DELEGATION OF DUTIES AND TEACHERS’ COMMITMENT IN SECONDARY SCHOOLS
OF NAKALOKE TOWN COUNCIL, MBALE DISTRICT, UGANDA
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ABSTRACT

This study investigated the relationship between delegation of duty and teachers’
commitment in secondary schools of Nakaloke town council in Mbale, Uganda. It
focused on examining the relationship between delegation of duty and teachers’
attendance, establishing the relationship between delegation of duty and teachers’
teamwork and establishing the relationship between delegation of duty and teachers’
instructional planning in Nakaloke secondary schools. The study was correlation in
design and therefore 100 was used as the study population from which 65 were
selected as the sample. Questionnaires were distributed to the head teachers and
teachers and were analyzed via the simple percentages and Pearson correlation through
the SPSS. The findings of the study established that there was moderate relationship
between delegation of duty and teachers’ attendance ($r = 0.444 >$ sig.0.05), there was
moderate relationship between delegation of duty and teachers’ teamwork ($r = 0.0569 >$
sig. 0.05) and there was a substantial relationship between delegation of duty and
teachers’ instructional planning ($r =0.820 >$ sig.0.05) . Upon this the researcher
recommended that there is the need for the stakeholders in the schools to imbibe the
culture of delegating some of the managerial activities of the schools to the teachers so
as to strengthen the efforts of the teachers in becoming more committed to their
attendance in the schools, there is the need to improve the delegation of duties to the
teachers so as empower their commitment towards the performance of their team works
in the schools, Head teachers in the study area and those of Mbale in general should see
that duties are promptly delegated to the teachers for improving their commitments
towards instructional planning with which teaching and learning activities could be
enhanced in the schools.