmes for effective execution. The principals have the responsibility of monitoring the instructional programmes delegated to teachers for appropriate implementation of curriculum. Akpom et al. (2024) maintained that there is need for principals to delegate instructional programmes and decision-making to teachers for improved job committed.

Principals' delegation of decision-making is when principals empower teachers to take favourable decisions in his/her behalf which aim at improving and achieving school goals. Amos et al. (2023) asserted that one of the basic tenets of leadership is being able to build leaders out of others. Thus, principals must do this by delegating decision-making to their staff to independently decide solutions to problems. This decentralized method of leadership helps the school reach the next level of growth because decisions and capabilities lie not in the hands of one, but many. Adeseko et al. (2024) noted that leaders can delegate decision-making to ensure the organizations runs smoothly through close supervision.

Despite the growing literature on school leadership and teachers' work-related attitudes, there remains limited empirical evidence on how specific dimensions of principals' delegation relate to teachers' job commitment in public secondary schools in Anambra State. Existing studies have

generally examined delegation as a broad administrative practice or have focused on outcomes such as teachers' job performance, productivity and administrative effectiveness. Less attention has been given to distinguishing between delegation of instructional responsibilities and delegation of decision-making and examining their respective relationships with teachers' job commitment.

This distinction is important because delegation involves more than the transfer of routine duties. When principals appropriately share instructional and decision-making responsibilities with teachers, teachers may perceive greater trust, autonomy and recognition within the school. Such experiences may strengthen their willingness to identify with school goals and remain psychologically committed to their work. At the same time, ineffective delegation, inadequate supervision or the transfer of responsibility without corresponding authority may produce the opposite outcome. Consequently, the relationship between delegation and teachers' commitment requires empirical examination within the specific organisational context in which school principals and teachers operate.

The present study therefore examined principals' delegation of instructional programmes and delegation of decision-making as predictors of teachers' job commitment in public secondary schools in Anambra State. The study contributes to the existing literature by examining these two dimensions separately within the public secondary school system in the state. The findings are expected to provide evidence that can inform school leadership practices and the management of teachers' responsibilities.

Purpose of the Study

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

1. ascertain the predictive value of principals' delegation of instructional programme on teachers' job commitment in public secondary schools in Anambra State.
2. find out the predictive value of principals' delegation of decision-making on teachers' job commitment in public secondary schools in Anambra State.

Research Question

The following research questions guided the study:

1. What is the predictive value of principals' delegation of instructional programme on teachers' job commitment in public secondary schools in Anambra State?
2. What is the predictive value of principals' delegation of decision-making on teachers' job commitment in public secondary schools in Anambra State?

Hypotheses

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

1. Principals' delegation of instructional programme does not significantly predict teachers' job commitment in public secondary schools in Anambra State.
2. Principals' delegation of decision-making does not significantly predict teachers' job commitment in public secondary schools in Anambra State.

Limitations of the Study

The study has several limitations that should be considered when interpreting the findings. First, the cross-sectional design means that data were collected at one point in time. Consequently, the findings demonstrate statistical relationships but cannot establish causal direction. It is possible that teachers' commitment influences their perceptions of principals' delegation or that both variables are influenced by other organisational factors.

Second, the study relied primarily on teachers' self-reported responses. This may introduce common-method bias because the same respondents provided information about both principals' delegation and their own job commitment. Future studies could reduce this concern by obtaining information from multiple sources, including principals, teachers and school records.

Third, teachers were sampled within schools, meaning that respondents from the same school may have shared similar experiences and perceptions. The potential dependence of observations within schools should therefore be considered in future studies through multilevel or cluster-adjusted statistical methods.

Finally, the study was conducted in public secondary schools in Anambra State. Although the findings may be relevant to similar educational settings, caution should be exercised when generalising them to private schools, other states in Nigeria or educational systems with substantially different administrative structures.

Method

Research Design

The study adopted a correlational research design. The design was considered appropriate because the study sought to examine the statistical relationship between principals' delegation of functions and teachers' job commitment without manipulating the study variables. The design therefore permitted the researcher to estimate the extent to which variation in teachers' job commitment was associated with variation in the dimensions of principals' delegation examined in the study.

Population of the Study

The population of the study comprised 6,598 teachers in 267 public secondary schools across the six education zones in Anambra State, Nigeria.

Sample and Sampling Procedure

A sample of 623 teachers was drawn from the study population using a multistage sampling procedure involving proportionate stratified and simple random sampling techniques. The sampling procedure was designed to ensure representation of teachers across the relevant education zones and selected public secondary schools.

A total of 660 copies of the questionnaire were administered, of which 623 were properly completed and returned, representing a 94.4% usable response rate. The returned questionnaires constituted the dataset used for the statistical analysis.

Instruments for Data Collection

Data were collected using the Principals' Delegation of Functions Questionnaire (PDFQ) and the Teachers' Job Commitment Questionnaire (TJCQ). The PDFQ measured the dimensions of principals' delegation examined in the study, namely delegation of instructional programmes and delegation of decision-making. The TJCQ measured teachers' job commitment.

The instruments should be described in terms of the number of items, response scale, item sources or development procedure, and scoring method. Where items were adapted from previously validated instruments, the original sources should be clearly acknowledged.

Validity of the Instruments

The instruments were subjected to content validation by three experts, comprising two experts in Educational Management and one expert in Measurement and Evaluation. Construct validity was also examined using principal component analysis. The final manuscript should report the relevant factor-analytic statistics, including the Kaiser-Meyer-Olkin measure, Bartlett's test of sphericity, factor extraction procedure, factor-retention criterion, factor loadings and percentage of variance explained.

Reliability of the Instruments

The internal consistency of the instruments was assessed using Cronbach's alpha. The reported coefficients were 0.80 for the Principals' Delegation of Functions Questionnaire and 0.86 for the Teachers' Job Commitment Questionnaire. These coefficients indicate acceptable internal consistency. The manuscript should also report the reliability coefficients for the individual subscales if the instruments contain multiple dimensions.

Data Collection Procedure

The questionnaires were administered to the sampled teachers following the appropriate institutional and school-level procedures. Participation was voluntary, and respondents' information was treated confidentially. The final manuscript should provide the relevant ethical approval information, including the approving institution or ethics committee, approval/reference number where applicable, and the procedure used to obtain informed consent.

Data Analysis

The data were analysed using regression analysis at the 0.05 level of significance. Before interpretation of the regression models, the assumptions of linear regression, including linearity, independence of observations, homoscedasticity, normality of residuals and the presence of influential observations, should be assessed and reported.

Because teachers were sampled within schools, the possibility of clustering of responses within schools should also be considered. Where the data structure permits, a multilevel model or cluster-robust standard errors should be considered to account for the non-independence of teachers within the same school.

Data Analysis

Research Question 1

What is the predictive value of principals' delegation of instructional programme on teachers' job commitment in public secondary schools in Anambra State?

Table 1: Summary of simple linear regression analysis of principals' delegation of instructional programme as a predictor of teachers' job commitment in public secondary schools in Anambra State

Predictor	B	SE	β	t	p
Constant	28.605	6.018	—	4.753	< .001
Delegation of instructional programme	0.574	0.0348	0.552	16.496	< .001

Model summary: $R = .552$; $R^2 = .305$; Adjusted $R^2 = .304$; $F(1, 621) = 272.145$, $p < .001$; $N = 623$.

The results presented in Table 1 show that principals' delegation of instructional programme was positively associated with teachers' job commitment. The regression coefficient for delegation of instructional programme was positive ($B = 0.574$), while the standardized regression coefficient

was $\beta = .552$. This indicates that higher levels of delegation of instructional programme were associated with higher levels of teachers' job commitment.

The model produced a correlation coefficient of $R = .552$ and a coefficient of determination of $R^2 = .305$. Thus, approximately 30.5% of the observed variation in teachers' job commitment was statistically accounted for by principals' delegation of instructional programme in the model. The adjusted R^2 of .304 indicates that the model retained approximately 30.4% explanatory power after adjustment for sample size and the number of predictors.

The regression model was statistically significant, $F(1, 621) = 272.145$, $p < .001$. Therefore, principals' delegation of instructional programme significantly predicted variation in teachers' job commitment in the sampled public secondary schools in Anambra State. The finding should, however, be interpreted as a statistical association rather than evidence of a causal effect because the study employed a cross-sectional correlational design.

Research Question 2

What is the predictive value of principals' delegation of decision-making on teachers' job commitment in public secondary schools in Anambra State?

Table 2: Summary of simple linear regression analysis of principals' delegation of decision-making as a predictor of teachers' job commitment in public secondary schools in Anambra State

Predictor	B	SE	β	t	p
Constant	31.024	5.281	—	5.874	< .001
Delegation of decision-making	0.703	0.0292	0.695	24.087	< .001

Model summary: $R = .695$; $R^2 = .483$; Adjusted $R^2 = .482$; $F(1, 621) = 580.18$, $p < .001$; $N = 623$.

The results presented in Table 2 indicate that principals' delegation of decision-making was positively associated with teachers' job commitment. The unstandardized regression coefficient was positive ($B = 0.703$), while the standardized regression coefficient was $\beta = .695$. This indicates that higher levels of principals' delegation of decision-making were associated with higher levels of teachers' job commitment.

The model yielded $R = .695$ and $R^2 = .483$. Therefore, approximately 48.3% of the observed variation in teachers' job commitment was statistically accounted for by principals' delegation of decision-making. The adjusted R^2 of .482 indicates that approximately 48.2% of the variation remained explained after adjustment for sample size and the number of predictors.

The overall regression model was statistically significant, $F(1, 621) = 580.18, p < .001$. The result therefore indicates that principals' delegation of decision-making significantly predicted variation in teachers' job commitment in the sampled public secondary schools in Anambra State. As with the first analysis, this result represents a statistical relationship and should not be interpreted as evidence that delegation of decision-making causes an increase in teachers' job commitment.

Test of Hypotheses

Hypothesis 1

H₀₁: Principals' delegation of instructional programme does not significantly predict teachers' job commitment in public secondary schools in Anambra State.

Table 3: Test of significance of the regression coefficient for principals' delegation of instructional programme as a predictor of teachers' job commitment

Predictor	B	SE	β	t	p
Constant	28.605	6.018	—	4.753	< .001
Delegation of instructional programme	0.574	0.0348	0.552	16.496	< .001

Model summary: $R = .552$; $R^2 = .305$; Adjusted $R^2 = .304$; $F(1, 621) = 272.145, p < .001$.

The results in Table 3 indicate that principals' delegation of instructional programme was a statistically significant positive predictor of teachers' job commitment, $B = 0.574, SE = 0.0348, \beta = .552, t(621) = 16.496, p < .001$. Since the p-value is less than the 0.05 level of significance, the null hypothesis is rejected. The study therefore concludes that principals' delegation of instructional programme significantly predicts variation in teachers' job commitment in public secondary schools in Anambra State.

The positive standardized coefficient indicates that higher levels of principals' delegation of instructional programme were associated with higher levels of teachers' job commitment. The coefficient of determination ($R^2 = .305$) indicates that the model statistically accounted for approximately 30.5% of the variation in teachers' job commitment.

Hypothesis 2

H₀₂: Principals' delegation of decision-making does not significantly predict teachers' job commitment in public secondary schools in Anambra State.

Table 4: Test of significance of the regression coefficient for principals' delegation of decision-making as a predictor of teachers' job commitment

Predictor	B	SE	β	t	p
Constant	31.024	5.281	—	5.874	< .001
Delegation of decision-making	0.703	0.0292	0.695	24.087	< .001

Model summary: $R = .695$; $R^2 = .483$; Adjusted $R^2 = .482$; $F(1, 621) = 580.18$, $p < .001$.

The results in Table 4 indicate that principals' delegation of decision-making was a statistically significant positive predictor of teachers' job commitment, $B = 0.703$, $SE = 0.0292$, $\beta = .695$, $t(621) = 24.087$, $p < .001$. Since the p-value is less than the 0.05 level of significance, the null hypothesis is rejected. The study therefore concludes that principals' delegation of decision-making significantly predicts variation in teachers' job commitment in public secondary schools in Anambra State.

The positive standardized coefficient indicates that higher levels of principals' delegation of decision-making were associated with higher levels of teachers' job commitment. The coefficient of determination ($R^2 = .483$) indicates that the model statistically accounted for approximately 48.3% of the variation in teachers' job commitment.

Discussion of Findings

The first finding of the study showed that principals' delegation of instructional programmes significantly and positively predicted teachers' job commitment in public secondary schools in Anambra State. The regression model produced $R = .552$ and $R^2 = .305$, indicating that approximately 30.5% of the observed variance in teachers' job commitment was statistically accounted for by principals' delegation of instructional programmes. The adjusted R^2 of .304 indicates that the explanatory contribution of the model remained approximately 30.4% after adjustment for sample size and the number of predictors. The model was statistically significant, $F(1, 621) = 272.145$, $p < .001$.

The finding suggests that teachers who perceive their principals as appropriately delegating instructional responsibilities are also more likely to report stronger commitment to their work. Delegation of instructional programmes can provide teachers with opportunities to exercise professional judgment, assume responsibility for aspects of teaching and learning, and contribute directly to the achievement of school objectives. When teachers are entrusted with meaningful instructional responsibilities and are provided with the authority and resources necessary to

perform those responsibilities, they may develop a stronger sense of professional ownership and involvement in the affairs of the school.

The result may also be explained by the fact that appropriate delegation communicates confidence in teachers' professional competence. Teachers who perceive that their principals trust their abilities may be more willing to identify with school goals and invest greater effort in their responsibilities. Delegation can also reduce excessive concentration of administrative responsibilities in the principal's office and create opportunities for teachers to contribute their expertise to instructional planning and implementation.

The result is consistent with the broader literature suggesting that participatory and empowering leadership practices can be associated with positive employee attitudes and work-related outcomes. However, the present finding should not be interpreted to mean that delegation of instructional programmes alone causes higher levels of teachers' job commitment. The study was cross-sectional and relied on observed associations among variables measured within the same period. Other factors, including school climate, leadership style, workload, remuneration, professional development opportunities and interpersonal relationships, may also influence teachers' commitment.

The R^2 value of .305 is particularly important for interpreting the finding. It means that the regression model accounted statistically for approximately 30.5% of the variation in teachers' job commitment, while approximately 69.5% remained unexplained by this predictor. Therefore, although delegation of instructional programmes represents an important correlate of teachers' job commitment, it should not be regarded as the sole or dominant determinant of commitment. The remaining variation may be associated with other individual, organisational and contextual factors that were not included in the model.

The second finding showed that principals' delegation of decision-making significantly and positively predicted teachers' job commitment. The regression analysis yielded $R = .695$, $R^2 = .483$ and an adjusted R^2 of .482. Thus, approximately 48.3% of the observed variance in teachers' job commitment was statistically accounted for by principals' delegation of decision-making, while approximately 51.7% was not explained by this predictor. The regression model was statistically significant, $F(1, 621) = 580.18$, $p < .001$.

The stronger association observed for delegation of decision-making suggests that opportunities for teachers to participate in decisions affecting their work may be particularly relevant to their commitment. Participation in decision-making can strengthen teachers' sense of inclusion and recognition within the school organisation. When teachers are given meaningful opportunities to contribute to decisions concerning instructional activities, school programmes and other matters relevant to their professional responsibilities, they may perceive themselves as active members of the school community rather than merely as recipients of administrative directives.

The finding is consistent with the broader evidence that school leadership and organisational conditions are associated with teachers' work-related attitudes. Okaforcha and Chukwuma (2026), for example, found that principals' leadership behaviour significantly predicted teachers' organisational behaviour in public secondary schools in Anambra State. Similarly, Musa (2026) reported a significant relationship between organisational climate and teachers' work commitment.

Delegation of decision-making may also promote a sense of autonomy and professional responsibility. Teachers are more likely to develop ownership of decisions when they have participated in the processes through which those decisions are made. This may encourage greater willingness to implement agreed decisions and pursue school objectives. In addition, participatory decision-making can improve communication between principals and teachers and may strengthen mutual trust within the school.

This research also agrees with evidence that teachers' involvement in school relationships and administrative processes is associated with stronger commitment. Okeile et al. (2026) reported a relationship between school collegiality and teachers' job commitment, while Simadi and Onuh (2026) found a significant relationship between principals' conflict-management practices and teachers' commitment to work. These findings suggest that the manner in which principals interact with and involve teachers may be important for teachers' commitment.

The relatively higher R^2 of .483 compared with .305 for delegation of instructional programmes suggests that, within the present sample and the separate regression models examined, delegation of decision-making accounted for a larger proportion of the observed variation in teachers' job commitment. However, this difference should not be interpreted as evidence that delegation of decision-making is necessarily twice as important as delegation of instructional programmes. The two predictors were examined in separate simple regression models, and the analyses did not establish their unique effects when both variables are considered simultaneously. A multiple regression or multilevel analysis would be required to determine whether delegation of decision-making makes a unique contribution after accounting for delegation of instructional programmes and other relevant factors.

The finding is broadly consistent with the view that participatory leadership can contribute to positive employee attitudes. Teachers who are involved in decisions that affect their professional activities may feel that their knowledge and experience are valued by school administrators. Such perceptions may strengthen organisational identification and willingness to contribute to school objectives. Nevertheless, the relationship may also operate in the opposite direction or be influenced by other factors. Teachers who are already highly committed may be more willing to participate actively in school decision-making and may also perceive their principals' leadership practices more positively.

Implications of the Findings

Taken together, the findings indicate that both dimensions of principals' delegation examined in this study are significantly and positively associated with teachers' job commitment. The findings therefore support the view that delegation is an important aspect of school leadership, particularly when it involves meaningful responsibility, appropriate authority and opportunities for professional participation.

The results also suggest that effective delegation should not be understood simply as transferring tasks from principals to teachers. Delegation is more likely to be productive when teachers understand the responsibilities assigned to them, possess the competence required to perform them, have access to appropriate resources, and receive reasonable guidance and feedback. Delegation without authority, resources or support may create additional workload without producing the expected organisational benefits.

From a leadership perspective, principals should therefore balance delegation with supervision and support. The objective should be to create an organisational environment in which teachers can exercise professional judgment while remaining accountable for agreed responsibilities. Such an approach may strengthen teachers' participation in school affairs and may be associated with stronger commitment to the school and its objectives.

At the same time, the findings should be interpreted within the limitations of the study. The cross-sectional design does not permit causal inference, and the use of teacher-reported measures may introduce common-method bias. Furthermore, teachers were sampled within schools, meaning that responses from teachers in the same school may not be completely independent. Future studies should therefore consider multilevel designs, longitudinal data and multiple sources of information to provide stronger evidence concerning the relationship between principals' delegation and teachers' job commitment.

Conclusion

The study found that principals' delegation of instructional programmes and delegation of decision-making were significantly and positively related to teachers' job commitment in public secondary schools in Anambra State. Delegation of instructional programmes accounted for 30.5% of the variation in teachers' job commitment, while delegation of decision-making accounted for 48.3%.

The findings indicate that teachers' involvement in instructional responsibilities and school decision-making is associated with stronger job commitment. Principals should therefore view delegation not simply as a way of sharing administrative duties, but also as an opportunity to involve teachers more meaningfully in the work of the school. Nevertheless, the findings should

be interpreted as associations rather than causal effects because of the cross-sectional nature of the study.

Recommendations

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

1. Principals should delegate appropriate instructional responsibilities to teachers according to their competence, experience and areas of responsibility.
2. Teachers should be given meaningful opportunities to participate in decisions that affect their teaching and other professional duties.
3. Delegated responsibilities should be accompanied by adequate authority, resources and guidance so that teachers can perform them effectively.
4. Principals should provide regular feedback and support to teachers who are assigned additional responsibilities.
5. Education authorities should organise leadership training for principals, with particular attention to effective delegation, participatory decision-making and staff management.
6. Future researchers should examine other factors that may influence teachers' job commitment and consider longitudinal or multilevel designs to provide stronger evidence about the relationship between delegation and commitment.

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