

## Task delegation: its relationship on decision-making and organizational performance in educational institutions

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**Abstract:** This study aimed to determine the task delegation practices of school heads and teachers in decision-making and organizational performance, identify the challenges encountered in task delegation in schools, test relationships between task delegation practices and its challenges, and propose an intervention to enhance delegation practices. Using a quantitative method and a descriptive-correlational design, data were collected through a researcher-made survey from 8 school heads and 95 teachers in public elementary and secondary schools in San Vicente, Camarines Norte. Weighted mean and Pearson's Product-Moment Correlation were used for data analysis. Results revealed that school heads and teachers never practiced task delegation in decision-making. In organizational performance, school heads consistently delegated tasks, while teachers showed low involvement. School heads encountered moderate challenges in delegating tasks for decision-making and organizational performance. Teachers, however, often faced challenges in delegating tasks for decision-making and organizational performance. Correlation analysis showed no significant relationship between task delegation and challenges in decision-making and organizational performance. Based on the findings, a learning and development activity proposal was created to improve task delegation among school heads.

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Keywords: Task delegation, Decision-making, Organizational performance, Challenges

Date Submitted: April 6, 2025

Date Accepted: April 14, 2025

Date Published: May 13, 2025

## INTRODUCTION

Educational institutions operate in complex environments, with administrators and educators often facing numerous challenges and pressures to ensure quality education, student success, and institutional performance. Effective task delegation enables these institutions to leverage the diverse skill sets of their staff, encouraging collaboration and empowering team members to contribute to the decision-making process. Delegating tasks is essential for enhancing employee performance, as it is only through entrusting them with responsibilities that they become accountable and responsible for their work (Ugoani, 2020). As a result, institutions can make more informed choices and implement strategies that enhance overall performance.

Moreover, understanding the impact of task delegation on decision-making and organizational performance in educational institutions is crucial because it fosters improved management practices. Effective leadership is the backbone of effective delegation, turning it into a collaborative and coordinated management approach. This technique empowers and

motivates employees and provides a framework for assessing their performance (Ayeni, 2020). Administrators can implement more effective policies by identifying key factors contributing to successful delegation and decision-making. This holistic approach ultimately benefits students, staff, and the institution by enhancing productivity, fostering a positive work environment, and ensuring the achievement of educational goals. Effective delegation, driven by strong leadership, thus becomes a cornerstone of organizational success in the educational sector.

Hence, this study aimed to determine the relationships of task delegation on decision-making and organizational performance in public elementary and secondary schools in San Vicente, Camarines Norte. Specifically, this sought to determine the task delegation practices of school heads and teachers along decision-making and organizational performance, identify the various challenges they encounter in task delegation, test the relationship between task delegation practices and its challenges, and propose intervention to improve task delegation practices among school heads.

#### *Statement of the problem*

This study aimed to determine the relationships of task delegation on decision-making and organizational performance in public elementary and secondary schools in San Vicente, Camarines Norte. Specifically, this sought to determine the task delegation practices of school heads and teachers along decision-making and organizational performance, identify the various challenges they encounter in task delegation, test the relationship between task delegation practices and its challenges, and propose intervention to improve task delegation practices among school heads.

## METHODOLOGY

#### *Research design*

This study utilized a quantitative method using a descriptive-correlational research design. The researcher employed a descriptive research design to determine the task delegation practices of school heads and teachers along decision-making and organizational performance and the various challenges they encounter in task delegation. To test the relationship between task delegation practices and its challenges, correlational research design was used. The results of this study were used to develop interventions to improve task delegation practices among school heads.

#### *Respondents and locale of the study*

The respondents of the study were 8 school heads and 95 teachers in public elementary and secondary schools in San Vicente, Camarines Norte participated in this study.

#### *Research instrument*

The researcher utilized a researcher-made survey questionnaire with two sections each for school heads and teachers. The first part contains statements with a 5-point Likert scale to determine the task delegation practices among educational institutions. These statements entailed delegation practices along with decision-making and organizational performance. The second part contains the challenges in task delegation with a 5-point Likert scale. To ensure the content validity of the research instrument, it was subjected to validation by five (5) experts such as education program supervisors, school heads and master teachers outside of the target population in nearby districts.

It was also subjected to pilot test with school heads and teachers outside of the target population in nearby districts. Moreover, it was subjected to Cronbach-alpha for reliability test. The first and second part of questionnaire for school heads yielded .662 and .482, respectively. The first and second part of questionnaire for teachers yielded .913 and .751, respectively.

#### *Data analyses procedure*

For data tabulation and analysis, SPSS Version 21 and Microsoft Excel were used. To determine the task delegation practices of school heads and teachers along decision-making and organizational performance and identify the various challenges they encounter in task delegation, a descriptive analysis was employed by calculating the weighted mean. To test the relationship between task delegation practices and its challenges, the researcher used Pearson's Product-Moment Correlation.

## FINDINGS AND DISCUSSION

### *Task delegation practices of school heads to teachers in the context of educational institutions in instruction*

#### *Task Delegation Practices of the School Heads along Decision-making*

The data shows that the overall weighted mean for school heads' delegation of decision-making tasks was 1.41, interpreted as "Never Practiced." The highest-rated task was delegating specific instructional projects to teachers, such as developing cross-curricular units or integrating project-based learning (PBL) across subjects, with a weighted mean of 1.63, still classified as "Never Practiced." On the other hand, creating curriculum planning committees that include teachers in decision-making about curriculum changes, instructional pacing, and integrating cross-curricular themes received the lowest weighted mean of 1.00, also interpreted as "Never Practiced."

These results reflect common practices in schools where principals often centralize control over instructional decisions. For instance, teachers in some schools in San Vicente reported only being informed of decisions after they were finalized, rather than being included in the planning phase. Even in cases where teachers express readiness to lead instructional improvements—such as proposing project-based modules in Science or English—the final decision still rests solely with the school head.

The data indicate that school heads retain decision-making authority and do not actively involve teachers in key instructional leadership roles. While instructional projects receive slightly more delegation, the absence of teacher-led curriculum planning committees indicates a lack of teacher involvement in critical academic decisions. These findings suggest that teachers have minimal participation in decision-making, potentially limiting instructional innovation and collaborative leadership.

The findings of the present study were confirmed by Ochieng et al. (2019), who found that school heads retained most decision-making authority, limiting teachers' involvement in school management. Similarly, Masaku et al. (2019) identified that school heads rarely delegated responsibilities, particularly in curriculum planning and instructional leadership, leading to reduced teacher engagement in decision-making.

#### *Task delegation practices of the teachers along decision-making*

The data shows that the overall weighted mean for teachers' delegation in decision-making was 1.49, interpreted as "Never Practiced." The highest-rated indicator was lead teachers appointed to oversee specific grade levels or subject areas, providing mentorship and coordinating instructional efforts among teachers, with a weighted mean of 1.60, still falling under "Never Practiced." Meanwhile, the lowest-rated practice included teachers in school-wide committees that make decisions on instructional initiatives such as school improvement plans, resource allocation, and adopting new teaching methodologies, with a weighted mean of 1.39, also interpreted as "Never Practiced."

These results mirror what is typically observed in schools where teacher involvement in governance is limited to minor roles. For example, while a lead teacher may be designated for a subject area, their role is often administrative, like checking lesson plans rather than strategic, such as shaping curriculum direction or assessment frameworks. Teachers shared that in school improvement planning workshops, they are usually asked to sign attendance sheets but are not engaged in actual agenda-setting or policy drafting.

The data indicate that teachers never participate in decision-making processes in the school. The slight recognition of mentorship roles suggests some informal delegation, but structured participation remains lacking. The findings suggest that teachers lack opportunities to engage in school governance and instructional decision-making. This limited involvement may result in reduced teacher motivation and hinder the development of collaborative instructional strategies.

The present study's findings were confirmed by Seth and Ntirandekura (2022), who found that teachers were rarely delegated responsibilities in school leadership, limiting their influence on instructional planning and decision-making. Similarly, Berezi (2024) reported that school heads retained most administrative authority, with little structured delegation to teachers, leading to a lack of teacher participation in governance and strategic planning.

#### *Task delegation practices of the school heads along organizational performance*

The data shows that the overall weighted mean for school heads' delegation of organizational tasks was 4.54, interpreted as "Always Practiced." The highest-rated indicators were assigning teachers to oversee extracurricular or co-curricular activities such as clubs, academic competitions, and school events that complement classroom instruction and assigning teachers to lead initiatives that integrate technology into the classroom, such as digital learning platforms, online assessments, or multimedia tools, both receiving a weighted mean of 4.88, interpreted as "Always Practiced." Conversely, the lowest-rated indicator was delegating the creation or revision of specific parts of the curriculum to teachers with expertise in particular subjects or grade levels, which had a weighted mean of 4.13, interpreted as "Often Practiced."

These ratings reflect actual practices in schools where teachers are actively tapped to manage school organizations, lead technology implementation, and spearhead training sessions for their colleagues. For instance, senior teachers were delegated as organization advisers of Learner Government and Youth for Environment in Schools Organization. Likewise, ICT teachers led the adoption of a new learning management system, from training peers to troubleshooting technical issues. However, even in these settings, decisions about modifying subject content or shifting instructional models remained under the direct control of the school head.

The data indicate that school heads actively delegate leadership roles in extracurricular activities and technology integration. However, the delegation of instructional and curriculum-

related leadership responsibilities is less frequent. The results suggest that school heads prioritize non-instructional leadership roles when delegating responsibilities. While this enhances organizational performance in extracurricular engagement and technological innovation, limiting teacher involvement in curriculum development may hinder instructional growth and academic improvements.

The present study's findings were confirmed by Aquino et al. (2021), who found that school heads effectively delegated non-instructional leadership roles, such as professional development and extracurricular activities, to teachers while retaining greater control over curriculum planning. Similarly, Olaifa et al. (2024) confirmed that school heads in public secondary schools actively assigned leadership roles in extracurricular and technological initiatives but were more hesitant to delegate curriculum-related decisions.

*Task delegation practices of the teachers along organizational performance*

The data shows that the overall weighted mean for teachers' delegation in organizational performance was 1.53, interpreted as "Never Practiced." The highest-rated indicator was teachers being tasked with conducting research or analyzing student performance data to inform instructional practices and identify areas for improvement, with a weighted mean of 1.60, still categorized as "Never Practiced." Meanwhile, the lowest-rated indicator was teachers being delegated to organize and lead parent-teacher meetings, conferences, or workshops to engage parents in their children's learning process, which had a weighted mean of 1.47, also interpreted as "Never Practiced."

In practice, many teachers are rarely given structured roles in school-wide leadership beyond classroom instruction. For example, while some teachers maintain informal data on student performance, this effort is typically unrecognized in school improvement plans. Additionally, organizing parent-teacher conferences are often handled directly by the class advisers or the school head, with other teachers only participating during the event itself.

The data indicate that teachers rarely take on leadership responsibilities related to school-wide performance. The slightly higher score for conducting research and analyzing student performance suggests some involvement in instructional assessment, but teachers are not systematically assigned leadership roles. These findings suggest that teachers are underutilized in organizational leadership, with minimal opportunities for professional growth beyond their instructional responsibilities. The lack of delegation in mentoring, professional development, and stakeholder engagement suggests a centralized leadership approach where administrative decisions remain at the school head level.

The present study's findings were confirmed by Manundu et al. (2022), who found that school heads rarely assigned leadership responsibilities to teachers, limiting their role in mentoring, peer coaching, and school-wide decision-making. Similarly, Abdurahman and Omar (2021) reported that teachers had minimal involvement in school administration and professional development leadership, as school heads retained most decision-making authority.

*Challenges encountered by the school heads in task delegation along decision-making*

The data shows that the overall weighted mean for school heads' challenges in task delegation related to decision-making was 2.75, interpreted as "Sometimes a Challenge." The highest-rated indicator was the limited time available for collaboration between school heads and teachers, which can hinder the quality of decisions being made, with a weighted mean of 3.00, categorized as "Sometimes a Challenge." The lowest-rated indicator was school heads struggling to trust

teachers with important decision-making tasks, fearing that decisions will not align with school goals or expectations, which had a weighted mean of 2.50, interpreted as "Rarely a Challenge."

These results reflect situations in schools where collaboration is often constrained by full academic calendars, especially for the School Year 2024–2025, with only 173 school days. For example, in a secondary school in San Vicente, faculty meetings occur irregularly due to administrative and instructional duties, leaving teachers out of the loop when planning innovations or interventions. While school heads may be open to delegation in theory, the absence of dedicated time blocks for collaborative planning limits the actual implementation.

The data suggest that school heads perceive time constraints and teacher preparedness as moderate challenges when delegating decision-making tasks. However, they appear more willing to trust teachers with decision-making responsibilities. The results indicate that limited collaboration time is the most significant challenge, potentially affecting the quality of shared decision-making. Additionally, teachers' lack of leadership training further complicates delegation.

The present study's findings were confirmed by Masaku et al. (2019), who found that school heads faced difficulties in delegation due to teachers' limited leadership training and the lack of structured collaboration time. Similarly, Torlak et al. (2021) reported that in private education institutes, effective decision-making was hindered by insufficient opportunities for teachers to develop leadership competencies and participate in strategic discussions.

#### *Challenges encountered by the teachers in task delegation along decision-making*

The data shows that the overall weighted mean for teachers' challenges in task delegation was 3.45, interpreted as "Often a Challenge." The highest-rated indicator was teachers being pressed for time due to their teaching responsibilities, administrative tasks, and student engagement, with a weighted mean of 3.67, categorized as "Often a Challenge." The lowest-rated indicator was teachers feeling that delegating tasks makes them less accountable for the outcome, worrying that others may not complete the task to their expectations, which had a weighted mean of 3.32, interpreted as "Sometimes a Challenge."

These results reflect the common experience of teachers juggling multiple ancillary tasks and teaching-related assignments without sufficient support. For instance, in some secondary schools, teachers are expected to prepare remedial materials, encode grades, and assist with school events, leaving little bandwidth for leadership roles like committee involvement or mentoring. This overload not only limits their ability to delegate, but also their willingness to accept delegated roles.

The data indicate that time constraints significantly impact teachers' ability to perform delegated tasks effectively. Additionally, concerns over control and accountability hinder the delegation process. These findings suggest that excessive workload and lack of structured delegation strategies contribute to teachers' reluctance to delegated tasks. Without clear guidelines and adequate resources, task delegation becomes inefficient. These underscore the importance of streamlining duties and creating clear role expectations to enhance teacher engagement.

The present study's findings were confirmed by Tarraya (2024), who found that excessive teacher workload in public schools limited their capacity to take on additional leadership responsibilities. Similarly, Ceneza and Tagadiad (2022) reported that teachers struggled with organizational performance and decision-making due to unclear delegation structures and inadequate support.

*Challenges encountered by the school heads in task delegation along organizational performance*

The data shows that the overall weighted mean for school heads' challenges in task delegation along organizational performance was 3.00, interpreted as "Sometimes a Challenge." The highest-rated indicators were monitoring delegated tasks, lack of support from higher authorities, difficulty in organizing tasks due to tight schedules, and resistance from teachers taking on additional roles, all with a weighted mean of 3.13, categorized as "Sometimes a Challenge." The lowest-rated indicator was school heads struggling with trusting teachers to carry out tasks effectively, with a weighted mean of 2.50, interpreted as "Rarely a Challenge."

This reflects real conditions in schools where principals multitask between administrative tasks and instructional supervision, making it hard to follow up on delegated tasks. For instance, a school head may assign a teacher as school paper adviser but struggle to monitor its daily implementation.

The result suggests that school heads struggle to monitor delegated tasks and provide timely feedback, which may lead to inconsistencies in task implementation and lower accountability among teachers. The lack of support or guidance from higher authorities also limits the effectiveness of delegation, as school heads may feel uncertain or constrained in assigning roles without clear directives. Additionally, tight schedules for both school heads and teachers pose a logistical challenge, reducing the opportunity to properly plan, assign, and oversee tasks. Teacher resistance to additional roles further complicates delegation, as some teachers prefer to focus solely on teaching or may feel unprepared for leadership tasks, hindering the collaborative efforts needed for organizational improvement.

The present study's findings were confirmed by Berezi (2024), who found that school heads struggled with inadequate institutional backing and time constraints, making it difficult to implement effective delegation strategies. Similarly, Valenzuela and Buenavida (2021) reported that school heads faced organizational challenges due to the lack of structured delegation policies and limited support from governing bodies.

*Challenges encountered by the teachers in task delegation along organizational performance*

The data shows that the overall weighted mean for teachers' challenges in task delegation along organizational performance was 3.59, interpreted as "Often a Challenge." The highest-rated indicator was overburdened teachers are less productive and more likely to make mistakes, which can negatively impact school operations, disrupt classroom management, and hinder the academic success of students, with a weighted mean of 3.94, categorized as "Often a Challenge." The lowest-rated indicator was those receiving delegated tasks not having the necessary training or skills to complete them effectively, which had a weighted mean of 3.36, interpreted as "Sometimes a Challenge."

This mirrors real school settings where teachers manage large class sizes, ancillary tasks, and teaching-related assignments simultaneously. In small schools with less than 10 teaching personnel, teachers are usually delegated with more than one teaching-related assignment while handling six classes daily, leading to delays in progress tracking and limited feedback for pupils. These overlapping responsibilities may result in burnout and compromised performance.

The data indicate that excessive workload is the most significant challenge teachers face in task delegation. Even capable and willing teachers struggle when responsibilities pile up

without additional support or time allocation. These findings highlight the need to redistribute workloads and provide logistical backing to optimize teacher-led initiatives.

The present study's findings were confirmed by Tarraya (2024), who found that heavy workloads among public school teachers limited their ability to take on additional responsibilities, leading to burnout and inefficiencies in school operations. Similarly, Olaifa et al. (2024) reported that inadequate support systems contributed to teachers' reluctance to assume leadership roles.

#### *Relationship between task delegation practices and challenges encountered by teachers*

The significant relationship that may exist between the task delegation practices and challenges encountered by the teachers, along decision-making and organizational performance, was tested using the Pearson Product Moment Correlation (r). Identifying this relationship provides insight into how delegation challenges affect teachers' decision-making ability and contribute to school operations.

The data shows that the correlation between task delegation in decision-making and challenges in decision-making yielded a coefficient (r) of .108, indicating a very weak relationship, and a p-value of .297, which confirms no significant relationship. Similarly, the correlation between task delegation in organizational performance and its challenges resulted in a coefficient (r) of .022, also indicating a very weak relationship, and a p-value of .830, which confirms no significant relationship.

The weak correlations might indicate that teachers lack the skills and resources to handle delegated tasks effectively, particularly those that require decision-making and organizational performance. Moreover, since p-values are greater than .05 ( $p>.05$ ), there is no statistical evidence to reject the null hypothesis. This indicates that the task delegation practices in decision-making and the challenges teachers encounter along the same variable are likely independent. The same is true for the task delegation practices along organizational performance and the challenges encountered along the same variables.

Ceneza and Tagadiad (2022) confirmed the present study's findings. They found that task delegation practices in decision-making and organizational performance did not directly address the challenges, suggesting that other factors, such as leadership support and institutional policies, may play a more substantial role. Similarly, Sommerer et al. (2021) reported that organizational decision-making effectiveness was influenced more by structural and institutional factors than by delegation alone.

#### *Proposed intervention to improve task delegation practices among school heads*

Based on the findings of this study, the researcher developed and proposed an intervention to improve task delegation practices among school heads. This proposal outlines the planned Learning and Development (L&D) activity titled "Empowering Leadership and Collaboration through Effective Task Delegation and Decision-Making in Froilan D. Lopez High School," intended for 43 teaching and 8 non-teaching personnel. Based on the results, the proposed activity aims to address identified gaps in task delegation and decision-making practices within the school.

The training design proposes sessions focused on the fundamentals of task delegation, strategies for enhancing teacher participation in decision-making, overcoming barriers in delegation practices, and strengthening organizational performance through shared leadership.

Workshops are also included to encourage active engagement, such as creating delegation maps and developing action plans.

It is expected that the proposed sessions and activities will directly address the weak practices in decision-making delegation, the low involvement of teachers in organizational leadership, and the challenges related to workload, limited time, and lack of clarity in delegation. The L&D activity is designed to equip participants with knowledge, skills, and attitudes that promote a culture of shared leadership and collaboration at Froilan D. Lopez High School.

## CONCLUSIONS AND RECOMMENDATIONS

Based on the study's findings, it is concluded that task delegation in decision-making is never practiced among school heads and teachers, limiting instructional leadership and participation in governance. This implies that centralized decision-making may hinder collaborative instructional improvements and reduce teacher engagement in school planning. In terms of organizational performance, school heads always delegate tasks, particularly in extracurricular and technology-related activities, while teachers never assume leadership roles beyond instruction. This suggests that while school heads trust teachers in operational roles, they do not involve them in more critical academic leadership tasks, which may limit professional growth.

Moreover, time constraints and teacher workload are major challenges in task delegation in decision-making, while task delegation in organizational performance is hindered by cultural resistance and overburdened teachers. This means that structural barriers must be addressed to facilitate smoother delegation processes, allowing teachers to take on more responsibilities.

In addition, there is no significant relationship between task delegation practices and the challenges encountered, suggesting that other factors influence decision-making and organizational performance. This indicates that improving delegation alone may not resolve these challenges, and broader interventions such as leadership training and institutional reforms may be necessary.

Based on the findings, a Learning and Development (L&D) activity titled "Empowering Leadership and Collaboration through Effective Task Delegation and Decision-Making in Froilan D. Lopez High School" was proposed to strengthen leadership skills, promote shared decision-making, and address barriers in task delegation in schools.

Hence, it is recommended that school heads may establish leadership teams and curriculum committees to involve teachers in decision-making processes and instructional leadership actively. Schools may also implement structured teacher leadership programs that encourage participation in curriculum development, instructional planning, and school governance.

Also, school heads may implement time management strategies and reduce unnecessary administrative burdens to support teachers in leadership roles. In addition, school heads may conduct leadership development programs and institutional reforms focusing on skill-building, administrative support, and teacher empowerment to enhance decision-making and organizational performance.

Moreover, it is recommended that the "Empowering Leadership and Collaboration through Effective Task Delegation and Decision-Making in Froilan D. Lopez High School" may be implemented to enhance school heads' delegation practices, empower teacher leadership, and promote a collaborative, shared leadership culture in schools. Lastly, future researchers may explore the long-term impact of improved task delegation practices on student performance and

school effectiveness and examine teachers' perspectives on delegation and leadership roles more deeply.

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