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DELEGATION OF AUTHORITY TECHNIQUE AS A CORRELATE OF ACADEMIC STAFF JOB EFFECTIVENESS IN PUBLIC UNIVERSITIES OF NORTH EAST, NIGERIA

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ABSTRACT
This study examine delegation of authority technique as a correlate of academic staff job effectiveness in public universities of North East, Nigeria. The study used correlational survey research design. The population of the study is 10,215 academic staff from public universities in north east. The sample of the study is 385 which were selected using multistage sampling technique utilizing four stages. One research question and one research hypothesis guided the study. The study uses two self-developed questionnaire by the researcher to gather information from the respondent. The reliability index of the instruments are 0.73 and 0.84 respectively. The data collected were analysed using descriptive statistic of mean and standard deviation to answer the researched questions and inferential statistic of linear and multiple regression analysis to test the null hypothesis at 0.05 level of significance. The major findings of the study are the level of delegation of authority technique in public universities of North East, Nigeria is high with a grand mean of 3.68 and grand standard deviation of 1.13. Delegation of authority technique significantly correlate with academic staff job effectiveness in public universities of North East, Nigeria. $F(1,383) = 73.590$, $R2 = 0.161$, adjusted $R2 = 0.159$, $\beta = 0.294$, $P < 0.05$. the following recommendation were thus made university administrators should consider delegation of authority as a tool to motivate academic staff since delegation of authority gives greater confidence to complete the assign work and achieve good results. University administrators should consider delegating some of their authority to academic staff as this will boost their morale to perform effectively. This will make the academic staff to feel that they are integrated part of the university since delegation of managerial tasks to employees boost their effectiveness. This will help the administrator to focus on other tasks for the benefits of the university.

Keywords: Delegation of Authority, Academic Staff, Job Effectiveness, Public Universities, North East Nigeria

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Introduction

Delegation of authority is the act of giving a subordinate some of a superordinate's authority in order to carry out organizational responsibilities (Oviawe, 2015). However, delegation of authority happens when a superior grant a subordinate the right to perform actions in their name and on their behalf, and the subordinate consents to fulfil the associated duty or obligation (Oviawe, 2015). Delegation of authority is a process of decentralization of power and authority to the subordinates to strengthen the organization, develop cooperation, coordination, skill development and efficiency of the organization itself (Lussier and Achua, 2019). The purpose of delegation is to increase organizational performance (Venton, 2017). That's to say delegation means assigning responsibility and authority for accomplishing objectives of an organization. Further, it shares power or authority to somebody in a lower position and grants additional authority to accomplish assigned tasks. According to Koontz et al. (2018), the primary purpose of delegation of authority is to make sure that no one in a university should do all the tasks alone. Al-Jammal et al. (2019); Joiner et al. (2019) stated that delegation of authority boosts the moral of employees in any organization and it make employees to have the self-confident and sense of belonging as part of the leaders in the organisation.

The concept of delegation of authority acknowledges that a complex organization like a school cannot be run efficiently by a single individual. Therefore, the principle of delegation requires that departmental functions be assigned to an individual or group of individuals based on factors such as position, competence, geography, or roles (Yalokwu, 2016). Authority delegation improves efficiency and lessens the drawbacks of centralization. It has been noted that assigning authority to other employees inside a university is a useful staff management technique (Wadi, 2019). It has resulted in participation and involvement in the school's decision-making process. It unites everyone to strive toward a shared objective. Therefore, in order to support efficient service delivery inside the school, administrators should always delegate tasks to others and grant them some degree of influence. This is seen in a study conducted by AL-Matouaa (2019), on the role of delegation of authority in achieving the objectives of organization. The study has reached that delegation of authority has played a basic role in achieving objective fast. It raises the morale among workers. It allows the chance for building employees and enables them with the ability to manage organizations.

University administrators select techniques that support them in exercising effective administrative leadership (Okai & Kevin, 2023). Giving authority to their subordinates is one of these approaches. In order to lessen their workload as claim by Okai and Kevin, administrators at universities must assign a number of responsibilities and tasks to lower-level employees or subordinates. Administrators must accept human relationships, which reflect authority, responsibility, and accountability, in order to successfully navigate the challenges facing the university system. They must also take into account the delegation process, which entails assigning tasks to subordinates, transferring authority to carry out the task, accepting the assignment, and taking accountability into account (Okai & Kevin, 2023). In order to increase subordinate performance toward achieving university goals, Epstein and O'Halloran (2019) acknowledged that delegation of authority must be incorporated into managerial functions or practices. Delegating authority to subordinates fosters team spirit, boosts morale among them, and helps them feel that they are part of the team and can lead them through procedures (Epstein & O'Halloran, 2019). However, Brinhall (2021) pointed out that when tasks are assigned to subordinates, they are completed according to their ability to complete the assignments on time and with less oversight from the higher-ranking officer who assigned the task. Employees that

receive delegation are better able to take on accountability and assume responsibility for the tasks they are given. According to Matchpool (2018), authority delegation relieves the manager and gives him the finest opportunity to demonstrate his skills and accomplishments. Matchpool went on to say that authority delegation has advantages, including the ability to save money and time, foster skill development, and inspire subordinates.

According to Nwachukwu (2017), delegation is an organizational procedure that enables a superior to transmit power to a subordinate. It gives the subordinate the authority to take initiative, use resources, and make commitments in regard to the responsibilities given to him. According to Stoner et al. (2015), delegation is the process of giving a subordinate official power and accountability for completing particular tasks. Since no superior can directly oversee or complete all of the work that needs to be done in the university at any given time, delegation of authority from the superior to the subordinate is essential for the smooth operation of the university. As can be seen in a study conducted by Wadi (2019), on the impact of delegation of authority on managerial performance. The study aimed at identifying the impact of delegation of authority on staff job effectiveness of Sudan University of Science & Technology (SUST). Sample of the study was consisted of (60) staff and they were randomly selected. The study found out that delegation of authority strengthens human relations among members of the university, enhance self-confidence among workers and increase the level of achievement in tasks and work assigned for workers and speed of implementation.

According to Mullins (2016), when a subordinate is assigned duty, it is assumed that he will have the authority to carry it out. Inefficiency results from a failure to balance or equate authority with responsibilities. Authority is the ability to assign tasks, distribute resources effectively, make choices, and issue commands to others in order to achieve the objectives of the institution. Administrators have more of it, and it runs from top to bottom. According to Joiner and Leveson's (2016) study, staff job effectiveness and routine are significantly impacted by delegation. As a result, Obi et al. (2018) believe that delegation boosts output and work effectiveness; nonetheless, there is concern that transferring authority could cause disarray inside the school. Although Usman's (2018) found out that, managers in Pakistan do not delegate authority, and when they do, it leads to major issues for the organization. Unfortunately, delegation is one of the weakest general exercises in our society, especially in the field of education. Delegation has been discouraged in public and private institutions for decades. Even when delegation is used, it often results in insufficient authority being given to the delegate, which causes disappointment and failure on both sides (Swai, 2018). Nonetheless, Yukl's (2019) study claims that delegating entails offering staff member's additional duties and greater authority to complete the tasks to a high standard. This anomaly eventually results in a delayed or non-existent rate of organizational growth by causing frustration and unhappiness. Delegation is not a favourite task among managers, even though it is acknowledged as a valuable instrument. Since, excessive delegation loads academic staff with managerial and administrative duties beyond their core scholarly functions. Their energy is diverted from teaching and research into coordination and administrative chores. Overloaded staff become stressed and spread thin, so their core academic effectiveness declines even as they take on more delegated responsibility. Therefore this study will examine the correlation between delegation of authority technique and academic staff job effectiveness in university of north east Nigeria.

Statement of the problem

Universities, as the apex institutions of higher learning, depend critically on the effectiveness of their academic staff for the attainment of their core mandates of teaching,

research, and community service. Achieving these mandates, however, requires not merely the presence of qualified staff, but their sustained productivity and commitment to duty. In recognition of this, university administrators are expected to deploy sound managerial techniques among which delegation of authority is central to mobilise, empower, and motivate academic staff towards optimal performance. Delegation of authority, when properly practised, is theoretically expected to enhance staff effectiveness by reducing administrative bottlenecks, encouraging initiative, building capacity, and helping university administrators to focus on strategic functions while empowering staff to act within defined limits.

However, despite this theoretical expectation and the widely acknowledged importance of delegation of authority technique in enhancing staff job effectiveness, there is no consensus in the empirical literature on how, and to what extent, delegation of authority actually influences the job effectiveness of academic staff particularly within the peculiar context of Nigerian universities. Several studies report a positive relationship (e.g., Akinwumi & Adeyemi, 2020; Ogunlana et al., 2019; Uzoechi, 2021), while others reveal weak, mixed, or even negative associations between delegation of authority technique and staff job effectiveness (e.g., Eze & Okon, 2018; Ibrahim & Suleiman, 2022; Nwosu, 2017). This inconsistency suggests that the relationship between delegation of authority and job effectiveness is neither automatic nor universally positive.

It is against this background that this study seeks to examine delegation of authority technique as a correlate of academic staff job effectiveness in public universities of North East, Nigeria, to determine the levels of both variables, establish t]he nature of the relationship between them, and explain the dynamics that underlie their association, with a view to providing empirical guidance for administrators, university authorities, and policymakers in optimising delegation practices for improved academic staff effectiveness.

Purpose of the study

The purpose of this study was to examine Delegation of Authority Techniques as a Correlate of Academic Staff Job Effectiveness in Public Universities of North East, Nigeria. Therefore, the specific objectives of the study was to determine:

1. The level of delegation of authority technique in public universities of North East, Nigeria?
2. The correlation between delegation of authority technique and academic staff job effectiveness in Public universities of North East, Nigeria.

Research questions

One research questions was raised to guide the study:

1. What is the level of delegation of authority technique in public universities of North East, Nigeria?
2. What is the level of staff job effectiveness in public universities of North East, Nigeria?

Hypotheses

One hypotheses was formulated to guide the study and was tested at 0.05 Alpha Level of Significance:

H_{O1}: Delegation of authority technique does not significantly correlate with academic staff job effectiveness in public universities of North East, Nigeria.

Significance of the study

The findings of this study would be beneficial to the following stakeholders in the education sector: Universities, Students, Quality Assurance Departments of higher education institutions, and education policy makers. Universities would benefit from this studies by raising

staff job effectiveness, which will lead to higher productivity, innovation, and overall organizational success, by discovering effective management approaches and strengthening administrators' managerial techniques.

Scope of the study

The scope of this study is public universities in the north-eastern part of Nigeria which comprised six States, namely, Adamawa, Bauchi, Borno, Gombe, Taraba and Yobe State. The key respondents for this studies are university lecturers who are at least five years in service. This study will investigate delegation of authority technique as correlate of academic staff job effectiveness in public universities in the north east region.

Theoretical framework

The theoretical framework of this study hinged on Henri Fayol‘s Administrative Management Theory 1916 which suggests that the various tasks to be carried out in order to achieve institution common aim should be defined and divided into separate groups or units, so that the goal can be achieved and organisation may profit from it. So the basic idea that is followed is of division of labour and dividing the work in such a way that everybody gets the work equally and one does that work which suits best to his performance and in way contribute fully towards the cooperation. Administrative management theory focuses on how and what employees will be doing in their work. Administrative Management Theory is relevant to this study because of its foundational principles regarding organizational structure, efficiency, and management processes.

Review of related empirical studies

Past studies such as Al- Jammal et al. (2019), Kombo et al. (2019), Kiiza and Picho (2019) etc. have demonstrated that application of delegation of authority will help employee effectiveness to be enhanced, administrators will be able to maintain their job position and preserve the process of facilitating school affairs, employees’ loyalty, and achieving performance efficiency. According to Okai (2021), authority is the power to choose what has to be done, as well as the power to carry it out oneself or to order others to do it. Conversely, authority refers to the capability or prerogative to issue directives, render judgments, compel compliance, or exercise managerial oversight. Within the confines of the organization's structure and regulations, authority gives legitimacy to the use of power.

Ali et al. (2021), conducted a study to identify delegation of authority and its impact on the development of administrative skills among the heads of the Student Activity Section in the universities of AL-Furat Al-Awsat Iraq. Two research questions guided the study. The research used the descriptive survey method for its relevance to the research problem. The sample of the study comprised 129 officials who are community members from AL-Furat al-Awsat University Student Activities Division. Questionnaire, Arabic sources and references and Information network were used as research instrument for data collection. The researchers used arithmetic mean, Standard deviation, Ki-square, T-test for two independent samples and Pearson correlation coefficient as statistical tools for data analysis. The findings reveal that there is a strong relationship between the administrative skills of the trainers and the level of delegation of authority, and that the delegation of authority effectively contributes to the development of administrative skills, strengthening human relationships, and raising the level of time management and management skills of trainers. The study recommended the necessity to grant division officials full powers to be able to complete the work to the fullest and to increase the delegation of authority which gives an increase in confidence to complete the training work and achieve good results and achievements, and to work on finding a system to follow up the process

of delegating powers and not waiting for the officials to carry out the entire mission as well as encouraging the Student Division officials to demand the best conditions for important achievements. This study is relevant to the present study because it looks into delegation of authority and its impact on the development of administrative skills which is one of the variables of managerial techniques in this study. The study adopted descriptive survey research method which makes it differs from the present study and also in terms of the population which is too small as compared to the present studies. The statistical tool used for data analysis also differ from the present study. The present study covers the gap in its area of the study which is north east, Nigeria and also covers the gap by involving other variables of administrator's managerial techniques such as time management, decision making skills and communication skills.

Al-Jammal et al. (2019), carried out a study aimed at identifying the impact of the delegation of authority on employees' performance at great Irbid municipality Jordan. Three research question and three hypotheses guided the study. Descriptive survey research design was employed in carried out the study. The population of the study was 1500 staff from which a sample of 200 staff were taken. The study uses a questionnaire as instrument for data collection. The data obtained were analysed via mean, standard deviation to answer the research question and T-test statistic was used to test the null hypothesis. Their findings indicated that efficiency, effectiveness as well as empowerment of employees are statistically significant to delegation of authority in Irbid municipality. The study has recommended the need to activating administrative delegation of authority of employees in Great Irbid Municipality (GIM). Also, increase the level of delegation to be corresponded with the value of tasks in order to promote functional performance. This study is similar to the present study as it aimed at identifying the impact of the delegation of authority on employees' performance which is also the focus of this study as employee's performance brings about staff job effectiveness. However, the sample of the study is not commendable and also the study differs from the present study in its method of data analysis and also the area or region of the study. The present study covers the gap in by advancing the course of investigation to include other variables of administrator's managerial techniques such as time management, decision making skills and communication skills instead of delegation of authority alone.

Okai and Kevin (2023) conducted a study on delegation of authority and effective administration in Rivers State owned universities. Three research questions and three null hypotheses were used for the study. Correlational research design was adopted for the study. The population of the study was 100 comprising both 39 Heads of Departments in Ignatius Ajuru University of Education (IAUE) and 61 Heads of Department in Rivers State University (RSU). Census approach was adopted to accommodate the entire population of the study as sampled because it was a manageable size. The instrument used for data collection was a closed-ended structured questionnaire titled, Delegation of Authority and Effective Administration Questionnaire (DAEAQ). The responses from the three research questions were analysed with Analysis of Variance (ANOVA) while the null hypotheses were tested with Linear Regression at 0.05 level of significance. The findings from the study revealed a positive and strong relationship which indicated that delegation of authority in terms of allocation of courses, allocation of project supervisees, and drawing invigilators list for semester examination predict effective administration in Rivers State owned universities. It concluded that administrators cannot perform all the tasks assigned to them alone, and so should decide which task to perform and which to delegate to subordinates to facilitate their service delivery and at the same time achieve the set goals of the university. Based on the findings, the study recommended among others that

School administrators should ensure that appropriate delegation of authority is practiced by various departments of the institution to achieve institutional goals. This study is relevant to the present study because delegation of authority is one of the variable of the present study and also the study is carried out in the university. Both studies use correlational survey research design. However, the studies differ in their population and also sample size and the area of the study. The studies also differ in method of data analysis for the research question but are similar in testing the hypotheses. The present study filled in the gap by delving into more variable of administrator's managerial techniques which include time management skills, communication skills, and decision making skills. Also the present study filled in the gap by conducting the study to covers a geopolitical zone which is north east instead of a single state as was done in the reviewed study.

Methodology

The study adopted correlational survey research design using questionnaire as the primary instrument for data collection. The area for this study is North East. The North-East Geo-Political Zone of Nigeria, being the study area, comprised six States, namely, Adamawa, Bauchi, Borno, Gombe, Taraba and Yobe State. The population of this study is 10,215 academic staff members from public universities in North East (NUC, 2025). The sample size for this study is 385. The Taro Yamane formula for a finite population, at a 95% confidence level, was used to compute the sample for this research, even if it is larger than 10% of the finite population (Yamane, 1973). The study makes used of the multistage sampling technique, utilizing four steps, to choose participants as follow: At the first level of the sampling process, the North East Zone was stratified into six strata using non-proportionate stratified random sampling technique based on the six states that formed the North-East Zone of Nigeria. Each state was therefore treated as a stratum which enable the researcher to obtain a more precise data. At the second stage, three strata were randomly selected from the six using simple random sampling through balloting to come up with three strata that represent the North East Zone's in the study. This mean that three states (Adamawa, Taraba and Gombe state) were chosen at random from the six states that form the northeast zone to participate in the study. At the third stage, both the federal and state-owned universities within the three selected states (e.g Modibbo Adama University Yola, Adamawa state university Mubi, Federal university of Kashere Gombe state, Gombe state university, Federal university Wukari, and Taraba state university Jalingo) were further stratified randomly based on their faculties. Three faculties were drawn from each of the participating university using simple random sampling by balloting. At the fourth stage, the 385 lecturers who participated in the study were selected from the randomly chosen faculties of each participating university using convenience sampling. This technique was employed to select lecturers who were easily accessible and willing to participate in the study. Two instruments were constructed by the researcher and titled: Delegation of Authority Techniques Questionnaire (DATQ) and Academic Staff Job Effectiveness Questionnaire (ASJEQ) which was administered through a field investigation to gather information from academic staff. The instrument has a total of 20 items. All the instruments are Likert type format with the following rating scale: Very High Level (VHL) = 5; High Level (HL) = 4; Moderate Level (ML) = 3; Low Level (LL) = 2; and Very Low Level (VLL) = 1. Five experts reviewed and validated the questionnaires. The internal consistency reliability index of the items was thus obtained by applying Cronbach's Alpha analysis to the data collected during the pilot testing of the instrument which was conducted at university of Jos by administering 100 questionnaires to academic staff of University of Jos which do not constitute the sample for this study. Reliability index of 0.73 was obtained for

DATQ and 0.84 for ASJEQ respectively. The researcher recruits two research assistants from each of the sampled university to help facilitate easy data collection for the study. The research assistants help in administering and collecting the questionnaire from the respondents where a total of 385 questionnaire were distributed and return. The data obtained are then used to draw inferences and determine the correlation between delegation of authority and academic staff job effectiveness in universities of North East Nigeria. The data that were obtained from the study was analyse using descriptive and inferential statistics. Descriptive statistics of mean and standard deviations were used in answering the research questions. The inferential statistics that was used to test the null hypotheses was linear regression and multiple regression, at 0.05 level of significance. The decision rule for the research questions was determined as follows: Very High Level (VHL) with real limits between 4.5 and 5.00, High Level (HL) with real limits between 3.50 and 4.49, Moderate Level (ML) with real limits between 2.50 and 3.49, Low Level (LL) with real limit between 1.50 and 2.49, Very Low Level (VLL) with real limit between 0.00 and 1.49.

Results and discussion

The mean responses of the sampled participants were used to answer the research questions and linear and multiple regression analysis were conducted to test the null hypotheses at 0.05 level of significance as can be seen in tables below.

Research Question 1: What is the level of delegation of authority technique in public universities of North East, Nigeria?

Table 1: *Mean and standard deviation on the level of delegation of authority technique in public universities of North East, Nigeria.*

S/N	Items	N	$\bar{X}$	Standard Deviation	Remark
1	Delegating course allocation to committee within each department	385	3.74	1.04	HL
2	Willingness to delegate project supervisory tasks to staff	385	4.19	0.93	HL
3	Delegation to specific committee for implementation of university policies	385	3.74	1.16	HL
4	Fostering leadership skill development through delegation	385	3.39	1.23	ML
5	Preparation of future leaderships among subordinates through research team supervisory chairperson	385	3.35	1.31	ML
	Grand Mean		3.68	1.13	HL

Key: N= Valid number of participants, $\bar{x}$= Mean, HL= High Level Correlation, ML= Moderate Correlation

Source: Field survey 2026

The data in Table 1 indicate that the overall level of delegation of authority technique in public universities of North-East Nigeria is high, with a grand mean of 3.68 and an average standard deviation of 1.13. Specifically, willingness to delegate project supervisory tasks to staff recorded the highest mean (M = 4.19, Standard Deviation = 0.93), followed by delegating course allocation to departmental committees (M = 3.74, Standard Deviation = 1.04) and delegation to specific committees for policy implementation (M = 3.74, Standard Deviation = 1.16), all

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indicating a high level of delegation. However, fostering leadership skill development through delegation (M = 3.39, Standard Deviation = 1.23) and preparation of future leaders among subordinates through research team supervision (M = 3.35, Standard Deviation = 1.31) were rated at a moderate level. This suggests that while university administrators generally delegate responsibilities, delegation is less consistently used as a deliberate strategy for leadership development and succession preparation. Overall, the level of delegation of authority technique in public universities of North-East Nigeria is high.

Research Question 2: What is the level of staff job effectiveness in public universities of North East, Nigeria?

Table 2: *Mean and standard deviation on the level of staff job effectiveness in public universities of North East, Nigeria.*

S/N	Items	N	$\bar{x}$	Standard Deviation	Remark
1	Punctuality to lectures on regular bases by academic staff	385	3.54	0.91	HL
2	Timely use of improvised instructional material during lectures by academic staff	385	3.86	0.97	HL
3	Publication based on global visibility by academic staff every academic session	385	3.35	0.82	ML
4	Use of assessment data for instructional learning development by academic staff	385	4.23	0.95	HL
5	Employing integrated planned instructions by academic staff to meet the learning need of all students	385	3.83	0.94	HL
6	Academic staff employing student centered learning to meet the learners needs	385	4.23	0.80	HL
7	Academic staff establish a classroom environment of respect that provides a culture of learning	385	4.00	1.01	HL
8	Academic staff communicate to student in an understandable terms	385	3.54	0.91	HL
9	Academic staff giving social support to student	385	2.79	1.53	ML
10	Academic staff engagement in extracurricular activities	385	3.79	1.03	HL
11	Academic staff engagement in community development programme	385	3.79	0.79	HL
12	Timely supervision of final year undergraduate students projects by academic staff in every academic session	385	3.80	0.99	HL
13	Timely marking of students examination scripts by academic staff	385	3.61	0.90	HL
14	Timely submission of examination	385	4.45	1.02	HL

	result by academic staff				
15	Elevation of the university reputation by effective academic staff	385	4.25	0.86	HL
	Grant Mean		3.80	0.96	HL

Key: N= Valid number of participants, $\bar{x}$ = mean, HL= High Level Correlation, ML= Moderate Level Correlation

Source: Field survey 2026.

The data in Table 2 indicate that the overall level of staff job effectiveness in public universities of North-East Nigeria is high, with a grand mean of 3.80 and an average standard deviation of 0.96. Specifically, timely submission of examination results recorded the highest mean (M = 4.45, Standard Deviation = 1.02), followed by elevation of the university's reputation by effective academic staff (M = 4.25, Standard Deviation = 0.86), use of assessment data for instructional learning development (M = 4.23, Standard Deviation = 0.95), the use of student-centred learning to meet learners' needs (M = 4.23, Standard Deviation = 0.80) , and academic staff establish a classroom environment of respect that provides a culture of learning (M = 4.00, Standard Deviation = 1.01). others are timely use of improvised instructional material during lectures by academic staff (M = 3.86, Standard Deviation = 0.97), employing integrated planned instructions by academic staff to meet the learning need of all students (M = 3.83, Standard Deviation = 0.94), timely supervision of final year undergraduate students projects by academic staff in every academic session (M = 3.80, Standard Deviation = 0.99), academic staff engagement in extracurricular activities (M = 3.79 and Standard Deviation = 1.03), academic staff engagement in community development programme (M = 3.79, Standard Deviation = 0.79), timely marking of students examination scripts by academic staff (M = 3.61, Standard Deviation = 0.90), punctuality to lectures on regular bases by academic staff (M = 3.54, Standard Deviation = 0.91), academic staff communicate to student in an understandable terms (M = 3.54 Standard Deviation = 0.91). These findings indicate a high level of effectiveness in key teaching, assessment, and academic responsibilities. However, publication based on global visibility (M = 3.35, Standard Deviation = 0.82) and providing social support to students (M = 2.79, Standard Deviation = 1.53) were rated at a moderate level. This suggests that although academic staff generally demonstrate a high level of effectiveness in instructional delivery, assessment, supervision, extracurricular activities, and community engagement, greater attention may be required in enhancing globally visible publications and providing social support to students. Overall, the level of staff job effectiveness in universities of North-East Nigeria is high.

Testing of hypotheses

H_{O1}: Delegation of authority technique does not significantly correlate with academic staff job effectiveness in public universities of North East, Nigeria. This Ho was tested and reported in Tables 3a, 3b and 3c.

Table 3a: *Model Summary of Delegation of Authority Technique as Predictor of Academic Staff Job Effectiveness in Public Universities of North-East, Nigeria*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.401a	0.161	0.159	0.87869

a. Predictors: (Constant), Delegation of Authority Technique

Table 3a shows that delegation of authority technique has a moderate positive correlation with academic staff job effectiveness in public universities of North-East Nigeria (R = 0.401). The R Square value of 0.161 indicates that delegation of authority technique explains 16.1% of

the variance in academic staff job effectiveness. Delegation of authority technique also accounted for approximately 15.9% of the variance in staff job effectiveness (Adjusted R^2 = 0.159), indicating a modest contribution of this variable to staff job effectiveness, while the remaining variance (about 84%) is attributable to other factors not captured in the model.

Table 3b: *Regressed ANOVA Result of Delegation of Authority Technique as Predictor of Academic Staff Job Effectiveness in Public Universities of North-East, Nigeria*

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	56.819	1	56.819	73.590	0.000b
Residual	295.716	383	0.772		
Total	352.535	384			

a. Dependent Variable: Academic Staff Job Effectiveness

b. Predictors: (Constant), Delegation of Authority Technique

The ANOVA results in Table 3b indicate that delegation of authority technique significantly correlates with academic staff job effectiveness in public universities of North-East Nigeria ($F(1, 383) = 73.590$, $p < 0.05$). Since the p-value is less than 0.05, the null hypothesis is rejected. This means that delegation of authority technique has a statistically significant correlation with academic staff job effectiveness.

Table 3c: *Coefficient of Regression for Delegation of Authority Technique as Predictor of Academic Staff Job Effectiveness in Public Universities of North-East, Nigeria*

Model	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (Beta)	t	Sig.
(Constant)	5.627	0.123	—	45.626	0.000
Delegation of Authority Technique	0.294	0.034	0.401	8.578	0.000

a. Dependent Variable: Academic Staff Job Effectiveness

The regression coefficients in Table 3c show that delegation of authority technique is a significant positive predictor of academic staff job effectiveness ($B = 0.294$, $t = 8.578$, $p < 0.05$). This indicates that a one-unit increase in delegation of authority is associated with a 0.294-unit increase in academic staff job effectiveness, holding other factors constant. Since the significance value is less than 0.05, the null hypothesis is rejected. Thus, delegation of authority significantly predicts academic staff job effectiveness in public universities of North-East Nigeria, with the relationship being positive.

Summary of major findings

The findings of the study are as follows;

1. The level of delegation of authority technique in public universities of North East, Nigeria is high with a grand mean of 3.68 and grand standard deviation of 1.13.
2. The level of academic staff job effectiveness in public universities of North East, Nigeria is high with a grand mean of 3.80 and grand standard deviation of 0.96
3. Delegation of authority technique significantly correlate with academic staff job effectiveness in public universities of North East, Nigeria. $F(1,383) = 73.590$, $R2 = 0.161$, adjusted $R2 = 0.159$, $\beta = 0.294$, $P < 0.05$.

Discussion of findings

The first findings of this study is that the level of delegation of authority technique in public universities of North East, Nigeria is high with a grand mean response of 3.68 and a grand

standard deviation of 1.13. This corroborates with the findings of Okai (2021) that delegation of authority is vital to an administrator to meet institution's goals due to his ability to delegate tasks, allocate resources efficiently. Also this finding is in agreement with the finding of Shah and Kazmi (2020) who found a positive association between delegation of authority and academic staff job effectiveness in universities in Sindh. In agreement with the above, the studies by Chandan (2019) also reported that delegation was a motivational factor because the academic staff was given authority, making them feel recognized and boosting their morale to work with dedication. The result is also aligning with the study of (Leana, 2016; Venton, 2017; Yukl, 2019) who claim that there exists a relation between delegation of authority and academic staff job effectiveness. The findings of this study further align with the studies of Hackman (2021) and Jammal, et al, (2018) which statistically proves that there is a significant impact of the delegation of authority on the job effectiveness of subordinates within the university. Therefore, more authority should be delegated to academic staff in the course of carrying out their assign responsibility within the university and the authority should be clearly and precisely specified. And also, academic staff should be educated on the necessity of delegating authority to them. However, this finding contradicts that of Bjornskov and Gur (2017) who are of the opinion that delegation of authority might bring some chaos in the organization. When principal authorizes an agent to perform the task, the agent might not take such decision which is in the greatest benefit of the organization. This is a fear that is always associated with the delegation of authority. However, this fear can be addressed by better mechanism and trust between delegator and the delegatee. The employees to whom responsibility is to be assigned and authority delegated must be judiciously selected. Since not every employee is mentally prepared and competent to be assigned task and held accountable. Employee that lack skills, knowledge, and experience or are poorly motivated should not be selected until they are ready. All these factors should be considered by organization who aims at enhancing effective delegation of tasks as suggested by Bateman and Snell (2024).

The second finding of this study is that, the level of staff job effectiveness in public universities of North East, Nigeria is high with a grand mean response of 3.80 and a grand standard deviation of 0.96. This implies that the academic staff discharged their professional duties as expected of them, especially in the area of teaching and conducting research. This finding aptly justifies the observation of Adebayo and Olofinniyi (2023), that for any tertiary institution to live up to the expectation of producing highly skilled labour and research output to meet the perceived economic needs, building new institution of civil society, encouraging and facilitating new cultural value and training, socializing member of new social elite, the job effectiveness of academic staff must be handled with special interest. This finding also corroborated the report of Sanyal and Hisam (2018) that delegation of authority, communication skills, participatory decision making, collaborative leadership, team trust and performance appraisal and rewards had a significant and positive impact on the effectiveness of faculty members in Dhofar University. However, the findings of this study is in disagreement with the findings of Onoyase (2017) who stated that job ineffectiveness among lecturers of universities in Nigeria appears to be a common thing. Also the study disagrees with the study by Dike, et.al (2019) who found that university administrators in most universities in Nigeria act inappropriate to their subordinates which may determine job effectiveness of their subordinates. This is to say that some university administrators do not appreciate the fact that the managerial techniques they exhibit towards their subordinate when taking actions on task scheduling, decision making, communication, work supervision and work coordination among others, determine the

performance of their subordinates. Academic staff job effectiveness which is achieved mainly through teaching and research, counselling, community development and supervision of students depend largely on how the administrators are applying the right techniques in handling the staff for optimal performance. It is pertinent to mention that academic staff of universities would only be able to carry out these duties when the requirements for their job effectiveness such as training, infrastructure, and recruitment of the right personnel, partnership with the private sector, staff discipline and a good leadership are put in place.

The third findings of this study is that, there is a significant correlation between delegation of authority technique and academy staff job effectiveness in public universities of North East, Nigeria. Hence the hypothesis was rejected. This finding of the study was consistent with those of Sullivan and Glanz (2018) and Milind, (2024) work which indicated that to be effective, university managers need to delegate some tasks to academic staff they are managing. When authority is delegated to staffs it boosts their morale and makes them feel recognized, this makes them to work with dedication. Also this finding corroborate with that of Maicibi and Nkata (2017) also agreed that delegation of tasks and responsibilities to staff build their effectiveness at work and Mullins (2021) who suggested that delegation should be based on clear objectives, supportive relationships, and acceptance of authority. On the contrary, this finding does not agree with the works of scholars such as Heresy et.al (2019), as well as McShane and Von Glinow (2023), who found out that the attitude of the superiors and subordinates were sometimes barriers to delegation. Their findings revealed that the superior might feel that decisions can only be made by top management or may fear losing self-importance, influence, or future personal control of some activities within the university. On the other hand, subordinates might lack the confidence to make decisions or might reluctantly make decisions or refuse any extra responsibilities (Maylor, 2023). In such cases, the aspect of delegated decision-making approach remains very difficult for the academic deans and departmental heads to deploy. However, this finding contradict that of Akinfolarin, et.al (2019) who claims that the poor job effectiveness shown by university academic staff could be as a result of poor delegation of work or tasks where he claims that university administrators allocate courses and cohort administrative responsibilities to academic staff, based on nepotism and favouritism among others.

Recommendations

Based on the findings of this study, the following recommendations were made;

1. University administrators should consider delegation of authority as a tool to motivate academic staff since delegation of authority gives greater confidence to complete the assign work and achieve good results.
2. University administrators should consider delegating some of their authority to academic staff as this will boost their morale to perform effectively. This will make the academic staff to feel that they are integrated part of the university since delegation of managerial tasks to employees boost their effectiveness. This will help the administrator to focus on other tasks for the benefits of the university.
3. University administrators should deliberately use delegation as a strategy for leadership development and succession planning, for instance by assigning research team supervision and committee leadership to junior academic staff under guidance, since these aspects of delegation were rated only at a moderate level in this study.

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