TASK DELEGATION AND CAPACITY-BASED ROLE ASSIGNMENT AS PREDICTORS OF TEACHERS' JOB SATISFACTION IN PUBLIC SECONDARY SCHOOLS, ONDO STATE, NIGERIA

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Abstract

The study examined task delegation and capacity-based role assignment as predictors of teachers' job satisfaction in public secondary schools, Ondo State, Nigeria. A correlational predictive research design of the survey type was adopted for the study. The population of the study comprised all teachers in public secondary schools in Ondo State. A sample of 780 teachers was selected using multi-stage sampling procedure. A self-designed instrument titled "Task Delegation and Capacity-Based Role Assignment as Predictors of Teacher' Job Satisfaction (TDCBRAPTJS)" was adopted for the study. The face and content validation of the instrument was ensured. The reliability of the instrument was ensured, and a reliability coefficient of 0.88 was obtained. The research questions were answered using frequency, percentage and mean while hypotheses were tested using regression analysis at 0.05 level of significance. The study found out that task delegation and capacity-based role assignment are predictors of teachers' job satisfaction. The study recommended that, principals should promote a work environment that fosters professional growth and development by sharing administrative work to teachers. Also, principals should ensure that the assignment of roles, duties, tasks and responsibilities to teachers is data-driven, specifically, with respect to teachers' expertise, experience, qualification, disposition and skills.

Keywords: Capacity-Based Role Assignment, Task Delegation, Teachers' Job Satisfaction, Public Secondary Schools, Ondo State, Nigeria

Introduction

Teachers' job satisfaction seem undervalued in public secondary schools in Ondo State. This perhaps could be attributed to task assignment without consideration of teachers capacity, likewise, the work environment is devoid of task delegation. Maintaining a high morale teaching force is critical for improving teacher performance. It is generally believed that teachers who are satisfied with their job seem to exhibit high performance. As such, it would be a great disservice to personnel administration if demand for high performance outweighs attention given to teachers' job satisfaction. By implication, there must be a balance between high demand for high performance placed on teachers and high attention given to teachers' job satisfaction. This implies that placing so much emphasis on high performance without recourse to teachers' satisfaction could spell doom for the former and extensively could have negative multiplier effect on students performance and the overall school effectiveness. For instance, Alabi and Awoniyi (2026) stressed that high teachers' performance is a function of teachers' job satisfaction.

Teachers' job satisfaction is the attitudinal and perceptional acceptance by teachers of their profession and its'

attendant conditions of service (Nwosu, et al., 2024). Monday et al. (2025) perceived teachers' job satisfaction as the measure of the extent to which teachers perceive that their instructional task and responsibilities fosters a sense of self-actualisation and an inherent feeling of snugness about their work environment. Teachers' job satisfaction could be described as perception-affective based and actionable-experienced based. By perception based, this connotes teachers' positive feeling, attitude and acceptable behaviourial nudge expressed towards their work and how much value they place on their job. On the other hand, actionable-experienced based connotes practicable and realistic working conditions that teachers find acceptable.

Teachers' job satisfaction is the expressive teachers' feeling that the job and its related factors aligns properly with their plethora needs. According to Abraham Maslows Hierarchy of needs, these needs include, physiological needs, love and belongingness needs, self-esteem, security and safety needs and self-actualisation needs. Extensively, when teachers feel their job aligns with these needs, they become more professionally compliant to work ethics and exhibit high commitment towards ensuring quality education delivery and by extension, the goals and objectives of the education (Amadi, et al., 2019; Monday, et al., 2025). By implication, teachers' job satisfaction is a positive reactive feeling to work factors that teachers perceive are tantamount with their needs.

These work factors could be categorised as interior job-related factors and exterior job-related factors. The interior job-related factors imply task-related factors that deal with the job itself, that is, everything that makes up performing the job task. They include the complexity of the work, workload, work stress, the extent of responsibility, the use of skills, the ability to help others, and the enjoyment of work tasks and challenges (Bhagwandeen, 2021). Exterior job-related factors imply extrinsic factors; these are expected and desired accruable benefits from the job. They include salary, conditions of service, health benefits, opportunity for career advancement and growth, insurance, promotion, leave and rewards**,** balanced-mutual-benefit of organisation-Employee goal realisation and recognition, among many others. Many of these factors have being empirically proven to determine teachers' job satisfaction. For instance, Nwosu et al. (2024) empirically reported that staff training and development practices and staff appraisal practices impacted teachers' job satisfaction. Decision-making strategies such as open door decision making practices that include teachers in the process was found to significantly relate to teachers job satisfaction (Olaifa et al., 2025).

This study examined task-related factors in relation to teachers' job satisfaction. Task-related factors have to do with the job itself. In relation to this, Echikpu (2021) stressed that work structure, design and workload management not properly coordinated could contribute to teachers' perception of the work as toxic and demonising. This is observably the state of teachers in secondary schools in Ondo State. As a result, they appear to exhibit low job satisfaction. In line with the idea of task-related factors and the observable dilemma of teachers' job satisfaction in secondary schools in Ondo State, the current study examined task delegation and capacity-based role assignment as factors that could be responsible for either side of the coin of teachers' job satisfaction that is, low or high.

Task delegation is the process of shedding responsibility from one person to another, followed through with authority, autonomy, control, adequate information and resources required to carry out the

delegated responsibility. According to Alasomuka (2020), this is a strategy employed by leaders in the recognition of the substantial contribution of staff members in order to elicit the possibility of improved professional capabilities among staff members. Thus, task delegation is viewed as a strategy for empowering teachers. Extensively, it allows teachers, in some cases, the freedom to exhibit their initiative and creativity in accomplishing a task. Hence, a veritable tool for motivating teachers (Yasmeen & Muhammad, 2016, as cited in Ndirangu & Munagai, 2024). Some of the areas where delegation can be done in a school include: administrative positions, class teachers, education assistants, task allocation, assigning responsibilities, preparation of school documents, representing the principal in some matters outside the school, constituting committee such as discipline and academic and attending to stakeholders such as parents on behalf of the principal (Hanaysha & Tahir, 2016).

It is important to put a caveat that, task delegation done ineffectively could result in possible work-related burnout. Implicit in this, principals must take into consideration the capacity, disposition, level of willingness, competency, experience and workload of teachers before delegating tasks. This could be referred to as Capacity-Based Role Assignment.

Capacity-Based Role Assignment could be described as a scientific and systematic process of identifying and analysing the capacities, capabilities, expertise, talents, specialisations, qualifications, strengths and weaknesses of workers before assigning roles or tasks. This could be data-driven or through mere observation by the leader. It is a concept that is similar to role culture and work optimisation. **"**Role culture is a culture where every teacher is delegated roles and responsibilities according to area of specialisation, educational qualification and interests in order to extract the best out of the teacher" (Asiegbu & Ekanem, 2024; p. 140).

Asiegbu and Ekanem (2024) further stressed that this allows teachers to execute tasks with autonomy and trust, and by extension, responsible for success or failure in carrying out the task. Principals who employ this strategy are expected to be fully aware of the capabilities of teachers before assigning roles. This is important because it fosters effective matching of talent to task and by extension reduces the likelihood of burnout and feeling of despair on the part of teachers as a result of failure in the context of being requested to carry out a task they are not capable of executing.

Researches have shown that delegation of task contributes to teachers' job satisfaction. Shah and Kazmi (2020) investigated the impact of delegation of authority on job satisfaction, job performance and organisational growth at higher educational institutions in Sindh. The study adopted a cross-sectional survey design. The study found out that delegation of authority has significant impact on job satisfaction. Relatedly, Azeez (2026) who employed a descriptive research design of the survey type to examine delegation of authority on job satisfaction of secondary school teachers in Kajola Local government, Oyo State empirically reported that principals' act of shedding task backed by adequate authority and power lead to teachers' job satisfaction.

On the other hand, Capacity-Based Role Assignment, which seem to have been fully or partially captured by previous scholars as role culture and job design has also been reported to foster teachers' job satisfaction (Echikpu, 2021; Asiegbu & Ekanem, 2024). Echikpu (2021) in his study examined the relationship between principal motivational strategies and teachers job satisfaction in public senior secondary schools in River State. The study adopted a correlational research design.

The study found out that job design as one of the measures of motivational strategies has no significant relationship with teachers' job satisfaction. Moreover, he stressed the need for principals to be aware of the attitude and capacity of their teachers in order to foster smooth work relationship with teachers. Likewise, Asiegbu and Ekanem (2024) found out that there was a significant relationship between role culture and teachers' task performance.

The previous findings, indicates that task delegation enhances recognition and creative, it serves as an avenue for teachers' to aspire and dream within the context of self-acualisation need as well as build capacity for future career advancement opportunities. Moreover, task delegation not done effectively could also result to work burnout and the eventual nose-diving job satisfaction of teachers. As a result, principals might be required to be data-guided before embarking on task delegation. In simple terms, this implies the careful examination of teachers' capacity before assigning task. Moreover, this is a discourse that seem limited in empirical context. In addition, there seem to be few studies that have examined the joint contribution of task delegation and capacity-based role assignment to teacher' job satisfaction in Ondo State. It is against the backdrop that this study examined task delegation and Capacity-Based Role Assignment as predictors of teachers' job satisfaction in public secondary schools in Ondo State, Nigeria.

Statement of the Problem

It appears that teachers' job satisfaction in public secondary schools in Ondo State seems to be underrated. This perhaps could be as a result of principals, in response to the pressure from stakeholders for improved school effectiveness places higher consideration on teachers' performance at the expense of teachers' satisfaction. Observably, principals are seen to employ the philosophy of "either by hook or crook" to get things done. As a result, teachers' exhibit low commitment to work, have a negative disposition about their work and are observed to be perpetually irresponsive to expected professional work ethics and task demand.

Precisely, with respect to task related factors that could foster teachers' job satisfaction; this observed low job satisfaction of teachers in secondary schools in Ondo State perhaps could be as a result of principals lack of awareness of teachers capacity or their deliberate oversight of teachers capacity before the assignment of tasks and responsibilities. Placing a teacher on a job he/she lacks the capacity to handle could result in work burnout and failure at the job, leading to sense of work toxicity and eventual state of low job satisfaction. Also, principals seem to operate a school environment that does not support teachers improvement vis-à-vis task delegation for future work-advancement, rather, teachers machined to focus on their portfolio. It is against the backdrop that this study examines capacity-based role assignment and delegation of task as predictors of teachers' job satisfaction in public secondary schools in Ondo State, Nigeria.

Research Questions

The following research were raised and answered.

1. What is the level of teachers' job satisfaction in public secondary schools, Ondo State, Nigeria?
2. How often are task delegation practices employed in public secondary schools, Ondo State, Nigeria?
3. How often are capacity-based role assignment practices employed in public secondary schools, Ondo State, Nigeria?

Research Hypotheses

The following research hypotheses were formulated and tested at a 0.05 level of significance.

1. Task delegation is not a significant predictor of teachers' job satisfaction
2. Capacity-based role assignment is not a significant predictor of teachers' job satisfaction
3. Capacity-based role assignment and task delegation do not jointly contribute to teachers' job satisfaction.

Research Method

The study adopted the correlation-predictive research design of the survey type. The population of the study comprised all teachers in the 300 secondary schools in Ondo State. A sample of 780 teachers was selected using multistage sampling procedure. At the first stage, three Local Government Areas were randomly selected from each of the Senatorial Districts, thus, Ondo North (Akoko Southwest, 18 schools; Akoko Northwest, 20 schools; and Owo, 17 schools), Ondo Central (Akure South, 27 schools; Ondo West, 31 schools; and Ifedore, 13 schools) and Ondo South (Okitipupa, 22 schools; Ileoluji-Okeigbo, 23 schools; and Ilaje, 21 schools). At the second stage Taro Yamane sample size formula was used to calculate the sample size of the total number of schools in the selected Local Government Areas across the three Senatorial Districts, which yield a sample size of 130 schools.

Thereafter, based on the ascertained sample size, proportionate random sampling technique was used to calculate the subsamples of schools across the Local Government Areas, thus, Ondo North (Akoko Southwest, 12 schools; Akoko Northwest, 14 schools; and Owo, 11 schools), Ondo Central (Akure South, 18 schools; Ondo West, 21 schools; and Ifedore, 9 schools) and Ondo South 2. (Okitipupa, 15 schools; Ileoluji-Okeigbo, 16 schools; and Ilaje, 14 schools). Thereafter, six teachers were randomly selected from each of the schools, thus, a total of 780 teachers.

A self-designed instrument titled "Task Delegation and Capacity-Based Role Assignment and as Predictors of Teacher' Job Satisfaction (TDCBRAPTJS)" was adopted for the study. The instrument was divided into sections "A", "B" and "C". Section A and Section B comprised six items each that sought information on how often capacity-based role assignment and task delegation were employed. These sections of the instrument utilised a 4-point rating scale classified as Often (O), Always (A), Rarely (R) and Never (N) with the values of 4, 3, 2, and 1 respectively. Section C comprised 8 items that sought information on the level of teachers' job satisfaction due to capacity-based role assignment and task delegation. This section of the instrument a modified 4-point rating scale classified as: Very Satisfied (VS), Satisfied (S), Unsatisfied (U), and Very Unsatisfied (VU), with the values of 4, 3, 2, and 1 respectively. Face and content validation of the instrument was ensured. Reliability was assessed using Cronbach's Alpha to ascertain the internal consistency of the instrument. The instrument was administered to 40 participants outside the sample area. The value of the reliability coefficient obtained was 0.88. Hence, the instrument was adjudged to be reliable. The research questions were answered using frequency, percentage and mean, which were rated as low (<2.5), Moderate (≥2.5<3.5) and High (≥3.5); while the hypotheses were tested using regression analysis at 0.05 level of significance.

Results and Discussion

1. What is the level of teachers' job satisfaction in public secondary schools, Ondo State, Nigeria?

Table 1: Level of Teachers' Job Satisfaction

S/N	How satisfied are you with the job with respect to the following?	VS	S	U	VU	Mean
1.	Workload	127	331	203	119	2.60
		16.3%	42.4%	26.0%	15.3%	
2.	Recognition for Job well done	199	399	158	24	2.99
		25.5%	51.2%	20.3%	3.1%	
3.	Work-life balance	81	345	256	98	2.52
		10.4%	44.2%	32.8%	12.6%	
4.	Adequacy of information for carrying out the task	194	381	174	31	2.95
		24.9%	48.8%	22.3%	4.0%	
5.	Opportunity for career advancement	166	409	145	60	2.87
		21.3%	52.4%	18.6%	7.7%	
6.	Salary and other fringe benefits	167	366	190	57	2.82
		21.4%	46.9%	24.4%	7.3%	
7.	Work autonomy	252	353	128	47	3.04
		32.3%	45.3%	16.4%	6.0%	
8.	Sense of belonging	171	365	174	70	2.82
		21.9%	46.8%	22.3%	9.0%	
	Grand Mean	**1357**	**2949**	**1428**	**506**	**2.83**
		21.7%	**47.3%**	**22.9%**	**8.1%**	

UV- Very Unsatisfied; U-Unsatisfied; S-Satisfied; US-Very Satisfied
Decision: Low (<2.5), Moderate (≥2.5<3.5) and High (≥3.5)

Table 1 illustrates that 69% of the teachers were satisfied with their job, while 31% of the teachers were unsatisfied with their job. Furthermore, with a grand mean score value of 2.83; this implies that the level of teachers' job satisfaction was moderate in public secondary schools, Ondo State, Nigeria.

3. How often are task delegation practices employed in public secondary schools, Ondo State, Nigeria?

Table 2: Task Delegation

	Task Delegation Principals;	A	O	R	N	Mean
1.	empower teachers with adequate authority to carryout delegated task	243	373	120	44	3.04
		31.2%	47.8%	15.4%	5.6%	
2.	provide sufficient resources to carryout delegated task	139	320	227	94	2.65
		17.8%	41.0%	29.1%	12.1%	
3.	allow for teachers' initiative and improvisation in carrying out task	154	401	109	116	2.76
		19.7%	51.4%	14.0%	14.9%	
4.	reward high performance from teachers'	150	287	112	231	2.46
		19.2%	36.8%	14.4%	29.6%	
5.	provide leadership support while teachers carry out delegated task	224	424	105	27	3.08
		28.7%	54.4%	13.5%	3.5%	
6.	effectively resolve issues that emanates from delegated responsibilities	261	353	128	38	3.07
		33.5%	45.3%	16.4%	4.9%	
	Grand Mean	**1171**	**2158**	**801**	**550**	**2.84**
		25.0%	**46.1%**	**17.1%**	**11.8%**	

O-Often; A-Always; R- Rarely; N- Never
Decision: Low (<2.5), Moderate (≥2.5<3.5) and High (≥3.5)

Table 2 illustrates that 71.1% of the teachers indicated that task delegation practices are often employed, while 29.5% of the teachers disagreed that task delegation practices are rarely employed. Furthermore, with a grand mean score value of 2.84; this implies that task delegation practices are moderately employed in public secondary schools, Ondo State, Nigeria.

4. How often are Capacity-Based Role Assignment practices employed in public secondary schools, Ondo State, Nigeria?

Table 3: Capacity-Based Role Assignment

	Capacity-Based Role Assignment Principals;	A	O	R	N	Mean
1.	rely on available staff data in assigning task	151 19.4%	265 34.0%	185 23.7%	179 22.9%	2.50
2.	seek to identify staff members individual capabilities before assigning duties and responsibilities	282 36.2%	354 45.4%	76 9.7%	68 9.7%	3.09
3.	assign roles based on areas of specialisation	185 23.7%	358 45.9%	142 18.2%	95 12.2%	2.81
4.	create team based on identified complementary skills of teachers	245 31.4%	387 49.6%	127 16.3%	21 2.7%	3.10
5.	encourage skills sharing among teachers	184 23.6%	327 41.9%	159 20.4%	110 14.1%	2.75
6.	empower teachers' to take on leadership based roles	153 19.6%	299 38.3%	154 19.7%	174 22.3%	2.55
	Grand Mean	**1200** **25.6%**	**1990** **42.5%**	**843** **18.1%**	**647** **13.8%**	**2.80**

O-Often; A-Always; R- Rarely; N- Never
Decision: Low (<2.5), Moderate (≥2.5<3.5) and High (≥3.5)

Table 3 illustrates that 68.1% of the teachers indicated that capacity-based role assignment are often employed, while 31.9% of the teachers indicated that capacity-based role assignment practices are rarely employed. Furthermore, with a grand mean score value of 2.80; this implies that capacity-based role assignment practices are moderately employed in public secondary schools, Ondo State, Nigeria.

Testing of Hypotheses

1. Task delegation is not a significant predictor of teachers' job satisfaction.

Table 4: Task Delegation and Teachers' Job Satisfaction

Predictor	R	R^2	Adjusted R^2	F	P-value	Remark	Decision
Task Delegation	0.161	0.026	0.025	20.811	0.000	Significant	Rejected

*p<0.05;

Dependent/Criterion Variable: Teachers' Job Satisfaction
Predictor: Task Delegation

Table 4 shows a co-efficient of regression (R) of 0.161, likewise, with a Regression square (R^2) of 0.026, this indicates that task delegation makes 2.6% (Regression square $R^2 \times 100$) contribution to the variance in teachers' job satisfaction. Furthermore, Table 4 indicated that (F= 20.811; p-value (0.000) <0.05). Since the p-value is less than .05, it is inferred that the

result is significant. Therefore, Task delegation is a significant predictor of teachers' job satisfaction.

2. Capacity-Based Role Assignment is not a significant predictor of teachers' job satisfaction.

Table 5: Capacity-Based Role Assignment and Teachers' Job Satisfaction

Predictor	R	R^2	Adjusted R^2	F	P-value	Remark	Decision
Capacity-based role assignment	0.214	0.046	0.044	37.236	0.000	Significant	Rejected

*p<0.05;

Dependent/Criterion Variable: Teachers' Job Satisfaction
Predictor: Capacity-Based Role Assignment

Table 5 shows a co-efficient of regression (R) of 0.214, likewise, with a Regression square (R^2) of 0.046, this indicates that Capacity-Based Role Assignment makes 4.6% (Regression square $R^2 \times 100$) contribution to the variance in teachers' job satisfaction. Furthermore, Table 5 indicated that (F= 37.236; p-value (0.000) <0.05). Since the p-value is less than .05, it is inferred that the result is significant. Therefore, Capacity-Based Role Assignment is a significant predictor of teachers' job satisfaction.

3. Capacity-Based Role Assignment and task delegation do not jointly contribute to teachers' job satisfaction

Table 6: Multiple Regression of Capacity-Based Role Assignment and Task Delegation as Predictors of Teachers' Job Satisfaction

	Regression Coefficient							
	Unstandardized coefficient		Standardized Coefficient	t	R	R^2	F	P
	B	Std. Error	β					
(Constant)	2.170	.093		23.255	.250	.062		.000
Task delegation	.093	.025	0.131	3.720			28.84	.000
Capacity-based role assignment	.140	.026	0.193	5.486				.000

Dependent/Criterion Variable: Teachers' Job Satisfaction
Predictor: Task Delegation and Capacity-Based Role Assignment

The regression model shown in Table 6 showed that R^2 is 0.062 which infers that 6.2% of the variance of teachers' job satisfaction is attributed to the joint contributions of Task delegation and Capacity-Based Role Assignment. The contribution of each of the predictor variables to the prediction of teachers' job satisfaction in their order of magnitude were: capacity-based role assignment (19.3%, p = 0.000); and task delegation (13.1% p = 0.027). Since the F-ratio obtained is 28.84 and the p-value is 0.000, it implied that task delegation and Capacity-Based Role Assignment jointly significantly contributed to teachers' job satisfaction. Therefore, it is concluded that there was significant joint influence of task delegation and Capacity-Based Role Assignment on teachers' job satisfaction in public secondary schools, Ondo State,

Nigeria, moreover, with capacity-based role assignment being the best predictor.

Discussion

The study found out that the level of task delegation was moderate. The study indicated that task delegation practices such as empowering teachers with adequate authority to carryout delegated task, providing leadership support while teachers carry out delegated task and effectively resolving issues that emanates from delegated responsibilities were mostly employed by principals. However, they indicated that principals do not reward high performance from teachers. This contradicts the findings of Gaawa and Ajimogobia (2025) who reported that principals, to a high extent delegate supervisory functions and appraisal functions to enhance teachers' job performance in public secondary schools in Bayelsa State.

The study also found out that the level of capacity-based assignment role was moderate. This findings negates that of Echikpu (2021), who reported that job design as a motivational strategy indicated a non-significant result, by implication was lowly utilised by principals in public secondary schools in River State. This imply that principals of Secondary schools in Ondo State moderately employed capacity-based role assignment practices. This evident in teachers indication that practices such as seeking to identify staff members individual capabilities before assigning duties and responsibilities, assigning roles based on areas of specialisation, creating team based on identified complementary skills of teachers and encouraging skills sharing among teachers were moderately employed. Moreover, practices such as relying on available staff data in assigning task and empowering teachers to take on leadership based roles were lowly employed.

The study also found out that the level of teachers' job satisfaction was moderate. The findings is in tandem with findings of Alabi and Awoniyi (2026), who reported that the level of teachers' job satisfaction in Akure South Local Government Area of Ondo State was moderate. However, the findings of the current study negates that of Olaifa et al. (2025), who reported that Kwara State secondary school teachers inherent perception and acceptance that they are satisfied with their job was high, with positive school climate, collegial relationship and communication indicated as factors teachers were most satisfied with.

Empirically, the study also found that task delegation is a significant predictor of teachers' job satisfaction. This finding corroborated the findings of Shah and Kasmi (2020), that delegation of authority with respect to authority, responsibility and accountability significantly impacted teachers' job satisfaction in private and public higher educational institutions in Sindh. Similarly, it supports the findings of Azeez (2026) that teachers who are placed in position of authority via delegation express high-level job satisfaction. Deductively, task delegation aligns with teachers' sense of belonging and recognition needs. Likewise, it also serve as a preparatory avenue for teachers to upskill for career advancement opportunities, hence, could align with their self-actualisation need.

In like manner, the study empirically proved that capacity-based role assignment strategy significantly predicted teachers' job satisfaction. This implies that principals' consideration of teachers' expertise, disposition and capacity as measures for delegating authority contributed to teachers' job satisfaction. Relatedly, Asiegbu and Ekanem (2024) assessed role culture as a correlate of teachers' task performance in public secondary schools in Akwa Ibom State. The

concept "role culture" is conceptually similar to "Capacity-Based Role Assignment strategy" as used in this present study. Although the study of Asiegbu and Ekanem (2024) empirically reported a low, positive significant relationship between role culture and teachers' task performance. Although, Echikpu (2021) empirically reported that no significant relationship existed between job design and teachers' job satisfaction. The gap in the empirical report between the current study and that of Echikpu (2021) could be as a result of the level of utilisation of the predictor variable. Evidently, the level of utilisation of job design in the previous study was non-significant, while capacity-based role assignment practices were moderately employed in the current study. Moreover, both studies hold that school administrators' awareness about teachers' capacity before assigning task is critical for engendering teachers' satisfaction.

The study also found out that task delegation and capacity-based role assignment jointly contributed significantly to teachers' job satisfaction. Moreover, capacity-based role assignment was empirically proven to be the best predictor of teachers' job satisfaction. Azeez (2026) found out that allocation of task and entrusting critical work related task to teachers enhances their satisfaction. Relatedly, Echikpu (2021) found out that teachers involvement in decision making significantly correlated teachers' job satisfaction, however, there was no significant relationship between job design and teachers' job satisfaction.

Conclusion

The study concluded that employing task delegation practice is a significant predictor of teachers' job satisfaction. By implication, entrusting teachers with high work responsibilities other than their typical instructional task is a veritable avenue for helping teachers develop capabilities for future career opportunities, thereby, the possibility of addressing their self-actualisation need. The study also concluded that capacity-based role assignment is a clear determinant of teachers' job satisfaction. This indicates that teachers' could be become less satisfied with their job if given a task they lack the required skill set to handle. Furthermore, the study concluded that task delegation and capacity-based role assignment jointly contributed significantly to teachers' job satisfaction.

Recommendations

Based on the findings of the study, the following recommendations are made :-

1. Principals should promote a work environment that fosters professional growth and development by sharing administrative work to teachers.
2. Principals should ensure that the assignment of roles, duties, tasks and responsibilities to teachers is data-driven, specifically, with respect to teachers' expertise, experience, qualification, disposition and skills.

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