



HEADTEACHERS' DELEGATION PRACTICES AND TEACHERS' PSYCHOLOGICAL JOB COMMITMENT IN SECONDARY SCHOOLS IN KIRA MUNICIPALITY WAKISO DISTRICT, UGANDA

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Abstract:

For foresighted management of secondary schools, head teachers must be able to delegate some of their powers to teachers at the lower levels. This study aimed at analyzing the relationship between head teachers' delegation practices and teachers' psychological job commitment in secondary schools in Kira Municipality, Wakiso District. The study tested the following hypotheses; (a) there is no statistically significant relationship between assignment of responsibilities and teachers' psychological job commitment, (b) there is no statistically significant relationship between head teachers' delegation of authority and teachers' psychological job commitment, and (c) there is no statistically significant relationship between head teachers' transfer of the accountability and teachers' psychological job commitment in Kira Municipality, Wakiso District while cross sectional survey research design was adopted to obtain information from 113 respondents. A questionnaire and interview guide were used as tools to collect data for the study. The results of the Pearson's moment correlation coefficient indicate that there are strong and positive statistically significant relationships between head teachers' assignment of responsibility and teachers' psychological job commitment ($r(113) = .957; p = .000$), head teachers' delegation of authority and teachers' psychological job commitment ($r(113) = .995; p = .000$), and head teachers' transfer of accountability and teachers' job commitment $r(113) = .958; p = .000$). It is recommended that head teachers should assign responsibilities, delegate authority and transfer accountability to teachers in order to increase their psychological commitment to their jobs.

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Key words: head teachers, delegation practices, teachers' job commitment

1. Introduction

1.1 Delegation Practices

Delegation is the relocation of power and authority from the principal to the proxy to discharge duties with appropriate means provided to empower the proxy to acquittal the duties to meet the principal's expectations. In this transaction the principal means delegator and proxy means delegate (Venton, 1997; Opige, 2014; Chapman, 2012; Chandan, 1999; Koontz & Weihrich, 2003). Delegation is also defined as the transfer of responsibility to perform a task by another individual while retaining accountability for the outcome of the performance of the task (Morsy, 2010). Delegation involves giving rights, duties, power or authority to the subordinate, or the process of entrusting authority, power, responsibility or duties to other people in its strictest manner (Morake, Monobe & Mbulawa, 2012; Swai, 2014). The delegation process involves assigning responsibility, work or duty to subordinates, granting authority were the delegator relinquishes authority to the minions so that the task assigned is accomplished and account for the authority delegated to an individual (Koontz & Weihrich, 2003). Accountability underpins the obligation of a subordinate to perform the responsibilities assigned to him/ her. According to Barrow and Sharma (2019) delegation to be effective there has to be the following; (a) right tasks to be allocated which makes them legally appropriate, (b) right circumstance to prevail in terms of equipment, resources and environment, (c) right persons with required knowledge and experience to undertake the task(s), (d) and right supervision done at the right time and in the right direction (Barrow & Sharma, 2019). According to literature delegation might be categorized as; (a) general or specific delegation which is related to the general managerial functions or to particular functions or assigned tasks respectively, (b) formal or informal delegation which is part of the organizational structure or according to circumstances, (c) lateral delegation which is the authority delegated informally, and (d) reserved authority and delegated authority in which the delegator may not like to delegate every authority to the subordinates.

Delegation of authority to employee helps workers to work independently to solve organizational problems which energies them to make team decisions and work on those decisions. Delegation of authority to employees generates positive and direct influence on their commitment (Al-Jammal, Al-Khasawneh & Hamadat 2015). In some studies, it has been noted that delegation enhances self confidence among workers, increases the level of achievement, speeds up work, strengthens the relationship between workers and employers, and also empowers employees in achieving their psychological empowerment as regards their job (Al-Jammal, Al-Khasawneh & Hamadat, 2015). Studies that have researched on delegation of authority have shown increased personality development, participation of workers, development innovative behavior, feeling effective and independent reasoning due to the position one holds during delegation (Hashim, Ahmed & Jaradat, 2013). Delegation to workers in an organization

is to make decision and resolve organizational issues, increases employees' commitment, flexibility and speeds up the work. It should be noted that employees who are not empowered have low self-esteem in organizations (Dull, 1981; Harris, [Kacmar & Wheeler](#), 2009).

Hashim, Tariq, Ahmed and Jaradat (2013) say that delegation of responsibilities makes an employee to feel valuable and important as part of the organization. The person to whom authority is delegated acts on behalf of the other from whom authority is delegated (Musaaazi, 1982). In a school environment through delegation the head teacher gives teachers the authority to carry out the task of teaching and other activities to perform on his behalf. In a school environment delegation of duties by the head teacher saves time, develops teachers, groom successors and motivates subordinates (Muhammad, 2015; Cole, 2013). Delegation can be permanent or temporary; its permanent when authority is conferred forever while temporary when authority is granted for a short period. It can be full or partial; it is full when complete powers are granted to the delegate to take final decisions and action and it is partial when the delegate has to consult the principal.

Cliffs (2010) shows that delegation is the downward transfer of responsibility from top managers to subordinates. Good organizations encourage transfer of responsibility from the centre down wards to the lower layers which promotes flexibility, easy communication, speed in doing activities as people have freedom to contribute their ideas and in turn promotes teachers' psychological job commitment. It should be noted that without delegation managers do all the activities and utilize less their lower workers. Responsibilities refers to assigning the work to an individual to undertake it on behalf of the principal. Responsibility might refer to assigning duties to the subordinates by the superior. Accountability means being responsible for what you do and able to give a satisfactory reason for it. Accountability means head teachers to give authority to teachers to account for all activities done on the behalf of head teacher. A person given authority has powers and rights of a person to use and allocate the resources efficiently and to take decision and to give orders so as to achieve the organization's objectives. In this study authority means head teachers' role to give powers to the teachers to get things done in schools in a proper manner.

1.2 Psychological Job Commitment

Teachers' psychological job commitment is one of the contemporary issues which have received great attention to the mainstream debates in the education sector globally. According to Robbins (2001) and Price (2011) define psychological job commitment as a state in which the employees identify themselves with a given organization or job in all what they do. Opige (2014) defines psychological job commitment as a psychological and emotional attachment of employees to their respective job or organizations. psychological job commitment is the state of identifying oneself with a job or organization and maintaining membership to it or have a binding covenant between the employee and an organization. Psychological job commitment refers to a situation where teachers are loyal

to the school activities such as marking books, covering the syllabus in time, regular attendance, among others without coercion or supervision. Opige (2014) assert that psychological job commitment includes supervisory, attitudinal and calculative commitment by employees which depend on organizational attributes such as values and organizational behaviors. In another scenario psychological job commitment is the employee loyalty to his/ her employer (Newstrom, 2007; Lee, 2010; Majanga, Nasongo & Sylvia, 2011). In line with schools, teachers' psychological commitment to their jobs has attracted the attention of the various practitioners and researchers globally find out the extent of employee psychological commitment to their jobs (Majanga, Nasongo & Sylvia, 2011). In the various studies conducted in Africa it has been discovered that teachers' psychological commitment to their jobs was low and this led them to dodge classes, come late to school and poor syllabus coverage which also led to the continued poor performance of students and schools. According to Tolentino (2013) it was highlighted that strong psychological job commitment causes employees to work hard and achieve organizational goal. Imran, Allil and Mahmoud (2016) attributed the success of organizations to employees' psychological commitment to their job. This study is pinned on Imran et al. study simply because teachers' psychological commitment increases teachers' competitiveness, controls teachers' absenteeism, minimize staff turnover and workers accept to work overtime.

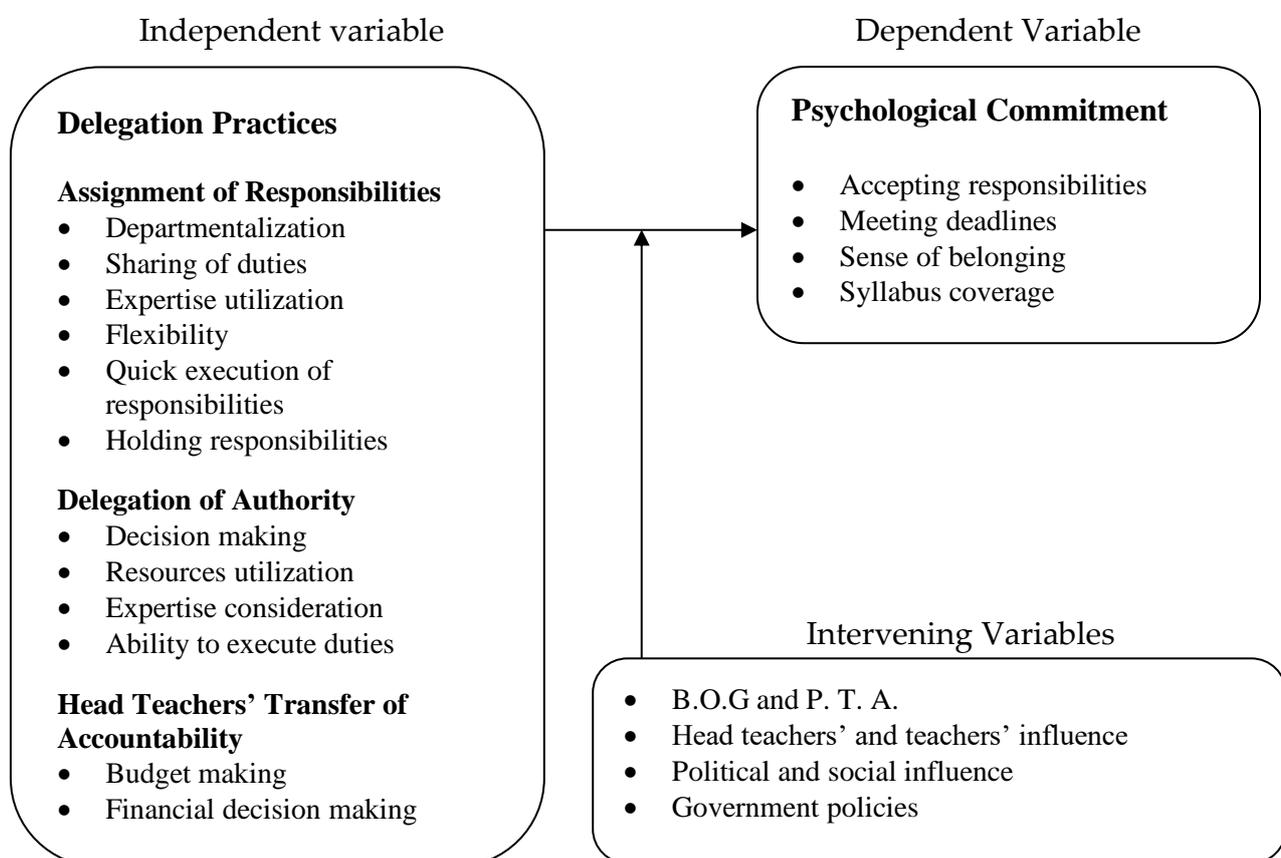
Namutebi (2011) reported that poor teacher psychological job commitment leads many teachers fail to teach, meet deadline and deny responsibility resulting into poor students' performance. According to Ministry of Education guidelines teachers are expected to teach students, cover teaching syllabus on time, accept responsibility, cooperate and also have a sense of belonging to their schools. In schools today, teachers have failed to teach, cover syllabus on time and still dodge classes, moonlight, fail to meet deadlines and fear responsibilities. Several researchers have attempted to study the problem of teachers' psychological job commitment, but it has not been exhausted (Okumu, 2006; Namutebi, 2011; Ejju, 2005; Nabatanzi, 2006; Ogulande, Kamoges, Abdulkadur, 2015). None of the studies done has identified why teachers' psychological job commitment is very low schools. Lee (2010) says that teachers' psychological job commitment is a binding covenant between teachers and their schools. Therefore, it is a driving force behind schools' success. If workers are highly committed to their job this will improve their performance and lead to high retention of workers within an organization. Tolentino (2013) maintain the view that high job psychological commitment to the organization promotes workers' performance and enables them to achieve their goals and objectives of the organization. Chapman (2012) noted that there are a number of factors that influence employees' psychological commitment to their jobs such as the nature of work, supervision and co-workers as well as pay. The study was conducted in Kira Municipality, Wakiso District in the central part of Uganda. The study intended to investigate whether head teachers' delegation practices influence the teachers' psychological job commitment in secondary schools in Kira Municipality Wakiso District, Uganda.

1.2 Research Hypotheses

The study tested the following hypotheses;

- 1) There is no statistically significant relationship between assignment of responsibilities and teachers' psychological job commitment in Kira Municipality Wakiso District, Uganda.
- 2) There is no statistically significant relationship between head teachers' delegation of authority and teachers' psychological job commitment in Kira Municipality Wakiso District, Uganda.
- 3) There is no statistically significant relationship between head teachers' transfer of the accountability and teachers' psychological job commitment in Kira Municipality Wakiso District, Uganda.

Figure 1: Organizational Behaviour Model



Source: Chandan (1999) Organizational Behaviour Model

2. Methods

This section presents the research design, population, sample, sampling procedures and data collection instruments. Also, the validity and reliability of the data collection instruments and data analysis. The study adopted a cross-sectional survey design using both quantitative and qualitative research approaches. The target population included all secondary schools, teachers and head teachers in both private (13 schools) and

government (4 schools) founded secondary schools in Kira Municipality, Wakiso District. The secondary schools targeted had a population 510 of which 475 are teachers and 17 head teachers and 17 deputy head teachers. A sample of 113 comprising of teachers, deputy head teachers and head teachers was selected from 5 schools for the study. The five schools were selected purposively to comprise of both private (3) and public (2) schools, and to also have the schools were the researchers felt that delegation of duties to teachers was practiced by the head teachers and where it was not done. The selection of the sample from the population was determined by the Krejcie and Morgan (1970) sample determination table.

Table 1: Populations, sample size and sampling technique

	Population	Sample	Technique
Head Teachers	05	05	Purposive sampling
Deputy Head Teachers	05	05	Purposive sampling
Teachers	150	108	Simple Random Sampling
Total	160	118	

Field data, 2019.

2.1 Instruments

The researchers utilized both structured questionnaires and unstructured interview guides to collect data for the study. The structured questionnaire was used for the teachers while interviews were used for the key informants who were purposively selected for the study. The key informants included both head teachers and deputy head teachers. The questionnaire consisted of two sections; section A which collected the respondents' data and section B that consisted of items on assignment of responsibilities, delegation of authority, accountability and psychological job commitment. The questionnaire was developed on five (5) points rating scale (Likert scale) provided for the respondents to choose from, they are; strongly agree, agreed, undecided, disagree, and strongly disagree. For the interviews, the researchers designed an in-depth interview schedule for head teachers to collect data which helped to fill up issues not addresses by the questionnaire from teachers. The interviews helped to get on- spot information from head teachers and deputy head teachers since they do not have time to fill in the questionnaires (Amin, 2005). The data collected using interviews enabled the researcher to triangulate and complement the data that was gathered from teachers using questionnaires.

2.2 Validity and reliability

Validity of the research instruments was ascertained by an evaluation of the tools by 3 experts who gave independent judgements on the items in the questionnaire and interview guide. A content validity index (CVI) of the tool was computed after the evaluation of the tools by the expert as below. The content validity index obtained for the questionnaire and interview schedule were .91 and .88, respectively.

$$\text{CVI} = \frac{\text{Number of items declared as valid by rater}}{\text{Total number of items in the instrument}}$$

The reliability analysis for the tool of data collection was conducted on the structured questionnaire. It was discovered that the tool was reliable to collect data for the study. The Cronbach's alpha obtained was .89 which is adequate.

2.3 Data analysis

The study collected both quantitative and qualitative data to test the stated hypotheses. The researcher analyzed the quantitative data using SPSS and descriptive statistics such as percentages and frequencies for variables like age, gender and academic qualifications for respondents who participated in the study. To test the hypotheses a Pearson's moment correlation coefficient was used to measure the strength of association or relationship between two continuous variables. For qualitative data, the transcriptions were conducted, and minor corrections were made particularly in grammatical errors and incomplete responses to the questions were corrected and triangulated with quantitative data on study objectives. Qualitative data was analyzed using the thematic content analysis method (Mason, 2002). The qualitative data before triangulation was synthesized, classified, get overall sense of the database and put down preliminary interpretation and finally integrate and summarize the data for the reader (Creswell, 2012).

3. Results

The bio data characteristics are as obtained below in Table 2.

Table 2: Showing gender, age group and academic qualification

Category	Item(s)	Frequencies	Percentages
Gender	Female	41	36.3
	Male	72	63.7
	Total	113	100
Age group	(20-29)	27	24.1
	(30-39)	66	58.0
	(40-49)	12	10.7
	50 years and above	8	7.2
	Total	113	100
Academic qualifications	Diploma	14	11.7
	Bachelors	83	73.5
	Master degree	16	14.8
	Total	113	100

Field data, 2019.

According to the bio data in the results in Table 2 above, it was discovered that 41 (36.3%) were females while 72 (63.7%) were males. The results reveal that males participated in

the study more than the counterparts (females). In line with age of the respondents, in the age category 30-39 were 66 (58%), followed by 20-29 which had 27 (24%), 40-49 were 12 (10.7) and 50 and above were 8 (7.2 %) respondents. Majority of the respondents were in the age category of 30-39. As regards academic qualification, the majority of teachers have a bachelor's degree who are 83(73.5%), followed by a master's degree 16 (14.8%) and diploma holders were 11 (19.9 %).

3.1 Testing hypotheses

The study tested three hypotheses and the following results were obtained as in Table 3 below;

Table 3: Correlation between Assignment of Responsibilities, Delegation of Authority and Job Commitment

		Job commitment
Assignment of responsibilities	Pearson correlation	.957**
	Sig. (2-tailed)	.000
	N	113
Teachers' delegation of authority	Pearson correlation	.995**
	Sig. (2-tailed)	.000
	N	113
Transfer of accountability	Pearson correlation	.958**
	Sig. (2-tailed)	.000
	N	113

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

According to the correlation tests undertaken it was observed that there is a statistically significant positive relationship between assigning of responsibilities and teachers' psychological job commitment in secondary schools in Kira Municipality, Wakiso District ($r_{(113)} = .957; p = .000$). The results reflect a strong and positive relationship that occurs between the two analyzed variables. In another relationship, it was noted that teachers' delegation of authority has a statistically significant positive relationship with psychological job commitment of teachers in secondary schools in Kira Municipality, Wakiso District ($r_{(113)} = .995; p = .000$). The null hypothesis was stating that there no statistically significant relationship between head teachers' delegation of authority and teachers' psychological job commitment in Kira Municipality, Wakiso District was rejected. In the results, it was also revealed that there is a statistically significant positive relationship between transfer of accountabilities and teachers' psychological job commitment in secondary schools in Kira Municipality, Wakiso District ($r_{(113)} = .958; p = .000$). Also, the null hypothesis was rejected to imply that transfer of accountability has a strong positive relationship to psychological job commitment among teachers on their job in Kira Municipality, Wakiso District.

4. Conclusion and Recommendations

The results obtained from the study indicate that delegation with the dimensions of assigning of responsibilities, teachers' delegation of authority and transfer of accountability are highly related to the psychological job commitment of teachers in secondary schools in Kira Municipality, Wakiso district. From the results obtained in the interviews with the head teachers indicated that they (head teachers) assign responsibilities to teachers basing on their skills, knowledge and experience of the teachers. This might be the reason why they might be committed to their jobs. For example, head teachers mentioned that for one to be the head of biology department he/she must possess a bachelor's degree and also have experience of teaching biology. Also the same communication was given that one should have skills and talents to be selected to be the head of either sports or music, dance and drama. A teacher to be assigned responsibility should be senior, respectful and also willing to take on extra responsibilities that are not part of his day today work. Head teacher A mentioned that;

"if teachers accept any responsibility, they become part and parcel of what they do. Assigning them responsibility makes them committed to their work."

Another head teacher highlighted that;

"teachers assigned with responsibility mobilize fellow teachers to work hard for the development of their school. Such concern makes everyone in school take their assignments as first priority and become committed to the school activities."

From the various discussions with the head teachers it was also enunciated that assigning responsibilities to teachers within the school increases flexibility and the ways the school function is implemented. Head teacher E mentioned that;

"assigning responsibilities to other teachers makes the school move on, even if you (head teacher) are absent the school runs in the normal way."

He also noted that;

"quick decisions can be made on matters that are urgent and need urgent attention".

Head Teacher E concluded by saying that

"assigning responsibility creates flexibility in that teachers do not frequently go to the head teachers' office for guidance on minor issues of policy."

According to findings from the qualitative analyses the head teachers' responses from the interviews are in agreement with the studies of Clifts (2010). He asserts that delegation is an important acetate that helps to see through when determining the proper functionality of a good organization. If all activities are in hands of one person, it is so difficult to achieve the objectives and goals of the organization. Delegation reduces on the work load and gives the head teacher ample time to do other activities such as planning for their school. Delegation of responsibilities improves psychological job commitment of staff within an organization, bring about effective utilization of resources and facilitates accomplishment of tasks in time (Kombo & Tromp, 2014; Musaaazi, 1982). It has also been noted that delegation is part and parcel of employees work and it has different forms, that is to say upward and downward delegation, lateral delegation, partial delegation and full delegation (Kyarimpa, 2010). Proper delegation helps to tap skills and resources, avoid burning out, grooms new successors and enables skill development in the team as also other team members are given chance to carry out activities that might not necessarily be within their line of action (Kiiza & Picho, 2014). Okumu (2006) highlighted that effective delegation positively affects the management of secondary schools in terms of commitment, discipline, innovation and improved performance of teachers.

The correlation results indicate that the more head teachers delegate their responsibility to teachers the more they get psychologically committed to their job. According to the interviews conducted between head teachers and teachers on whether teachers do participate in activities for their schools, it was discovered that teachers' participation in school activities makes them get psychologically committed to their job. All head teachers agreed that delegation promotes transparency and good accountability in the school. Head teacher B asserted that;

"teachers are asked to make departmental budget; the school budget is read before teachers hence they get to know how much money to be used in the term/year. This makes them follow and implement the school budget to the latter because they (teachers) participated in its formulation"

This study has unearthed a finding that delegation is a key aspect in making the teachers' in secondary school become psychologically committed to their job. It has also been observed that head teachers relinquishing some of their work provide the more time to their oversight role and planning to other school activities, at the same time teachers also become more psychologically committed to their job.

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