Bachelor's Qualification Work

<u>The process of delegation of authority and responsibility in the management of educational organizations (based on Eagles Nest Community School in Foso, Ghana)</u>

Bachelor student of the 4th year of study
Field of Study 07 – Management
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Specialty 073 – Management
Educ. program – Management

Research supervisor

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                                        Ph.D. in Economics

Kyiv – 2024

ABSTRACT

The process of delegation of authority and responsibility in the management of educational organizations plays a crucial role in ensuring effective leadership and efficient operation. This paper explores theoretical aspects of delegation of authorities and responsibilities in the management of an educational institution the significance of it, highlighting its benefits, challenges, and best practices. Also the organization of the management system and activities as a whole in eagles nest community school and ways of improving private school management through more effective delegation of authorities and responsibilities.

By giving employees more responsibility and a sense of ownership, leaders can empower their team members by assigning them duties and decision-making authority. Delegation is successful when there is clear communication, trust, and appropriate training to guarantee that duties are completed as assigned. Furthermore, successful delegation promotes employee growth, corporate effectiveness, and success all around. This article offers insights into the dynamics of delegation in educational settings through case studies and theoretical frameworks. It also offers educational leaders actionable advice to improve organizational outcomes and improve delegation practices. In addition, this report will showcase some graphical photos, tables and charts of delegation theories, examples of implanted delegation in schools and management styles used in delegation in educations institutions. In educational institutions, delegation is essential for promoting efficiency, enhancing student outcomes, and ensuring smooth operations. Principals, department heads, and other administrative staff often delegate responsibilities to teachers, support staff, and student leaders, allowing them to focus on their core duties while also providing opportunities for professional growth and development. In order to track

the success of delegation efforts and make any required modifications, it is also important to develop regular feedback loops and performance evaluation procedures. In general, studies on the delegation process in educational institutions provide insightful information about organizational dynamics, leadership styles, and tactics for raising management standards in the field of education.

Keywords: delegation of responsibilities, delegation of authority, organizational management, education settings, leadership, educational organizations.

АНОТАЦІЯ

Процес делегування повноважень та відповідальності в управлінні освітніми організаціями відіграє вирішальну роль у забезпеченні ефективного керівництва та ефективної діяльності. У статті досліджено теоретичні аспекти делегування повноважень та обов'язків в управлінні закладом освіти, його значення, висвітлено його переваги, виклики та кращі практики. Також організація системи управління та діяльності в цілому в школі громади та шляхи вдосконалення управління приватною школою шляхом більш ефективного делегування повноважень та обов'язків.

Наділяючи співробітників більшою відповідальністю та почуттям причетності, лідери можуть розширити можливості членів своєї команди, розподіливши за ними обов'язки та повноваження щодо прийняття рішень. Делегування є успішним, коли є чітка комунікація, довіра та відповідне навчання, щоб гарантувати, що обов'язки виконуються відповідно до призначених обов'язків. Крім того, успішне делегування сприяє зростанню співробітників, корпоративній ефективності та успіху в усьому світі. Ця стаття

пропонує уявлення про динаміку делегування повноважень в освітніх установах за допомогою тематичних досліджень і теоретичних основ. Він також пропонує освітнім лідерам дієві поради щодо покращення організаційних результатів та вдосконалення практики делегування. Крім того, у цій доповіді будуть продемонстровані деякі графічні фотографії, таблиці та діаграми теорій делегування, приклади імплантованих Делегування повноважень у школах та стилі управління, що використовуються при делегуванні в навчальних закладах. У навчальних закладах делегування має важливе значення для підвищення ефективності, підвищення успішності учнів і забезпечення безперебійної роботи. Директори, керівники відділів та інший адміністративний персонал часто делегують обов'язки вчителям, допоміжному персоналу та студентським лідерам, що дозволяє їм зосередитися на своїх основних обов'язках, а також надає можливості для професійного зростання та розвитку.Ґрунтуючись на результатах досліджень делегування повноважень в освітніх організаціях, можна зробити висновки щодо найкращих практик процесів делегування. Ці висновки можуть включати рекомендації щодо розробки чітких політик та керівних принципів делегування, які відповідають місії, баченню та стратегічним цілям організації. Для того, щоб відстежувати успішність делегування та вносити будь-які необхідні зміни, також важливо розробити регулярні цикли зворотного зв'язку та процедури оцінки ефективності. Загалом дослідження процесу делегування повноважень у навчальних закладах дають глибоку інформацію про організаційну динаміку, стилі керівництва та тактику підвищення стандартів управління у сфері освіти.

Ключові слова: делегування обов'язків, делегування повноважень, організаційне управління, освітні установи, керівництво, освітні організації.

Faculty of Management and Business
Department of International Economic Relations, Business and Management

Educational level: **Bachelor degree**
Specialty   **073 "Management"**
Educational program   **"Management"**

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APPROVED
Head of Department _____

__**Prof. Zharova L.V.**_____
"10" MAY_2024

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TASK
FOR BACHELOR'S QUALIFICATION WORK OF STUDENT

Michael Paapa Shalom Koufie-Monney

1. Topic of the bachelor's qualification work

The process of delegation of authority and responsibility in the management of educational organizations (based on Eagles Nest Community School in Foso, Ghana)

  Supervisor of the bachelor's qualification work   Lesya Leshchii, Ph.D. in Economics

Which approved by Order of University from **"25" September 2023** № 25-09/2023-1к
2. Deadline for bachelor's qualification work submission "**25" April 2024.**

3. Data-out to the bachelor's qualification work: This BQW is based on Michael Monney internship at the school organisation Eagles Nest Community School. Information collected during the internship was used during the work at and the writing of the Bachelor Qualification Work. Actual statistical data, literature sources and other information were also used.

4. Contents of the explanatory note (list of issues to be developed). This BQW developed the following issues: - Theoretical aspects of delegation of authorities and responsibilities in the management of an educational institution. - organisation of the management system and activities as a whole in eagles nest community school.
- Improving private school management through more effective delegation of authorities and responsibilities. - Conclusions and proposals on education management.

5. List of graphic material (with exact indication of any mandatory drawings)
Number of pages – 74
Number of tables- 7
Number of Figures- 6
Reference list- 60

6. Date of issue of the assignment – 10.11.2023

Time Schedule

№	The title of the parts of the qualification paper (work)	Deadlines	Notes
1.	I part of bachelor thesis	*10.12.2023*	On-Time
2.	II part of bachelor thesis	*27.02.2024*	On-Time
3.	Introduction, conclusions, summary	*25.04.2024*	On-Time
4.	Pre-defense of the thesis	*29.04.2024*	On-Time

Student:

Supervisor

Cconclusions (*general description of the work; participation in scientific conferences/ prepared scientific article; what grade does the student deserve*):

The student worked conscientiously during the year, completed all tasks on time and submitted a scientific article to the journal BESLI, on a current topic. In general, I want to note the relevance of the topic for educational institutions, some provisions can be used in Ukrainian educational practice as well. The student studied statistical data and the legislative framework in the field of education in Ghana, and analyzed the management process in the school. In general, the work meets the requirements for qualifying papers, contains all structural sections, and a range of literature has been developed. The work in the case of a successful defense can be rated as "Excellent".

Supervisor

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INTRODUCTION

In the dynamic landscape of educational management, the effective delegation of authority and responsibility stands as a cornerstone for fostering organizational growth and achieving collective goals. Delegation is not merely a distribution of tasks; it is a strategic process that empowers individuals and teams, unlocking their potential to contribute meaningfully to the overarching mission of educational institutions. While on delegation it's important to know the principles, challenges, and transformative impact of delegation on both leadership dynamics and institutional success.

It is crucial to understand that the majority of decentralized nations start with the orientation required for deconcentrating, devolution, and delegation. Also referred to as school autonomy and school-based management, devolution to schools and school management committee has received just as much, if not more, attention lately at the local level. Consequently As part of the continuing Education Decentralization Roadmap Campaign Project, the Ghana National Education Campaign Coalition (GNECC) in collaboration with STAR-GHANA advocates for a more effective public basic education administration system in Ghana. Some have stated that the Ghanaian education system is already decentralized given its architecture and activities, hence it is unclear why certain professionals and think tanks continue to call for an even more decentralized system of education, especially in the elementary grades. However, it's critical to understand that we cannot ignore the declining standards in our educational achievements. The National Education Decentralization strategy, which serves as an implementation guide for the government's commitment to wide education reforms, has garnered the backing of most, if not all, Civil Society Organizations (CSOs). This work will discuss delegation and responsibility as whole with education management with organizations, its advantages and disadvantages, its impact on the country Ghana and the world as a whole. An introduction, three chapters, a conclusion, a list of references, and annexes make up the bachelor's thesis. The chapters have presented the thesis in the following order: The first

is theoretical to a greater extent, but it should also contain certain statistical data on the industry as a whole or some survey data or general statistics on your question.

The second section is based on practice data. You must start it with a description of the company (Eagles Nest School) - where it is located, what it does, its economic and technical indicators, etc. And then how developed your topic is on this specific example or the industry in which the company operates. The third section is mostly your recommendations on what should be done to improve the situation. The influence of geopolitics (war, Covid, digitization, etc.) on your question. Specific activities that you offer to your company.

This work's **significance** is determined by how management of education of organizations has been given power and influence to purport change and effective practices in these organizations.

The work **required** for the bachelor's degree is intended to study and analyze how delegation of authority has been set in the education management organizations to determine how useful it has been used and if there significate growth to the education industry and has also help impact the country as a whole.

To accomplish this goal, the following assignments were assigned:

- Gain knowledge about delegation of authority;

- discover how to comprehend delegation of authority is being played out in educational institutions;

- study the impact of delegation of authority on education management;

- Study documents from Eagles Next Community School on delegation of authority passed at the basic level of education

- provide understanding of modern delegation of authority with the use of technology and other advanced methods on education management

- conduct research into understanding how delegation of authority can help to further improve education management as well as in other institutions of the sector;

- find out the view of the general public on delegation of authority in school management with engagement with student pupils and staff, establish ways of developments and enhancement to become more effective in going forward.

This work's **methodological** foundation is made up of peer-reviewed academic articles, well-known online publications, and calculations and analysis of personal data.

The **study items** are delegation of authority on educational management organization in context.

The **focus of the study** is on a range of theoretical, methodological, and applied strategies for determining how power and responsibility are delegated in the education sector.

An introduction, three chapters, a conclusion, a list of references, and one appendix make up a **bachelor's thesis.** There are 73 sheets of work total, with 6 tables and 7 figures. There are sixty literary sources cited.

CHAPTER 1.THEORETICAL ASPECTS OF DELEGATION OF AUTHORITIES AND RESPONSIBILITIES IN THE MANAGEMENT OF AN EDUCATIONAL INSTITUTION

1.1. Delegation in the context of educational management.

To ensure accountability for the performance's result, a leader or team leader must provide tasks, authority, and responsibilities to a subordinate. When work is delegated, process control is transferred. Developing the "how" that yields the desired outcome is necessary to complete a task that has been delegated. The act of assigning and trusting someone else with tasks. The goal of delegation in management or leadership within an organization is to assign tasks, responsibilities, and decision-making authority to lower-level employees in an effective and efficient manner. To hold a subordinate accountable for the result of the performance, a leader or team head needs to provide those tasks, authority, and responsibilities. This involves allowing someone a certain amount of freedom in decision-making and inspiring them to finish an activity in order to achieve the intended outcome. Delegation is essential in the classroom and in any business. Delegation helps management make the most use of their time and resources by increasing the amount of work that has to be done, supporting staff members' and subordinates' personal and professional growth, and creating a culture of trust and confidence (Hubbard, 2016). Successful delegation enables managers to mobilize resources, divide duties, and focus on finishing a small number of tasks well rather than a large number of tasks poorly. This leads to increased management and leadership potential, according to Risgaard et al. (2016). It is clear that in educational institutions, delegation can increase managers' and leaders' productivity. Organizational leaders are thus able to devote more time and resources to challenging tasks that require more attention. The demand for excellent education and its subsequent management foresees the necessity to delegate some tasks to other staff members in order to guarantee that more ground is covered in providing high-quality education to the satisfaction of all stakeholders.

Authorization requires the delegation of responsibilities. This enables group members and individual workers to achieve results that are critical in the competitive

education industry. When jobs are assigned, everyone involved gains from improved customer happiness, quickness, and responsiveness (Riisgaard et al, 2016). Delegation is an excellent approach for fostering empowerment that a team or individual staff member can employ to meet the strategic goals put out by the educational institution's management. In order to assist subordinates reach their full potential and prepare their minds, hearts, and hands for potential leadership roles, delegation can be a powerful tool. It can also serve as a mentor for subordinates. Delegation first appears to be you assigning a portion of your workload to others. Delegation is used in almost every academic discipline, and education is no different. Some early childhood center teachers are designated to complete specific duties on behalf of the school principal. However, sometimes teachers are reluctant to accept the responsibilities that have been delegated to them by their superiors. Managers and other leaders are likely to evaluate an individual's performance using both completed final reports and milestone reports when empowerment is attained through delegation. Delegation must always allow for adherence to the prescribed or required procedure that has been authorized by the academic institution. Therefore, it's critical to make sure that staff members are given basic daily responsibilities while also making sure they have the authority to carry them out. Authorization to finish a work is what delegation entails; it does not include the delegated person giving the assignment to someone else. This makes it easier for the manager or leader to check the task that has been assigned and make sure it has been done correctly and to the required standards. The most important resource that each educational institution possesses is its workforce, and this is still the case. Thus, administrators of schools can boost output by granting staff members who fulfill designated duties the power to supervise the assigned work. It's imperative that employees receive the right training in order for them to acquire the skills, confidence, and knowledge needed to promote their peers into more senior positions. More efficiency and better managers are the results of effective delegating. Delegation is crucial to educational management since it is the foundation for both organizational growth and effectiveness. The institution with 1,000 kids and 50 teachers cannot have its headmaster watch over every activity. Any authority figure or organization has a physical and mental limit to how much work they

can handle. Delegation allows the leader to focus on other crucial issues. It is a means of training and developing your coworkers because it equips them to take on bigger and more demanding tasks in the future. It gives your coworkers more confidence. Colleagues feel more involved in the school's achievements and failures as a result of the encouragement of cooperation and teamwork. As a school expands, greater specialism in the fields of teaching, administration, and leadership becomes required. Delegation has many advantages, two of which are time savings and the ability to accomplish more in a shorter amount of time. Assigning tasks to team members facilitates the utilization of other people's abilities and strengths inside the company. It significantly contributes to raising the leader's worth. A leader's credibility is increased by delegation (Muir, 2006). The leader gains the respect and allegiance of the subordinates when they are given the chance to contribute to the task and demonstrate their strengths. This aids the leader in seeking out more difficult assignments that will raise their standing within the organization.

The ability to delegate allows leaders to priorities key objectives and make the most use of their time, which in turn helps educational institutions remain adaptable to changing opportunities and problems. Leaders establish a collaborative environment by assigning tasks and duties, which encourages employees to take shared responsibility and ownership of their work. This not only increases output but fosters a climate of trust and advancement for all employees in the company. Effective delegation in the classroom requires open communication so that everyone is aware of their specific responsibilities and what has to be done at all times.

First and first, you must select the best candidates for the job. That is to say, it's critical to comprehend the skills and preferences of the people in your school management board. If you have tasks that will require a lot of work to finish, you should assign them to people who are prepared to put in the necessary time and effort to work as a team to make judgments that are both successful and efficient. You might try having a meeting with the administration or staff of your school, which would enable them to choose the duties they want to take.

Provide training and resources to all staff members involved in school management.
When delegating work to someone who works in a school, we have to make sure they
have all the resources and tools they need to finish it, or we have to give those
opportunities to practice their skills and locate the resources they require. In order to
assist children develop the abilities they lack, they must also be placed in courses and
given equipment. Long-term time savings can be achieved by correctly completing the
task, even though it may take longer to make resources available.

    The task needs to be specified and made clear. Personnel from the school
management board will only be able to deliver the desired results if they are aware of
their tasks and responsibilities and are not stepping outside of their authority. Clarifying
your expectations helps them plan how to finish the assignment.

Establish a culture and atmosphere that are supportive. As a manager or senior
executive, it is your responsibility to foster an atmosphere in which people feel free to
ask questions, make decisions, and take the required actions to complete the task at hand.
By doing this, you'll be able to recognize the advantages and disadvantages of each
worker and improve your delegation skills.

    More assistance is required from heads of educational institutions. Ghana's
Minister of Education is in charge of making final decisions regarding various aspects of
school management on behalf of the Ghana Education Service (GES). To get the best
possible results while delegating, management staff in different schools that have been
granted delegation of responsibility need resources and support from the Ghana
Education Service (GES). They occasionally need help figuring out what they are doing
well and where they might make improvements. Feedback-giving and -taking are
necessary when assigning these responsibilities.

    Recognize and accept criticism. It's critical to take the management board's criticism
into consideration in order to enhance delegation going forward. The feedback phase of
the delegating process, which is reciprocal, is its most important component. The Ghana
Education Service (GES) makes it possible for the public—parents of students—and
administration to receive feedback about what's going on in different schools. On the
other hand, inviting the management board to share their thoughts on delegation gives

you a chance to find out if the Ghana Education Service (GES) is providing adequate information or assigning the appropriate duties to the appropriate individuals. If school administration staff members feel that their efforts are being recognized and that it is helping them realize the amount of work required of them by the Ghana Education Service (GES).

1.2. Provide background and highlight the importance of effective delegation in educational organizations.

Effective delegation also fosters innovation by enabling people with different backgrounds to bring their knowledge to the table when making decisions and addressing problems. Delegation honors the colleague, develops leadership, and strengthens trust. Effective delegation helps you and your team grow as professionals, saves time, gets you ready to manage larger teams, and motivates staff members to work more. By use of delegation, followers can grow personally and learn new abilities while working toward the goals that the leader has laid out for them. Because of these, the subordinates become more adaptable and perceive themselves as valuable members of the team. Additionally, delegating boosts self-esteem because it typically demonstrates the leader's faith and confidence in the followers. It feels wonderful to have tough and fascinating work, and it boosts one's self-esteem to be trusted to finish a task. A high sense of self-worth goes a long way toward helping subordinates achieve their objectives. When tasks are assigned, they are typically regarded to be highly engaging, which makes them pleasurable. It even goes further in promoting initiative and creativity among subordinates (Muir, 2006).Delegation fosters efficiency as well as flexibility. It makes it possible for different people to do tasks in different ways, ensuring a high level of success and the achievement of objectives. Additionally, teamwork is promoted because other employees are encouraged to take on additional duties (Muir, 2006). Workloads are also balanced as a result of this. A just division of labor and responsibilities is made possible via delegation. Every person to whom work is assigned receives an equitable portion of the tasks that must be finished by the team as a whole. Additionally, there's the opportunity to guarantee

clear communication. It is necessary for subordinates to grasp exactly what the team is expected to accomplish in order to properly delegate. They are able to complete prescribed tasks more easily as a result.
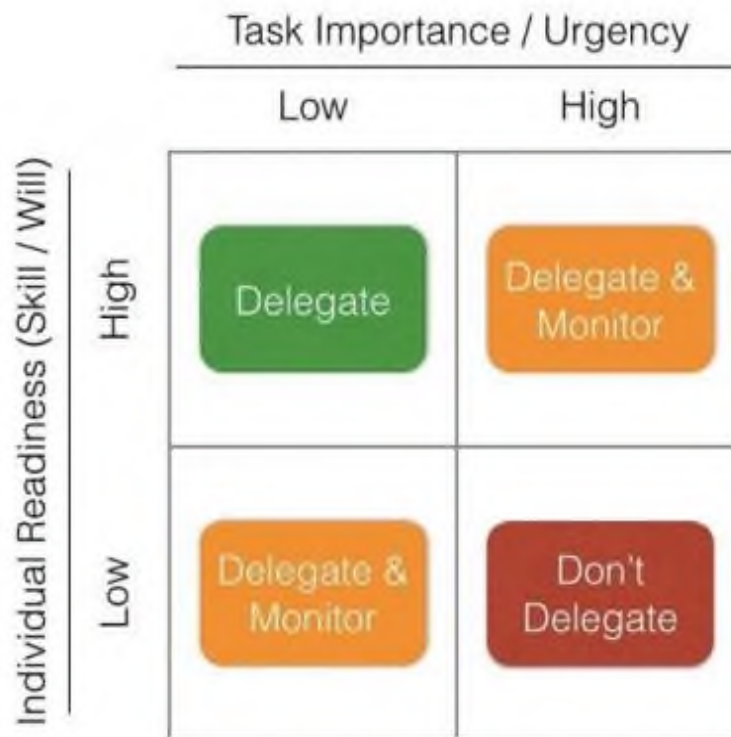
Figure 1.1

Source: (2024, University of Sussex)

Don't assign a work if it is highly important or urgent and no one on your team has the necessary expertise.

It could be okay to assign a difficult task to a knowledgeable team member for tasks that are urgent or of great importance, but make sure you keep an eye on their work.

It is best to assign less important or urgent tasks to a capable or willing team member. However, you may still delegate but will also need to check for comparable low urgency

activities when your team lacks the necessary expertise. For the employee, this may be a fantastic opportunity for professional growth.
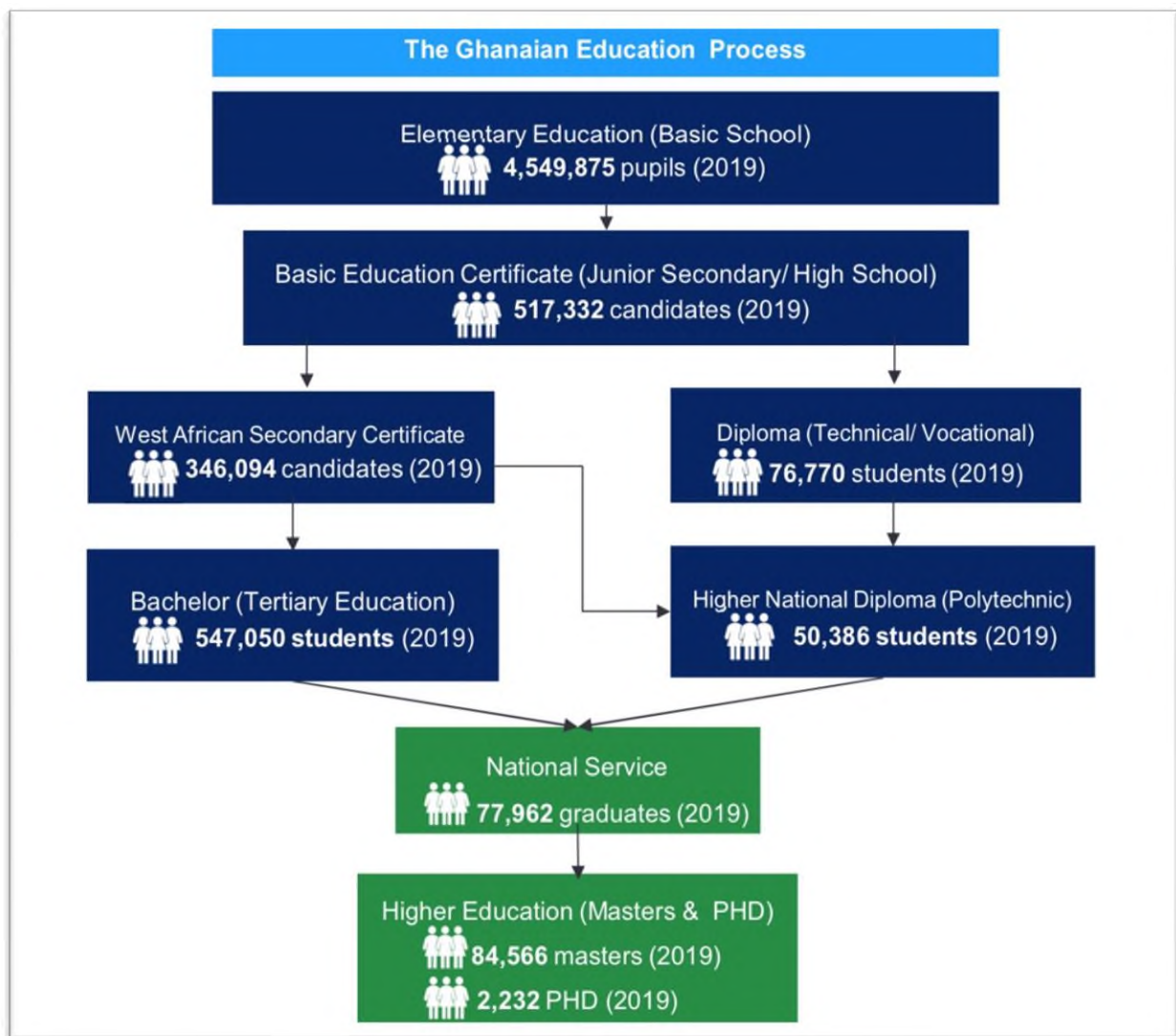
Figure 1.2. The number of schools and stages in the educational process in Ghana (Source: Statista, Fitch Solutions Report, USAID, UNICEF, Ministry of Education. US Embassy 2020, Ghana Web, World Bank, World Education News, and West African Examinations Council Ghana)

This **figure 1.2 shows** the stages of the educational process in Ghana is made of. That covers the time from primary school through junior secondary, senior secondary, and

tertiary education. In primary and senior high school, the academic year typically lasts 40 weeks, whereas in junior high school it lasts 45 weeks. It typically runs from August to May inclusive. English is the primary language of instruction.

The figure above also shows the number of pupils or candidates at every stage of the education process.

In Ghana, there is no cost for formal education up to the secondary level. A total of 404,856 pupils were enrolled in Senior High Schools (SHS) at no cost as of March 2020. The latter was introduced by the government in September 2017 and will be in force beginning with the 2017–2018 school year. While families spend about 54% more on private education per child than on public education. The average yearly family cost per student in a government school is 793GH^ (62.7$), whereas it is 1218GH¢ (96.2$) in a private school.

Overview of The Education System

- Ghana has a robust education system that caters to students at various levels. The official language of instruction is English, however local languages and French are taught as subjects.

Ghana's Education system

6 – 3 – 3 – 4 System

	Level	No. of years
Education Level tenure/period	• Primary	**6 years**
	• Junior Secondary	**3 years**
	• Senior Secondary	**3 years**
	• Tertiary	**4 years**

Number of Educational Facilities in each Level (2020)

Primary	Junior Secondary	Senior Secondary	Universities
18,530	8,850	700	191

Figure 1.3
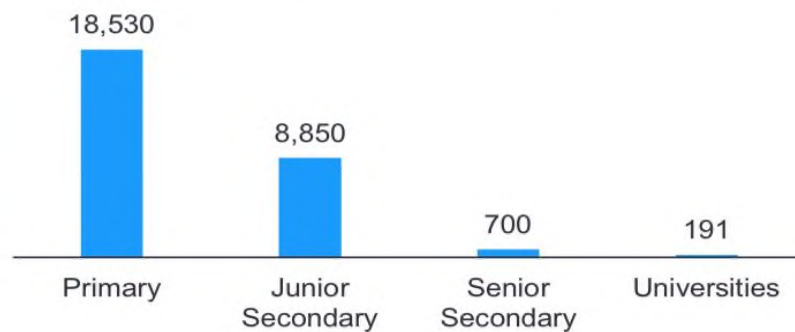
(Source: Statista, Ministry of Education, the World Bank 2021, and UNICEF 2020

In Ghana, funding for education might come from the public sector, private organizations, or even individual initiatives like a part-time employment. As a percentage of all general government spending on all sectors (health, education, social services, etc.), general government spending on education (current, capital, and transfers) is expressed. It includes spending that is paid for by government transfers from outside sources. Local, regional, and federal governments are typically referred to as general governments.

• The amount spent on education in Ghana in **2022 was 13.18%, up 1.01% from 2021.**

• The amount spent on education in Ghana in **2021 was 12.17%, a decrease of 1.46% from 2020.**

• The amount spent on education in Ghana in **2020 was 13.63%, down 0.64% from 2019.**

• Ghana spent 14.27% of its **2018 budget on education, a 4.33% decrease over 2018.**

Ghana Education Spending, 1960–2024, is the source.

https://www.macrotrends.net/global-metrics/countries/GHA/ghana/education-spending

Working on delegation is a crucial managerial skill. So of these importance with effective delegation of authority and responsibility in schools are

- To let others get first head experience – with delegation of authority people get the chance to get more first head experience in making tough decisions and being help responsible for others.

- To make everyone feel a part of the school community. When responsibilities are delegated, the management board is given additional authority to decide on the day-to-day operations of the school. They will feel more a part of the school as a result, and they will take full responsibility for all that occurs.

- To build confidence in team members – Delegating more responsibility to the school management board it builds more confidence with the team and therefore there are able to push themselves to do more to achieve success and make them first among their other schools

  According to the Ghana Education Service relating to the various school institutions "**The headmaster/mistress is in charge of managing the school on a daily basis (GES code of ethics)**

Delegation used in the Ghana Education Service		
Responsible	Tasks	Delegated

. Head of School	Collection of fees and levies	Accountant /Assistant
. Head of School	Allocation of accommodations to students	Senior housemaster / Mistress
.GES council/D-G	Junior Officers promotion	District Directors of Education
. Head of School	Admissions	Assist. Head Administration
.Teacher	Order in the classroom	Class prefect
.Assist Head Academics	Preparing academic calendar & timetable	Academic board

Table 1.1

Source: GES-Ghana Education Service

The GES has in order put together a delegation team made up of professionals and some as well as teachers and staff of the school responsible for the educational process and progress of the student.

1.3. The need for delegation in handling diverse responsibilities.

In handling diverse responsibilities, we can assign duties and responsibilities to team members through delegation, which makes it crucial. It guarantees that work is done well and assists us in effectively managing a variety of duties. We may foster collaboration, take advantage of others' skills and abilities, and produce greater results by delegating. An example of a successful delegation story is the implementation of a new grading system at the University of Wisconsin-Milwaukee. The Registrar's Office of the

institution made the decision to replace the outdated paper-based grading system with a new electronic one. They made the decision to assign a group of academic advisors and IT experts to handle the development and execution of the new system. The new system was effectively implemented by this team, increasing productivity and saving the university money. Additionally, the new system boosted student satisfaction by making it simpler for students to obtain their transcripts and grades. Performance management has historically been associated with micromanaging staff members, a role mostly carried out by the human resources department. Performance measurement methods that use analytical tools and strategy formulation are now part of the evolving notion of performance management (Smith and Goddard, 2002). Although there is still a strong financial component to performance management, the emphasis has shifted to encompass helping people perform at their best. For delegation to be successful, a robust performance management structure is necessary. Because a performance management system can either improve or worsen a company, choosing one takes careful consideration (Haines III and St-Onge, 2012). Prioritizing people in planning, evaluations, reviews, coaching, and training should be the top priorities. Employee recognition, which has its origins in motivational research, has long been considered a vital part of performance development and a way to support the effectiveness of performance management frameworks, according to Haines III and St-Onge (2012). The two concluded that the effectiveness of a performance management system depends on having the right context, which is one that is acknowledged by the organization, design, culture, and best practices. Relationships between managers and subordinates are vital in organizations because they facilitate information sharing between the people who delegate and those who receive it. It enhances the caliber of assignments given to subordinates when completed successfully and efficiently (Lee, 1998). Delegation processes have been shown to benefit from trust, which Bartlett (2000) defines as keeping promises and telling the truth. Bartlett (2000) contended that because of the power differential and the reciprocal nature of trust, managers must take the initiative. Open communication of intentions by leaders and managers is known as self-discourse, and it has been shown to boost productivity (Bartlett, 2000). It increases the credibility of subordinates because of the trust that has

been built, where both the delegates and the delegator feel at liberty. Managers that spend quality time with their employees foster stronger ties and increase trust (Schyns, Maslyn, and Weibler, 2010). The collaboration will last longer if ground rules and communication strategies are established early on. According to research, an atmosphere of openness fostered by mutual trust and support from subordinates produces work of a higher caliber (Lee, 1998). One of a leader's attributes is building relationships, which centers on the frequency, scope, and quality of talks, meetings, and interactions a leader has with the people. Managers and leaders need to establish the proper dynamic and kinds of connections so that they may talk about both business and personal issues. If the proper balance isn't struck, manager-employee interactions run the risk of becoming either friend-to-friend or antagonistic, which can lower the standard of work (Evenden and Anderson, 1992). Since they are also people, managers must foster trusting relationships, show concern for others, and provide them the assistance they require. When leaders encourage others to achieve and demonstrate an interest in their own growth, they gain the trust of others. When workers are given demanding, meaningful work, autonomy, and responsibility, delegation can be done effectively (Evenden and Anderson, 1992).By using dynamic delegation, managers may handle changes more jointly because they are spared of the responsibility of interacting with individuals when they occur. In order for it to succeed, both the delegator and the delegates must have self-confidence, with the delegator believing the strategy will work and the delegates trusting that they would favorably influence one another to reach the desired result (Evenden and Anderson, 1992).Teams are used to complete deliveries, and managers lead these teams. Teams exist to achieve results, delivery, and performance; these goals should be ingrained in team values that are universally embraced. Teams that have defined objectives, know what has to be done, and why are more likely to succeed. Assessments, adaptability, communication, high standards, ongoing improvement, leadership, and optimizing the use of available resources should all be used to achieve this (Evenden and Anderson, 1992).Although team's play a major role in delivery, it is important to remember that teams are composed of individuals with varying skill sets. Team members must be driven in order for them to succeed. It is imperative for managers to employ modeling strategies,

such as behavior modeling, and establish attainable goals that foster self-improvement and allow for future progress. An efficient performance management system that offers constructive feedback with the express goal of developing talent should assist this.

How to Delegate Effectively

1. **Specify the assignment**

Verify in your own mind that the assignment is appropriate to assign.

2. **Decide on the person or group**

Why did you assign this task to this individual or group? What benefits will they derive from it? What will you learn from it, if anything?

3. **Evaluate skills and training requirements**

Is the other individual or group of individuals competent to complete the task? Are they aware of the necessary actions? You cannot delegate otherwise.

4. **Describe the causes.**

You have to justify the assignment or duty. And to whom, for what reason? What significance and relevance does it have? Where does it stand in relation to everything else? This is a chance for growth and gives the person(s) more power.

5. **State-mandated outcomes**

What needs to be accomplished? Asking the other person for feedback can help you clarify your understanding. How is the task going to be evaluated? Make sure they understand how you plan to determine whether the project is completed effectively.

6. **Think about the necessary resources.**

Decide after discussion what is needed to finish the task. Take into account the people, place, tools, supplies, and any additional relevant services or activities.

7. **Decide on timelines, feedback, and the metrics for measuring success.**

When is the job due to be completed? Or, if it's a continuous task, when are the evaluation dates? How frequently should you meet so that they can give you an update on your progress and you can provide them constructive criticism? From where else may one obtain feedback? What other information has to be provided to you?

8. **Comments on the outcomes**

Informing the person of their progress and whether they have met their goals is crucial. If not, you need to discuss with them the reasons why things did not go as planned and address any issues. You have to share the glory of your accomplishments and accept the repercussions of your mistakes.

1.4.   Ghana's Private Education

Ghana is a country in Sub-Saharan Africa where the middle class is not as wealthy. At now, the GDP per person is $1,570 USD. The country's GDP grew by 4% each year on average between 2001 and 2011; however, in 2011, growth exceeded 14%. (World Development Indicators). Ghana understands the need of raising the standard and extending access to basic education in order to maintain this remarkable growth and advance the fight against poverty. All students must finish a free and required cycle of basic education, which consists of two years of kindergarten, six years of primary school, and three years of junior secondary school, according to the Education Act of 2008 (Act 778), which regulates education in Ghana. In 2011, there were over 3.8 million children enrolled in Ghana's primary schools and over 2.1 million in its high schools. The primary net enrollment rate in the country was 61% in 1999 and increased to 84% in 2011. Between 1990 and 2010, the average number of years that people over 15 had spent in school increased by more than 1.5 years, from 5.9 to 7.3 mean years (Barro and Lee 2012). In the same period, the secondary net enrollment rate increased from 34 to 46 percent. Ghana has made great strides in expanding access to basic education services, in part because of its financial commitments to education. (Edstats) states that in 2011, the country's spending on education made up 24% of all government spending, or 8.2 percent of GDP. This is far higher than the OECD average of 6.2 percent (OECD 2012). In Ghana, the business sector is becoming more involved in the delivery of basic education services. From 7% in 1991 to 19% in 2011, the proportion of private pupils enrolling in elementary schools increased. Private secondary enrolment increased from 7% to 15% in the same period (Edstats). According to Tooley

and Dixon's 2005 evaluation of private schools in the region, 65 percent of students were enrolled in private schools in Ga, one of Ghana's approximately 140 districts at the time. As of 2011 (Ghana MOE 2011b), there were 5,292 private schools and 14,431 public primary schools in Ghana. In Ghana, during the 2010–2011 school year, the number of private elementary schools increased by 11.6 percent, while the number of public primary schools increased by 4.3 percent. For junior high schools, the patterns are similar. Private school enrollment increased by sixteen percent, while public school enrollment increased by six percent in junior high school from 2010 to 2011. The distribution of pupils attending private schools in Ghana varies. Private enrollment as a percentage of total primary enrollment was less than 7% in the Northern Region but 30% in the Greater Accra and Ashanti Regions, respectively. According to the 2012 Education Sector Performance Report (Ghana MOE 2012), half of students enrolled in kindergarten, primary, and junior high schools in underprivileged districts are from the private sector. However, not all private institutions may be represented in data from education management information systems, especially if they are new and have not yet received certification.

Evidence suggests that more students than just the wealthiest ones may attend the country's private schools. Among students enrolled in Ghanaian schools, 14% of the impoverished and 8% of the extremely impoverished attended private schools. Furthermore, 13% of all children enrolled in rural areas attend private schools. It should be noted, nevertheless, that not every youngster can afford to attend a private school. On the other hand, according to study by Akaguri (2010), the poorest households in Ghana can spend as much as 30% of their family income on private school fees, as opposed to 16% on public school expenses. In regions of Ghana experiencing rapid population growth, parents have the option to select a private school. According to a recent Ghanaian poll, parents and young people have different perspectives on the long-term effects of education while selecting schools. While youth prioritized the schooling experience and the need for a stronger process-based knowledge among the parental generation, parents were more focused on the instrumental and intrinsic benefits of education (Fennell, Agbley, and Irfan 2010).

The proportion of certified instructors in Ghana's public elementary schools—those who have finished their education and certification at teacher-training colleges— elementary schools is much higher than that of private schools: it is 63% compared to 11% in 2011. However, private primary schools usually have smaller class sizes. Private schools had a student-teacher ratio of 26:1, while public schools had a ratio of 34:1. 78.4% of teachers in public schools and 20.3% of junior high school instructors in private institutions, respectively, have training. Furthermore, according to Ghana MOE 2011b, the student-teacher ratio in junior high public schools was 17:1, while the ratio in private schools was 13:1. The relative quality differences between Ghana's public and private education systems are not well studied. In the 2011 National Education Assessment, private schools outperformed both public and national literacy Schools under the Accelerated Program (Ghana MOE 2012). A study looking at the achievement inequalities between public and low-cost private schools in the rural Mfantseman District found no systematic differences in student performance after controlling for student background characteristics (Akaguri 2011). Tooley and Dixon (2005) found that raw test scores were higher for students attending private schools in the Ga District. However, these results did not account for differences in the characteristics of pupils in other sectors. They therefore don't provide reliable estimates of the true achievement difference between private and public schools. Despite the dearth of compelling hard data demonstrating a private sector competitive advantage, parents in Ghana argue that the primary justification for sending their kids to private schools is the quality of the education ((Smith, Heinemann, and Stern 2011). Increased monitoring of private sector learning results, particularly in underprivileged districts, was also suggested by the government in its 2010 "Towards a Ghana Education Coordination Strategy Retreat" (Government of Ghana and USAID 2010). The effects of private schools on quality in Ghana require further study. To ascertain the efficacy and efficiency of private providers, such research could also look into their financial and operational methods

The overall enrollment in both public and private primary schools climbed from 3,962,779 in 2010/2011 to 4,062,026 in 2011/2012 at a growth rate of 2.5%, as previously mentioned and as shown in Table 1.1.2 below. At the primary school level, the gross

enrolment ratio for kids aged 6 to 11 grew by 0.1% from 96.4% in 2010–2011 to 96.5% in 2011–2012.

Gross Enrollment Ratios in Primary Schools, 2010–2011–2011–2012 Table 2.2.3			
STATISTICAL TYPE	EARLY EDUCATION Numbers		
	2010-2011	2011-2012	Change in %
Kids 6-11 years	4,112,511	4,211,511	2.4
Total P1-P6	3,964,779	4,062,026	2.5
General Student	96.4	96.5	0.1

Table 1.2
Source: Company website: Ghana Investment Promotion Center (GIPC)with Ghana Education Service (GES)

Ghana's Education Act of 2008 outlines the role of private education providers within the system and states that tax breaks or subsidies are available to "duly registered private education institutions." However, there is no policy defining the requirements for private schools to be qualified for these funds. According to the Education Act, the minister of education is also responsible for managing community-owned schools and "private participation in education," however the term is not defined. The role of the private sector in assisting government provision, notably in financing education services, is outlined in Ghana's Education Strategic Plan (ESP) 2010–2020:

The Government of Ghana can save money in a number of sectors thanks to enhanced efficiency, cost sharing, and decentralization, according to the ESP. Over the next ten years, a system that experiences significant enrollment expansion in all sub-sectors is likely to include features like increased growth of private schools, cost sharing at government-funded public schools (especially at the post-basic levels), and an increased need to secure financing through decentralized fundraising. Ghana MOE, 2010).

Regulatory agency	Scope of activity	Responsibilities	Nature of activity		
			Oversight function	Inspection/ licensing	Policy formulation
Ministry of Education	General	Ensure the development of an educational system that focuses on promoting critical skills	✓		✓
Ghana Education Service	General	To ensure the implementation of educational policies and programs	✓		✓
National Council for Curriculum & Assessment	General	To develop a curriculum that ensures the quality of education.	✓	✓	
National Teaching Council	General	To promote excellence and professionalism among teachers and managers of schools	✓	✓	

Regulatory agency	Scope of activity	Responsibilities	Nature of activity		
			Oversight function	Inspection/ licensing	Policy formulation
National Schools Inspectorate Authority	General	Ensure the the highest quality standards for quality education in public and private Pre-Tertiary Institutions.	✓	✓	
The West African Examinations Council	General	To conduct examinations in the public interest	✓		✓
The Ghana Education Trust Fund	General	To enhance primary, secondary and particularly tertiary education.	✓	✓	
National Service Scheme	General	Mobilize and deploy Ghanaian citizens 18 years and above for national development	✓	✓	

Source: Company website: Ghana Investment Promotion Center (GIPC)

In an effort to leverage the financial resources of the private sector, the ESP declares that support will be provided "to primary and JH [junior high] schools by providing non-salary inputs (e.g. textbooks) and in-service training" (Ghana MOEYS 2004). The Ghanaian government also covers a portion of the fees of taking the Basic Education Certificate Examination (BECE) in both public and private schools. The students who pass this exam will be the ones who go from junior high school to senior high school. In 2012, the combined cost of these public and private subsidies was US$ 4.2 million (Ghana MOF 2013). The private education regulations in Ghana establish a framework for the lawful operation of independent private schools, or schools that are fully managed, controlled and financed by non-governmental entities. The policy climate is less clear in terms of the institutional arrangements and policy goals for government support of private schools. Policies outline the government's ability to provide private schools with tax discounts, textbooks, and in-service training; but, they do not specify which schools are eligible for assistance or not. Moreover, there is no legal obligation for schools that receive supplies or funds from the government to act in any way differently than schools that do not get funding. In conclusion, laws do not explicitly recognize any private schools that get government support. This research classifies all private education providers in Ghana as independent private schools since there is no legal distinction made between privately funded and underfunded establishments. Different educational levels have different delegation strategies because of their unique dynamics and priorities of elementary and secondary educational establishments, postsecondary educational establishments, and vocational and specialized establishments.

A. Primary and Secondary Schools

In primary and secondary schools, delegation often involves teachers personalizing instruction to meet the diverse needs of students. Task delegation includes lesson planning, student assessments, and extracurricular activities. School administrators delegate tasks related to administrative functions, such as managing school facilities, coordinating events, and overseeing staff development programs. Also delegating

responsibilities for parent-teacher communication and involvement is crucial. Teachers may delegate tasks related to organizing parent-teacher meetings, sharing student progress, and facilitating collaboration.

B. Higher Education Institutions

Course creation, curriculum design, and program development are all examples of delegation in higher education. To guarantee thorough coverage, faculty members frequently assign parts of course development to one another. In research projects, faculty members assign work to graduate students, research assistants, and collaborators. This is an example of delegation in action. This makes it possible for a more thorough and effective study environment. Higher education administrative administrators provide responsibilities pertaining to institutional governance, strategic planning, and budgeting. Effective leadership in complex academic environments requires delegation.

C. Vocational and Specialized Institutions

In vocational and specialized institutions, delegation frequently entails the development of practical skills and hands-on instruction. Teachers assign assignments pertaining to workshops, internships, and industry partnerships in order to give students practical experience. Building and sustaining relationships with industry stakeholders is a component of delegation. Tasks pertaining to outreach, collaborative agreements, and matching industry demands with vocational programs might be assigned by leaders. In specialty schools that serve students with particular learning requirements, delegation includes giving each student personalized attention. Tasks pertaining to therapeutic interventions, specialized evaluations, and individualized education plans might be assigned by teachers.

Tasks are matched with the objectives and complexities of the individual institutions when delegation procedures are tailored to the unique requirements of each educational level. Across primary and secondary schools, higher education institutions, and vocational or specialized educational settings, customizing the delegation process promotes efficiency, creativity, and the best possible educational outcomes.

CHAPTER 2. ORGANIZATION OF THE MANAGEMENT SYSTEM AND ACTIVITIES AS A WHOLE IN EAGLES NEST COMMUNITY SCHOOL

2.1. Peculiarities of the organization of activities of private schools in Ghana.

In Ghana, private schools have different organizational systems than state schools. School Management Committees (SMCs) are involved in school-based management practices; there is little cooperation between SMC members and the schools they represent; and the chair of the Parent Teachers Association or the SMC has the majority of the decision-making authority.

Despite difficulties including limited funding and poor logistics, the District Education Oversight Committees (DOECs) are crucial to staff management, lesson planning, supervision, and monitoring in schools. These results imply that private schools in Ghana differ from public schools in terms of their organizational designs and methods, which could account for variations in student performance. The primary rules, regulations, and official records that serve as benchmarks for Ghana's private education market are as follows:

1. The Ghana Education Service Act of 1995

2. Education Act 778 of 2008

3. The 2010–2020 Education Strategic Plan

4. Ghana's National Inspectorate Board, Ministry of Education, (Quality Indicators for Assessing School Performance at the Pre-Tertiary Education Level)

5. The National Inspectorate Board, Ministry of Education, (Guidelines for School Inspection and Code of Conduct for School Inspectors)
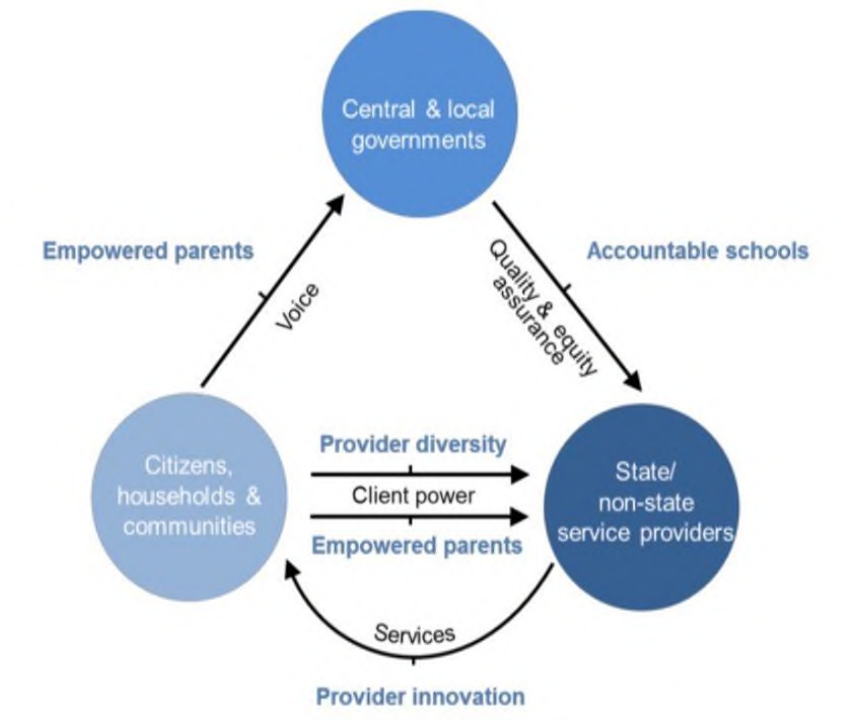
Figure 2 1. Accountability relationships for successful delivery of service with school management organizations (source: Adapted from the World Bank 2003)

Education laws in Ghana grant private, independent schools a great deal of autonomy at the school level. The present rules fulfill the criteria of good practice, as evidenced by the overall score of established, which is obtained based on laws, other official paperwork, and current policies. Policies give independent private schools the freedom to choose how to assign, fire, and appoint instructors as well as how much to pay them, how big of a class to teach, and how to implement the curriculum. Education Acts 778, which, which permits private schools operating independently, is the most important rule. The only limitation is that to keep a valid registration, independent private schools must adhere to centrally regulated teacher certification criteria. This rule stipulates that a private school's teaching staff must have a professional certification held by at least one-third of the members.

Ghana's existing rules for promoting provider innovation are in line with international good practice standards. Independent private providers in the nation enjoy significant

autonomy in important decision-making processes. Numerous research (Gertler, Patrinos, and Rubio-Codina (2012); Jimenez and Sawada (2003); King and Özler (2005) show evidence of a relationship between reduced student repetition and failure rates and greater student accomplishment when school leaders have local authority. Decisions on staffing and resources must be made locally. According to data from around the world, teacher credentials, years of experience, and education do not seem to consistently have a significant impact on student achievement (Goldhaber and Brewer 2000; Goldhaber and Anthony 2007; Hanushek 1997; Hedges, Lane, and Greenwald 1994; Dobbie, Fryer, and Fryer 2011). By removing the current restrictions, the country might enable providers to better tailor their teaching standards to the particular needs of each school by adopting teacher qualification criteria. The next step in a school leader's job description would be to take on the role of instructional leader, offering guidance and assistance to enhance teaching methods inside the institution. Furthermore, competent school administrators can aid in luring and keeping qualified educators (Ingersoll 2001a, 2001b; Boyd et al., 2009).

Table 2.1   Authority of School Management of the Private Sector

Legality	Limit	Authority Body
Who is legally able to establish standards for teachers?	Restricted Involvement	The central government is legally able to establish minimum requirements for educators.
Who is legally able to designate and assign teachers?	International Standards	The school is legally able to select teachers without the approval of the government.
Who is legally able to set the pay scale for teachers?	International Standards	Without seeking approval from the government, the school is

		legally allowed to set teacher pay scales.
Who is legally able to fire teachers?	International Standards	Without seeking approval from the government, the school is legally allowed to fire teachers.
Who is legally able to decide how the curriculum is taught?	International Standards	Without seeking approval from the government, the school is legally allowed to decide how the curriculum is implemented.
Who is legally able to set the maximum size of a class?	International Standards	The school is legally able to set class sizes without consulting the government.

Source: taken from the World Bank in 2003.

One of the cornerstones for establishing high-quality learning opportunities for all children in the private education sector is the empowerment of parents, students, and communities. Children and kids who are impoverished and marginalized have a disproportionately hard time accessing high-quality educational resources. Ghana is starting to implement rules that empower parents, students, and communities; these represent some excellent practices, but more policy approaches could give parents more clout and enable them to hold service providers responsible for their actions. Governments can expand their jurisdiction and hold school administrators directly accountable to students and parents for their performance by opening up education to a wider range of providers. Educational choice can be used as part of a package of reforms to improve education access and quality in both the public and private sectors. Private schools are required to submit an annual report on their program and activities to the Minister, whereas public schools are not required to do the same. The public sector will

always remain an important—and, in most cases, the predominant—provider of education services.

Table 2. Encouraging all communities, students, and parents

Legality	Limit	Authority Body
Do parents receive inspection reports and results from standardized tests on a regular basis?	Restricted Involvement	Policies do not ensure that parents have access to inspection reports or results from standardized tests.
Is it a part of the inspection procedure to interview parents and students?	Constituted	As part of the inspection procedure, parents are not interviewed; only students are.
Are families that send their kids to independent private schools eligible for government tax breaks or financial transfers?	Constituted	While targeted cash handouts are not provided by the government, tax relief is.

Source: Adapted from the World Bank 2003)

2.2. Provide an overview of Eagles Nest Community and the educational management structure of it.

Eagles Nest Community School is a symbol of educational quality, ideally situated to cater for the varied needs of our local community. Our goal is to foster holistic development and equip students to become responsible global citizens by offering them an unforgettable educational experience. Guided by this mission, our vision is to be a

premier educational institution recognized for fostering academic excellence, character building, and innovation.

It is imperative to note that Eagles Nest Community School operates within the framework of private education. In accordance with Ghana's regulations, all private schools, including Eagles Nest in Assin Fosu, are legally required to register with the government and undergo regular inspections. The pivotal Education Regulatory Bodies Act of 2020, Chapter 1023, gives the National Schools Inspectorate Authority (NaSIA) control over secondary and private education. throughout the nation. In upholding its educational mission, Eagles Nest Community School, situated in Assin Fosu in the central region of Ghana like its private counterparts, levies school fees to finance its operations. However, it's important to highlight that many private institutions, including Eagles Nest School, demonstrate a commitment to inclusivity by offering bursaries or fee reductions to deserving students. Private schools are often described as 'independent' due to their autonomy, allowing them to operate outside the sphere of government and local government control. This independence grants them the freedom to make decisions regarding admissions, curriculum design, and assessment methodologies, albeit with the continued application of safeguarding and child protection protocols. At the heart of Eagles Nest Community School lie its core values, which serve as the compass guiding its educational philosophy. These values, including integrity, respect, collaboration, and perseverance, not only shape the character of the students but also set the tone for a harmonious and supportive learning environment. Eagles Nest Community School meticulously crafts its academic programs to accommodate diverse learning styles and interests. The school makes sure that students obtain a complete education that equips them for the dynamic and growing global world, from a strong emphasis on STEM (Science, Technology, Engineering, and Mathematics) subjects to a rich tapestry of humanities and arts courses. The seasoned faculty members employ contemporary pedagogical approaches, interactive classrooms, and personalized attention to cultivate critical thinking and problem-solving competencies among the students. It is essential to underscore the pivotal role of organizational skills in fostering academic success among students. These skills, taught and honed at the school equips students with the tools

necessary to excel in their educational pursuits. The School's commitment to academic excellence is further reinforced by its state-of-the-art facilities that enhance the overall learning experience. The school's sprawling campus encompasses well-equipped science and computer laboratories, a library stocked with a diverse collection of books, a multipurpose auditorium designed for events and performances, and sports facilities that promote physical fitness and teamwork among students. In recognition of the significance of holistic development, the school places equal emphasis on extracurricular activities. Students have access to a wide spectrum of clubs, spanning debate, robotics, music, and sports, affording them the opportunity to explore their passions beyond the classroom. These extracurricular endeavors instill leadership qualities, foster collaboration, and foster a profound sense of belonging among students. Eagles Nest School firmly believes in the power of synergy between parents, teachers, and the community. Regularly convened parent-teacher meetings serve as a platform for open communication and collaboration, nurturing a supportive network that is essential to the children' overall development.

Establishing clear objectives and expectations

Clear and well-defined objectives, coupled with transparent expectations, form the cornerstone of successful delegation within Eagles Nest educational organization. Establishing clarity in what needs to be achieved and the standards to be met ensures a smooth and purposeful execution of delegated tasks. The Strategic Alignment document explains in detail how assigned responsibilities fit into the larger strategic objectives and mission of the learning organization. This guarantees that each task makes a significant contribution to the overarching goal. Additionally, there are the SMART Criteria, which provide time-bound, relevant, measurable, achievable, and specific goals. This gives delegates and leaders a structure for responsibility and clarity, making it possible to monitor progress efficiently. Stakeholder involvement brings in pertinent parties to the goal-setting process, encouraging teamwork that takes into account different viewpoints and guarantees wider organizational support. Communicate any rules, regulations, or

particulars pertaining to the assigned work in the school in a clear and understandable manner. This keeps miscommunications to a minimum and offers a strong basis for implementation. Establish deadlines and completion benchmarks for your tasks. Setting clear due dates and intermediate objectives facilitates progress monitoring and timely completion. Clearly state the standards of quality that should be met for the assigned job. Express intelligibly the degree of accuracy and quality required to satisfy the organization's requirements.

Establish a feedback system as a last step to ensure continuous communication. It is ensured that expectations are known through this two-way communication, allowing for quick resolution of any issues or revisions. Teachers and students are empowered by this approach to make arguments for their decisions that are supported by facts and impartial analysis. Promoting the assessment of all relevant elements and potential outcomes helps people make better decisions.

We can think independently and put our faith in our gut feelings when we use critical thinking. It gives people the ability to create arguments for actions that are supported by facts and impartial analysis. Promoting the assessment of all relevant elements and potential outcomes helps people make better decisions. One essential cognitive function that helps people evaluate, grasp, and analyze information objectively is critical thinking. It supports intelligent decision-making and the solution of challenging issues. It calls for using reasoning and critical thinking, challenging presumptions, identifying prejudices, and taking into account a range of viewpoints. It necessitates self-corrective, self-directed, self-monitored, and self-disciplined thought processes. In a world full of contradictory viewpoints and a wealth of information, critical thinking is essential. It makes things clearer for us and keeps us from falling for a hoax or fraud. Critical thinking abilities are necessary for self-education, achieving professional objectives, and making personal judgments. They also facilitate delegating in the workplace.

One of the most important aspects of Eagles Nest School is a strong culture, which is a prerequisite for any successful team or business. Your continual environment is your culture. It encompasses all of the accepted standards, mindsets, ideals, and convictions that characterize the members of an organization and their behavior. Cultures do not

change on their own. They originate from intentional decisions and deeds that, when maintained over time, become accepted norms for individuals operating there, whether in a business, a community, a sports team, or a house of worship. Through enabling and educating others to assume more responsibility, leaders enhance their competencies and promote a more horizontal as opposed to vertical viewpoint on leadership within organizations. The first step in creating such a culture is, of course, to engage in frequent and early delegation. Establish an environment of open communication where team members and leaders can freely share goals, difficulties, and criticism regarding tasks that have been assigned. Honor effective examples of delegation by praising and acknowledging the efforts of individuals or groups. Positive reinforcement develops a culture that is open to delegation. Create continual training programs as well to make sure people maintain current knowledge and abilities and to promote a culture that promotes lifelong learning and growth. Finally, leaders in education should set an example by actively supporting and engaging in delegation. Seeing the advantages for oneself inspires others to adopt the practice. Within educational organizations, addressing these issues and putting strategic solutions into place helps foster a culture that is supportive of delegation. This culture encourages a cooperative and empowered work environment in addition to improving operational efficiency.

Eagles Nest community school has roles and tasks for teachers and student leadership during the section semesters. They are placed on duty every week to help manage and control student activities and school programs during the week. Teachers and student know when they are on duty and when they are not. Most of them try to do good work in ensuring that the school premises and compound is kept clean and the student and staff have a safe and clean working environment.

Table 3: Term Teacher Roster

Name of Teacher	Subject	Grade	Classroom	Days on duty

1. Mr. John Smith	Mathematics	9th and 10th	Room 101	Monday and Wednesday
2. Mrs. Davis	English	11th and 12th	Room 202	Tuesday and Thursday
3. Mr. Lucas Brown	Science	7th and 8th	Room 303	Monday and Wednesday
4. Mad.Sarah Lawson	Social studies	11th and 12th	Room 401	Tuesday and Thursday
5. Mr. Michael White	Physical education	All	School gym	Wednesdays and Fridays

This shows the teachers on duty with various section of the school population with their subject areas. This gives teachers the authority over the students and the premises from the management to take control of school activity for the day and for every week. They take the time to build relationships with their kids outside of the classroom, these teacher duty rosters are crucial. They can lessen the possibility of misbehavior leading to injury and they also have a tendency to stand out for their alertness. These are arranged by management to be made aware of their duties for the week and what needs to be done of them. Every action that takes place in the classroom and around the school grounds is held accountable to them. Teachers are expected to report on their findings and any incidents that occurred during the week at the end of class.

Table 4: Term Activities

Young individuals who participate in extracurricular activities develop new skills and abilities, widen their social networks, and get the confidence to interact socially with others. Most importantly, they offer a much-needed space to relax and have fun away from the rigors of homework and school obligations. It allows students to research new ideas and concepts with the guidance of an instructor. Pupils can work together in a group setting, which promotes social and cooperative skills. Guided learning is an effective teaching method, especially for students who are learning a new subject for the first time. Teachers collaborate with one another throughout these events to ensure that everything runs smoothly and in order. Teacher collaboration allows educators to meet together, share ideas, develop thoughtful plans of action, and work together effectively. One of the primary objectives of collaboration is to identify teaching practices that consistently help

TERM	ACTIVITIES	DATE	TEACHER DUTY
Term One	Orientation Day	January 15, 2023	Mrs. Davis
	First Day of Classes	January 17, 2023	Mr. John Smith
	Midterm Exams	March 6-10, 2023	Mr. Lucas
	Parent-Teacher Meeting	March 18, 2023	Madam Sarah
	Easter Break	April 7-10, 2023	Mr. Michael
	End of Term 1	May 12, 2023	Mr. John
Term-One (extracurricular activities)	School Play Rehearsals	January - February	Mrs. Davis
	Sports Day	February 25, 2023	Mr. Lucas
	Science Fair	March 3, 2023	Madam Sarah
	Music Recital	April 22, 2023	Ms. Gigs

students of all abilities in classrooms and topic areas.

Table 3: Student-leader duty roster for the semester

At Eagles Nest Community School, student are also made to take responsibilities to lead the student board and have a place with some decisions over the student body. They are also responsible maintaining their respective classrooms clean and the environment as well. The come up with school activities are recommend to the appropriate authority for final decisions. Furthermore, Eagles Nest School actively engages with the local community through a myriad of outreach programs and initiatives. Students enthusiastically participate in volunteering activities, environmental conservation drives, and social campaigns, cultivating a profound sense of social responsibility and empathy from a young age. This civic engagement fosters a deeper understanding of the world beyond the classroom walls. Integrating technology into education is a paramount priority at Eagles Nest School. Smart classrooms, cutting-edge digital learning platforms, and

Name of Student	Position	Week
Ben Williams and Sarah Will	Head Boy and Head Sports	Week 1
John Asare and Hilda Matt	Entertainment and Boarding	Week 2
Ama and Gilbert Kofi	Head Compound	Week 3
Sam and Ruth	Heads of Day student	Week 4
Rose and Michael	Sports and Dinning	Week 5
Lina and Linda	Dinning and Head girl	Week 6
Ben Williams and Sarah Will	Head Boy and Head Sports	Week 7
Ama and Gilbert Kofi	Head Compound	Week 8
Sam and Ruth	Heads of Day student	Week 9
Rose and Michael	Sports and Dinning	Week 10

interactive educational resources empower students to engage with educational content in innovative and immersive ways. This approach not only enhances the learning experience but also equips students with the technological literacy required to thrive in a fast-paced, technology-driven future. It is essential to acknowledge that Eagles Nest School is unwaveringly committed to continuous improvement and innovation. Regular

assessments, robust feedback mechanisms, and agile curriculum updates ensure that the educational experience remains dynamic, agile, and in alignment with the ever-evolving needs of the global educational landscape.

2.3. The purpose of authority and responsibility and its relevance to effective management based on Eagles Nest Community School

Although authority makes management possible, accountability makes them answerable for the work done while they are in charge of or supervising it. Without discipline, nothing is possible. It is the cornerstone of project management in general. Effective performance and sensible connections make management easier and more comprehensive. Employee behavior has a key role in the growth and advancement of their professional careers. The core concept of delegating is the delegation of power from higher management to lower management (Somek, 2015). According to Somek (2015), delegation is a relationship based on trust rather than a legally enforceable one. Authoritarian control takes over when there is no trust. When there is a manager that lacks transparency with his subordinates, it leads to a chain of delegation since there is a lack of trust. This may lead to disobedience since those in positions of authority typically want things done their way and will at most argue that doing as they say is best for their subordinates (Somek, 2015). Obedience-based delegation is ineffective and can backfire as an authoritarian tactic (Somek, 2015). Delegation ought to be a confidential arrangement in which the delegates and the delegator split the success of the result. Organizations use levels and hierarchy to provide structure and facilitate information flow. Delegation involves passing on accountability and authority to the next in line, thus it's critical to comprehend how job design and organizational structure may affect it. According to people's opinions, delegation should not be impacted by organizational hierarchy. Instead than limiting delegation based on skill levels, it should focus on people who possess the necessary aptitude and work ethic.

11- THE SCHOOL'S ORGANIZATIONAL CHART

Exhibit 1.1
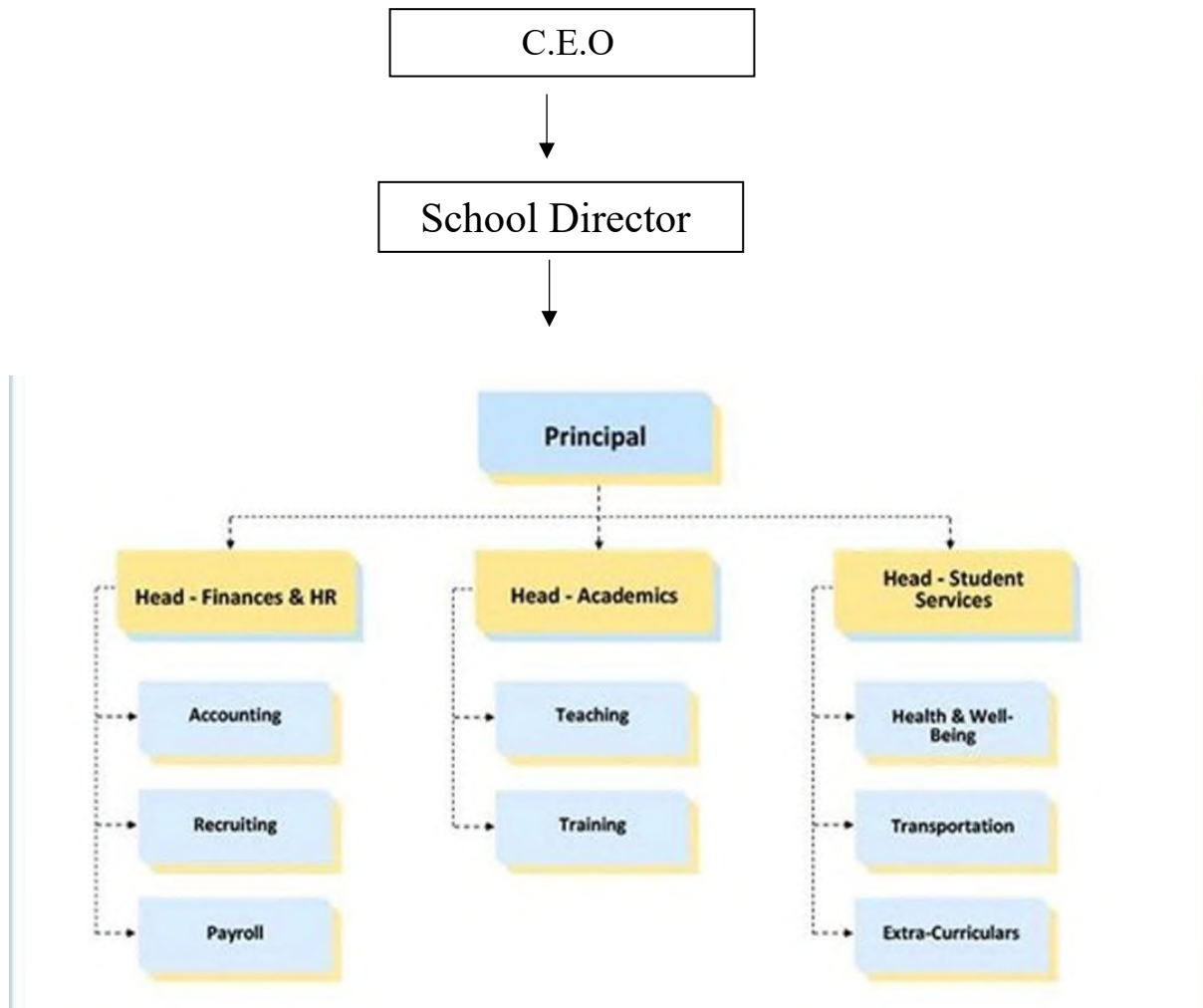
A few

participants mentioned that delegation can be impacted by job design and organizational structure. For delegation to be effective, the hierarchy needs to be flexible. Delegation will suffer if occupations are structured with a vertical hierarchy and information flows from top to bottom since only specific individuals can communicate with specific individuals. Given that job design and hierarchy are related, delegation may be affected because individuals are holding positions that are related to their jobs. Delegation may be impacted by job design due to the restricted communication channels included in the design. Eagles Nest Community School organizational Chart looks like what is exhibited in the chart above. With the principal being the head in charge of the school heads. Responsibility is being delegated and people therefore have the responsibility to watch the affairs of the Finance department, the Academic department and the student service department. The principal therefore accounts to the Director where the Director as makes report to the (Chief Executive Officer) C.E.O. All these personnel's form the management

of eagles nest community school and are therefore responsible to execute their functions the best way possible to help achieve the growth of the school. This will enable staff and teachers develop experience to keep the many tasks in the school running even in the absence of the Director or Principal. The school is a permanent institution, thus maintaining continuity is essential. The school management bears primary responsibility for guaranteeing that the school is adequately managed, that student education is appropriately promoted, and that educational guidelines are adhered to. Leaders in schools are required to efficiently organize and manage the growing capabilities and applications of technology. Eagles Nest Community School also delegates authority and responsibility to the Parent Teachers Association (PTA).This is in the form of a conference. Parents can assist with the running of their children's school by joining the PTA, an organization that is located in the school. The PTA supports school administration, communication, and parent-teacher interactions. Educators and parents/guardians can discuss concerns or issues regarding a child's social or academic performance at school at parent-teacher conferences. In order to identify issues early on and take action before they get worse, open communication can help. Parent-teacher conferences can help parents become more involved in their child's education. Parents show their dedication to their child's education by attending conferences, and educators can offer advice on how families can support their child's learning at home. Additionally, it provides an opportunity for parents/guardians and teachers to discuss any concerns or issues regarding the student's social or academic performance in the classroom. Being open with one another might help identify issues early on and find solutions before they get worse. Research has indicated a correlation between job satisfaction and delegation (Jha, 2004). How content a person is with their job depends on a number of factors, including variety, task identity, autonomy, flexibility, feedback, engaging with people, and friendship. Three aspects influence how effective delegation is: process, quantity, and enabling elements (Jha, 2004). Delegation gives subordinates greater influence than active engagement (Jha, 2004). Yukl and Fu (1999) assert that the manager's openness to imparting knowledge, the competency of the subordinate, and the relationship between the manager and the subordinate all affect the degree of pleasure. According to research

by Tietjen and Myers (1998), happiness requires a range of attributes, including autonomy, challenge, and curiosity that let subordinates feel like they've accomplished something on their own. Nevertheless, role mismatch and conflict may negatively affect job satisfaction, as Glisson and Durick (1988) found. Teachers need authority to affect student conduct since they are also the class manager, which means they need power in another capacity we could call this authority exercised by teachers. Teacher authority is, in a sense, the ability to demand things from people. Teachers need to have some kind of authority to assign the many tasks that they want their students to perform throughout the day. Without it, we couldn't function as well. When examining interactions in the classroom, French and Raven (1974) identified five basic categories of instructor power. All of them need to work to some degree, but for most of us, some will be more important and used than others. There are five categories of authority: Attractive/Referent, Expert, Reward, Coercive, and Position/Legitimate. One may argue that a teacher is employing attractive authority when they depend on their person ability, ability to form relationships with students, or the fact that they have similar interests. Gaining a thorough understanding of and emotional investment in kids can help one build attractive authority. Teachers might utilize the opportunities for behavior impact that arise from their deposits made in the students' "emotional bank account," as described by Covey (1995). A teacher who exudes an agreeable, humorous, or appealing demeanor may also be viewed by the students as possessing attractive authority. It is a common occurrence in our media-dominated society for pupils to aspire to emulate and value those who possess certain attributes. We might suggest that educators possess the capacity to capitalize on these attributes, which we might refer to as "personality capital," to differing degrees. It is possible to affect student conduct in a positive and healthy way by using attractive authority. Without some level of it, effectiveness is challenging. As the phrase goes, unless they see how much you care, they don't care how much you know. Pupils who appreciate and think their teachers are compassionate tend to put in more effort (Murray & Pianta, 2007). But seeking student acceptance at all costs and allowing liking to dictate one's methods of instruction would result in a host of issues. The instructor may be on the slippery slope of giving up one's power and being taken advantage of if they mistake

relationship building for an implicit agreement with the pupils that states, "I will be nice to you, if you are nice to me." Expert authority is what a teacher have when they are seen as bright, well-prepared, or knowledgeable about the subject. All of us have had instructors who did very little to enhance the emotional quality of the classroom, but who were nevertheless highly respected and able to effectively control the class because the students found these teachers' opinions to be extremely valuable. Students' curiosity is what propels expert authority. A portion of this kind of influence stems from people's innate respect for those who are seen as intelligent or who possess what is known as intellectual capital. It is possible to lead effectively by exercising expert authority. It can be interpreted as respect if a teacher is not entirely snobbish or oblivious to the needs of their students. Humor can be a great tool for the teacher who chooses to heavily rely on its power. However, many educators have failed because they thought that professional authority on its own was sufficient (Valli, 1992). When they first begin their employment, many instructors are very passionate about their subject, but after a year or two, many depart due to an unsatisfactorily high degree of scorn and disinterest. Instructors can give their pupils rewards in a variety of ways. These incentives are typically used to change how students behave. One could refer to this type of influence as reward authority. Different kinds of what can be seen as "rewards" are spoken about. These consist of grades, honors, awards, commendation, privileges, and anything else that teachers could presume pupils would want to get from outside sources. Rewarding good behavior in students has the potential to be beneficial. However, as we will see, there are a wide range of benefits from various incentive types. We covered the necessity for teachers to uphold the social frame that connects student achievement to the appropriate teacher reward earlier in the chapter. It is crucial to maintain this implicit relationship in order to ensure that students feel competent and appreciated. Nevertheless, it might ultimately be better for the teacher to support the development of intrinsic sources of motivation inside the student rather than setting the assumption that the student will only know whether they are successful if the instructor offers an extrinsic source of reward. When reward authority is used well, students feel deeply validated and that the teacher is eager to acknowledge their hard work. It is a tangible or emotional token economy in its least healthy form. In

this application, the consistent employment of affection and/or extrinsic rewards is used to condition student conduct. While it does have the impact of changing behavior, in essence, it makes people addicted to praise and rewards, with their work being done more for the reward than for learning or personal development. Instructors have the authority to use disincentives, say "no," limit privileges, and penalize or reprimand students. In this sense, we could argue that their actions are an exercise of their coercive authority. Coercive authority is based on the theory that if a student crosses a boundary, they will not receive the intended results. Regardless of how much additional power a teacher has, some students are prone to misuse their freedom to cross boundaries recklessly if they don't feel that they have some degree of coercive influence. This kind of power, when used constructively, is crucial for setting limits. For those children who are not likely to cross lines, it helps to foster a sense of security in the classroom, and they can rely on the instructor to intervene with those who are. When used fervently (and in its conventional form), it can make the classroom feel hostile. The instructor has authority just by virtue of holding the role of teacher. Every teacher is accountable to the school administration for the behavior of the kids in their class. It becomes more of a given in that sense rather than something that needs to be earned. The position of teacher is one in which authority is presumed. There isn't another person in the classroom who can do the duties of the teacher. Being in loco parentis, or in the position of the parent, is another term for this type of authority. Teachers have an official authority in the classroom in addition to their role as instructors. In contrast to other types of teacher authority, position power is inherent and does not need to be gained or developed. However, we might portray ourselves as deserving of this role more or less well. This is particularly valid for brand-new and temporary educators. People who anticipate being respected typically get it. Even though position authority may primarily stem from a contract, it also exudes confidence and validity. A restricted amount of position authority and the issues that accompany it will befall those who project an aura of illegitimacy or uncertainty about their place in the role. Each of these five forms of authority must be used, in some capacity, in order to be effective. Each instructor must, however, carefully evaluate how to employ each one in light of their own objectives and personality. Every format will

have a distinct impact on the socially constructed classroom environment and provide various student outcomes. They are not incompatible with one another for the most part. Any or all of these could be used in varying degrees at the same time. However, as we mentioned in our examination of each type, it's possible that the way each type of power is used will have a greater impact on effectiveness than the type of power itself.

Parent-teacher conferences are an essential component of the school management. The chairman makes recommendation to the school management on behalf of all parent and therefor hope that the school makes changes. This authority passed to the chairman of the PTA makes him responsible to account and communicate on behalf of the school the student parents.

CHAPTER 3- IMPROVING PRIVATE SCHOOL MANAGEMENT THROUGH MORE EFFECTIVE DELEGATION OF AUTHORITIES AND RESPONSIBILITIES

3.1. Influence of geopolitics and external factors for effective delegation of authority and responsibilities with educational organization

Management in the educational system is impossible without the management process. Thus, the process of efficiently allocating staff, resources, funds, time, and information to meet educational objectives is known as school management. On the other hand, private schools are run for profit. In summary, management is the application of common sense and counsel aiming to resolve issues in education. Clearly defining duties, creating open lines of communication, and making sure that decision-making authority is in line with responsibilities are all necessary for improving private school management. To increase overall effectiveness and efficiency, assign assignments based on staff members' skills and areas of expertise. Evaluate and modify the delegation structure on a regular basis to accommodate evolving demands and objectives. Competency was defined by Kvancz (2006) as possessing the necessary skills to complete a task successfully. According to him, delegation takes place when there is a profit shared by the management and the subordinate who has the necessary skill to do the assignment. Its primary focus is the integration of knowledge, skills, abilities, behaviors, and attitudes to complete tasks (Kaslow, Finklea, & Chan, 2018).Competence has a greater influence on delegation because managers offer projects to subordinates they think have a higher chance of completing them (Jha, 2004). If companies want to produce highly competent people, they must build human resource strategies to locate, develop, use, and retain talent (Kim & McLean, 2015). The plans should take ability, core traits, and personality into consideration. Performance and competency are directly correlated, according to Kaslow et al. (2018), and this relationship should be strengthened through training and incentives. A constant learning process is necessary to stay competent in the ever-changing environment. Businesses must recognise the value of information literacy in the

workplace. Knowledge workers are at the core of corporate strategy due to their ability to think critically and communicate effectively (Klusek & Borstein, 2006). The workplace has evolved from normal, repetitive activities to dynamic activity, requiring advanced communication. Work complexity also raises the sophistication, complexity, and processes of communication. Information availability also affects decision-making, which in turn affects the quality of the task. Both the delegator and the delegate have a direct impact on the quality of the information, and delegation is molded by communication and direction, which also has an impact on quality and outcomes (Anthony & Vidal, 2010).Although phrase suggests and often encourages action, "carrying the responsibility" is a metaphorical description of a state of mind rather than a requirement. Fertig et al., 2019, p. 505. The importance of "who" is responsible and "for what" in education management is also emphasized by Fertig et al. (2019), who point out that this calls for a designated person to be accountable for the efficient running of a system in which other individuals engage in an educational institution. Furthermore, it was asserted that according to Neka (2020, p. 236), education management is defined as the process of organizing, planning, directing, and regulating an institution's activities through the use of people and material resources in order to successfully and efficiently carry out teaching and learning. The process of arranging, coordinating, leading, and overseeing instruction at all levels of the formal education system is referred to as education management. Neka (2020) and Babalolo (2006) both state this. There are political and geographical events that have impact on delegation in the educational management. Political and geographical elements that influence the borders dividing nations from one another are known as geopolitical factors. The complex web of geopolitical events and outside influences is indisputable intertwined into the fabric of educational management. Adaptive techniques and a detailed knowledge are essential due to the dynamic interplay between these external pressures and the delegating process within educational institutions.

In December 2019, Chinese officials observed pneumonia with an unclear etiology among Wuhan residents under an electron microscope. The culprit, a novel virus called the coronavirus that causes the disease COVID-19, was discovered on January 7th, 2020.

Twenty-three days later, on January 30, 2020, the World Health Organization (WHO) declared the coronavirus to be a "public health emergency with international concerns" (WHO, 2020). This announcement signaled the start of the coronavirus crisis and the COVID-19 pandemic. Daniel (2020) asserts that COVID-19 is the largest challenge the nation's educational systems have ever faced. Additionally, Scott (2020) likens the rapid shifts in education to a pandemic-related "pivot" where everything is in jeopardy. Wu (2020), on the other side, believes that we ought to take advantage of the shift to gauge how adaptable the country's educational system is. Additionally, Scott (2020) believes it's critical to make the most of this time to examine our previous educational foundations and determine whether they still hold true in a digital world. However, the COVID-19 pandemic forced all academic institutions to reduce the years it took for students to switch from traditional classroom settings to online learning to a matter of days. Despite this, the majority of educational institutions worldwide either had plans in place or had started using technology to increase efficiency. The abrupt change brought chaos to the planning, organizing, and other procedures involved in managing education. In actuality, that was the outcome of COVID-19's effects on a variety of education management system stakeholders, including students, instructors, and courses. It also affected the strategies and management approaches employed to address the problem, as well as the management of education moving forward and plans that contained recommendations and additional ideas for future research. According to Ratten (2020) and DeVany (2020), COVID-19 has had a profound effect on the worldwide education system, affecting all facets of teaching, research, and service. Around the world, there is conflict, which has a detrimental effect on education. The possibility and incidence of violence, fear, and safety concerns have a negative, direct impact on education and its quality, even though education may continue during wartime. It destroys schools, makes them into military bases or shelters for uprooted families, endangers teachers and kids from being killed, maimed, or abducted, and traumatizes them psychologically. Conflict's indirect effects include homelessness, declining health care, a rise in the need for domestic help, and a lack of social capacity for educational services. In order to address the effects of the conflict, budgets under pressure are also reallocated by the government. While conflict

has the power to undermine educational systems, it can also coexist with issues that are specific to a given society and create new challenges by, for example, escalating the conflict and obstructing the advancement of any developmental initiatives.

The conflict has a significant effect on education in the Middle East. For instance, according to a UNICEF the impact of the conflict on education in Syria, there were 1.3 million school-age Syrian refugees in 2015 as opposed to 100,000 in 2012, and an additional 1.4 million children were at danger. In addition, the research stated that displaced children—who make up at least 20% of all students enrolled in government-controlled areas—have serious concerns about their ability to receive an education. Children who experienced dread as a result of the war in Iraq, a neighboring nation, experienced social isolation, psychiatric illnesses, a drop in academic achievement, and a lack of advancement because of circumstances that negatively impacted their attention and interest. In addition, lower government spending and budget mismanagement for education were brought on by the armed wars in Iraq, which resulted in low student-teacher ratios and a shortage of credentialed and experienced educators. Many youngsters were compelled by these circumstances to skip school, and those who did register later in life do not finish their education. It is necessary to accurately study these consequences from all aspects, including instructors, children, families, and other members of society, as these direct affects lead to additional indirect ones that might be more detrimental to society. Geopolitical events, particularly those marked by war and conflict, introduce a complex set of challenges for educational leaders engaged in delegation. The upheaval caused by these events can disrupt the traditional allocation of tasks, necessitating swift adjustments to accommodate personnel changes, resource reallocation, and a recalibration of delegation strategies. Also, education has been significantly impacted by technology. It has enhanced cooperation among students in the classroom, increased accessibility to online education, and given them research and problem-solving resources. Technology-based teaching has had a favorable effect on student learning outcomes like academic achievement, knowledge retention, and critical thinking skills. Digital tools have drastically transformed the way that schools function since they offer more learning opportunities, tailored learning experiences, and better control over education. In addition

to helping students tackle challenging challenges and enhance their skills and grades, modern technologies also encourage responsible use of online resources. In order to overcome educational inequities, particularly during the pandemic, access to technology has been essential. It has also increased academic attainment, especially for pupils from lower socioeconomic backgrounds. All things considered, technology has improved instruction and learning, motivated and engaged students, and decreased educational disparities. There is the need for continuous improvement mechanisms during delegation. Feedback loops and evaluation metrics are mechanisms needed during delegation. Feedback loops are incredibly useful tools for businesses looking to grow, change, and adapt in a fast-paced corporate environment. Organizations can leverage feedback loops to promote continuous improvement and sustain alignment throughout the entire organization by comprehending their benefits and goals and putting them into practice successfully. Recall that feedback loops are an essential component of an organization's progress towards excellence and are more than just meetings. The concept of continuous improvement, or Kaizen as it is known in Japanese, places a strong emphasis on making tiny, gradual changes over time. It's a proactive strategy with an emphasis on cutting down on waste, decreasing errors, and improving overall performance within the company. Continuous improvement enables organizations to recognize and address issues before they become serious ones, which is one of its main advantages. Businesses can identify bottlenecks, inefficiencies, and opportunities for improvement by routinely examining and evaluating their processes. This proactive strategy guarantees that businesses are continuously aiming for excellence and helps avoid expensive errors.

Any firm must prioritize diversity, equity, and inclusion because they show potential customers and employees that you are prepared to give everyone an opportunity. DEI stands for Diversity, Equity, and Inclusion. It is based on the idea that supporting and employing individuals from diverse backgrounds is crucial to a company's success, and it comprises programs and guidelines meant to provide each employee a sense of worth and readiness to perform their jobs as best they can. Everyone should be able to show off their skills at work, and having DEI in an organization gives them that chance. An organization benefits from diversity, equity, and inclusion in addition to its importance.

While inclusion fosters a sense of understanding and belonging among staff members, diversity opens doors to fresh viewpoints and equality establishes a just workplace.

3.2. Continuous improvement mechanisms for effective delegation of authority and responsibilities with educational organization

It's not easy to run an educational institution. Maintaining a culture of growth and development, supporting employees, and supervising several operations all need to be done with a delicate balance. Educational leaders need to embrace strategies of continuous improvement and delegating in order to meet these issues head-on. Change will always encounter resistance in any organization. But even the most ardent opponents of delegation can become its most ardent supporters with the correct strategy. Psychologist Kurt Lewin offered valuable insights that educational leaders can apply, stressing the value of implementing change gradually. Resistance can be reduced by including team members in decision-making and outlining the advantages of delegation. Delegation offers a chance for skill development and career advancement. People have the opportunity to increase their knowledge and skill when they are given new tasks. This enhances the educational institution's total potential in addition to helping the individual's directly. Like a river that never stops flowing, continuous improvement molds and polishes educational establishments. Continuous improvement, which has its roots in quality management concepts, aims to gradually improve systems, procedures, and results. Educational leaders who want to effectively execute continuous improvement must adopt a growth-oriented mindset and acquire the requisite skills and approaches. W. Edwards Deming, a renowned statistician and management consultant, once stated, "It is not necessary to change. Survival is not mandatory." Deming's philosophy forms the bedrock of continuous improvement. It emphasizes the importance of initiating change and embracing a growth mindset. By using the Plan-Do-Check-Act (PDCA) cycle, educational leaders may guide their institutions toward continuous improvement. They devise creative plans, put them into action, evaluate the results, and then improve the

strategy. Through intentional and iterative improvement, leaders shape their educational institutions in a similar way to a sculptor chipping away at a block of stone. Educational leaders have access to a range of tools through continuous improvement methodologies that can be used to increase institutional effectiveness. The fishbone diagram is one such tool that was invented by Japanese industrialist Kaoru Ishikawa. This graphic depiction aids in locating an issue's underlying causes and directs the creation of focused remedies. Using key performance indicators (KPIs) that are based on Peter Drucker's management theories is another effective strategy. Educational leaders can better understand their institution's performance and pinpoint areas where continuous improvement can have the biggest impact by defining KPIs. Ensuring progress is on course is akin to affixing a compass to steer the ship towards its target. There is always room for delegation and ongoing development in educational institutions. To commence, leaders ought to carry out exhaustive evaluations of the existing procedures, pinpointing aspects wherein responsibilities can be assigned and mechanisms improved. Schools must recognize the value of information literacy in the workplace. Knowledge workers are at the core of corporate strategy due to their ability to think critically and communicate effectively (Klusek & Borstein, 2006). Advanced communication is necessary because the work environment has changed from repetitive, routine tasks to dynamic activity. Work complexity also raises the sophistication, complexity, and processes of communication. Access to information also influences decision-making and, consequently, the caliber of the work. Both the delegator and the delegate have a direct impact on the quality of the information, and delegation is molded by communication and direction, which also has an impact on quality and outcomes (Anthony & Vidal, 2010). Authenticity and adaptability are the communicator's two core principles of mindful communication. It is driven by reflection, mindfulness, and an awareness of the surroundings (Omilion-Hodges & Swords, 2016). Anthony and Vidal (2010) define mindfulness as a state of acute situational awareness that includes being "in the moment," fostering delegation, and concentrating attention on daily tasks in the present. Professionals who practice mindful communication divert information processing, which produces a distinct set of choices and actions. Delegation is impacted by mindfulness through improved information

quality. Delegation and communication are impacted by relationships and trust. The performance of delegation is impacted by the knowledge and experience that are ingrained in the organization (Klein, Ziegert, & Knight, 2006).The greatest originals are the ones who fail the most because they're the ones who try the most," according to organizational psychologist Adam Grant. The climate that leaders create must welcome the inevitable occurrence of occasional setbacks and promote experimentation. Leaders encourage a culture of continual improvement and enable their team members to take calculated risks by acknowledging and applauding both achievements and setbacks. Education leaders need to create a strategy plan that combines approaches of continuous improvement with delegation. Leaders lay a strong basis for success by defining clear objectives, matching team members' talents to certain duties, and creating feedback loops for ongoing progress. Business tycoon Warren Buffett, who famously remarked, "It's better to hang out with people better than you," is a source of inspiration for leaders. Leaders may harness the power of cooperation and guarantee the success of delegation and continuous improvement initiatives by establishing a team including varied and skilled individuals.

Another mechanism for improvement is the Feedback. Although feedback is useful for employees in assessing and improving their work, there aren't many empirical studies on how managers may motivate staff to ask for feedback. We looked at the connection between psychological empowerment, feedback-seeking behavior, and delegating in order to close this gap. We postulated that by giving subordinates a sense of psychological empowerment, delegating encourages feedback-seeking behavior. Moreover, power distance moderates the relationship between delegation and feedback-seeking behavior. Delegation predicts subordinates' feedback seeking for those with moderate and high power distance orientation, but not for those with low power distance orientation, according to an analysis of data from 248 full-time employees of a hotel company in northern China. Furthermore, the idea of mediation was confirmed. Feedback-seeking is the process by which individuals proactively look for input from others on the suitability and accuracy of their performance and actions (Ashford and Cummings, 1983). Supervisor feedback can help employees define expectations for their positions and

evaluate and improve their work (Renn and Fedor, 2001; Ashford et al., 2003; Whitaker et al., 2007). Since Ashford and Cummings (1983) introduced the feedback-seeking notion, many investigations have looked at its antecedents. Some studies (e.g., Fedor et al., 2001; Tuckey et al., 2002) have found that when workers are motivated to control impressions, have high self-esteem, a strong need for valuable information, and are learning goal oriented, they are more likely to ask for feedback at work. Lately, researchers have started looking into the environmental factors that precede asking for feedback, particularly how managers might influence their staff members' feedback-seeking habits. For example, Levy et al. (2002) found that in a study with 132 participants, there was a positive correlation between the intention to seek feedback and the presence of a transformative leader. They suggested that exposure to a certain leader and the conviction that this leader possesses specific attributes had a substantial impact on the inclination to seek input from supervisors. Sincere leadership, according to Qian et al. (in press), motivates staff members to ask for feedback by changing their opinions about how important and expensive it is to do so. Authentic leadership also promotes positive feelings, which encourages employees to seek feedback from their supervisors. One managerial strategy that might change the atmosphere at work is delegation. As more companies adopt flat or non-hierarchical organizational structures, delegation will become more and more common as a managerial tactic (Kastelle, 2013). Talent is attracted to companies like Google and Facebook that have more relaxed management cultures, where decision-making is delegated to subordinates and responsibility is shared (Garvin, 2013). Giving workers authority and power allows them more freedom to work on their own. Numerous positive effects, such as improved work performance, organizational dedication, innovative behavior, and job satisfaction, may result from this (Chen G. et al., 2007). According to Uhl-Bien et al. (2000), delegation encourages employees to become more knowledgeable and skilled. Nevertheless, there isn't any actual evidence connecting feedback seeking and delegating at this time. Therefore, we investigated the premise in this study that delegating would lead to an increase in workers' requests for supervisor input. Psychological empowerment is defined as increased intrinsic task motivation that manifests in cognitions indicating an individual's active

orientation to their work position (Spreitzer, 1995, p. 1443). Numerous empirical studies have shown that psychological empowerment is the mechanism underlying leaders' influence on outcome variables (e.g., Avolio et al., 2004; Alge et al., 2006; Chen G. et al., 2007; Dewettinck and van Ameijde, 2011). More importantly, studies have shown how important psychological empowerment is to the feedback-seeking process (e.g., Huang, 2012; Chen Z. et al., 2007). In answer to this plea, we have looked into psychological empowerment in this study as a potential mediating factor in the relationship between delegation and feedback seeking. We postulated that psychological empowerment of subordinates would forecast feedback-seeking behavior and act as a mediator in the association between supervisor feedback seeking and delegation. Furthermore, to ascertain the limits of delegation's influence on feedback-seeking behavior, we examine whether power distance, an individual-level variable, moderates this link. Both the individual and cultural levels of power disparity have been researched (e.g., Kirkman et al., 2009). According to Hofstede (1980), it can be described as the extent to which an individual accepts the unequal distribution of power in society and organizations. It is believed to significantly affect how people react to leaders. Therefore, it is not surprising that a great deal of research has attempted to ascertain how power distance moderates the influence of managerial practices and leadership behaviors (e.g., Farh et al., 2007; Liu and Liao, 2013; Qian and Li, 2016). In this study, we looked at how power distance affects how delegation affects feedback-seeking behavior. Bass (1990), p. 437, states that delegation "implies that one has been empowered by one's superior to take responsibility for certain activities." Delegation and empowerment are closely related ideas. Self-efficacy and the empowerment concept are related motivating concepts. A person experiences psychological empowerment when they are held responsible for significant tasks. People also feel empowered when they believe they are capable and have an influence. In recent times, empowerment has been characterized as a range of psychological states that workers encounter (e.g., Sigler and Pearson, 2000; Niehoff et al., 2001; Randolph and Kemery, 2011; Frazier and Fainshmidt, 2012; Maynard et al., 2014). A leader's action akin to delegating was the notion of empowerment in previous publications (e.g., Locke and Schweiger, 1979; Miller and

Monge, 1986; Cotton, 1988, 1993). Previous studies (Dewettinck and van Ameijde, 2011; Randolph and Kemery, 2011) have shown a positive correlation between psychological empowerment and leadership empowering behavior as well as managerial empowerment practices. We contend that psychological empowerment precedes delegation. That psychological empowerment precedes delegating. You can give tasks to your team members based on their availability, skills, and preferences by using delegation tools. They can help you keep an eye on the status and quality of the allocated task in addition to providing encouragement and rewards. Some tools for delegation are Todoist, Zapier, Lighthouse, and Delegator. Resource tools and resource estimates can be planned, arranged, and managed with the aid of project management software. Depending on its level of sophistication, the software can manage administrative systems, communication, decision-making, scheduling, quality control, budgeting management, resource allocation, estimating and planning, and quality management. Software for managing contracts and projects is readily accessible as PC and browser-based goods and services. Educational leaders may effectively assign projects, track progress, and allocate responsibilities with the use of project management software. Within educational projects, the organizing and coordination of assigned work are made easier by tools such as Microsoft Project, Asana, and Trello. Setting timetables, deadlines, and milestones is made easier with the help of these tools, which guarantee that work assigned to others are completed on time. This improves educational project management efficiency and helps ensure that tasks are completed on schedule. By offering a centralized forum for communication, project management software promotes teamwork. Effective teamwork is facilitated by features like file sharing, discussion threads, and real-time updates for participants working on assigned tasks. A software program or set of tools that makes it easier for businesses to communicate with their customers, employees, and other stakeholders is known as a communication platform. There is a vast array of different communication platforms, each with its own characteristics and capabilities. Communication platforms are digital remedies for these common issues. Employees may work together on projects, participate in internal and external meetings, and save documents and data with the aid of these solutions.

When employees are given power, they typically find themselves in charge of a difficult, complicated task that needs to be completed on their own. This task may also be important or call for a high degree of ability. Delegation can therefore give employees a sense of purpose in their work and a sense of accountability for project results. Managers who have been with their workers for a long period and who show remarkable competence are more likely to delegate, according to Yukl and Fu (1999). Furthermore, supervisors are more likely to assign tasks to fellow supervisors. Thus, delegating can provide subordinates a sense of increased trust, respect, and status inside the company (Gardner et al., 2004; Chen and Aryee, 2007). Delegation also fosters a sense of worth in subordinates, giving them confidence in their ability to do duties successfully and the belief that their actions matter. Giving subordinates the freedom to exercise self-direction and control gives workers a sense of purpose, boosts their sense of self-efficacy and self-determination, and gives them the impression that they have an impact.

3.3. Diversity, equity and inclusion in delegation regarding educational organizations

Diversity, equity, and inclusion (DEI) cannot be overstated in today's rapidly evolving workplace. In this article, I want to shed light on the importance of delegation in creating an inclusive and efficient organization. By considering diversity and inclusivity in our delegation practices, we can foster a positive employee experience, enhance productivity, and develop an environment that celebrates the strengths of a diverse workforce. A key component of leadership, delegation offers several advantages to both people and companies. Effective delegation increases productivity, empowers workers, and distributes work well. Delegating well can boost team productivity by an astounding 25%, according to research by Clear Company. People, particularly those from underrepresented groups, can acquire new skills and hone their leadership talents through delegation, which provides possibilities for leadership development. It is

essential to building a leadership pipeline that is more inclusive and varied. Attracting and keeping diverse talent depends heavily on delegation. A strong message that their contributions are valued is sent by organizations when they assign tasks and responsibilities to members of underrepresented groups. This promotes inclusivity and a sense of belonging, which can help retain diverse talent and draw in new talent from underrepresented backgrounds. Organizations can reap the enormous advantages of having a diverse staff by adopting inclusive delegation practices. The range of perspectives that varied groups contribute is one of the biggest advantages of delegating. Diverse viewpoints, life experiences, and concepts encourage creativity and ingenuity in problem-solving. According to a McKinsey and Company study, diversified teams routinely beat homogeneous ones in terms of financial performance and innovation. We can leverage the full potential of our diverse staff and promote innovative ideas by adopting inclusive delegation practices. Assigning responsibilities to marginalized groups confronts prejudices and preconceptions in institutions. It enables people to demonstrate their skills, dispelling stereotypes and fostering a more welcoming workplace. We may contribute to the removal of obstacles and the development of a culture that recognizes and respects the contributions of every person by aggressively delegating to diverse personnel. A comprehensive strategy is needed to create a system of education that is inclusive and egalitarian. According to Cerna et al. (2021[1]), this indicates that education systems need to provide a framework for policy that links key sectors in order to promote fairness and inclusion. We also need to go beyond policy silos. In addition to guaranteeing that everyone has access to education, the inclusion and equity principles call for the creation of high-quality learning environments and pedagogies that support students' growth and help to create a society that is both more equitable and just (UNESCO, 2017[2]). It is possible to guarantee that education systems incorporate equality and inclusion in all relevant areas—including curriculum development, instructional strategies, staff capacity building, data collection design, and monitoring—by putting in place a comprehensive policy framework. The subjects that are taught in elementary and secondary schools can significantly influence the career pathways of students, influencing how they enroll in and leave postsecondary education as well as how they enter the

employment. Ensuring that every student receives an education that aligns with their interests and potential can be achieved by providing families and students with a range of educational pathways and concurrent programs. On the other hand, it can result in further segregation, mismatched pathway choices made by students, and a fragmented educational offer (OECD, 2018[4]). Study routes must be planned and executed to meet the demands of the labor market and students alike. They must offer a flexible mix of academic and vocational options, be equal in quality, and be comparable (OECD, 2012[6]). Developing the habit of task delegation is one of the most difficult things for managers and team leaders to do. Two common reasons people hesitate to assign work are that they are passionate about their own work and don't think their teammates can perform as well as they can. Gaining the ability to trust people with your job is the first step towards developing your delegation skills. Once you have more faith in your team, you may begin by assigning simpler tasks and work your way up to more difficult ones. Instructional activities that broaden an employee's knowledge and inspire them to perform better are a common component of training and development programs. Employees that participate in these programs gain the new skill sets and professional knowledge necessary to advance in their positions. Leaders can assign training and development projects by using online learning environments like Coursera, Moodle, and Canvas. These platforms provide individuals with the flexibility to improve their skills and abilities in accordance with the demands of assigned work. Leaders can use e-learning tools to build and assign personalized training courses. Creating training materials that are specifically tailored to assigned tasks guarantees that people have the tools they need to carry out their jobs efficiently. By integrating performance evaluation instruments, such Learning Management Systems (LMS), managers may monitor the advancement of employees who are taking training. This guarantees that training supports continued professional growth and is in line with the requirements of assigned duties. Using tools and technology to delegate improves educational institutions' efficiency, transparency, and teamwork. These tools, which might include project management software, communication platforms, or training materials, help ensure that assigned tasks are completed successfully and that instructional procedures are improved as a whole. In order to create

a culture that supports efficient work distribution, educational organizations must address common issues and put strategic solutions into place when navigating the delegating terrain. Although effective delegation can boost performance, there are disadvantages as well. An ongoing challenge is the fear of losing control. Leaders must give clear directions and have confidence in the ability of their team to overcome this. Insufficient communication is an additional challenge. By ensuring that assignments are effectively communicated, expectations are made clear, and regular check-ins occur, this issue can be lessened. Furthermore, a lack of delegation skills may be detrimental to success. Initiatives for training and development should be supported by businesses to provide managers with the skills they need to assign effectively. By addressing these problems, businesses may empower their employees, promote growth, and ultimately boost productivity. Time restrictions are another big barrier that prevents people from delegating. Eventually, effective delegation will free up leaders' time for more strategic endeavors, so they can avoid this. It is also possible to allay worries about staff capability and readiness by providing training and progressively allocating work to build confidence. Finally, a lack of appreciation and feedback might make delegation efforts difficult. Regularly praising and acknowledging the contributions of team members can motivate them and boost output.

Six essential actions to promote inclusion and equity in education

1. Develop an inclusive and equitable policy framework and apply it to all aspects of education policy.

2. Verify the flexibility and student-centeredness of the educational system.

3. Establish inclusion and equity as the cornerstones of the targeted funding for the education system and the main instruments for resource allocation.

4. The implementation of the policy framework in classrooms and schools should engage all relevant parties in order to improve cooperation.

5. Help instructors and administrators in schools get the knowledge and abilities they need to promote fairness and inclusivity.

6. Find out what the students need, help them, and monitor their progress.

In order to promote equity and inclusion in education, a broad spectrum of stakeholders should be actively included in the policy-making process at every level of creation and implementation. These stakeholders include teacher unions, local governments, parents, students, and organizations that represent certain groups. To start, this involves include everyone in the policy framework's creation to guarantee that everyone is aware of the objectives, strategies, and ideas that the educational system has chosen. Next, it means forming alliances in order to guarantee the framework's execution at all governmental levels (from federal to local), as well as cooperation with other governmental sectors (like social and health services) and non-governmental organizations (like employers and teacher unions). It is imperative for education systems to take into account the input provided by many stakeholders in order to recognize and subsequently resolve obstacles. Therefore, rather than just sharing information, stakeholder involvement should involve collaborations and co-creation activities. In order to advance fairness and inclusion, meaningful stakeholder participation is essential, since a lack of cooperation can impede the accomplishment of policy goals. Education systems must recognize and take into consideration the interests of many stakeholders in addition to incorporating them in the creation and execution of policies. For example, in decentralized systems, central authorities must assess the incentives that motivate local education providers and consider the potential effects of their policies on them. Engaging stakeholders requires analyzing their needs, incentives, and likelihood of support and taking them into account at different stages of the policy cycle. Maintaining moral values is essential to fostering an honest and accountable culture inside the educational system. It is essential that educators maintain moral values and conduct themselves honorably in all aspects of their work. This includes: Teachers must conduct themselves professionally when interacting with students, coworkers, and the community at large. This calls for maintaining appropriate limits, showing respect for others, and safeguarding the confidentiality of sensitive data. It is the moral duty of educators to act in the best interests of their pupils by creating a secure and encouraging learning environment. This means

advocating for the wellbeing of each and every student as well as encouraging inclusivity and diversity.

3.4   **Recommendations tailored to Eagles Nest School and the industry**

To effectively delegate, a project must first be divided into digestible pieces. Although it might appear obvious, this is more difficult than it seems.

The secret in this situation is to assign responsibilities as precisely as you can. For instance, you may say something like "write a blog post about the benefits of delegation" instead of instructing your team member to write a blog post.

Although it may seem like a little distinction, this one matters. Your team member will find it easier to finish the assignment and be less prone to make mistakes if you are more explicit. Finding the right individuals to assign duties to be another crucial step in becoming an effective leader. One option to explore is letting team member's work from home, since this can provide chances to accommodate different skill sets and access a wider talent pool. This entails assigning them to appropriate duties, indicating that they are capable of finishing them. For instance, you would want to give the assignment of writing a blog post to a team member who is proficient in writing and has knowledge of search engine optimization. However, if you require someone to create a website, you should give that job to a team member who is skilled in design and has prior expertise with web development. You need to confirm that the person has any experience, expertise, or skills that are required for the job. In the event that they don't, you must ensure that you have the time and means necessary to provide them with the necessary training. Since you are the company's leader, it is imperative that you are aware of the strengths of your employees. Understanding these people's advantages and disadvantages will eventually help your company. Once you are aware of their abilities and capabilities, you can designate them for specific duties. Think about the person with the greatest task-relevant talents. Giving your team members appropriate tasks to complete becomes simple when you are aware of their strengths, weaknesses, and skill sets. Be dependable

once you've determined who is most qualified for the position. When you assign the same kind of chores to the same person, they will get more proficient at doing them. The delegation process will benefit from feedback, therefore you should provide and receive it to make your delegations better. Thank the person in public and give them recognition for a job well done when they complete a task you gave them. If they haven't performed well, give them helpful criticism so they can improve going forward. It would be beneficial to find out what your teammates think of the way you handled the work delegation. This is your opportunity to improve your delegation skills. You can find out if you aren't giving enough information, if the assignment is too hard, and more by asking for comments. Once you assign someone a task, you have to have faith in them to complete it. This guarantees that the individual can finish the work in their own manner. But don't hesitate to intervene sometimes to see how the work is going. This will assist you in making sure everything is on schedule to be finished in the allocated amount of time. Checking in on the person's progress with a brief email verification can be all that is required for this. You'll maintain communication open by doing this.

A culture of sharing and empowering others is necessary for delegation. Delegation is successful when people are eager to contribute. Managers must have a mature culture in order to delegate. The respondents agreed that managers have a style of operation that develops a distinct culture. Delegation is supported in its success by a flat support system, an open culture, and cohesive team members. A culture that is ingrained in the organization is something that managers must foster. The establishment of a delegating culture requires collaboration and trust. Everyday life is full with conflict, and delegation is no exception. We questioned the respondents about how they resolve disputes such that delegation is possible. While it's vital for a manager to lead and give guidance, poor performance and lack of discipline should be immediately addressed. When roles and responsibilities are not clearly defined, conflicts occur. Managers must provide the conditions necessary for delegation to succeed by removing obstacles in the way of the individual receiving the delegation. Above all, motivated workers who are consciously focused on their work are empowered employees. They think they are responsible for their acts and that they have an effect (Spreitzer, 1995). They may

therefore actively search for ways to improve the quality of their output. From an instrumental perspective, feedback is a useful way to get crucial information (Ashford et al., 2003). Employees viewed feedback as a useful tool for improving the quality of their job since it told them how well they were thought to be carrying out their duties by others, according to Herold and Greller (1977). Subordinates may choose to seek feedback more frequently in order to improve the quality of their job (Vande Walle et al, 2000; Ashford et al., 2003). Empowerment is the second sign that an employer and subordinates have a reasonably strong relationship. More specifically, empowerment may indicate regular communication and mutual trust between an organization and its workers. Numerous empirical research (Laschinger and Finegan, 2005; Moye and Henkin, 2006; Ergeneli et al., 2007; Huang, 2012) have found a favorable correlation between supervisor trust and employee empowerment. Workers who have faith in their leaders and a sense of commitment to the firm are more likely to feel empowered, according to Zhu et al. (2004). Empowered workers, according to research, are more likely to have faith in their managers, which promotes better problem-solving and communication skills (Willemyns et al., 2003). The behavior of subordinates who seek feedback is influenced. The feedback-seeking behavior of subordinates is impacted According to Vande Walle et al. (2000), a leader's reciprocal trust and respect for their subordinates' views can encourage subordinates to seek feedback by decreasing the perceived cost of doing so. Employees who feel empowered also have higher levels of confidence, competence, and ability to make a difference. According to Chen G. et al. (2007), workers who experience a sense of empowerment tend to participate more actively in organizations with greater organizational rank. Additionally, it might improve their rapport with managers, which has been demonstrated to be essential for employees to ask for feedback (Barner-Rasmussen, 2003). Research has shown that employees are more likely to ask for feedback when they work for a supportive supervisor (Williams et al., 1999).Finally, empowered employees are less sensitive to negative feedback. Van Dijk and Kluger (2011) state that academics consider performance feedback to be a complex, comprehensive idea that encompasses both constructive and constructive criticism. Those who receive negative comments may dispute it or misrepresent it. Because it might be

taken as a threat, which could make the recipient appear silly or cause them to doubt their own worth (Bernichon et al., 2003). There will inevitably be times when a worker's output doesn't meet the supervisor's expectations and gets negative feedback. Employees may have to make a lot of changes and deal with a lot of criticism in this situation, which lowers their self-esteem. Employees that are empowered believe they are capable, have a strong sense of impact, and typically have high self-esteem. In order to accomplish their goals, they frequently look for feedback—even if it is unfavorable. On the other hand, those who have poor self-esteem are more likely to worry about protecting themselves and find it harder to take criticism well (Bernichon et al., 2003). Workers who have a sense of empowerment are usually more confident in their work, which reduces their fear of receiving negative feedback and encourages them to seek it from manager. Establishing a positive school atmosphere that encourages all students to reach their academic potential also requires involving stakeholders at the school level. It has been demonstrated that when parents, guardians, and community members participate in their children's education and school activities, it improves both the academic performance and general wellbeing of the pupils. The community, parents, and guardians can all make significant contributions to the development, encouragement, and successful execution of programs and regulations that support the inclusion of different pupils. Diversity awareness must be raised before implementing policies and practices that support equity and inclusion in education might include a large number of stakeholders. It is imperative to address stereotypes and discriminatory attitudes that could negatively affect children from diverse backgrounds in the classroom, while also making sure that many stakeholders understand the significance of promoting equality and inclusion. This can be accomplished by supporting educational initiatives and offering informational resources that can assist in dispelling societal preconceptions and stereotypes as well as advancing inclusive and accepting attitudes. Managers must concentrate on completing duties, and if they see issues, they must work to resolve them. Supervisors must have precise instructions on what has to be done, along with a defined scope and set of guidelines. It's critical to establish conflict resolution procedures. In addition to setting clear boundaries and ensuring that the individual to whom a task has been delegated understands it, managers

must have clear procedures in place for handling conflicts and avoiding duplication of effort. Managers must confront conflict head-on and investigate its underlying causes, including personality conflicts. It is vital to make sure that the person accepting the position and the assignment share the same interests. Eagles Nest School, which values technological innovation, uses cutting-edge teaching tools including computer labs, online learning environments, and smart classrooms. By bridging the digital divide in our community and preparing students for a future driven by technology, our dedication to technical innovation improves the educational experience. The heads of departments and schools should provide orientation on the advantages of delegating to all management staff members. In order to establish the confidence of teachers and staff and enable efficient monitoring, nepotism should also not be allowed and should never be delegated. We also learned from Eagles Nest Community School that while assigning responsibilities, school administrators had to take gender equality into consideration. This ensure that every personnel receives equitable and respectful treatment in order to advance equality. All management personnel's feel supported and respected in a school where these ideals are upheld, regardless of their gender or other characteristics. It is also recommended that when delegating, heads need to be opened about it so that it won't be buried in secrecy, which leaves space for rumors to be spread. This will just cause management problems and won't lead to effective work to be done. Lastly, before assigning a teacher a task, school administrators should provide them with pertinent information and, if applicable, a time frame. Delegation remains an issue for many executives today. Many executives need to delegate more but refrain from doing so, from the overburdened manager seeking to prevent burnout to the vice president attempting to take a vacation. Assigning duties to another person frequently leads to conflict, anxiety, or unsatisfactory outcomes. However, delegation is essential for growth—without the ability to assign tasks and make decisions efficiently, people cannot advance as individuals or as organizations. Delegation has become a leadership difficulty in several sectors' organizations within the last ten years. Indeed, the issue of when and how to delegate still presents a challenge for businesses in the industrial, health care, and life sciences sectors. We created a framework based on the two fundamental dynamics of

people and process—the foundation of effective delegation—to solve this issue. While confidence in individuals is a common topic in discussions about efficient delegation, trust in organizational procedures is a crucial but sometimes overlooked factor when making delegation decisions.

CONCLUSIONS AND PROPOSALS

In conclusion, Eagles Nest School's resolute dedication to fostering excellence in education is profoundly evident through its unwavering commitment to its core values, its diverse and dynamic academic programs, its world-class infrastructure, and its holistic approach to student development. By nurturing well-rounded individuals who are equipped with the skills, knowledge, and values to excel, Eagles Nest School lays a robust foundation for success in both academic and personal pursuits. As we peer into the horizon, Eagles Nest School continues to soar with unwavering passion for learning and an unswerving dedication to shaping the leaders of tomorrow. Because Eagles Nest School employs qualified teachers, support staff, and administrators, it contributes significantly to the local economy. The economic stability of our institution is reflected in our commitment to maintaining a robust budget, contributing positively to the economic growth of Assin Fosu, Ghana. Delegation is an essential management strategy for educational institutions. It helps leaders to overcome resistance to change, increase productivity and efficiency, and capitalize on the abilities of their team members. Educational institutions may build a cooperative, empowering atmosphere that promotes everyone's success and progress by accepting delegating. The two main tenets of mindful communication are the communicator's flexibility and authenticity. It is driven by reflection, mindfulness, and an awareness of the surroundings (Omilion-Hodges & Swords, 2016). Anthony and Vidal (2010) define mindfulness as a state of acute situational awareness that includes being "in the moment," fostering delegation, and concentrating attention on daily tasks in the present. Mindful communicators divert information processing, leading to a different set of decisions and behaviors. Delegation is impacted by mindfulness through improved information quality. Delegation and communication are impacted by relationships and trust. The performance of delegation is impacted by the knowledge and experience that are ingrained in the organization (Klein, Ziegert, & Knight, 2006). According to one of the responders, delegation shouldn't be restricted because of concern that team members may leave since they have been given more authority and should be encouraged to work toward the welfare of humanity as a whole. Encouragement of delegation is necessary, not as a Band-Aid

solution, but rather as a means of enabling people to use their abilities both inside and beyond the company. Refusing to delegate can have a negative impact on team retention since it leaves members feeling unchallenged. More delegation fosters a feeling of community and an understanding that individuals are capable of more.

Recognition has a crucial role in delegating. They emphasized that praise and excellent work were not to be mixed together. Individuals ought to be acknowledged and, whenever feasible, given rewards that go beyond monetary compensation. Various types of compensation, such as international travel and close collaboration with leaders on business operations. In order to recognize someone's hard work and express gratitude for going above and beyond, it is essential. It is imperative for managers to acknowledge and express gratitude to their workers for the hard work they accomplish. A delicate equilibrium needs to be maintained between motivation and acknowledgment. Recognition is something that is obtained, but motivation originates from within. Rewards are ineffective in inspiring individuals because they give the false impression that people are unmotivated in the absence of anything to encourage them. Acknowledging excellence entails expressing gratitude to people for their diligence and commitment. Quality and compliance are two success aspects of delegation that have been emphasized by the research. It determined the underlying principles of delegation and what is considered to be its premise in order for it to succeed. It has come to light that there is a cap on delegation and that not all tasks can be assigned to others. In addition to giving work to the people they delegate to, the manager who delegated is always responsible for the process. The results have demonstrated that there isn't a formalized framework in place for delegation. While some managers still struggle with the concept of delegation, others are deliberate about it and focus on what needs to be assigned. In general, there is consensus that the goal of delegation is to empower the individual to whom it is granted, and that the tasks allocated to them ought to be carried out in line with this idea. Delegation is a soft skill, thus it might be difficult to distinguish between duties carried out for business as usual or to empower others because of its psychological and theoretical aspects. Since delegation originates from the desire to see people improve, managers must acknowledge that it has biases and requires maturity in order to be

successful. Delegation requires a higher level of the authority, power, and influence associated with leadership. Delegation requires managers to go above and beyond traditional management in order to fully realize it's potential. It necessitates a paradigm of empowerment and leadership that is deliberate about the advancement of others. It's also critical to remember that since delegation is giving authority to the next person, attitude, aptitude, and skills are essential to the process. People should be the main focus, along with their interests, without undervaluing the necessary abilities since they are learnable. Delegation cannot be successful without support systems in place, such as coaching, mentorship, training, and quick access to information. Delegation is greatly aided by an early discussion of the intended outcome and what has to be done. In delegation, trust is essential since without it, there can be no progress between managers and their subordinates. Building relationships, teams, and trust should be a manager's main priorities. The delegation journey is monitored via meetings, reports, and stand-ups. Early in the delegation process, managers should take the opinions of the people they are delegating to into account. Due to the fact that delegation involves people, the research showed that it is an art and requires careful consideration. Encouraging, recognizing, and valuing individuals in delegation is crucial because it affects people's belief systems and shows them that they are capable of making meaningful contributions to their organizations. Most people agree that awards ought to be given equitably and in accordance with organizational standards. Incentives ought to be more than just cash.

Although it is silent and rarely discussed in boardrooms, delegation is crucial to the success of an organization. It is considered that delegation is completed by those in management. The respondents discovered that politics, job design, and organizational hierarchy can all have an impact on delegation to varying degrees because of the implicit aspects of delegation. According to the respondents, delegating requires a culture that is shaped by organizational culture.

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