

Participatory Leadership and Teacher Commitment in Selected Government Aided Secondary Schools in Kamuli District, Uganda

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Abstract: *The study analysed the relationship between participatory leadership and teacher commitment in Government secondary schools in Kamuli District using three objectives namely to establish the relationship between duty delegation and teacher commitment; to assess the relationship between participatory decision making and teacher commitment and to establish the relationship between staff representation and teacher commitment. The cross-sectional design was used complemented with both qualitative and quantitative approaches. The study population was 100 elements from which a sample of 80 respondents was selected using simple and purposive sampling techniques. The response rate of 86.9% was obtained from which key findings obtained include a positive relationship exists between duty delegation (.297**), participatory decision making (.341**), staff representation (.496**) and teacher commitment. From the study, it was concluded that delegation of authority is an important aspect for ensuring proper handling of student affairs although some tasks were difficult for teachers to execute as they had less experience, fewer of school employees engaged in decision making and coming up with school policies while representing staff on the school board of governors would help subordinate staff voices be heard, however fewer of subordinate views were considered for discussion. Recommendations made include timely provision of necessary support to teachers to successfully accomplish delegated tasks, increase level of staff participation in decision making by frequently holding staff and departmental meetings, use of questionnaires and suggestion boxes, regular holding of BOG meetings so that teachers' concerns are discussed and ensuring democratic election of teachers' representatives.*

Keywords— *participatory leadership; teacher commitment*)

1. INTRODUCTION

In Uganda since the public service came into existence during colonial times, government teachers have largely been less committed to their jobs. Since the 1980s, government ministries have gone through a frustrating period of poor performance marked by failure to achieve the expected outcomes as captured in various Auditor General's reports (Obicci, 2014). In a bid to enhance teacher commitment and service delivery, government introduced the Uganda Public Service Standing Orders 2010 and the Public Service Act. Leadership is one of the most observed and least understood phenomena on earth (Burns, 1978). Evidence from anthropology suggests that there are no human societies without some form of leadership (Vugt, 2006). Across ages a number of individual leaders have taken charge of a group and led it to safety, victory or prosperity. For example, religious figures like Jesus, Mohammed and Buddha, military leaders like Alexander the great and Napoleon; and political leaders like Mandela. Across societies, leaders have been held in high esteem and their actions seen as more acceptable for the welfare of society. Leaders thus play a key role in shaping the destiny of their followers including their commitment to a given cause. It seems that whenever a group of people come together like in a school setting, a leader-follower relationship naturally develops. Therefore, from the above historical

perspective there was need for research to analyse the relationship between participatory leadership and teacher commitment in Government aided secondary schools in Kamuli District.

Creating a pool of committed teachers has been a key desire by many organizations and employers for purposes of increasing productivity. Taylor (1911), in his classical work, "The Principles of Scientific Management", gave an insight to teacher commitment. Working in the steel industry, Taylor observed the phenomenon of workers deliberately working below their capacity. This is what Taylor called soldiering (Mindtools, 2015). This attitude mainly arose from a belief among workers that if they became more productive fewer of them would be needed and jobs would be eliminated. Taylor further observed that teachers' commitment to work was strongly motivated by money. One of the earliest preludes to the study of teacher commitment was the Hawthorne studies. These studies which were conducted between 1924 and 1935 have primarily been credited to Elton Mayo of the Harvard Business School (Sonnenfeld, 1985). These studies sought to find out the effects of various conditions on workers' productivity. Findings showed that though improvements in working conditions led to increased productivity, teacher commitment increased

among workers only after realizing that they were participating freely and were working without coercion from their supervisors (Accel-Team, 2015).

Two concepts constitute major variables of the study. These are participatory leadership and teacher commitment. Before defining participatory leadership, it is important to get an understanding of the concept of leadership. According to Doyle and Smith (2001) leadership is about thinking and acting creatively to influence the actions, beliefs and feelings of others. Leaders seem to come to the forefront when there is a crisis or problem. Being a leader therefore means carrying the fate of those you lead. Participatory leadership (Grimsly, 2015) is a style of management where decisions are made with the most feasible amount of participation from those who are affected by the decisions. It focuses on decentralization of decision making and sharing of power. Teacher commitment is a multidimensional concept that has been studied over years in public, private and non-profit sectors (Meyer & Allen, 1991). This is because of the significant role that teachers play in the growth of organizations. Teacher commitment is defined as attachment and loyalty to the organization (Kheirkhah, Akbar & Fathi, 2014). It is a bond employee experience with their organizations (Nieuwoudt, 2014). According to Meyer and Allen (1991) and Lau (2011) it is also seen as an attitude that shows three dimensions namely: affective, continuance and normative commitment. Teachers who are committed to their organization generally feel a connection with that organization, fit in and feel that they understand the goals of the organization (Nieuwoudt, 2014).

In spite of all the several government interventions, teachers' commitment to work has been low in total violation of the teachers' professional code of conduct. Various monitoring reviews conducted since 2018 have concluded that teacher absenteeism is high (MOES, 2023). In 2022 the rate of teacher absenteeism was estimated at 17%. There is also a trend of teachers being present at school but not teaching or guiding students in co-curricular activities. Teachers' failure to meet deadlines of assignments is common. This appalling scenario was previously echoed by Nganzi, Munyua and Okendo (2014) who note that the teaching profession in Uganda is facing a lot of instability; shown by poor performance, absenteeism and high turnover. This has negatively affected the rate of syllabus coverage, students' performance in national examinations and their ability to participate in co-curricular activities (MOES, 2023). This state of affairs might make it difficult for government to successfully implement the much-anticipated curriculum reforms in lower secondary school which kick off in 2018. This is because teachers play a pivotal role in the success of any educational reforms. Learners with inadequate skills relevant for economic and social transformation of society will continue to be churned out of these schools. Kamuli as a district will fail to produce

students who are qualified to compete favorably for admission in postsecondary institutions. Government resources will continue to be wasted. Therefore, there is dire need for research to analyze the relationship between duty delegation, participatory decision making and staff representation and teacher commitment in Government aided secondary schools in Kamuli District so as to reverse this trend.

Purpose of the study

The study aims at analyzing the relationship between Participatory leadership and Teacher commitment in Government aided secondary schools in Kamuli District.

Objectives of the study

- i To establish the relationship between duty delegation and teacher commitment in Government aided secondary schools in Kamuli District.
- ii To assess the relationship between participatory decision making and teacher commitment in Government aided secondary schools in Kamuli District.
- iii To establish the relationship between staff representation and teacher commitment in Government aided secondary schools in Kamuli District.

2. METHODOLOGY

2.1 Research design

In a bid to establish the relationship between participatory leadership and teacher commitment, the researcher used a cross sectional design. Babbie (1989) defines cross sectional studies as studies designed to study a phenomenon by taking a cross section of it at a time. It involves using different groups of people who differ in the variable of interest but share other common characteristics. The justification for this research design is supported by the arguments of Mann (2003) and Kumar (2014) who observe that cross sectional designs help find out the prevalence of a problem or phenomenon for the population or subgroups within the population at a given point in time. This research design made it easy to compare subject teachers, heads of department and administrators on the problem of Teacher Commitment in the period of study. In addition, both qualitative and quantitative approaches used. Qualitative approach helped to give detailed non-numeric information (Amin, 2005) while quantitative approach helped test theories and relationships quantitatively.

2.2 Study population

A population is the complete collection (universe) of all the elements that are of interest in a particular investigation (Amin, 2005). The study population was 100 teachers

drawn from four out of six government secondary schools. These four schools were randomly sampled because they all have the same characteristic of being government aided and implementing USE Program. The target population was categorized as follows: school administrators 06, heads of department 30; and subject teachers 64. From these categories the study sample was drawn.

2.3 Sample size determination

The study was conducted on a sample of 80 respondents as drawn from a target population of 100 from four government secondary schools in Kamuli district. The sample size was determined using Krejcie and Morgan's (1970) table for determination of the sample. The researcher used purposive sampling for school administrators in line with arguments of Palys (2008) that researchers should purposively get respondents who meet certain criteria or have had particular life experience. Purposive sampling was used for school administrators because this category forms a particular sub group with vast experience on educational management and daily operation of schools that informed this study. Heads of department and subject teachers were sampled using simple random technique because they are homogeneous (all are trained teachers on government payroll).

2.4 Data collection methods

According to Sekaran (2003) data collection methods form an integral part of research design. The methods provided below helped the researcher collect data from both primary and secondary sources.

2.4.1 Questionnaire method

A set of questions were prepared and printed where upon respondents gave their answers by ticking the most appropriate responses. Data was collected by administering printed questions to subject teachers, and heads of department in relation to participatory leadership and employee commitment. This method ensured gathering of data from a large number of respondents at a relatively low cost (Amin, 2005). Respondents were able to complete questionnaires in their own time which helped improve accuracy of responses. Questionnaire method will help to maintain participants' privacy because responses were kept anonymous or confidential (Amin, 2005).

2.4.2 Interview method

According to Mugenda and Mugenda (2003); Amin (2005) an interview is where a researcher orally asks questions and the respondent gives answers that are recorded by the interviewer. The researcher was able to get primary data through direct interaction with school administrators. It helped the researcher gain more insight on the phenomenon as he was able to even observe non-verbal communication of the respondent. Data obtained through interviewing

respondents helped the researcher triangulate information got through questionnaires and document analysis. School administrators were asked questions on their views on delegation, participatory decision making and staff representation and how these variables are related to Teacher Commitment in their schools.

2.4.3 Document analysis

This is a social research method which is used as a tool for obtaining relevant documentary evidence to support and validate facts (Owen, 2014). Critical examination of private and public recorded information related to the issues under investigation was undertaken. An effort was made to review several documents including staff minutes, duty rotas, lesson attendance reports and MOES circulars. Document analysis was done as it will provide a secondary source of data that the researcher used to triangulate data from other methods and thus making a meaningful conclusion. Document analysis also provided background information of respondents which helped corroborate data from questionnaires and interviews (Yanow, 2007; Owen, 2014).

3. ANALYSIS AND INTERPRETATION OF FINDINGS

3.1 Empirical findings on the relationship between Participatory leadership and Teacher commitment in Government aided secondary schools in Kamuli District

This section provides findings on relationship between Participatory leadership and Teacher commitment in Government aided secondary schools in Kamuli District descriptively and inferentially. based on the objectives of the study namely to establish the relationship between duty delegation and Teacher commitment in Government secondary schools in Kamuli District; to assess the relationship between participatory decision making and Teacher commitment in Government secondary schools in Kamuli District and to establish the relationship between staff representation and Teacher commitment in Government secondary schools in Kamuli District.

3.1.1 The Relationship Between Duty Delegation and Teacher Commitment in Government Secondary schools in Kamuli District

The first objective of the study was to establish the influence of duty delegation on teacher commitment. In this study, duty delegation was measured using nine questions based on a five-point Likert scale (1-5), which were fully answered with respondent's opinions elicited provided in Table 4.7 below.

Table 1: Respondents opinion about duty delegation

Questions about duty delegation	Percentage Response (%)				
	SA (5)	A (4)	UD (3)	D (2)	SD (1)

Delegation of authority to teachers to handle students' affairs is a common practice in my school	33% (26)	54% (43)	2% (1)	7% (6)	4% (4)
I am delegated to handle students' co-curricular activities in my school	15% (12)	44% (35)	13% (11)	19% (16)	9% (7)
Management delegates me authority to carry out more challenging tasks like handling students' discipline	21% (17)	56% (44)	9% (7)	10% (8)	4% (4)
Some tasks are delegated to teachers to perform as a team	42% (35)	46% (37)	5% (4)	5% (4)	2% (1)
Clear instructions are often given on how to handle delegated duties in my school	22% (18)	54% (43)	12% (10)	8% (6)	4% (4)
Teachers are often delegated power to design their working schedules in my school	18% (14)	45% (36)	9% (7)	19% (16)	9% (7)
All teachers have equal chance of being delegated power to handle students' learning	15% (12)	43% (34)	6% (4)	28% (23)	8% (6)
Management delegates power to teachers to handle students learning and discipline without interference	20% (17)	57% (45)	8% (6)	12% (9)	3% (2)
I am delegated authority to make decisions related to students' learning	17% (14)	57% (45)	5% (4)	15% (12)	6% (5)

Source: primary data 2024

Table 4.7 above comprises of questions asked on duty delegation and opinions (frequencies, percentages and mean scores). For interpretation purposes both agree and strongly agree show agreed scores; undecided scores are not combined while strongly disagreed and disagreed represent or show disagreed scores. Results obtained reveal that 87% respondents agreed that delegation of authority to teachers to handle students' affairs was a common practice in their schools, however 11% respondents disagreed and 2% respondent was undecided. While 59% respondents agreed that they were delegated to handle students' co-curricular activities in their school, 28% respondents disagreed and 13% respondents reserved their opinions. The results suggest that in Government secondary schools' delegation is a key ingredient in the dynamics of management and therefore a process school administrator follow in dividing school work assigned to them so that they perform what they know best or can perform effectively. This act motivated staff and therefore made them committed to their work. The findings are in line with what a key informant observed that, *"when teachers are given opportunity to work as heads of department, patrons of clubs or members in committees they perform the tasks willingly and they get motivated"*.

A review of staff minutes, duty rosters and departmental reports corroborated findings from questionnaires and interviews that management frequently delegated teachers' power to handle a diversity of students' affairs as a way to keep them committed to their jobs.

Further to note, 77 % of respondents agreed that management delegated them authority to carry out more challenging tasks for instance handling students' discipline.

The result suggests that subordinate school administrators are encouraged and therefore stay committed to their school tasks and their completion. In addition, the respondents were able to use their personal judgement in ensuring that prevailing disciplinary guidelines were observed and appropriate measures taken to mitigate any threats from students hence a show of commitment. The above opinions are supplemented with qualitative statements that were recorded during an interview on the delegation of challenging tasks which revealed that: *"delegation of challenging tasks helps make teachers feel that they are trusted and are part of the school system"*.

In addition, 88% respondents agreed that tasks were delegated to teachers to perform as a team, however 7% respondents disagreed and 5% respondents were not sure. In addition, 76% respondents agreed that clear instructions were often given on how to handle delegated duties in their schools, however 12% respondents disagreed and 12% respondents were undecided meaning that the school administration encouraged its teachers to work as a whole towards accomplishment of defined tasks and their working as a team caused synergy and a sense of belonging which revealed Teacher Commitment within the government secondary schools.

Quantified results totaling to 63% respondents agreed that teachers were often delegated power to design their working schedules in their schools. On the other hand, 28% respondents disagreed and 9% respondents were not sure. Similarly, 58% respondents agreed that all teachers had equal chance of being delegated power to handle students' learning, however 6% (n=4) respondents disagreed and 36% respondents reserved their comments. The results suggest that delegation was formally handled meaning that administrative powers were formally delegated to persons with the intent to accomplish school tasks and in the event,

the delegated showed commitment to work for the schools. The results can be supported by a respondent who said: *"all teachers had opportunity to be appointed as class teachers, heads of clubs and societies or members of school committees"*.

Finally, 77% respondents agreed that management delegated power to teachers to handle students learning and discipline without interference, however 8% respondents were undecided and 15% respondents disagreed to the statement. Similarly, mean=3.66, 74% respondents agreed that they were delegated authority to make decisions related to students' learning nonetheless, 21% respondents disagreed and 5%) respondents were not sure.

The above findings reveal that school management formally vested their confidence in some of the teachers to continue executing school related tasks in case their superiors were

off the schools for instance on annual leave or out for a short trip to oversee school activities including students learning and discipline. The ability to execute such tasks meant that the delegated persons were committed to accomplishing school work hence commitment. The findings are in line with a key respondent who observed that, *"teachers were in the frontline of enforcing student discipline and the school administration relied on the reports from teachers to make final decisions when disciplining students"*.

3.1.1 Correlation results for duty delegation and Teacher Commitment

The correlation technique (bivariate) was used to establish whether relationship either negative or positive existed between delegation and employee commitment. The table provided below shows the results.

Table 2: Correlation results for duty delegation

		Duty delegation	Teacher Commitment
Duty delegation	Pearson Correlation	1	.297**
	Sig. (2-tailed)		.015
	N	80	80
Teacher Commitment	Pearson Correlation	.297**	1
	Sig. (2-tailed)	.015	
	N	80	80

**. Correlation is significant at the 0.05 level (2-tailed).

Source: primary data

The Pearson correlation findings presented in Table 2 above reveal a positive relationship between duty delegation and Teacher Commitment with values ($r = 0.297^{**}$), is significant at 0.05 (.000), $N = 80$. The results suggest that increase in delegation corresponds to increase in Teacher Commitment in government secondary schools in Kamuli

District. Therefore, the null hypothesis is rejected and the research hypothesis affirmed.

3.1.2 Regression results for duty delegation and Teacher Commitment

A regression analysis specifically the model summary was used to establish the variation duty delegation and employee commitment.

Table 3: Regression results for duty delegation

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.297 ^a	.088	.074	.51455

a. Predictors: (Constant), duty delegation

Source: primary data 2024

The Table 3 above, reveal the correlation coefficient (R), using the predictor; duty delegation, was $.297^{**}$, R^2 (.088), adjusted R^2 (.074). The result suggests that duty delegation explained a 7.4% ($.074 \times 100$) variation in Teacher Commitment in Government secondary schools in Kamuli District with the remaining percentage of 92.6% attributed

to other factors not studied. The null hypothesis (H_0) was rejected and the alternate hypothesis (H_1) that, *there is a positive relationship between duty delegation and Teacher Commitment* accepted.

4.3.2 Participatory decision making and Teacher Commitment

The second objective was to assess the influence of participatory decision making on Teacher Commitment in

Government secondary schools in Kamuli District. In this study, participatory decision making was measured using eight questions based on a five-point Likert scale (1-5), which were fully answered with respondents' opinions elicited provided in the Table below.

Table 4: Respondents' opinion about participatory decision making

Questions about participatory decision making	Percentage Response (%)				
	SA (5)	A (4)	UD (3)	D (2)	SD (1)
I participate in making decisions on how to improve the teaching process in my school	42% (33)	51% (42)	1% (1)	3% (2)	3% (2)
I am often consulted to make policies regarding teaching and learning in my school	13% (11)	58% (47)	8% (6)	15% (12)	6% (5)
My opinion is sought by management in designing teaching programs for my school	10% (8)	65% (51)	6% (5)	13% (11)	6% (5)
Staff participation in making decisions related to teaching is a culture in my school.	28% (23)	57% (45)	3% (2)	8% (6)	5% (4)
Teachers are encouraged to give their opinion on how to improve teaching in my school.	39% (32)	51% (41)	3% (2)	2% (1)	5% (4)
I am often consulted to make suggestions regarding welfare of teachers in my school.	8% (6)	31% (25)	19% (16)	31% (25)	8% (6)
Management consults teachers about students discipline in my school.	37% (30)	54% (43)	5% (4)	5% (4)	0% (0)
Staff meetings are often held in my school.	83% (67)	12% (10)	3% (2)	0% (0)	2% (1)

Source: primary data 2024

Table 4 above comprises of questions asked on participatory decision making and opinions (frequencies and percentages). For interpretation purposes both agree and strongly agree show agreed scores; undecided scores are not combined while strongly disagreed and disagreed represent or show disagreed scores.

The results reveal that many respondents had participated in making decisions on how to improve the teaching process in their schools. The results suggest that the government secondary school administrators used the bottom –up approach in ensuring participatory decision making and therefore valued every employee's input as far as strategic planning of the schools was concerned and as a result, teachers stayed committed to their work. The findings can be supported by a key respondent who said *“general staff meetings as well as departmental meetings are often held where teachers make suggestions that administration relies on improving the teaching and learning process”*.

Key quantified findings reveal that 71% respondents were often consulted to make policies regarding teaching and learning in their schools however, 21% disagreed and 8% were undecided. Similarly, 75% respondents agreed that their opinion had been sought by management in designing school teaching programs nevertheless 19% respondents disagreed and 6% teachers remained un sure about the

question asked which suggested that school administrators including teachers and head teachers engaged in developing long term school strategies specifically on teaching and learning. Thus, such administrators showed commitment towards the management of schools to which they were attached. The findings concur with an interviewee who observed that *“teachers are often consulted to make suggestions because they have technical knowledge in their respective teaching subjects”*.

On whether staff had participated in making decisions related to teaching was a culture in their school, it had the following opinions namely 85% respondents agreed, 3% were not sure and 13% disagreed respectively. In addition, on whether teachers were encouraged to give their opinion on how to improve teaching in their schools; it had the following responses namely 90% respondents agreed, 3% were undecided and 7% disagreed. The findings suggested that collective feed-back was elicited and incorporated in the creation of school core values, symbols, artifacts and future plans for the better of the schools. Teachers were seen to exhibit a sense of belonging and therefore commitment to work. *“School administration values and encourages teachers to give ideas and views that are critical in enhancing learning”* was a qualitative opinion that was provided by one of the interviewees during an interview session on making decisions.

I am often consulted to make suggestions regarding welfare of teachers in my school was another question asked. The question had the following opinions elicited namely 39% respondents agreed, 22% respondents were undecided and 39% respondents disagreed respectively. The school leadership always ensured that teachers and other school administrators' wellbeing in terms of housing and allowances (medical and transport) among others were closely monitored through feed-back and therefore their provision meant that the teachers remained committed to their school jobs. One of the key informants indicated that *"teachers participate in drawing school budgets where issues of welfare of school teachers are exhaustively discussed."*

Additionally, 90% of respondents indicated that school management consulted teachers about students' discipline in their school. The result meant that since most teachers were in close contact with most students, it was easier to point out indiscipline cases amongst students and therefore formally inform school management about overall school discipline. The confidence that management vests in its teachers explains how committed they are. The findings can be linked to one informant who said that *"regular consultation of teachers makes them feel part of the school system and be ready to defend it in the community"*.

Conclusively, 95% respondents agreed that staff meetings are often held in their schools, 3% were undecided and 2% respondents disagreed respectively. The result meant that the school leadership formally communicated a matrix of meetings to its teachers which were frequently held within their school parameters. The holding of meetings meant that views or suggestions were shared amongst all members hence a feel of work commitment. The findings relate with a respondent who observed that *"regular meetings give staff an opportunity to internalize the vision and core values of the school"*. In addition, documents reviewed showed that staff meetings were often held in the beginning and end of term which is a clear indicator that teachers had an avenue to air out their views (Staff meeting Minutes, 2021).

3.2.1 Correlation results for Participatory Decision Making and Teacher Commitment

The correlation technique (bivariate) was used to establish whether relationship either negative or positive existed between participatory decision making and employee commitment. The results are presented in Table 5 below

Table 5: Correlation results for participatory decision making

	Participatory decision making	Teacher Commitment
Participatory decision-making Pearson Correlation	1	.341**
Sig. (2-tailed)		.005
N	80	80
Teacher Commitment Pearson Correlation	.341**	1
Sig. (2-tailed)	.005	
N	80	80

**. Correlation is significant at the 0.05 level (2-tailed).

Source: primary data

The Pearson correlation findings presented in the above table reveal a positive relationship between participatory decision making and Teacher Commitment with values ($r = 0.341^{**}$), is significant at 0.05 (.005), $N = 80$. This suggests that increase in participatory decision making corresponds to increase in Teacher Commitment in government

secondary schools in Kamuli District. Therefore, the null hypothesis is rejected and the research hypothesis affirmed.

3.2.2 Regression results for participatory decision making and Teacher Commitment

A regression analysis specifically the model summary was used to establish the variation participatory decision making and employee commitment.

Table 4.1: Regression results for participatory decision making

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
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1	.341 ^a	.116	.103	.50645
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a. Predictors: (Constant), participatory decision making. **Source: primary data 2024**

The table above, reveal the correlation coefficient (R), using the predictor; participatory decision making was .341**, R^2 was .116, adjusted R^2 as .103 which suggest that any variation in Teacher Commitment by 10.3% was explained by participatory decision making in Government secondary schools in Kamuli District. The remaining 89.7% would be attributed to other factors not part of the study. The null hypothesis (H_0) was rejected and the alternate hypothesis (H_1) that, *there is a positive relationship between*

participatory decision making and Teacher Commitment accepted.

3.3 Staff representation and Teacher Commitment

The third objective was to establish the influence of staff representation on Teacher Commitment in government secondary schools in Kamuli District. In this study, staff representation was measured using eight questions based on a five-point Likert scale (1-5), which were fully answered with respondents' opinions elicited provided in Table 4.13 below.

Table 4.2: Respondents' opinion about staff representation

Questions about staff representation	Percentage Response (%)				
	SA (5)	A (4)	UD (3)	D (2)	SD (1)
I am effectively represented in the board of governors of my school.	55% (44)	34% (27)	9% (7)	0% (0)	2% (1)
Management includes one or two teachers to participate in making decisions related to staff welfare in my school.	49% (39)	37% (30)	10% (7)	2% (1)	2% (1)
Teachers have freedom to choose their representatives to the board of governors.	72% (57)	22% (18)	4% (4)	0% (0)	2% (1)
There is an arrangement of staff representation in the board of governors of my school.	53% (43)	39% (31)	5% (4)	0% (0)	3% (2)
Teachers play a big role in making decisions concerning working conditions in the board of governors of my school.	16% (13)	47% (37)	13% (11)	18% (14)	6% (5)
My interests in relation to working conditions are catered for through staff representation in board of governors.	36% (29)	48% (39)	6% (5)	8% (6)	2% (1)
Staff representation in the board of governors is an effective way of addressing teachers' problems in my school.	36% (29)	49% (39)	6% (5)	8% (6)	2% (1)
Management considers opinion of staff representatives before making any decisions related to working conditions.	16% (13)	54% (43)	15% (12)	10% (8)	5% (4)

Source: primary data

Table 4.13 above comprises of questions asked on staff representation and opinions (frequencies, percentages and mean scores). For interpretation purposes both agree and strongly agree show agreed scores; undecided scores are not combined while strongly disagreed and disagreed represent or show disagreed scores.

The results reveal that many school teachers agreed that they were effectively represented in the board of governors of their school. Similarly, a portion of 94% respondents agreed that they had freedom to choose their representatives to the board of governors despite the fact that 2% respondents disagreed and 4% reserved their opinions. The result suggests that the school board of governors comprises of non-executive and executive members with each

category well represented thus employee views or their ideas were represented by a member on the board and therefore teachers felt represented and committed to their work. The result can be supported by an interviewee who observed that: "*Staff representatives are democratically elected during staff meetings as stipulated in the Education Act of 2008.*"

Many respondents 86% ($n=58$) agreed that school management included one or two teachers to participate in making decisions related to staff welfare in their school, however 10% respondents were undecided and 4% disagreed. In addition, 63% teachers agreed that they played a big role in making decisions concerning working conditions in the board of governors of their school despite 13% being undecided and 24% disagreeing respectively. The result suggests that school teachers are valued and their

input was considered critical to the management of the schools which reflected a sense of belonging and therefore a driving force towards better job commitment. The findings are in line with an interviewee who said: *“involving teachers’ representatives in discussing issues of welfare ensures that teachers’ views are incorporated in school plans and proper feedback is always delivered by the representatives to their members”*.

To supplement the above, a study of Board of Governor’s files showed that two teachers were part of the 12 members who constituted this committee and played an important role in decision making (BOG minutes, 2021).

There is an arrangement of staff representation in the board of governors of my school was another question that was asked with the following opinions obtained namely 92% respondents agreed, 5% respondents were not sure and 3% respondents disagreed respectively. The results meant that there exists a formal way or criterion upon which staff is to be represented in the board of governors and such is seen to better Teacher Commitment on the job. To complement, one informant said, *“Guidelines on operations of board of governors are clear and duly followed to accommodate teachers’ interests”*.

Findings obtained further revealed that 84% respondents indicated that their interests in relation to working conditions are catered for through staff representation in board of governors. Further to note, 70% respondents agreed that management considers opinion of staff representatives before making any decisions related to working conditions however, 15% disagreed and 15% respondents were undecided. The result meant that school administrators discussed issues linked to a suitable working environment for teachers for instance comfortable staff room, teachers’ quarters for accommodation and membership to a number of SACCOs which drives staff and boosts their commitment to their jobs. To support the quantified findings was an interviewee who expressed satisfaction that, *“teachers are motivated to work because management considers the views of their representatives in*

designing work schedules and other issues that affect them”.

Conclusively, results reveal that staff representation in the board of governors is an effective way of addressing teachers’ problems in schools which meant that the board was reliable for identifying and mitigating a number of issues that negated the commitment of teachers and other teachers within the schools. To match on the findings was a key informant who voiced out that: *“through staff representation in the board of governors, teachers feel issues affecting them are given audience”*.

3.3.1 Correlation results for staff representation and Teacher Commitment

The correlation technique (bivariate) was used to establish whether relationship either negative or positive existed between staff representation and teacher commitment. The Table 4.14 provided below shows the results.

Table 6: Correlation results for staff representation

		Staff representation	Teacher Commitment
Staff representation	Pearson Correlation	1	.496**
	Sig. (2-tailed)		.000
	N	80	80
Teacher Commitment	Pearson Correlation	.496**	1
	Sig. (2-tailed)	.000	
	N	80	80

. Correlation is significant at the 0.05 level (2-tailed). **Source: primary data

The Pearson correlation findings presented in the above table reveal a positive relationship between staff representation and Teacher Commitment with values ($r = 0.496^{**}$), is significant at 0.05 (.000), $N = 80$. This suggests that increase in staff representation corresponds to increase in Teacher Commitment in government secondary schools

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.496 ^a	.246	.234	.46799

a. Predictors: (Constant), staff representation

Source: Primary data

The table above, reveal the correlation coefficient (R), using the predictor; staff representation was $.496^{**}$, R^2 as $.246$, adjusted R^2 as $.234$. The results reveal that 23.4% variance in Teacher Commitment in Government secondary schools in Kamuli District was explained by staff representation and the remaining percentage of 76.6% can be attributed to other factors not part of the study. The null hypothesis (H_0) was rejected and the alternate hypothesis (H_1) that, *there is a positive relationship between staff representation and Teacher Commitment* accepted.

4. DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

4.2 Discussion of the findings

The first objective of the study was to establish the influence of duty delegation on Teacher Commitment in Government secondary schools in Kamuli District. Duty delegation was categorized into individual and group from which questions were asked and the opinions are thereby provided in the previous chapter. Opinions analysed suggest agreement for and against the questions that were asked. Many respondents agreed that clear instructions were often given to teachers on how to handle delegated duties in their schools. These results agree with Zwilling (2013) and; Peluchete and Rudolph (2011). Zwilling (2013) stresses that for the delegation process to be successful; the worker must be able to obtain the necessary resources and cooperation needed for successful completion of the delegated task. Rudolph and Peluchete (2011) further note that delegation provides the manager with a mechanism of selling his agenda to the subordinates and gaining their commitment. It allows the manager to focus on long term strategic issues than short term routine issues. Delegation of authority still remains an important tool that managers including school administrators use to execute

in Kamuli District. Therefore, the null hypothesis is rejected and the research hypothesis affirmed.

3.3.2 Regression results for staff representation and Teacher Commitment

A regression analysis specifically the model summary was used to establish the variation staff representation and teacher commitment.

Table 7: Regression results for staff representation

assignments including leading and directing an organization. Despite the above agreed scores, it is evident that a handful of respondents were either not sure or disagreed to the statement which explains inconsistency in the prevailing instruction on delegation. Some of such inconsistency stems from the fact that a section of teachers requires clear and simplified instructions as well as continuous support to successfully handle any delegated tasks. When managers fail to address this, they are viewed by their teachers as oppressors bent on piling them with a lot of work and consequently their commitment declines.

Similarly, respondents agreed that they were delegated authority to make decisions related to students' learning. These findings agree with Moghini, Kazemi and Samiie (2013) who found out a strong positive relationship between distributive justice and teachers' quality of work life. The scholars suggest that by delegating authority, employers were giving a signal of their fairness in the distribution of work, tasks, rewards and promotions. Therefore, delegation improves quality of decision making and teachers' fulfillment of their duties (Zapata-Phelan et al., 2009). Despite the above agreed scores, some respondents were undecided or disagreed that they were delegated authority to make decisions. This could be due to the tendency of some school administrators sidelining a section of teachers who hold contrary views and are seen as a threat to the head teachers. Such teachers are not assigned responsibilities. It is evident that some school administrators practice selective delegation and rely only on a few teachers to handle some tasks. Since all teachers are professionals they should be given equal opportunity to make decisions related to learning in their respective disciplines as this will certainly keep them motivated.

Conclusively respondents agreed that some tasks were delegated to teachers to perform as a team. The statement agrees with Gul, Akbar and Jan (2012) who suggest that teachers should be given chance to initiate their ideas in order to foster a culture of sharing and justice. Delegation is a key strategy which if applied carefully can lead to retention of staff (Gul, etal. 2012). Findings by Rudolph and

Peluchete (2011) suggest that delegation helps the manager to harness additional energy towards achieving organizational goals and objectives.

As a result, internal functioning of the organization is strengthened by building a team that can respond to any challenges.

The results of this study do not agree with the findings of Davies (2015), Rao (2015) and Borowiecki (2014). The above scholars suggest that delegation may not necessarily make teachers committed to their jobs. Angst and Borowiecki (2014) note the negative effects of transferring decision-making rights from a principal to an agent. Results showed that agents did not favor delegation and considered the task entrusted to them to make decisions as burdensome. Davies (2015) theorizes that delegation can be counterproductive if the manager delegates the wrong task, delegates to the wrong person and does not give proper guidance. Teachers often react negatively to any assignments in the work place if they lack the competencies and qualifications to perform the new role (Rao, 2015). In order to implement group delegation, it can be argued that teams must be carefully constituted if they are to successfully handle any delegated task and keep teachers committed. Teachers with similar expertise should constitute a team to successfully handle a delegated task. Teachers need to be empowered with a lot of information and resources that they rely on to execute their duties.

Participatory decision making was found to positively influence Teacher Commitment in Government secondary schools in Kamuli District. In addition, it was found out that timely consultations and holding of meetings triggers more employee commitment. The statement reflects opinions elicited on participatory decision making where respondents agreed that they participated in making decisions and specifically on how to improve the teaching process in their schools. The results agree with Morrow (2011) and Rafiei et al. (2014). Morrow (2011) contends that human resource managers have used participatory decision making as a tool to signal to teachers that they are valued by the organizations they work in. The scholar adds that leaders can ensure that teachers participate in decision making by often consulting them on a wide range of issues regarding their work life and organizational policies. Consultation can be done through suggestion boxes, questionnaire surveys and face to face discussion with individual teachers. Rafiei et al (2014) further add that meetings between teachers and leaders can be held from time to time as an effective way of enhancing participation. Many studies have been conducted suggesting that participatory leadership creates positive outcomes that ultimately enhance employee commitment. Some of the respondents however disagreed or were not sure on the issue of participating in decision making. This is an indicator that school administrators need to ensure that all categories of teachers are consulted in making decisions and

the temptation to rely on the opinions of a few teachers who are often supporters of the administrator be discouraged.

Secondly respondents agreed that teachers were encouraged to give their opinion on how to improve teaching in their school. The results are in line with McIlaggan, Beduidenhout & Botha (2013) who argue that because of participation teachers feel recognized and conclude that management views them as intelligent, competent and valued partners. This increases their affective commitment to the organization. Bhatti et al., (2011) acknowledges that increased morale makes teachers become more productive; develop new knowledge, skills and attitudes.

Finally, respondents agreed that their opinion is sought by management in designing teaching programs for the school. The findings have a linkage with Sukirno and Sienthai (2011) whose study based on University lecturers suggests that participatory decision making positively affects teacher performance and commitment. It was observed that the higher the level of lecturers' participation in decision making, the higher their commitment to the organizational vision and the higher their performance. Additionally, Elele and Fields (2010) further note that participatory decision making helps teachers attain higher order needs like self-expression, respect, independence and equality which serve to increase their commitment.

The findings of this study however disagree with Kalyal and Saha (2008) who argue that participation has negative effects on commitment and Musenze et al (2014) who found that decision making has no impact on employee commitment. In the prevailing debate it is important that schools come up with a variety of avenues through which each member of staff directly or indirectly gives an input in designing the learning curriculum and the general learning process. This will motivate and keep them committed to their jobs. A work environment where opinions of lower level teachers are not directly or indirectly given audience by management creates feelings of frustration and loss of commitment.

Staff representation and Teacher Commitment in Government secondary schools in Soroti

District were found to move in the same direction. The results agree with Fulton

(2015), Estlund (2014), Javaherizadeh (2013), Stephens (2013) and Nsubuga (2008). Fulton (2015) stresses that staff representation is one form of employee involvement programs that aims at increasing workers' control and autonomy to improve their motivation, organizational commitment and job satisfaction. In addition, respondents agreed that they were effectively represented in the board of governors of their schools which is in line with what Javaherizadeh (2013) stresses that staff representation is a form of partnership in which teachers make decisions and consequently increase their organizational commitment. Research findings by Dezso and Ross (2012) reveal that female representation in top management increases motivation and commitment of women at lower managerial

levels. Stephens (2013) stresses that representation of teachers in the decision-making process has been a major goal since late nineteenth century. In the mid 1960's demands for employee representation were brought to the surface by a wave of radicalism that swept through Western Europe and America.

Finally, many respondents agreed that staff representation in the board of governors is an effective way of addressing teachers' problems in their schools. The statement agrees with Nsubuga's (2008) support of staff representation which is based on the argument that schools like any organizations are composed of intelligent people whose ideas are crucial in the day to day operation of these schools. Teachers have capacity to advise effectively on academic matters. This therefore makes it crucial to represent their views. Nsubuga (2008) therefore contends that employee representation is one way of distributing leadership, enhancing team work and organizational effectiveness. In addition, Estlund (2014) suggests that an ineffective representation may adversely affect teachers by creating feelings of insecurity and injustice at the work place. Some of the respondents however remained undecided or disagreed with the statement that representation in the BOG was an effective way of addressing their problems.

4.3 Conclusion

The Pearson correlation findings revealed a positive relationship between duty delegation and Teacher Commitment with values ($r = 0.297^{**}$), is significant at 0.05 (.000), $N = 80$. The results suggest that increase in delegation corresponds to increase in Teacher Commitment in government secondary schools in Kamuli District. The findings further revealed a positive significant relationship between participatory decision making and Teacher Commitment with values ($r = 0.341^{**}$), is significant at 0.05 (.005), $N = 80$. This suggests that increase in participatory decision making corresponds to increase in Teacher Commitment in government secondary schools in Kamuli District. Finally, the findings presented in the above table reveal a positive relationship between staff representation and Teacher Commitment with values ($r = 0.496^{**}$), is significant at 0.05 (.000), $N = 80$. This suggests that increase in staff representation corresponds to increase in Teacher Commitment in government secondary schools in Kamuli District.

4.4 Recommendations of the findings

- i. School administrators need to empower teachers by delegating them power to take charge of daily running of academic and non-academic aspects of the school programmes.
- ii. Administrators must provide materials and information necessary for the successful accomplishment of the delegated tasks so that teachers are motivated to perform. In addition,
- iii. Heads of department, class teachers, and various committee members need to be given

- clearly written job descriptions that spell out the scope of the delegated work they are to perform so as to avoid ambiguity.
- iv. In addition, teachers need to be delegated tasks while bearing in mind their interests, abilities and competence so that the delegated task does not become a burden and a demotivator which diminishes commitment.
- v. Administrators should Endeavor to reward teachers when they successfully handle delegated tasks.
- vi. Schools need to increase the level of staff participation in decision making by holding frequent meetings with all levels of staff in a school term.
- vii. Suggestions of staff can also be obtained through suggestion boxes that are put in various parts of the school. The suggestions received should be reviewed weekly.
- viii. Election of teachers' representatives to BOG should be democratically conducted so that teachers are confident that their voice is heard.
- ix. Head teachers should avoid manipulating the election process so as to install in the BOG representatives who are perceived to be their sympathizers. Schools should hold regular BOG meetings so that teachers' concerns are addressed.
- x. Teachers need to be given timely feedback on resolutions of BOG meetings.

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