

# **Influence of Motivation and Delegation of Authority on Teachers' Job Productivity in Secondary Schools**

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**Abstract:** The study focused on the influence of motivation and delegation of authority on teachers' job productivity in Secondary schools in Ekiti State. The study adopted a descriptive survey research design. The study sample comprised 640 respondents, including 600 teachers and 40 principals, selected from the 16 local government units in the state through a multistage sampling method. The study utilized two instruments: The Motivation and Delegation of Authority Questionnaire (MDAQ) and the Teachers' Job Productivity Questionnaire (TJPQ) for data collection. We used simple percentages, mean and standard deviation, Pearson's Product-Moment Correlation, and Multiple Regression to look at the data we collected. All hypotheses were evaluated at the 0.05 significance level. The study revealed that secondary school teachers' productivity in Ekiti State was elevated, and that the principal proficiently delegated responsibilities and inspired teachers within the state's secondary schools. Based on the findings, it was recommended that Principals adopt motivational strategies, such as teacher promotion, improved conditions of service, teacher recognition, an improved working environment, adequate teaching materials, a conducive environment, and welfare packages, to enhance teachers' job productivity. The school principals should develop teachers by ensuring the delegation of authority, duties, and responsibilities based on staff competence and capability for the efficient functioning of the system, enhance positive feelings, build confidence in their ability, increase their commitment and loyalty to the job, and enhance job productivity.

**Keywords:** Delegation of Authority; Teachers' Job Productivity; Secondary Schools; Multiple Regression; Pearson Product; Job Productivity; Staff Competence; Welfare Package.

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## **1. Introduction**

Teachers are among the most important parts of the social structure that schools represent. Teachers play a very important role in the education system since they are the primary link between educational policies and how well students learn. Teaching is a professional job that requires more than just teaching students about a subject. It also requires following government educational rules, fulfilling instructional duties, and doing many administrative tasks. Teachers have traditionally been seen as

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the key to national progress and educational success because they use their knowledge, abilities, and attitudes to shape their pupils' experiences and goals. In this way, teachers might be seen as the holy heroes of school management and the true guardians of the education product. They are essential facilitators in the metamorphosis of pupils into informed, disciplined, and socially accountable individuals [5]. The effectiveness of an education system depends heavily on how well the instructors who run and implement it do their jobs. Bunda [3] stressed that no educational paradigm can produce outcomes beyond the expertise, dedication, and professionalism of the individuals who implement it.

Teachers also want schools to have helpful and encouraging leaders so they may do their best work. Johnson [6] said that headteachers who were well-liked by their staff showed traits such as being visible, generating new ideas, being fair, and solving problems, as well as having positive interactions with teachers. Teachers want to work in places where everything is kept in order, there are enough resources, and help is always available to manage the classroom. The gap between what teachers anticipate and how school leaders lead has a significant impact on the school's climate and student performance. When instructors see their leaders as fair, accessible, and creative, their own incentive to do well increases, thereby boosting the school's overall performance [6]. In secondary school, which is an important step between primary and higher education, teachers' tasks and responsibilities become even more important. The years of high school are important for kids because they help shape their intellectual, social, and emotional development. For secondary education to work well, teachers at this level must be dedicated, professional, and diligent in their duties. But there are still problems with teacher discipline, punctuality, and classroom involvement in some areas, including Ekiti State in Nigeria. Reports indicate that people in Ekiti State are unhappy with how some secondary school teachers behave, especially when they are late, miss class, or arrive unprepared. These problems could make the educational process less effective, hurting both students' learning and society's trust in the school system as a whole.

Kueker [7] found that being unprepared was a major reason students were late, and that the school system was not functioning well. Their research shows that many teachers are late to school or don't cover all of the lesson material because they don't prepare their lessons well or manage their time well. Being late doesn't just affect the teacher; it also disrupts the school day, diminishes student morale, and cuts into teaching time [8]. When lateness becomes a habit, the effects are considerably worse. This creates a culture of indiscipline that extends to students. In educational psychology, it is well known that children often copy the behaviour of authority figures. If teachers are always late, kids may learn that being late is okay, which might hurt the discipline and timeliness that are important for academic achievement. Some teachers have been reported to be late and not complete important administrative tasks, including keeping accurate records. Some teachers at Ekiti State secondary schools either don't regularly track student attendance or only do so in the morning and don't update it later in the day. This kind of carelessness makes school records less reliable and harder to monitor student behaviour and involvement. It can also be hard to identify at-risk pupils and assess how well a school is doing if the records are incorrect or incomplete. Students have expressed apprehension about this lack of attention, highlighting that improper register marking creates accountability gaps and diminishes the significance of attendance in learners' perceptions [9]. The problem of tardiness has been examined in broader research on how to run schools.

Mahome and Mphahlele [11] contend that the systematic installation and oversight of tardiness attendance registers can function as an effective mechanism for mitigating habitual lateness among educators. Their research underscores that when school administrators routinely monitor attendance and punctuality using established procedures, educators become more aware of their time management and are less inclined to be tardy. Furthermore, integrating these registers with open roundtable discussions on the root causes of tardiness might increase transparency and accountability. The researcher contends that school administrators should implement both remedial and supportive strategies, targeting not only the manifestations of tardiness but also the underlying systemic and individual factors that cause it. These might include long commutes, a lack of desire, insufficient professional development, or even problems in teachers' personal lives. It is important to look at the broader picture of society, the economy, and institutions when trying to understand the problem of teachers arriving late in Ekiti State. Many secondary schools in Nigeria, especially in rural and semi-urban areas, face insufficient resources, overcrowded classrooms, and inadequate infrastructure support. Teachers in these kinds of places may lose motivation since they don't feel that their hard work is being recognised or rewarded. When combined with structural problems like late pay cheques or a lack of opportunities for professional growth, these situations can make teachers apathetic and less concerned about being on time and being involved in class. So, dealing with tardiness can't be done without addressing the bigger problems teachers encounter at work.

Educational leadership is very important for setting rules and making sure that teachers follow them. School leaders who are actively involved in supervision, offer feedback, and set an example by arriving on time are more likely to foster a culture of discipline among their personnel. On the other hand, if school administrators don't enforce punctuality or hold teachers accountable, being late can become typical. Johnson's [6] study is highly relevant here, as it shows that effective leaders are visible and take action to ensure that teachers understand the importance of their jobs and feel supported in carrying them out. Supportive leadership also means giving teachers chances to learn new skills, praising them for doing a great job, and creating a collaborative environment where they feel inspired to do their jobs. Schools may feel pressure to keep high standards of

teacher discipline from parents, community involvement, and leadership. Teachers are usually more careful about being unprofessional when parents are involved and speak out about how well their kids are doing in school. But in areas where parents aren't very involved or can't keep an eye on schools due to financial constraints, teachers may feel less pressure from external sources to keep students on time and in line. Strengthening links between schools and communities could be another way to enhance accountability. Studies on how well schools work always show that there is a connection between how strict teachers are and how well students do.

Teachers who are on time, well-prepared, and attentive to their administrative tasks create a structured, supportive learning environment. These kinds of settings encourage students to work hard, reduce classroom interruptions, and make the most of their time in class. On the other hand, teachers who are often late or careless make classrooms messy, cut down on teaching time, and hurt students' grades. These impacts don't occur only in one classroom; they affect the entire educational system, hurting the institution's reputation and the confidence of everyone involved. To address the problem of teachers being late and failing to do their jobs in Ekiti State, a multi-pronged approach is needed. First, the Ministry of Education needs to ensure that teachers are held accountable by requiring them to be always on time and keep good records. Second, in-service training and ongoing professional development should be improved to help instructors learn to manage their time better, prepare for class, and understand the importance of being on time. Kueker [7] posited that insufficient preparation frequently underpins tardiness; hence, providing educators with the necessary tools and abilities for effective preparation could substantially alleviate the issue. Third, motivational tactics should be used to boost teachers' morale and commitment. Teachers might be more professional if they are given recognition, opportunities to advance in their careers, and pay cheques that arrive on schedule. Fourth, using technology such as biometric attendance systems could provide objective, tamper-proof ways to monitor how on-time teachers are integrating these technologies with school management systems, making processes more transparent and ensuring attendance data is accurate and trustworthy [16].

Finally, researchers need to keep reinforcing the idea that teachers play a major role in national development to change how society views education. Public campaigns and policy frameworks should honour and elevate the status of teachers, reminding them of the importance of their work and the trust society places in them [17]. Teachers are more likely to meet the expectations of their jobs when they are appreciated and recognised. Teachers are still the most important part of the education system. They are the key people who ensure that educational policies translate into meaningful learning experiences for pupils. Their punctuality, preparation, and attentiveness in administration directly impact the quality of education provided in secondary schools. The situation in Ekiti State shows how hard it can be when instructors don't follow professional norms, especially regarding tardiness and record-keeping. But these problems can be solved [18]. Schools can foster a culture of discipline and professionalism among teachers through effective leadership, rigorous monitoring, professional development, motivational strategies, and community involvement. These steps are necessary to protect the quality of secondary education and ensure it remains an important link between primary and tertiary education. The success of every education system ultimately depends on the dedication and discipline of its teachers, who are the genuine guardians of the country's future [19].

## **2. Review of Literature**

Sawyer [16] believed that improvisation helps teachers respond to unexpected situations, keeping students engaged and motivated. He stressed further that teachers' improvisation helps students review material, transfer learning to new situations, and make abstract concepts more concrete. It seems that some teachers in Ekiti State secondary schools do not improvise; this may result in rigid lesson plans that fail to accommodate students' needs and in unresponsive teaching, leading to student disengagement and decreased motivation [13]. Inadequate assessment strategies seem to be rampant among secondary school teachers in Ekiti State. The way educators assess students' understanding plays a crucial role in shaping their learning experience. Over-reliance on high-stakes testing, such as standardised exams, often leads to 'teach-to-the-test' which narrows the curriculum, focusing on rote memorisation rather than fostering a deep understanding of concepts. The observed poor job performance of secondary school teachers could be attributed to various factors. Teacher motivation is an important administrative role for principals. It is a driving force that compels an individual to take action toward achieving certain goals [14]. In its more technical usage, motivation is a psychological process that facilitates the organisation of behaviour towards achieving a specific goal. It appears that some principals do not properly motivate their teachers. Observation shows that teachers were not well motivated in the areas of provision of good offices, accommodation, promotion as and when due, and opportunities for professional growth. Regular meetings with teachers to understand their concerns, empathy for their personal issues, and a level of friendliness toward the staff can motivate them to become more productive in their jobs.

The principal can appraise teachers' performance, provide guidance, and offer fair and balanced feedback on their remuneration and benefits. This could invariably motivate teachers to put in their best effort to achieve the school's goals and objectives. Ajayi and Ayodele [1] concluded that a lack of motivation leads to poor job performance, while Oshionebo [15] agreed that a highly motivated individual tends to be very conscientious in his work. Delegation of authority is another important feature of a secondary school principal's administrative role. Delegation is defined as "a distinct type of power-sharing process that occurs

when a manager gives subordinates the responsibility and authority for making some types of decisions formerly made by the manager” [15]. He stressed further that it improves decision quality, increases subordinate commitment to implement decisions effectively, increases job satisfaction, and provides an effective method for time management and management development. Asuman [2] discusses the benefits of delegating authority in educational leadership, including optimising time and resources, empowering staff, and enhancing performance. At the same time, Mikhailova [14] explores the importance of delegation in educational settings, highlighting its role in decentralising authority and dividing responsibilities. Kongnyuy [10] found that delegation allows school administrators to focus on high-level planning and decision-making while entrusting specific tasks to competent team members. If principals are reluctant to delegate work, it not only shows a lack of trust in their subordinates' competence and abilities but can also result in workflow bottlenecks. It has been observed that many secondary school principals in Ekiti State do not involve their subordinates in their daily administrative duties and, as a result, handle many tasks themselves, especially financial matters. Experience has shown that some principals do not delegate duties to teachers based on their abilities and experience. This may significantly impact the effectiveness of the services teachers provide.

### 2.1. Statement of the Problem

Education has become a versatile tool for development in any society. Ekiti State is often listed among the most well-known educational states in Nigeria, as reflected in its popular slogan, “Fountain of Knowledge”. However, the recent performance of secondary school students in Ekiti State in external examinations such as WAEC, NECO, and GCE has been of serious concern to all stakeholders and citizens of the state. This is evident in the 2023 WAEC results, where no state in the federation ranked among the top 10. This poor academic outcome has prompted serious debate among various academic stakeholders and researchers who are concerned with finding a solution to the problem. However, among the various causes of poor academic performance among secondary school students, the present researcher's attention has been drawn to the lack of motivation and the delegation of authority, and their subsequent consequences for teacher job productivity. The perceived poor job performance of teachers is evident in poor record-keeping, tardiness to school, and a lack of improvisation, among others. It is assumed that the teacher's poor job performance may result from the principal's poor handling of certain administrative roles, as reflected in teacher motivation and in the delegation of authority. It is in view of the need to improve and develop appropriate administrative roles relevant to the Nigerian situation, capable of reversing the problem of poor job productivity of teachers outlined above, and other problems that can be further identified in the educational system, which this study wishes to address. Thus, the study focuses on the influence of motivation, authority delegation, and teacher job productivity in secondary schools in Ekiti State, Nigeria. The following research questions have been raised in the study:

- What is the relationship between motivation and teachers' job productivity in secondary schools in Ekiti State?
- What is the relationship between the delegation of authority and teachers' job productivity in secondary schools in Ekiti State?

### 3. Methodology

The research utilized a descriptive survey design. The study's sample comprised 640 respondents, including 600 teachers and 40 principals, selected from the 16 local government areas in the state through a multistage sampling method. Simple random sampling was used to choose 8 out of 16 local government areas in the first stage. The second step was to use a proportionate random sampling method to choose five secondary schools from each of the chosen local government areas. The third stage used purposive sampling to choose 75 teachers who had worked with principals for at least a year to make sure that the principals were being judged fairly. It also chose one principal from each of the 40 selected secondary schools. For the study, two tools were used to gather data: the "Motivation and Delegation of Authority (MDAQ)" and the "Teachers' Job Productivity Questionnaire (TJPQ)." The MDAQ had two parts: Part A asked for the name of the school, the sex of the respondents, the principal's qualifications, and the number of years they had worked there. Part B had 40 questions about the principal's motivation and delegation of authority. There were also two parts to this: A and B. Part A had the teachers' demographic information, such as the name of the school, their sex, their qualifications, the class they taught, and how long they had been teaching. Section B, on the other hand, has 20 items that use a Likert-type scale with four choices: Strongly Agree (4 points), Agree (3 points), Strongly Disagree (2 points), and Disagree (1 point). The data that was gathered was looked at with the right statistical tools. We tested all of the study's hypotheses at the 0.05 level of significance:

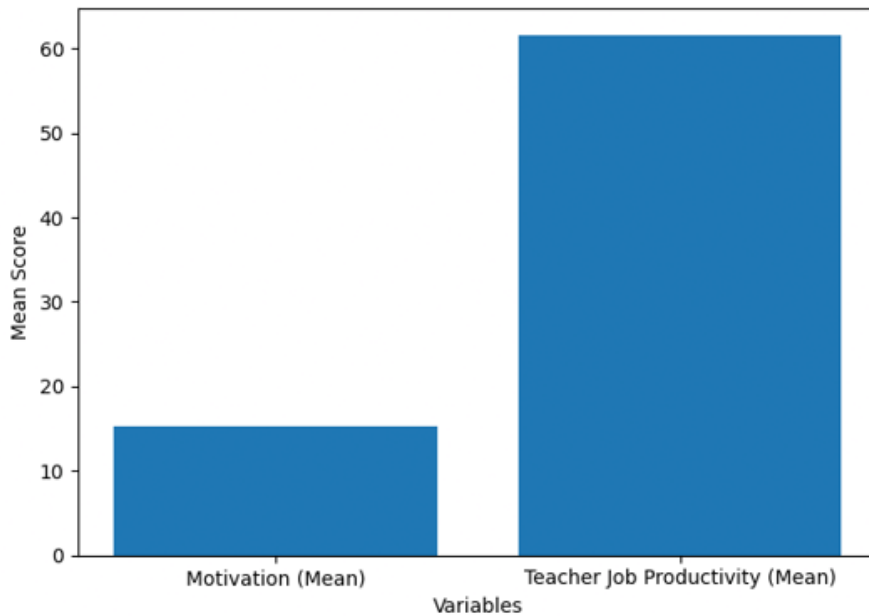
- **Hypothesis 1:** There is no significant relationship between motivation and secondary school teachers' job productivity in Ekiti State.

**Table 1:** Motivation and secondary school teachers' job productivity

Variable	N	Mean	SD	R	P
Motivation	600	15.27	1.736		

Teacher job productivity	600	61.60	3.78	0.535*	0.000
* $p < 0.05$					

Table 1 shows that the r-value we found (0.535) is important at the  $p < 0.05$  level. We didn't accept the null hypothesis. This suggests a substantial correlation between motivation and the job productivity of secondary school teachers in Ekiti State. There is a moderate and statistically significant positive correlation between motivation and the productivity of secondary school teachers in Ekiti State.



**Figure 1:** Correlation between teacher motivation and job productivity

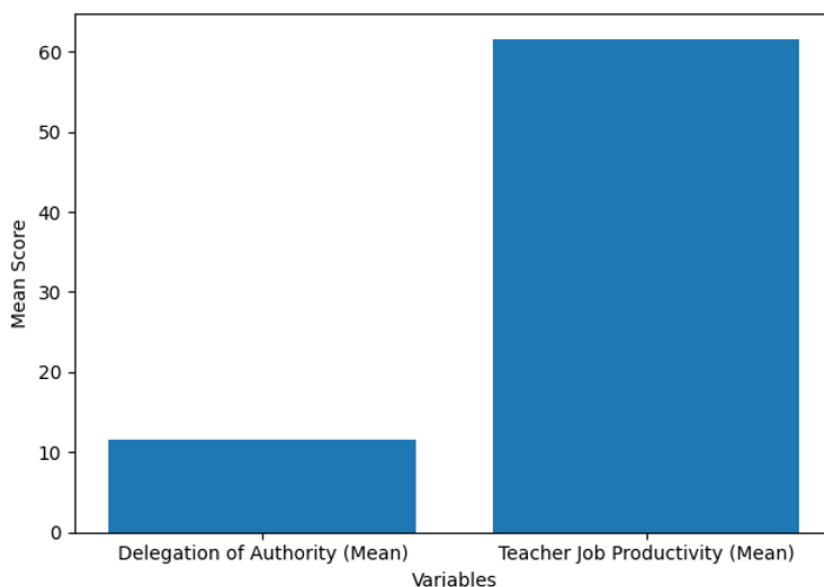
Figure 1 is a bar chart that illustrates how the average scores for teacher job productivity and teacher motivation compare. The mean score for job productivity among teachers is significantly higher (61.60) than the mean score for motivation (17.27), which is significantly lower. According to this, it can be concluded that teachers perform better on the job than they do on the motivation scale. In order to illustrate the disparity between the two constructed objects that were measured, the heights of the bars were measured differently. A comparison like this lends credence to the statistical findings indicating high levels of productivity, as well as to the motivation signals evaluated. As can be seen in Figure 1, the distribution of the mean scores provides a clear and comprehensive visual depiction of how the variables are related to one another:

- **Hypothesis 2:** There is no significant relationship between the delegation of authority and secondary school teachers' job productivity in Ekiti State.

**Table 2:** Delegation of authority and secondary school teachers' job productivity

Variable	N	Mean	SD	R	P
Delegation of authority	600	11.63	2.35	0.500*	0.000
Teacher job productivity	600	61.60	3.78		
* $p < 0.05$					

Table 2 shows that the computed r-value (0.500) is significant at the  $p < 0.05$  level. The null hypothesis was rejected. This implies that there is a significant relationship between the delegation of authority and the secondary school teacher's job productivity in Ekiti State. The correlation between the delegation of authority and secondary school teacher job productivity in Ekiti State is moderate and statistically significant, with a positive association.



**Figure 2:** Mean scores of delegations of authority and teacher job productivity

A comparison of the average scores for delegation of authority and teacher work productivity is shown in the bar chart in Figure 2. The sample size for this study was 600 individuals. The average score for the delegation of authority was 11.63, while the average score for teachers' job productivity was 61.60. If the heights of the bars are compared to the delegation scale being utilised, the researcher can see that the production levels are significantly higher than what is being measured. According to the findings presented in the Table ( $R = 0.500$ ,  $p = 0.000$ ), there is a positive, moderate, and statistically significant correlation between delegation and productivity. Figure 2 shows that more effective delegation strategies are associated with higher job productivity among teachers.

#### 4. Discussion

The study showed a significant relationship between the delegation of authority and secondary school teachers' job productivity in Ekiti State. This, by implication, means that if the principals are willing to delegate work, it improves decision quality, increases subordinate commitment to implement decisions effectively, increases job satisfaction, and enhances effective time management and management development. This finding may be because when secondary school principals involve their subordinates in their daily administrative duties based on their abilities and experience, the effectiveness of the services rendered by the teachers is assured. The finding supports the research of Ibrahim [4], which found a significant association between school heads' delegation of duties and teachers' performance. Similarly, the outcome of this study aligns with the submission by Matovu and Segawa [12], who argue that, through delegation, teachers were motivated to be more efficient and creative by becoming more involved in school administration and working toward perfection, thereby increasing teacher retention.

Kongnyuy [10] also corroborated the findings that delegation allows school administrators to focus on high-level planning and decision-making while entrusting specific tasks to competent team members. The study found that the relationship between Motivation and teachers' job productivity was significantly positive. There is no doubt that a teacher's job productivity depends largely on the principal's ability to motivate teachers. The positive relationship suggests a high level of motivation. This means that teachers must have been motivated, one way or another, at work. The fact that teachers are promoted as and when due is not enough motivation. Other motivating factors, such as the provision of physical facilities to carry out their work, the opportunity to attend conferences, and the well-managed transfer of teachers, could have motivated them. These findings corroborate Ajayi and Ayodele [1], who posit that a lack of motivation leads to low productivity. In the same vein, Oshionebo [15] emphasised that a highly motivated individual tends to be very conscientious in their work and more responsible. Achievement motivation becomes the driving factor in future undertakings, and such managers typically gain strength after experiencing failure. This can therefore be seen as a predisposition to strive for success.

#### 5. Conclusion and Recommendations

The study indicated that the evaluation of secondary school teachers' job productivity in Ekiti State was high, and that the principal successfully allocated responsibilities and inspired teachers in the state's secondary schools. This result shows that

the way these schools are led has a beneficial effect on teachers' performance, commitment, and classroom effectiveness. The evidence indicates that when principals are actively involved in structured delegation and consistent motivator techniques, teachers are more likely to be responsible, accountable, and dedicated to their assigned tasks. This kind of behaviour from administrators also helps the school run more smoothly and boosts staff morale in all departments. To this end, administrators could use motivational techniques, including promoting teachers, improving their working conditions, recognising their work, providing sufficient teaching materials, creating a good working environment, and offering welfare packages to boost teachers' productivity. These measures should not only be adopted but also be implemented consistently and transparently so that instructors clearly see fairness and institutional support. Programs that recognise good work and, in particular, better welfare measures can help teachers keep up their good work and keep working hard. School principals should help teachers grow by assigning them authority, duties, and responsibilities commensurate with their skills and abilities. This will help the system run smoothly, boost morale, build confidence in their abilities, increase their commitment and loyalty to the job, and improve productivity. Delegating tasks in a way that aligns with each person's strengths may strengthen teamwork, help staff develop leadership skills, and ensure the institution functions well in the long run.

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