

The Effect of the Delegation of Authority on Employees' Performance: The Case of Shashemene Woreda Education Office, West Arsi Zone, Oromia, Ethiopia

Dawit Adem Chota^{1, *}, Kinfie Kibebew Zenebe²

¹School of Leadership and Good Governance, Oromia State University, Batu, Oromia, Ethiopia

²Department of Animal Health, Office of Agriculture, Shashemene District, Oromia, Ethiopia

Email address:

dawit.adem2006@gmail.com (Dawit Adem Chota)

*Corresponding author

To cite this article:

Dawit Adem Chota, Kinfie Kibebew Zenebe. The Effect of the Delegation of Authority on Employees' Performance: The Case of Shashemene Woreda Education Office, West Arsi Zone, Oromia, Ethiopia. *Journal of Human Resource Management*.

Vol. 10, No. 3, 2022, pp. 92-105. doi: 10.11648/j.jhrm.20221003.12

Received: July 29, 2022; **Accepted:** September 13, 2022; **Published:** September 28, 2022

Abstract: The intention of this study was to explore the impact of the Delegation of Authority on employees' performance in general and to specifically identify the determinants with effect of delegation of authority on employees' performance, level of performance of employee and the existed relationship extents in Shashemene Woreda Education Office, West Arsi Zone, Oromia Regional State, Ethiopia. Self-developed questionnaire was duly validated to 126 (84%) of male and 24 (16%) of female, constituting of 150 respondents and both primary and secondary data were collected. Descriptive analysis involving frequencies, percentages and Pearson Product Moment Correlation Coefficient for inferential statistics were carried out. The correlation between the two variables was weak and significant at 0.00 values. The results were linearly correlated implying that employees' performance is positively correlated with Delegation of Authority such that whenever employees are delegated of the authority, they are likely to be more committed and vice versa. Delegation provides a pool of talented and skilled personnel who are ready to take up advanced roles and bigger responsibilities. It, moreover, motivates to keep the individual learning and become more involved in team work creating more interesting working environment. The present study is, view of that, concluded suggesting some possible option with regard to obtained results to the study area, pertinently.

Keywords: Authority, Delegation, Employee's Performance, Effectiveness, Efficiency

1. Introduction

Delegation of Authority boosts the moral of employees in any organization and it make employees to have the self-confident and sense of belonging as part of the leaders in the organization [3]. Delegation of Authority is a subject that is necessarily applied for organizations for it has impact on an institute, manager and employees. It discoursed the impact of Delegation of Authority on organization helps in achieving competitive advantage, increase in production as well as effectiveness in task completion [2]. It was stated that delegation of authority has loosened the functional burdens of the manager and built cooperation, trust between the manager and the employees such that create productive work environment and lead to employees' satisfaction. The

physical and intellectual efforts exerted by manager and other employees are, thus, reduced. As it has demonstrated by many scholars, the application of Delegation of Authority can help to enhance employee effectiveness, the managers to maintain their job position thereby alleviating the burden of running the affairs of the business besides to preserving the process of facilitating business affairs, employees' loyalty, and achieving performance efficiency [15].

Apart, factors such as competence of the employee, sharing of managers' task objectives by the employee, longstanding and positive relationship of the manager with the employee, and the status of the lower-level persons can result in greater delegation [9] established Managers who choose to do everything hamper their own productivity; limit their employee performance and any contribution they do

make as managers is often accompanied by frustration and excessive personal effort [16]. It is, consequently, important to incorporate Delegation of Authority to managerial functions or practices to increase employee performance towards achieving organizational goals. As said, the Delegation of Authority method becomes inevitable issue for every organization whether in public or private sector, and it won't be considered as an optional as it has connected and brought developments and changes to the organizations such as increasing its size and diversity of its products, multiplicity of its products and spread of its branches in different geographical zones and different local, regional and international levels. Managers have been imposed for the necessity to have a way for helping them in facilitating business affairs and alleviating the burdens in which they aren't tolerated, implemented and controlled by a manager.

The objective of restructuring is also to provide the sense of Delegation of Authority in the mind of managers in the area of educational institutions and other sectors. Restructuring plans approved by federal government will be implemented by the regional government, zonal manager, woreda management up to stake holders step by step [11]. Educational organization is one of the many sectors need to implement Delegation of Authority process for better achievement of the desired goal at all levels in general and at level of woreda, specifically. To provide strengthen quality education to citizen, arrangement of safe environment even in terms of health protection should have to be taken as tasks of delegation of authorities the priority and attention reimbursed to by the woreda management. Delegation of Authority and responsibilities can, for that reason, be understood that it a crucial tool for better effective management with regard to day to day's activities in the globe, enabling the organization to build responsive, flexible and customer focus of working system.

However, as it the case for all administrative offices accompanied by districts of zone of the region in the country, Ethiopia whereby many managers and vice managers won't seem bargained along with awareness of subject in matter, Shashemene Woreda Education Office is also one for its defect of failing to have the consciousness of these reality owing to the fact of activities hugged by the respective office been planned, run and done with delegation of authority reference lack and devoid of the share of responsibilities and accountabilities for other concerned bodies. The researcher, to this end, decided to conduct the effect of the Delegation of Authority on Employees' Performance in Shashemene Woreda Education Office in effort to make out the hypothetical authority effect shared midst member of administrative worker, having considered burden sought from Shashemene Woreda Education Office managers abated.

1.1. Statement of the Problem

Duties of Delegation of authorities is the transfer of authority to make decision [14]. Effective delegation is essential to developing high quality leaders. Delegation

duties has, however, emphasized in two different core angles in an organization for it accommodation of positive and negative outcomes association as a result of fortunate and poor delegation of duties, correspondingly. A sound delegation duty arise when managers can able to coach, train & develop competent employees and make them more valuable to the organization [18]. While lack of control of every activity, nonexistence of confidence by the subordinate(s), and Unwillingness of the manager to delegate duty is underprivileged delegation of duties which is one of the biggest challenges for any manager or leader, and this was the case similarly ascend and seen in the study area, shashemene woreda Education Office.

Some superiors/ managers tend to think that they can do the job better when they handle the job. The attitudes that create an environment whereby an individual appear to feel that he/ she can do it better myself on the part of superior acts as a problem to delegation resulting for lack of confidence in subordinates, managers may hesitate to delegate duties. In the result their subordinates are not competent to deal with the problems and take decisions even fear of being exposed due to personal shortcomings may act as a problem in the process of delegation. Too much dependence on the manager for decisions may also lead to avoiding subordinates' responsibility even when the superior/ manager is prepared to delegate duty as needed the manager to tackle problems and take decisions.

A subordinate who is not confident about his performance/ ability will certainly try to shirk responsibility even though his superior is prepared to delegate functions and authority. Fear of criticism can make the subordinate express unwillingness to accept delegation because of the fear of criticism in the case of mistakes which leads to poor employees' performance and the results may be the failure of organizational out comes. It is against this background that the study was aimed at the effects of Delegation of Authority on Employees performance.

Previous studies done on Delegation of Authority have investigated that relationship between delegation authority process and rate of effectiveness: in which delegation of authority was measured by effectiveness & efficiency. It, further, showed that there is a significant relationship between delegation of authority process and rate of effectiveness [23].

Despite the fact that, one would see that delegation of authority in those studies reviewed have positive relationship with the Employees 'Performance'; this study is different from the precious studies in terms of Study area, time of study & methodology. In addition, there was no any study so far conducted in respective organization with title "effects of Delegation of Authority on Employees' Performance."

1.2. Objectives of the Study

This part mainly provides an emphasis on what the researcher has been intended to achieve following a line of investigation and the statement of the problem.

1.2.1. General Objective

The study was, commonly, well-appointed to probe the effect of the Delegation of Authority on employees' performance in the case of Shashemene Woreda Education Office.

1.2.2. Specific Objectives

- To recognize the determinants of delegation of authority on employees' performance.
- To scrutinize the level of employees' performance.
- To probe the relationship between delegation of Authority and the employees' performance.
- To scan the effect of delegation of authority on employees' performance.

1.3. Research Questions

Addressing the research problems is believed that the researcher to triumph aforesaid objectives, by a long way. The researcher has, accordingly, built a conceptual foundation that could enable him to understand the importance of delegation of authority and its relationship with employee performance. The investigator, for the purpose of this study, articulated the succeeding basic Questions:

- 1) What were the determinants of delegation of authority on employees' performance?
- 2) To what extent employees were performed in district's education office.
- 3) What was the rapport between delegation of Authority & the employees' performance?
- 4) What was the effect of delegation of authority on

employees' performance?

1.4. Research Hypotheses

In this study, three hypothesizes were included:

- 1) Allocation of activities has no a significant effect on employees' performance.
- 2) Delegation of leadership duties has no a significant effect on employees' performance.
- 3) Delegation of financial duties has no a significant effect on employees' performance.

1.5. Significance of the Study

The study Served as a stepping Stone/ used as a baseline for future researchers and other research users for those, who may have an interest in similar area for further study on the "effects of delegation of authority on employees' Performance in Public Sector. The findings could be also providing up to date information for academicians, policy makers, social workers and researchers for better policies and could influence improvement of service delivery in the education sector in countries with similar settings.

The study could, above and beyond, provide managers good information about the effects of Delegation of Authority on employees' performance and increase their awareness on benefits of Delegation of Authority in Shashemene Woreda Education Office.

1.6. Study Variables

The study includes two basic and significant variables, dependent and independent variables.

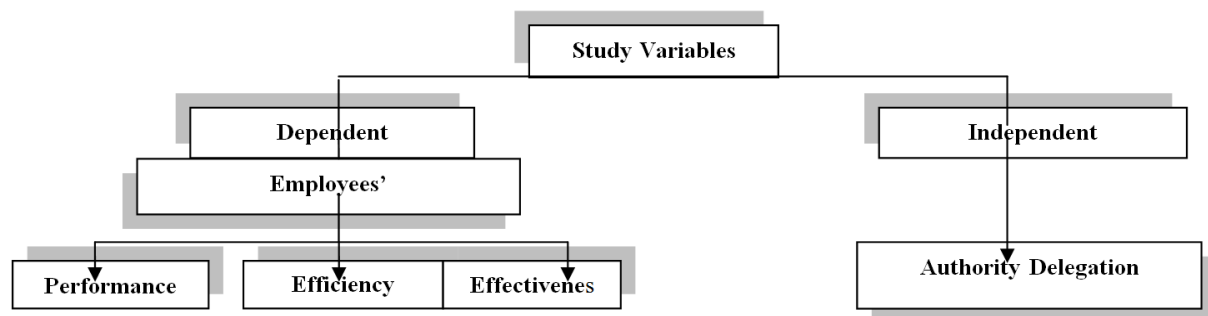


Figure 1. Description of basic and significant Study Variables.

1.7. Scope of the Study

This research work was basically concerned with the examination of the effect of delegation of authority on employee's performance as it concerns decision-making. It included the aspect of responsibility to carry out activities, such as leader ship duties, financial duties, planning and ways through which workers could gain more power and improve their position relative to management. Respondents by the study included Experts, CRC supervisors & School Principals. The study is delaminated to SHWEO to get adequate and appropriate information about the problems as it is difficult to manage and take entire problems of more

woredas in terms of financial and time. The study is delaminated to 150 sample workers from 242 of total populations in SHWEO to save time, money and other resource.

1.8. Limitation of the Study

Due to scarcity of resources (financial in this respect), in availability of internet blogging access and time bound especially with regard to the current life bleeding pandemic issues as connected with covid-19 globally, the study limited to make an investigation in Shashemene Woreda Education Office.

2. Description of the Study Area

Shashemene woreda education office is found in Oromia regional state, west Arsi zone and located 250 KM south of the capital city of Addis Ababa; and 25 KM north of Hawassa, the regional capital city of SNNPRS. The area lies within the Rift Valley; with altitudes ranging from 1700 to 2600 meters above sea levels (masl). The total human population of this woreda is 285,176. There are (50) workers in this woreda education office to provide service for (110) primary schools, which receives annual registration of (50,000 - 55000) students in Average; and 4 (four) secondary schools in which (5000 - 6000) annually registration of students in average. There are (980) primary school teachers and (30) teachers in secondary schools in this study area. In primary schools there are (30) CRC supervisors, and one supervisor for secondary schools. There for this sector is selected to study since it has a wide range of customer and the aim of this study is to investigate the main factor that affects the delegation of authority and responsibility among employees appropriately and to give necessary recommendation on the way to improve authority delegation practices in WEO [19].

2.1. Research Approach

Since research approach is a plan and the procedure for any particular research to be spanned the steps from broad assumptions to its detailed methods of data collection, analysis, and interpretation, both Quantitative and Qualitative approach were, in this study, used.

And, gathered data were analyzed quantitatively by percentage in table while as the interview and some other-open-ended questions were analyzed qualitatively.

2.2. Research Design

Research design is defined as a master plan specifying the methods and procedures for collecting and analyzing the needed information. A combination of descriptive and explanatory research designs was used to describe the effect of Delegation of Authority on Employee's performance [5]. Accordingly, in the case of SHWEO Descriptive design was used to gather, summarize, present and interpret information for the purpose of clarification, while explanatory research design was used to clarify relationship between two aspects of a situation or phenomenon. A fact underlined by both [9] and [5]. The selection of appropriate research design would allow the voices of the principals to be heard and to gain a better understanding of how they experienced their roles in an organization. It is now my intention to explain more fully further aspects of the research design as well as the methods used to collect the data for this research study.

2.3. Types of Data

2.3.1. Primary Data

Phillips and Pugh (1994) define primary data as collection of data about a given subject directly from the real world.

Primary sources based on interaction approach that included informal discussions between the informants and the researcher. And it was done on areas of preference, such as homes, occupational offices. Primary source of data of this study were almost all administrative workers and some educational experts in the Shashemene woreda education office who the researcher got information through interview.

2.3.2. Secondary Data

Secondary data involves the use of data collected by someone else for some other purposes (Phillips & Pugh, 1994). Secondary sources on the other hand were used including books, policy documents, and administration documents. Equally, electronic documents retrieved from the internet were used. These varied sources provided the researcher with relevant data from diverse viewpoints or opinions.

2.4. Population Sample Size and Sampling Techniques

2.4.1. Sample Population

The study population of WEO was 242 and considered all WEO employees including managers and vice managers, CRC Supervisors and School principals also judged.

2.4.2. Sample Size

Sample size is the size to be sampled from the total population. And, considering all WEO Experts and CRC Supervisors as a study sample, the sample size was calculated and obtained with the help of sample size calculating formula developed [10].

$$n = \frac{N}{1 + N(e)^2}$$

Where: n = Desired sample size; N = Total population by the study area; e = estimation sample error (5%).

The Total Population (the employee, in this study) by the study area (N) is 242 while the Estimation Sample Error (e) is 5% (0.05). The sample size for the study is calculated as shown as here below, accordingly. $n = \frac{242}{1 + 242(0.05)^2} = 150.7788162 \approx 150$. The desired sample size from population in the study was, hence, 150 employees from which proportions of the sample size were calculated.

2.4.3. Sample and Sampling Techniques

Sampling is defined as a definite statistical plan concerned with all principal steps take in selection of sample and estimation procedures [25]. In this research the sample was developed using both probability and non-probability sampling techniques. The experts & CRC Supervisors were selected all by using non probability sampling techniques (purposive techniques), because they are appropriate to obtain relevant data or information about the problem and to evaluate delegation of authority and employee performance in their organization from office to lower level and also have very large customers who served from these offices. To select school principals, probability sampling techniques/ simple random sampling techniques/ was used to minimize the bias

in selecting proper sample which the result generalized to the whole population.

2.5. Data Collection Methods

A technique of data collection usually depends on the type of information sought. The study included more than one method in data collection. The use of more than one data gathering method assists on off-setting shortfalls associated with each of the techniques used (Kothari, 2008). In the process of data collection, two techniques were used. These were questionnaire & interviews.

2.5.1. Questionnaire

This research used questionnaire which involved both closed and open-ended questions. The closed-ended items were used because they are easy to quantify, analyze and take little respondents time (Amin, 2005). In addition, open-ended questionnaires were used because the study focused on perceptions, judgments and feelings of the respondents which information was adequately obtained through open ended questionnaires due to the advantage they have in allowing free expression of respondents' perception. The questionnaires were administered to; WEO experts, CRC Supervisors and School Principals. This method was used because of its advantages; the questionnaire was given to respondent(s) in relation to the research objectives thus, necessitated the data analysis and interpretation. Additionally, this approach allows respondents to have a considerable amount of time to think about his or her answer before responding the questions; since the nature of the study itself, required experiences from the majority with the intention of determining the behavior patterns of the units and relationships within the organization. The questionnaires were distributed to 50 employees, to 45 CRC Supervisors and 69 School Principals. These were prepared in English; Since all respondents can read and write in English.

2.5.2. Interviews

In depth interviews were held with the Top Management positions that is the office managers, and vice managers. Interview schedules used was administered because according to [20] contain probing questions that allow flexibility in asking and obtaining in-depth information from respondents hence allowing the researcher to triangulate the quantitative findings of the other categories of respondents with the qualitative data from top administrators of SHWEO. The interview guide was piloted on one respondent from the Top Management category.

2.6. Quality Control of Data Collection Methods

Data quality was censured by checking the validity and reliability of the research instruments. This is explained in the subsequent section.

2.6.1. Validity

Validity refers to the extent to which an instrument

measures the traits for which it is designed to measure. In so doing, copies of the questionnaires and the objectives of the study was given to Critical valuator (advisor) to ascertain whether the instrument accurately measure what it is designed to measure. Before collecting data, conducting pilot study helps for testing the questionnaire, which reveals the weaknesses, if any, of the questionnaire and it may prove to be effective in collecting the relevant information [17]. To this end the first draft was given to the main advisor for scrutiny, suggestions, and necessary amendment made under supervision of advisors. The researcher would check the validity of items and make the necessary amendments based on the feedback obtained. Employees selected from non-sampled offices to test reliability of the questionnaire. The researcher would further refine the questionnaire based on the feedback obtained from the pilot study.

2.6.2. Pilot Testing

Pilot testing is believed purpose used to ascertain the level of relationship between delegation of duties by managers of woreda of education office and employees' performance and for the reliability of the instruments as well as the quality of the questionnaire asked. For that reason, that the pilot testing is used in the study as an instrument for the assessment of impact of Delegation of Authority and Questionnaire given to subordinate staff of Shashemene woreda education office as they were one of the study populations. The pilot testing was conducted by giving it to the respondent one week in order to respond to the questionnaire.

2.6.3. Reliability

Reliability is the study of addressing about the quality of data and appropriateness of methods using in carryout the study and also it is the degree to which what researcher's measure is free from random error [22]. To determine the reliability of the questionnaire was therefore admitted to the respondents and then used split half method for easy data analysis. The result of the test was then correlated with Pearson's Product Moment Correlation 69 Coefficient (r), a coefficient of 0.68 was obtained. The (r) value recorded was significant at 0.05 alpha levels; hence the questionnaire was reliable instrument for the study.

2.7. Data Analysis

After the data was collected, using data gathering tools it was coded and entered into SPSS statistical Software of Version 20 and correctness of data entry was checked. The scale based variables were checked for internal consistence after which the scores were aggregated to obtain mean scores for each respondent per scale variable measure. Descriptive and inferential statistical techniques were used for data analysis. Descriptive statistics provides us with the techniques of numerically and graphically presenting information that gives an overall picture of the data collected [2]. In inferential statistics, Pearson's Moment correlation and multiple regression analysis were used to assess both

relationships and effects as per the hypotheses of the study. All gathered information were finally interpreted and discussed, accordingly.

3. Respondent's Background Information

Table 1. Sex Distribution of respondents.

Category		Frequency	Percentage	Cum.
Gender	Male	126	84.00	84.00
	Female	24	16.00	
Total		150	100.00	

N = 150 Respondents

Source: Survey Questionnaire, 2020

As the finding revealed in table 1 above that among 150 interviewed respondents, about 126 (84%) of the employees were found men while the remaining of 24 (16%) were women, indicating the study sample comprised of more men than women and showed that more than half of the employees hugged or working by Education office of the Shashemene district were male.

This essentially showed, male was highly involved in determining the delegation mechanism process in the organization.

Table 2. Age and Marital Status Distribution of respondents.

Category		Frequency	Percentage	Cum.
Age (in Years)	≥ 20 & ≤ 29	37	24.67	24.67
	≥ 30 & ≤ 39	78	52.00	76.67
	≥ 40 & ≤ 49	35	23.33	100.00
	≥ 50	-	-	
Total		150	100.00	
Marital Status	Single	22	14.67	14.67
	Married	127	84.67	99.33
	Other	1	0.67	
Total		150	100.00	

N = 150 Respondents

Source: Survey Questionnaire, 2020

As the finding indicated in table 2 above, the age of respondents is mostly between 30-39 years of old with average age value of 34.5 which is about of 78 (52.00%).

And followed by respondents of the age category of 20-29 and 40-49 years of old, counted as of 37 (24.67%) and 35 (23.33%), respectively. This revealed, most of the respondents accompanied by the study were in their middle ages of years of (30-39), who could actively participate in various livelihood activities.

Regarding the marital status of respondents, the majority 127 (84.67%) of them were married as compared to 22 (14.67%) participants who were single. The results therefore indicated that since the majority of the respondents were people of responsibility, they were able to give valid and ideal responses on the problem of the study as they perceive

Delegation of Duties from a mature and responsible point of view.

Table 3. Work Experience, Academic Qualification and Designation of respondents.

Category		Frequency	Percentage	Cum.
Work Experience	≥ 3 & < 5	21	14.00	14.00
	≥ 5 & < 7	27	18.00	32.00
	≥ 7 & ≤ 10	36	24.00	56.00
	Above 10	66	44.00	100.00
Total		150	100.00	
Academic Qualification	Diploma	18	12.00	12.00
	Bachelors/ Degree	107	71.33	83.33
	Masters	6	4.00	87.22
	Other	19	12.67	100.00
Total		150	100.00	
Designation (Position Held)	Manager	4	2.67	2.67
	Expert	46	30.67	33.33
	OCR Supervisor	45	30.00	63.33
	School Principals	55	36.67	100.00
Total		150	100.00	

N = 150 Respondents

Source: Survey Questionnaire, 2020

Working experience is crucial for making employees to foresee the needs of the organization. This was geared towards understanding the number of years' respondents have stayed in the organization. The finding indicted in Table 3 above showed that majority of the employee hugged by Education office of the Shashemene woreda of 66 (44%) had 10 and more than working experience, implying that majority of respondents have been stayed longer in education office as an employee for longer period being versed with all activities, well. Whereas 36 (24%), 27 (18 %) and 21 (14%) of respondents had have working experience of 7-10, 5-7 and 3-5 years, respectively. The results therefore indicated that the majority of respondents were of mature and experienced age which made the researcher to consider their views as valid and authentic in relation to the study.

Apart, Table 3 also showed that respondents of 107 (71.33%) had attained a Bachelor's Degree level of education while 18 (12%) and 6 (4%) 8 % of the respondents had attained diploma and Master's Degree level of education, respectively. The results indicated that all the respondents had the necessary qualifications to teach in secondary schools and to hold responsibilities. With regard to designation, the results indicated that the majority 55 (36.67%) of participants were cited as school Principals; followed by office experts 46 (30.67%). OCR Supervisors constituted 45 (30%), while office Vice manager were 4 (2.67%). This indicated that the majority of respondents had direct visible delegated responsibilities. Therefore, there were high chances of giving accurate views.

3.1. Delegation of Authority and Employee Performance

Table 4. General Information on delegation of Authority and Employee performance.

Questionnaire Items	Response Category	Freq	Percent
Do you think that there is delegation of authority in your office	Yes	91	60.67%
	No	59	39.33%
Do you think that authority delegation have an impact on employees' performance	Yes	79	52.67%
	No	71	47.33%
Do you think that delegation of authority have positive relationship with employee performance	Yes	86	57.33%
	No	64	42.67%

In the efforts to understand about the factors inhibiting delegation of authority on employee performance at Education office of Shashemene woreda, questions were directed to all respondents.

Accordingly, obtained findings revealed that most of respondents were aware about the effect of delegation of authority in their office as majority 91 (60.67%) of respondents could describe as yes about the delegation process within the organization while about 59 (39.33) % of the respondent found not be aware of what delegation authority was even mean. This revealed that the delegation authority within the office was high because of the time period when by the respondents could give experiences on delegation of authorities within the organization.

The top official members delegated authority to

subordinates for the sake of necessitating services within the organization, and on that manner response given on authority delegation have an impact on employees' performance, about 79 (52.67%) and 71 (47.33%) of respondents responded as yes and No answers for item asked, respectively. The status shows that the employees who worked for the Education office for more than seven years are now managers and heads of departments. Furthermore, most of them argued that delegation process increased efficiency in service delivery among the employees and the organization at large. It was believed that through delegation senior officials were able to divide the work and allocate it the subordinates. This helped in reducing load work so that the senior officers could work on important areas such as planning of important issues for Education office.

Table 5. Responses on Delegation of authority.

Questionnaire Items		Response Category					Std. Dev.
		HA	A	DK	DA	HD	
Delegation increases level of positive relations among different jobs.	Freq	25	87	21	13	4	14.69694
	%	16.7	58	14	8.67	2.67	
Delegation upgrades level of job performance	Freq	102	48	0	0	0	20.25833
	%	68	32	0	0	0	
Authorization invests the time ideally in achievement organization process	Freq	83	51	16	0	0	16.19568
	%	55.3	34	10.7	0	0	
Authorization instills loyalty and belonging to the Organization	Freq	67	61	12	10	0	14.06058
	%	45	41	8	6.7	0	
Delegation accelerates decision making process.	Freq	80	60	6	4	0	16.66133
	%	53.3	40	4	2.67	0	

3.2. Delegation of Authority

The study sought to determine the effect of delegation authority as perceived by employees and the results of respondents' information. The results from Table 5 above indicated that majority of respondents 87 (58%) agreed that there is full delegation authority exploitation of individual skills through increasing level of positive relations among different jobs of responsibility while 25 (16.70%) highly agreed implying that exploitation of skills is likely to lead to efficiency and effectiveness.

This finding revealed that delegation in the work place had compensation and therefore they embraced it fully as it was evident as 87 respondents agreed against 13 who disagreed. This indicate respondents strongly agreed that delegation authority in the work place led to employee growth and development attributing to the fact that autonomy makes employees to be more innovative and

creative based on their competence. On the issue of sharing of load as a result of Delegation upgrades level of job performance, majority of respondents 102 (68%) highly agreed while 48 (32%) agreed. This implied that there is no work accumulation as delegation authority become part of the education office managers. They supervised one another and therefore work closely.

On whether Authorization invests the time ideally in achievement organization process, majority of respondents 83 (55.30%) highly agreed while 51 (34%) agreed.

Thus, going by the opinion of the majority, Authorization invests the time ideally in achievement organization process assigned different by performance of the employee in education office of the district. This implies that employee come to understand the functioning of their respective performance and hence reduces complaints. On holding Authorization instills loyalty and belonging to the Organization, majority of respondents 67 (45%) highly agreed, while 61 (41%) agreed.

This suggested that when authorization instills loyalty and belonging to the Organization of responsibility, they are likely to participate enthusiastically in responsibilities to produce good results. Concerning, whether Delegation accelerates decision making process are responsible for the

duties of their respective offices, 80 (53.30%) respondents highly agreed while 60 (40%) respondents agreed. This implies that the work of administrators is likely to be easier when most Delegation accelerates decision making process acted to the point in its respective office.

Table 6. Responses on Employees' Performance.

Questionnaire Items		Response Category					Std. Dev.
		HA	A	DK	DA	HD	
Delegation makes me accept overtime positively	Freq	23	108	17	2	0	19.98249
	%	15.33	72	11.33	1.33	0	
Delegation gives me a chance to adopt with different conditions at organization	Freq	26	89	18	17	0	15.34601
	%	17.33	59.33	12	11.33	0	
Delegation makes me aware all the time of work.	Freq	35	92	13	10	0	16.51969
	%	23.3	61.33	8.6	6.67	0	
Delegation helps me to achieve my work in limited time	Freq	43	87	9	11	0	16
	%	28.67	58	6	7.33	0	
Delegation gives me a chance to depend on myself in achieving work.	Freq	33	104	13	0	0	19.46022
	%	22	69.33	8.67	0	0	
Delegation increases degree of effort and interest in achieving the objectives at the organization.	Freq	57	89	4	0	0	18.28387
	%	38	59.33	2.67	0	0	
Delegation strengthens self-confidence of subordinate's level.	Freq	76	68	6	0	0	17.22788
	%	50.67	45.33	4	0	0	

3.3. Employees' Performance

The results from table 6 above showed that the employee performance activities to the subordinate staff of education office is evidenced by the majority of the respondents that about of 23 (15.33%) and 108 (72%) highly agreed and agreed to the item asked, respectively. This suggested that Delegation makes coordination among the employee in order to accept their duties overtime positively. With regard to delegation authority that whether it give chance to adopt with different conditions at organization, about 89 (59.33%) and 26 (17.33%) of respondents agreed and highly agreed, correspondingly.

On the issue of whether Delegation can be aware of all the time towards time period of work, about 92 (40.67%) and of the respondents agreed 35 (23.33%) of respondents agreed and highly agreed to the question asked suggesting that the principals duties performed by education office of the district

are fully opened to the employee on community services. On the issue of delegation of duties on Delegation render a chance to depending on self in achieving work, 104 (69.33%) and 33 (22%) of respondents agreed and highly agreed, showing employee have given a room to display their different cultures which may lead to mutual understanding between the social group and promote the interest of the education towards creation of effective generation in their office.

With regard to Delegation authority can increase the degree of effort and interest in achieving the objectives at the organization, about 89 (59.33%) and 57 (38%) of respondents agreed and highly agreed, in that order. On the issue of delegation can strengthen self-confidence of subordinate's level, 68 (45.33%) and 76 (50.67%) of the respondents agreed and highly agreed, respectively. And, this showed that delegation authority rooted giving opportunity to engage itself in performing duties to be the future career.

Table 7. Responses on leadership duties delegation by the managers to the subordinate staff.

Questionnaire Items		Response Category					Std. Dev.
		HA	A	DK	DA	HD	
The managers are volunteer to delegate leadership duty to the management concerning their departments in SH.WEO.	Freq	14	57	10	69	0	13.79493
	%	9.33	38	6.67	46	0	
The managers delegates leadership duties to the vice principal in representing him/her in higher authorities in SH.WEO.	Freq	15	60	8	67	0	13.9248
	%	10	40	5.33	44.67	0	
The managers delegates leadership duties to the management committee in decision making in SH.WEO	Freq	7	61	7	75	0	15.7226
	%	4.67	40.67	4.67	50	0	
The managers delegates leadership duties to the subordinate staff on record keeping in SH.WEO	Freq	17	67	8	58	0	13.61249
	%	11.33	44.67	5.33	38.67	0	
The managers delegates leadership duties to the subordinate staff on decision making in SH.WEO	Freq	53	17	49	31	0	9.899495
	%	35.33	11.33	32.67	20.67	0	

3.4. Leadership Duties

In Table 7, the results indicated that generally, most

respondents 69 (46%) agreed that the managers are volunteer to delegate leadership duty to the management committee concerning their departments, while (14 and 9.33 %) strongly agreed. This suggested that it is likely to lead to reduction of

the work load of administrators. On the issue of sharing of load as a result of delegation of duties to the Vice manager, a manager delegates leadership duties to the vice manager, in representing him in higher authorities in SHWEO. This evidenced by the majority of the respondents that about of 67 (44.67%) agreed and 15 (10%) highly agreed while 60 (40 %) disagreed to the item asked, respectively.

The results above indicated that majority of respondents agreed that there is full exploitation of individual skills through the management committee's assignment of responsibility. This implied that there is no work accumulation as management committees become part of the office managers and the exploitation of skills is likely to lead to efficiency and effectiveness because employees work knowing what is

expected from them. Concerning, whether subordinates are responsible for the duties of their respective offices on record keeping, 67 and (44.6%) respondents agreed while 17 (11.33%) respondents strongly agreed. This implies that the work of administrators is likely to be easier when most workers are responsible for record keeping in their respective office.

Management committees may not need to be in office all the time because the work can be easily handled by workers when delegated responsibilities. This made on holding a position of office Base Management Committee, majority of respondents 75 (50%) agreed, while 7 (4.67%) strongly agreed. This suggested that when management hold positions of responsibility they are likely to participate enthusiastically in responsibilities to produce good results.

Table 8. Responses on financial duties delegation by the managers to the subordinate staff.

Questionnaire Items		Response Category					Std. Dev.
		HA	A	DK	DA	HD	
The managers delegates financial duties to the subordinate staff on raising voucher for purchase and supply in our office.	Freq	11	101	8	30	0	18.4201
	%	7.33	67.33	5.33	20	0	
The managers delegates financial duties to the subordinate staff on ordering processing and payment for all goods and services in our office.	Freq	10	55	17	58	10	10.90413
	%	6.67	36.67	11.33	38.67	6.67	
The managers delegates financial duties to the subordinate staff on operation of all bank account owned by the school in our office.	Freq	0	27	17	93	13	16.33401
	%	0	18	11.33	62	8.67	
The managers delegates financial duties to the subordinate staff to take legal action when necessary to recover bad debt in our office.	Freq	0	34	11	88	17	15.50806
	%	0	22.67	7.33	58.67	11.33	
The managers delegates financial duties to the subordinate staff on report on the financial state to the higher authority in our office.	Freq	9	69	10	53	9	12.90736
	%	6	46	6.67	35.33	6	

NB.: HA = highly agree; A = agree; DK = I don't know; DA = don't agree; HDK = highly don't know

3.5. Financial Duties

In Table 8, the results indicated that there is effectiveness in financial activities duties. This is seen when the majority of respondents 101 (67.33%) agreed while 11 (7.33%) strongly agreed. Thus, going by the opinion of the majority, employees in SHWEO were efficient in fulfillment of activities assigned to them. This is likely to lead to promotion of good relationship between employees and the administrators. Whether the Managers delegated financial duties to subordinate staff Managers delegated financial duties to subordinate staff on ordering processing and payment for all goods and services the majority of the respondents with 58 (38.67%) disagreed, while 10 (6.67%) strongly disagreed. And, about 55 (36.67%) of respondents agreed and 10 (6.67%) respondents strongly agreed. This further indicated that most employees are not trustworthy.

About delegation of financial duties by the managers to the subordinate staff on operation of all a bank account, this was seen when 93 (62%) of respondents disagreed while 13 (8.67%) of respondents strongly disagreed. This suggested that when workers are being strictly restricted on some office account operations they will be dedicated to their work; it is likely to increase their performances in their respective organization rather than giving them opportunity to operate office account except the bursar.

On the issue of delegation of financial duties to subordinate staff to take legal action when necessary to

recover bad debt in the office 88 (58.67%) agreed while 17 (11.33%) respondents strongly agreed. This implied that being in position of responsibility is likely to lead employees to work hard in order to avoid failure. As to whether the principal delegated financial duties to the subordinate staff on report on the financial state to the higher authority shashamane worada education office, 69 (46%) of the respondents agreed while 9 (6%) strongly agreed. This showed that even though it couldn't have said fully participation, it could be said that the subordinate staff participated on financial issues, this promoted their attitude towards performing their duty immensely and may likely feel that they are part and parcel of the worada education office management.

3.6. Hypotheses Testing

This subsection presented the results arising from verification of the null hypotheses, one after the other. In testing the hypotheses, the researcher used Pearson correlation to find out whether a linear relationship exists between the independent variables and the dependent variable. All valid responses to statements dealt with both variables were aggregated to generate a merged directory for each respondent. In testing the hypotheses, the computed scores for independent variables were correlated with the dependent variable, and results were interpreted at the p -value of level of significance, 0.05, accordingly.

1) Hypothesis One

The first hypotheses stated that “Allocation of activities has no a significant effect on employees’ performance.” The results of this hypothesis were presented using Pearson correlation coefficient between the index of allocation of activities and employees’ performance. The computed scores for allocation of activities were correlated with those of employees’ performance and the results were then interpreted at 0.05 level of significant (Table 9).

Table 9. Correlation between allocation of activities and Employees’ Performance.

		Allocation of Activities	Employees’ Performance
Allocation of Activities	Pearson Correlation	1	0.784
	Sig.(2-tailed)		0.00
	N	150	150
Employees’ Performance	Pearson Correlation	0.784	1
	Sig.(2-tailed)	0.00	
	N	150	150

Correlation is significant at the 0.01 level (2-tailed).

As indicated by Table 9 above, the value of the coefficient

Table 10. Correlation between Delegation of leadership & financial Duties and Employees’ Performance.

		Leadership Duties	Financial Duties	Employees’ Performance
Leadership Duties	Pearson Correlation	1	0.307	0.484
	Sig.(2-tailed)		0.00	0.00
	N	150	150	150
Financial Duties	Pearson Correlation	0.477	1	0.467
	Sig.(2-tailed)	0.00		0.00
	N	150	150	150
Employees’ Performance	Pearson Correlation	0.484	0.467	1
	Sig.(2-tailed)	0.00	0.00	
	N	150	150	150

Correlation is significant at the 0.01 level (2-tailed).

As depicted by Table 10 above, the value of the coefficient falls in between 0.307 & 0.484, the value for it being positive so there appears a considerable association among the variables. And, duties of leadership and financial delegation have a positive relationship to employees’ performance at office of education by the district. The significance value

equals to 0.784. This value for it is being positive and so there appears a considerable association between the two variables, it means that allocation of activities has a positive relationship to employees’ performance by education office of the district. The significance value indicated for the correlation, equal to 0.00 is less than the level of significance of the p -value, 0.05, and this led to the rejection of the null hypothesis. This showed, the more activity allocation results the higher the level of employees’ performance achievement by the Woreda’s education office.

2) Hypothesis Two and Three

The second hypotheses stated that “Delegation of leadership & Financial duties has no a significant effect on employees’ performance.” The results of this hypothesis are presented using Pearson correlation co-efficient between the index of delegation of leadership & Financial duties and employee efficiency. The computed scores for delegation of leadership & financial duties were interpreted at 0.05 levels of significance the p -value with employee’s Performance (Table 10).

computed for the correlation, equal to 0.00 is less than the level of the significance p -value, 0.05 resulting for the null hypothesis rejection. It is, thus, concluded here that the more the duties of leadership and financial delegation to the staff, the higher the level of employees’ performance by the education office.

3.7. Summary of Hypotheses Testing

Table 11. Summary of the Three Null Hypotheses (H01 – H03), Tested for the Study.

H ₀ Statements	Statistical Test used	Result	Sig. level	Decision & Conclusion
Allocation of activities has no a significant effect on employees’ performance	Pearson Product Moment Correlation Coefficient	F- calculated is 0.784 while the table value of ‘F’ is 150 at 0.05 level of significance	0.05	H ₀ was rejected, implying existence of significant difference in opinions of the respondents
Delegation of leadership duties has no a significant effect on employees’ performance	Pearson Product Moment Correlation Coefficient	F- calculated is 0.484 while the table value of ‘F’ is 150 at 0.05 level of significance	0.05	H ₀ was rejected, implying existence of significant difference in opinions of the respondents
Delegation of Financial duties has no a significant effect on employees’ performance	Pearson Product Moment Correlation Coefficient	F- calculated is 0.467 while the table value of ‘F’ is 150 at 0.05 level of significance	0.05	H ₀ was rejected, implying existence of significant difference in opinions of the respondents

From the summary as indicated as in Table 11 above, it was observed that all the three null hypotheses (H01 – H03) were rejected. All the null hypotheses were, thus, changed to

their alternative forms to read that there were significant differences in the opinions of respondents in amongst variables used for the study.

3.8. Delegation of Authority and Employees' Performance

As data analysis and interpretation disclosed clearly, there was a positive relationship between delegations of Authority and the employees' performance which might probably could because of the fact that the employee is encouraged and motivated to do their assigned duties, and get more involved in running the affairs of their organization. With delegation of duties, employee tend to work towards perfection and developed the willingness to work beyond normal time effortfully and led to better performance as they may seemed they get satisfied with their job. What's more that the delegation of authority duties can improved employees' attitudes and performance towards their jobs thereby creating an productive environment they were involved and carried out all activities with a sense of belongingness in the office.

Similarly, this finding was in agreement with [24] stated that it formed the basis of the study as arguing about directly correlated factors with regard to job encouragement with a desire of attaining better improvement and successful outcomes. People, as proportion, especially those with a strong enquiry for achievement need could accept and perform well in challenging tasks, and deserved a credit. Added, this finding is agreed with a statement as indicated as [23], delegation of authority increases flexibility in the organization as every problem is no longer referred to a central authority for decision to be taken. In this case, delegation permitted the making of decisions with least delay. It is revealed by this finding, the employees were involved in all duties they were deliberately allocated to and they then proved their worthiness with great sense of responsibility. This is supported with the statement developed as [12] explained as delegation of authority provides an employee, the opportunity to exercise self-direction and control, supposed as a considered signals felt among the supervisor of the organization and enabled them be a task competent.

The employees can, consequently, have easily been handled in order enable them to perform the job worthiness without referring for the administration in education office, responsibly. It is, more importantly, that the manager of the shashemene woreda education office could have to be viewed as an important person for a sound coordination and supervision so as to help the overall woreda education office activities through sharing authority and responsibilities appropriately, in all possible ways.

3.9. The Effect of Delegation of Authority on Employees' Performance

The responsibility of delegation and authority to heads of departments and offices is for delivering programs though this won't absolve of the ultimate accountability [21]. And, in turn, remained accountable to activities in all-purpose for the responsibilities assigned to them even supposing they may delegate authority themselves. Delegation of authority and accountability are, therefore, integral to every job at every level [24]. As indicated by this finding that Delegation of authority is the functional burdens of the manager whom

supposed to build a cooperation and trust among the employees through reducing the degree of physical and intellectual efforts by employee. And, the application of Delegation of Authority could seemed it can help the employee's effectiveness to gone more, and the managers have to, thus, be able to maintain their job position and preserved the process of facilitating business affairs, employees' loyalty, and achieving performance efficiency that served as a helping way for manager in alleviating the burden of running the affairs of the business.

In agreement with the finding accomplished as [13] put that the greater the delegation, the higher the result of Competence of the employee when by sharing of managers' task objectives by the employee resulting in longstanding and positive relationship of the manager with the employee such that the status of the lower-level person's factors could be attained. It was, correspondingly, revealed by this finding that Managers had been imposed for the necessity to have a way for helping them in facilitating business affairs and alleviating the burdens in which they aren't tolerated, implemented and controlled by a manger which might probably could because of bearing the sense of delegation of authority provision in mind of the managers in educational institution.

Similarly, this finding is in agreement with what is done as [7] stated as delegation of authority has impact on an organization, on the manager and on the employees. Besides, it was stated, the impact of delegation of authority on organization helps in achieving competitive advantage, increase in production as well as effectiveness in task completion. The finding is also agreed with findings done as [2] affirmed as the Managers who choose to do everything might probably could hamper their own productivity and limit their employee performance. And, any contribution carried out with their interference might often accompanied by frustration and excessive personal effort. The more diffuse the lines of accountability are, the more difficult it is to delegate authority and to hold people to account. It therefore follows that the most effective accountability mechanisms are those that are integral to the line management structure. It is, for that reason, incorporating delegation of authority to managerial functions to increase employee performance could play important role towards accomplishing organizational goals, importantly.

3.10. Delegation of Leadership & Financial Duties in an Organization

As showed by the finding that Delegation could seem the downward transfer of authority from a manager to a subsidiary and most organizations today encourage managers to delegate duty in order to provide maximum flexibility in meeting customer needs. This view is agreed with of concept developed as [8] indicated that delegation leads to empowerment, in that people have the freedom to contribute ideas and do their jobs in the best possible ways. Delegation involvement can increase job satisfaction for the individual and frequently results in better job performance, frequently.

As indicated by the finding that delegation of duties empowers their employee by providing maximum flexibility in fulfilling the organization programs and motivating them to work harder. Similarly, it is agreed with statement put as [4], delegation of duties lead to efficiency and effectiveness of staff in an organization improving their attitudes to their work.

As with the finding of the study, delegation of duties gives the staff authority and they therefore work without fear as they are empowered. Correspondingly, decentralization gives the junior level managers and supervisors the authority to make decisions relative to their roles and within the organizational policy guidelines. This makes junior staff responsible and more dedicated to their work and they feel proud of being given authority. The freedom to make decisions also gave them a feeling of status and recognition and this resulted in loyalty, commitment and belonging. Similarly, the finding is agreed with a concept of [6], stated as Decentralization improves performance by empowering lower levels to make decisions that are most responsive to their needs. The workers became more innovative and thinkers. It inhibited the growth and development of personnel. This is a structure in which there is democratic sharing of power due to the fact of different fields in the organization, decentralization that could solve the problem of limitations in managerial expertise and increased executive load [27]. The subordinate staffs in the education office could, thus, be helped to work with high morale and zeal exploiting their full potential.

It can be wrapped up here in reference to what other scholars have argued upon, the allocation of activities made people to perform better because they work hard to justify their occupation of offices and enjoy work because they feel promoted since they are executing high level roles. This might probably be because of the fact that allocation of activities poses a challenge to the person who has been entrusted with the activity, and hence working hard bringing about better performance leading to job satisfaction. Added, when individuals assigned in their allocated activities, they could be attracted to their duties and work hard as they would feel proud and satisfied to holding positions of responsibility.

To begin with, it is revealed by this study that delegation of financial duties makes subordinate staff become part of the organization team exemplifying every staff could participate at least in some activity enthusiastically provided there would be functions. Despite of the fact there could be an occasion by education office that requires the presence of all the staffs want to be seen to be betraying the cause of the office, the staffs would be available, and they participate and contribute freely in meetings as well as other related activities. Added, it is revealed that delegation makes staffs know the administrative and academic performance of the office. Moreover, delegation of duties makes the office function with a lot of strong economic development. This is because if the staffs are delegated with their duties head managers need not to be in the office all the time as most of the activity can be easily handled by the staffs when delegated duties.

Subordinate staff does not feel disconcerted whenever there is an issue requiring their input. Subordinate staff comes in to help making work easy. There is no work accumulation in the head managers' office.

Similarly, a statement set as [1], in agreement of with the findings of this study as indicated that delegating makes followers feel a deeper sense of responsibility and ownership of the organization. This is an avenue for recognizing good member contributions as a leader has the opportunity to try out some new growth producing behaviors. The followers are challenged by new and different responsibilities; the load of responsibility is more equally shared among a larger number of members; followers become more aware of the broad functioning of the organization.

This finding is also agreed with [26] as indicated as granting of freedom to act by superior is evidence of confidence in the subordinate. The subordinate responds by developing a constructive sense of responsibility and hence participation in every activity of the office as found out by the researcher. Delegating work to the specialists who possess the detailed knowledge for realistic decision making makes tasks to be performed quickly and efficiently. Control can be maintained through periodic reports, special reports, informal meetings, and personal visits [23].

As revealed by this finding the organizational man desires self-esteem and needs fulfillment which in turn could motivate the employee to contribute more towards objectives of the organization, and delegation therefore gives employee the freedom to direct their own activities, to assume responsibility and thereby satisfy their ego need. This is agreed with Matthew (2010) that delegation of duties makes office function with a lot of flexibility. Added, it was pointed out that delegation is an integral part of every employee's work. Delegation is independent of the size of the organization, and an employee requires either upward or downward delegation, based on the position in the organizational hierarchy. Delegating downwards is more commonplace and it stems from the employee's position in the hierarchy.

Delegation forms an essential aspect of delegation at the workplace though its upward concept is not popular. Delegation is used to tap into the skills and resources already within the group, avoid burning out a few leaders, get things done, prevent the group from getting too dependent on one or two leaders, enhance the functioning of the team, allow everyone to feel a part of the effort and the success, groom new successors and enable new skill development in the team. Succession planning is a dynamic, ongoing process of systematically identifying, assessing and developing leadership talent for future assignments and tasks.

As with the researchers' findings, it is revealed that delegation of duties makes work flexible. This is because it helps to tap into the skills, avoiding burning out a few leaders and allows everyone to feel a part of the effort and the success automatically leading to job achieving goals. From the researcher's findings and other scholars, it is indicated that if subordinate staffs are delegated they will be committed to their duties as they will develop a sense of ownership of

the office and could be able to perform within their jurisdictions and know how the office functions.

4. Conclusions

The study assessed the impact of delegation of authority on employees' performance, and intended to examine the bang brought about onto Employees' performance by delegation of authority in Education Office operating in Shashemene District, West Arsi Zone, Oromia Regional State. From the findings, delegation of authority is seemed significant to improving employee performance. In the results of the study, many important observations were made as there was a relationship between delegation of authority duties and employees' performance. The greater the delegation of duties to the subordinate staffs could be the better the effectiveness of the employees' performance. Employees are encouraged to do their work well and be creative, get more involved in running the affairs of their office and work towards perfection. The willingness to work beyond normal time, putting in more effort and have better attitudes towards their jobs was also observed. It also showed the more authority delegation to the employees is the more performance towards effective task accomplishment expected from employee. Added, employees by the WOE identified that they appreciate the authority when it is being delegated to them by good performance, and this can clearly have indicated that execution of tasks could be ineffective provided authority won't have delegated to the employees. Giving the employees the right to carry out some right can increase their morale to perform the tasks effectively, making them to feel that they are integrated as part of the organizations to achieve the missions and vision of the organizations. As it is further beard out that delegation of managerial tasks to employees played pivotal role towards boosting performance the employee and extra time arrangement right for the managers in order focus upon other tasks for the benefits of the organizations facilitated. And, this fact showed that 'delegation of authority is a managerial practice.' It also showed that the superiors have confidence in the ability of the subordinates to act on his behalf or on the organization behalf as delegation of authority is being a managerial practice. Employees perceived this as a form of trust and tried to justify the trust through effective discharge of responsibilities expected from them.

5. Recommendations

On groundwork of the verdicts and critical issues raised in the study, the following suggestions are made, in view of that.

- 1) A clear communication channels between the delegator and the subordinate should have to be established such that possibility of making a consult to the delegator in time of need could be obtained. And, recognition and appreciation should be accustomed to one whom have played pivotal role for accomplishment of the delegated

task done. Practicing delegation of authority for enhancing the duties performance all the way through presenting incentives, certificates of appreciation, etc. to subordinates who get performed the tasks assigned, well and responsibly. More authority should have to, therefore, be delegated to employees and specified precisely. Employees should be educated on the necessity of delegating authority to them.

- 2) In order for assisting a subordinate to remain focused on the duty at its appropriate time and place to ensure effective delegation in advance, delegated tasks should have to be defined.
- 3) An apparent two-way communication and/ or dialogue that can help out in avoiding confusion, misunderstanding and any uncertainties between the delegator and the delegate have to be developed when delegating to subordinates and/ or delegates.
- 4) Lastly, certainly not the least that for the successfulness of the delegation of authority process, the prerequisites that include the adoption of a systematic approach for the identification of areas where delegation is possible; the establishment of a culture of clarity, transparency and communication; the necessity of providing managers with resources and tools to exercise the authority delegated to them, including adequate support functions; and the establishment of a framework of accountability, including appropriate monitoring procedures have to be practiced, openly.

References

- [1] Alagheband. (1997). The study of relationship between supervisor educational philosophy and Their practice. Tehran University, Iran.
- [2] Al-Jammal, I., Al-Khasawneh, J. A. & Hamadat, A. M. (2015). The impact of the delegation of authority on employees' performance at great IRBID municipality.
- [3] Amin, M. E. (2005). Social science research: Conception, methodology and analysis. Kampala: Makerere University Printery.
- [4] Andrian E, F. (2008) A portrait of the deputy principal in the New Zealand Secondary School. Unitec Institute of Technology.
- [5] Bryman, A. (2004). Social research methods (2nd ed.). Oxford: Oxford University Press.
- [6] Chandan, J. S. (1999). Organizational behavior. New Delhi: Publishing House PVT Limited.
- [7] Chapman, A. (2005). Effective delegation skills, delegating techniques, process. <http://www.Businessballscon/delegation.htm>.
- [8] Cliffs, N. (2010). Concepts of organizing. Wiley Publishing, Inc.
- [9] Cohen, L., Manion, L. & Morrison, K. (2007). Research methods in education (6th ed). London: Routledge.

- [10] Crum, K. S. & Sherman, W. H. (2008). Facilitating High Achievement: High School Principals' Reflections on their Successful Leadership Practices. *Journal of Educational Administration*. 46 (5), 562-580.
- [11] Eyre, E. C. Pettinger, R. (1999). *Mastering Basic Management*. 3rd edition. Hound mills: Macmillan press ltd.
- [12] FDROE, Federal Democratic Republic of Ethiopia (2002): Restructuring plans approved by federal government will be implemented by the regional government, zonal manager, woreda management up to stake holders step by step.
- [13] Gardner, M., Roth, J., & Brooks-Gunn, I. (2008). Adolescents' participation in organized activities and developmental success 2 and 8 years after high school: Do sponsorship, duration, and intensity matter? *Developmental Psychology*.
- [14] Ibrahim, A. (2014) Delegation and Job Satisfaction: An Evaluation of the Relationship, *Global Journal of Human Science Linguistics & Education* Vol. 14 Issue 1 Version 1.0.
- [15] Kiiza, P & Picho, E. O (2015). Delegation and staff commitment in the school of finance and banking in Kigali, Rwanda: An empirical study. *Global Journal of Commerce and Management Perspective*, 4 (3), 50-54.
- [16] Kombo, B. W., Obonyo, G. O & Oloko, M (2014). Effects of delegation on employee performance in savings and credit cooperative societies in Kisii County, Kenya. *The International Journal of Business and Management*, 2 (7), 22-31.
- [17] Koontz, H., O Donnell, C. & Weihrich, H (1983). *Management* (7th ed.). New York.
- [18] Kothari, R. C. (2008). *Research Methodology; Methods and Techniques*, India. 2nd ed New Age International (P) Limited.
- [19] Lussier, R. N. (2000). *Management Fundamentals: Concepts, Applications, Skill Development*. Springfield, Mass.: South-Western College. Management Perspective.
- [20] Lutgans, F& Hodgetts, R (2004). *Business* (2nd ed.). New York: McGraw-Hill.
- [21] Makawi, A. M (1995). Authority and responsibility in the management of social institutions. *Proceedings of the 3rd conference of the Islamic guidance for social service*, Alexandria.
- [22] McClelland, D. C. & Burnham, D. H. (2003). Power is the great motivator. *Harvard Business Review*, 81 (1), 117-129.
- [23] Moore, A. (2000), *Teaching and Learning Pedagogy: Curriculum and Culture* Routledge/Falmer publishing.
- [24] Musaazi, J. C. S (1998). *The theory and practice of educational administration*. London: Macmillan Publishers.
- [25] Nwagbara, C (2015). Delegated legislation and delegation of powers in the Nigerian administrative law context. *International Journal of Business and Law Research*.
- [26] Qaryouti, Mohammad Qasim (2006). A sense empowerment among managers of middle management level in Kuwait, *Damascus University Journal of economic & legal sciences*.
- [27] Rao, V. S. P. & Narayana, P. S. (1997). *Principles and practices of management* Delhi: Konark Publishers PVT Ltd.