

Delegation of Authority for Effective Administration of Tertiary Institutions in Rivers State

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Abstract

The issue of delegation of authority as an administrative tool cannot be over emphasised in leadership and more so in the leadership of any tertiary institution. Many scholars in administration and management have also discussed delegation of authority in relation to how it could be employed in administration of tertiary institutions for effective, efficient, and successful results. On the part of administration of tertiary institutions, various papers have been written as regard the best administrative strategies, such as how to delegate authority to subordinates for more effective and efficient organisational results. **Delegation of authority is a very important tool in the administration of organisations of which tertiary institution is part of. It is the delegation of authority for effective administration of tertiary institutions that gave rise to this paper.** The study used a descriptive approach to review delegation of authority for effective administration of tertiary institutions in Rivers State. The paper also looked at conceptualization of delegation, authority, delegation of authority, ways of delegating authority, process of delegation of authority, principles of delegation, delegation of authority and administration of tertiary institutions, impact of delegation of authority in administration of tertiary institution and possible advantages and disadvantages of delegation of authority. The paper concluded that it is very vital for administrators of tertiary institutions to make use of different useful administrative tools such as delegation of authority for effective, efficient, successful and best administrative outcomes. The paper suggested among other things that educational administrators should engage in workshop, seminars periodically and also take short in-service training as regard the delegation of authority as one of the best administrative tools in an organisation.

Keywords: Delegation, Authority, Principles, Administration, Tertiary institutions, Impact.

INTRODUCTION

The various steps involved in **delegation of authority** unequivocally will help to create clear expectations during the transfer of authority in the workplace. Each of the employees should understand precisely how much control they have over the project and what the superior expect of

them. In return, they are expected to provide honest feedback about their performance so that the employee can recognise their strengths and improve on future projects. Using **delegation of authority** as a method for transferring authority creates a mutually beneficial relationship between the superior and the team members. While the superior can free up time by delegating a task to another person, the employee can also take on new responsibilities, which can increase their value and expertise in the workplace.

Knowing how and when to assign tasks to the right people is a valuable skill; an effective administrator can delegate authority to team members and follow-up accordingly to ensure they complete each task as expected. Delegation of authority is a method employed in organisations over the years and even contemporarily; and it is a procedure applied globally in organisations and it can be said to be as old as administrative process. In various facets of life this very method (**Delegation of authority**) is being used for effectiveness and efficiency in a work place, organisation, government, and even families. Delegation of authority (DA) points to the fact that no one is indispensable and as such the absence of a worker or a leader is not supposed to be a hindrance or an end to the free flow of action in an attempt to actualise organisational goals at any given time.

With the fact stated above, it remains a reality that delegation of authority is applied in administration; it will be worthwhile to emphasis in this paper on the right application of this administrative method in relation to effectiveness, efficiency and performance. Administration of tertiary institutions contemporarily in our country need a showcase of good leadership that will produce expected educational goals in line with the goals enshrined in the national policy on education. There is no doubt that in some departments of our tertiary institutions there exist some miss-match in an attempt to delegate authority (Ololube 2019). At times some individuals that may not be the right person to delegate to carry out some functions are presented to do so, there by creating confusion instead of helping the situation on hand as well as the system. At times those delegated with authority use it as their own authority instead of presenting themselves as one under authority as well; it is the effective, efficient, successful use of **delegation of authority** as well as some of the problems and friction that could arise from this issue of delegation of authority that gave rise to this paper.

Consequently, leaders of tertiary institutions are faced with the responsibility of moving their schools forward by marking sure that they actualise the educational goals. To achieve this very all important tasks an administrator at the tertiary level must adopt all useful administrative strategies and tools which will include delegation of authority. Therefore, delegation of authority should not be seen by administrators of tertiary institutions as a means to practice favouritism and create interpersonal squabbles in a work place; rather it should be an administrative tool to promote efficiency, effectiveness, peak performance and success in the organisation with the aim of promoting functional viable education at all times.

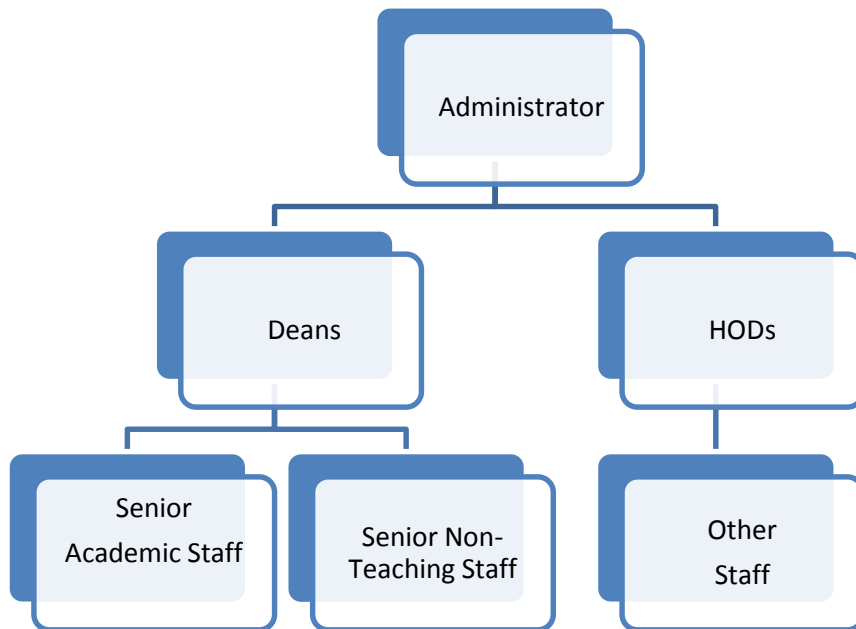
Delegation of authority in organisations without doubt is a method and tool utilised at different levels to ensure success. **Tertiary institutions** as organisations are administered in a way that creates room for delegation of authority in order to grantee good administration. The impact of poor and wrong application of leadership styles in schools with particular reference to tertiary institutions cannot in any way be over emphasised in this scenario because if an administrator applies the method of **delegation of authority** wrongly it is likely to back fire if a wrong leadership style is used (Enwereuzo, 2021). However, DA as an administrative tool in an organisation cannot be used in isolation of leadership styles.

As much as delegation of authority pertains to the division of labour and decision-making obligation to an individual that reports to a leader or manager; it also demands that it should be meaningfully appropriated to achieve results. Additionally, **delegation of authority** involves giving employees the duty to effectuate or finish the responsibility or tasks that are delegated to them in

their way of thinking or in their experience and judgement. Delegated authority or deputising for another is an authority obtained from another that has authority since the authority does not naturally exist. Therefore, delegation of authority as the method of transferring, and shifting administration of a task to someone else; as a leader, one can typically transfer responsibility to any of their direct team members. The employee may then decide to delegate some of those responsibilities among their team members if necessary, the whole intention of delegating authority should be to ensure a profitable, industrious and functional viable establishment as well as organisation and not otherwise.

Ololube (2017) asserts that at all levels education’s role is weighty in relation to advancement of economic, political, social, cultural as well as technological development of countries. In line with the above, for the visibility of the educational outcome vis-a-vis educational goals, administrators of tertiary institutions should endeavour to make the most effective use of **delegation of authority** even as they lead. Achievement of aim, objectives and goals is the main driving force that propels an administrator in any tertiary institution to focus on, based on this it has become a thing of concern in relationship with the administrators of tertiary institutions and the application of **delegation of authority** as a method and tool in administration. In this paper attempt will be made to explore the topic through the following: **delegation, authority, delegation of authority**, ways to delegate authority, principles of delegation of authority, delegation of authority and administration of tertiary institutions, impact of delegation of authority in administration of tertiary institution, and possible advantages and disadvantages of delegation of authority. Administrators of tertiary institutions should as a matter of urgency use DA as an administrative weapon for effectiveness, efficiency and also check whether it records the result it is intended to produce or not; hence the **delegation of authority and administration of tertiary institutions, on the above the paper hinges.**

CONCEPTUAL FRAMEWORK



Self-design conceptual framework for understanding Dimensions of Delegation of Authority in School Organisation resource management (2022)

What is Delegation?

Oxford Advanced Learner’s dictionary 7th edition defined delegation as the procedure of assigning some work or responsibilities to somebody that would typically belong to you: delegation of

authority/decision-making. It is the act or procedure of deputing or being deputised. Additionally, delegation is defined as the passing of authority and responsibility for specific responsibilities, tasks or decisions from one individual (often a leader or manager) to second person. Largely delegated functions and responsibilities take time, planning as well as effort to finish appropriately.

Cambridge dictionary also declared delegation as the act of delegating a specific job, duty, function, responsibility, right, and etcetera to somebody; delegation of responsibility is therefore viewed as a key part of a manager's job or responsibility.

Delegation is also seen as a group of people who have been assigned a particular job or given a distinct function, task, duty, responsibility or also intention to an individual or organisation. Delegation refers to an individual or some individuals formally and properly selected or inaugurated to stand for another person or other persons. Delegation is also seen as the act of authorising another person with the capability to represent one in a formal duty or responsibility.

According to Wikipedia, delegation refers to the job, task or responsibility of authority to another person or employee (generally, it could be from a manager to a subordinate) to accomplish or complete particular duties. It could equally be viewed as the process as well as procedure of allocating and committing job to another employee or person in a workplace, and thus one of the centre ideas of management leadership. The procedure culminates in managers' consideration in terms of job they are most likely going to assign to themselves and which job they should delegate to others to carry out (Schermerhon, J., Davidson, P., Poole, D., Woods, P., Simon, A., and McBarron, E., 2017).

Based on a managerial point of view or perspective, delegation includes changing activity, job, duty, task or responsibility to team or group members, granting them the prospect to complete the job activity efficiently and successfully, with negligible level of interference (Meagher, Kieron J; and Wait, Andrew, 2020).

Delegation process begins whenever the manager passes on some of their duties, functions, jobs, and responsibilities to a supporting staff. Duty, function, job and responsibility refer to the work assigned to a person (Rani, S., Renugadevi, C., Ravindran, N., and Kuppusamy., 2018). Delegation is completely based on capability of the supervisor to convey information, inspire people, and comprehend individual inclinations as well as diversities (Treher, E., Piltz, D., and Jacobs, S., 2011).

Contradictory to effective delegation is micromanagement; conversely a manager is responsible to input excessively, administration, and inspection of delegated function and job. Delegation authorises a subordinate to carry out decisions. It implies changing of decision-making authority and activity for the outcomes different levels of organisation (from one organisational level to another lower one) (Meagher et al., 2020). Nevertheless, a certain degree or extent of accountability for the result of the work does rest with the individual who delegated the work originally.

What is Authority?

According to Oxford Advanced Learner's dictionary 7th edition, authority is the ability or power to give orders, instructions and directives to people; it depicts and shows one in a position of authority, the power or right to do something.

Various Reasons for Delegation:

- To be at liberty to do other tasks
- To have the most experienced person making the decisions
- To seek another person's point of view on an issue
- To develop capability of other individuals to handle the extra assignments judiciously and successfully (Portny, 2017).

Delegation is generally accepted as an important part of effective, efficient and successful management, (Banford, Christopher; Ronald Buckley, M.; and Roberts, Foster, 2014). It is one of the most convenient and appropriate management tools available. The capacity to delegate is an evaluative skill still challenging to establish, skill in effective management (Treher et al., 2011). According to Treher et al. (2011) there are some factors which facilitate effective delegation by managers in an organisation. These factors include:

- i. Appreciating and regarding others' capabilities
- ii. Examining jobs, and responsibilities and dialogue on how they fit in the big picture
- iii. Matching individual and tasks
- iv. Giving support and encouragement
- v. Accommodating ambiguity and uncertainty
- vi. Clarifying failure as a key to learning

With organisations being such complex and dynamic entities, the success of objectives, aim, and goals hinges mostly on how effectively and efficiently tasks and responsibilities can be delegated (Smith, 2012). There are number of characteristics which apply to delegation; firstly, as previously discussed it is the process of assigning authority of a task to a supporting employee (subordinate). Secondly, this also changes the decision-making authority relating to this function or responsibility. Thirdly, the delegation of tasks and functions across organisational levels creates connections and develops a chain of authority (Rani et al., 2018).

Meaning of Delegation of Authority

According to Indeed Editorial (2020) delegation of authority is the procedure to transfer responsibility for a task, job, duty, and function to another employee. As an administrator or a manager, one can typically transfer responsibility to any of the direct team members. That employee whom the manager transferred such responsibilities to may then decide to delegate some of those responsibilities among their team members if necessary. The purpose as well as the reason behind delegation of authority is to ensure a productive and well-functioning workplace. When delegation of authority is done wisely, this process can benefit you, your employees (subordinates) and the entire business through the following ways:

- **Increased productivity:** It creates room for an employee to complete job faster since function are spread out among a group of persons instead of a single person completing all of the needed steps.
- **Continuity:** If you are busy with other responsibilities or absent from job, other employees can complete some or all of your jobs to make sure that there is continued productivity and efficiency in the organisation.
- **Employee development:** When you delegate duties to your team members, subordinates get a chance to improve their skills and demonstrate their capabilities in a particular area, such as leadership and interpersonal skills.
- **Employee motivation:** Subordinates are likely to be more driven to perform at their best when trusted with new responsibilities.
- **Career growth opportunities:** Delegating tasks, duties, functions, and responsibilities to lower-level employees provides them with the experience and skills development needed for potential promotions within and outside the organisation.

Ways to Delegate Authority

In line with this, 'Indeed Editorial' (2020) opined that there are several ways one can transfer responsibility to employees depending on the needs of your workplace. You can use the following

types of delegation of authority to assign tasks, functions, duties, and responsibilities to various team members in the workplace:

- **Departments:** You can delegate the supervision of a specific department to another employee. For instance, if you are a CEO, you could delegate authority over the entire marketing department to the marketing director.
- **Projects:** You can assign an employee or group of employees to accomplish a specific project from beginning to the end. With the marketing director department, the marketing director could assign an advertising campaign to the project manager, who gathers a team of copywriters and designers to collaborate on the project.
- **Decision making:** You can give one of your employees the authority to make some decisions so that you can focus on other job. For example, as a marketing director, you could delegate authority to the assistant marketing director to employ employees for the department when needed.
- **Analysis:** When you need more information, you can ask employees to carry out detailed research on the topic. If you are a marketing project manager, you can ask the department's analysts to research demographic statistics for their advertising campaign's anticipated audience.
- **Administrative processes:** You can also delegate administrative tasks, such as data entry to other employees. As the marketing manager, for instance, you may assign client communications (scheduling meetings, follow-up emails, and etcetera.) to a marketing assistant. In any of these groups, the delegation of authority may be temporary or on-going. Employees carry out temporary tasks on either a one-time or short-term basis, while on-going tasks include long-term functions that become an important part of the employee's role.

The process of delegation includes ensuring that a task and appropriate employee have been selected. The process of delegation needs preparation, initiation, implementation, and closure (Treher et al., 2011).

Process of Delegation of Authority:

Successful and effective delegation of authority need clearly defined expectations, progress monitoring and evaluation of the outcomes. In addition to this (Treher et al., 2011) suggested some process of delegation. Both the suggestions from 'Indeed editorial' and that of Treher et al are highlighted below to show how to delegate authority. The following can be used to delegate authority as delegation process:

1. **Allocation of duties:** The delegator communicates to their subordinate the job which is to be performed. Resources are provided and a time limit is informed as well.
2. **Delegation of authority:** In order for the subordinate to perform the job, authority is needed. The required authority is given to the employee when the job is delegated.
3. **Assign tasks or responsibilities:** Select the employee or employees to whom the job will be given to align with the scope of the job with an employee or team of employees with the experience required to accomplish it. When authority is delegated, the subordinate is

- assigned with the responsibility of this job. When someone is given the rights to accomplish a task, they are assigned with the corresponding obligation to perform. Responsibility itself cannot be delegated entirely as a matter of fact; a manager must still operate under the same responsibility to the delegated authority (Banford et al., 2014).
4. **Set clear expectations:** Communicate the duties you are delegating to the employees, detail your expectations and set deadlines for any time-sensitive jobs. Clarifying expectations from the starting point provides the guidance they need to begin the task right away and finish it correctly, effectively, efficiently, and successfully too.
 5. **Monitor progress regularly:** It is very essential to request for periodical updates from your employees (subordinates) in order to monitor the progress of each assigned job. To make this realistic you may want to schedule regular meetings with your employees to get further details on the jobs they are meant to complete. Also through monitoring progress along the way, you can provide corrections or guidance as needed and ensure timely completion of each job. This step also gives room for you to remain available when questions or concerns arise.
 6. **Practice accountability:** Assess the quality of the work in order to ascertain that your team members finish it as intended. For a temporary delegation of authority, this step may include a one-time analysis once the task is completely done. For an on-going delegation of authority, you may want to carry out occasional performance checks to evaluate work done by the employee. Whether positive or negative, your feedback should be constructive to help them improve their work and develop their skills as well. At the completion of the delegation process, it is pivotal for the manager to create accountability, which implies that subordinates must be answerable for the jobs which they have been assigned to complete (Rani et al., 2018).

Principles of Delegation of Authority

There are a number of guidelines, in the form of principles, which are essential to comprehending and putting into practice the process of delegation. These principles of delegation include:

- **Principle of outcome expected:** The authority delegated to an individual subordinate requires being commensurate to the assignment so as to ensure their ability to complete the outcome expected of the jobs. Preliminary to delegation, the manager needs to know the intention of such delegation and the outcomes which they expect from it (Rani et al., 2018). This implies that goals, standards of performance and targets need to be clearly stated to act as direction for the actions of the subordinate to accomplish the assigned job (Marvin, 2011).
- **Principle of parity of authority and responsibility:** This principle highlights the concept that authority as well as responsibility collaborated and should work together (Rani et al., 2018). This shows that the authority which is delegated to an employee must be homogeneous and commensurate to that of their task; duty, function, task, responsibility, and job devoid of authority is pointless and irrelevant. Each person in an organisation needs the required authorities in order to effectively carry out assigned tasks; difference shouldn't remain amongst the job ordered on and the authority awarded to an employee in order to carry out a job (Marvin, 2011).
- **Principle of completeness of responsibility:** The principle of completeness or absoluteness of responsibility says that delegation of responsibility is not achievable.

Superiors are not capable to relinquish, through the process of delegation, responsibility for the functions and activities given to their subordinates, for they are the ones who delegated this authority and gave the task. However, responsibility is complete, total, and absolute, with a manager remaining responsible for the actions of their subordinates (Rani et al., 2018).

- Principle of unity of command: According to the principle of unity of command, employees should have more than one supervisor, who they report to, are granted authority by and receive orders from (Rani et al., 2018). This employee should be solely accountable to their direct supervisor. This is associated with increased employee efficiency, effectiveness, and less role conflict within an organisation (Marvin, 2011).
- The scalar principle: The scalar principle asserts that there are clear and formal lines of hierarchal authority within an organisation. This hierarchy reflects the flow of authority as well as responsibility. It clearly highlights to managers and subordinates, who has the power to delegate authority and to whom they are answerable to (Rani et al., 2018).
- Principle of exception: This principle asserts that employees should be given absolute freedom to fulfil their tasks within the purview of their authority. Managers should thus refrain from intervening with the daily responsibilities of their subordinates, even when minor mistakes are dictated. This level of control leads to more efficient and successful results. In some exceptional cases, managers are able to intervene on matters deviating notably from the norm, in a case like this the authority delegated to the subordinate may even be removed (Rani et al., 2018)

Administrative Units and Individual Managers

According to Ololube (2019), delegation of authority is important and cannot be over emphasised in the life and existence of an organisation such as the tertiary institutions. Units of administration, (such as Head of administration, deans, HODs, etcetera) need to employ the administrative tool of delegation of authority over the individual managers in order to make the management of the various units manageable. The issue of delegation becomes inevitable when a manager needs the assistance of another individual in order to carry out an assignment in the organisation. Delegation as a tool used by a manager in an organisation is not used for mere formality but it is always used to get some functions performed adequately, successfully and as at when needed. Delegation is therefore used by superiors in an organisation for peak performance and greater result instead of only what he can accomplish as a person.

In line with the above, Lornem (2019) asserted that delegation is viewed as the task of obligation or duty and also authority to another individual; delegation is usually from a superior to a subordinate (lower in level) to perform a particular task, responsibility, function, duty, job etcetera. It is very important to note that even as delegation of authority is used as an administrative tool, the manager or superior who delegated such authority is answerable to the result of the so delegated job as the case may be.

As far as administration of tertiary institutions is concerned delegation does not imply to pass on authority to the subordinate; or to submit authority to the lower employee in the institution. So, the superior is still the administrator or manager if they desire to delegate or not to delegate authority; it does not mean that the superior have relinquished his authority to another (subordinate), not at all, but they want the employee to partake in the areas so delegated or for the individual to acquire some skill through the assigned duty or responsibility (Ololube, 2019). When a superior delegates another to carry out any task it does not signify that the individual so assigned to perform this specific task is to lord it over the superior but by implication it shows that the person who has being delegated to

perform this task is under authority of the one who delegates. The fact remains that even with the delegation of authority to a subordinate, the superior remains in their position of authority while the subordinate maintains their post as such. For instance, when a Professor passes on knowledge to students, they still retain their knowledge while students gain knowledge to build up as a student not to automatically become a professor (Ololube, 2019).

Degrees of Delegation

Ololube (2019) proposed five levels or degrees of authority in relation to delegation and according to him it is important to let one to whom authority is to be delegated to be aware of the limits of the authority when he is delegated to perform any task. Administrators as well as managers are advised to use various degrees or levels of authority in relation to delegation. It is vital to use any of the levels in line with the situation, training and also the employees expertise which the superior so wish to delegate. However, below are the degrees or levels of delegation of authority:

- Degree 1: Carry out the duty in line with my instructions; do not go contrary to the instructions.
- Degree 2: Carry out a study as regard to this work; make your findings known to me for conclusion so that I will instruct you on how to go about the work assigned to you.
- Degree 3: This is the task I want you to perform, but the first thing I expect you to do now is to carry out a project about it. List out the likely alternatives, and then issue some possible recommendations; after which I will verify it in order to make decision and instruct you the next move to take.
- Degree 4: Go and perform the job; take decisions and give me feedback.
- Degree 5: Perform the job; you are free to make the best possible decisions. I am convinced in your decisions and the result of your performance.

According to Ololube (2019) the following are some of the obvious reasons why administrators do not delegate; and why some subordinates refuse delegation from their superiors:

- Unwillingness to accept deliberate risks: At times the superiors are not ready to reckon with deliberate or planned or calculated risks from their subordinates and as such they are unwilling to delegate responsibilities to them. It is a fact that when one delegates authority to a subordinate such one who delegates should take the responsibility if the job is not carried out accordingly or not. However, if we must empower others to be experienced in the job the risk of delegating them to perform some job must be shouldered by their superior. In order to have individuals who will take the executive position of superiors there must be delegation of authority today to subordinates today irrespective of the deliberate risks associated with it.
- Opinion towards subordinates: Fear that the subordinates are not able to make good use of the authority that will be delegated to them makes it impossible for some superiors to delegate authority to their subordinates. However, part of the duty of every administrator or manager is to develop the persons under them in line with the work they are doing, therefore it is a sort of responsibility for administrators or managers to delegate authority to subordinates even when there is possibility of shortfall in an attempt to deliver the job through the subordinate; that is to say that the job may not be delivered in the same manner as the manager. It cannot also be ruled out that due to the fact that some superiors may not want some of their hard working subordinates to leave in terms of promotion and as such they will not delegate duties to them least they be promoted and posted out.

- Worry of being exposed: There is likely worry and fear from superiors that their shortfalls may be exposed if they delegate duties to their subordinates. But this notwithstanding, it is better that some of these managerial mistakes and shortcomings of the manager are exposed and as such taken care of instead of leaving such short coming unsolved; so let there be delegation to subordinates irrespective of the worries associated with it.
- Shortfall of assuming the managerial role: For some managers or administrators there is always shortfall in terms of taking the position they were promoted to occupy and with presumptions they find it hard to believe that someone else can fit in to perform the same job they have being found worthy to do. In this scenario it becomes one of the reasons why superiors do not delegate authority to their subordinates.
- Taking part in corrupt practices: For the reason that some superiors get themselves in unlawful business and practices in relation to their jobs they find it reluctant to delegate duty to their subordinates due to fear of letting them discover their weakness. So, on account of this such managers do not key into the administrative tool of delegation of authority.
- Main part of their status or authority: When some superiors see their job and the part they are to delegate as the main aspect of their work it becomes somehow impossible to delegate such jobs to their subordinates.
- Lack of insight on the part of the manager: Some administrators and managers lack the insight that delegation of authority is one of the ways to improve a subordinate and for this singular reason they do not delegate.
- Domineering attitude: For some managers and administrators authority must flow through them and not from any other person so that those under them will know that they are in charge; so there is the tendency to showcase domineering attitude and also be reluctant to have another to carry out some jobs in the name of delegation of authority.
- Perfection spirit: Some superiors may have perfection spirit whereby they want to do everything by themselves and will never approve that others can do it will or even better than they and as such those superiors do not want to delegate authority to their subordinates.
- Anxiety to be over shadowed by the subordinate: Anxiety that their subordinate may perform the job more than they would have done may make some superiors to find it hard to delegate authority to the subordinates; hence fear and anxiety of being over shadowed by someone else.
- Love for the job: For the simple reason of being in love with the job some superiors would not want to delegate functions to their subordinates. This may be in good fate, some superiors may be in love with what they are doing in the office as part of their duty and as such finds it reluctant to delegate to another individual.
- Senseless endorsement of indispensability: For the fact that some administrators and managers have the conviction that the job they do can only be carried out by them and this is why they do not buy the idea of delegation of authority. But these superiors have refused to accept the general saying that no one is indispensable by not delegating

authority to others, they have unconsciously approved and endorsed they are the only persons that can perform the job.

Reasons Why Some Subordinates Refuse Delegation from Superiors

- Lack of personal confidence and trust
- Lack of courage to decide
- Poor superior-subordinate rapport
- Anxiety of being criticised by others over mistakes

Impact of Delegation of Authority in Administration of Tertiary Institution

There are studies that have shown the importance, effectiveness and efficiency of the use of DA as an administrative tool in the running of organisations which tertiary institutions are part of; considering the complex nature of administering tertiary institutions it is important to acknowledge the role of DA in the realisation of the educational goals. Based on this fact, the place of DA in actualising educational goals cannot be over emphasised in this scenario. The application of DA as an effective and efficient administrative tool has proven to enable effectiveness and efficiency in organisations.

A study completed by Hamdan Rasheed Al-Jammal, Akif Lutfi Al-Khasamneh, Mohammad Husan, and Mohammad Hammadat (2015), a case studies on the impact of delegation of authority on employees' performance at great Irbid municipality; it was carried out to find out the impact of delegation on efficiency, effectiveness and empowerment. The result of the study revealed the following:

- i. There is a fixedly important for delegation of authority on efficiency, effectiveness and empowerment of employees' performance at great Irbid municipality.
- ii. There is developing of administrative delegation of authority which is effective to an employees' satisfaction, employees' empowerment to implementation of task individually without seeking help from superior management. It is noteworthy here that this method will surely save both time and effort.
- iii. There is evidence through this study that the application of DA will offer service for customers faster and directly.

The result shown in the research work referenced above is in line with the opinion taken in this paper that the use of DA as an administrative tool will foster effectiveness, efficiency, and promote employee performance in the administration of tertiary institutions.

A research work carried out by Syed et al. (2020) to investigate the impact of delegation of authority on job satisfaction, job performance and organisational growth at higher educational institutions in Sindh had the following result ;

- i. Delegation of authority has considerable impact on job satisfaction.
- ii. Delegation of authority has notable impact on job performance
- iii. Delegation of authority has substantial impact on organisational growth.

Their recommendation based on this study is that DA should be encouraged and be implemented by both public and private universities in Sindh. Secondly, this aligns with the argument in this paper that DA promotes employee development, gives room to successful administration in organisations and also improves administration generally.

Another study carried out by Joseph (2017) to investigate the impact of effective DA as a strategy for task accomplishment and performance enhancement in Business Organisations; an

empirical survey of Flour Mills of Nigeria Plc., Lagos, Nigeria: And the following findings were revealed;

- i. That appropriate appropriation of principles of delegation by the Flour Mills of Nigeria Plc. will increase high performance output.
- ii. That problems and constraints to delegation if not properly managed will influence negatively on performance output.

The paper therefore recommended that only qualified subordinates should be given job to carry out to ensure quality decision making procedure. This study justifies the argument in this paper that although DA is a very important administrative tool but if not properly implemented it can produce negative result especially when unqualified individuals are used just because of favouritism and 'man-know-man syndrome'; it also vivifies the fact that the principles of DA should be followed for effective, efficient and successful administration in tertiary institution as an organisation.

Possible Advantages and Disadvantages of Delegation of Authority

Delegation is an important and immensely functional administrative as well as organisational instrument and device (Treher et al., (2011). However, if it is used efficiently and productively delegation gives outcomes in lots of advantages to the organisation, administrator, manager and employees. But in spite of that, if delegation is fruitless or unproductive and not used impeccably, the outcome could result to grave detriments as well as having negative impacts (Banford et al., 2014). Delegation is one of the commonest procedures and approaches for competently handling time and produces multiple advantages in an organisation. Amongst the most considerable benefits of delegation is its use for personnel incentive and advancement. The interesting and encouraging element cliqued with delegations emanates the high self-assurance conveyed or shifted from manager to employee (Schermerhorn, 2017).

Consequently, when a supervisor confirms and establishes their conviction it boosts staff sureness and credence in the subordinates. There is an immensely substantial as well as doubtless connection or association which stands amidst delegation and trust betwixt an employee and also management (Meagher 2020). Leaders are capable to delegate employees by the issuing of manager's or administrator's potentiality. This results in optimistic relief of the manager's or administrator's performance, improves confidence and also effects organisation expectation (Treher et al., 2011).

Delegation remarkably enhances efficaciousness as well as productivity in numerous and diverse ways (Treher et al., 2011). It makes the difficulties associated with management's job easy, growing receptivity and increasing and advancing the abilities of subordinates. Organisational assets are controlled in a superior way, and also employees are capable of making decisions and carry out functions faster. With delegation, subordinates are able to grasp the chance to get knowledge in their work, embellish performance, effectiveness and improve abilities and talents, which improves the organisation (Banford, 2014).

Delegation is assuredly linked to organisational responsibility, job production, inventive behaviour as well as job fulfilment (Banford, 2014). Through an organisational level, delegation might give awareness into present advantages and disadvantages, giving the chance for enhancement and also increase. It also increases the capacity of an organisation to acknowledge swiftly and successfully (Treher et al., 2011).

As the advantages are obvious, there are some possible disadvantages or demerits and oppositions to productive delegation. Unproductive usage of delegation involves empowering no actual authority or power or approval of excessive influence to an individual employee who is

reluctant or incapable of taking suitable and relevant judgements. Some administrators look on it as difficult to assign responsibilities to subordinates because of fear of turning out of contact with the needed expertise or letting go something they actually like and love (Treher et al., 2011).

Delegation includes some danger and indecision, which could be a powerful deterrent to delegation. When administrators assign responsibility, they remain answerable for what it is done or not done successfully and must consider the possible dangers as well as benefits as a result of the assigning responsibilities to subordinates. Managers, supervisors, and administrators are often not disposed to delegate responsibilities to subordinates for the single reason that there could be mistakes along the line, or the sub-standard nature that could result at the end of the duty so delegated (Treher et al., 2011). Additionally, regarding to delegation is the reality that top-level management can turn out to be cautious, middle management in their free will is likely going to give responsibilities to subordinates for the benefit of their specific needs instead of that of the organisation in general (Banford, 2014).

CONCLUSION

Delegation of authority and effective administration of tertiary institutions is an attempt to fortify and diplomatically move tertiary institutions for actualisation of educational goals in the national policy on education in order to try to fit in the contemporary world. The actualisations of educational goals need stable, productive, calculative, and well-communicated administrative intelligence from administrators. Such will create a meeting for administrators as well as subordinates to view themselves as the main players in the realisation of educational goals.

Consequently, there is need for delegation of authority to emanate from administrators to their subordinates in relation to the administration of tertiary institutions in this goal actualisation. To this vein, there should be transposition, cooperation, involvement in administrative rulings as well as outcome adapted essence on the side of both administrators and subordinates for successful administration of the tertiary institutions for realisation of expected educational goals. Conclusively, the tomorrow of the nation economically, socially, politically, etcetera hinges on the successful administration of our tertiary institutions which a productive use of delegation of authority as an administrative tool will go a long way to achieve.

SUGGESTIONS

- Educational administrators should engage in workshop, seminars periodically and also take short in-service training as regard best method to administration in organisation which delegation of authority is one of them.
- The government should as well provide adequately for the success of this training in order to make the actualization of the educational goals in our tertiary institutions a reality.
- The Stakeholders, parents and the society should not be left out in this picture.
- Administrators should encourage team work and collaboration in an attempt to use delegation of authority for a positive administrative change.

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