

Delegation of Responsibilities and Teachers' Performance in Selected Secondary Schools in Kabale Municipality

Ahumuza Seth¹ and Moses Ntirandekura²

¹Department of Postgraduate Training, Kabale University

²PhD student/Assistant Lecturer, Kampala International University, Uganda ntimoses33@gmail.com

Abstract: *The purpose of the study was to find out the relationship between delegation of responsibilities and teachers' performance in selected secondary school in Kabale Municipality. The study was guided by objectives which were; to establish how assignment of responsibilities affects teachers' performance in selected secondary schools in Kabale Municipality, to establish the effect of power of decision making on teachers' performance in selected secondary schools in Kabale Municipality and to analyse the factors that affect effective delegation of responsibilities in selected secondary schools in Kabale Municipality. The study employed a cross sectional research design which was supported by both qualitative and quantitative research approaches. The study used a sample size of 142 respondents. Purposive and simple random sampling techniques were used in selecting respondents. Questionnaires, interviews and documentary review were used in data collection. Statistical Package for Social Sciences was used to analyse data where frequency tables were generated to present the findings. From the study, delegation of responsibilities was found to have a greater effect on teachers' performance in secondary schools in Kabale Municipality. The study established that the greater the activities allocated to the teachers the greater the job satisfaction obtained that leads to improved teachers performance. Teachers are encouraged to do their work well and be creative, get more involved in running the affairs of their schools and work towards perfection. They also develop the willingness to work beyond normal time, putting in more effort and have better attitudes towards their jobs. They feel more involved, have a more sense of belonging, work hard to justify their positions in offices and enjoy work because they feel promoted since they are executing high level roles. The study established that power to decision making affect teachers performance because it was revealed that the higher the power to decision making, the higher the job satisfaction because possession of power by teachers influences their job satisfaction making them work hard for improved performance. The study established that the power to make decisions and execute responsibilities makes teachers work harder towards the development of their respective schools. It was also established that teachers have full authority to decision making. Power for making decision is an important component and predictor of performance. Furthermore, teachers are given authority to make decisions relative to their roles and within the school policy guidelines. The study recommended that Headteachers should allocate more activities to teachers through ensuring that there is existence of functioning departments, consideration of expertise in assignment and allocation of activities, giving positions of responsibility to teachers and being flexible in the management of the schools through letting teachers be involved in handling different matters as situations arise. This is because allocation of activities leads to efficiency and effectiveness of teachers in schools hence leading to their job satisfaction.*

Keywords; Delegation; Responsibilities; Teachers; Performance; Secondary Schools

INTRODUCTION

Delegation of responsibilities refers to the process of entrusting authority and responsibility to other people. In this study, delegation of responsibilities was used to mean departmentalisation, assignment of responsibilities and power of decision making of teachers. Regarding assignment of responsibilities, this is the giving of certain individuals with the necessary skills in the organisation, certain occupations or jobs which the administrator cannot do (Musaazi, 2013). While power of decision making is the situation of giving those with responsibility in the organisation authority to make decisions and have control over their environment (Cole, 2014).

Delegation is the assignment of authority to another person to carry out specific activities. It allows subordinates to make decisions - that is, it is a shift of decision-making authority from one organizational level to another, lower one. Delegation is the transfer of power by one body or person to another to act for him. It empowers that other person to perform a task on behalf of the donor of the power (Nwagbara, 2015).

Teachers' performance comprises an event in which generally one group of people (the performer or performers) behaves in a particular way for another group of people. Teachers' performance in secondary schools in Kabale Municipality was measured in terms of efficiency, productivity, teaching methods and better academic performance.

Background to the Study

World over, delegation of responsibilities has been considered as one of the modern trends practiced by managers and administrators of organisations. Its function stands out contributing and increasing the level of motivation of staff and achieving positive returns

for (an organization with a manager) and (an employee with a customer) both (Wilzem, 2012). On the level of an organization, it achieves competitive advantage, knowledge inventory, increases the level of productivity and speed in finalizing tasks effectively.

Michels (1915) was also skeptical of delegation of responsibilities. In his iron law of oligarchy, he asserts that democratic organization inevitably becomes subordinated to the interest of their leaders and that the leadership becomes an entrenched oligarchy. Like most of his contemporaries and many of the scholars who followed him, Michels believed in the tendency of people to whom governing power is delegated to use their power against the interests of those who delegated such powers. Considering the above, managers find themselves in a situation in which they have to lead their subordinates by establishing a framework within which they must operate to achieve set goals successfully as possible (De Wilzem, Van Dyk & Coetzer, 2012). This requires the manager to be clear on issues concerned with delegation of skills. Carrell, Elbert, Hatfield, Grobler, Marx and Van der Schyff (2012) confirm this by declaring that the responsibility for performing the human resource function does not reside only in the human resource department; all managers at all levels of the organization share the accountability.

Delegation of responsibilities allows the successor to slowly learn the job and enables the manager to move on to a higher position. In addition, effective delegation is essential to developing high quality staff. By delegating work, managers are able to coach, train, and develop competent staff, making them more valuable to the organization. All of these reasons emphasize the positive outcomes associated with delegation. Therefore, from the above points, we can justify that delegation is not just a process but it is a way by which a manager multiplies himself and is able to bring stability, ability and soundness to a concern (Deventer and Kruger, 2013).

Teachers' performance has been one of the great concern to stakeholders in education in Uganda and Kabale Municipality given the deteriorating academic performance in secondary schools. A lot of people notable among them parents, students, government and even teachers themselves have expressed dissatisfaction with the gravity of teaching and learning that takes place in the schools (Wilzem, 2012).

According to Mathis and Jackson (2013), teachers' performance is associated with the quality and timeliness of output, presence/attendance on job, efficiency with which the work is completed and effectiveness of the work completed. In this respect, teacher performance connotes the teacher's role of teaching students effectively and efficiently in class and outside the class. Therefore, a teacher's job performance is his or her ability to integrate the experience, teaching methods, instructional materials, knowledge and skills in delivering the subject matter to students in and outside the classroom (Akinyi, 2015).

In secondary schools in East Africa, there has been remarkable performance of teachers because of the process of delegation of responsibilities. A survey across the above overview touching national, regional and global discussion of the problem of delegation. In the research there were cases where clear delegation was seen working while in others it was not there. For example in most government schools, there were disparities in terms of performance. Some Headteachers delegate responsibilities, while others don't even think of delegating that authority. Failure to master delegation is probably the single most frequently encountered reason why top officials fail according to Heinz Wehrich (2011). Almost invariably plans fail in an organization when they are developed by higher level managers for a lower level operations.

The study took place in selected secondary schools in Kabale Municipality because there was a high rate of teachers' absenteeism, poor students' performance in national exams, teachers' demand for transfers, work conflicts between head teachers and teachers, a high rate of staff turnover, low morale and students' strikes (Sasagah, 2007). In Uganda, there has been concern about performance of teachers in secondary schools. Delegation of responsibilities and teachers' performance have been and continues to be a subject of concern to headteachers and teachers since it is through this that an individual worker would develop and ultimately contribute to the general growth and development of the school. Despite, departmentalization, assigning activities and responsibilities to teachers and granting power of decision making as means of developing them and enhancing improved performance, teachers' performance is still low (Serubiri, 2012). This is likely to lead to the decline of education standards in secondary schools. It is against this background that the study was conducted to establish the effect of delegation of responsibilities on teachers' performance in selected secondary schools in Kabale Municipality.

Statement of the Problem

Teachers' performance has been and continues to be a subject of concern to managers and employees since it is through this that an individual worker will develop and ultimately contribute to the general growth and development of the organisation. However, teachers in Kabale Municipality seem not to be satisfied with their job which results into a high rate of teachers' absenteeism, poor students' performance in national examinations, teachers' demand for transfers, work conflicts between head teachers and teachers, a high rate of staff turnover, low morale and students' strikes (Sasagah, 2012). In the selected secondary schools in Kabale Municipality, academic performance for 2017-2018 was poor for example in Kigezi College Butobere, students who obtained first grade in 2017 accounted for 33% out of 52 students who sat for Uganda Certificate of Education while in 2018, the percentage was

12.5% out of 48 students. In Brainstom High School, 51% of the students out of 103 students who sat for Uganda Certificate of Education Examinations in 2017 obtained first grade while in 2018, the number reduced to 45% (Uganda Certificate of Education Results Report 2017-2018). This trend in performance indicated that academic performance was poor. It is not clear whether this trend of performance was due to poor delegation of responsibilities and teachers underperformance. In order to improve academic performance, teachers are deployed to perform certain duties such as those of heads of departments, house heads and librarians, teaching, co-curricular and administrative tasks or activities are entrusted to teachers by headteachers in the hope that they will improve their performance (Johhnson & Packer, 2010). However, there was still a problem of underperformance which is evidenced by poor academic performance in Uganda Certificate of Education Results 2017-2018. If this problem is not addressed it would lead to decline in education standards, low enrollment and closure of some selected schools in Kabale Municipality. So, the areas of concern in this study were whether delegation of responsibilities as well as the power of decision making affects teachers' performance in selected secondary schools in Kabale Municipality.

Purpose of the Study

The purpose of the study was to find out the relationship between delegation of responsibilities and teachers' performance of selected secondary school teachers in Kabale Municipality.

Objectives of the Study

- i. To establish how assignment of responsibilities affects teachers' performance in selected secondary schools in Kabale Municipality.
- ii. To establish the effect of power of decision making on teachers' performance in selected secondary schools in Kabale Municipality.
- iii. To analyse the factors that affect effective delegation of responsibilities in selected secondary schools in Kabale Municipality.

LITERATURE REVIEW

Effect of Assignment of Responsibilities on Teachers' Performance

The main reason for delegation of responsibilities in schools emanates from the fact that the task of running a school is too broad a responsibility for one person to manage alone. Regardless of the number of hours one may invest in one's work, one cannot succeed in completing the work alone. However, no matter how many hours one put into one's work. There are too many tasks and too many people to deal with, so the workload has to be shared (Farrant, 2013). Educational managers should strive to strike a balance between giving up total control to a group and holding too tightly to the reins. Delegation means initially setting the parameter, and then staying involved through co-ordination of resources, reviewing progress report, and being able to meet with teams at critical junctures (Dessler, 2011).

Assignment of responsibilities is an integral part of delegation. Matthew (2010), states that delegation of responsibilities is an integral part of every employee's work. Delegation is independent of the size of the organisation and an employee requires either upward or downward delegation based on his/her position in the organisational hierarchy. Delegating downwards is more commonplace and it stems from the employee's position in the hierarchy. Though the concept of delegating upwards is not popular, it forms an essential aspect of delegation at the workplace. Delegation of responsibilities is used to tap into the skills and resources already within the group, avoid burning out a few leaders, get things done, prevent the group from getting too dependent on one or two leaders, enhance the functioning of the team, allow everyone to feel a part of the effort and the success, groom new successors and enable new skill development in the team.

Chapman (2015) notes that subordinate's responsibility which is a key attribute of delegation, predicts job satisfaction which consequently leads to improved job performance. Also people who take responsibility for the jobs assigned to them by their supervisors, have an opportunity to learn how to work with their bosses, hence leading to better performance. The granting of freedom to act by headteachers is evidence of confidence in the teachers. The teachers respond by developing a constructive sense of responsibility (Rao & Narayana, 2012), which has a bearing in the overall job performance. Studies have indicated that responsibility predicts job performance (Chapman, 2015; Rao & Narayana, 2012). However, the extent to which job performance was predicted by subordinates' responsibility within the realm of Uganda's secondary school sector was still unknown hence there was a need for this study.

In a school setting teachers are deployed to perform certain duties such as those of heads of departments, house heads and librarians. They are entrusted with a certain amount of authority in handling and carrying out their various responsibilities (Barry & Tyre, 2015). Headteachers need to delegate responsibilities to teachers so as to enable them grow in management skills of both human and

material resources at school. Furthermore, Barry and Tyre (2015), states that the purpose of delegation is to advance and sustain aims and objectives for optimal results. Hughes (2014) adds that the primary purpose of the delegation of responsibilities was to increase goal achievement.

There is always a lot to be done towards achieving an all-round development or the socialization of the learners that the head teacher as the chief administrators at school level, who are the accounting and reporting officers, can undertake alone. Apart from the intellectual development of the learners, he has to see to their social, moral and physical development, attend to parents and other visitors as well as demands from his own superior officers from the Ministry of Education (M.O.E.). School head teacher who therefore delegates responsibilities to their teachers provide for the efficient working of the school and free themselves from issues that do not demand their personal attention. Hence, they enable teachers to make maximum use of their abilities that enhance their performance. Barasa (2013) asserts that when areas of responsibilities are clearly defined and understood, teachers perform their duties to the best of their abilities. Hence there was need for this study to determine how the delegation of responsibilities by headteachers influences teachers' performance improvement in secondary schools in Kabale Municipality.

Effect of the Power of Decision Making on Teachers' Performance in Secondary Schools

Power is a measure of an entity's ability to control their environment including the behaviour of other entities. In the corporate environment, power is often expressed as upward or downward. With downward power, a company's superior influences subordinate. When a company exerts upward power, it is the subordinates who influence the decisions of the leader (Greiner & Schein, 2013).

Van der Westhuizen (2014) asserts that a critical feature of successful teams, especially in knowledge-based enterprises, is that they are equipped with a significant degree of empowerment, or decision-making authority. Transformational leaders empower others by keeping them in the know, by keeping them fully informed on everything that affects their jobs. People want and need to feel that they are "insiders," that they are aware of everything that is going on. There is nothing so demoralising to a staff member than to be kept in the dark about their work and what is going on in the company (Bryan, 2010). In this literature, it emerges that empowered employees are highly charged and motivated people who care. The study attempted to establish if the delegation of headteachers by granting power of decision making empowered the teachers to make them highly charged and motivated people who care hence better job performance.

Bryan, (2010) states that power of decision making creates self-confidence and motivation. Self-confidence contributes to the feelings of self-worth and self-acceptance. These feelings contribute to self-control and the ability to contribute to team efforts thus improving performance. Empowerment allows people to self-actualize on the job. It allows employees to take risks. Employees who feel responsible for their work are more likely to seek help and advice when they encounter a problem with which they have little experience. They seek such advice not to avoid responsibility, but because they feel proud in the quality of their work.

Chandan (2013) indicates that granting power gives the junior level managers and supervisors the authority to make decisions relative to their roles and within the organisational policy guidelines. Allocation of activities makes junior staff responsible and more dedicated to their work and they feel proud of being given authority. The freedom to make decisions also gives them a feeling of status and recognition and these results in loyalty, commitment and belonging.

Chandan, (2013) further indicates that power of decision making improves performance by empowering lower levels to make decisions that are most responsive to their needs. The workers become more innovative and thinkers. It inhibits the growth and development of personnel. This is a structure in which there is democratic sharing of power. Due to the different fields in the organisation or school, power of decision making solves the problem of limitations in managerial expertise as well as increased executive load. In here, it emerges that delegation of authority to make decisions to subordinates relative to their roles and within the organisational policy guidelines makes junior staff responsible and more dedicated to their work and they feel proud of being given authority hence becoming more innovative and thinkers. However, the missing link here was that teachers seemed dissatisfied with their jobs despite the existence of granting power of decision making in the schools in Kabale Municipality. This literature thus guided the study to establish the level of delegation in decision making in the schools and how this affects teachers' performance.

Frischmann (2010) indicates that granting power is the policy of delegating decision-making authority down to the lower levels in an organisation. A decentralised organisation shows fewer tiers in the organisational structure, wider span of control, and a bottom-to-top flow of decision-making and flow of ideas. In a centralised organisation, the decisions are made by top executives or on the basis of pre-set policies. These decisions or policies are then enforced through several tiers of the organisation after gradually broadening the span of control until it reaches the bottom tier.

In a more decentralised organisation, the top executives delegate much of their decision-making authority to lower tiers of the organisational structure. As a correlation, the organisation is likely to run on less rigid policies and wider spans of control among

each officer of the organisation. The wider span of control also reduces the number of tiers within the organisation, giving its structure a flat appearance. One advantage of this structure, if the correct controls are in place, will be the bottom-to-top flow of information, allowing decisions by officials of the organisation to be well informed about lower tier operations (Fehr, and wilkening, 2013). For example, if an experienced technician at the lowest tier of an organisation knows how to increase the efficiency of the production, the bottom-to-top flow of information can allow this knowledge to pass up to the executive officers. In this literature, it emerges that delegation reduces the tiers in decision making and enables flow of ideas. However, an emerging issue is whether head teachers allow flow of ideas. This thus guided the study to attempt to establish how the level of delegation in secondary schools in Kabale Municipality enabled teachers to freely contribute their ideas something that would create work contentment hence improved teachers' performance.

Musaazi (2008) indicates that delegation increases flexibility in the organisation as every problem is no longer referred to a central authority for a decision to be taken. For instance, teachers can take decisions without referring each and every issue to the principal. In this case, delegation permits the making of decisions with least delay. Gardner et al (2014) add that delegation provides an employee the opportunity to exercise self-direction and control, which signals to the employee that he or she is considered by the supervisor/organisation to be able, task competent, organizationally important and needs satisfying. In here, it emerged that delegation promotes flexibility in decision making without having to wait for the top managers and also provides chance for self-direction of the employees. It became the researchers' interest to analyse how teachers in their departments made decisions without waiting for the headteachers' orders hence getting motivated to work harder.

Most organisations today encourage managers to delegate power to make decision and authority in order to provide maximum flexibility in meeting customer needs (Cliffs, 2012). In addition, delegation leads to empowerment, in that people have the freedom to contribute ideas and do their jobs in the best possible ways. This involvement can increase job satisfaction for the individual and frequently results in better job performance. Without delegation, managers do all the work themselves and underutilise their workers. What arose in this literature was that delegation leads to empowerment for people have the freedom to contribute ideas and do their jobs in the best possible ways. Accordingly, this improved performance due to increased job satisfaction. This helped the study in establishing if the headteachers in Kabale Municipality empowered their teachers in order to provide maximum flexibility in meeting the needs of parents and students and how this affects the teachers' performance.

Many researchers have considered delegation of power for making decisions as an approach that improves job performance (Noblet & Rodwell, 2013). Based on this, delegation of power to make decisions helps to overcome distance related obstacles to corporate-decision making through subjective intelligence and permits staff to be satisfied on their jobs which improves their performance. Similarly, a study conducted by (Muindi, 2011) earmarks power to make decisions as an important component and predictor of job performance. In recent decades, the level of awareness towards delegation has increased drastically and has gone to its climax to become a well-established field of study (Bozkurt & Ergeneli, 2014) due to: need to improve the speed and quality of decisions, reduce manager overload, enrich the subordinate's job, increase the subordinate's intrinsic motivation and provide opportunities for subordinate development of leadership skills, all of which have a bearing on the job satisfaction levels. In response to the above necessity and the requirement to facilitate attainment of job performance by employees, many organizations are undertaking delegation as an approach for achieving worker's job performance, hence leading to improved service delivery, higher productivity and reduced labor turn over (Muindi, 2011).

Though there is considerable literature available that have evolved to examine the link between delegation and job performance world over, still little is known about the effect of delegation on employees' performance from Uganda, particularly within the context of Uganda's secondary education service sector (Noblet, 2013). Still, there is paucity of research on how delegation acts as a criterion in influencing job performance. The few existing gravitates on secondary school teachers and not those offering basic education. This is an indication of a knowledge gap to which this study aspires to fill. The Ugandan Secondary education service sector is therefore, considered to be one of the vital and integral component of Uganda's economy. As a consequence, it is for this reason that Universal Secondary Education policy has been adopted. Thus, studying the link between delegation and staff performance is necessary as it provides a theoretical as well as a practical platform to the education service industry's efforts to improve the performance of secondary education sector.

Factors Affecting Effective Delegation of Responsibilities in Secondary Schools

Du Pérez (2016) is of the opinion that there are various factors that prevent head teachers from meeting the requirements for effective delegation. Van Deventer and Kruger (2013) categories them into two main groups namely, under-delegating and over-delegating; and caution that both should be avoided.

Under-delegating: Van Deventer and Kruger (2013) cite Good worth's (2010) examples of under-delegating and advice one to evaluate one's own delegation skills in the light of these examples: Fear of being superseded, head teachers who are afraid that their

junior staff might outperform them often prefer to do the work on their own rather than to delegate to one of their personnel. Robbin (2012) concurs to this view. Lack of confidence in one's subordinate's Plain lack of confidence in one's subordinates is probably the most common, and certainly the most virulent, complaint that managers are prone to. Both French (2010) and Robbin (2012) agree with this opinion. A consuming interest in doing the job this is found mostly in workaholic managers. Their interest in their work prevents them from delegating any of their tasks to others. French (2010) says they want to account only for themselves and do not want to be indebted to others.

Over-delegating: Over-delegating is the worst weakness of delegation (Van Deventer & Kruger, 2013). Three aspects are of relevance to over-delegating: Management lethargy: This is described as downright laziness, which managers the world over are prone to, and is a root cause of over delegation. Inadequate knowledge/experience: Many people get promoted to higher ranks based on their previous performances with no attention given by the promoters to an unbiased assessment of their likely future competence. Their inadequate knowledge/experience after being promoted without thorough mentoring and coaching leads to the following weaknesses of over-delegating:= Lack of functional knowledge/experience, the detailed know-how of the job concerned is not known and that causes haphazard over-delegating to delegates just because one is in authority in an office.

Lack of general management knowledge/experience, the "across the board" know-how of managing the Three M's (Men, Money and Materials), that is, resources which are key in any school. Their misuse could be costly to the school and lead it fail in achieving its set goals (Van Deventer & Kruger, 2013). Laziness indolence can cause a manager to evade certain responsibilities by merely transferring the tasks concerned onto the shoulders of hapless educators. Robbin (2012) interprets this laziness as abdication.

Aspects of fear, these include fear of the district officials, fear of some (or all) colleagues and or subordinates, fear of losing their job, fear of the job itself. French (2010) supports this notion. All these anxieties, whether they are triggered by real or imagined situations, can lead to the manager skimping personal responsibilities by simply resorting to over delegating (Van Deventer & Kruger, 2013). Therefore, Du Preez (2016), Robbins and Barnwell (2012), and Van Deventer and Kruger (2013) come to the conclusion that, once order has been created out of chaos in a school as an organization and division of labor has been made, as well as delegation given, the manager must see to it that all the parts function together effectively and efficiently.

According to study done by Mushi (2013) revealed that managers are reluctant to delegate due to the unchanged way of organization management, the organization management does not insist the issue of delegation to its workers by giving them authorities time to time so as to be aware on delegation of authority this bring difficulties in maintaining it since even the applicability of it in many organization is less and He state that, the weaknesses in the delegation do affect the effective and efficiency of management in the organization. Management behavior which is too dominant is a factor which contribute to the failure in the process of delegations Such a behavior usually result in lack of replacement of the dominant managers, when such senior post is vacant obviously efficiency in management will be impended upon. Development of the subordinates will be stifled bringing a break in the organization. As a result the dominant managers will overburden and make mistakes which he would not make if his subordinates would have given him help. Other weakness in the process of delegation are due to the attitude towards subordinates supervisor may not have confidence in their subordinates. In such case one has a constant fear of what might happen if failure does occur. In this case people hesitate to delegate due to feared risk of the out. For the implementation of effective delegation an organization has to change according to the environment and objectives.

Holdoryd (2010) states that some subordinates are afraid of accepting risk and responsibility and they become content with the superior making all the decisions. For them it is safer to carry out the decisions handed down to them by superiors. They may also have a fear that even the slightest mistake on their part may lead to their dismissal from service. More still, Allen (2012) asserts that some fear that delegation will only mean assignment of tasks to them without matching authority over the relevant information to facilitate decision-making, or the necessary human and physical resources to carry out the decision. Sometimes junior staff lack confidence in their capability to discharge new responsibilities.

RESEARCH METHODOLOGY

Research Design

The study adopted cross-sectional survey design which was supported by use of quantitative and qualitative methods of data collection. This design was chosen because it had the ability to produce data required for qualitative analysis, allowing simultaneous description of views, opinions, perceptions and beliefs at a single point in time. Qualitative method was of particular importance to this research because of its ability to penetrate into the different expressions and experiences of respondents to the subject matter. Quantitative method was used due to the desire of establishing the magnitude of the problems using statistical data and evidence. T

Study Population

The study was conducted in four selected secondary schools in Kabale Municipality. The population of this study was 220 and it comprised of teachers and headteachers.

Sample Size

The researcher used a sample of 142 respondents that was drawn from the population of 220 because it was enough to provide adequate and relevant data for the study since it involved people who were affected by the problem that was under investigation. The sample size was determined using Israel Glenn's (2012) formula $n = \frac{N}{1 + N(e)^2}$ where n was the sample size that was being determined, N was the study population while e^2 was the level of precision which was estimated at 0.05

$$n = \frac{220}{1 + 220(0.05)^2} = \frac{220}{1 + 220(0.0025)} = \frac{220}{1.55} = 142$$

Sampling Techniques

The researcher applied purposive sampling to select 4 headteachers from Kigezi College Butobere, Hornby High School, Rock High School and Brainstorm High School. Headteachers were purposively selected because they were the key decision makers and implementers of school programmes and they were the ones who could delegate to their teacher.

In selecting the 138 teachers, the researcher applied simple random sampling in each school in order to give respondents more chance of being included in the sample. This technique was used to minimize bias during sample selection.

Data Collection Instruments

Questionnaires

A questionnaire is method that utilizes a standardized set or list of questions given to individuals or groups, the results of which can be consistently compared and contrasted. This method of data collection was used to collect data from teachers. It was used because of its ability to reduce any bias and the collection of authentic data important for data analysis. Questionnaire for teachers was developed by the researcher using likert format (strongly agree, agree, undecided, strongly disagree and disagree). The questionnaire was preferred as an instrument of research because copies of the questionnaire were easy to administer.

Interview Guide

Data for this study were also collected using an interview guide which was structured in accordance to the study objectives in order to keep the interviewees focused on the study purpose. It was used to collect data from headteachers for more qualitative data. The method enabled the researcher to get intimate feelings of headteachers about the problem of the study, which the questionnaires could not elicit. This method was preferred because it would enable the researcher to get clarifications before leaving the respondent and even cases of non-responses were minimized when this tool was used.

Documentary Review Guide

A documentary review is a systematic process in which a researcher analyses the available literature in form of reports and files for the purposes of retrieving the necessary information relating to the subject matter. Some of data was reviewed from written documents such as the work plan manual of staff in schools, executive board minutes and delegation records. The use of documents alongside other data collection instruments allowed comparisons to be made for validation and uniformity of results. Furthermore, the researcher reviewed the establishment of different rules and regulations aimed at reshaping someone's skills on issues of delegation practice at workplace. All these helped to supplement important information needed in the study.

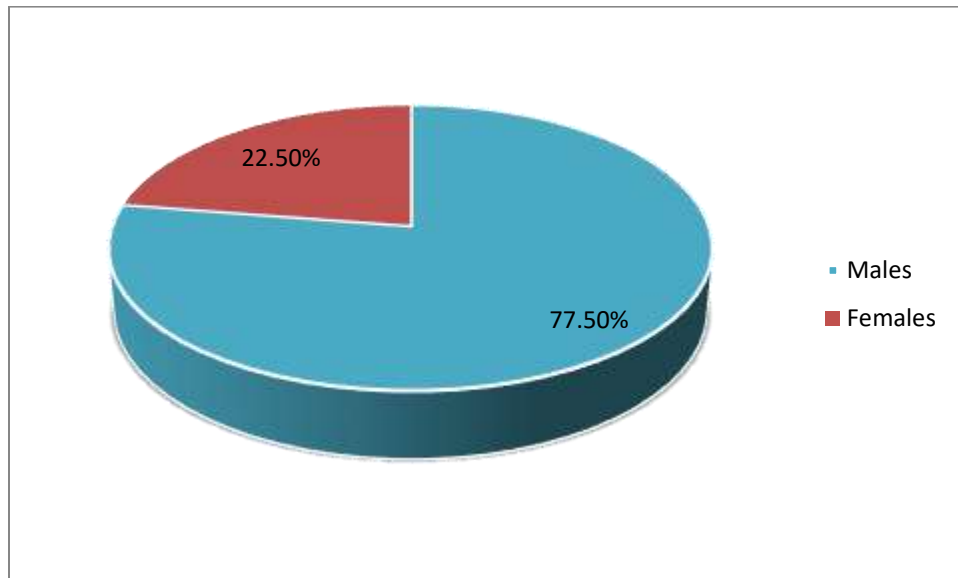
Data Analysis

Qualitative data generated from interviews was analyzed through careful interpretation of meanings and contents and through organizing and summarizing in accordance with the issue that were under investigation. In line with this, the researcher made descriptive presentation of data in a reflexive and narrative manner whilst keeping its original content. Quantitative data was analyzed using Statistical Package for Social Sciences version 20. Descriptive statistics such as frequencies and percentages were generated. These were presented in tables, pie charts and graphs to give clear interpretation of the findings.

DATA ANALYSIS AND DISCUSSION OF FINDINGS

Background Information of Respondents

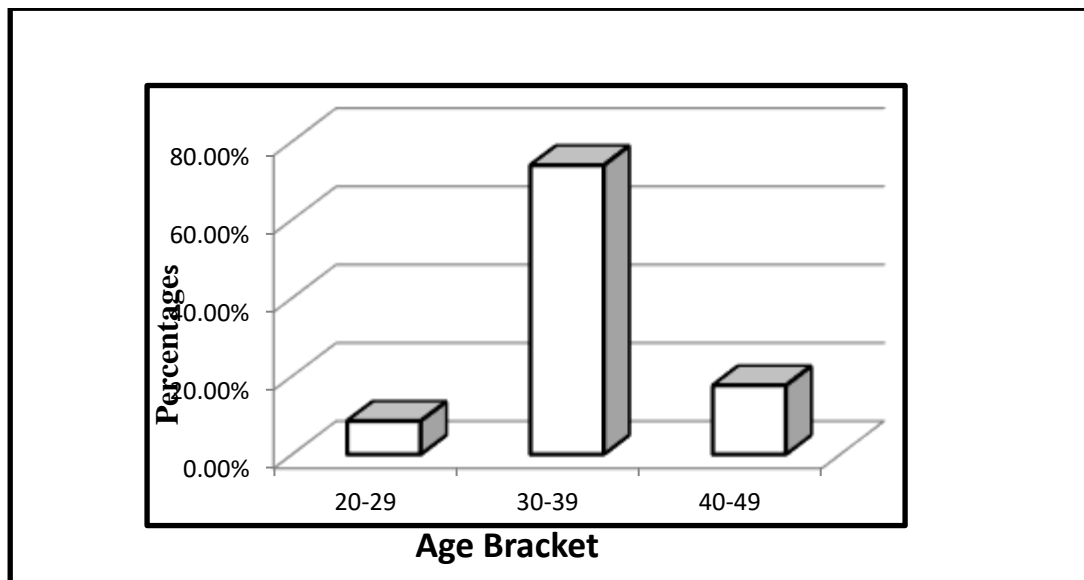
Figure 4.1: Gender of Respondents



Source: Field Data, 2019

The findings in figure 4.1 show that most respondents (110 or 77.5%) were males while only 32(or 22.5%) participants were females. This implies that more males were employed in the selected secondary schools in Kabale Municipality compared to females.

Figure 4.2: Age of the respondents

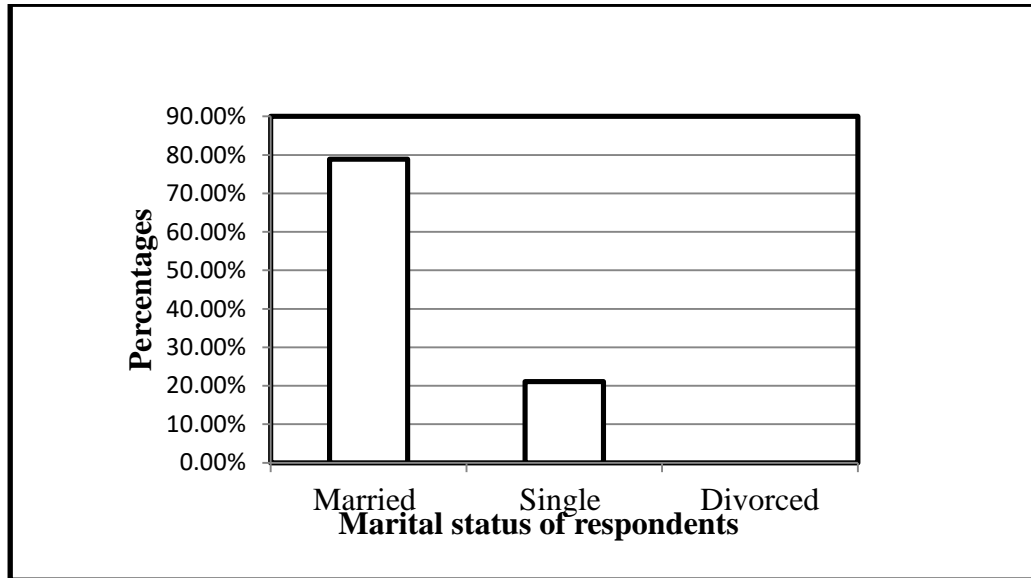


Source: Field Data, 2019

The findings in figure 4.2 also show that respondents in the age group of 30-39 constitutes the majority (105 or 73.9%) followed by those between 40-49 (25 or 17.6%) and few (12 or 8.5%) were in the age group 20-29. The majority being in the age group of 30-39 could imply that they are teachers who have stayed longer in the teaching profession. Age group of 20-29 could be considered as

those who had just graduated from institutions, while a drop in number in the age group of 40-49, perhaps means that some of them found teaching unattractive leading to abandoning of the profession for other careers. The results therefore indicate that the majority of respondents were of mature and experienced age which made the researcher to consider their views as valid and authentic in relation to the study.

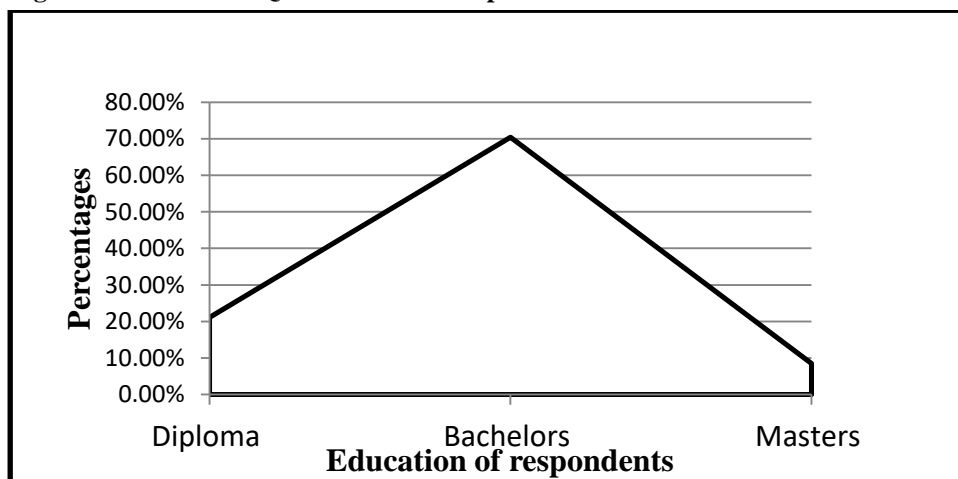
Figure 4.3: Marital Status of Respondents



Source: Field Data, 2019

Regarding the marital status of respondents, figure 4.3 indicates that majority (112 or 78.9%) of them were married as compared to 30 (or 21.1%) participants who were single. The results therefore indicate that since the majority of the respondents were people of responsibility, they were able to give valid and ideal responses on the problem of the study as they perceive job satisfaction from a mature and responsible point of view.

Figure 4.4: Academic Qualification of Respondents



Source: Field Data, 2019

The researcher was also interested in the academic qualification of respondents. Figure 4.4, shows that majority (100 or 70.4%) of respondents held a first degree; followed by those with Diploma (30 or 21.1%). Few respondents (12 or 8.5%) held a masters degree.

The results indicated that all the respondents had the necessary qualifications to teach in secondary schools and to hold responsibilities. This is because the minimum requirement for teaching in secondary schools in Uganda is a Diploma in teacher education.

Table 4.1: Designation of Respondents

	Frequency	Percentage
Deputy headteacher	6	4.2%
Director of Studies	6	4.2%
Head of Department	50	35.2%
Class teacher	45	31.7%
House patron	20	14.1%
Subject teacher	15	10.6%
Total	142	100.0%

Source: Field Data, 2019

With regard to designation, the results indicated in table 4.1 indicates that majority (50 or 35.2%) of participants were cited as heads of department; followed by class teachers (45 or 31.7%). House patrons constituted 20 (or 14.1%), while subject teachers were 15 (or 10.6%). There were few (6 or 4.2%) deputy head teachers and Directors of studies. This indicated that the majority of respondents had direct visible delegated responsibilities. Therefore, there were high chances of giving accurate views.

Descriptions of Teachers and Headteachers' responses to the items of the questionnaire

In this section, the researcher presents the descriptive statistics relating to the responses of teachers and headteachers on delegation of responsibilities and teachers performance. The statistical data from the questionnaire is then supported by the qualitative data of the study from interviews.

Teachers and Headteachers responses on Assignment of Responsibilities

In this study, the independent variable was delegation of responsibilities which was used to mean assignment of responsibilities and power of decision making in secondary schools in Kabale Municipality. Thus, in measuring delegation of responsibilities, the researcher asked teachers and headteachers to provide their responses on assignment of responsibilities and power of decision making of teachers to elicit their responses.

Table 4.2 shows responses on assignment of responsibilities.

Table 4.2: Responses on Assignment of Responsibilities

	Strongly agree		Agree		Undecided		Strongly disagree		Disagree		Total	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Expertise is considered in assignment of responsibilities	34	23.9	82	57.7	10	7.1	0	0	16	11.3	142	100
Assignment of responsibilities has reduced the work load of the administrators	36	25.4	100	70.4	6	4.2	0	0	0	0	142	100
There is flexibility in the management of the school when responsibilities are assigned to teachers	50	35.2	63	44.4	6	4.2	9	6.3	14	9.9	142	100

Workload is shared through assignment of responsibilities	36	25.4	100	70.4	6	4.2	0	0	0	0	142	100
There is exploitation of individual skills through assignment of responsibilities	30	21.1	86	60.5	10	7.1	0	0	16	11.3	142	100
Teachers are assigned and allocated different activities and responsibilities for improved performance	50	35.2	63	44.4	6	4.2	9	6.3	14	9.9	142	100

Source: Field Data, 2019

From table 4.2, it was indicated that expertise was considered in assignment of responsibilities was agreed by (82 or 57.7%) of the respondents, 34 or 23.9%) strongly agreed, 16 or 11.3% disagreed while 10 or 7.1% undecided. Thus, going by the opinion of the majority, teachers in Kabale Municipality secondary schools are assigned different responsibilities based on their experience. This implies that teachers come to understand the functioning of their respective schools and hence reduces complaints.

Assignment of responsibilities has reduced the work load of the administrators was agreed by 100 or 70-4% of the respondents, 36 (25.4%) of the respondents strongly agreed while 6 (4.2%) of the respondents undecided. The findings imply that workload of headteachers were reduced whenever responsibilities were assigned to teachers.

There was flexibility in the management of the school when responsibilities were assigned to teachers was agreed by 63 (44.4%) of the respondents, 50 (35.2%) of the respondents strongly agreed, 14 (9.9%) disagreed, 9 (6.3) strongly disagreed while 6 (4.2%) of the respondents undecided. This suggests that when teachers hold positions of responsibilities, they become flexible and are likely to participate enthusiastically in responsibilities to produce good results.

On the issue of workload is shared through assignment of responsibilities, majority of respondents 100 (70.4%) of the respondents agreed, 36 (25.4%) strongly agreed while 6 (4.2%) undecided. This implies that there is no work accumulation as teachers become part of the school team. They supervise one another and therefore work closely.

Concerning, whether teachers are assigned and allocated different activities and responsibilities for improved performance, 63 (or 44.4%) of the respondents agreed, 50 (35.2%) of the respondents strongly agreed, 14 (9.9%) disagreed, 9 (6.3%) strongly disagreed while 6 (4.2%) undecided. This implies that the work of administrators is likely to be easier when most teachers are responsible for the assigned duties in their respective schools. Headteachers may not need to be in schools all the time because the work can be easily handled by teachers when delegated responsibilities. This makes schools to function with flexibility because teachers become satisfied with their jobs.

The findings from Table 4.2 also indicate that majority of respondents amounting to 86 (60.5%) agreed that there was full exploitation of individual skills through assignment of responsibility and 30 (21.1%) strongly agreed, 16 (11.3%) of the respondents disagreed while 10 (7.1%) undecided. This implies that exploitation of skills is likely to lead to efficiency and effectiveness because teachers work knowing what is expected from them.

The findings concur with Chapman (2015) notes that subordinate’s responsibility which is a key attribute of delegation, predicts job satisfaction which consequently leads to improved job performance. Also people who take responsibility for the jobs assigned to them by their supervisors, have an opportunity to learn how to work with their bosses, hence leading to better performance.

Furthermore, in support of the above findings, Barry & Tyre, (2015) states that teachers are entrusted with a certain amount of authority in handling and carrying out their various responsibilities. Headteachers delegate responsibilities to teachers so as to enable them grow in management skills of both human and material resources at school. Furthermore, Barry and Tyre (2015), states that the purpose of delegation is to advance and sustain aims and objectives for optimal results. Hughes (2014) adds that the primary purpose of the delegation of responsibilities was to increase goal achievement.

Findings from interviews revealed that assignment of responsibilities makes teachers become part of the school team. They supervise one another and therefore work more closely together. If for example there are functions every teacher participates at least in some activity enthusiastically. The teachers are available at the school especially if there is an occasion that requires the presence of all the teachers and nobody wants to be seen to be betraying the cause of the school. The teachers’ participate enthusiastically in “extra teaching and crash programmes for candidates to produce good UNEB results. They participate and contribute freely in meetings, have commitment to reports writing and get involved in handling parents and visitors issues. It is also revealed that, assignment

makes teachers know the functioning of the school. This reduces complaints because they know how admissions are made, how students' indiscipline is handled, how school funds are spent and the role of every individual in the school including appreciation of the non-teaching staff. More still, it was disclosed that assignment of responsibilities makes the school function with a lot of flexibility. This is because the teachers are satisfied with their jobs. Head teachers need not be in the school all the time because every activity can be easily handled by the teachers' when delegated responsibilities. Teachers do not feel disconcerted whenever there is an issue requiring their input. Teachers come in to help making work easy. There is no work accumulation in the head teachers' office.

Delegation of responsibilities is a tool for developing people while also freeing up time for the manager to take on new responsibilities and to develop him/herself. In secondary schools, delegation of responsibilities is often the first step toward electing a successor. This technique allows the successor to slowly learn the job and enables the head teachers to move on to a higher position. In addition, effective delegation of responsibilities is essential to developing high quality leaders. By delegating responsibilities, head teachers are able to coach, train, and develop competent teachers, making them more valuable to the school.

Qualitative findings from an interview with the Headteacher of Brainstorm High School, it was revealed that head teachers of secondary schools in Kabale Municipality need to ensure that delegation isn't viewed as getting someone else to do their dirty work. Thus, an effective head teacher should delegate the pleasant and the unpleasant, the challenging and the boring assignments. Similarly, assignments should be balanced across workers.

The head teacher further stated that once the task has been delegated, the headteacher need to allow the teacher the freedom to make the choices needed to accomplish the task. headteachers should not supervise too closely for this may create frustration and make someone feel that the head teacher lacks confidence in his/her ability. Head teachers should review and evaluate the results of the assignment, not the means used to accomplish the task. However, they are responsible for making sure that both the process and the outcome of the delegated task are consistent with the goals. As noted, one way to accomplish this is through the specification of clear standards prior to the delegation.

Responses on Power of Decision Making

Table 4.3 shows responses on power of decision making;

Table 4.3: Level of Agreement on Power of Decision Making

	Strongly agree		Agree		Undecided		Strongly disagree		Disagree		Total	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Teachers have power to make decision and execute responsibilities	32	22.5	70	49.2	10	7.1	14	9.9	16	11.3	142	100
Teachers have power to control over their environment and their ideas are considered vital in the improvement of their work performance	34	23.9	62	43.7	9	6.3	16	11.3	21	14.8	142	100
Teachers have full authority to decision making	22	15.5	40	28.2	0	0	30	21.1	50	35.2	142	100
Power for making decision is an important component and predictor of performance.	36	25.4	100	70.4	6	4.2	0	0	0	0	142	100
Teachers are given authority to make decisions relative to my roles and within the school policy guidelines.	22	15.5	40	28.2	0	0	30	21.1	50	35.2	142	100

Giving power of making decision to teachers leads to quick decision making	50	35.2	63	44.4	6	4.2	9	6.3	14	9.9	142	100
--	----	------	----	------	---	-----	---	-----	----	-----	-----	-----

Source: Field Data, 2019

The findings from table 4.3 show that the teachers have the power to make decisions and execute responsibilities. This is evidenced by the majority of the respondents 70 (49.2%) agreeing to the item asked, 32 (22.5%) strongly agreed, 16 (11.3%) of the respondents disagreed, 14 (9.9%) strongly disagreed while 10 (7.1%) undecided. Having power to execute responsibilities is likely to make teachers work harder towards the development of their respective schools.

Teachers have power to control over their environment and their ideas are considered vital in the improvement of their work performance was agreed by 62 (47.3%) of the respondents, 34 (23.9%) strongly agreed, 21 (14.8%) of the respondents disagreed, 16 (11.3%) strongly disagreed while 9 (6.3%) undecided. This implies that teachers have power over work situation. This is likely to lead to increased performance towards the management of the school.

The findings further indicate that the majority of respondents 40 (28.2%) agreed that teachers have full authority to decision making, 22 (15.5%) of respondents strongly agreed, 50 (35.2%) of the respondents disagreed while 30 (21.1%) strongly disagreed. This suggests that only headteachers reserve the authority to making final decisions concerning the management of the school.

Power for making decision is an important component and predictor of performance was agreed by 100 (70.4%) of the respondents, 36 (25.4%) of the respondents strongly agreed while 6 (4.2%) undecided. This implies that having power to decide and utilize resources is likely to motivate teachers to work hard for improved performance. More still, having power to decide and execute responsibilities is likely to make teachers work harder leading to better academic performance.

From the findings, the item that teachers are given authority to make decisions relative to my roles and within the school policy guidelines was agreed by 40 (28.2%) of the respondents, 22 (15.5%) of the respondents strongly agreed, 50 (35.2%) disagreed while 30 (21.1%) of the respondents strongly disagreed.

Giving power of making decision to teachers leads to quick decision making was agreed by 63 (44.4%) of the respondents, 50 (35.2%) of the respondents strongly agreed, 14 (9.9%) disagreed, 9 (6.3%) strongly disagreed while 6 (4.2%) undecided. This implies that giving power to make decisions is an important factor in enhancing quick decision making which may result into better teachers and students' academic performance.

In support of the above findings, Bryan, (2010) states that power of decision making creates self-confidence and motivation. Self-confidence contributes to the feelings of self-worth and self-acceptance. These feelings contribute to self-control and the ability to contribute to team efforts thus improving performance.

In support of the above findings, Chandan, (2013) further indicates that power of decision making improves performance by empowering lower levels to make decisions that are most responsive to their needs. The workers become more innovative and thinkers. It inhibits the growth and development of personnel. This is a structure in which there is democratic sharing of power. Due to the different fields in the organisation or school, power of decision making solves the problem of limitations in managerial expertise as well as increased executive load.

In agreement with the above findings, Musaazi (2008) indicates that delegation through granting power to decision making increases flexibility in the organisation as every problem is no longer referred to a central authority for a decision to be taken. For instance, teachers can take decisions without referring each and every issue to the headteacher. In this case, delegation of power permits the making of decisions with least delay. Gardner et al (2014) support the above findings by stating that delegation provides an employee the opportunity to exercise self-direction and control, which signals to the employee that he or she is considered by the supervisor/organisation to be able, task competent, organizationally important and needs satisfying. In here, it is emerged that delegation promotes flexibility in decision making without having to wait for the top managers and also provides chance for self-direction of the employees.

More still, in support of the above findings Noblet & Rodwell, (2013) considered delegation of power for making decisions as an approach that improves job performance. Based on this, delegation of power to make decisions helps to overcome distance related obstacles to corporate-decision making through subjective intelligence and permits staff to be satisfied on their jobs which improves their performance. Similarly, a study conducted by (Muindi, 2011) earmarks power to make decisions as an important component and predictor of job performance.

It was disclosed during interviews that possession of power to decision making by teachers influences their performance due to working hard. Teachers get more involved in every day today management of the students affairs. They become active as they always want to impress the headteachers and they put in more effort since for anything which goes wrong, they have to account for it. Possession of power is a challenge to the teachers because they have to make sure that they fulfil the assigned duties. It was also revealed that if teachers have power over resources, they enjoy their work. They work more with commitment and become more accountable. They willingly work with minimum supervision. The teachers enjoy their work if they have access to resources to use in the departments. They feel attached to the school and do their best.

Qualitative findings from one headteacher revealed that delegation of power to decision making in a way gives enough room and space to the delegated teacher to flourish their abilities and skill. Through delegating powers, teachers get a feeling of importance. They get motivated to work and this motivation provides appropriate results to a concern. Delegation of authority also helps in breaking the monotony of the subordinates so that they can be more creative and efficient. Delegation of authority is not only helpful to the subordinates but it also helps the managers to develop their talents and skills. Since the manager get enough time through delegation to concentrate on important issues that may lead to better performance of both students and teachers.

One headteacher also disclosed that most secondary schools today encourage headteachers to delegate power and authority in order to provide maximum flexibility in meeting customer needs. In addition, delegation leads to empowerment, in that people have the freedom to contribute ideas and do their jobs in the best possible ways. This involvement can increase job satisfaction for the individual and frequently results in better performance. Without delegation of power to decide, headteachers do all the work themselves and underutilise their workers.

Factors that affect effective Delegation of Responsibilities in Selected Secondary Schools in Kabale Municipality

The researcher was interested in investigating the factors that affect effective delegation of responsibilities in selected secondary schools in Kabale Municipality and the following were the findings.

Table 4.4: Factors that affect effective Delegation of Responsibilities in Selected Secondary Schools

	Strongly agree		Agree		Undecided		Strongly disagree		Disagree		Total	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Staff lack confidence in their capability to discharge new responsibilities	32	22.5	70	49.2	10	7.1	14	9.9	16	11.3	142	100
Lack of general management knowledge/experience	34	23.9	62	43.7	9	6.3	16	11.3	21	14.8	142	100
Lack of proper communication of standards for the task may lead to less than desirable outcomes	22	15.5	40	28.2	0	0	30	21.1	50	35.2	142	100
Under-delegating and over-delegating are the worst weakness of delegation	36	25.4	100	70.4	6	4.2	0	0	0	0	142	100
Inadequate incentives given to the delegated teacher	50	35.2	63	44.4	6	4.2	9	6.3	14	9.9	142	100
Inadequate information and resources	32	22.5	70	49.2	10	7.1	14	9.9	16	11.3	142	100
Fear of criticisms	34	23.9	62	43.7	9	6.3	16	11.3	21	14.8	142	100

Source: Field Data, 2019

The findings from table 4.4 show that staff lack confidence in their capability to discharge new responsibilities. This is evidenced by the majority of the respondents 70 (49.2%) agreeing to the item asked, 32 (22.5%) strongly agreed, 16 (11.3%) of the respondents disagreed, 14 (9.9%) strongly disagreed while 10 (7.1%) undecided. Since majority of the respondents agreed, it implies that lack of staff confidence in their capability to discharge responsibilities reduces teachers' performance in selected secondary schools in Kabale Municipality.

Lack of general management knowledge/experience was agreed by 62 (47.3%) of the respondents, 34 (23.9%) strongly agreed, 21 (14.8%) of the respondents disagreed, 16 (11.3%) strongly disagreed while 9 (6.3%) undecided. From the findings, majority of the respondents agreed implying that lack of general management knowledge/experience leads to failure to execute responsibilities by the delegated teacher which may result into poor performance of teachers selected secondary schools in Kabale Municipality.

The findings further indicated that the majority of respondents 40 (28.2%) agreed that lack of proper communication of standards for the task may lead to less than desirable outcomes, 22 (15.5%) of respondents strongly agreed, 50 (35.2%) of the respondents disagreed while 30 (21.1%) strongly disagreed. From the findings, lack of proper communication among teachers and headteachers affect teachers' performance.

Under-delegating and over-delegating are the worst weaknesses of delegation was agreed by 100 (70.4%) of the respondents, 36 (25.4%) of the respondents strongly agreed while 6 (4.2%) undecided. Since majority of the respondents agreed, it implies that headteachers interest in their work prevents them from delegating any of their tasks to others. It was revealed by one headteachers disclosed that because of fear of being superseded, headteachers who are afraid that teachers might outperform them often prefer to do the work on their own rather than to delegate to one of their teachers. The findings concur with Van Deventer & Kruger, (2013) who states that over-delegating is the worst weakness of delegation.

From the findings, inadequate incentives given to the delegated teacher was agreed by 63 (44.4%) of the respondents, 50 (35.2%) of the respondents strongly agreed, 14 (9.9%) of the respondents disagreed, 9 (6.3%) of the respondents strongly disagreed while 6 (4.2%) undecided. Since majority of the respondents agreed, it therefore implies that teachers were likely not to accept responsibilities due to inadequate incentives given to the delegated teacher which was one of the major factors that would reduce motivation for improved teachers' performance and reduced poor academic performance in selected secondary schools in Kabale Municipality.

Inadequate information and resources was agreed by 70 (49.2%) of the respondents, 32 (22.5%) of the respondents strongly agreed, 16 (11.3%) disagreed, 14 (9.9%) strongly disagreed while 10 (7.1%) undecided. The findings imply that inadequate information and resources prevents headteachers from delegating to their teachers which at times reduces their motivation resulting into poor performance of teachers in selected secondary schools in Kabale Municipality.

Fear of criticisms was agreed by 62 (43.7) of the respondents, 34 (23.9%) strongly agreed, 21 (14.8%) disagreed, 16 (11.3%) of the respondents strongly disagreed whereas 9 (6.3%) of the respondents undecided. The findings imply that fear of being criticized is likely to prevent headteachers from delegating responsibilities to their teachers. In agreement with the above findings, Robbin (2012) states that fear of being superseded makes head teachers who are afraid that their junior staff might outperform them often prefer to do the work on their own rather than to delegate to one of their personnel.

In support of the above findings, Holdoryd (2010) states that some subordinates are afraid of accepting risk and responsibility and they become content with the superior making all the decisions. For them it is safer to carry out the decisions handed down to them by superiors. They may also have a fear that even the slightest mistake on their part may lead to their dismissal from service. More still, Allen (2012) asserts that some fear that delegation will only mean assignment of tasks to them without matching authority over the relevant information to facilitate decision-making, or the necessary human and physical resources to carry out the decision. Sometimes junior staff lack confidence in their capability to discharge new responsibilities.

4.5 Teachers' Performance in Selected Secondary Schools in Kabale Municipality

The researcher also investigated the level of teachers' performance in selected secondary schools in Kabale municipality and the following were the findings

Table 4.5: Teachers' Performance in Selected Secondary Schools in Kabale Municipality

	Strongly agree	Agree	Undecided	Strongly disagree	Disagree	Total
--	----------------	-------	-----------	-------------------	----------	-------

	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
There is improvement in performance because of reduced labour turnover	50	35.2	40	28.2	0	0	20	14.1	32	22.5	142	100
There is increased interest in work and teachers try to teach overtime to finish their work	55	38.7	45	31.7	0	0	20	14.1	25	17.6	142	100
Teachers are encouraged to work beyond average performance because they have the power to execute responsibilities	50	35.2	40	28.2	0	0	20	14.1	32	22.5	142	100
There is high quality work due to exploitation of individual skills	50	35.2	45	31.7	10	7.0	17	12	20	14.1	142	100
Teachers improve their teaching methods which increases students' academic performance.	45	31.7	40	28.2	0	0	27	19.0	30	21.1	142	100
Teachers are motivated to put in extra load because they hold a position of responsibility	50	35.2	45	31.7	10	7.0	17	12	20	14.1	142	100

Source: Field Data, 2019

From table 4.5, there is improvement in performance because of reduced work load among headteachers and labour turnover by teachers was agreed by 40 (28.2%) of the respondents, 50 (35.2%) of the respondents strongly agreed, 32 (22.5%) disagreed while 20 (14.1%) strongly disagreed.

There is increased interest in work and teachers try to teach overtime to finish their work was agreed by 45 (31.7%) of the respondents, 55 (38.7%) was strongly agreed by respondents, 25 (17.6%) disagreed while 20 (14.1%) strongly disagreed.

Concerning the item that teachers are encouraged to work beyond average performance because they have the power to execute responsibilities, 40 (28.2%) of the respondents agreed, 50 (35.2%) strongly agreed, 32 (22.5%) disagreed while 20 (14.1%) of the respondents strongly disagreed. From the findings, it implies that teacher's encouragement to work overtime leads to improved academic performance of students in secondary schools

There is high quality work due to exploitation of individual skills was agreed by 45 (31.7%) of the respondents, 50 (35.2%) of the respondents strongly agreed, 20 (14.1%) disagreed, 17 (12.0%) strongly disagreed while 10 (7.0%) undecided.

Findings also revealed that teachers improve their teaching methods which increases students' academic performance was agreed by 40 (28.2%) of the respondents, 45 (31.7%) strongly agreed, 30 (21.1%) of the respondents disagreed while 27 (19.0%) strongly disagreed.

It was also agreed by 45 (31.7%) of the respondents and strongly agreed by 50 (35.2%) that teachers are motivated to put in extra load because they hold a position of responsibility, 20 (14.1%) of the respondents disagreed with the item, 17 (12.0%) strongly disagreed while 10 (7.0%) undecided.

Generally, all headteachers interviewed were of the view that assignment of responsibilities to teachers lead to their performance. This means that headteachers in Kabale Municipality secondary schools need to assign responsibilities to teachers in order to improve on their performance.

When asked how assignment of responsibilities affected teachers performance, the headteachers still gave various but related responses. One headteacher remarked that, "They get more committed to schools seen in the reduced absence from school." Another

one indicated that, *“they have more morale and zeal, always trying to be involved in every activity taking place in school.”* The views of all the headteachers indicated that teachers end up doing all or any of the following activities; getting involved in settling indiscipline cases, organising co-curricular activities, carrying out guidance and counseling and managing punctuality among others as they feel they have the duty to accomplish them which improves on performance.

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Conclusion

From the study, delegation of responsibilities was found to have a greater effect on teachers' performance in selected secondary schools in Kabale Municipality. The study established that the greater the activities allocated to the teachers the greater the job satisfaction obtained that leads to improved teachers performance. Teachers are encouraged to do their work well and be creative, get more involved in running the affairs of their schools and work towards perfection. They also develop the willingness to work beyond normal time, putting in more effort and have better attitudes towards their jobs. They feel more involved, have a more sense of belonging, work hard to justify their positions in offices and enjoy work because they feel promoted since they are executing high level roles. They feel trusted and work to their level best for they feel responsible for the activities entrusted to them and they also feel obliged to perform to produce results to prove their worthiness.

Furthermore, the higher the placement, the greater the performance because teachers become part of the school team, reduce labour turnover, exploit their skills, share workload and work extra time to improve performance.

The study established that power to decision making affect teachers performance because it was revealed that the higher the power to decision making, the higher the job satisfaction because possession of power by teachers influences their job satisfaction making them work hard for improved performance. They get more involved in every day today management of the students affairs, become active as they always want to impress the headteachers and put in more effort since for anything which goes wrong, they have to account for it.

The study established that the power to make decisions and execute responsibilities makes teachers work harder towards the development of their respective schools. Teachers have power to control over their environment and their ideas are considered vital in the improvement of their work performance. It was also established that teachers have full authority to decision making. Power for making decision is an important component and predictor of performance. Furthermore, teachers are given authority to make decisions relative to their roles and within the school policy guidelines.

The study established that factors affecting effective delegation of responsibilities in secondary schools were supervisors/headteachers' fearing to be criticised about failing to perform duties, lack of information and resources, fear of failure to perform the assigned duties, inadequate skills and failure of authority to delegate.

Headteachers must therefore realize that delegation of responsibilities is not an easy task some risk is inherent when responsibility is delegated and some degree of error and misjudgment is usually inevitable. The probability of finding errors in the workplace is highly likely whenever humans are involved. If teachers do make mistakes rather than blame the concept of delegation, it should be investigated whether the particular teacher was equipped or not, at that time, to cope with that specific task as errors can be rectified.

Recommendations

Based on the findings and conclusion of this study, the study recommended that;

Headteachers should allocate more activities to teachers through ensuring that there is existence of functioning departments, consideration of expertise in assignment and allocation of activities, giving positions of responsibility to teachers and being flexible in the management of the schools through letting teachers be involved in handling different matters as situations arise. This is because allocation of activities leads to efficiency and effectiveness of teachers in schools hence leading to their job satisfaction.

Headteachers should also assign more responsibilities to teachers through ensuring that individual skills are considered in the assignment of responsibilities, sharing of load with teachers, putting them in positions of responsibility and making them responsible to the duties of their positions. This is because assignment of responsibilities makes teachers become part of the school team, know the functioning of the school and makes the school function with flexibility leading to creation of their job satisfaction that leads to improved performance.

Teachers should be given power to make decisions and execute responsibilities and to have power over work situations, they should be empowered to utilise resources and be given authority to make decisions in order to improve on their performance. This is because giving power to teachers makes them work hard and enjoy their work.

REFERENCES

- Al-Jammal, I., Al-Khasawneh, J.A & Hamadat, A.M (2015), The impact of the delegation of authority on employees' performance at great IRBID municipality: Case study. *International Journal of Human Resource Studies*, 5(3), 61-72
- Barasa, J.M. (2013), *Educational Organization and Management*. Nairobi: The Jomo Kenyatta Foundation.
- Barry, C.H. & Tyre, F. (2015), *Running a school*. London: Maurice Temple Sruith Ltd.
- Bryan, J., (2010), *What is meant by departmentalization?* Brickstone Square: Andover Helium, Inc. (Retrieved November 17, 2010).
- Chandan, J. S, (2013), *Organisational behaviour*. New Delhi: Publishing House PVT Limited.
- Chapman, A. (2012), *Delegating Authority Skills, Tasks and the Process of Effective Delegation*. From < <http://www.businessballs.com/delegation.htm>> (Retrieved on 8 May 2012).
- Chapman, A., (2015), *Effective delegation skills, delegating techniques*, process. <http://www.businessballs.com/delegation.htm>.
- Dessler, G. (2001), *Management: Leading People and Organization in the 21st Century*. Harlow: Prentice Hall.
- Deventer, I. V. & Kruger, A. G. (2013), *An Educator Guide to Management*. Pretoria: Van Schaik Publishers.
- Farrant, J. S. (2013), *Principles and Practices of Education*. England: Longman Singapore.
- Fehr, H., and Wilkening, T., (2013), The Lure of authority: motivation and incentive effects of power, *American economic review*, 103, 4, pp.1325-1359.
- Fidler, B., Russel, S. & Simkins, T. (2012), *Choices for self-managing schools: Autonomy and accountability*. London: Philip Chapman Publishing.
- Frischmann, E, (2010), 'Decentralisation and Corruption: A cross country analysis.' Grin Verlag, 978-3640710959 (retrieved November 17, 2010).
- Hashim, T., Ahmed, A & Jaradat, N (2013). The impact of structural empowerment in achieving psychological empowerment in the Jordanian public organizations. *Journal of Hebron University for Research*, 8(1), 44-56.
- Heinz, Weihrich (2011), *Management: A Global Perspective* (10th edn) Tata McGraw - Hill.
- Hughes, M. (2014), *Administering Education: International Challenge*. London: The Athlone Press of University of London.
- Johnson, W. B. & Packer, A. H. (2010), *The Role of Delegation in Management*. Workforce. Indianapolis: Hudson Institute.
- Kayizzi, R. K. (2010), *Predictors of job satisfaction among graduate teachers in some selected Kampala secondary schools*. Unpublished M.A (Educ. Mgt.) dissertation, Makerere University, Kampala, Uganda.
- Kombo, B.W., Obonyo, G. O & Oloko, M (2014), Effects of delegation on employee performance in savings and credit cooperative societies in Kisii County, Kenya. *The International Journal of Business and Management*, 2(7), 22-31
- Matthew, T.H., (2010), *Authority and responsibility in the management of social institutions*, Alexandria, third Conference of the Islamic guidance for social service.
- Musaazi, J. C. S (2008), *The theory and practice of educational administration*. London: Macmillan Publishers.
- Mushi, R., (2011), Delegation and leadership-member exchange: main effects, moderators, measurement issues, *Academy of management Journal*, 41, (3), p p.229-318. Sekaran, Uma,
- Nwagbara, C (2015), Delegated legislation and delegation of powers in the Nigerian administrative law context. *International Journal of Business and Law Research* 3(2), 82- 87
- Nwagbara, T.Y., (2015), *Determinants of Delegation: A Study in Five Star Hotels*. Vikalpa, 29 (4), 42-55.
- Ogomorachi, R. (2014), *The impact of job satisfaction among lecturers in National Teachers colleges in Uganda*. Unpublished M.A (Educ. Mgt.) dissertation, Makerere University, Kampala, Uganda.
- Rao, V. S. P. & Narayana, P. S. (2014). *Principles and Practices of Management* Delhi: Konark Publishers PVT Ltd.
- Serubiri, H. (2012), *Invigilation time table*. UCE 2008, Station 003. Unpublished Invigilation Schedule Mukono, Uganda.