

**DELEGATION AND JOB SATISFACTION OF SECONDARY SCHOOL
TEACHERS IN MUKONO DISTRICT: A CASE OF MUKONO
TOWN COUNCIL SCHOOLS**

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DECLARATION

I, **Mary Kyarimpa**, declare that this is my original work and has never been presented in any other institution for any academic award.

Mary Kyarimpa

DATE _____

APPROVAL

This research dissertation titled “Delegation and Job Satisfaction of Secondary School Teachers in Mukono District: A Case of Mukono Town Council Schools”, has been conducted under my supervision and it is submitted for presentation with my approval.

Signature

Dr. David Onen

DEDICATION

This work is dedicated to my late Father, Mr. Gilliojn Kijunguri, my Mother Mrs. Gerimina Kijunguri, my brothers and all my sisters who laboured hard to ensure that I get sufficient education. I also extend it to my husband, Mr Justus Turinawe who rendered me immeasurable support in the progress of the course and my children: Dialogue, Harmony and Wonders and my niece, Ms Akankwatsa Florence on whose part a lot of sacrifice was made.

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ABSTRACT

The study investigated delegation and job satisfaction of secondary school teachers in Mukono District: A Case of Mukono Town Council Schools. It examined the relationship between allocation of activities to teachers and job satisfaction; the relationship between assignment of responsibilities to teachers and their job satisfaction and the relationship between power position of teachers and their job satisfaction. The study was prompted by the job satisfaction of secondary school teachers in Mukono Town Council. The study used both quantitative and qualitative research methods. The samples of the study included teachers and head teachers. Data was collected using self administered questionnaires and an interview guide. It was analysed using Statistical Package for Social Scientists (SPSS 13.0) programme using Pearson's correlation coefficient index. From the findings, it was established that allocation of activities to teachers, assignment of responsibilities and power position of the teachers lead to their job satisfaction. From the findings of the study, it was concluded that there is a positive relationship between allocation of activities to teachers, assignment of responsibilities to teachers and power position of teachers and their job satisfaction. The researcher recommends that head teachers should allocate more activities to teachers, assign more responsibilities and also give them more powers in the positions they occupy to execute responsibilities. All this is likely to lead to their job satisfaction.

CHAPTER ONE

INTRODUCTION

1.0 Background to the study

In Uganda, there has been concern about job satisfaction of teachers in secondary schools. Earlier scholars have investigated the problem of job dissatisfaction but have not been able to broadly study the role of delegation in promoting job satisfaction. Ogomorach (1994), for instance, investigated the impact of professional allowances on job satisfaction among lecturers in national teachers' colleges in Uganda. He discovered that in order to make lecturers happy and be content with their jobs, the amount of money paid to them should be increased to considerable level beyond what only meets their basic needs. However, that study concentrated only on the impact of allowances on the job satisfaction of lecturers in national teachers' colleges rather than secondary school teachers.

Kayizzi (1990) also dealt with predictors of job satisfaction among graduate teachers in Kampala District and found out that physical conditions at work and availability of facilities have strong relationship /with job satisfaction only among graduate teachers. However, his study also concentrated on the predictors of job satisfaction among only graduate teachers and only in Kampala District. These studies tried to deal with the problem of job dissatisfaction but none of them investigated if delegation can create job satisfaction amongst secondary school teachers in Mukono District. Therefore, this study was set to investigate the relationship between delegation and job satisfaction of teachers in Mukono Town Council secondary schools.

1.0.1 Theoretical

Scholars in the management of organizations have postulated a number of theories related to delegation and job satisfaction. This study used the needs theory propounded by McClelland (1961). This theory points out two factors that were important for this study. These are achievement and power. McClelland propounded that individuals with a strong “need for achievement” (known as n Ach), ask for, accept and perform well in challenging tasks which require creativity, ingenuity and hard work. While the “need for power” (n Pow) people on the other hand have the desire to affect and control the behaviour of other people and to manipulate the surroundings (Chandan, 1999). In this study, it was hypothesised that the assertions of the theory were important as they guided on how delegation should be carried out and so helped the study to carry out investigations on delegation and how it creates job satisfaction.

1.0.2 Conceptual

The concepts of this study included the independent variable of delegation with its accruing variables of allocation of activities, assignment of responsibilities and power position of teachers. These were study in relation to the dependent variable of Job satisfaction. According to Musaazi (1988), the concept of delegation refers to the process of dividing up total work and giving part of it to subordinate(s). It is the delivery by one individual say, the head teacher to another (teacher) of the right to act to make decisions to requisition resources and to perform other tasks in order to fulfil job responsibilities. In this study, delegation was used to mean allocation of activities, assignment of responsibilities and power position of teachers. For allocation of activities, this is the process of dispersing decision making closer to the point of service or action (Chandan, 1999). 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, 1988). While power position is the situation of giving those with responsibility in the organisation authority to make decisions and have control over their environment (Cole, 1997).

On the other hand, the concept of job satisfaction means the collection of feelings and beliefs the people have about their current job (George & Jones, 2002); that is, the set of favourable or unfavourable feelings with which employees view their work. It includes feelings of related pleasure or pain that differ from objective, thought and behavioural intentions like; “I enjoy my job,” “my work is complex and I plan to resign”, for those who like the work and those who are not satisfied with their work respectively. In this study, job satisfaction was looked at in terms of contentment, enthusiasm and commitment of teachers. Contentment refers to how one is satisfied with the job; that is, how one is ready to continue working; enthusiasm refers to the zeal in the individual to accomplish tasks and commitment refers to the attachment one has towards work and wants to continue working for the organisation (Gove, 2002).

1.0.3 Contextual

The study took place in Mukono Town Council secondary schools. In Mukono Town Council, most secondary school teachers seemed not to be satisfied with their jobs. This was 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). It was therefore to the interest

of the researcher to establish why secondary school teachers in Mukono Town Council were not satisfied on their job.

1.1 Problem

Job satisfaction 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, for teachers in Mukono Town Council, teachers seemed not to be satisfied with their job. This is because of 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). This is likely to lead to the decline of education standards in secondary schools. This possibly could be due to poor delegation by the head teachers. Against this background, the study aimed at finding out among other factors if proper delegation would lead to job satisfaction of secondary school teachers in Mukono Town Council schools. This is because delegation increases flexibility in the organisation as every problem is no longer referred to a central authority for a decision to be taken (Musazazi, 1988). Also, delegation makes followers feel a deeper sense of responsibility and ownership of the organisation (Student Organisation Centre, 2003).

1.2 Purpose

The purpose of the study was to find out the relationship between delegation and the job satisfaction of secondary school teachers in Mukono Town Council.

1.3 Objectives

The study sought to:

- i. Examine the relationship between allocation of activities to teachers and their job satisfaction.
- ii. Establish the relationship between assignment of responsibilities to teachers and their job satisfaction.
- iii. Find out the relationship between power position of teachers and their job satisfaction.

1.4 Research questions

- i. How does allocation of activities to teachers relate to their job satisfaction?
- ii. How does assignment of responsibilities to teachers relate to their job satisfaction?
- iii. What is the relationship between power position of teachers and their job satisfaction?

1.5 Scope

In terms of geographical scope, the study was confined to Mukono District particularly, in the secondary schools in Mukono Town Council. Mukono is located East of Kampala, about 15km from Kampala City, along Kampala-Jinja Highway. The study covered all the 17 secondary schools- both government- aided and private (Serubiri, 2008), which had about 255 teachers; that is, about 15 teachers in each school. The study covered six months that is January 2010 to June 2010. This period allowed field preparation, community entry, data collection, data analysis and presentation. It focussed on delegation and job satisfaction of secondary school teachers. The variables of the study included allocation of activities, assignment of responsibilities and power

position and how they related to job satisfaction. The variable of job satisfaction had the accruing variables of contentment, enthusiasm and commitment.

1.6 Significance of the study

The study focused on one of the fundamental aspects in the running of schools; that is, delegation and how it relates to job satisfaction. The findings of this study are hoped to help the head teachers in improving teachers' job satisfaction through proper allocation of activities to teachers by assigning responsibilities and power position to those who have been delegated such that they have the courage to perform without fear. By doing this, the head teachers will be relieved of the heavy work load they would have done without delegation taking place. When there is effective delegation of authority to teachers, there is likelihood of increased efficiency, improved leadership skills and handling of new responsibilities. The stakeholders in schools such as the parents, Board of governors and local council leadership in partnering with the head teachers and teachers will find it easy to run the schools smoothly. This may help to promote the education standards as required by the Ministry of Education and Sports and other stakeholders such as donor agencies who are policy makers. It may also provide new knowledge to researchers and academicians to extend and develop new knowledge in delegation studies.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This Chapter presents the theory on which the study was based; that is, the Needs Theory propounded by McClelland (1961), conceptual review, review of related literature and research hypotheses.

2.1 Theoretical review

McClelland's needs theory (1961) formed the basis of the study. This theory proposes that there are factors which encourage job satisfaction. These include achievement and power. McClelland propounded that individuals with a strong "need for achievement" (known as n Ach), ask for, accept and perform well in challenging tasks which require creativity, ingenuity and hard work. They are constantly preoccupied with a desire for improvement and look for situations in which successful outcomes are directly correlated with their efforts so that they can claim credit for success. They take moderate and calculated risks and prefer to get quick and precise feedback on their performance. They set more difficult but achievable goals for themselves because success with easily achievable goals hardly provides a sense of achievement. They derive greater pleasure and excitement from solving a complex problem than from financial incentives and simple praise. The "need for power" (n Pow) is the desire to affect and control the behaviour of other people and to manipulate the surroundings (Chandan, 1999).

This theory pointed out important facts for this study; that is whom to delegate tasks and how to delegate tasks. The assertions of the theory were important to the study as they guided on how delegation should be carried out and so helped the study to carry out investigations on delegation and how it creates job satisfaction.

2.2 Conceptual framework

To create job satisfaction for the teachers, there is need for effective delegation of responsibility by the head teachers. Figure 2.1 is a description of how delegation leads to job satisfaction.

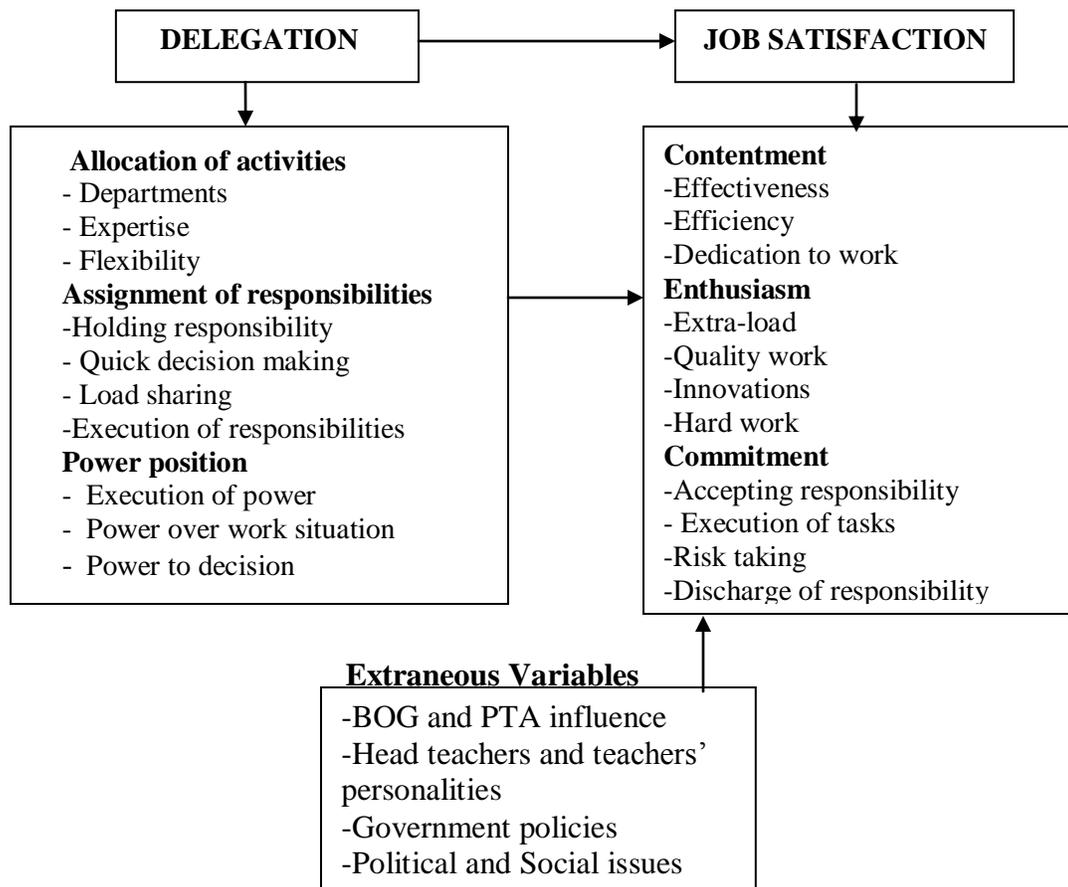


Figure 2.1: Diagrammatic representation of how delegation relates to job satisfaction

Source: Developed basing on the ideas of Chandan's (1999)

According to figure I above, there is a relationship between delegation and job satisfaction of secondary school teachers. If the teachers are allocated activities by creating departments, their expertise is considered and there is flexibility allowing them to take decisions, they are likely to be contented hence becoming effective, efficient and dedicated to work. When the teachers are assigned responsibilities by putting them in positions of responsibility, there is likely to be quick decision making and sharing of load, there will be work enthusiasm leading to taking on of extra – load, high quality work, innovativeness and hard work. In case the teachers have power in the positions they hold for executing decisions, have control over situations and take decisions, they are likely to get committed to their work hence accepting responsibility, executing tasks, taking risks and discharge responsibility.

However, delegation in secondary schools has intervening variables which may affect teachers' job satisfaction and in this study they were controlled in order not to affect the results. These are; Board of Governors influence, Parents Teachers Associations influence, teachers' personalities, government policies, political influence and social issues (cultural and community affairs) which could lead to the success or failure of the school.

2.3 Review of related literature

2.3.1 Allocation of activities to teachers and job satisfaction

Fidler, Russel and Simkins (1997) indicate that in the management of organisations in the modern environment, there is delegation of activities by decentralisation as a management practice of allocating activities. Chandan (1999) indicates that decentralisation 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, 1999) further indicates that decentralisation 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, decentralisation 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 is that teachers seemed dissatisfied with their jobs despite the existence of delegated responsibilities in the schools in Mukono Town Council schools. This literature thus guided the study to establish the level of delegation in decision making in the schools and how this affected job performance.

Frischmann (2010) indicates that decentralisation also called departmentalisation 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. 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 was whether head teachers allowed flow of ideas. This thus guided the study to attempt to establish how the level of delegation in Mukono Town Council schools enabled teachers to freely contribute their ideas something that would create work contentment hence job satisfaction.

According to Bryan (2010) departmentalisation which is a form of delegation is the system by which firms group jobs into more provincial (narrow) units. Departmentalised firms can largely benefit from this division of their work activities. Often coordination and control are provincial, and made much easier, as those top managers can view the various activities of their employees, and how they are performing within this specified department. Departmentalisation enables an organisation to exploit each department as a profit centre. A profit centre can be described as a separate department which is held accountable for its own profits as well costs. In here, it emerges that with delegation coordination and control are provincial that is at the lower levels and this makes it much easier exploit each department as a profit centre. This guided the study in

establishing how different departments in the Schools of Mukono Town council were made to coordinate their activities just as profit centres and if this promoted job satisfaction.

Musaazi (1988) 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 (2004) adds 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, organisationally 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. It became the researchers' interest to analyse how teachers in their departments made decisions with out waiting for the head teachers orders hence getting motivated to work harder.

According to Cliffs (2010), delegation is the downward transfer of authority from a manager to a subordinate. Most organisations today encourage managers to delegate 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 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 increased job satisfaction. This helped the study in establishing if the head teachers in Mukono empowered their teachers in order to provide maximum flexibility in meeting the needs of parents and students and how this affected the teachers' job satisfaction.

Generally, the above literature explains that allocation of activities promotes job satisfaction because it points out the outcomes of delegation which are better attitude of junior staff to the institution, preparation of staff for top positions, tapping of the potential of staff and flexibility in decision making. The study thus attempted to establish how well activities were being allocated in Mukono schools more especially among secondary schools in Mukono Town Council to bring about job satisfaction.

2.3.2 Assignment of responsibilities and job satisfaction

Assignment of responsibilities is an integral part of delegation. Matthew (2010), states that delegation 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 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. Succession planning is a

dynamic, ongoing process of systematically identifying, assessing and developing leadership talent for future assignments and tasks. It provides a pool of talented and skilled personnel who are ready to take up advanced roles and bigger responsibilities. In this literature it emerges that delegation helps to tap into the skills, avoiding burning out a few leaders and allows everyone to feel a part of the effort and the success automatically leading to job satisfaction. Thus it became the researchers desire to establish how the head teachers in Mukono exploited these advantages of delegation.

Chapman (2005) indicates that people can take responsibility for the jobs the supervisor does not have time to do once they have learnt how to work with the manager. It transfers work to people whose skills in a particular area are better than the supervisor's, thus saving time. Transfer of responsibility develops the staff, and can increase their enjoyment of their jobs. The ideal position to reach as supervisor is one where staff members carry out all routine activities of the manager's team. This leaves the manager time to plan, think, and improve efficiency at work. This literature imperatively pointed out that delegation helped the manager to exploit the effort of the employees where his expertise may be lacking and still save his time. However, in schools many head teachers may not admit their inadequacies in some areas. This guided the study in establishing how the head teachers took advantage of the teachers' expertise and save time in assignment of responsibilities and how this affected the teachers job satisfaction.

Delegating makes followers feel a deeper sense of responsibility and ownership of the organisation. This is an avenue for recognising good member contributions and the supervisor as a leader has the opportunity to try out some new growth producing behaviours. The followers are

challenged by new and different responsibilities; the load of responsibility is more equally shared among a larger number of members; followers become more aware of the broad functioning of the organisation (Student Organisation Centre, 2003). In here it pointed out that delegation increases the employees' effort as they understand the organisation. This guided the study in establishing if the teachers in Mukono Town Council schools were motivated to work with enthusiasm because delegation of responsibilities to them.

The granting of freedom to act by superior is evidence of confidence in the subordinate. The subordinate responds by developing a constructive sense of responsibility (Rao & Narayana, 1987). Delegating work to the specialists who possess the detailed knowledge for realistic decision making makes tasks to be performed quickly and efficiently. Control can be maintained through periodic reports, special reports, informal meetings, and personal visits (Musaazi, 1988). Musaazi (1988) points out that it is generally recognised that the organisational man desires self esteem and needs fulfilment. These in turn motivate people to contribute more towards objectives of the organisation they work for. Delegation therefore gives people the freedom to direct their own activities, to assume responsibility and thereby satisfy their ego needs. Teachers develop a sense of participation in the running of their school when they are given some voice in the decisions which affect them in their day-to-day work. In here, it emerges that with delegation work is performed quickly and efficiently because ego needs are satisfied. This helped the study in establishing how appointment of teachers to positions of responsibility in Mukono Town Council Schools made them work quickly and efficiently because they got satisfied with their jobs as they were happy with the levels of their appointment.

In all, the literature above points out exploitation of better skills, sharing load, and growth of responsibility, promotion of efficiency, esteem and fulfilment as important outcomes of assigning responsibilities. However, what is not pointed out is that in normal work situations head teachers may not follow individual skills in appointment of people to responsibility and may not share responsibility to the teachers and that could be why there was job dissatisfaction among teachers in schools in Mukono Town Council. Generally therefore, this guided the study in establishing how there can be job satisfaction promoted through assignment of responsibilities.

2.3.3 Relationship between power position and job satisfaction

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, 1988). Positional power also called "legitimate power"; it is the power of an individual because of the relative position and duties of the holder of the position within an organisation. Legitimate power is formal authority delegated to the holder of the position. In this literature, it emerged that in organisations there are different centres of power. That is the upper centres and the lower centres. This thus helped the study in establishing what lower centres of power head teachers in Mukono Town Council schools established to promote the job satisfaction of the teachers.

People are the most important asset. The organisations technologies, products and structures can be copied by competitors. However, no one can match highly charged, motivated people who care. People are your firm's repository of knowledge and they are central to your company's competitive advantage. Empower people around you. Well educated, coached, and highly motivated people are critical to the development and execution of strategies, especially in today's faster – paced, more perplexing world, where top management alone can no longer assure the firm's competitiveness. Employees should be empowered because they are the firm's most underutilised resource. In the new knowledge economy, independent entrepreneurship and initiative is needed throughout the ranks of the organisation. Involvement in an organisation is no longer a one-way street. In today's corporate environment a manager must work towards engaging organisation forcefully enough to achieve its objectives. New knowledge-based enterprises are characterised by flat hierarchical structures and multi-skilled workforce. Managers assume more leadership and coaching tasks and work hard to provide employees with resources and working conditions they need to accomplish the goals they've agreed to. In brief, managers work for their staff, and not the reverse. Empowerment is the oil that lubricates the exercise of learning. Talented and empowered human capital is becoming the prime ingredient of organisational success. A critical feature of successful teams, especially in knowledge – based enterprises, is that they are invested with a significant degree of empowerment, or decision-making authority. Equally important, employee empowerment changes the managers' mind – set and leaves them with more time to engage in broad-based thinking, visioning, and nurturing. This intelligent and productive division of duties between visionary leaders, focusing on emerging opportunities, and empowered employees, running the business unit day to day (with oversight on the leader's part) provides for a well-managed enterprise with strong growth

potential. 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 head teachers empowered the teachers to make them highly charged and motivated people who cared hence better job performance.

Gebremedhin and Schaeffer (1999) point out that people feel stress most acutely when they have no control over the situation that causes it. Receiving responsibility and the authority to make decisions can make a job more enjoyable. People are encouraged to go beyond an average performance if their talents are recognised, enhanced, utilised, and if they are given the necessary authority to decide how to carry out its tasks. It motivates them to keep learning, become more involved in team work and makes work more interesting for them. Empowered employees respond with more commitment to the goals of the organisation. When leaders empower their followers, they make them more aware of their abilities and encourage them to develop to their full potential. In this literature it emerged that people feel stress most acutely when they have no control over the situation that causes it. But when they have authority to make decisions, they make a job more enjoyable. This helped the study in establishing how the power over decisions delegated to teachers in Mukono Town Council created job satisfaction by making work enjoyable.

Power in the position 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. Empowerment allows people to self actualise 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 pride in the quality of their work. In an organisation that empowers its employees, collaboration and teamwork are more likely to develop spontaneously and work successfully. When they are empowered they can make the best use of their talents to further the goals of the organisation (Gebremedhin & Schaeffer, 1999). In here it emerges that power in the position of the employee creates confidence hence collaboration and teamwork that are spontaneous and working successfully. It thus became the researcher's interest to establish how the head teachers in the schools of Mukono Town Council worked towards empowering their employee to create job satisfaction hence team work and success.

Rao and Narayana (1987) indicate that granting of authority should consider letting subordinates to make commitments, use resources and take other actions necessary to perform the duties assigned to them. Assignment of duties would be meaningless without granting of requisite authority. Enough authority must be granted so that subordinates are able to get results. The subordinate must have sufficient authority so that the responsibility assigned can be discharged. Cliffs (2010) state that a classical principle of organisation warns managers not to delegate without giving the subordinate the authority to perform to delegated task. When an employee has responsibility for the task outcome but little authority, accomplishing the job

is possible but difficult. The subordinate without authority must rely on persuasion and luck to meet performance expectations. When an employee has authority exceeding responsibility, he or she may become a tyrant, using authority toward frivolous outcomes. In here, it is indicated that granting of authority should consider letting subordinates to make commitments, use resources and take other actions necessary to perform the duties assigned otherwise there will be no performance. This helped the study in analysing how the head teachers empowered the teachers in their positions of responsibility such that they are able to do their work hence job commitment of the teachers.

Empowering workers is part of democratic leadership style. Under democratic leadership, the people have a more participatory role in the decision making process. One person retains final say over all decisions but allows others to share insight and ideas. This is often a highly effective form of leadership. People are more likely to excel in their positions and develop more skills when they feel empowered, and people are empowered when they are involved in the decision-making process. Although it may take some time to achieve full participation from a group, the end result will be rewarding if you can manage to establish a power-sharing environment in your group project. You will find that democratic practices often lead to a more productive and higher quality work group (Fleming, 2010). In this literature, it is identified that empowering employees makes them more likely to excel in their positions and develop more skills. This guided the study in trying to establish how the head teachers in the schools of Mukono Town Council helped the teachers through empowerment to make them satisfied with their jobs hence excelling in their positions and developing more skills.

The whole above literature on the relationship between power position of teachers and job satisfaction generally pointed out important issues which included; empowerment making the work enjoyable, development of self confidence and giving full authority to subordinates. These helped the study to investigate how delegation was being executed in Mukono Town Council schools to create the job satisfaction of the teachers hence commitment to work.

2.4 Research hypotheses

- i. There is a relationship between allocation of activities to teachers and their job satisfaction.
- ii. There is a relationship between assignment of responsibilities to teachers and their job satisfaction.
- iii. There is a relationship between power position of teachers and their job satisfaction.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This Chapter contains the research methodology; that is, the research design, study population, sampling procedure, study instruments, the validity and reliability of instruments, research procedure and data entry and analysis techniques that were employed in this study.

3.1 Research design

The researcher used quantitative and qualitative methods of data collection. Cross-sectional survey design was used by the study. 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 (Gay, 1996). Above all, teachers are a homogeneous population and this allowed collection of views at a single point in time.

3.2 Study population

The population of the study comprised of all the secondary school teachers and head teachers in Mukono Town Council which had 17 schools both government–aided and private with about 255 teachers (Serubiri, 2008).

3.3 Study sample

A total of 173 teachers out of the expected total of 255 (68%) of all the teachers in the 17 schools in Mukono Town Council provided questionnaire data. The teachers were randomly sampled to

ensure that everyone had equal chance of being selected in the sample. A total of 8 (47%) head teachers were interviewed out of 17 head teachers that is 47% of the head teachers in the Town Council. These were satisfactory percentages as Gay (1996) suggests a sample of 10% to 20% as being representative in survey studies.

3.4 Data collection methods

The researcher used two categories of data collection methods: these were survey and interview. Survey was used because it involves a relatively large number of respondents (Amin, 2005). Also the study used interview method to get the intimate feelings of respondents (Amin, 2005). The tool used for survey method was self-administered questionnaire while that of interview method was the interview guide. These data collection methods were used because they were able to give valid information and assurance of anonymity and were able to cover a wide geographical area.

3.5 Study instruments

The researcher used two research instruments; namely: questionnaire (Appendix A) and interview guide (Appendix B).

3.5.1 Questionnaire

Questionnaire for the teachers was developed by the researcher and was the main research instrument. The questionnaire was preferred as an instrument of research because it was easy to administer (Gay, 1996). Most of the questions required direct answers based on the Likert type five-point scale for quantitative data. Others were open-ended questions for which the

respondents were asked to provide their own opinion. The open-ended questions helped the researcher to get extra information of qualitative nature.

3.5.2 Interview guide

It was administered on both teachers and head teachers for more qualitative data. The method enabled the researcher to get intimate feelings of the staff about the problem of the study, which the questionnaires could not elicit.

3.6 Validity of the instruments

The researcher looked at content related validity. This was through consultations with the researcher's supervisors and colleagues. The test of content validity was established through inter judge with two research consultants. Each rated the questions on a two point rating scale of Relevant (R) and Irrelevant (IR). The computation of CVI (Content Validity Index) was done by summing up the judges rating on either side of the scale and dividing by two to get the average.

The formula is:

$$CVI = \left[\frac{n}{N} \right]$$

Where; n = Number of items rated as relevant.

N = Total number of items in the instrument.

The CVI for the teachers' questionnaire obtained was 0.856 (Appendix C). Interview guide for both teachers and head teachers, was obtained at 0.75 (Appendix D). The results proved that the

instruments were valid since they were all above 0.7. Amin (2004) observes that in a survey, the least CVI recommended in a survey study should be 0.7 (or 70%).

3.7 Reliability of the instruments

Pilot study was carried out to determine the reliability of the instruments. The reliability of qualitative data was established by the researcher's statement of position, triangulation, and an audit trail. The questionnaires and interview guide were subjected to peer review (by groups of students and the researcher) so that they are content analyzed to ensure reliability. This is because Guba and Lincoln (1989) suggest that reliability in the traditional sense is better expressed as “dependability” or “consistency” in qualitative research.

Quantitative data from teachers' questionnaire, established that reliability after a pilot study was carried out on 12 teachers in one of the secondary schools in Mukono Town Council. Reliability Analysis Scale (Alpha co-efficient) was established to measure reliability using SPSS (13.0). The formula of Cronbach's Alpha Coefficient (α) is:

$$\alpha = \frac{K}{K-1} \left(1 - \frac{\sum SD^2_i}{SD^2_t} \right)$$

α = Alpha coefficient

K = Number of items in the instrument

\sum = Sum

SD^2_i = Individual item variance

SD^2_t = Variance of total score

The instruments were found to be valid in this study at 0.9110 (Appendix E) and there were few adjustments to improve them. The researcher used Alpha co-efficient because of it being easy and automatic to apply for it fitted a two or more point rating scale. Twelve questionnaires of the pilot study based on the Likert five-point scale, were distributed to teachers.

3.8 Research procedure

The researcher secured a letter of introduction (Appendix F) from the Dean; School of Education Makerere University to proceed with the study after the proposal had been approved. Permission was also sought from the Education Officer Mukono Town Council who gave the researcher a letter of introduction to the head teachers of the various schools. Research assistants were identified and trained on how to administer the instruments. The researcher with the research assistants then set off to collect data from the teachers and head teachers of the various schools in Mukono Town Council. Before collecting data, the respondents were assured of the confidentiality of the data given and guaranteed that it was only to be used for academic purposes. Questionnaires were distributed to individual members at their places of work and the fully filled questionnaires were collected after one week. Thereafter, data was coded, analysed and the report written.

3.9 Data analysis

The researcher entered and edited quantitative data using SPSS (Statistical Package for Social Scientists 13.0.) Frequency distribution and test tables were presented. Hypotheses were analysed with Pearson's correlation coefficient index (Pcc) using the computer. This was because the correlation measures the relation between two or more variables based on cause and

effect. The index measures the degree and direction of the relationship between two variables X and Y; that is, delegation and job satisfaction respectively. The formula used was:

$$P_{cc} = \frac{n(\sum XY) - (\sum X)(\sum Y)}{\sqrt{n\sum X^2 - (\sum X)^2} \sqrt{n\sum Y^2 - (\sum Y)^2}}$$

Where:

- n = number of paired observations.
- $\sum XY$ = sum of cross products of X and Y.
- $\sum X$ = sums of X scores.
- $\sum Y$ = sums of Y scores.
- $\sum X^2$ = sums of all the squared values of X scores.
- $\sum Y^2$ = sum of all the squared values of Y scores.
- $(\sum X)^2$ = sum of all X scores, this sum squared.
- $(\sum Y)^2$ = sum of all Y scores, this sum squared.

For qualitative data, all collected data was sorted by checking for any errors, grouped into themes and analysed as postulated in the conceptual framework and research objectives. Patterns and connections within and between categories were identified. Data was interpreted by composing explanations and substantiating them using the respondents open responses. While analysing qualitative data, conclusions were made on how different themes/variables were related. Data was analysed by frequency counts and computation of percentages.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter presents findings from the study that investigated the relationship between delegation and job satisfaction of secondary school teachers in Mukono Town Council. The chapter is arranged in three sections. Section one presents the background information of respondents who participated in the study. Section two shows the description of teachers' responses to the items of the questionnaire relating to particular variables and section three shows the verification of the hypotheses.

4.1 Background information of respondents

The background information solicited and presented was about gender, age, marital status, academic qualification and designation. The background information was deemed necessary because the researcher wanted to show that all teachers with different background characteristics were represented in the study implying that the findings were not only for a particular group or category of respondents. Table 4.1 shows the distribution of respondents according to different attributes.

Table 4.1 Distribution of respondents according to different attributes

Attribute	Category	Frequency	Percent
Gender	Male	113	65.3%
	Female	60	34.7%
Total		173	100.0%
Age group	20-29	11	6.4%
	30-39	105	60.7%
	40-49	57	32.9%
Total		173	100.0%
Marital status	Married	106	61.3%
	Single	67	38.7%
Total		173	100.0%
Highest academic qualifications	Diploma	40	23.1%
	Bachelors	121	69.9%
	Masters	12	6.9%
Total		173	100.0%
Designation	Deputy head teacher	6	3.5%
	Director of Studies	6	3.5%
	Head of Department	68	39.3%
	Class teacher	66	38.2%
	House patron	15	8.7%
	Subject teacher	12	6.9%
Total		173	100.0%

The findings in Table 4.1 show that most respondents (113 or 65.3%) were males while only 60 (or 34.7%) participants were females.

The findings in Table 4.1 also show that respondents in the age group of 30-39 constitutes the majority (105 or 60.7%) followed by those between 40-49 (57 or 32%) and few (11 or 6.4%) 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.

Regarding the marital status of respondents, the majority (106 or 61.3%) of them were married as compared to 67 (or 38.7%) 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.

The researcher was also interested in the academic qualification of respondents. The majority (121 or 69.9%) of respondents held a first degree; followed by those with Diploma (40 or 23.1%). Few respondents (12 or 6.9%) 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.

With regard to designation, the results indicated that the majority (68 or 39.3%) of participants were cited as heads of department; followed by class teachers (66 or 38.2%). House patrons constituted 15 (or 8.7%), while subject teachers were 12 (or 6.9%). There were few (6 or 3.5%) 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.

4.2 Descriptions of teacher's responses to the items of the questionnaire

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

4.2.1 Teachers responses on delegation

In this study, the independent variable was delegation which was used to mean allocation of activities, assignment of responsibilities and power position of secondary school teaches in Mukono Town Council. Thus, in measuring delegation the researcher asked teachers to provide their responses on allocation of activities, assignment of responsibilities and power position of teachers to elicit their responses. The responses were based on a five point Likert-scale ranging from strongly disagree to strongly agree.

Responses on allocation of activities to teachers

Table 4.2 shows responses of teachers on allocation of activities to teachers.

Table 4.2 Responses on Allocation of activities to teachers

Questionnaire item	Response category	Frequency	Percent
There are functioning departments in the school	Strongly disagree	0	0%
	Disagree	18	10.4%
	Undecided	0	0%
	Agree	133	76.9%
	Strongly agree	22	12.7%
Expertise is considered in the allocation of activities	Strongly disagree	18	10.4%
	Disagree	17	9.8%
	Undecided	3	1.7%
	Agree	90	52.0%
	Strongly agree	45	26.0%
I am given authority to make decisions relative to my roles	Strongly disagree	3	1.3%
	Disagree	36	20.8%
	Undecided	32	18.5%
	Agree	69	39.9%
	Strongly agree	33	19.1%
I am in a position of responsibility	Strongly disagree	0	0.0%
	Disagree	0	0.0%
	Undecided	10	5.8%
	Agree	116	67.1%
	Strongly agree	47	27.2%
Delegation has reduced the workload of the administrators	Strongly disagree	0	0.0%
	Disagree	11	6.4%
	Undecided	41	23.7%
	Agree	84	48.6%
	Strongly agree	37	21.4%
There is flexibility in the management of the school	Strongly disagree	3	1.7%
	Disagree	26	15.0%
	Undecided	18	10.4%
	Agree	100	57.8%
	Strongly agree	26	15.0%

There is a quick decision making due to allocation of activities	Strongly disagree	3	1.7%
	Disagree	97	56.1%
	Undecided	13	7.5%
	Agree	52	30.1%
	Strongly agree	8	4.6%

In Table 4.2, the findings indicate that generally, most respondents (133 or 76.9%) agreed that there are functioning departments in schools and 22 (or 12.7%) strongly agreed. This suggests that most secondary schools in Mukono have functioning departments and this is likely to lead to reduction of the work load of administrators.

A look at giving authority to make decisions relative to their roles, the findings show those 69 (or 39.9%) respondents agreed and 33 (or 19.1%) of them strongly agreed. This implies that authority to make decisions relative to their roles leads to efficiency and effectiveness because they are encouraged to do their work well and they also become creative.

On whether expertise is considered in the allocation of activities, the findings indicate that 90 (or 52.0%) respondents agreed while 45 (or 26.0%) strongly agreed. This means that expertise is considered in allocation of activities to teachers in Mukono Town Council secondary schools. It implies that teachers are motivated to get more involved in school administration. They work harder because they feel promoted since they are executing high level roles. They feel trusted and work to their level best.

Asked whether they are in a position of responsibility, the findings indicate that most teachers (116 or 67.1%) agreed and 47 (or 27.2%) strongly agreed. This suggests that most secondary

school teachers in Mukono are in positions of responsibility. This suggests that there is team work in school administration. This improves teachers' attitude towards work and feel more involved. They get a sense of belonging and work hard to justify their occupational offices.

According to whether delegation has reduced the workload of the administrators, the findings show that most respondents (84 or 48.8%) agreed and 37 (or 21.4%) strongly agreed. This implies that there is flexibility in the management of the schools because there is no work accumulation.

About flexibility due to allocation of activities in the management of the schools, findings indicate that most of the respondents (100 or 57.8%) agreed and 26 (or 15.0%) strongly agreed. This shows that teachers get attracted to work hard as they feel more responsible for the activities entrusted to them. They also feel obliged to perform to produce results to prove their worthiness in the activities allocated to them. This is because teachers get satisfied with their jobs hence putting more effort leading to better performance.

A look at quick decision making due to allocation of activities, the findings show that majority of respondents (97 or 56.1%) disagreed compared to 52 (or 30.1%) respondents who agreed. This suggests that there is no quick decision making due to allocation of activities. It further suggests that head teachers seem to reserve the powers in making decisions concerning the management of the schools. This is likely to lead to inefficiency in management of schools.

Responses on assignment of responsibilities to teachers

Table 4.3 shows teachers' responses on assignment of responsibilities to teachers.

Table 4.3 Teachers' responses on assignment of responsibilities

Questionnaire item	Response category	Frequency	Percent
There is exploitation of individual skills through assignment of responsibilities	Strongly disagree	0	0.0%
	Disagree	32	18.5%
	Undecided	24	13.9%
	Agree	96	55.5%
	Strongly agree	21	12.1%
Load is shared through delegation of responsibilities	Strongly disagree	0	0.0%
	Disagree	0	0.0%
	Undecided	6	3.5%
	Agree	122	70.5%
	Strongly agree	45	26.0%
I am assigned different responsibilities	Strongly disagree	36	20.8%
	Disagree	18	10.4%
	Undecided	6	3.5%
	Agree	50	28.9%
	Strongly agree	63	36.4%
I hold a position of responsibility	Strongly disagree	3	1.7%
	Disagree	18	10.4%
	Undecided	6	3.5%
	Agree	102	59.0%
	Strongly agree	44	25.4%
I am responsible for the duties of my office	Strongly disagree	0	0.0%
	Disagree	60	34.7%
	Undecided	3	1.7%
	Agree	87	50.3%
	Strongly agree	0	0.0%

The findings from Table 4.3 indicate that majority of respondents (96 or 55.5%) agreed that there is full exploitation of individual skills through assignment of responsibility and 21 (or 12.1%) strongly agreed. This implies that exploitation of skills is likely to lead to efficiency and effectiveness because teachers work knowing what is expected from them.

On the issue of sharing of load as a result of delegation of responsibilities, majority of respondents (122 or 70.5%) agreed and 45 (or 26.0%) strongly agreed. This implies that there is no work accumulation as teachers become part of the school team. They supervise one another and therefore work closely.

On whether teachers are assigned different responsibilities, majority of respondents (63 or 36.4%) strongly agreed while 50 (or 28.9%) agreed. Thus, going by the opinion of the majority, teachers in Mukono Town Council secondary schools are assigned different responsibilities. This implies that teachers come to understand the functioning of their respective schools and hence reduces complaints.

On holding a position of responsibility, majority of respondents (102 or 59.0%) agreed, while 44 (or 25.4%) strongly agreed. This suggests that when teachers hold positions of responsibilities, they are likely to participate enthusiastically in responsibilities to produce good results.

Concerning, whether teachers are responsible for the duties of their respective offices, 87 (or 50.3%) respondents agreed and 23 (or 13.3%) respondents strongly agreed. 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. Head teachers 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.

Responses on power position of teachers

Table 4.4 shows the responses on power position of teachers.

Table 4.4 Teachers' responses on power position

Questionnaire item	Response category	Frequency	Percent
I have the power to execute responsibilities	Strongly disagree	0	0.0%
	Disagree	50	28.9%
	Undecided	0	0.0%
	Agree	110	63.6%
	Strongly agree	13	7.5%
I have power over the work situation	Strongly disagree	12	6.9%
	Disagree	90	52.0%
	Undecided	0	0.0%
	Agree	50	28.9%
	Strongly agree	21	12.1%
I have power to utilize resources	Strongly disagree	0	0.0%
	Disagree	3	1.7%
	Undecided	19	11.0%
	Agree	127	73.4%
	Strongly agree	24	13.9%
I have full authority to decision making	Strongly disagree	30	17.3%
	Disagree	97	56.1%
	Undecided	5	2.9%
	Agree	38	22.0%
	Strongly agree	3	1.7%

The findings from table 4.4 show that the teachers have the power to execute responsibilities. This is evidenced by the majority of the respondents (110 or 36.6%) agreeing to the item asked. Having power to execute responsibilities is likely to make teachers work harder towards the development of their respective schools.

On having power over the work situation, majority (90 or 52.0%) disagreed and 12 (or 6.9%) strongly disagreed. A total of 71 respondents agreed. This implies that teachers have no full power over work situation. This is likely to lead to reduction in performance towards the management of the school.

The findings further indicate that the majority of respondents (127 or 73.4%) agreed that they have power to utilize resources at school, and 24 (or 13.9%) respondents strongly agreed. This suggests that having power to utilize resources is likely to motivate teachers to work hard.

With having full authority to decision making, the majority of the respondents (90 or 56.1%) disagreed and 30 (or 17.3%) respondents strongly disagreed with the item asked. This suggests that head teachers reserve the authority to making final decisions concerning the management of the school.

4.2.2 Teachers responses on job satisfaction

In this study, the dependent variable was job satisfaction. It was used to mean contentment at work, work enthusiasm and work commitment. Thus, in measuring job satisfaction, the researcher asked teachers to provide their responses regarding the above constructs of job

satisfaction. The responses on which respondents were asked based on a five point likert scale ranging from strongly disagree to strongly agree. Table 4.5 shows a summary of responses of teachers on contentment at work.

Table 4.5 Teachers' responses on contentment at work

Questionnaire item	Response category	Frequency	Percent
There is effectiveness in activities execution	Strongly disagree	0	0.0%
	Disagree	18	10.4%
	Undecided	6	3.5%
	Agree	113	65.3%
	Strongly agree	36	20.8%
There is efficiency in fulfilment of activities	Strongly disagree	18	10.4%
	Disagree	8	4.6%
	Undecided	0	0.0%
	Agree	109	63.0%
	Strongly agree	38	22.0%
I am dedicated to my work	Strongly disagree	0	0.0%
	Disagree	9	5.2%
	Undecided	18	10.4%
	Agree	112	64.7%
	Strongly agree	34	19.7%
I work hard because I am in a position of responsibility	Strongly disagree	0	0.0%
	Disagree	21	12.1%
	Undecided	3	1.7%
	Agree	98	56.6%
	Strongly agree	51	29.5%
There is improvement in performance because of reduced workload of the administrators	Strongly disagree	3	1.7%
	Disagree	15	8.5%
	Undecided	22	12.7%
	Agree	101	58.4%
	Strongly agree	32	18.5%
There is increased interest in work	Strongly disagree	6	3.5%
	Disagree	55	31.8%
	Undecided	24	13.9%
	Agree	65	37.6%
	Strongly agree	23	13.3%

In Table 4.5, the findings indicate that there is effectiveness in activities execution. This is seen when the majority of respondents (113 or 65.3%) agreed and 36 (or 20.8%) strongly agreed. This implies that effectiveness in activities execution is likely to lead to the better performance in schools.

As to whether there is efficiency in fulfilment of activities, the majority of respondents (109 or 63.0%) agreed and 38 (or 22.0%) respondents strongly agreed. Thus, going by the opinion of the majority, teachers in Mukono Town Council are efficient in fulfilment of activities assigned to them. This is likely to lead to promotion of good relationship between teachers and the school administrators.

The findings in Table 4.5 further indicate that most teachers are dedicated to their work. This is seen when 112 (or 64.7%) respondents agreed and 34 (or 19.7%) respondents strongly agreed. This suggests that when teachers are dedicated to their work, it is likely to increase performance in their respective schools.

On the item of working hard because of being in a position of responsibility, many of the respondents (98 or 56.6% agreed and 51 (or 29.5%) respondents strongly agreed. This implies that being in position of responsibility is likely to lead teachers to work hard in order to avoid failure.

About improvement in performance because of reduced workload of administrators, majority of respondents (101 or 58.4%) agreed while 32 (or 18.5%) respondents strongly agreed. This

suggests that reduced workload among administrators is likely to improve on their performance since there is no accumulation of work.

Table 4.5 also indicate that 65 (or 37.6) respondents agreed that there is increased interest in work among teachers while 23 (or 13%) respondents strongly agreed This is likely to lead to efficiency and good performance of teachers.

Teacher's responses on work enthusiasm

Table 4.6 shows responses on work enthusiasm.

Table 4.6 Teachers' responses on work enthusiasm

Questionnaire item	Response category	Frequency	Percent
There is high quality work due to exploitation of individual skills	Strongly disagree	0	0.0%
	Disagree	29	17.8%
	Undecided	21	12.1%
	Agree	123	71.1%
	Strongly agree	0	0.0%
Work is enjoyable because the load is shared	Strongly disagree	0	0.0%
	Disagree	15	8.7%
	Undecided	3	1.7%
	Agree	99	57.2%
	Strongly agree	56	32.4%
I have become innovative because I am assigned different responsibilities	Strongly disagree	0	0.0%
	Disagree	48	27.7%
	Undecided	0	0.0%
	Agree	73	42.2%
	Strongly agree	52	30.1%
I am motivated to put in extra load because I hold a position of responsibility	Strongly disagree	0	0.0%
	Disagree	30	17.3%
	Undecided	3	1.7%
	Agree	87	50.3%
	Strongly agree	53	30.6%
I have developed confidence because my position has work for execution	Strongly disagree	0	0.0%
	Disagree	57	32.9%
	Undecided	3	1.7%
	Agree	100	57.8%
	Strongly agree	13	7.5%

The findings from Table 4.6 indicate that majority of respondents (123 or 71.1%) agreed that there is high quality work due to exploitation of individual skills. This suggests that exploitation of individual skills is likely to lead to high quality work of teachers.

As to whether work is enjoyable because of sharing the load, a total of 155 (or 89.6%) respondents agreed and only 15 (or 8.7% disagreed. Thus going by the majority opinion, the findings suggest that work is likely to be enjoyable because of sharing the load among the teachers.

The findings further show that teachers are innovative because of being assigned different responsibilities. This is evidenced by most of the respondents (73 or 42.2%) agreeing and 52 (or 30.1%) strongly agreeing. This implies that when teachers are assigned different responsibilities, they become more innovative and creative.

Table 4.6 further indicates that majority of the respondents (140 or 80%) agreed that teachers are motivated to put in extra load because of holding a position of responsibility. This suggests that when teachers are holding a position of responsibility, they are likely to be motivated and work harder towards the affairs of their respective schools.

On whether teachers have developed confidence because of their positions for work execution, majority (100 or 57.8%) of respondents agreed and 13 (or 7.5%) strongly agreed. This implies that because of their positions for work execution, teachers are more likely to become more confident in whatever they do.

Teacher's responses on work commitment

Table 4.7 shows responses of teachers on work commitment.

Table 4.7 Teachers' responses on work commitment

Questionnaire item	Response category	Frequency	Percent
I am encouraged to work beyond average performance because I have the power to execute responsibilities	Strongly disagree	3	1.7%
	Disagree	45	26.0%
	Undecided	9	5.2%
	Agree	96	55.5%
	Strongly agree	20	11.6%
I feel part and parcel of the school because i have power over my work situation	Strongly disagree	6	3.5%
	Disagree	88	50.9%
	Undecided	12	6.9%
	Agree	45	26.0%
	Strongly agree	22	12.7%
I discharge responsibility because I have the power to utilize resources	Strongly disagree	6	3.5%
	Disagree	9	5.2%
	Undecided	9	5.2%
	Agree	127	73.4%
	Strongly agree	22	12.7%
I take risks because I have full responsibility	Strongly disagree	30	17.3%
	Disagree	99	57.2%
	Undecided	18	10.4%
	Agree	26	15.5%
	Strongly agree	0	0.0%

The findings in Table 4.7 indicate that teachers are encouraged to work beyond average performance because of having power to execute responsibilities. This is evidenced by 96 (or 55.5%) of teachers respondents who agreed and 20 (or 11.6%) of them who strongly agreed.

This implies that having power to execute responsibilities, teachers are encouraged to work beyond average performance and this is likely to lead to efficiency.

Regarding the issue teachers feeling to be part and parcel of the school because of having power over work situations, findings indicate that majority of respondents (88 or 50.9%) disagreed, followed by 6 (or 3.5%) of them who strongly disagreed. This suggests that teachers have no full power over work situation and this is likely to lead to decline in the general performance in schools.

On discharging responsibility because of having power to utilize resources, majority of respondents (127 or 73.4%) agreed and 22 (or 12.7%) respondents strongly agreed. This implies that discharging responsibility is likely to lead to promotion of efficiency due to having power to utilize resources. This is because teachers are made to work harder to impress head teachers.

The findings further show that majority of respondents (129 or 74.5%) do not take risks because they do not have full responsibility. This implies that most teachers in Mukono Town Council do not have full responsibility concerning the affairs of their respective schools and therefore are likely not to perform well.

4.3 Verification of hypotheses

This subsection presents the results arising from verification of the null hypotheses, one after the other. In testing the hypotheses, the researcher used Pearson correlation to find out whether a linear relationship exists between the independent variables and the dependent variable. In order

to use this test, all valid responses to statements dealing with both variables were aggregated to generate a composite index for each respondent. In testing the hypotheses, the computed scores for independent variables were correlated with the dependent variable and the results are interpreted at 0.05 level of significance.

4.3.1 Hypothesis one

The first hypothesis stated that, there is no relationship between allocation of activities to teachers and job satisfaction. The results of this hypothesis are presented using Pearson correlation co-efficient between the index of allocation of activities and that of job satisfaction. The computed scores for allocation of activities were correlated with those of job satisfaction and the results were interpreted at 0.05 level of significant. The findings are summarized in Table 4.8.

Table 4.8 Correlation between allocation of activities and job satisfaction

		Allocation of Activities	Job satisfaction
Allocation of activities	Pearson Correlation	1	.757(**)
	Sig. (2-tailed)		.000
	N	173	173
Job satisfaction	Pearson Correlation	.757(**)	1
	Sig. (2-tailed)	.000	
	N	173	173

** Correlation is significant at the 0.01 level (2-tailed).

Table 4.8 shows that the value of the co-efficient equals to .757. This value being positive, it means that allocation of activities has a positive relationship to job satisfaction of secondary school teachers in Mukono Town Council. The sig. value for the correlation was equal to .000 which was less than the level of significance (.05) which led to the rejection of the null hypothesis. Thus the results indicate that the more the allocation of activities to teachers are the higher the level of job satisfaction.

The researcher also wanted to find out the head teachers views on the effect of allocation of activities to teachers and job satisfaction in their schools. To establish this, they were asked to explain how activities were allocated to teachers. All the 8 (100%) head teachers responding to the interview guide gave related views which showed that, they established different portfolios which included, heads of departments, heads of subjects, class teachers, directors of studies and internally appointed deputy head teachers to supplement the substantive deputy head teachers posted by the Ministry of Education and Sports. The departments pointed out by the head teachers that existed in the schools included; subject departments, co-curricular departments, estates departments, welfare department and counselling departments among others.

When asked how the allocation of activities affected the attitude of the teachers towards their jobs, several related responses were given by the different head teachers. One head teacher said that; *“they feel big and part of the system.”* Another remarked that *“they feel they are part of the school organisation”* while another stated that, *“they get committed to their jobs as they feel responsible.”*

When asked how allocation of activities affected teachers job performance, the head teachers still gave various but related responses. One head teacher 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 head teachers 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 counselling and managing punctuality among others as they feel they have the duty to accomplish them.

Generally, all head teachers interviewed were of the view that allocation of activities to teachers lead to their job satisfaction. This means that head teachers in Mukono Town Council secondary schools need to allocate more activities to teachers in order to improve on their job satisfaction.

4.3.2 Hypothesis two

This hypothesis stated that, there is no relationship between assignment of responsibilities to teachers and job satisfaction. Like in the first hypothesis, the results of this hypothesis were presented using a Pearson correlation co-efficient. In order to use this test, all valid responses to statements on assignment of responsibilities were aggregated to generate a composite index for each respondent. The computed scores were correlated with job satisfaction and the results were computed at 0.05 level of significant. The results are summarized in Table 4.9.

Table 4.9 Correlation between assignment of responsibilities and job satisfaction

		Assignment of Responsibilities	Job satisfaction
Assignment of responsibilities	Pearson Correlation	1	.789(**)
	Sig. (2-tailed)		.000
	N	173	173
Job satisfaction	Pearson Correlation	.789(**)	1
	Sig. (2-tailed)	.000	
	N	173	173

** Correlation is significant at the 0.01 level (2-tailed).

In Table 4.9, the calculated value of the correlation is indicated by .789 and the sig. value given by .000. Since the sig. value is less than .05, the researcher rejected the null hypothesis implying that assignment of responsibilities has a positive relationship to job satisfaction of secondary school teachers in Mukono Town Council. Thus, the results suggest that the more the assignment of responsibilities to teachers, the higher the level of job satisfaction.

The researcher also wanted to find out head teachers views on the effect of assignment of responsibilities to teachers and job satisfaction. On this matter, during the interviews the head teachers were asked if assignment of responsibilities to teachers created teamwork among teachers. Out of all the head teachers responding to the interview, 6 (75%) agreed. One of those in agreement stated that, “*teachers begin to accept collective responsibility and rarely contradict positions agreed upon in committees of departments.*” Another remarked that, “*teachers mobilise colleagues to the general cause of the school.*” While another head teacher said that “*they feel more belonging and work with one another*” and another one said that, “*they become more*

confident”. However, one head teacher remarked that, some teachers’ minimise some of the responsibilities they are given like being a class teacher feeling that these responsibilities should be for junior teachers who have just left collage or university. Apparently such teachers did not derive satisfaction from assignment of responsibilities hence do not necessarily become part of the school team.

All the head teachers 5 (62.5%) gave positive responses when asked if assignment of responsibility increased flexibility in the functioning of the school hence creating job satisfaction in the teachers. The head teachers explained that the teachers got the freedom of freely handling matters as indiscipline cases, supervision of colleagues and students, co-curricular activities, organising sessions of guidance and counselling, inviting facilitators assessing and evaluating student and granting permission among others. This made work easy for the administration and increased the enthusiasm of the teachers towards school programmes. However, when asked if there are occasions when there were instances when the teachers were denied the right to handle certain matters, still they all indicated “*Yes.*” One head teacher indicated that if the “*issue is likely to create misunderstandings/conflict in the school.*”

In all, the views of the head teachers interviewed were that assignment of responsibilities to teachers leads to their job satisfaction as it creates flexibility in their handling of schools affairs. They do not need to constantly approach the head teachers’ office for guidance on small issues to affecting policy. This therefore suggests that secondary school head teachers in Mukono Town Council need to assign more responsibilities to teaches in order to improve on their level of job satisfaction.

4.3.3 Hypothesis three

The last hypothesis stated that, there is no relationship between power position of teachers and job satisfaction. The results of this hypothesis are presented using a Pearson correlation coefficient between the index of power position of teachers and that of job satisfaction. In testing this hypothesis, the computed scores for power position were correlated with those of job satisfaction and the results are interpreted at 0.05 level of significant. The findings are summarized in Table 4.10.

Table 4.10 Correlation between power position and job satisfaction

		Power position	Job satisfaction
Power position	Pearson Correlation	1	.743(**)
	Sig. (2-tailed)		.000
	N	173	173
Job satisfaction	Pearson Correlation	.743(**)	1
	Sig. (2-tailed)	.000	
	N	173	173

** Correlation is significant at the 0.01 level (2-tailed).

In Table 4.10, the calculated value of the correlation is indicated as .743 and the sig. value given by .000. Since the sig value is less than .05, the researcher rejected the null hypothesis implying that power position of teachers has a positive relationship to job satisfaction in Mukono Town Council secondary schools. Thus, the results suggest that the higher the power position of teachers, the higher the level of job satisfaction.

The researcher also wanted to find out head teachers views on power position of teachers and job satisfaction. In the first place, the head teachers were asked to explain how the teachers having power to execute responsibilities encouraged perform beyond average performance. On this, they all agreed that the teachers derived job satisfaction. One head teacher remarked that, *“Teachers always want to ensure that their departments are on top. Some work over time to ensure that they beat all deadlines.”* Another head teacher said that *“they become more committed to work”*, while another one said, *“they are motivated”*.

Then the head teachers were asked to tell how the power to utilise resources encouraged teachers to work harder. All the 8 (100%) head teachers said that when the teachers in their departments are responsible for making their budgets which they run once approved, they easily carry out the activities of the departments to meet the set targets. One head teacher stated that, *“teachers at times are able to make a small difference on the purchases they make and this motivates them to work harder.”* Another head teacher remarked that, *“the teachers feel free to carry out activities as they have the resources to execute them hence working hard.”*

All the head teachers interviewed were of the view that power position of teachers leads to job satisfaction. This therefore, implies that head teachers need to position clearly the powers of teachers in order for them to be satisfied.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the discussion of the results derived from the data presented in Chapter Four. The discussion leads to varying conclusions and a number of recommendations that are presented later.

The study was about delegation and job satisfaction of secondary school teachers in Mukono district: a case of Mukono Town Council schools. This part of the study discusses the results along the following objectives; examine the relationship between allocation of activities to teachers and job satisfaction, establish the relationship between assignment of responsibilities to teachers and their job satisfaction and to find out the relationship between power position of teachers and job satisfaction. The following is the discussion of the findings based on the three objectives that guided the study.

5.1 Relationship between allocation of activities to teachers and their job satisfaction

This objective, sought to examine the “relationship between allocation of activities to teachers and job satisfaction”. Data analysis and interpretation revealed that there is a positive relationship between allocation of activities to teachers and job satisfaction. This is because teachers are encouraged to do their work well and be creative. They are motivated to get more involved in running the affairs of their schools. With allocation of activities, teachers tend to work towards perfection and develop the willingness to work beyond normal time. This is because the teachers get satisfied with their job hence putting more effort leading to better

performance. It is also revealed that allocation of activities improves teachers' attitudes towards their jobs. They feel more involved and have a more sense of belonging and they work hard to justify their positions in offices. Their work becomes enjoyable because they feel promoted since they are executing high level roles. They feel trusted and work to their level best. This is because the teachers get attracted to work hard as they feel responsible for the activities entrusted to them and they also feel obliged to perform to produce results to prove their worthiness in the activities allocated to them.

The above findings are in agreement with findings of other scholars. McClelland (1961) in his needs theory that formed the basis of the study argues that there are factors which encourage job satisfaction. These include achievement and power. Accordingly people especially those with a strong "need for achievement" ask for, accept and perform well in challenging tasks which require creativity, ingenuity and hard work. They are constantly preoccupied with a desire for improvement and look for situations in which successful outcomes are directly correlated with their efforts so that they can claim credit for success. They set more difficult but achievable goals for themselves because success with easily achievable goals hardly provides a sense of achievement. McClelland's proposition that people especially those with a strong "need for achievement" ask for, accept and perform well in challenging tasks such that they take credit. As with the finding of the study therefore, when the teachers are involved in the activities of the schools, they feel satisfied with their jobs because they claim credit for success hence proving their worthiness in the activities allocated to them.

In relation to the above Musaazi (1988) 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. This is further supported by Gardner et al (2004) who explains 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, organisationally important, and needs satisfying. As with the finding of the study, the teacher easily performs his job as his worthiness is felt and does not need to refer to the administration every time there is a problem to be handled.

The views of According to Cliffs (2010) are also in agreement with above findings. Accordingly, delegation is the downward transfer of authority from a manager to a subordinate. Most organisations today encourage managers to delegate 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 job performance. Without delegation, managers do all the work themselves and underutilise their workers. Accordingly, this increased job satisfaction. As with the finding of the study, allocation of activities empowers their teachers by providing maximum flexibility in fulfilling school programmes hence motivating them to work harder.

Chandan (1999) also agrees with the researchers' findings that allocation of activities leads to efficiency and effectiveness of teachers in schools and improve teachers' attitudes to their jobs. He indicates that decentralisation gives the junior level managers and supervisors the authority to make decisions relative to their roles and within the organisational policy guidelines. This 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 this result in loyalty, commitment and belonging. As with the finding of the study, allocation of activities gives the teachers authority and they therefore work without fear as they are empowered. Decentralisation 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, decentralisation solves the problem of limitations in managerial expertise as well as increased executive load (Chandan, 1999). Therefore the teachers in the schools are helped to work with high morale and zeal exploiting their full potential.

From the researcher's findings and other scholars, it is argued that allocation of activities makes people perform better because they work hard to justify their occupation of offices and enjoy work because they feel promoted since they are executing high level roles. This is because allocation of activities pose a challenge to the person who has been entrusted with the activity hence working hard bringing about better performance leading to job satisfaction. when individuals are allocated activities, they are attracted to work hard to produce results because they feel proud and satisfied to holding positions of responsibility.

5.2 Relationship between assignment of responsibilities to teachers and their job satisfaction

This objective sought to establish “the relationship between assignment of responsibilities to teachers and their job satisfaction.” Data analysis and interpretation revealed that assignment of responsibilities to teachers has a positive relationship to job satisfaction of secondary school teachers in Mukono Town Council. To begin with, it is 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. Lastly, it is revealed 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.

The studies of Student Organisation Centre (2003) are in agreement of with the findings of the study. As with the researchers' findings, studies of Student Organisation Centre (2003) indicate that delegating makes followers feel a deeper sense of responsibility and ownership of the organisation. This is an avenue for recognising good member contributions and the supervisor as a leader has the opportunity to try out some new growth producing behaviours. The followers are challenged by new and different responsibilities; the load of responsibility is more equally shared among a larger number of members; followers become more aware of the broad functioning of the organisation. As with the findings of the study, teachers feel to be part and parcel of the school when they are assigned responsibilities.

Rao and Narayana, (1987) also in agreement with the researcher's findings indicate that granting of freedom to act by superior is evidence of confidence in the subordinate. The subordinate responds by developing a constructive sense of responsibility and hence participation in every activity of the school as found out by the researcher. Delegating work to the specialists who possess the detailed knowledge for realistic decision working makes tasks to be performed quickly and efficiently. Control can be maintained through periodic reports, special reports, informal meetings, and personal visits (Musaazi, 1988). Since the organisational man desires self esteem and needs fulfilment which in turn motivates people to contribute more towards objectives of the organisation they work for, delegation therefore gives people the freedom to direct their own activities, to assume responsibility and thereby satisfy their ego need. As with the finding of the study, when employees like teachers are granted responsibility, creates confidence in the subordinate. This is because; their ego is satisfied because of being in position of responsibility.

Matthew (2010) is also in agreement with the fact that assignment of responsibility makes school function with a lot of flexibility. He points out that delegation 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 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. Succession planning is a dynamic, ongoing process of systematically identifying, assessing and developing leadership talent for future assignments and tasks. It provides a pool of talented and skilled personnel who are ready to take up advanced roles and bigger responsibilities. As with the researchers' findings, here it is revealed that assignment of responsibilities makes work flexible. This is because it is indicated that it helps to tap into the skills, avoiding burning out a few leaders and allows allow everyone to feel a part of the effort and the success automatically leading to job satisfaction.

From the researcher's findings and other scholars, it is indicated that if teachers are assigned responsibilities, they will be committed to their jobs as they will develop a sense of ownership of the schools and will be able to perform within their jurisdictions and know how the school functions. Teachers develop a sense of participation in the running of their school when they are given some voice in the decisions which affect them in their day-to-day work. They will thus feel

encouraged to freely participate in any activity of the school hence job commitment as they are satisfied.

5.3 Relationship between power position of teachers and their job satisfaction

This objective, sought to find out the “relationship between power position of teachers and job satisfaction.” Data analysis and interpretation revealed that power position of teachers has a positive relationship to job satisfaction. In the first place it is revealed that possession of power by teachers influences their job satisfaction making them work hard. They get more involved in every day today management of the students affairs. They become active as they always want to impress the head teachers 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 is 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.

The finding above that possession of power by teachers’ influences their job satisfaction hence working harder is in agreement with the findings of other scholars such as Gebremedhin and Schaeffer (1999). Gebremedhin and Schaeffer point out that people feel stress most acutely when they have no control over the situation that causes it. Receiving responsibility and the authority to make decisions can make a job more enjoyable. People are encouraged to go beyond an average performance if their talents are recognised, enhanced, utilised, and if they are given the

necessary authority to decide how to carry out its tasks. It motivates them to keep learning, become more involved in team work and makes work more interesting for them. Empowered employees respond with more commitment to the goals of the organisation. When leaders empower their followers, they make them more aware of their abilities and encourage them to develop to their full potential. This as with the researchers findings indicate that teachers will be made to work hard if they have power over their work situations because this will reduce frustrations since they have control over the situations that create work frustrations.

The finding that power position make employees active and they put in more effort is in agreement with the views presented by Bryan (2010). He states that people are the most important asset. The organisations technologies, products and structures can be copied by competitors. However, no one can match highly charged, motivated people who care. People are your firm's repository of knowledge and they are central to your company's competitive advantage. Empower people around you. Well educated, coached, and highly motivated people are critical to the development and execution of strategies, especially in today's faster – paced, more perplexing world, where top management alone can no longer assure the firm's competitiveness. Employees should be empowered because they are the firm's most underutilised resource. In the new knowledge economy, independent entrepreneurship and initiative is needed throughout the ranks of the organisation. Involvement in an organisation is no longer a one-way street. In today's corporate environment a manager must work towards engaging organisation forcefully enough to achieve its objectives. New knowledge-based enterprises are characterised by flat hierarchical structures and multi-skilled workforce. Managers assume more leadership and coaching tasks and work hard to provide employees with resources and working conditions

they need to accomplish the goals they've agreed to. In brief, managers work for their staff, and not the reverse. Empowerment is the oil that lubricates the exercise of learning. Talented and empowered human capital is becoming the prime ingredient of organisational success. A critical feature of successful teams, especially in knowledge – based enterprises, is that they are invested with a significant degree of empowerment, or decision-making authority. Equally important, employee empowerment changes the managers' mind – set and leaves them with more time to engage in broad-based thinking, visioning, and nurturing. This intelligent and productive division of duties between visionary leaders, focusing on emerging opportunities, and empowered employees, running the business unit day to day (with oversight on the leader's part) provides for a well-managed enterprise with strong growth potential. 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. In here it emerges that it emerges that empowered employees are highly charged and motivated people who care. This is as with the finding of the study that, power position make employees active and they put in more effort.

Still, Gebremedhin and Schaeffer (1999) concur with the finding that power in the position 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. Empowerment allows people to self actualise 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 pride in the quality of their work. In an organisation that empowers its employees, collaboration and teamwork are more likely to develop spontaneously and work successfully. When they are empowered they can make the best use of their talents to further the goals of the organisation. As with the researcher's findings, teachers will enjoy their work if they are empowered, this is because they develop pride in their work and thus work harder.

Fleming (2010) also supports the above finding that, power in the position creates self-confidence and motivation. Empowering workers is part of democratic leadership style. Under democratic leadership, the people have a more participatory role in the decision making process. One person retains final say over all decisions but allows others to share insight and ideas. This is often a highly effective form of leadership. People are more likely to excel in their positions and develop more skills when they feel empowered, and people are empowered when they are involved in the decision-making process. Although it may take some time to achieve full participation from a group, the end result will be rewarding if you can manage to establish a power-sharing environment in your group project. You will find that democratic practices often lead to a more productive and higher quality work group. As with the finding of the study, here it is identified that empowering employees makes them more likely to excel in their positions.

The studies of Rao and Narayana (1987) in agreement with the researcher's findings indicate that if the employees such as teachers have power over resources, they are likely to enjoy their work hence work with more commitment and become more accountable. Rao and Narayana indicate that granting of authority should consider letting subordinates to make commitments, use

resources and take other actions necessary to perform the duties assigned. Assignment of duties would be meaningless without granting of requisite authority. Enough authority must be granted so that subordinates are able to get results. The subordinate must have sufficient authority so that the responsibility assigned can be discharged. Apparently, as with the finding of the study, power over resources makes employees like teachers enjoy their work hence able to discharge their responsibility.

5.4 Conclusions

The study investigated delegation and job satisfaction of secondary school teachers in Mukono District: a case of Mukono Town Council schools. It was intended to find out the relationship between delegation and job satisfaction of secondary school. The study specifically sought to examine the relationship between allocation of activities to teachers and job satisfaction, establish the relationship between assignment of responsibilities to teachers and their job satisfaction and to find out the relationship between power position of teachers and job satisfaction. In the findings of the study many important observations were made and the following conclusions drawn;

In the first place, there is a relationship between allocation of activities to teachers and job satisfaction. The greater the activities allocated to the teachers the greater the job satisfaction obtained. 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.

There is a relationship between assignment of responsibilities to teachers and their job satisfaction. The higher the placement, the greater the job satisfaction because they become part of the school team, supervising one another, working more closely together and participate at least in some of the school activities enthusiastically. The teachers become 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, participate and contribute freely in meetings, have commitment to reports writing and get involved in handling parents and visitors issues. Teachers know the functioning of the school reducing complaints. Teachers do not feel disconcerted whenever there is an issue requiring their input.

There is a relationship between power position of teachers and job satisfaction. The higher the power of the position, the higher the job satisfaction because possession of power by teachers influences their job satisfaction making them work hard. They get more involved in every day today management of the students affairs, become active as they always want to impress the head teachers and 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. If teachers have power over resources, they enjoy their work becoming more committed working willingly work with minimum supervision.

5.5 Recommendations

The researcher has argued in this report that there is a positive relationship between allocation of activities to teachers and job satisfaction, between assignment of responsibilities to teachers and their job satisfaction and between power position of teachers and job satisfaction. The study has shown that allocation of activities leads to efficiency and effectiveness of teachers in schools and their teachers' attitudes to their jobs, assignment of responsibilities makes teachers become part of the school team, makes them know the functioning of the school and makes the school function with a lot of flexibility, and that possession of power by teachers makes them work hard and having power over resources makes them enjoy their work. Basing upon the above generalisations, the researcher recommends that;

Head teachers should allocate more activities to teachers through ensuring that there is existence of functioning departments, consideration of expertise in 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.

Head teachers should also assign more responsibilities to teachers through ensuring that individual skills are considered in the assignment of responsibilities, sharing of load with the

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.

Teachers should be given power in the positions they occupy to 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 create their job satisfaction. This is because giving power to teachers makes them work hard and enjoy their work.

5.6 Areas for further research

The study only investigated delegation and job satisfaction of secondary school teachers in Mukono District: A Case of Mukono Town Council Schools. There are many more areas which may be studied and these include: teachers' attitude to working in teams in secondary schools, the effect of the promotion process of teachers by the Ministry of Education and Sports on effective teaching, work apathy in public schools in Uganda and the effect of part-timing on work commitment and its impact on secondary schools in Uganda.

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5. Designation/Title

- a. Deputy Head teacher b. Director of Studies
- c. Head of Department d. Class teacher
- e. House patron f. Others (specify).....
-

Section (B) responses to the variables

Tick the appropriate column on how you feel about your head teachers' delegation and teachers' job satisfaction

a) The independent Variable of delegation

Key: SD= strongly disagree, D=disagree, U=undecided, A=agree and SA= strongly agree

ITEMS		SD	D	U	A	SA
Allocation of activities to teachers						
1	There are functioning departments in the school					
2	Expertise is considered in the allocation of activities					
3	I am given authority to make decisions relative to my roles and within the school policy guidelines.					
4	I am in a position of responsibility.					
5	Delegation has reduced the work load of the administrators					
6	There is flexibility in the management of the school					
7	There is quick decision making					

Assignment of responsibilities						
8	There is exploitation of individual skills through assignment of responsibilities					
9	Load is shared through delegation of responsibilities					
10	I am assigned different responsibilities					
11	I hold a position of responsibility					
12	I am responsible for the duties of my office					
Power position						
13	I have the power to execute responsibilities					
14	I have power over the work situation					
15	I have the power to utilise resources					
16	I have full authority to decision making					

b) The dependent variable of Job satisfaction

Key: SD= strongly disagree, D=disagree, U=undecided, A=agree and SA= strongly agree

ITEMS		SD	D	U	A	SA
Contentment at work						
17	There is effectiveness in activities execution					
18	There is efficiency in fulfilment of activities					
19	I am dedicated to my work					
20	I work hard because I am in apposition of responsibility					
21	There is improvement in performance because of reduced					

	work load of the administrators						
22	There is increased interest in work						
Work enthusiasm							
24	There is high quality work due to exploitation of individual skills						
25	Work is enjoyable because load is shared						
26	I have become innovative because I am assigned different responsibilities						
27	I am motivated to put in extra load because I hold a position of responsibility						
28	I have developed confidence because my position has work for execution						
Work commitment							
29	I am encouraged to work beyond average performance because I have the power to execute responsibilities						
30	I feel part and parcel of the school because I have power over my work situation						
31	I discharge responsibility because I have the power to utilise resources						
32	I take risks because I have full authority to decisions						

Kindly fill the gaps provided and give your personal feelings on your job experience on the questions below;

33. Specify the authority for making decisions you hold

.....
.....

34. How does having this authority affect your attitude towards your work?

.....
.....

35. How has undertaking delegated activities improved your level of performance?

.....
.....

Specify by rank starting with the best on areas where your performance has improved

a).....

b).....

c).....

d).....

e).....

36. a) How do you work harder because of undertaking delegated activities?

.....
.....

b) Specify the ways in which you work harder.....

.....
.....

37. How do you enjoy your work when you are delegated?

.....
.....

38. a) How does being given responsibility make you feel to be part of the school team?

.....
.....

b) Indicate the areas where you feel to be part of the school team

.....
.....

39. How has being assigned responsibilities exploited your full potential?

.....
.....

40. Show how having power to execute responsibilities makes you put in more effort

.....
.....

41. a) What innovations have you introduced as a result of being empowered in your position?

.....
.....

b) How do these innovations make you feel about working in this school?

.....
.....

42. a) What resources are at your disposal to execute your responsibilities?

.....
.....

b) How does having access to these resources affect your attitude towards work?

.....
.....

Thanks for your cooperation.

APPENDIX B
INTERVIEW GUIDE FOR HEAD TEACHERS

Section A: Allocation of activities to teachers and job satisfaction

1. Explain how activities are allocated to teachers.

.....
.....

2. How does allocation of activities affect ones job attitude?

.....
.....

3. How does allocation of activities affect teachers' job performance?

.....
.....

Section B: Assignment of responsibilities and job satisfaction

1. How does assignment of responsibilities to teachers create teamwork among teachers?

.....
.....

2. Explain how assignment of responsibilities makes teachers understand the functioning of the school.

.....
.....

3. How does assignment of responsibility increase flexibility in the functioning of the school?

.....
.....

Section C: Relationship between power position and job satisfaction

1. How does having power to execute responsibilities encourages teachers to perform beyond average performance?

.....
.....

2. Does having power over work duties make teachers feel to be part and parcel of the school?

.....
.....

3. How does the power to utilise resources encourage teachers to work harder?

.....
.....

Thanks for your cooperation.

APPENDIX C**VALIDITY OF THE TEACHERS' QUESTIONNAIRE**

Judges	Relevant	Irrelevant
Judge 1	35	7
Judge 2	36	5

41

$$CVI = \frac{35 + 36}{2} = \frac{71}{2} = 35.1$$

$$\frac{35.1}{41} = 0.856$$

APPENDIX D**VALIDITY OF THE INTERVIEW GUIDE**

Judges	Relevant	Irrelevant
Judge 1	5	1
Judge 2	4	2

6

$$CVI = \frac{5 + 4}{2} = 4.5$$

$$\frac{4.5}{6} = 0.75$$

APPENDIX E

RELIABILITY OF THE TEACHERS' QUESTIONNAIRE

RELIABILITY ANALYSIS - SCALE (ALPHA)

	Mean	Std Dev	Cases
Q1	3.0000	1.1282	12.0
Q2	3.5000	1.2432	12.0
Q3	3.6667	.9847	12.0
Q4	3.5000	1.3817	12.0
Q5	3.5833	1.4434	12.0
Q6	3.4167	1.3114	12.0
Q7	2.7500	1.5448	12.0
Q8	3.4167	1.3114	12.0
Q9	4.0833	.7930	12.0
Q10	4.1667	.8348	12.0
Q11	3.5000	1.2432	12.0
Q12	3.0000	1.2060	12.0
Q13	3.0000	1.5374	12.0
Q14	3.0833	1.3790	12.0
Q15	3.0833	1.3790	12.0
Q16	2.6667	1.4355	12.0
Q17	3.1667	1.0299	12.0
Q18	3.9167	.7930	12.0
Q19	4.1667	.8348	12.0
Q20	2.9167	1.3790	12.0
Q21	2.9167	1.4434	12.0
Q22	3.4167	1.3790	12.0
Q23	3.0000	1.3484	12.0
Q24	2.7500	1.2154	12.0
Q25	3.6667	1.0731	12.0
Q26	3.5000	1.1677	12.0
Q27	2.7500	1.2154	12.0
Q28	3.0833	1.2401	12.0
Q29	3.1667	1.4035	12.0
Q30	3.4167	1.3114	12.0
Q31	2.7500	1.3568	12.0

RELIABILITY ANALYSIS - SCALE (ALPHA)

N of Cases = 12.0

Statistics for Scale	Mean	N of Variance	Std Dev	Variables		
	102.0000	412.0000	20.2978	31		
Item Means	Mean	Minimum	Maximum	Range	Max/Min	Variance
	3.2903	2.6667	4.1667	1.5000	1.5625	.1833
Item Variances	Mean	Minimum	Maximum	Range	Max/Min	Variance
	1.5738	.6288	2.3864	1.7576	3.7952	.2412
Inter-item Correlations	Mean	Minimum	Maximum	Range	Max/Min	Variance
	.2485	-.6413	.9201	1.5614	-1.4348	.1081

Reliability Coefficients

31 items

Alpha = .9110

Standardized item alpha = .9111

APPENDIX F
LETTER OF INTRODUCTION