

**HEADTEACHERS' MANAGEMENT PRACTICES ON TEACHERS'
COMMITMENT IN GOVERNMENT AIDED SECONDARY SCHOOLS IN
BUTALEJA DISTRICT**

MICHAEL RICHARD KAMBA

S19/MUC/MED/002

**A DISSERTATION SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL FULFILLMENT OF
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ABSTRACT

The study was to establish the role of head teachers 'management practices on teachers' commitment in Government Aided secondary schools in Butaleja District. Teacher commitment has been declined in most Government Aided secondary schools in Butaleja District. Head teacher management practices was regarded as the independent variable while teachers' commitment was the dependent variable. The study was guided by three research objectives and three research questions. The study adopted Inferential analytical research design and used qualitative and quantitative approaches. Data was collected from 154 respondents. The study findings revealed that Head teachers' Management Practices of organizing, mentoring and delegating duties to teachers has a significant effect on teachers 'commitment in Government Aided Secondary Schools in Butaleja District. It is concluded that Head teachers' Management Practices of organizing, mentoring teachers and delegating duties to them contributes to their commitment in Government Aided Secondary Schools in Butaleja District.

From qualitative findings of the present research, it is concluded that an increase in the level of organizing, mentoring and allocating duties to teachers contributes to a significant level of their commitment in Government Aided Secondary Schools in Butaleja District.

It is therefore recommended that, head teachers should continually put into place organizational structures while organizing teachers for effectiveness, arrange mentoring programs for their teachers to increase on their level of productivity and delegate duties to teachers in order to be able to spend quality time with their teachers so as to build strong teams in educational institutions under their leadership.

DECLARATION

I Kamba Michael Richard, of registration number S19/MUC/MED/002 declare that this research Dissertation is as the result of my own original effort and it has never been submitted to my institution of higher learning for award of either a Diploma or a degree or masters.

Sign:.....

Date:17/02/2023.....

APPROVAL

I certify that this research report has been carried out under my close supervision and now is ready for submission

Signature:



Date:.....

18/02/2023

Name: Dr. Aaron Ayeta Mulyanyuma

University Supervisor

DEDICATION

I dedicate this research report to my beloved wife Mrs. Nabendene Joyce, children Mbeiza Priscilla Namuge Persis, NaulaLinda, NabendeneLaura, Bangibasa Flavia, Kamba Edwin and Muwoya Ivan for their support.

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CHAPTER ONE

INTRODUCTION

1.0 Introduction

This section covers the background of the study, statement of the problem, general objectives of the study, scope of the study, significance of the study and the conceptual frame work.

1.1. Background of the study

1.1.1. Historical Perspective

The part played by teachers in the achievement of any country's' vision cannot be under estimated. Commitment and productivity of teachers cannot be realized when the implementers of the educational objective and vision are lamenting and not satisfied with their job. In situations where teachers are not truly satisfied, it becomes difficult to expect them to perform to the best of their abilities. As per the information contained in the Ministry of Education report (1995) developing human resource through policies, systems and better opportunities in the education sector can provide the greatest guarantee for the realization of the Nations' vision to become an industrialized Nation with distinguished features and values.

A study conducted by the United States Department of Education in 1997 revealed that teachers' job commitment is strongly correlates with involvement and influence over school policy (Bolger, 1999).Information provided by the Global Institute in charge of Educational Planning (2017), motivating teachers is a global challenge. The developed countries like United Kingdom and United States of America have not been spared by this challenge. The status of teachers in these

countries has witnessed a great negative trend during the last half of the decade. This has been attributed to limited benefits provided to them to make them more engaged to improve on their practice and develop as professionals, not being involved in the process of making decisions and insignificant teacher compensation. Studies carried out in Pakistan revealed that motivating teachers was a “ colossal problem “which was greatly engineered by political meddling in recruitment of educational and school administrators (IIEP,2017).

Government schools in different countries face the challenge in retaining committed teachers. In the USA, for instance, at least 7% of teachers with less than 3 years of working experience leave the teaching profession. Moreover 16% of teachers in Government Aided Schools quit teaching every year (Goldring et al., 2014). Canada also experiences turnover rate among new teachers by 30% and the problem is attributed to stress resulting from lack of work-life balance and motivation from school leadership (Kutsyuruba at al., 2013).

In Asia, studies have shown the effect of school management on teachers' commitment. A study by Duo et al (2016), for instance, indicates that school management aspects such as leadership styles, autonomy and job satisfaction largely influence organizational commitment among teachers in China. Additionally, Liu (2015) in China revealed that school leadership aspects such as culture and strategy influence teachers' commitment.

In Africa, studies indicate the effects of school management on teachers' commitment. A study by Khumalo (2019), for instance, conducted in South Africa, reveals that transformational leadership through involvement and participation helps to promote teachers' motivation which ultimately encourages teachers'

commitment. Another study by Tadesse (2019) found that mentoring of inexperienced teachers influenced commitment among new teachers in Ethiopia. In Kenya, findings of a study done by Oduk (2016) indicated that transformational leadership style influences teachers' job commitment.

In South Africa, Steinberg (1993) discovered that a management practice of the head-teachers was one of the major determinants of teachers' job commitment. Significant indicators of job commitment which emerged from a study done by Mwamwenda (1995) in Transkei include the relationship between teachers and head-teachers, colleagues, learners and District Education Officer, learner results and achievement and the fact that teaching is culturally considered to be a fine and challenging profession. Fumharm (1992) identified factors that can induce a significant effect on job commitment into these groups in which he sighted institutional aspects like supervision ,involvement in decision making process and how the quality of supervision is perceived ,areas of work allocation, varied skills employed, independence granted ,feedback made, that is to say information flow and lastly the personal attributes which include among others ,self-image ,ability and determination to confront stressing situations and the overall commitment with life. In Tanzania, the guidelines for school supervision empower head teachers to manage school resources including teachers (The Ministry of Education and Vocational Training, 2009). Yet studies done in the country have consistently shown that government school teachers lack commitment in teaching while engaging in professional misconduct due to low salaries, poor working conditions and negative attitude towards the teaching profession (Mkumbo, 2012; Betweli, 2013; Mgonja, 2017 and Mfaume and Bilinga, 2017). More importantly studies done in Arusha City indicate that teachers' commitment in Government Aided secondary

schools is lower than in private secondary schools (Ngussa and Gabriel (2017) which is affected by shortage of resources and poor working conditions (Shanjiko, 2017).

Since independence, the Kenyan education system has undergone numerous changes in line with national aspirations as well as with the needs of the fast expanding economy (RoK, 2016). Sifuna continues to argue that the increasing demand for more knowledgeable and skilled manpower, together with the rising expectations of District Education Officer has put tremendous pressures on schools and other learning institutions to fulfill these needs. Apart from the teaching demands ,teachers shoulders numerous responsibilities which include among others ,guidance and counseling to enable learners to understand themselves and come out of stressing and challenging situations ,to ensure that students are well disciplined, ensure proper classroom management and participation in both co-curricular and extracurricular activities. Combined with this ,the attempt to freeze the hire and recruitment of teachers to take on positions in Government Aided schools by the government of Kenya in the year (1998) resulted into a situation of teacher shortage in many Government Aided schools , a move that culminated into increased work load to existing staff (Sifuna,2019).Information from Teachers Service Commission headquarters indicate that the current shortage of teachers in secondary schools stands at 38,503 with Kilifi County having the highest shortage of 1038 teachers.

1.1.2. Theoretical Perspective

This research is going to be guided by the scientific management theory proposed by Fredrick Winslow Taylor. This is an idea that was employed to analyze work

flows in an Industry or any other business enterprise. Its main objective was to improve on economic performance most, especially labor productivity which in turn would result into high output within the shortest time possible. This was hoped to increase the level of profitability within an Industry or any business Enterprise. It is regarded as one of the earliest initiatives to scientific direction and management of processes.

Application of the theory began with Taylor in 1880s and 1890s with the manufacturing industries. Its peak influence was experienced in the 1910s and 1920s. But by 1930s, complementary ideas sprung up to oppose and challenge its assertions. Although it became obsolete in 1930s, a great portion of its themes are cherished and regarded as being important parts in industrial engineering, manufacturing and in the education field all over the globe.

Fredrick Taylors' theory of scientific management formulated procedures to be employed in order to improve on the efficiency of the work processes. The theory was to hinge on conducting a systematic study of workers, assigned tasks and behavior exhibited at work place. The scientific theory proposed by Taylor aimed at breaking the work process into the manageable smaller possible units, or sub - tasks in an attempt to establish the most desirable efficient method that can make it possible for the accomplishment of a particular job.

Taylors' concept comprised of checking the accomplishment of different tasks to establish the optimal quantity of work that could be accomplished within a particular time period.

The scientific management theory as propounded by Taylor postulates that, in order to find the best way to have workers do their job best is by having

organizations taking on the responsibility of training workers in a way to handle each aspect in a pre-determined manner as opposed to basing their work on their own personal discretion and put into place an equitable system of rewarding workers in order to realize an improvement in their productivity. Taylors' theory can be credited for several improvements in the field management at the time when autocratic management style was the order of the day.

Delegation of duties by splitting tasks was another crucial aspect that characterized Taylors' theory. He emphasized delegating tasks to others and giving an opportunity to open communication between managers and employees was sighted to create an avenue to answer several questions and keep the engagement of all concerned parties in the project updates to make it possible for every task to be accomplished in a harmonious way. Taylor argued the executives to establish the most efficient criterion to accomplish any given task and move a step further to delegate the sub tasks only to a category of workers endowed with appropriate skills and abilities necessary for the realization of the tasks in question. The theory makes it a pre-requisite management to train those workers in whichever methods viewed as being important in the completion of the assignment in the most efficient way. Each employee worker is viewed by Taylor to take on an important role in the company's break through and setting standards has the power in the transformation of the employee's perceptions. When managers embrace the culture of delegations of tasks to employees, each employee stands to get an opportunity to understand how instrumental to the realization of the aims, objectives and goals of an institution and the reason why their skill set have been given priority over their co-workers.'. The strength of Taylors' scientific theory of management can be sighted in the following aspects:

The scientific management theory can result into increased productivity considering the fact that; it puts emphasis on a continuous progress in the operation in the business establishment. It fosters cooperation between managers and works. The harmonious co-existence that prevails between the institutions 'top management and the policy implementers steers the organization the direction of attainment of its aims, objectives and goals. Through the application of the theory of scientific management, it is possible for the managers can have effective control over the production process. Employees can seize the opportunity to become specialists in the field where they are placed considering the fact that, they do the same task repeatedly and this give an opportunity to the managers to have great influence in controlling the direction which the employees take. The theory can result into reduced inaccuracy considering the fact that, its application hinges on carrying out experiments and observations for the attainment specific benefits. Accuracy can be realized due to the good planning and improvement in decision making which are common features associated with its application.

Through the theory, management can be challenged to establish cordial relationship with the leadership. Liaison between managers and employees provides a fertile ground for democracy flourish in the work place. This results into decrease in autocratic tendencies. The scientific management theory quickens the decision making process. It emphasizes planning ahead of time and making prompt decisions. It argues managers to plan in advance and making decisions at the right time. The theory enhances efficiency in the performance of an institution. Its application is in line with early working approaches and check mechanism in situations where the management procedure is put in place through training,

selection and supervision in the close approach, considering the fact that scientific and training procedures are followed ,it result building a work force that the institution can boost and this increases the level of efficiency. Through the theory, worker instructions are conducted out regularly according to the plan put into place. Workers are guided and given instructions to workers to carry on their work as planned. Despite its strong aspects in the field of management, Taylors' scientific management theory has got some weaknesses. The following are some of the weaknesses:

The theory strains the workers. It puts undesirable pressure on the workers to accomplish tasks faster. The productivity and profitability receive maximum attention at the expense of workers. Exploitation of workers was a manifestation in its application. The exploitative tendency was the reason for the springing up of numerous employee trade unions in order to challenge the status quo .This also culminated into the rise of mistrust that existed between management and employees.

Taylors paid more attention to efficiency .Little was offered to human aspect like being consulted, seeking opinion and feelings. Taylor viewed workers as machines, which could drive to speed up the work at whatever cost.

The theory is perceived to have created a problem of taking away planning from doing. Taylor is said to have separated planning from doing. He is viewed as the individual who put a clear demonstration between planning and doing. For a proper streamlined system, planners should also be involved in the implementation of policies. It is from this point that they can be placed in a position where they can be able to make genuine plans for an institution. The theory can be criticized

to have taken an individual approach. The theory puts much emphasis to individual performance as opposed to group performance of workers. It needs to be noted that if an institution is to register success it should not only depend on the effort and performance of individual workers, but also on the joint effort and performance of all workers. The theory has also got narrow applicability. It can be applied only when the performance of workers performance can be gauged quantitatively. It can be applied only for factories where the level of the performance can be measured quantitatively. It cannot be applied in the service sector because in this sector, the performance of a person cannot be measured quantitatively. Taylors' methods abscessed with efficiency in which he allowed measurable benefits to override less quantitative social dividends (Harry Mintzberg.1974).

Although the theory of scientific management has weaknesses as seen from above, the researcher is going to base his work on the strength of the theory. Taylors' theory also has the principle which states that it should be the responsibility of the employers to be involved in selection training and developing employees with the help of the scientific management approach. Control over production and division of labor into simple tasks among workers is an aspect of organizing an institution. This principle is going to be applied in the first construct of the independent variable which is the role of organizing staff on teachers' commitment. Taylors' theory has been taken on in this research despite its weaknesses on the ground that, when its package is utilized by school managers, it can yield dividend through organizing the human and material resources to get the corporate jobs done through delegation, empowerment, team work, training, system creation and other important school aspects. Taylors' theory also has the principle which states

that, employers should select, train and develop employees using scientific approach. This concept is going to guide the direction which the research is going to take. Mentoring of staff which is one of the contracts of the independent variables is an aspect of the training which Taylor emphasized. Essentially, Taylor proposed that productivity and efficiency in the factory could significantly be increased through carrying out closer observation of workers individually in an attempt eliminate of wastage and motion in their work processes. The researcher is going to establish whether head teachers are supervising teachers through observation of their activities in the teaching and learning process in order to elicit their commitment.

1.1.3 Conceptual Perspective

Jeba S. (2017): School organization refers to how schools arrange the resources of time, space and personnel for maximum effect on student learning. The schools' organizational plan addresses those issues that affect the school as a whole, such as the matter schedules ,the location of staff in different rooms ,and the assignment of aides to teachers or teams. School organization means organizing of different types of activities of a school ,organization of material resources of a school ,organization of school personnel , organization of the ideas and principles into school system which includes building relationships, creating conducive climate for work at the school among other aspects.

Ssali, (2016) “commitment is an engagement or obligation” that is to say, the state of being willing to give a lot of time to do something.Majasan (2019) defined a teacher as, one who teaches (especially with young ones), builds up, instructs, trains and guides them for healthy growth and stable adult life. His job goes

beyond teaching into molding young lives, guiding youth, motivating students and general character training.

Kram (2015), mentoring is a type of mentoring that provides sponsorship, exposure-and-visibility, coaching, protection and providing challenging assignments to the mentee as all of which help the younger person to establish a role in the organization or profession, learns the rope, and prepare for advancement. Brown, (2019). Head teacher is the chief executive in a secondary school who spearheads all school programs in order to achieve the desired goals in the school.

Langhe, (2016) stated that management is the coordination and administration of tasks to achieve a goal. Such administration activities include setting the organization's strategy and coordinating the efforts of staff to accomplish these objectives through the application of available resources.

Management practices usually refer to the working methods and innovations that managers use to improve the effectiveness of work systems. Common management practices include empowering staff, training staff, introducing schemes for improving quality and introducing various forms of new technology.

1.1.4 Contextual Perspective

Government Aided Secondary Schools in Butaleja District employ a number of teachers of different designation, gender, age, marital status, professional grade and longevity of tenure. Most teachers are fulltime though some are part-time due to government school payroll staff ceiling. However, Commitment of teachers at secondary school level in Butaleja District was found to be at a very low state (Annual Report to the Butaleja Local Council 2012) raising the concern of many

people such as District Education Officer, district education officials and the researcher in particular. According to the report, only 2% of schools in the District passed with first grade which was attributed to lack of commitment of teachers. Lack of commitment of teachers manifested itself in behaviors like loss of confidence in management, denial of responsibility, failure to cover the syllabus in time and absenteeism without proper reason.

Before the introduction of Universal secondary education (USE) which is free education initiated by the authority and implemented by the Ministry in charges of Education and Sports (Circular, 2010); teachers in public Universal Secondary Education schools were committed because they were managed by District Education Officer up to 2009 who would pay Parents Teachers' Association allowances greater than their government salary that resulted into teachers 'self-drive, devotion and dedication to their duties hence better Uganda Certificate of Education results (UCE results 2009 and years before).

1.2 Statement of the Problem

Teachers 'commitment is an important ingredient that need to be exhibited in order for a nation to be able to realize the attainment of its educational goals. Teachers who are committed dedicate all their effort on their job. In recent years, there have been public outcries on the declining teachers 'commitment in Government Aided secondary schools in Butaleja District. Some teachers have a negative attitude towards teaching as they think that they do not earn enough money to improve on their livelihoods and therefore undertake teaching as a side occupation. Teachers in this situation develop poor customer care and generally lack concern for the pupils' outcomes (Namara, 2020). Research conducted in

Uganda by UNESCO (2013) revealed that 84 percent of the teachers contacted expressed desire to resign from teaching within the next two years. It has been reported that only 16 percent of teachers expressed willingness to remain in the profession. Studies carried out have attributed factors responsible for the low level of teacher commitment to low incentives, inadequate resources, part-timing, and low recognition in society (Wesonga, 2017). However, there is limited research on the role of head teachers' management practices as a determinant factor in teachers' commitment. There is therefore need for a study on the role of head teachers' management practices on teachers' commitment, hence the study.

1.3 Purpose of the study

The purpose of the study was to establish the role of head teachers 'management practices on teachers' commitment in Government Aided secondary schools in Butaleja District, Eastern Uganda.

1.3.1 General objectives of the study

The general objective of this study was to establish the role of head teachers' management practices on teachers' commitment in Government Aided secondary schools in Butaleja District.

1.3.2 Specific Objectives of the Study

- i. To establish the role of organizing teachers on teachers' commitment in Government Aided secondary schools in Butaleja District.
- ii. To determine the role of mentoring staff on teachers 'commitment in Government Aided secondary schools in Butaleja District.
- iii. To find out the role of delegation of duties on teachers' commitment in Government Aided secondary schools in Butaleja District.

1.4 Research Questions

The study was guided by the following research questions;

- i. What is the role of organizing staff on teachers' commitment in Government Aided secondary schools in Butaleja District?
- ii. What is the role of mentoring on teachers' commitment in Government Aided secondary schools in Butaleja District?
- iii. What is the role of delegation of duties on teachers' commitment in Government Aided secondary schools in Butaleja District?

1.5 Scope of the Study

1.5.1. Contextual Scope

The study determined the role of head teachers' management practices on teachers' commitment in Government Aided secondary school teachers in Butaleja District. The study was guided by the research objectives which included establishing the role of organizing teachers on teachers' commitment in Government Aided secondary school teachers in Butaleja District, determining the role of mentoring teachers on teachers' commitment in Government Aided secondary school teachers in Butaleja District and finding out the role of delegation of duties on teachers' commitment in Government Aided secondary school teachers in Butaleja District.

1.5.2. Geographical Scope

Butaleja District is one of the Districts located in Eastern Uganda. It was carved off from Tororo District as a result of the presidential pledge and commitment to bringing services closer to people after adopting a decentralization system of governance. It owes its name from the former county headquarters, that is,

Butaleja county .The immediate neighboring Districts that share boundaries with Tororo District on the South East.Mbale District to the East,Bugiri District to the South, Budaka District to the North and Namutumba District to the West.The District Headquarters are situated at Butaleja that is, Former County headquarters when the District was under Tororo District. The headquarters are located approximately 38 kilometers by road, in the South West direction from Mbale City. By latitude and longitude, it is found at 0056''N, 330 37''E.

1.5.3. Time Scope

The period of investigation was based on the last ten years, that is, from 2011-2021 which was considered by the researcher with sufficient correct information about the topic under study.

1.6. Justification of the Study

The rationale for conducting this study pivoted around the desire by the researcher to see quality government education and good teachers' commitment in Government Aided secondary schools in Butaleja District. It has been reported that some teachers have exhibited negative attitude towards teaching as they have the perception that they do not earn adequate funds to cause an improvement in their livelihoods, and therefore under take teaching as a side occupation. Teachers in this situation develop poor customer care and general lack of concern for pupils' outcomes (Namara, 2020).

Research on teachers' commitment in Government Aided secondary schools is relatively minimal and the role of head teachers' management practices in Government Aided secondary schools in Butaleja is smaller, this necessitates the need for the present research (Frink and Klimoski, 2017).

This District has been chosen because the former Education officers' report in addressing Government Aided secondary school Head teachers after the release of Uganda Certificate of Education results 2018 revealed that Butaleja District is facing a big challenge of low teacher commitment. He blamed the teachers for part timing in many schools instead of settling in one school for effectiveness, (Fuller and Hester, 2018).

The issue of management and its role on teachers' commitment in Government Aided secondary schools is an issue of concern to education scholars, education practitioners and employees. If the issue of management and its role in teacher commitment in Government Aided Secondary School teachers is not handled with the attention it requires, through scientific research, it may be difficult to realize quality education for national development, (Hall and Ferris, 2016).

1.7. Significance of the study

The findings of this study are hoped to help the head teachers in improving teachers' commitment 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 study will be significant in that the findings will have implications to secondary school head teachers, teachers, students Ministry of Education and the country at large. The study is designed to provide crucial information for head

teachers in the teachers' supervision in secondary schools for improvement of instruction. Head teachers may be encouraged to improve their skills. The head teachers may formulate supervisory policies which can be beneficial to the Ministry of Education thus improving the education program.

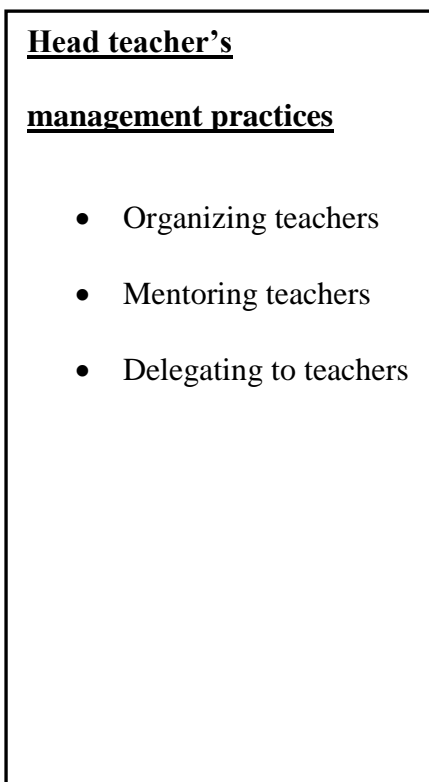
The stakeholders in schools such as the District Education Officer, Board of governors and local council leadership in partnering with the head teachers and teachers will find it easy to run the schools smoothly. This may help to promote the education standards as required by the Ministry of Education 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 management studies.

The findings from the study may help teachers to improve their classroom instruction and enhance their professional growth and development. The teachers of secondary schools may also get to know the instructional role of their head teachers and adjust their roles accordingly. The students will benefit as there will be a positive effect to the teachers job performance through correct usage of management practices by the head teachers. The studies will be of benefit to the community as major stakeholder through the students' improved academic performance.

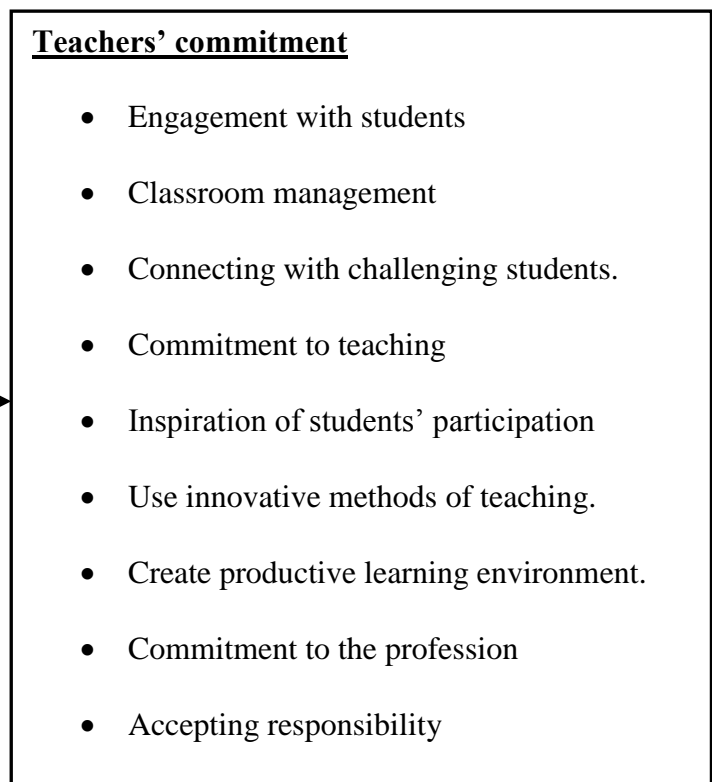
The study findings may give an insight into the role of the head teachers as instructional mentors and its contribution towards teacher commitment. It will pave the way for it will create a way for other interested researchers to carry out more investigations in other parts of the country. Finally, study findings will also add to the existing literature relating to head-teacher's management role of enhancing teachers' commitment.

1.8. Conceptual frame work

Independent variable



Dependent variable



Source: Adopted from: Ministry of Education report 1995; Kram, 2015; Frink and Klimoski, 2017) and modified by the researcher 2022.

Figure 1: Conceptual Framework

The conceptual frame work above represents the independent variable which is the head teachers' management practices comprising of Organization of staff, Mentoring staff and delegation of responsibilities ,authority and demanding accountability for the outcomes of the assigned responsibilities which affects the dependent variable (teacher commitment) leading to commitment to students, engagement with students, , connecting with challenging students, commitment to teaching, inspiration of students' participation, use innovative methods of teaching, create productive learning environment, commitment to the profession, accepting responsibility, demonstrate respect , and desire to stay in the

profession. Organizing staff is going to consider distribution of work to different people and making them responsible for the same, having a clearly laid down organizational structure for effective organization of school activities. Mentoring looked at organizing professional workshops, providing school training and learning resources, organizing conferences, creating networking and allocating mentors. Under delegation, the researcher looked at aspects like assigning responsibilities, granting authority and demanding for accountability for the outcomes from the responsibilities assigned. This study aimed at establishing the role of Head teachers' management practices in teachers' commitment in Uganda using Butaleja District as a case study. However, there are other factors that may influence teachers' commitment other than head teachers' management practices. These other factors include ; teachers' sense of efficacy ,teachers' passion and values ,collegial and administrative support ,work place conditions/ environment and students' behavior and background (Danetta, 2015).

1.9. Operational working definitions

Head teacher's management practices in this study refer to the working methods and innovations that head teachers use to improve the effectiveness of the school system.

The common management practices can include empowering staff, training staff and introducing schemes to improve quality.

Organization of teachers in this study refers to the arrangement of teachers and material resources functioning in a manner to achieve the objectives of the school.

Organization plays an important role in the life of the teacher. It can bring about efficiency. It guides students to receive the right teachers, enables students to better the outcomes from their learning. It can also bring about the coordination of students -teacher community.

Staff mentoring in this study refers to the professional interaction in which an experienced person, mentor assists another one (mentee) in developing specific skills and knowledge that will increase the level of knowledge of the less experienced persons' professional and personal growth.

Delegation in this study refers to the actions by which a leader assigns part of his or her authority commensurate with the assigned task to the subordinate.

Teacher commitment to students in this study refers to teaching and handling students in the way that facilitates the achievement of the school mission. It refers to the teachers being motivated to deal with students undergoing personal crisis, sensitive and aware of students' development and achievement. Commitment to teaching in this study refers to the degree the teacher wants to be engaged in work.

It related to the extent to which the teacher identifies with his or her work psychologically .It is the psychological link between the teacher and his or her teaching. It is the willingness of the teacher to exert his or her effort in providing effective teaching. It also involves the teacher to show greater interest in teaching and the subject matter and willingness to devote extra time to students.

Commitment to teaching profession in this study refers to the teacher formulating individual goals and develops the drive and commitment associated with the attainment of the set goals. It is the identification with the school and being satisfied with service in the school.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviewed the related literature about the topic under study being done by other scholars or researchers as seen below.

2.1. The role of organizing teachers on teachers 'commitment in Government Aided secondary schools

Kirmizi and Deniz (2009) insists that involvement of teachers in the process of decision-making process and making them take part in organizational planning and setting goals can create positive effect on teachers' commitment towards the organization. When teachers are involved in the goal setting processes and planning of courses of action on how to achieve organizational goals, their commitment is greatly enhanced.

Herzberg (2015) noted that what makes teachers feel unhappiness at their work place cannot only be attributed to the job itself but the prevailing circumstances that are encountered in the performance of the expected tasks of that particular job. The prevailing conditions were referred to as these conditions as the hygiene factors. He considered these factors prevalent in schools to include among others; good toilet facilities, meals that can measure to international standards furniture that can give comfort, television sets and access to newspapers.

Srinivas (2015) carried out research to establish the relationship between organizational commitment and job burnout among teachers' job commitments of non-profit organizations. The study focused on bailiffs working in the sheriff's department. Results of the study revealed that role ambiguity, social support, in

addition to role conflict were significantly linked to burnout. Findings indicated that individuals who experienced higher levels of role conflict tended to experience greater levels of burnout.

Fuller and colleagues (2018) asserted that the position held by an individual in the organizational hierarchy can prove to be instrumental considering the role responsibilities associated with the position being held due to the fact that, individuals in higher positions not only hold responsibility for their own work but also for the work outcomes of others. The researcher concluded that, moderately high correlations between position in the organizational hierarchy and job autonomy. A positive relationship was also found to prevail between position and felt responsibility in order to register a fundamental change. It has been observed that, the variation between a teacher's position and the hierarchical arrangement within the school organization seems to be little. But it was analyzed that a direct measure of teachers' perceived role responsibilities as professionals and teachers' job commitments might be a more powerful predictor of teachers' felt responsibility for change.

Fuller and colleagues (2018) proposed that there are three categories of socio-structural variables that are likely to promote an internal sense of responsibility for significant change: access to resources (for instance, equipment, time, funding), accessing information of strategic nature with a lot of ease, and role ambiguity. These researchers established a correlation between perceived availability of resources at work (types of resources not specified) and felt responsibility for constructive change for teachers' job commitments with proactive personality.

According to Boone and Kuntz (2019) any compensation system in Educational institutions should hinge on the main objective of offering teachers a fair and realistic compensation which should correlate with the input teachers give the organization. What should be given consideration in the compensation system among others are such items as medical insurance schemes, pension scheme, bonuses, being granted leave with pay in addition to transport allowances. In institutions where schools are not streamlined in their operations, it proves difficult to realize the objectives and goals more especially if the teachers are not satisfy in their job.

A study conducted by Chapman (2005) revealed that in situations where the supervisor happen not to have adequate time to do part of his responsibilities, the subordinates can take on the responsibility for the task once they have had the opportunity to 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. Transferring tasks to people in the organization whose skills in specific fields are better than the supervisors can yield dividends of saving time.

Transferring of responsibility to entrusted staff can increase their confidence and enjoyment of their jobs. The appropriate position to reach as manager members of staff executes all their routine activities as the manager's team. Research carried out by Johnson (2004) in Jamaica viewed distributed leadership as being equated to hierarchal model of leadership, which creates an avenue for principals to apportion leadership roles between formal and informal leaders and the relationships that are created. Johnsons' findings made him to assert that, it is a pre-requisite for principals to analyze the necessary skills and competencies

possessed by teachers before assigning them roles and responsibilities that can make it possible for them to work together as a team and share their creativity and innovativeness in order to cause an improvement in students' achievement. He concluded that, distribution of roles according to constituents' skill sets, principals are immersed in transformational leadership roles.

The research revealed the overall picture painted by the principals' and teachers shared perspectives in that leadership is team oriented and included engagement of all workers in the execution of central leadership functions. The findings correlated with the findings of (Halinger 2003, Leadwood 1994, Westrick and Miske 2009). In their research, emphasis was put on principals' distributed leadership. Specific to the roles and responsibilities of formal and informal teacher leaders in the participants' leadership. Findings from the study schools' leadership structure, all the principals employed distributed leadership approach to get the teachers involved in the development of their school. This finding was associated with the definition of distributed leadership as "the flow of activities in which a set of organizational members find themselves enmeshed (Gronn, 2000 p.331).

In all the four schools where data was collected, it was revealed that, the principals ensure that heads of Departments, vice principals, grade supervisors and other members of the academic staff share in the leadership responsibilities. It was also revealed that principals distribute leadership in the establishment of committees to engage teachers in team building exercises for continuous improvement of their school. These committees are aimed at promoting shared ideas (Curtis, 2013) among the formal and informal teacher leaders that are

specific ,supporting teachers' pedagogies and strengthening teachers' work relationships (Gronn 2002 ,Spillane 2006).

According to Johnson (2021), the teachers in all the four schools cited the multiple examples of committees that their principals ensured were distributed among formal and informal leaders. The results from the research revealed that each teacher shared the responsibilities and is held accountable for his or her performance. In conformity with Curtis's argument (2013) on distributed leadership, the principals in the study identified their teachers, ancillary and administrative staff requisite skills and provided them with the opportunity to utilize them in different areas of school development.

The findings in Jamaica revealed that ,the teachers in school B indicated that their principal has the requisite skills in identifying teachers skills ,providing the support to harness those skills and placing them in the areas that they will perform well. It was revealed that, each school has its own policy regarding committee involvement. For instance, the principals and teachers in schools A and C developed school improvement and assessment committees respectively .Principal A and teachers in school A indicated that, all the members of staff are required to sit on the school improvement committee. It is reported that, the mandatory appointment of teachers on this committee was a way of ensuring that they were all actively included in the process. On each committee, Heads of Departments and year group supervisors with similar interests and skills join different development committees where they work with junior teachers to think of initiative ways for further enhancement of school success. The principal expressed the view that, all teachers have an input in the schools' development plan so that

they can develop a sense of ownership for the school. The mandatory policy points to the inclusionary approach of transformational leadership where the leaders enable development of their constituents' leadership capabilities and utilize their ideas in the development of the school. The findings were in the same line of thought with (Hallinger 2003, Murphy and Shipman 2003).

Research in Jamaica by Jonson (2021) cited the advantage of delegation. He asserted that , notwithstanding increased work load of implementing different programs ,a teacher at School A contended that , committees are advantageous as they empower teachers to be part of the decision making process which contributes to increased staff morale. Information revealed that, the principal and middle managers and other teachers established the curriculum assessment committee at school C to supervise and monitor teachers 'pedagogies. According to principal C and teachers, members of the curriculum assessment committee met once weekly with the goal of understanding how they can improve their pedagogies to meet students' needs. Results from the study revealed that, all schools have staff development committees which organize different events to reward teachers for their efforts. The events organized for teachers include teachers day dinner, staff trip and birth day celebrations. The teacher perceived the establishment of committees as evidence of principals setting the platform for the academic staff to grow in the commitment, be professionally involved and innovative as they work together in generating ideas for the development of the schools.

Data from the study conducted by Johnson (2021) concerning the principals revealed that all constituents are involved in decision making process. As such, parents, students and teachers are interdependent on each other's skills to strengthen the curriculum and improve the quality of teaching and learning. The level of collaboration among administrators and teachers is seen as a characteristic of distributed leadership as the teachers work together to meet the demands and goals of the organization (Hollinger; 2010, Hallinger and Murphy, 1985). It was also observed that, delegation is linked to a high degree of teacher growth in the professional involvement, commitment and innovation (Sheppard 1996).

2.2. The role of mentoring teachers on teachers' commitment in Government Aided secondary schools

Feiman-Nemser (2001) agrees that learning to teach effectively is a developmental process that unfolds over time when teachers have appropriate support and opportunities to learn. Although she refers to the professional development of beginner teachers, I can relate this, from own experience, to all practicing teachers. This suggests that involvement in staff learning allows head-teachers to be informed of their staff's needs and challenges, and as a result they can inform relevant stakeholders as to what resources and support is necessary for the teachers' daily practice. The head-teachers' involvement and support additionally promote the quality of teachers and teaching within their school communities.

Alpine, et al. (2009) offer their perceptions on effective professional development programs from underlying assumptions about what they as developers do and why they do it in relation to evaluating development programs. The authors conceive

the process of development as a dynamic one in the design of all their development programs. An important assumption the authors make with regard to this process is that they consider teacher development.

For example, Heller's (2017) studied a mentoring programme between senior and junior teachers and focused on factors influencing teacher attrition. He found that attrition might be limited if a continuous, in-service training programme which cultivates a rich, supportive learning environment is implemented. Johnson, et al. (2017) agrees that a positive school culture and support might be linked to job commitment and teacher retention. They suggest that 'substantive, structured, regular interactions with expert, veteran colleagues' are necessary for effective mentoring programmes (2017:16). Mentoring provides on-site support for teachers because the most important focus is on collaborative peer relationships, particularly one-to-one relationships, between two teachers working together, reflecting on current teaching practices with the purpose to improve their skills in transformative ways (Kennedy, 2005).

Robinson (2001) conducted a critical review on teacher development in South African schools. She investigated a mentoring programme, focusing on school infrastructure and support, over a period of three years. The mentoring programme aimed to develop in-service teachers as mentors for student teachers during a teaching practice module at their schools. Robinson agrees that school based mentoring is a potentially powerful strategy for teacher development. However, her research has shown that the realities of factors such as the school culture and school policies on mentoring (i.e. the institutional conditions at the schools) in fact constrained, rather than enhanced the mentoring programme.

Mentoring offers the opportunity to experience, reflect and experiment in a supportive environment, which promotes optimal learning and cultivates professional development. The supportive intervention of an expert teacher [mentor] may lead to a positive influence on professional growth from the external domain Clarke and Hollingsworth (2015) describe. School districts or school leadership should therefore consider a professional development model that ensures the growth and development of their teachers for the shared benefit of all.

Wang and Odell (2007) agree that mentoring has the potential to help mentees learn to teach in reform-minded ways. Although they focus on the mentoring of novice teachers, they have identified challenges and complexities in mentoring relationships, which can be helpful in the exploration of relationships between experienced teachers. Based on both critical constructivist and socio-cultural perspectives of learning, and research on learning to teach, they suggest that helping mentors and mentees develop a shared vision for teaching and relevant beliefs about learning to teach is a central challenge for using mentoring to support reform-minded teaching.

Wang and Odell (2015) summaries the work of a mentor in effective mentoring as follows: 'First, mentors can engage novices [mentees] in reflective interactions by focusing on specific events and teaching situations. Second, mentors can challenge novices [mentees] to re-examine the crucial events and situations in teaching or learning to teach and can challenge them to reinterpret or reconstruct their meaning from the perspective of constructivist teaching. Third, mentors can offer alternative interpretations for events and situations and model the reflective

process necessary for discovering the alternative interpretations and methods of decision making that are important in resolving teaching problems. Fourth, mentors can engage novices [mentees] in such interactive reflections constantly and flexibly in a way that is consistent with where the novices [mentees] are in learning to teach and where they need to go.

Haywood (2012) said that a mentor is anyone who can foster insight, identify needed knowledge, and expand growth opportunities¹ for a professional. Mentors can help young professionals further define their career path, or help an experienced worker achieve a new goal, such as a promotion or career change.

Birdi (2015) noted that anyone can be a mentor, as long as the knowledge and skills they offer are relevant to their protégé, which usually will be a more junior organizational. They should have personal experience in what they offer. The best mentors have tasted success more often than failure, but there is tremendous value from showing someone how they can bounce back from disappointment. Mentors can be found online, through business or social networks, and even through your own organizational' circle of influence. A protégé's goals should inform their (or their company's) search for a mentor. Only 25% of companies have peer mentoring programs, though one is Microsoft, which used their in-house mentoring program as a recruiting tool to hire 300 senior managers. Upon being hired, they had been paired up with veterans of similar experience levels. The program worked so well that they now have more mentor requests than available mentors.

Ronald (2018), pointed that mentorship benefits company performance at every possible turn, and the writing is on the wall: 75% of private sector executives said that mentoring had been critical in helping them reach their current position. Mentorship is often called coaching, and companies who offer formal growth or development programs see a 48% increase in organizational strength, a 22% increase in bottom line profitability and 53% increase in productivity. How successful are corporate mentoring programs? In a successful case study, Sodex found that for every \$1 they spent on corporate mentoring programs, they saw a \$2.28 return in retention and productivity.

Mahyuddin (2016) found out that the impact of coaching and mentoring programs within organizations is proven. However, effectively managing these programs can still be a challenge. Manual management using spreadsheets is not effective or scalable. Talent management software vendors can provide some tracking capability, but do not provide coaching and mentoring program workflows to help guide these programs. Some enterprises have tried using social software such as Yammer or Jive to connect individuals, but without a formal mentoring or coaching structure

Distell (2016) concluded in his study that type of training implemented, training content and trainee expertise also affect the training outcomes. Success of a training programme always depends on how the training was given, what was the content and who was the trainer. Furthermore, open-mindedness is also a significant moderator of training effectiveness. It has been found that training become more successful if the participants and trainer work with open-mindedness.

Mahyudd (2018) found that lack of support from top management and peers, organizational' individual attitudes, job-related factors and also the deficiencies in training practice are the main factors which affect the effectiveness of training. If there will be less support from top management and peers, job is not going well or somehow there is problem in job and absence of training practice then there is less chance of effective training programme.

Haccoun (2016) discussed that psychological states of trainees especially motivation, self-efficacy, perceived control and the realities of the organizational context affects the training outcomes. Tai (2017) also concluded about general self-efficacy that it partially arbitrated the relationship between training framing and training motivation and consequently influenced training outcomes.

Quesada, et al. (2016) examined that Emotional Intelligence training of the leaders is a key aspect to the success of the companies. It was found that leaders are the success pillar of a company and their training is most important thing which should be taken care. Leaders must be emotionally strong to take right decision on right time.

2.3. The role of delegation of duties on teachers' commitment

A study conducted in Rumania by Andrei L. et al (2017) investigated delegation of responsibilities and decision making in low trust country. He detected the tasks after the responsible person for it by seeing if the responsibility is delegated or not and finally if the decision authority is delegated together with the task or not. The rationale was to find out if responsibilities and decision authority were owned by the top management, middle management or lower level management and their subordinate. His findings revealed that, each Departmental manager was

responsible for the monitoring, measuring the performance of its subordinates and had decision authority for applying disciplinary measures. It was also found out that , managers in Rumania are allowed to rotate the employees on posts ,to change key performance indicators (KPI) and even to lower their salaries if they are not fulfilling their tasks and do not meet the job expectations. Andrei et al (2017) in line with Yukl (2010) asserted that, by delegating responsibility and decision authority to the middle managers, the top managers can reduce their work load and let the situation be handled by the same person close to the problem that knows the subordinate better.

Sugandiet al (2021) conducted a study in Indonesia to establish the correlation between Principals' instructional leadership practices and teacher organizational commitment in Yogyakarta province. Their focus was on shared leadership. They looked at instructional leadership as the prime leadership style that gives the principals the opportunity to share their leadership considering the fact that the school is a big organization and as such the principal cannot be everywhere. Therefore, by practicing instructional leadership, the principal can empower teacher to exercise leadership in the classroom and this can make them more committed to their school. The concept put forward by Hargreaves (2009) complement this idea; he asserted that, school managers have a major responsibility to ensure that learning is sustainable. Sustainability was hoped to be achieved through channeling learning efforts where emphasis is to be put on long term outcomes as opposed to short -term returns”(P12).

Sugandi et al (2021) continues to say that leadership that is delegated across the school contributes to the sustainable improvements within the school organization. They continue to say that, leadership should develop the skills and abilities of their staff members in order to register improvement and effectiveness of their school. Concerning instructional aspects observed in the three Senior High Schools, in Malang City, it was found out that Indonesia implemented effective and efficient management. A principal has been viewed as the instruction leader who leads with a purpose. A principal should not only have goals to be achieved by the organization, but to share it with his subordinates (Chan and Sam 2007). In Indonesia, it was observed that, teachers are granted freedom and are being protected to become creative, to tap their competencies and to put emphasis on their profession. But according to findings, it was established that superiors rarely put attention on the aspects of protection and granting of freedom. From the findings, it was concluded that, the level of instructional leadership practiced by high school principals is impressive and significant. The ministry of Education made the reform to encourage and enforce principals to implement and exercise instructional leadership to lift up student's performance and to improve the result of PISA. From the previous assessment and instructional leadership practice is perceived as the right way to bring or promote high students achievement, by sharing leadership for teachers and the findings proves that the country is on the right step close to their plan. It was concluded that, principals are implementing instructional leadership in schools by involving stake holders to achieve school vision and mission. It is a common phenomenon to find a section of teachers exhibiting negative attitude towards learners and the teaching profession on the ground that; they do not realize adequate financial gains to guarantee

improvement in the livelihood and thus considering teaching as a side occupation. This perception makes teachers develop poor student care and overall lack of concern for pupil's outcomes.

A study conducted by Kongnyuy (2020) in Bamenda in the western region of Cameroon investigated how delegation of authority affects effective school management. It was found out that delegation of responsibilities really provides the base for effective management in the region. It was found out that, it has a positive effect on the educational system of the country as it motivates teachers to explore new institutional strategies, innovative approaches to increase effectiveness at work, improve on teachers and students' assiduity and encourage teachers' professionalism. The analysis obtained by the hypothesis showed that, the calculated chi-square value 11.05 was greater than the critical value of 5.991, making him to conclude that delegation of authority greatly leads to effective management of a school. His findings were in line with Hall (2015) who asserted that transformation of education system needs to be triggered through assigning tasks to subordinates so that everyone is provided with skills and educational experiences that are designed to equip and incline teaching and learning to survive in the modern world for the benefit of all mankind.

Riisgaard et al (2016) agrees with this finding by stating that, delegating duties enhances empowerment of employees and it is regarded as a great intervention mechanism that can be employed by managers and leadership to make a team or an individual employee to have the free will and creativity to accomplish the strategic goals laid down by the management of an educational institution. The finding is in line with Hubbard (2016) who found out that delegating duties to

subordinates by managers can result into numerous benefits to an educational setting as the managers get the opportunity to mobilize resources ,share responsibilities and also focus on doing a few tasks well.

It is deserving to assert that, delegating duties to subordinates in the line of service delivery can yield dividend as it enables the managers to make the best utilization of their skills and ensuring that staff and subordinates are given support in their growth and development as well as building trust and confidence and increasing the amount of projected work to be accomplished.

Kongnyuy (2020) concluded that delegation of tasks has a positive effect on the school management which must be taken as an important tool for the principal. He asserted that, effective execution of responsibilities in today's' management is shared with the help of democratic leadership and sound management which is open, flexible and transparent and allows for the participation of the school structures. It is incumbent upon institutional managers to be sensitive and aware that for them to delegate responsibilities properly there is need for authority planning and training with regard to delegation of authority.

A study conducted by Kizza 2015) in Rwanda aimed at establishing the connection that exist between assignment of responsibilities and staff commitment in the school of Banking and Finance. According to the pattern of responses, most of the staff asserted that, they always felt free to open their hearts to their bosses. This was perceived as one way that helps in creating a cordial relationship and a two way communication between the subordinates and their bosses. Results from the study revealed that, a considerable number of the participants indicated that their supervisors allowed them to do some work on behalf of their bosses. Qualitative

responses during the study indicated that subordinates were always given chance to make decisions on behalf of their superiors.

The research also aimed at establishing whether delegation of authority had any association with responses on staff commitment. It was revealed that delegation of authority significantly relates to staff commitment. It was observed that, when leaders in the school of Finance in Kigali relinquish their powers to their subordinates, it would have high chances of rising the latter's level of commitment to the institution. It was revealed that, in addition to communication and participation in decision making, delegation was related to staff commitment. This was indicated by the value of correlation equal to .289 with a Fig -value of 0.011. This indicated that, in the school of Finance and Banking, staff commitment of individuals was positively enhanced by delegation. The results in Rwanda aligned with Darjan and Millan (2004) whose research revealed that delegation of authority to staff contributes to staff allegiance to the earliest studies conducted by Brewer (1996) who demonstrated that delegation of authority is one of the most important determinants in shaping employee commitment in an organization.

Qualitative responses from Kizzas' study indicated that subordinates were always given chance to make decisions on behalf of their superiors which included, Senate meetings, and executive and education meetings. Results revealed that, whenever a member of staff was allowed to do some work on behalf of his or her boss in carrying out duties, most of them mentioned that ,they always had the liberty to decide on how best to do their work implying that ,they were always independent .As a result of this independence ,well knowing that they were accountable for their actions ,employees are quoted to have mentioned that ,

they always tried their level best to diligently perform their duties to the expectations of their bosses ,because at the end of the day ,a person to whom authority was delegated was solely responsible for the outcomes of his or her actions as indicated by 81.6% respondents. It was concluded by Kizza that when authority is delegated to employees, they feel motivated to perform the tasks with dedication and commitment. He asserted that, when subordinates are delegated with authority, they get convinced that their superior has placed faith and trust in them. It was also observed that, Managers who delegate duties to their subordinates also stand to reap several personal benefits; notable among them is that; they have reserved time to do their own jobs when they assign tasks to others. Delegation of duties to subordinates sets the managers free in order to channel their effort on managerial tasks such as planning, and control .Managers are also positioned benefit from developing subordinate skill which in turn increases their productivity in line with the institutions' objectives and goals. The buildup of highly skilled employees, they become more flexible in executing assignments and are more efficient in decision making.

A study conducted by Mwamatandala A. & Muneja M.(2020) in Arusha ,Tanzania sought to establish the relationship that exist between schools' management and teachers' commitment among government secondary schools . The study revealed the relationship between school management and teachers' commitment.

Eliophotou & Loannou (2016) in Androula investigated the link between transformational leadership and satisfaction of teachers on their and the required commitment. Finding from the study indicated that, school leadership influences commitment through team work, job satisfaction, participative decision making,

and openness, dedication to duty, decreased disagreements and conflicts as well as desire to remain in the organization.

Research conducted by Ssegawa D.(2020) in Kira Municipality in Wakiso district in Central Uganda aimed at establishing the relationship between head teachers' delegation practices and teachers' psychological job commitment .The findings as indicated by parsons' moment correlation coefficient revealed that there is a strong and positive correlation that exist when heads of educational institutions' assign responsibilities to teachers' and their psychological job commitment ($r(113)=.957, p=000$).assignment of responsibilities by heads of educational institutions and teachers' psychological job commitment ($r(113)= .995, p=000$),and head teachers' transfer of accountability and teachers' commitment ($r(113)=.958, p=000$).It was concluded that it should be a requirement for head teachers assign responsibilities ,delegate authority and transfer accountability to teachers in order to increase on their level of psychological commitment to their job. The researcher is set to carry out a similar research in Butaleja District to establish whether the recommendation made by Ssegawa is being implemented in Butaleja Government Aided secondary schools.

A similar study was conducted by Garba (2015) inNakaloke town council in Mbale District. The study sought to establish the relationship that exists between delegation of duties by managers in educational institutions and teachers' commitment in secondary schools in Mbale. The study focused on examining the link between delegation of duties and teachers' attendance ,establish the relationship between delegation of duty and teachers' team work and establishing the link between delegation of duties and teachers' instructional planning .The

findings of the study revealed a moderate connection between delegation of duties and teachers' attendance ,there was moderate connection between delegation of duties and teachers' team work and a substantial connection that prevails between delegation of duties and teachers' instructional planning. Basing on the results obtained, the researcher recommended that, there is need for the stakeholders in the school to embrace the culture of delegating some of the managerial activities of the school to teachers in becoming more committed to their work.

Garba made recommendations that, head teachers should see that duties are promptly delegated to teachers for improvement on their commitment towards instructional planning with which teaching and learning activities could be enhanced in the schools.

2.5. Research Gap

From the above literature there is much information done in other countries. But it has been noted that no study has been carried out to establish the role of head teachers 'management practices in determining teachers' commitment in Government Aided Secondary Schools in Butaleja District. Therefore, a research gap is the reason behind the researchers 'intentions to investigate whether Head teachers' Management Practices have a role to play in Teacher's Commitment in Government Aided Secondary Schools in Butaleja District. This study is focused and availed information to close the above mentioned research gap.

CHAPTER THREE

METHODOLOGY

3.0. Introduction

This chapter covered the back ground against which data was gathered. It discusses the research design, study population, sampling and study variables, sources of data collection methods and instruments in data processing, analysis and presentation and limitations of the study.

3.1. Research Design

A research design is a plan by the researcher to be employed in obtaining responses to the research questions and it puts into place a frame work for conducting a study or alternatively it is the blue print of the researcher (Kerlinger, 2016). Data collection employed both qualitative research design and inferential analytical research design.

The qualitative research design used interviews which were applied on the same population which were conducted in the month of October 2022. The interviews involved non structured questions which took place face -to -face between the researcher and the respondents.

For instance ,when the District inspector of schools was asked whether Head teachers in government aided secondary schools in the District enhance the practice of delegating duties to teachers, her response was that, ,Head teachers delegate their deputies to attend meetings at the District on their behalf . She further reported that, it is the responsibility of Head teachers to pick Examination question papers from police stations gazetted by UNEB, but in case the head teachers are very busy, they always assign that work to their deputies.

Interviews through non structured questions helped the researcher to seek clarifications on responses that were not clear. They allowed the researcher to explore Head teachers' management practice in depth to uncover deeper insight and gain valuable participant feedback.

The design helped the researcher to see things from the respondents' perspective as he was getting feedback in their own words.

The researcher also used the inferential analytical design. The model summary was employed. The researcher used the independent variable of Head teachers' Management practice of organizing teachers, mentoring teachers and delegating duties to teachers in government aided secondary schools in Butaleja District.

The experimental research enabled the researcher to control the variable of Head teachers' management practice of organizing, mentoring and delegating duties and was able to observe their effect on the teachers' level of commitment in government aided secondary schools in Butaleja District.

Information from the model summary of Head teachers' management practice of organizing teachers in government aided secondary schools in Butaleja District revealed that, Head teachers' management practice of organizing teachers contributes to teachers' commitment in government aided secondary schools in Butaleja District by 29.5%.

The Head teachers' management practice of mentoring teachers contributes to teachers 'level of commitment by 30.8%.

The Head teachers 'management practice of delegating duties to teachers contributes to teachers' level of commitment by 37.9%.

The inferential analytical design helped the researcher to draw conclusions that, an increase in the level of organizing teachers through establishment of structures leads to a significant level of teachers' commitment in government aided secondary schools in Butaleja District.

An increase in the level of mentoring teachers has a significant effect on teachers' commitment.

An increase in the level of delegating duties to teachers has a significant effect on teachers' level of commitment in government aided secondary schools in Butaleja District.

The model summary under inferential analytical design helped the researcher to come up with recommendations such as;

Head teachers should continually organize their teachers through establishment of structures in order to enable educational institutions implement efficient and effective decision making processes.

Head teachers should continually arrange mentoring programs to reduce on the level of stress in order to increase the level of productivity in addressing learners' needs.

Head teachers should continually allocate activities to their teachers in order to be able to spend quality time with their teachers so as to motivate their teams and increase their level of commitment.

3.2. Study Population

This study covered a population of 241 which was selected from Government Aided Secondary schools in Butaleja District. It comprised of (12) head teachers (12, deputy head teachers, (150) teachers, the District Education Officer and the District Inspector of schools.

3.1 Sample size determination

The researcher used a sample size of 150 respondents from District Education Officer (01), District Inspector of Schools (01), head teachers (12), deputy head teachers (12) and teachers (150). This is calculated using Slovene formula as seen below:

$$n = \frac{N}{1 + Ne^2}$$

Where n is the number of the respondents

e^2 is the sampling error

$$n = \frac{241}{1 + 241 * 0.05^2}$$

$$n = \frac{241}{1.6025} \quad n = 150 \text{ as sample size}$$

Table 3.1: Showing sample size determination

Department	Population	Sample	Sampling techniques
Head teachers	12	12	Purposive Sampling
Deputy head teachers	12	12	Purposive Sampling
Teachers	215	128	Simple Random Sampling
District Education Officer	01	01	Purposive sampling.
District Inspector of Schools	01	01	Purposive sampling.
Total	241	154	

Source: Butaleja District Education Department Annual Report, (2022).

3.4. Sampling Techniques

Harish, (2013) stated that a sampling technique is an identification of the specific process by which entities of the sample have been selected.

3.4.1. Simple random sampling

Johnson, (2016) defined simple random sampling as a subject of a statistical population in which each member of the subject has an equal probability of being chosen. The technique ensured that all respondents receive equal chances of being selected. It therefore minimized biasness in sample selection. It was used in selecting a sample of Teachers.

3.4.2. Purposive sampling

Hendricks, (2013) states that purposive sampling is non-probability sample that is selected based on characteristics of a population and the objective of the study. This method involved selection of key informants of experience who will were readily available, had the will to be included in the sample and any other criteria which were considered relevant by the researcher. The study used purposive

sampling technique which targeted the various key informants with experience the District Education Officer, District Inspector of Schools, Head teachers and Deputy Head teachers.

3.5. Source of Data

The researcher used both primary and secondary data sources.

3.5.1 Primary Data

Roston (2018) defined primary data as the type of data that has not been reported anywhere. Limitations associated with secondary data sources such as being outdated and inadequate in aspect of coverage prompted the researcher to utilize primary source for first hand data.

Questionnaires were administered by the researcher to make it possible to cover a large population within the shortest time possible and at an affordable cost.

3.5.2 Secondary Data Source

Ruston (2018) further defines secondary data as the type of data that is available, already reported by some other researchers.

Secondary data included policy documents and written abstracts by several researchers having a relationship with the topic of concern in the question. In this case ,secondary data was intended to be got from sources like archived records in the town council, library, government publications, accessed online, text books, newspapers and research reports that have not been published.

Secondary source of data was utilized basing on the ground that, it can be readily available and easier to understand as it is a makeup of extensively researched work.

3.6. Data collection Methods

The researcher used questionnaires as an instrument of data collection.

3.6.1 Questionnaire

Hebert (2009) asserted that, a questionnaire is a list of questions formulated by the researcher to be answered by the respondent .The researcher based on this tool during the process of data collection. The questionnaire contained both close ended structured questions and the variable there in were measured using Likert scaling technique, This method was chosen on the ground that ,it is economical in saving time and money which would be used on training in interviews methods and questions are standardized. This was applied to the head teachers, deputy head teachers and teachers.

3.6.2. Interview Method

Seidman, (2016) defined an interview as dialogue between the interviewer and the interviewee. It is regarded as an orderly conversation intended for collecting data concerning a particular topic.

Use of this method required a researcher to interview respondents in order to get information on the influence of head teachers' management practices in teachers' commitment. The interviews during this research were administered to District Education Officer, District Inspector of Schools and some few teachers. This is because the tool provides first hand and vital information which other tools can't provide like clarity, feelings and expression, it provides immediate answers to the question, and correction of errors or mistakes are possible. On the other hand the tool is costly, time consuming, some behaviors or characteristics of the respondent may go un-noticed, and some vital information may not be given for security reasons, (Andrew, 2015).

3.7. Research Instrument

This was used to obtain information about the topic under study which is the role of head teachers' management practices in teachers' commitment in Government Aided secondary school teachers in Butaleja District.

3.7.1. Interview Guide

This was used to obtain information from the respondents like feeling, opinions, response, historical data and related information about the topic under study and the research objectives.

3.7.2. Questionnaire

The questions were close ended to allow respondents in putting their own opinion without any influence from the researcher which led to fruitful proposal and report writing. The respondents responded to questions in inform of strongly agree, agree, undecided, disagree, and strongly disagree at their own will without due influence.

3.8. Research Procedure

For purposes of successful research, the researcher obtained an introduction letter from the head of department then, he presented it to authorities of Butaleja District to be accepted to carry out research in their organization who in turn issued an acceptance or confirmation letter to the researcher allowing him to carry out research in their district. Then he made arrangement with the concerned respondents about the date and time when to distribute questionnaires and arrangement for interviews as he assigned the guide or helper by the officer in charge for easy data collection and convenience.

3.9. Data Presentation and Analysis

Butler, (2017) defined data analysis as a process that involves cleaning, transformation and modeling of data in an attempt to get important information to facilitate effective decision-making exercise in a business undertaking. The purpose of Data Analysis is to extract useful information from data and taking the decision based upon the data analysis after data collection, the researcher encoded and analyzed the information. The data was also edited to check on the accuracy, reliability, consistency, and completeness. The researcher ensured the validity and reliability of the mentioned research instruments through field pre-test and guidelines by the lecturers. The researcher aimed to use the concurrent data analysis method to analyze the data that was collected. Separate analysis and collection of qualitative and quantitative data was incorporated which was further combined to be used in a more prudent way for the research and data was analyzed using statistical package for social sciences.

In the process of data display relevant information is displayed in an orderly manner or the data has to be arranged in a form that can make it possible in attempt that can make one to easily draw conclusion. Tables together with graphs were employed in order to establish different frequencies of various management practices on teacher commitment.

3.10. Data quality Control

Higgins, (2016) defined data quality control as the mechanism or process employed in checking or controlling the utilization of data for applicability in solving society problems. This process is carried out before and after a Data quality Assurance (QA) process which involves the discovery of the inconsistency that may arise then

followed by correction. To control data quality, the researcher will endeavour to attain validity and reliability coefficient of at least 70%

3.10.1. Reliability

Mugenda and Mugenda (2019) defined reliability as a measure of the degree to which research instruments yields consistent results after repeated being tried. In testing the reliability of instruments, the study will adopt the test-retest method which will involve administering the same instruments twice to the same group of subjects and this will be done by selecting an appropriate group of respondents, the researcher will then administer instruments to respondents and then re-administer the same instruments to another group after a week and the results of the two periods will be correlated to obtain the coefficient of reliability. If the coefficient is 0.6.

3.10.2. Validity

Validity establishes the relationship between the data and the variable or construct of interest. It estimates how accurately the data obtained in a study represents a given variable or construct in the study Mugenda, (2017). The types of validity include internal validity which clearly indicates the principles of cause and effects in research, External validity which clearly focus on the effects of research that can be generalized. In this study internal validity will invariably applied to test the impact of motivation on employee turn-over. Validity was enhanced through the pilot study which is purposely undertaken to pre-test the research tools and methods before the study to be undertaken. Certainly was enhanced, this study validity as interview and questionnaires will be clearly checked, these techniques will be constructed basing on the objectives of the study. In confirming the validity of the instrument, face and content validities will be ensured.

3.11. Ethical Consideration

Confidentiality: The researcher guaranteed the participants that the identified information will not be made available to anyone who is not involved in the study and it will remain confidential for the purposes it is intended for.

Permission: The researcher sought permission to carry out the research from the University

Informed consent: The prospective research participants will be fully informed about the procedures to be involved in the research and will be asked to give their consent to participate.

Anonymity: The participant remained anonymous throughout the study and even to the researchers themselves to guarantee privacy.

3.13. Limitations of the study

Like in any other research study, a number of problems are more likely to be encountered. Some of the ways planning to collect data may not materialize due to the negative response for example during the interviews which will carry out.

Lack of cooperation from some interviewees especially in the case of sensitive questions.

The researcher also encountered some negative response to some questionnaire.

3.14. Delimitations

The researcher persuaded the respondents and informed them that the purpose of research was purely for academic purpose.

The researcher solicited for funds from relatives and friends to enable him carry out research successfully.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.0. Introduction

This section presents the findings. The presentation is based on research questions that guided the study. It analyses the three research questions regarding Head teachers' management practices on teachers' commitment. This section presents the findings. The presentation is based on research questions that guided the study. It analyses the three research questions regarding Head teachers' management practices on teachers' commitment.

4.1. Response Rate

This study applied questionnaires and interviews as the main instruments of data collection. The research targeted 154 respondents, including District Education officer, District inspector of schools, 12 head teachers, 12 deputy head teachers and 126 teachers.

The response rate was 141 (92.7%) out of the total number of 154 respondents. Mugenda and Mugenda in (2003) stated that a response rate of 50% is adequate for analysis and reporting, a rate of 60% is good and a response rate of 70% and over is excellent. The response rate from both the questionnaire and interviews was therefore excellent when compared to the recommended response rate.

4.2. Demographic Characteristics of Respondent

This section represents the background information about the respondents, including age, marital status, gender and, education levels.

4.2.1 Respondents' Gender

The study investigated the gender of the respondents who were involved in the study. The information from this is represented in the table 4.1 as follows:

Table 4.1: Gender of respondents

Gender	Frequency	Percentage
Male	102	72.4
Female	39	27.6
Total	141	100

Source: Primary Data, 2022

The results in the table 4.1 indicate that on the gender of the respondents, 72.4 % were male while 27.6% were female. This indicates that both genders were adequately represented in the study.

4.2.2. Respondents' Age

The study investigated the age of the respondents who were involved in the study.

The information from this is represented in the table 4.2 as below:

Table 4.2: Age of respondents Age

Age of respondents	Frequency	Percentage
18-24 years	02	1.4
25-34 years	23	16.3
35-44 years	72	51.1
45-54 years	30	21.3
58-above	14	9.9
Total	141	100

Source: Primary Data, 2022

The result in the table 4.2 above indicate that on the age categories of respondents,1.4% of the respondents were aged 18-24 years old,16.3 % of the respondents aged 25-34 years old,51.1% of the respondents aged 35-44 years old,21.3% of the respondents aged 45-54 years old and 9.9% of the respondents aged 58 years and above.

This implies that respondents were sourced from various categories of people working within the various Government Aided Secondary Schools in Butaleja District.

4.2.3 Respondents' Marital Status

The study investigated the marital status of the respondents who were involved in the study. The information from this is represented in the table 4.3 as follows:

Table 4.3: Respondents' marital status

Marital status	Frequency	Percentage
Single	12	8.5
Married	122	86.5
Divorced	02	1.4
Separated	05	3.5
Total	141	100

Source: Primary Data, 2022

The results in table 4.3 indicate that on the respondents' marital status, 8.5 % of the respondents were single (unmarried), 86.5% of the respondents were married and 4.9 % of the respondents had divorced or separated in their marriages. The information on the marital status of the respondents was collected and considered for purposes of determining the level of responsibility of the various respondents.

The results from the findings indicate that the majority of the respondents were married.

4.2.4 Respondents' Education Levels

The study investigated the education levels of the respondents who were involved in the study. The information from this is represented in the table 4.4 as follows:

Table 4.4: Respondents' level of education

Level of education	Frequency	Percentage
Masters	20	14.1
Degree	82	58.1
Diploma	37	26.2
Certificate	00	00
Others	02	1.4
Total	141	100

Source: Primary Data, 2022

From the study, it was found out that majority of the respondents 58.1% (82) had attained degrees, 26.2% (37) had attained diploma, 14.1% (20) had attained masters and lastly 1.4% (02) had other levels of education which were not mentioned. This clearly indicated that the participants in the study were dully qualified to provide the information that was necessary in this study.

Table 4.5: Respondents' work experience Frequency Percentage

Work experience	Frequency	Percentage
Less than 1 year	04	2.8
1-2 years	05	3.5
3-4 years	08	5.6
5-10 years	37	26.2
10 years and above	87	61.7
Total	141	100

Source: Primary Data, 2022

In the same study, it was found out that 61.7% of the respondents had spent more than 10 years in the school, 26.2% (37) had spent 5-10 years, 5.6% (08) had spent 3-4 years, 3.5% (05) had spent 1-2 years and only 2.8% (04) has spent in the respective school less than one year. This shows that majority of the respondents (61.7%) had spent a longer period of time in their respective schools and were able to understand the different management practices in their different schools.

4.3. Status of teachers' commitment in Government Aided Secondary Schools in Butaleja District

What is the level of teachers' commitment in Government Aided secondary schools in Butaleja District?

Perceptions were measured by five items in the questionnaire. Data were analyzed using percentages, mean and standard deviation as shown in Table 4:3.1.

Table 4.3.1: Showing Status of teachers' commitment in Government Aided Secondary Schools in Butaleja District

Statement	SD	D	N	A	SA	Mean	S.D	Comment
It is my responsibility as a teacher to ensure good social relations among my students	02 (1.4)	12 (8.5)	00	76 (53.9)	51 (36.2)	4.15	.902	Very high
As a teacher I feel obliged to mediate among the rival groups of the students	01 (0.7)	25 (17.7)	01 (0.7)	88 (62.4)	26 (18.4)	3.08	.962	Moderate
I used to be more ambitious about my work than I am now.	01 (0.7)	24 (17.0)	00	88 (62.4)	28 (19.9)	3.84	.961	High
Sometimes I lie awake at night thinking ahead to the next day's work.	00	42 (29.8)	00	79 (56.0)	20 (14.2)	3.55	1.06	High
The best decision that I have ever made was to become a teacher	01 (0.7)	62 (44.0)	00	62 (44)	16 (11.3)	3.21	1.15	High
I am disappointed that I ever entered the teaching profession.	06 (4.3)	125 (88.7)	00	10 (7.1)	00	2.10	.564	Low
Overall Mean						3.322	0.933	High

Source: Primary Data, 2022

Teacher commitment is the emotional bond teachers demonstrate toward their work. Teacher commitment has been recognized as one of the most critical factors in effective teaching. Thereby, teachers with high level of commitment can make a difference to the learning and achievement of their students. Individuals with high commitment to profession exhibit their talents at a highest level, strive to develop their career, and do not quit the profession.

When respondents were asked to give their opinion on whether it is my responsibility as a teacher to ensure good social relations among my students, the majority of respondents were in agreement 127(90.1%) and only 14(9.9%) disagreed with the opinion that it is my responsibility as a teacher to ensure good social relations among my students. The calculated mean 4.15 and standard deviation .902 implying that it is my responsibility as a teacher to ensure good social relations among my students is very high.

When respondents were asked to give their opinion on whether as a teacher, I feel obliged to mediate among the rival groups of the students, their responses were varied. The majority of the respondents 114 (80.8%) agreed with the opinion that as a teacher, I feel obliged to mediate among the rival groups of the students whereas only one respondent 01(0.7%) was neutral while 26(18.4%) of the respondents disagreed with the opinion. The calculated mean 3.08 and standard deviation .962 showing that as a teacher, I feel obliged to mediate among the rival groups of the students is moderate.

When respondents were asked to give their opinion about whether as a teacher he/she used to be more ambitious about their work than they do now, the majority of the respondents 116 (82.3%) agreed with the opinion that as a teacher

he/she is used to be more ambitious about their work than they do now, while 25(17.7%) of the respondents disagreed. The calculated mean (3.84, standard deviation = .961) indicates that as a teacher he/she is used to be more ambitious about their work than they do now is at high level.

When respondents were asked to give their opinion about whether sometimes as a teacher lie awake at night thinking ahead to the next day's work, the majority of respondents 99(70.2%) of the respondents agreed with the opinion while 42(29.8%) of the respondents were in disagreement. The calculated mean = 3.55, standard deviation = 1.06) shows that sometimes as a teacher lie awake at night thinking ahead to the next day's work is at a high level.

When respondents were asked to give their opinion about whether sometimes as a teacher stay awake at night thinking ahead to the next day's work, the majority of respondents 99(70.2%) agreed with the opinion while 42(29.8%) of the respondents were in disagreement. The implication is that, he or she can make work plans to be followed while executing his or her duties, can develop self-motivation to make schemes of work and lesson plans, and can organize challenging activities for students which can inspire them to develop inquisitive approach in the area of learning.

The result from the interview between the researcher and the interviewee from school E when she was asked a question framed as; do you always stay awake thinking ahead of next days' work? The response was that, I stay awake thinking about how to improve the learning outcomes of learners. Sometimes I go to bed very late in the course of preparing lessons for the next day and wake up very early at about 4:00am in an attempt to complete the preparation which remained

pending during the previous evening. He continued to respond that, “It is unfortunate that, the extra time we spend at home while preparing lessons and making and designing learning materials is not considered by our employers when determining the pay we are to receive.”

When respondents were demanded to give out their view about whether the best decision ever made was to become a teacher, 78(55.3%) of the respondents were in agreement with the opinion that the best decision ever made was to become a teacher while 63(44.7%) disagreed with the opinion that the best decision ever made was to become a teacher (Table 4:3.1). The calculated mean = 3.21, standard deviation = 1.15) emphasizes that the best decision ever made was to become a teacher is at high level.

Through the interview between the interviewee and the respondent from school D, when asked whether being a teacher was the best decision made in life? Response was that,” Being a teacher is very hard and it is the onset of all stress and depression. The profession is demanding from me more than I am willing to offer. I am paid for working days yet I go to the extent of working on weekends. Weekends are sacrificed to catch up on work instead of spending time with my family. I go to sleep very late and on some occasions beyond midnight, making schemes of work, lesson plans, making report cards and handling anything that was not touched during school hours wake up very early at 4:00a.m to drive students to go for morning preps and any other thing that I did not conclude the previous school day. It becomes an endless never ending cycle of losing myself in an attempt to meet the demands of a system that I will never satisfy because it will always demand for more”.

When respondents were asked to give their view about whether as a teacher he/she is disappointed that he/she ever entered the teaching profession, the majority of respondents 131 (93%) disagreement with the opinion and only 10(7.1%) of the respondents agreed. The calculated mean ($\mu = 2.10$, standard deviation = .564) indicates that as a teacher he/she is disappointed that he/she ever entered the teaching profession is at low level.

The overall mean is (3.32) implying that teachers' commitment in Government Aided Secondary Schools in Butaleja District is at a high level.

4.1: Head teachers' Management Practices in Government Aided Secondary

Schools in Butaleja District

4.1.1: Responses on Head teachers' organization of teachers

Statement	SD	D	NS	A	SA	Mean	Std.D	Comment
Head teachers encourage interpersonal relationship among teacher.	00	00	00	83 (58.9%)	58 (41.1%)	4.41	.494	Very High
Head teacher address welfare of teachers.	00	00	01 (0.7%)	84 (59.6%)	56 (39.7%)	4.39	.504	High
Head teacher encourages teachers to promote team work.	01 (0.7)	00	00	83 (58.9%)	57 (40.4%)	4.38	.569	High
Head teachers are guided by the school vision among teachers.	00	01 (0.7%)	00	83 (58.9%)	57 (40.4%)	4.39	.539	High
Head teacher encourages creativity among teachers.	00	00	01 (0.7%)	85 (60.3%)	55 (39.0%)	4.38	.502	High
Head teachers delegate responsibility to teachers.	00	07 (5.0%)	00	82 (58.2%)	52 (36.9%)	4.27	.706	High
Head teacher encourages pedagogy trainings among teachers.	00	01 (0.7)	00	100 (70.9%)	40 (28.4%)	4.27	.491	Very High
Head teachers and teachers participate in decision making in their schools.	01 (0.7)	20 (14.2%)	00	106 (75.2%)	14 (9.9%)	3.79	.832	High
Head teachers give freedom to teachers in school time tabling.	00	28 (19.9%)	00	102 (72.3%)	11 (17.8%)	3.68	.881	High
Head teachers encourage teachers to advance in their academic careers.	00	02 (1.4%)	00	125 (88.7%)	14 (9.9%)	4.07	.390	High
Head teachers encourage teachers in curriculum assessment in the school.	01 (0.7%)	00	00	129 (91.5%)	11 (7.8%)	4.06	.374	High
Average Mean						4.19	.571	

Source: Primary Data, 2022

The first objective aimed at establishing the head teachers' management practice of organizing staff on their commitment in Government Aided secondary schools in Butaleja District. In the questionnaire, eleven (11) statements translated the objective into specific items that were generated to obtain the responses of the staff on how they view the way organization of staff was practiced in their schools. Table 4 presents the descriptive statistics of respondents' answers to items of the questionnaire focusing on head teachers' management practice construct of putting organizational structures in place.

Research question 1: What is the role of organizing teachers on teachers' commitment in Government Aided Secondary Schools in Butaleja District? Respondents were asked to rank their levels of agreement or disagreement with the eleven close ended items in the questionnaire. Data was analyzed using percentages, mean and standard deviation as seen from Table 4:1.1 Respondents agreed with all the items relating to head teachers 'Management practice of organizing schools /teachers.

Table 4 above revealed that, for the first sub construct, that is, my head teacher encourages interpersonal relationship among the teachers. 100% of the respondents agreed and none disagreed. This implies that head teachers in Government Aided Secondary Schools in Butaleja District encourage interpersonal relationship among teachers. The score mean value of head teachers encouraging interpersonal relationship as indicated in table 4:1.1 was 4.41 and standard deviation .494. This indicates that, head teachers' level of encouraging interpersonal relationship among teachers in Butaleja District is very high and there was no much variation in the responses of the respondents.

The results from the oral interviews conducted between the researcher and the respondent from school E when he was responding to questions framed as, are you encouraged by your head teacher to have interpersonal relationship as teachers in this school? The response was yes. In which aspects are you having interpersonal relationship as a result of that encouragement? Response: In case any member of staff is holding any event for instance having introduction, wedding or graduation ceremony, we join our effort by raising financial support and we proceed to celebrate together. And in case a member of staff is grieved due to loss of a dear one, we grieve together and we try as much as possible to comfort the affected person.” He also added that, at the end of the year, the head teacher organizes a get together party where members of staff together with their spouses attended (Interview conducted in October 2022).

On the question of head teachers addressing the welfare of teachers, none-of the respondents disagreed, 0.7% were not sure and 99.3% agreed. This implies that the majority of the respondents indicated that, head teachers in Government Aided secondary schools in Butaleja District address welfare issues of teachers.

The score mean value of head teachers addressing welfare of teachers as indicated in table 4:1.1 above was 4.39 and standard deviation .504. This indicates that head teachers in Government Aided secondary schools in Butaleja District address the welfare issues of teachers. Basing on the standard deviation obtained, there was no much variation in respondents’ responses.

On the third question on the questionnaire which concerned head teachers’ encouragement of teachers to promote team works, it was revealed in table 4.1.1 that 0.7% disagreed while 99.3% agreed. This implies that, head teachers within

Government Aided Secondary Schools in Butaleja District promote team work among teachers. The score mean value of head teachers encouraging team work among teachers as indicated in table 4.1.1 was 4.38 and standard deviation of .569. This indicates that head teachers in Government Aided Schools in Butaleja District promote team work among teachers. According to the standard deviation of .569 obtained, there was no much variation participants' responses.

Findings from the oral interviews between the researcher and a teacher from School F, when asked whether the head teacher encourages team work among teachers, the response was yes. When asked how the head teacher encourages team work among teachers in the school, the response was that, "During staff meetings, the head teacher encourages members to carry out the scheming exercise at the opening of the new term in our respective departments. Teachers within a particular department are encouraged to participate in term teaching in all classes from ordinary level to Advanced level. When it comes to handling mock examinations, we are encouraged to make marking guides together as well as marking together so that we can share diverse experience from each other".

The fourth question on the questionnaire aimed at establishing whether head teachers are guided by the school vision among teachers. It was revealed that, 0.7% of the respondents disagreed with the statement while 99.3% agreed. The score mean value of head teachers being guided by the school vision among teachers was 4.39 and standard deviation of .539. This indicates that the level of head teachers being guided by the school vision was very high. The standard deviation of .539 indicates that there is no much variation within the participants' responses. When an interview was conducted between the researcher and the

interviewee from school E, the following questions were asked and generated the following responses: Does your head teacher as a team leader use a school vision to empower the teaching staff as team members to succeed through providing instructions and administrative services? The response was yes. Has your head teacher created an effective vision for instructional improvement? Response was yes. How does your head teacher ensure that the school registers an improvement in instruction? He invites the teaching staff to focus on the school vision. He formulates strategies together with us to build an effective team for the school as an institution in order to address challenges that the school encounters in order to register improvement in students' performance and coming up with new avenues of raising funds to enable the school meet its financial obligations and on how to meet teachers' welfare needs. How do you think being involved in the school vision can make the head teacher address the challenges faced by the school?

Response: The school as an institution cannot do without teachers. Teachers in addition to other stake holders are very important in order to run all activities in a school system. Teachers in the school system cannot be replaced by any other school component whatsoever be it application of modern technology like use of a computer. It is a role of a school through the head teacher to be involved in empowering all its teachers in order to reap their highest potential to perform to their best for the benefit of the school as an institution.

Through the interview conducted between the researcher and the respondent from school B, the following strategies were revealed to have been adopted in order to create an effective team of teachers for the attainment of school goals. 'The head teacher employs leadership practices that involve teachers in decision making and

taking risks. The head teacher takes upon himself to develop a common team purpose that is in alignment with the school purpose and initiates clear school goals and standards. The head teacher encourages from various angles from the staff members, provides open feedback and discusses the ways in which they can work effectively as members of one group. The head teacher employs situational management approaches, shared leadership and continuous staff training as a way of promoting the effectiveness of group work.

The head teacher encourages team members to meet their obligations in accordance to the formulated school goals and standards. Evaluation if the school is moving on the right channel is monitored and alternatives are explored in order to find remedies to solve the problems that may be encountered in the way the team executes its roles. The head teacher also promotes the work motivation of the entire school staff members by appreciating the achievements registered by the staff members and increase our morale by recognizing our contribution to the schools' success''.

With reference to the question of head teachers encouraging creativity among teachers, Table 4.1.1 revealed that, none of the respondents disagreed, 0.7% were not sure and 99.3% of respondents agreed. The score mean value of the head teachers encouraging creativity among teachers was 4.38 and standard deviation of .502. This implies that the level of head teachers encouraging creativity among teachers is very high. The standard deviation .502 indicates that the variation in participants' responses is not much.

From the interview conducted with one respondent from school E, It was revealed that, in case a teacher comes up with a project which was sighted to have academic benefit to the school, such a teacher could be supported. One teacher had this to say, "I presented by proposal for preparing a tree nursery bed for a Geography class in an attempt to improve tree cover and create a conducive learning environment within the school. My head teacher promised to fund the project" (Interview conducted in October 2022).

On the question of head teachers delegating responsibility to teachers as indicated in the questionnaire, Table 4.1.1 revealed that, 5.0% of the respondents disagreed with the statement while 95.1 % agreed. The score mean value of head teachers delegating responsibility to teachers was 4.27 and standard deviation of .706. This indicates that, the level of head teachers delegating responsibility to teachers was very high. According to the standard deviation obtained, there was no much variation in the responses of the respondents.

When the District inspector of schools was asked whether head teachers in government aided secondary schools in the District embrace the practice of delegating duties to teachers, her response was that, "Head teachers delegate their deputies to attend meetings at the District. It is also a responsibility for Head teachers to pick Examination papers from police stations gazette by UNEB, but in case the head teacher is very busy, they always assign that work to their Deputies. This in one way or the other motivates them to work very hard because they develop a feeling that their service to the school are being recognized and appreciated" (Interview conducted in October 2022).

The findings from oral interviews conducted between the researcher and a respondent from school D when asked to give ways in which head teachers use delegation practices in the school. The response was as;” The head teacher delegate duties to Deputy head teacher and Director of studies among other teachers who communicate to learners and this builds confidence and they feel that they are very important. Financial delegation is carried out for instance, the school Bursar collects funds, and teachers sign for it, then bring a report with evidence of spend monies” (Interview conducted in October 2022).

With regard to the seventh question on the questionnaire which concerned the head teachers ’encouragement of pedagogy trainings among teachers, results from Table 4.1.1 revealed that, 0.7% of the respondents disagreed with the statement while 99.3% agreed. The mean score value of head teachers encouraging pedagogy training among teachers was 4.27 and standard deviation of .491. According to the standard deviation obtained, there was no much variation in the responses put across by the participants.

When oral interview was conducted between the researcher and an interviewee from school C, when asked the following questions, the following information was obtained. Have you been involved in pedagogical training organized at school by the head teacher? The response was yes. How has it been carried out? The response was; by being trained on gender discrimination broadly and being aware of its manifestations in addition to developing capacities to detect and avert them. How did the training benefit you as a teacher and the school and students in general? Response: “We were informed about teachers’ code of conducted how to respond appropriately to students who are experiencing violence, witnessing or

promoting violence. We were taken through positive action on how to practice positive discipline. This aimed at strengthening positive behavior as opposed to punishing negative behavior. The encouragement was to reward positive behavior with their attention. The same respondent continued to say that, the training guided them to work with the class to construct positive roles and expectations. Sanctions in response to negative behavior to be applied as a remedy to help the student learn instead of inflicting suffering, humiliation or instilling fear (Interview conducted in October 2022).

Question eight on the questionnaire concerned head teachers' and teacher's participation in decision making in their schools. Results from Table 4.1.1 revealed that, 14.9 % of respondents disagreed with the statement while 85.1% agreed. The mean score value of head teachers and teachers participating in decision making in their schools was 3.79 and standard deviation of .832. The obtained standard deviation value .832 is an indication that there was no much variation in the respondents' responses.

Interview between the researcher and a respondent from school A revealed that, heads of Departments can set their demands in incidences like required instructional materials, head teachers can allocate funds to areas of need, it can be possible to share necessary information on areas of weaknesses and strength and this can challenge teachers to work around commitment (interview conducted in October 2022).

The ninth question on the questionnaire aimed at establishing whether head teachers in Government Aided Secondary Schools in Butaleja District give freedom to teachers in school time tabling. Table 4.1.1 revealed that, 19.9% of the

respondents disagreed with the statement% while 80.1 agreed. The mean score value for head teachers giving freedom to teachers in school time tabling was 3.68 and the standard deviation of .881. According to the standard deviation obtained, there was no much variation in the elicited responses from respondents.

According to interview conducted between the researcher and the respondent from school B, on whether teachers are involved in the making of the school time table, the response was that, “at the beginning of the year, most especially during the beginning of term I staff meeting, the head teacher instructs subject teachers to send their days of preference to the timetable master so that each individuals interests are considered. The call is made so that each teacher can be comfortable with the allocated days on the time table. Requests are made to teachers so that, nobody can raise excuses in case he or she fails to attend to his lessons. This is done in order to enhance teacher effectiveness and commitment. Whoever fails to submit his days of preference has to go by the days that are allocated to him or her”. (Interview conducted in October 2023).

The tenth item in the questionnaire was intended to establish whether head teachers encourage teachers to advance in their academic careers. Results from table 4.1.1revealed that, 1.4% of the respondents disagreed with the statement while 98.6% agreed. The mean score value for head teachers encouragement for teachers to advance in their academic careers was 4.07 and standard deviation of .390.This indicates that ,the head teachers’ level of encouraging teachers to advance in their academic career in Government Aided secondary schools in Butaleja District was very high. The obtained standard deviation can confirm that, there was no much variation in the responses of the respondents. When a

respondent from school E was asked through an oral interview with the researcher whether the head teacher in his school encourages teachers to advance in their academic career, The response was that, “the recent new teacher policy came at a time when our head teacher has always been appealing to us during staff meetings to take advantage of holiday study programs that are being offered in different universities in the country. She has also been encouraging us who are computer illiterates to take advantage of the existing computer lab and acquire basic computer skills considering the fact that the world has changed and has gone digit. Her assertion has been that, whoever fails to change and shift might be kicked out automatically by the system.

In the eleventh item in the questionnaire, it was to establish whether head teachers encourage teachers in curriculum assessment in schools. Results from Table 4.1.1 revealed that 0.7% of the respondents disagreed with the statement while 99.3% of the respondents agreed. The mean score value for head teacher’s encouragement of teachers in curriculum assessment in schools was 4.06 and standard deviation of 3.74. This indicates that, the level of head teachers ‘encouragement of teachers in curriculum assessment was very high. Basing on the standard deviation obtained, there was no much variation in the responses given by the respondents.

Information from the interview conducted between the researcher and the respondent from school F revealed that, ‘the head teacher and Deputy Head teachers and other teachers established the curriculum assessment committee at school tasked with the responsibility of supervising and monitoring teachers ‘methods of teaching and progress in syllabus coverage. According to the head

teacher from school E, the Deputy Head teacher who is the head of academics in the school together with teachers and members of the academic committee meet three times a term with the aim of understanding how they can improve their pedagogies to meet students' needs' (Interview conducted in October 2022).

Table 4.1.2: Model Summary showing effect of Head teachers' Management Practices of organizing teachers on their commitment in Government Aided Secondary Schools in Butaleja District

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.543 ^a	.295	.290	.59491	.295	58.179	1	139	.000

Predictors: (Constant), organizing staff

The most important value for purposes of the test is the R square value. This is the proportion of variance in the dependent variable (teacher commitment in Government Aided Secondary Schools in Butaleja District) which can be explained by one construct (Head teachers' Management Practices of organizing teachers). This reveals that Head teachers' Management Practices of organizing teachers has a significant effect on teacher commitment in Government Aided Secondary Schools in Butaleja District of R.Square indicates the Coefficient of Determination which was found to be 0.295 translating to 29.5% and the p-value found to be 0.00 which is less than the significance level of 0.05 which implies that the construct (Head teachers' Management Practices of organizing staff) accounted for 29.5% on teacher commitment in Government Aided Secondary Schools in Butaleja District.

This implies that Head teachers' Management Practices of organizing teachers contributes to teacher commitment in Government Aided Secondary Schools in Butaleja District by 29.5%.

4.2. Role of head teachers' management practices of mentoring teachers in Government Aided secondary schools in Butaleja District

The second objective aimed at establishing the role of head teachers' management practices of mentoring on teachers' commitment in Government Aided secondary schools in Butaleja District.

Table 4.2.1: Responses on Head teachers' mentoring of teachers.

Statement	SD N (%)	D N (%)	N N (%)	A N (%)	SA N (%)	Mean	Std. D	Comment
Head teachers use guidance and counseling to help students to make value judgment.	00	10 (7.09%)	00	99 (70.2%)	32 (22.7%)	4.08	.712	High
Head teachers involve teachers in drawing school programs.	00	15 (10.6%)	00	105 (74.5%)	21 (14.9%)	3.94	.758	High
The head teacher organizes continuous professional development for the staff on guidance and counseling.	01 (0.7)	4 (2.8%)	00	111 (78.7%)	25 (17.7%)	4.10	.589	High
The head teacher involves teachers when dealing with discipline Cases.	01 (0.7)	4 (2.8%)	3 (2.1%)	116 (82.3%)	17 (12.2%)	4.02	.589	High
The head teacher involves teachers in subject allocation.	4 (2.8%)	8 (5.7%)	01 (0.7%)	113 (80%)	15 (10.6%)	3.90	.768	High
The head teacher involves teachers in ordering for school instructional materials.	00	06 (4.3%)	00	97 (68.8%)	38 (27.0%)	4.18	.639	Very High
Overall Mean						4.04	.675	

Source: Primary Data, 2022

The second objective aimed at establishing the role of head teachers' management practices of mentoring on teachers' commitment in Government Aided secondary schools in Butaleja District. In the questionnaire, six statements translated this objective into specific items that were generated to obtain the responses from teachers on how they view the ways in which mentoring of teachers was being practiced in their schools. Research question2: Respondents were asked to rank their levels of agreement or disagreement with the six close ended items in the questionnaire. Data was analyzed using percentages, mean and standard deviation as seen from table 4.2.1. Respondents agreed with all the items relating to head teachers 'Management practice of mentoring teachers in Government Aided secondary schools in Butaleja District. Table 4.2.1 presents descriptive statistics of respondent's' answers to items of the questionnaire focusing on head teachers' management practice of mentoring teachers for commitment.

In the first question in table 4.2.1 was intended to establish whether head teachers in Butaleja Government Aided Secondary schools use guidance and counseling to help students make value judgment. Result from the table indicates that, 7.9% of the respondents disagreed with the statement while 92.9% of the respondents agreed. The score mean value of head teachers using guidance and counseling to help students make value judgment as indicated in table 4.2.1 was 4.08 and standard deviation was .712. This indicates that, the level of head teachers using guidance and counseling to help students make value judgment was very high. According to the standard deviation obtained, there was no much variation in the responses of respondents.

Through the oral interview carried out between the researcher and the respondent from school A, when asked whether the head teacher uses guidance and counseling to enable students make value judgment, the following responses were elicited. 'The head teacher together with the director of studies guide students in selecting optional subjects to be added to the compulsory core subjects at senior 3. They are advised to choose subjects in which they feel can perform better. Senior six candidates when filling joint admission forms for being selected in tertiary institutions are guided to choose courses according to their academic ability and the ability for their parents to manage to pay the required tuition. Students are also guided to choose to pursue courses which are marketable on the labor market so as not to be culprits of unemployment after training.

Students are guided not to involve themselves in strikes and in any form of unrest which is most likely to result into destruction of school property as this is likely to affect their education negatively. They are always reminded that, in case of any destruction of school property, it is their parents to pay for the damages'' (Interview conducted in October 2022).

Table 4:2 displays the responses for the second sub construct that is, establishing if head teachers involve teachers in drawing school programs. Those who disagreed with the statement were 0.6 % of the respondent while the number of respondents that agreed was 89.4%. Score mean value for this sub construct was 3.94 while standard deviation was .758. This indicates that, the level of head teachers involving teachers in drawing school programs was high. According to the standard deviation obtained, there was no much disparity between respondents' responses.

Through an interview conducted between the researcher and the respondent from school E, the following questions were raised and generated the following responses. Are you always involved by the head teacher in drawing school programs? The response was yes. ‘‘We draw programs for Beginning of term examinations, midterm examinations and end of term examinations chaired by the Director of studies. The teacher in charge of games and sports together with the committee members draws the program for athletics, football competition between different dormitories. The teacher in charge of staff welfare together with the members of his committee is tasked to make and avail the staff menu. The teacher in charge of students’ affairs draws the program for guidance and counseling. The teacher in charge of the electoral committee draws the program for screening, interviewing and selection of candidates to campaign to fill posts on students’ prefect’s body and student council, election and swearing in of the elected student leaders (interview conducted in October 2022).

It was also revealed in table 3 on the third statement that aimed at establishing whether head teachers organize continuous professional development for the staff on guidance and counseling. It was revealed that, 3.5% of the respondents disagreed with the statement while 96.4% of the respondents agreed. The score mean value of this sub construct was 4.10 and the standard deviation was .589. This implies that, the level of head teachers organizing continuous professional development for teachers on guidance and counseling in Government Aided Secondary Schools in Butaleja District is very high. With regard to the obtained standard deviation value, it means that there was no much variation in the responses of the participants.

Interviews were conducted between the researcher and the respondent from school E. The following responses were realized; Response: “Two workshops were organized at school during the year 2021 before schools resumed operation from Covid -19 Lock down. The major issue of concern was that, we were anticipating receiving students with different characters far different from those before lock down. Some of the students we are expecting to receive and handle have lost their parents through Covid; some of their parents have lost their jobs and businesses and therefore may be unable to meet all their fees obligations and requirements. They are more likely to be stressed, aggressive, stay in isolation. It is our work responsibilities as teachers to pick interest and interact with such learners and give the necessary psycho social support .This was encouraged so that we can prevent incidences of committing suicide, dropping out of school and safe guarding against poor academic performance .We were guided and prepared to be patient with any aggressive behavior that is most likely to manifest itself” (Interview conducted in October 2022).

On the forth question in the questionnaire, it was intended to establish the level of head teachers’ involvement of teachers when dealing with discipline cases. Results from table 4.2.1 revealed that, 3.5 % of the respondents disagreed, 2.1% were undecided and 94.4% agreed. The score mean value was 4.02 and standard deviation was .589. The mean score value of 4.02 indicated that the level of head teachers’ involvement of teachers in dealing with discipline cases was very high. The standard deviation of .589 also indicates that, there was no much variation in the participants’ responses.

When Interviews were conducted between the researcher and the respondent from school E. The following responses were realized; Response: Two workshops were organized at school during the year 2021 before schools resumed operation from Covid -19 Lock down. The major issue of concern was that, " we expect to receive students with different characters far different from those before lock down. Some of the students we are going to receive and handle have lost their parents through Covid-19, some of their parents have lost their jobs and businesses and therefore may be unable to meet all their fees obligations and requirements. They are more likely to be stressed, aggressive, stay in isolation. It is our work responsibilities as teachers to pick interest and interact with such learners and give the necessary psycho social support .This was encouraged so that we can prevent incidences of committing suicide, dropping out of school and safe guarding against poor academic performance. We were guided and prepared to be patient with any aggressive behavior that is most likely to manifest itself" (Interview conducted in October 2022).

In the fifth sub construct, a question was posed to establish if head teachers involve teachers in subject allocation. Results from Table 4.2.1 revealed that, 8.5 % of the respondents disagreed, 0.75% were not sure and 90.6% agreed. The score mean value was 3.90 and standard deviation was .786. The mean score value of 3.90 indicate that the level of head teachers involving teachers in subject allocation was very high. The deviation value of .768 also indicate that, the variation in participants' responses were not much.

The last question in the last sub construct was to establish if head teachers involve teachers in ordering for school instructional materials. Results in Table 4.2.1

revealed that, 4.3% of the respondents disagreed with the statement while 95.8% of the respondents agreed. The mean score value of 4.18 and standard deviation of .639 indicate that, the level of head teachers involving teachers in ordering for school instructional a material is very high. The standard deviation value obtained at .639 also indicate that, there is no much variation in participants; responses.

When asked whether they are consulted when ordering for instructional materials, a respondent from school F said that, “the school has got a formal approach that is followed when selecting learning materials, the teacher responded that they are driven by classroom needs. He said that, they always seek materials that can address their students’ learning needs, and many considerations do affect decisions about relevant materials. The same respondent further said that, they know from experience what to look for and they know the features of which learning materials are to be eliminated from consideration for their classrooms”.

The teacher from school G responded that, they are given an opportunity to use their professional judgment in selecting complementary materials and designing lessons that are spiced to meet the academic needs of their students. The same teacher echoed strong support to the argument teaching is an art and that their task is to utilize their knowledge and experience in sourcing for the right materials and for the right ways to use those materials (Interview conducted in October 2022).

Table 4.2.2: Model Summary showing effect of head teachers’ management practices of mentoring teachers on their commitment in Government Aided secondary schools in Butaleja District

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.564 ^a	.318	.313	.58515	.318	64.812	1	139	.000

a. Predictors: (Constant), teachers’ management practices of mentoring

The most important value for purposes of the test is the R square value. This is the proportion of variance in the dependent variable (teacher commitment in Government Aided Secondary Schools in Butaleja District) which can be explained by one construct (head teachers’ management practices of mentoring). This reveals that Head teachers’ Management Practices of mentoring staff has a significant effect on teacher commitment in Government Aided Secondary Schools in Butaleja District of R Square indicates the Coefficient of Determination which was found to be 0.318 translating to 31.8% and the p-value found to be 0.00 which is less than the significance level of 0.05 which implies that the construct Head teachers’ Management Practices of mentoring staff) accounted for 31.8% on teacher commitment in Government Aided Secondary Schools in Butaleja District. This implies that Head teachers’ Management Practices of mentoring teachers contributes to teacher commitment in Government Aided Secondary Schools in Butaleja District by 31.8%.

4.3. Establishing the Role of head teachers' Management Practice of Delegation of Duties on teachers' commitment in Government Aided Secondary Schools in Butaleja District.

Table 4:3 1: Responses to Head teacher's Delegation of Duties to teachers.

Statement	SD N (%)	D N (%)	N N (%)	A N (%)	SA N (%)	Mean	Std.D	Comment
I am motivated when my head teacher delegate work to me.	08 (5.7%)	12 (8.5%)	03 (2.1%)	95 (67.4%)	23 (6.3%)	3.80	1.00	High
My head teacher assigns me work.	00	12 (8.5%)	00	110 (78.0%)	19 (13.5%)	3.96	.691	High
I am always making decisions when delegated work by my head teacher.	04 (2.8%)	16 (11.3%)	00	105 (74.5%)	16 (11.3%)	3.80	.888	High
I feel personally responsible for the outcome of delegated work.	07 (5.0%)	07 (5.0%)	00	101 (71.6%)	26 (18.4%)	3.94	.912	High
When the head teacher assigns me work, I always provide a report on assigned work.	00	18 (12.8%)	00	115 (81.6%)	8 (5.7%)	3.80	.729	High
The head teacher always explain to me his/her expectation when assigned work.	00	31 (22.0%)	00	98 (69.5%)	12 (8.5%)	3.64	.919	High
Overall Mean						3.82	.856	

Source: Primary Data, 2022

The third objective aimed at establishing the role of head teachers' management practice of delegation of duties on teachers' commitment in Government Aided secondary schools in Butaleja District. In the questionnaire, six statements translated this objective into specific items which were generated to entice responses from the participants. Items were generated to obtain responses of teachers on how they view the way head teachers delegate responsibilities in their schools.

Table 4.3.1 represents descriptive statistics of respondents' answers to the items of the questionnaire focusing on head teachers' management practice of delegating duties on teachers' commitment. Research question 3: What is the role of delegation of duties on teachers' commitment in Government Aided secondary schools in Butaleja District?

The first question in the questionnaire aimed at establishing if teachers are motivated when their head teachers delegate work to them. Results from table 4:3 revealed that, 14.2% of the respondents disagreed with the statement while 83.7% of the respondents agreed. The mean score value of head teachers motivating teachers by way of delegating them work was 3.80 and standard deviation was 1.00. This implies that, teachers feel motivated when their head teachers delegate work to them. The standard deviation of 1.00 also indicate that, the variation among participants' responses were not much. Results from the interview conducted between the interviewer and the interviewee in school B and C revealed that, teachers are being motivated when delegated work by the head teacher. A teacher from school B asserted that delegation of work is taking place

in his school. He asserted that “I feel I have to accomplish that task to the best needed level”. (Interview conducted in October. 2022).

Respondent interviewed from school C asserted that, “When occupied with many duties for instance attending meetings once in a while, reports are always needed. You always try to do as required and in the process, you learn new skills”. (Interview conducted in October, 2022).

The question within the second sub construct was intended to establish if head teachers assign work to teachers. Results from Table 4:3 revealed that, my head teacher assigns me work, 8.5% of the respondents disagreed while 91.5% agreed. This implies that, majority of the respondents in Government Aided Secondary Schools in Butaleja District assign teachers work. The score mean value was indicated in table 4:3 as 3.36 and standard deviation was .691. This indicates that, the level of head teachers assigning work to teachers is high. The standard deviation of .691 indicates that, there was no much variation in the responses of the participants. Interview conducted between the researcher and a respondent from school A revealed that, heads of Departments can set their demands in incidences like required instructional materials, head teachers can allocate funds to areas of need, it can be possible to share necessary information on areas of weaknesses and strength and this can challenge teachers to work around commitment (interview conducted in October 2022). When the District inspector of schools was asked whether head teachers of secondary schools in the District embrace the practice of delegating duties to teachers, her response was that, “Head teachers delegate their deputies to attend meetings at the District. It is also a responsibility for Head teachers to pick Examination papers from police

stations gazetted by UNEB, but in case the head teacher is very busy, they always assign that work to their Deputies. This in one Way or the other head teachers motivate them to work very hard because they develop a feeling that their service to the school are being recognized and appreciated” (Interview conducted in October 2022).

Table 4.3.1 displayed responses for the third sub construct that is, establishing if teachers are always making decisions when delegated work by their head teachers. It was revealed that, 14.1% of the respondents disagreed while 85.8%agreed. The mean score value was 3.80 and standard deviation was .888.This indicates that, teachers always make decisions when delegated work by their head teachers. The standard deviation of .888 also indicate that, the variation within the participants’ responses were not much. When an oral interview between the researcher and a teacher from school A, a question was posed as to whether they are always involved in decision making and how does it help them to perform their duties. The response was that, “We are involved in decision making, the head teacher shares information with teachers concerning materials that are needed to ensure that we are implementing practical work”. It was reported that it was more so with Fine Art .It is one way of coordination for improvement. One other question that was posed was framed as, how does involvement in decision making help you perform your responsibilities? The response was that, “It improves our ability to perform better. We are challenged to work around the clock to perform according to the set objectives basing on the goals of the school we are involved in decision making in areas of passing the budget through our representatives who gather information on issues that affect us for consideration”.

The fourth question in the questionnaire aimed at establishing whether teachers feel personally responsible for the outcome of delegated work. Results from Table 4.3.1 revealed that, 10% of the respondents disagreed with the statement while 90% of the respondents agreed. This implies that, majority of the respondents feel personally responsible for the outcome of delegated work in Government Aided Secondary Schools in Butaleja District. The score mean value of teachers feeling personally responsible for the outcome of delegated work as indicated in table 4.3.1 was 3.94 and standard deviation was .912. This indicates that, teachers feel personally responsible for the outcome of delegated work. The standard deviation of .912 indicates that variation in participants' responses was not much. The respondent from school B revealed that, delegation takes place in their school. He said that, they feel it is their obligation to accomplish that task to the best needed level. An interview between the researcher and the District Inspector of schools to establish whether Head teachers are delegating responsibilities to teachers in the District, the response was that delegation takes place at school level. When asked whether delegation of duties has an effect on teachers' job commitment, the response was that, teachers tend to be very keen in handling the assignment given considering the fact that, he or she has to show accountability.

The fifth sub construct aimed at establishing if teachers always give reports on assigned work by head teachers. Results from Table 4:3 revealed that 12.8% of the respondents disagreed with the statement while 87.3% agreed. This implies that, majority of the respondents agreed that, they always provide reports on assigned work by head teachers. The mean score value for this item in table 4:3 was indicated at 3.80 and standard deviation was .729. The findings from oral interviews conducted between the researcher and a respondent from school D

when asked to give ways in which head teachers use delegation practices in the school. The response was that, the head teacher delegate duties to Deputy Head teacher and Director of studies among other teachers who communicate to learners and this builds confidence and they feel that they are very important. Financial delegation is carried out for instance, the school Bursar collects funds, and teachers sign for it, then bring a report with evidence of spend monies”. Respondent interviewed from school C asserted that, “When occupied with many duties for instance attending meetings once in a while, reports are always needed. You always try to do as required and in the process, you learn new skills”. (Interview conducted in October 2022).

The sixth sub construct was intended to establish if head teachers always explain to teachers their expectations when assigning work. Results from Table 4.3.1 revealed that, 22.0% of the respondents disagreed with the statement while 78% agreed. This implies that, majority of the respondents agreed that their head teachers always explain to them their expectations when assigned work. The mean score value of head teachers explaining their expectations to teachers when assigning work was 3.64 and standard deviation was .919. This indicates that, the level of head teachers explaining their expectations to teachers was high. The standard deviation of .919 indicates that variations in participants’ responses were not much.

Table 4:3.2: Model Summary showing effect of head teachers’ management practice of delegation of duties on teachers’ commitment in Government Aided secondary schools in Butaleja District

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.616 ^a	.379	.375	.55823	.379	84.943	1	139	.000

a. Predictors: (Constant), head teachers’ management practice of delegation of duties

The most important value for purposes of the test is the R square value. This is the proportion of variance in the dependent variable (teacher commitment in Government Aided Secondary Schools in Butaleja District) which can be explained by one construct (head teachers’ management practices of delegation of duties). This reveals that Head teachers’ Management Practices of delegation of duties has a significant effect on teacher commitment in Government Aided Secondary Schools in Butaleja District of R.Square indicates the Coefficient of Determination which was found to be 0.379 translating to 37.9% and the p-value found to be 0.00 which is less than the significance level of 0.05 which implies that the construct Head teachers’ Management Practices of delegation of duties accounted for 37.9% on teacher commitment in Government Aided Secondary Schools in Butaleja District. This implies that Head teachers’ Management Practices of delegation of duties contributes to teacher commitment in Government Aided Secondary Schools in Butaleja District by 37.9%.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.0. Introduction

This section presents the summary of the earlier four chapters of the study. The study begins with chapter one given as “Introduction”. This chapter represented the back ground to the study under which, the historical, theoretical, conceptual and conceptual inclinations of head teachers’ management practices and teacher’s commitment were examined. This was preceded by the statement of the problem, the purpose of the study, research questions, the conceptual frame work, significance of the study, justification of the study, and scope of the study and operation definitions. The main objective of the present research was to establish the role of head teachers’ management practices on teacher’s commitment in Government Aided secondary schools in Butaleja District in Eastern Uganda.

5.1. Status of teachers’ commitment in Government Aided Secondary Schools in Butaleja District

When respondents were asked to give their opinion on whether it is my responsibility as a teacher to ensure good social relations among my students, the majority of respondents were in agreement 127(90.1%) and only 14(9.9%) disagreed with the opinion that it is my responsibility as a teacher to ensure good social relations among my students. This implies that, teachers can enhance the level of connection among students. This can yield the benefit of making students lower their level of anxiety and emotions which if left unattended to can result into psychological stress. It can also help students to regulate their emotions, able to realize their self-worth. The level of hostility is controlled if not eliminated. But the harmony created by the teacher can be undermined in instances where the

students can be a distance from the teacher. It is eminent that students can conflict during certain events like in football field; anger can develop during leisure conversations which can easily end up into clashing, can develop tribal sentiments, development of clicks, clashing over love affairs especially in mixed schools where boys can conflict over a girl and vice versa. It can also be possible for learners to conflict during the election of student leaders in instances where some groups may resent the outcome of the elections. Considering the fact that students' interaction with each other in an environment which is distant from the teachers' area of influence and control, the good social relation promoted at school by the teacher cannot be sustained throughout. This also calls for community intervention to support teachers in ensuring good social relations among students.

When respondents were asked to give their opinion on whether as a teacher, I feel obliged to mediate among the rival groups of the students, their responses were varied. The majority of the respondents 114 (80.8%) agreed with the opinion that as a teacher, I feel obliged to mediate among the rival groups of the students whereas only one respondent 01(0.7%) was neutral while 26(18.4%) of the respondents disagreed with the opinion. The implication is that social - emotional learning is enhanced. Students are helped by teachers in the widening of their understanding and appreciation of each other. With the majority of teachers agreeing to take on the obligation of mediating between rival groups of students, schools are put on a platform to initiate practices that restore the teaching of social, communication and problem solving skills. Mediation is deemed beneficial in improving the overall school climate by creating better student relations. However, teachers' effort may be derailed in the mediation process. Some

students may get offensive in the face of conflict. Some of them may think that the teacher is inclined towards their fellow students they are conflicting with. The teachers' effort may not be given consideration by the school authority on the ground that, their topic is not important. In instances where students are not listening to others and therefore not ready to reconcile with them. The teachers' effort may also be watered down in circumstances where some students are emotional and not calm. In such situations, mediating among them may not yield the intended fruits.

When respondents were asked to give their opinion about whether as a teacher he/she is used to be more ambitious about their work than they do now, the majority of the respondents 116 (82.3%) agreed with the opinion that as a teacher he/she is used to be more ambitious about their work than they do now, while 25(17.7%) of the respondents disagreed. Results revealed that teachers are not ambitious as they used to be previously. The implication is that, when teachers are not ambitious, their productivity is being lowered. The manifestations of reduced ambition can be reflected in low levels of students' academic achievement. The findings signify that, teachers used to be ambitious. Loved searching for more knowledge and be among the best teachers in the school. But now, they are not motivated. This means that, the majority do not have the desire to go for more professional development opportunities. The majority just don't care. It reflects a big change as compared to the situation as teachers used to operate to the current situation to the extent that it can cause an alarm. This means that, teachers are far a distance from the only teachers who has felt the desire to touch the reset button. Something needs to be done to keep teachers afloat at the moment in order to reverse the trend. They need to put aside self-

judgement which accomplishes nothing but only to put them off from the path to the achievement of educational goals.

When respondents were asked to give their opinion about whether sometimes as a teacher stay awake at night thinking ahead to the next day's work, the majority of respondents 99(70.2%) agreed with the opinion while 42(29.8%) of the respondents were in disagreement. The implication is that, he or she can make work plans to be followed while executing his or her duties, can develop self-motivation to make schemes of work and lesson plans, and can organize challenging activities for students which can inspire them to develop inquisitive approach in the area of learning. But if operating under circumstances where the school leadership is not in position to avail the necessary teaching -learning materials, his effort can easily be reduced.

The findings are in line with the result from the interview between the researcher and the interviewee from school E when she was asked a question framed as; do you always stay awake thinking ahead of next days' work? The response was that, I stay awake thinking about how to improve the learning outcomes of learners. Sometimes I go to bed very late in the course of preparing lessons for the next day and wake up very early at about 4:00am in an attempt to complete the preparation which remained pending during the previous evening. He continued to respond that, "It is unfortunate that, the extra time we spend at home while preparing lessons and making and designing learning materials is not considered by our employers when determining the pay we are to receive." The lamentation raised during the interview session could be the source of low morale and reduced ambition among teachers which in turn can affect their commitment negatively.

The teacher can stay awake thinking about how he or she can improve on the learners' outcomes but under circumstances where learners' attendance is poor, it means that, it becomes difficult to register success in learners' outcomes. It can also prove difficult to stimulate the inner drive, concentration and sustainable desirable positive behaviour for considerably long period of time. In circumstances where parents have low attitude in terms of providing scholastic materials to learners, the teachers' advanced planning may not find a fertile ground for effective teaching and learning in an educational institution.

When respondents were demanded to give out their view about whether the best decision ever made was to become a teacher, 78(55.3%) of the respondents were in agreement with the opinion that the best decision ever made was to become a teacher while 63(44.7%) disagreed with the opinion that the best decision ever made was to become a teacher. The agreed responses were slightly above average, meaning that, they got job satisfaction without regrets. This means that they are able to exert great influence on children's' lives. This means that the visible results teachers see from the students are a guarantee to make teachers retire with a sense of pride and their heads lifted high. However, some teachers regard the profession as night mare. Some teachers lament that, the dream course in which they sacrificed so much to achieve has continued to drain life out of them. Through the interview between the interviewee and the respondent from school D, when asked whether being a teacher was the best decision made in life? Response was that, " Being a teacher is very hard and it is the onset of all stress and depression. The profession is demanding from me more than I am willing to offer. I am paid for working days yet I go to the extent of working on weekends. Weekends are sacrificed to catch up on work instead of spending time with my

family. I go to sleep very late and on some occasions beyond midnight, making schemes of work, lesson plans, making report cards and handling anything that was not touched during school hours, wake up very early at 4:00a.m to drive students to go for morning preps and any other thing that I did not conclude the previous school day. It becomes an endless never ending cycle of losing myself in an attempt to meet the demands of a system that I will never satisfy because it will always demand for more”. Considering the fact that, the employers of teachers forget that, exhausted, unhappy and lamenting teacher cannot be in position to create the best learning environment, not because they don’t want ,but because they have been drained and they can’t. Employers ought to come up with policies that can address or reduce the trauma that teachers go through. More support, less threats and fewer demands need to be placed on teachers. Teachers need more and better pay for the work that they do on and off the clock. These changes need to be given consideration because our teachers more than deserve it.

When respondents were asked to give their view about whether as a teacher he/she is disappointed that he/she ever entered the teaching profession, the majority of respondents 131 (93%) disagreed with the opinion and only 10(7.1%) of the respondents agreed. The findings from the field indicate that, the majority of the teachers are not disappointed for having entered the teaching profession. But when light is shed on teachers’ job satisfaction, disillusionment can be a common phenomenon about their profession. But a critical gauge of work satisfaction, among other issues, disillusionment does prevail where many teachers feel over worked, under paid and underappreciated. Much of the unhappiness emanates from issues connected to pay disparity and perceived disrespect from the public. Some are of the feeling that, the community does not treat them as professionals.

Some teachers think that, they are doing massive work ranging from lesson preparation, lesson delivery, and discipline management to guidance and counselling of learners. The pay for teachers seem to be low and student learning disparities are higher than expected and it looks as if little is being done to rectify the mishap. Teachers' salaries are another area that harbours silent discontent among teachers. They feel that, the salary they take home does not compensate them for their work. The discontent springs from the fact that, their salaries have not kept up with the rising cost living, goods in the open market and other prices or salaries in other sectors. In case teachers, dissatisfaction are not addressed at the right time, teacher exodus from the teaching profession is likely to be experienced within the near future.

5.2. Organizing teachers on teachers' commitment in Government Aided secondary schools in Butaleja District

The first objective was to establish the role of head teachers' organizational practices on teacher's commitment in Government Aided secondary schools on Butaleja District. The first research question was stated as: What is the role of organizing teachers on teachers' commitment in Government Aided secondary schools in Butaleja District? When respondents were asked to give their opinion on whether my head teacher encourages interpersonal relationship among the teachers 141 (100%) of the respondents agreed and none disagreed with the opinion that, my head teacher encourages interpersonal relationship among the teachers.

When respondents were asked to give their opinion on whether head teachers' encourage interpersonal relationship among the teachers, all the respondents

were in agreement and none disagreed with the opinion that head teachers' encourage interpersonal relationship among the teachers. This finding was in agreement with the result from the oral interview conducted between the researcher and the respondent from school E when he was responding to questions framed as, are you encouraged by your head teacher to have interpersonal relationship as teachers in this school? The response was yes. In which aspects are you having interpersonal relationship as a result of that encouragement? Response: In case any member of staff is holding any event for instance having introduction, wedding or graduation ceremony, we join our effort by raising financial support and we proceed to celebrate together. And in case a member of staff is grieved due to loss of a dear one, we grieve together and we try as much as possible to comfort the affected person. He also added that, at the end of the year, the head teacher organizes a get together party where members of staff together with their spouses attend.

Interpersonal relationship is vital in the life of an educational institution considering the fact that, it provides the skills that are necessary for development and effectiveness and of education. It is also important in the aspect of ensuring social and emotional development. Through the interpersonal communication skills, a teacher can develop ability to master different forms of skills, classroom control, teaching techniques and the use of effective communication. It also creates attractive learning process in addition to creating intimacy atmosphere, sharing feelings, love and caring attitude. But interpersonal relationship promotion can be limited due to inadequate funds given the fact that these schools have been having challenges of high fees defaulting among learners. For the case of USE schools, the funds received from government have specific guidelines that govern

their spending. Some teachers could also be having personal differences with their colleagues so that, even if head teachers encourage interpersonal relationship through social events as seen from above, some teachers fail to turn-up.

When respondents were asked to give their opinion on whether head teachers address the welfare of teachers, (93.0%) agreed with the opinion that head teachers address the welfare of teachers.

In order for an organization to attain its stated objectives, there is need to effectively manage the human resource aspect of the organization. One of the core aspects of resource management is the welfare management. The findings from this study correlate with the research conducted by Odunlan & Mathew (2014) when they postulated that, the ability of the school to achieve its objective largely hinges on the effective implementation of the welfare package in an attempt to motivate the teachers and other employees. But schools are currently experiencing challenges in trying to address staff welfare issues. Schools are not receiving adequate funding from the government .The funds received from government have guidelines on how to be spent. They are mostly directed to the purchase of instructional materials and staff welfare is not a priority. Government detectives also refrain schools from imposing extra fees on students more so in the USE schools.

When respondents were asked to give their opinion on whether head teachers 'encourage teachers to promote team work, the majority of the respondents were in agreement 140 (99.3%) and only 01(0.7%) disagreed with the opinion that, my head teacher encourages teachers to promote team work. During the oral interview between the researcher and a teacher from School F, when asked

whether the head teacher encourages team work among teachers, the response was yes. When asked how the head teacher encourages team work among teachers in the school, the response was that, “During staff meetings, the head teacher encourages members to carry out the scheming exercise at the opening of the new term in our respective departments. Teachers within a particular department are encouraged to participate in team teaching in all classes from ordinary level to Advanced level. When it comes to handling mock examinations, we are encouraged to make making guides together as well as marking together so that we can share diverse experience from each other”. The greatest resource that teachers within an educational institution have is other teachers. Teachers go through many challenging situations and the job that they do is quit stressing. Partially what contributes to the level of challenge and stress that teachers are going through is the tendency for one to isolate him or herself. In some situations, some teachers isolate themselves from the rest thinking that they are in position to fight their overwhelming battle against ignorance and apathy.

The findings from the study are in agreement with assertion put across by Lisa & Querrey (2018)When he pointed out that, the more teachers exhibit team work, the more opportunities are created for students to learn the essential skills of compromise and collaboration. In order to be effective, good communication and team work between teachers makes it possible for students get the time, attention and the levels instruction required. In case a teacher works with colleagues within the department or the school instead of being isolated, efficiency can be achieved. This can be supported by the words of Glanze (2014) when he asserted that, “the truth is that, no industry can succeed in isolation or secrecy “when he was arguing leaders to build meaningful connections by building

a kind of culture by setting aside time and emphasizing the importance of team work instead of simply suggesting that it occurs on its own.

Encouragement of team work among teachers, members of different rich background can enrich the novice teachers and the students stand to benefit by registering better outcomes. In circumstances where every teacher has the opportunity to share a creative lesson plan or sharing the challenging issue, the rest are prepared to approach similar scenario using the tips acquired from the team members. The connections created open avenues for sharing encouragement and insights and at the same time establishing empathy that propels effective institutions. Team work establishes the culture of collaboration. It is not an optional aspect for schools which are effective. Effective head teachers always encourage their teachers to work together to plan, share ideas and support each other. In case an institution is experiencing the benefit of collaboration, they will appreciate the utility it offers. However, though team work yields dividends, it encounters challenges in different forms which include the following among others: Associated with coordination costs that are reflected in time and energy that group work consumes when compared to individual work. It takes a lot of time to coordinate schedules, arrange meetings, meet, correspond, making decisions collectively, integrating the contributions of members among others. The time spent on each of these aspects may not be great, but when combined together they are significant. In circumstances where the coordination costs are excessive or are not factored into the structure of the group assignment, it is a common phenomenon to miss deadlines, their work may suffer poor integration, motivation is reduced and creativity declines. The head teacher should know that coordination costs increase with the group size. The larger the number of people

in the group ,the more schedules to coordinate, sections to delegate, ideas to consider, pieces to be integrated among others. The smaller the group, the lower the coordination costs.

Team work can face a challenge of motivation costs. It is a common phenomenon for free riding to occur when one or more group members may leave most or all the work to few or diligent members. Free riding If not addressed early enough can erode the long -term motivation of hard -working staff. There is also at tendency for some teachers to exhibit social loafing characteristics .There can be manifestation of some group members to exert less effort than they are able or should be able because of the reduced sense of accountability while thinking that, another person will do it. Social loafing lowers group productivity. Conflicts among group members can erode the morale and cause some members to withdrawal. Conflicts if not addressed by the head teacher or group leader as early as possible can leave group members with a deeply jaundiced view of teams. There is also a challenge of instinctual cost. This entails the characteristics of a group behavior that can reduce the creativity and productivity. Among them are the ways in which group members think which is the tendency of groups to conform to the perceived majority opinion. Escalation of commitment which is the tendency of groups to become more committed to their plans and strategies which may even be ineffective over time. Transparent illusion which is a tendency of group members to believe that their attitudes, thoughts and reasons are more obvious to others than it is actually the case. Common information effect where group members have a tendency to focus on information all members share and go to the extent of ignoring unique information, however relevant. More rooms and furniture are required in team work as when compared to the traditional teaching. In most

instances, they require rooms that are spacious. But most schools, especially USE schools do not have adequate facilities which can match with the large numbers of students.

When respondents were asked to give their opinion on whether head teachers are guided by the school vision among teachers. The majority of the respondents were in agreement 140 (99.3%) and only 01 (0.7%) disagreed with the opinion that, my head teacher is guided by the school vision among teachers.

When respondents were asked to give their opinion on whether the head teachers are encouraging creativity among teachers, the majority of the respondents were in agreement 140 (99.3%), 01 (0.7%) kept a neutral position and none disagreed with the opinion that, the head teacher encourages creativity among teachers. The findings from the field are centrally to what Sugandi et al (2021) found out when he conducted research in Indonesia and found out that, teachers are not granted freedom and are not being protected to become creative, to tap their competencies and to put emphasis on their profession. But according to findings, it was established that superiors rarely put attention on the aspects of protection and granting of freedom. From the interview conducted with one respondent from school E, It was revealed that, in case a teacher came up with a project which was sighted to have academic benefit to the school, such a teacher could be supported. One teacher had this to say, "I presented by proposal for preparing a tree nursery bed for a Geography class in an attempt to improve tree cover and create a conducive learning environment within the school. My head teacher promised to fund the project" Analysis of the above interview proceedings indicate teachers' support to creativity. Head teachers might be showing support to creativity among

the teachers but the limiting fact can be limited funding within schools considering the fact that, most schools are indebted due to the effects created by COVID- 19 Pandemic.

When respondents were asked to give their opinion on whether head teachers are delegating responsibilities to teachers, the majority of the respondents were in agreement 134(95.1%) and only 07 (5.0%) disagreed with the opinion that head teachers are delegating responsibilities to teachers.

When the District inspector of schools was asked whether head teachers secondary schools in the District embrace the practice of delegating duties to teachers, her response was that, “Head teachers delegate their deputies to attend meetings at the District. It is also a responsibly for Head teachers to pick Examination papers from police stations gazette by Uganda National Examination Board, but in case the head teacher is very busy, they always assign that work to their Deputies. This in one Way or the other motivates them to work very hard because they develop a feeling that their service to the school are being recognized and appreciated” (Interview conducted in October 2022). The findings in this study are in agreement with the responses from oral interviews conducted between the researcher and a respondent from school D. When one teacher was asked to give ways in which head teachers use delegation practices in the school. The response was as;”The head teacher delegate duties to Deputy head teacher and Director of studies among other teachers who communicate to learners and this builds confidence and they feel that they are very important. Financial delegation is carried out for instance, the school Bursar collects funds, and teachers sign for it, then bring a report with evidence of spend monies”. The respondent from school B revealed that,

delegation takes place in their school. He said that, they feel it is their obligation to accomplish that task to the best needed level. The findings in this study were also found to align with the assertion put across by Hall (2015) who postulated that, transformation in an education system requires to be triggered through assigning tasks to subordinates in an attempt to provide each individual with necessary skills and educational experiences that are designed to equip and tilt teaching and learning to the ground in the modern world for the benefit of all mankind. An interview between the researcher and the District Inspector of schools to establish whether Head teachers are delegating responsibilities to teachers in the District, the response was that delegation takes place at school level.

When asked whether delegation of duties has an effect on teachers' job commitment, the response was that, teachers tend to be very keen in handling the assignment given considering the fact that, he or she has to show accountability. When asked how it is being conducted, the response was that, Deputy Head teachers are delegated to attend workshops organized at the District. During National Examination season, head teacher are supposed to pick exams from designated police stations .but some head teachers delegate that responsibility to Deputy Head teachers. Delegation of duties was also cited by the District Inspector of Schools as a way of nurturing staff more especially if the head teacher is about to retire from service. With delegation, teachers are motivated to perform their work better.

When asked whether teachers have powers and freedom to execute the delegated tasks, the response from the District Inspector of Schools was that, Teachers have powers to execute their responsibilities. Her response was that, by virtue of their posting instructions, they are given powers to execute their responsibilities. The findings from the interview with the District inspect of schools are also correlating with the assertion put across by Andrei et al (2017) when he said that, by delegating responsibility and decision authority to the middle managers, the top managers can reduce their work load and let the situation be handled by the same person close to the problem that knows the subordinate better.

The findings from this study are in agreement with the results from the study conducted by Chapman (2005) which revealed that in situations where the supervisor happen not to have adequate time to do part of his responsibilities, the subordinates can take on the responsibility for the task once they have had the opportunity to 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. Transferring tasks to people in the organization whose skills in specific fields are better than the supervisors can yield dividends of saving time. Transferring of responsibility to entrusted staff can increase their confidence and enjoyment of their jobs. The appropriate position to reach as manager members of staff executes all their routine activities as the manager's team.

When respondents were asked to give their opinion on whether the head teachers encouraging pedagogy trainings among teachers, the majority of the respondents were in agreement 140 (99.3% and only 01 (0.7%) disagreed with the opinion that, the head teacher is encouraging pedagogy trainings among teachers. When oral

interview was conducted between an interviewee from school C, when asked the following questions, the following information was obtained. Have you been involved in pedagogical training organized at school by the head teacher? The response was yes. How has it been carried out? The response was; by being trained on gender discrimination broadly and being aware of its manifestations in addition to developing capacities to detect and avert them. How did the training benefit you as a teacher and the school and students in general? Response: “We were informed about teachers’ code of conduct how to respond appropriately to students who are experiencing violence, witnessing or promoting violence. We were taken through positive action on how to practice positive discipline. This aimed at strengthening positive behavior as opposed to punishing negative behavior. The encouragement was to reward positive behavior with their attention. The same respondent continued to say that, the training guided them to work with the class to construct positive roles and expectations. Sanctions in response to negative behavior to be applied as a remedy to help the student learn instead of inflicting suffering, humiliation or instilling fear. Pedagogy is the way that content is delivered to the learners combined with the use of various methods that help different children engage with educational content and learn more effectively, considering the fact that individuals learn in different ways. The benefits of pedagogical training for teachers are that what children learn and how it is taught is important in their experiences in schools. It helps teachers to fight against violence and aggression in and around schools on the fact that teachers are made aware of the various dynamics that take place in a classroom. They are made aware of the gender, struggle for power, racial or ethnic issues as well as being aware of their own biases and behaviors. Pedagogical training enables teachers to

establish an inclusive education setting which enables teachers to make the hidden curriculum with the package of values, attitudes and norms that students acquire from the school structure more open and visible and to teacher children on how to critically analyze the structures and norms. Teachers are made aware and able to practice equality in pedagogy so that ,girls and boys receive the same treatment and attention as they are taken through the same curriculum and enjoy the teaching methods and tools free of stereotypes and biases based on gender and present positive images of boys and girls and the aspects of diversity that prevail.

When respondents were asked to give their opinion on whether head teachers and teachers participation in decision making in their schools, the majority of the respondents were in agreement 120 (85.1%) and only 21(14.9%) disagreed with the opinion that head teachers and teachers participation in decision making in their schools. Interview between the researcher and a respondent from school A was in agreement with the obtained response on involvement of teachers in decision making. It was revealed that, heads of Departments can set their demands in incidences like required instructional materials, head teachers can allocate funds to areas of need, it can be possible to share necessary information on areas of weaknesses and strength and this can challenge teachers to work around commitment (interview conducted in October 2022).

Teachers hold a great position that can turn round the overall success of the when they offer their commitment and being active participants in the decision making process. Several studies carried out have shown the relationship that increased teachers' involvement in decision making .The findings from this study are in

agreement with the study conducted by Smylie (1996) when he asserted that, the reason for involving teachers in decision making is for individual growth and development. He continued to say that, participation in decision making process improves teachers' opportunities in the acquisition of new and insight. Acquired opportunities through participation in decision making increase chances instructional implementation and students 'outcomes. In case teachers are given an opportunity to take part in school decision-making process, better decisions would culminate, into improved students' achievement. Another ground to base on in order to involve teachers in decision making is its potential to enhance a sense of democratic participation. The findings are supported by Dachler and Wilbert (1978) who stated that, democratic participation portrays the belief that offering chance to take part in the governance of an organization is absolutely necessary and unavoidable basing on the ground that, individuals have a right to exercise some level of control over their work and their lives. Imber and Nedit (cited in Hayes, 1996) Wrote that, "Greater participation in school was in tune with democratic society and led to enhance commitment, improve performance and better productivity in the school". One of the reasons for involvement of teachers in the process of decision making is a move to enhance the productivity and efficiency of an educational institution. According to Pashiards (1994) asserts that an increased level of teacher involvement in decision making can make the school policy and management more inclined to addressing societal needs. He continues to put it that, "teachers can take a greater role in the overall success of the school when they are committed to being active participants in the decision-making process". This clearly indicates that giving an opportunity to teachers to

take part in decision making process improves the quality of the decision made and the overall effectiveness of the education institutions 'goals.

When respondents were asked to give their opinion on whether head teachers give freedom to teachers in school time tabling, the majority of the respondents were in agreement 103(80.1%) and only 28(19.9%) disagreed with the opinion that of the respondents disagreed with the head teachers in Government Aided Secondary Schools in Butaleja District give freedom to teachers in school time tabling. According to interview conducted between the researcher and the respondent from school B, on whether teachers are involved in the making of the school time table, the response was that, at the beginning of the year, most especially during the beginning of term I staff meeting, the head teacher instructs subject teachers to send their days of preference to the timetable master so that each individuals interests are considered. The call is made so that each teacher can be comfortable with the allocated days on the time table. Requests are made to teachers so that, nobody can raise excuses in case he or she fails to attend to his lessons. This is done in order to enhance teacher effectiveness and commitment. Whoever fails to submit his days of preference has to go by the days that are allocated to him or her. Involvement of teachers in designing the time table helps to reduce confusion for teachers. It makes teachers to properly attend to their daily routines. It makes teacher comfortable since they have an input in the design that they are supposed to follow and implement.

The freedom given to teachers helps them to remove mistakes that can be sighted immediately.

The designed time table has defined period lengths and specific subjects for each period and this enables the head teacher to distribute adequate resources to most important curriculum areas. The organization of a good time table ensures that the core subjects are scheduled at the best times.

It also enables students to prepare properly since they are informed about the time of class periods. Students are also informed about the duration of each class period. Clashes that can be sighted between individual teachers 'time tabling demands can be settled peacefully and fairly.

It is possible for all teachers to be utilized to the fullest extent. The freedom given makes it possible for the head teacher to observe lessons and give feedback to teacher with regard to their performance. The freedom give to teachers in designing the time table is likely to bread shortfalls which may include the following among others: There could be challenges associated with adhering to the time table. In case teachers fail to adhere to the time table, its effectiveness can be compromised and the frame work for planning the time available is reduced.

The freedom to teachers can also be restricted by the time which is determined by the ministry of Educations' policies over which the head teacher has no control. For instance, the number of lessons per day .the number of periods allocated to each subject and the duration of the period and the time the school is supposed to operate during the day. The remaining time at the schools' disposal is controlled by the school, but not the teachers and it is reflected in the time table concerning particular time which subject is to be taught. Even if teachers are given freedom in the process of school time tabling and using the opportunity to present their days of preference, by indulgence in the moon lighting during the remaining time,

their commitment may be compromised since, the time that would have been utilized to prepare for the next days' lessons is wasted in the numerous schools. Lack of the essential utilities within the school can also after proper designing of the school time table despite the fact that teachers have been given freedom to put in their input. Absence of these utilities can restrict the time table. For instance lack of electricity can mean there is no evening work despite the fact that the teacher had expressed desire to handle evening lessons. Lack of water within the schools' vicinity can affect science practical lessons, Art lessons, Agriculture and Home Economics lessons. The timing of the school day can also prove to be a big challenge. This depends on the size of the schools' catchment area. In case the catchment area is wide, the distance travelled by students is great, the school day is also made short in order to leave adequate time for the learners to go back to their homes as early as possible.

When respondents were asked to give their opinion on whether the head teacher encourages teachers to advance in their academic careers, the majority of the respondents were in agreement (98.6%) and only (1.4%) disagreed with the opinion that the head teacher encourages teachers to advance in their academic careers.

When respondents were asked to give their opinion on whether head teachers encourage teachers in curriculum assessment in schools, the majority of the respondents were in agreement 140(99.3%) and only 01(0.7%) disagreed with the opinion that head teacher's encouragement of teachers in curriculum assessment in schools. Research findings from the study have not deviated from the research conducted in Jamaica by Jonson (2021) who focused his attention on the advantage of delegation. He asserted that, notwithstanding increased work load of

implementing different programs teachers in different schools contended that , committees are advantageous as they empower teachers to be part of the decision making process which contributes to increased staff morale. Information from the interview conducted between the researcher and the respondent from school F revealed that, the head teacher and Deputy Head teachers and other teachers established the curriculum assessment committee at school tasked with the task with the responsibility supervising and monitoring teachers 'methods of teaching and progress in syllabus coverage. According to the head teacher from school E, the Deputy Head teacher who is the head of academics in the school together with teachers and members of the academic committee meet three times a term with the aim of understanding how they can improve their pedagogies to meet students' needs. The teacher perceived the establishment of committee as evidence of Head teachers putting a mechanism in place for the academic staff to grow in their commitment, be professionally involved and innovative as they work as a strong united team in generating ideas and each individual being accountable for the development of their schools.

The level of head teachers organizing teachers through the utilization of structures is very high. The implication here is that, the structures enables teachers to form productive teams which enhance their cooperation for influencing learners outcomes, the flexible structures enable teachers to acquire and share knowledge that can be applied in addressing teaching -learning challenges, the structures enables head teachers to regulate the operations and functions of departments in their schools . Teachers are always expected to adhere to the dictates of the structures put in place in pursuit of the stated goals and objectives of school establishment. The structures put in place determine how resources are shared

among members of staff in different departments and the structures define the leader of each department. This is in agreement with the assertion made by Nelson & Quick (2011) when they stated that, departments established in schools motivate employees to work to their expectations in an organizational structure that enables them to best execute their duties to produce the desired results.

5.3. Establish the role of head teachers' mentoring practices on teachers' commitment in Government Aided Secondary Schools in Butaleja District

The second objective was to establish the role of head teachers' mentoring practices on teachers' commitment in Government Aided secondary schools in Butaleja District. The second research question was stated as; what is the role of mentoring staff on teachers' commitment in Government Aided secondary schools in Butaleja District?

When respondents were asked to give their opinion on whether head teachers in Butaleja Government Aided Secondary schools use guidance and counseling to help students make value judgment, the majority of the respondents were in agreement 131(92.9%) and only 10 (7.9%) disagreed with the opinion that, head teachers in Butaleja Government Aided Secondary schools use guidance and counseling to help students to make value judgment.

When respondents were asked to give their opinion on whether head teachers involve teachers in drawing school programs, the majority of the respondents were in agreement 126 (89.4%) and only 15 (0.6%) disagreed with the opinion that, head teachers involve teachers in drawing school programs.

When respondents were asked to give their opinion on whether head teachers organize continuous professional development for the staff on guidance and

counseling, majority of the respondents were in agreement 136(96.4%) and only 05(3.5%) disagreed with the opinion that head teachers organize continuous professional development for the staff on guidance and counseling.

When respondents were asked to give their opinion on whether head teachers' involve teachers when dealing with discipline cases, the majority of the respondents were in agreement 33(94.4%) 03(2.2%) were undecided and only 05(3.5%) disagreed with the opinion that, head teachers' involvement of teachers when dealing with discipline cases. The findings from the study are in line with studies carried out by other researchers. In dealing with issues related to student discipline, the responsibility of the head teacher is to find the causes for students' misconduct and go ahead to formulate suggestions or measures that can curb anti-disciplinary behavior in schools (Sidin, 1998). A survey research conducted by Samad (1999) revealed that there are still weaknesses among head teachers with issues related to their role in the management of discipline in educational institutions. Disciplinary management deserves to be given a balanced consideration in the same magnitude like any other aspect of school management. With regard to Ismail (2006), the Ministry of Education proposed the enactment of a Student Affairs Advisory Committee at the district and school level (Ministry of Education, 1988). At the school level the committee consists of teachers only. This is considered important to the committee in charge of students' discipline as it gets vital feedback to address disciplinary problems in schools take a move to learn about students and give suggestions that are deemed useful for the improvement of the level of discipline in schools. Interviews were conducted between the researcher and the respondent from school E. The following responses were realized: Response: Two workshops were organized at school

during the year 2021 before schools resumed operation from Covid -19 Lock down. The major issue of concern was that, we expect to receive students with different characters far different from those before lock down. Some of the students we are going to receive and handle have lost their parents through Covid, some of their parents have lost their jobs and businesses and therefore may be unable to meet all their fees obligations and requirements. They are more likely to be stressed, aggressive, stay in isolation. It is our work responsibilities as teachers to pick interest and interact with such learners and give the necessary psycho social support .This was encouraged so that we can prevent incidences of committing suicides, dropping out of school and safe guarding against poor academic performance .We were guided and prepared to be patient with any aggressive behavior that is most likely to manifest itself.

The findings from the study revealed that, all the respondents have effective level of communication skills that are required in solving disciplinary problems in schools.

These effective communication skills are linked to a teacher's experience serving in school. This shows that the longer the teacher serves the higher the level of communication skills and communication techniques in addressing students' problems. Teachers have communication skills of speaking to students politely and kindly which can entice students to express themselves why they made mistakes. Effective communication skills has the power to nurture students to feel valued and loved and this creates harmony in an educational institution. Effective communication can enable a teacher to convey a message or advice to students in order to make them not to make repeated mistakes.

When respondents were asked to give their opinion on head teachers involve teachers in subject allocation, majority of the respondents were in agreement 128(90.6%) 01(0.7%) were not sure and only12 (8.5%) disagreed with the opinion that, head teachers involve teachers in subject allocation. This finding is in line with the suggestion put forward by (Mc clure and Wells1987, Shun, 2013) when they asserted that, subject allocation has been well recognized as a major factor contributing to enhanced teaching quality in educational institutions. The research finding is also in agreement with the study conducted by Said Easa &Zhiyuan (2014) which concluded that, subject load allocation in an educational institution optimize equity and quality. Subjects are allocated in school while putting into consideration the changes that take place among the staff in instances where some teaching staff is no longer available due to resignation, retirement from service and other commitments and new staff are available or some subjects have been cancelled and some new subjects are developed. Due to reasons given above, subjects have to allocated and then those affected have to aware of what is taking place in the institution. Involvement in subject allocation is geared to words ensuring equity and quality but if the teachers are not well facilitated in terms of availing supplementary learning materials, teachers may not be in position to make lessons lively and it may be difficult for the teachers to deliver certain concepts in a simple way for easy understanding by the learners. Subject allocation if not accompanied by lesson supervision and monitoring, the teacher can easily get reluctant and syllabus completion may suffer.

When respondents were asked to give their opinion on whether head teachers involve teachers in ordering for school instructional materials, the majority of the respondents were in agreement 135 (95.8%) and only 06(4.3% disagreed with the

opinion that, head teachers involve teachers in ordering for school instructional materials.

When asked whether they are consulted when ordering for instructional materials, a respondent from school F said that, the school has got a formal approach that is followed when selecting learning materials, the teacher responded that they are driven by classroom needs. He said that, they always seek materials that can address their students' learning needs, and many considerations do affect decisions about relevant materials. The same respondent further said that, they know from experience what to look for in additional materials and they know the features of which learning materials are to be eliminated from consideration for their classrooms.

The teacher from school G responded that, they are given an opportunity to use their professional judgment in selecting complementary materials and designing lessons that are spiced to meet the academic needs of their students. The same teacher echoed strong support to the argument teaching is an art and that their task is to utilize their knowledge and experience in sourcing for the right materials and for the right ways to use those materials (Interview conducted in October 2022).

5.4. Establishing the role of head teachers' management practice of delegation of duties on teachers' commitment in Government Aided secondary schools in Butaleja District

The third objective aimed at establishing the role of head teachers' management practice of delegation of duties on teachers' commitment in Government Aided secondary schools in Butaleja District. In the questionnaire, six statements

translated this objective into specific items which were generated to entice responses from the participants. Items were generated to obtain responses of teachers on how they view the way head teachers delegate responsibilities in their schools.

Table 4.3.1 represents descriptive statistics of respondents' answers to the items of the questionnaire focusing on head teachers' management practice of delegating duties on teachers' commitment. Research question 3: What is the role of delegation of duties on teachers' commitment in Government Aided Secondary Schools in Butaleja District? When respondents were asked to give their opinion on whether teachers are motivated when their head teachers delegate work to them the majority of the respondents were in agreement (83.7%) and only (14.2%) disagreed with the opinion that, teachers are motivated when their head teachers delegate work to them. Results from the interview conducted between the interviewer and the interviewee in school B and C were in line with the results obtained from the questionnaire concerning teachers being motivated when delegated work by the head teacher's teacher from school B asserted that delegation of work is taking place in his school. He asserted that "I feel I have to accomplish that task to the best needed level". (Interview conducted in October, 2022). Respondent interviewed from school C asserted that, when occupied with many duties for instance attending meetings once in a while, reports are always needed. You always try to do as required and in the process, you learn new skills. (Interview conducted in October 2022)

When respondents were asked to give their opinion on whether head teachers assign work to teachers, the majority of the respondents were in agreement

(91.5%) and only(8.5%) disagreed with the opinion that, My head teacher assigns me work. Interview between the researcher and a respondent from school A was in agreement with the obtained response on involvement of teachers in decision making. It was revealed that, heads of Departments can set their demands in incidences like required instructional materials, head teachers can allocate funds to areas of need, it can be possible to share necessary information on areas of weaknesses and strength and this can challenge teachers to work around commitment (interview conducted in October 2022).When the District inspector of schools was asked whether head teachers secondary schools in the District embrace the practice of delegating duties to teachers, her response was that, “Head teachers delegate their deputies to attend meetings at the District. It is also a responsibly for Head teachers to pick Examination papers from police stations gazette by UNEB, but in case the head teacher is very busy, they always assign that work to their Deputies. This in one Way or the other motivates them to work very hard because they develop a feeling that their service to the school are being recognized and appreciated” (Interview conducted in October 2022). The findings from the interview with the District inspect of schools are also correlating with the assertion put across by Andrei et al (2017) when he said that, by delegating responsibility and decision authority to the middle managers, the top managers can reduce their work load and let the situation be handled by the same person close to the problem that knows the subordinate better. The findings in this study are also in agreement with the study conducted by Sugandi et al (2021) in Indonesia to establish the correlation between Principals’ instructional leadership practices and teacher organizational commitment in Yogyakarta province. Their focus was on shared leadership. They looked at instructional

leadership as the prime leadership style that gives the principals the opportunity to share their leadership. Considering the fact that the school is a big institution and as it cannot be a miracle for the head teacher to position himself or herself everywhere. Therefore, by practicing delegation practices, the head teacher can empower teachers to exercise leadership in the classroom and within the school and this can make them more committed to their school. The findings from this study correlating with the study conducted by Hubbard (2016) who asserted that delegating duties to subordinates by managers can result into numerous benefits to an educational setting as the managers get the opportunity to mobilize resources, share responsibilities and also focus on doing a few tasks well.

When respondents were asked to give their opinion on whether teachers are always making decisions when delegated work by their head teacher, the majority of the respondents were in agreement (85.8%) and only (14.1%) disagreed with the opinion that, teachers are always making decisions when delegated work by their head teacher. When an oral interview between the researcher and a teacher from school A, a question was posed as to whether they are always involved in decision making and how does it help them to perform their duties. The response was that, they are involved in decision making, the head teacher shares information with teachers concerning materials that are needed to ensure that they are implementing practical work. It was reported that it was more so with Fine Art. It is one way of coordination for improvement. One other question that was posed was framed as, how does involvement in decision making help you perform your responsibilities? The response was that it improves their ability to perform better. They feel challenged to work around the clock to perform according to the set objectives basing on the goals of the school. They asserted that they are involved

in decision making in areas of passing the budget through their follow teacher representatives who gather information on issues that affect them for consideration.

When respondents were asked to give their opinion on whether teachers feel personally responsible for the outcome of delegated work, the majority of the respondents were in agreement (90%) and only (10%) disagreed with the opinion that, I feel personally responsible for the outcome of delegated work. The respondent from school B revealed that, delegation takes place in their school. He said that, they feel it is their obligation to accomplish that task to the best needed level. The findings in this study were also found to align with the assertion put across by Hall (2015) who postulated that, transformation in an education system requires to be triggered through assigning tasks to subordinates in an attempt to provide each individual with necessary skills and educational experiences that are designed to equip and tilt teaching and learning to the ground in the modern world for the benefit of all mankind. An interview between the researcher and the District Inspector of schools to establish whether Head teachers are delegating responsibilities to teachers in the District, the response was that delegation takes place at school level. When asked whether delegation of duties has an effect on teachers' job commitment, the response was that, teachers tend to be very keen in handling the assignment given considering the fact that, he or she has to show accountability.

A teacher cannot personally be responsible for the assigned work unless when the head teacher provides all the required resources and authority for accomplishment of a given assignment. It is the responsibility of the manager to provide specific

training, resources or authority which is required in the completion of the assigned work. It is not a surprise that ,some head teachers might be setting up their teachers for impossible tasks which may end up frustrating both sides by not being able to achieve the desired outcome and this ends up by throwing back the assigned work on the head teachers' to - do list. The delegated teacher may also not be personally responsible for the delegated work under circumstances where no clear communication channels have not been established. Without proper communication channels creates discomfort to the person delegated work. It becomes difficult for him or her to ask questions and proving progress updates. One can accept to be personally responsible for assigned work under circumstances where a clear communication channel has been established. Establishment of a clear communication channel can make the delegated person to feel comfortable when asking for questions in areas where he or she gets stranded up to the time of giving update reports.

When respondents were asked to give their opinion on whether teachers always give reports on assigned work by head teachers, the majority of the respondents were in agreement (87.3%) and only (12.7%) disagreed with the opinion that, teachers always give reports on assigned work by head teachers. The findings in this study are in agreement with the responses from oral interviews conducted between the researcher and a respondent from school D. When one teacher was asked to give ways in which head teachers use delegation practices in the school. The response was as; the head teacher delegate duties to Deputy head teacher and Director of studies among other teachers who communicate to learners and this builds confidence and they feel that they are very important. Financial delegation is carried out for instance, the school Bursar collects funds, and

teachers sign for it, then bring a report with evidence of spend monies”. Respondent interviewed from school C asserted that, when occupied with many duties for instance attending meetings once in a while, reports are always needed. You always try to do as required and in the process, you learn new skills. (Interview conducted in October 2022)

The respondent from school B revealed that, delegation takes place in their school. He said that, they feel it is their obligation to accomplish that task to the best needed level. The findings in this study were also found to align with the assertion put across by Hall (2015) who postulated that, transformation in an education system requires to be triggered through assigning tasks to subordinates in an attempt to provide each individual with necessary skills and educational experiences that are designed to equip and tilt teaching and learning to the ground in the modern world for the benefit of all mankind. An interview between the researcher and the District Inspector of schools to establish whether Head teachers are delegating responsibilities to teachers in the District, the response was that delegation takes place at school level. When asked whether delegation of duties has an effect on teachers’ job commitment, the response was that, teachers tend to be very keen in handling the assignment given considering the fact that, he or she has to show accountability. When asked how it is being conducted, the response was that, Deputy Head teachers are delegated to attend workshops organized at the District. During National Examination season, head teacher are supposed to pick exams from designated police stations .but some head teachers delegate that responsibility to Deputy Head teachers. Delegation of duties was also cited by the District Inspector of Schools as a way of nurturing staff

more especially if the head teacher is about to retire from service. With delegation, teachers are motivated to perform their work better.

When asked whether teachers have powers and freedom to execute the delegated tasks, the response from the District IS was that, Teachers have powers to execute their responsibilities. Her response was that, by virtue of their posting instructions, they are given powers to execute their responsibilities.

When respondents were asked to give their opinion on whether head teachers always explain to teachers their expectations when assigning work, the majority of the respondents were in agreement (78%) and only (22.0%) disagreed with the opinion that, head teachers always explain to teachers their expectations when assigning work. It is the responsibility of the officer delegating duties to a subordinate to teach the employee new skill which can aid in the accomplishment of the assigned work. The head teacher needs to be accountable for the direction that he or she gives the teacher in the attainment of the set goals. In case the direction to the subordinate is not clear, then the manager cannot expect the subordinate to be successful in the assigned work. The head teacher needs to have real clarity of the objectives. He should have an alignment on what “what does good look like “and by what time frame and the method of accomplishing the assigned work”. Before any one begins working on any given assignment, they ought to know what they need to accomplish within a particular time frame in addition to the metrics that will be employed to measure the success of their work.

The results are in line with Darlin & Milan (2004) whose results revealed that, delegation of authority to staff contributes to employees' allegiance to the goals and values of an organization.

Delegation is considered as one of the important factors in shaping commitment of employees in an organization. Effective delegation helps supervisors to pay close attention to employees to strengthen them.

Delegation of duties motivates employees to perform their tasks with dedication and commitment. When authority is delegated, the subordinate is made aware that his or her supervisor has placed faith and trusts in him or her and works diligently in order not to disappoint him or her.

From the findings of the present research, it is concluded that an increase in the level of delegating duties to staff leads to a significant level of teachers' commitment.

From the results of the present research, it is observed that improvement in head teachers' management practice of delegating duties to teachers leads to significant increase in the teachers' level of commitment. Thus, if school head teachers want to increase the level of teachers' commitment, they need to pay much attention to delegating duties to teachers.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.0. Introduction

The study investigated head teachers' management practices on commitment of Government Aided secondary school teachers in Butaleja District. The conclusions and recommendations from the present research are presented in this section. They are presented objective by objective.

6.1. Conclusions

6.1.1. Organizing teachers and teachers' commitment in Butaleja District

The first objective of the present research was to establish the role of organizing teachers on teachers' commitment in Government Aided secondary schools in Butaleja District. The first research question was framed as; what is the role of organizing teachers on teachers' commitment in Government Aided secondary schools in Butaleja District? From the results in table 4.1.2, the findings revealed that Head teachers' Management Practices of organizing teachers has a significant effect on teacher commitment in Government Aided Secondary Schools in Butaleja District of R-Square indicates the Coefficient of Determination which was found to be 0.295 translating to 29.5% and the p-value found to be 0.00 which is less than the significance level of 0.05 which implies that the construct Head teachers' Management Practices of organizing staff) accounted for 29.5% on teacher commitment in Government Aided Secondary Schools in Butaleja District. We can conclude that Head teachers' Management Practices of organizing teachers contributes to teacher commitment in Government Aided Secondary Schools in Butaleja District by 29.5% and therefore, it is a significant determinant to teacher

commitment in Government Aided Secondary Schools in Butaleja District. From qualitative findings of the present research, it is concluded that an increase in the level of organizing teachers through establishment of structures leads to a significant level of teachers' commitment.

From the results of the present research, it is concluded that, improvement in head teachers' management practice of organizing teachers through establishment of structures leads to significant increase in the teachers' level of commitment. Thus, if school head teachers want to increase the level of teachers' commitment, they need to pay much attention to establishment of structures through which they can organize staff.

6.1.2. Mentoring teachers and teachers' commitment in Government Aided secondary schools in Butaleja District

The second objective of the present research was to determine the role of mentoring teachers on teachers' commitment in Government Aided secondary schools in Butaleja District. The second research question was framed as: What is the role of mentoring teachers on teachers' commitment in Government Aided secondary schools in Butaleja District? From the results in table 4.2.2, it is concluded that, mentoring teachers has a statistically significant effect .000 levels on teachers' commitment in Government Aided secondary schools in Butaleja District.

From the findings in table 4.2.1, it is concluded that, Head teachers' Management Practices of mentoring teachers has a significant effect on teacher commitment in Government Aided Secondary Schools in Butaleja District of R Square indicates the Coefficient of Determination which was found to be 0.318 translating to 31.8% and

the p-value found to be 0.00 which is less than the significance level of 0.05 which implies that the construct Head teachers' Management Practices of mentoring teachers) accounted for 31.8% on teacher commitment in Government Aided Secondary Schools in Butaleja District. This implies that Head teachers' Management Practices of mentoring teachers contributes to teacher commitment in Government Aided Secondary Schools in Butaleja District by 31.8%.

The level of head teachers mentoring teacher was found to be high. The implication here is that, it is a set of supportive relationships that contributes to significant, positive changes in personal responsibilities, career paths and intellectual achievements. For one to be successful; in a career, function of productive mentoring is necessary. Mentoring is also important in teachers' commitment basing on the argument that it provides advisors with wide career experience willing to share their knowledge. It provides supporters who give emotional and moral encouragement and people who are able to give specific feedback on ones' performance and one can be challenged to change his or her practices with the feedback received. It can also help to give more opportunities to newly recruited teachers or inexperienced teachers to learn from the wealth of experience of the older and more experienced teachers so as to enhance their professional commitment.

From qualitative findings it can also be concluded that an increase in the level of mentoring teachers leads to a significant level of teachers' commitment. From the results of the present research, it is concluded that, improvement in head teachers' management practice of mentoring teacher leads to significant increase in the teachers' level of commitment. Thus, if school head teachers want to

increase the level of teachers' commitment, they need to pay much attention to mentoring teachers.

6.1.3. Delegation of duties on teachers' commitment and teachers' commitment in Government Aided secondary schools in Butaleja District

The third objective of the present research was to find out the role of delegation of duties on teachers' commitment in Government Aided secondary schools in Butaleja District. And the third research question was framed as: What is the role of delegation of duties on teachers' commitment in Government Aided secondary schools in Butaleja District?

From the results in table 4.3.2, it is concluded that, Head teachers' Management Practices of delegation of duties has a significant effect on teacher commitment in Government Aided Secondary Schools in Butaleja District of RSquare indicates the Coefficient of Determination which was found to be 0.379 translating to 37.9% and the p-value found to be 0.00 which is less than the significance level of 0.05 which implies that the construct Head teachers' Management Practices of delegation of duties accounted for 37.9% on teacher commitment in Government Aided Secondary Schools in Butaleja District. We can conclude that Head teachers' Management Practices of delegation of duties contributes to teacher commitment in Government Aided Secondary Schools in Butaleja District by 37.9%.

6.2. Recommendations

From the findings of the study analyzed, in the previous chapter and the conclusions reached, the researcher made various recommendations, which in his opinion, if given due consideration, have the potential to improve on head

teachers' management practices and there by improve on the teachers' level of commitment in Government Aided secondary schools.

6.2.1. Organizing teachers and teachers' commitment in Butaleja District

On the management practice of organizing teachers, head teachers should continually put into place organizational structures while organizing teachers for effectiveness and getting elicited in higher levels of commitment and devotion in executing their duties. Organizing staff by head teachers enables teachers to create a frame work for what they desire their students to learn and the approaches that should be applied in doing so. Without establishment of structures, it becomes impossible for the teachers to get through the day to day tasks that are required of them.

Head teachers should continually organize their teachers through establishing structures which can help educational institutions in making and implementing efficient decision making processes. By head teachers assigning specialized roles to lower level employees, schools can make better decisions faster

Organizing staff through establishment of structures in a school can help head teachers and other stake holders in school affairs to coordinate the process of designing appropriate strategies as well as helping in their implementation. Organizing staff can also help in the flow of information from the head teacher to the teaching staff and affects in the performance and efficiency of each individual member of staff.

Organizing staff develops a constructive frame work that can help head teachers in organizing teachers so as to comprehend the established strategies. The frame work established can help practicing teachers to understand the structure that

best fit the duties and responsibilities that are to be executed. It can also help the school management to design a model that should be adopted for organization development. Organizing teachers can help them to develop insight among teachers to manage change and the processes that should be adopted in order to accomplish the desired results that will ensure continuity of a school as an institution. Organization of teachers by head teachers through utilization of organizational structures can help to align teachers' skills with job positions that are available in the school as an institution which are arranged appropriately in order for them to meet specific needs. Therefore, before teachers' level of commitment diminishes, head teachers in secondary schools should adequately establish and enforce structures for organizing their teachers. Inconsistencies in the institutional and organizational frame work in which teacher management takes place can have negative effect on teachers utilization and commitment.

6.2.2. Mentoring staff and teachers' commitment in Butaleja District

On mentoring teachers, head teachers should continually arrange mentoring programs for their teachers in order to reduce on the level of stress in an effort to increase on their level of productivity in addressing learners' needs. The teaching profession is a dynamic field which is prone to changes from time to time. Educational professionals are continually evolving and learning in the execution of their roles. In the same way as they provide guidance services and support to students who are learning under their supervision, teachers can also benefit from a similar relationship with a mentor. The developed relationship can be considered as a supportive and collaborative approach which supports teachers in developing their professional skills, registering an improvement in their teaching practices and building their emotional reliance to cope with the challenges of the teaching

career. Therefore ,before teachers 'level of commitment diminishes, head teachers in schools should organize and avail mentoring programs to develop their professional skills and providing the necessary support in order to keep them committed.

6.2.3. Delegating duties to teachers and teachers' commitment in Butaleja

District

On delegating duties to teachers, head teachers should continually allocate activities to their teachers in order to be able to spend quality time with their staff so as to motivate the teams and increase on their productivity. Through the adoption of the practice of delegating duties to teachers, head teachers can be able to empower the best and brightest teachers to actively contribute to the success of their schools. Through delegating duties, teachers can be encouraged to do their work well and be creative, get more involved in running the affairs of their school and work towards perfection. Delegation can help to promote empowerment which is an effective tool through which head teachers allow a team of teachers the freedom and creativity to achieve outlined goals by the management of an educational institution. In institutions where delegation of duties to staff is lacking, a breeding ground for mistrust, protectionism is created. Prevalence of such an environment makes it difficult for the school managers to fully tap the talents of his or her team. They cannot be able to nurture creativity in the team they are leading .It proves difficult to build morale of teachers as they don't feel that they don't have a stake in the schools' success. Teachers may never feel an emotional attachment to the organization.

To reduce on the mistrust and protectionism among teachers and registering an increase in their involvement in the running of school affairs towards perfection, head teachers should adopt a management practice of delegating duties to teachers in an effort empower them as a team and allowing them as a team or as an individual staff the freedom and creativity in an endeavor to achieve the strategic goals outlined by the management of the school establishment. To have sufficient time to devote to devote to each of their schedules of duties and be able to spend valuable time on one- to one time with their staff in order to motivate their teams and increase on their productivity. To empower the best and bright people to actively contribute to the success of schools under their custody. To build a culture of open and honest communication by seeking for advice from colleagues where need be. To eliminate all forms of mistrust and protectionism so as to enable the school managers to harness the unique talents of their teams. They can be able to develop the potential of their subordinates. They can be able to nurture the creativity among teachers and tapping into the rich pool of ideas which in the long run can result into registering an improvement in a school as an organization and propelling it into realms of success. By head teachers allocating activities to their staff, their morale builds up and they can feel motivated and develop a feeling that they have responsibility in the schools' success. They can be able to develop their own ideas and thought processes into the overall operation and they may feel the emotional attachment to it. The teachers can remain happy and motivated all the times in transacting school business.

6.3. Suggested areas for further Research

Further research should be conducted to establish other management practices that can be adopted by head teachers that influence teachers' commitment, given

the fact that, teachers are a great resource for the attainment of educational goals within a school and country as a whole. Therefore an investigation should be carried out to hatch out other management practices used by head teachers that can drive teachers into a state of commitment in order to register a high level of commitment among teachers in addressing challenges among the learners.

A similar study is conducted to establish the role of head teachers' management practice of organizing teachers on teachers' commitment in both Government Aided and private schools since the current research was restricted to Government Aided secondary schools in Butaleja District. In situations where head teachers fail to adopt management practices of organizing teachers, a phenomenon of stress among teachers is most likely to result into reduced productivity and satisfaction and increase in the probability of teachers leaving the educational institutions. Thus, if further research is carried out, it may help school head teachers to avert the negative impact of job satisfaction and organizational commitment.

It is recommended that, further studies be done on the role of head teachers 'management practices of mentoring staff in both Government Aided and private schools since the current research was restricted to Government Aided secondary schools in Butaleja District.

It is recommended that, further studies be done on the role of head teachers 'management practices of delegating duties to staff in both Government Aided and private schools in other parts of the country since the current research was restricted to Government Aided secondary schools in Butaleja District.

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MBALE UNIVERSITY COLLEGE

COMPLIANCE REPORT UCU 2024

UGANDA CRISTIAN UNIVERSITY

A centre of Excellence in the Heart of Africa.

Date 15/June 2024

MBALE UNIVERSITY COLLEGE.

Department of Research and Post Graduate Studies.

Viva Correction Compliance form (post proposal defense)

Name of candidate: KAMBA MICHAEL RICHARD

Title of Dissertation: **HEAD TEACHERS' MANAGEMENT PRACTICES ON TEACHERS' COMMITMENT IN GOVERNMENT AIDED SECONDARY SCHOOLS IN BUTALEJA DISTRICT.**

S/N	COMMENTS OF REVIEWERS	ACTION TAKEN	INDICATOR
	Improve on the tables	Columns of tables showing responses of respondents' varied responses on their commitment and how they perceived head teachers' management practices of organizing teachers ,mentoring teachers and delegation of duties teachers were widened to avoid overlapping of responses into the rows below.	Numbers and percentages of responses on specific items inserted in the table columns devoid of overlap. Uniform font used on the headlines as well as in the tables as seen on page 93,101 and 107 of the research report.
	Include the multivariate tables to generate the contribution of each variable on the dependant variable.	Necessary generated data free zed due to the crush of the laptop that had stored it. Information could not be accessed.	
	Present the correlation matrix before Regression.	Necessary generated data free zed due to the crush of the laptop that had stored it. Information could not be accessed.	
	Include qualitative findings.	Responses on interviews conducted on selected teachers and the District Inspector of schools on teachers' level of commitment and head teachers' management practices of organizing ,mentoring and delegation of duties to teachers were included in the findings .	Qualitative findings included in the research design in chapter three (3) on page 60.
	Descriptive is about	Descriptive research design removed from	The Inferential

	tallies, frequencies but not regression. So, it is Inferential analytical research.	chapter 3. Replaced by Inferential analytical research design in chapter three ((3) on page 60 of the research report.	analytical research design is in line with the regression summary models on page 92,101 and 107.
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Candidates' Name: KAMBA MICHAEL RICHARD

Signature.....

Supervisors' Name: DR: AARON MULYANYUMA

Signature..... 10/08/2024

APPENDIX 1: QUESTIONNAIRE

Dear respondents,

My name is **KAMBA MICHAEL RICHARD REG NO. S19/MUC/MED/002**, I am a student of Uganda Christian University pursuing a Master's Degree in Education, I am currently carrying out a study for the purpose of writing a dissertation as a requirement by the university on the topic **“the role of head teachers’ management practices on teachers’ job commitment in Government Aided secondary schools in Butaleja District.”** you have been selected to participate in this study. The importance of your information in the study and the information obtained will be treated with confidentiality.

SECTION A:

INSTRUCTIONS:

Please tick where applicable:

For those questions with no suggestions given please write in the blank spaces provided.

BACKGROUND INFORMATION

1. Gender of respondents

Male

Female

2. Age of respondents

18- 24 years

25-34 years

35-44 years

45-54 years

58 years above

3. Marital status of respondents

Single Married Divorced Separated

4. Work experience of the respondents

Less than one year 1-2 years 3-4 years 5-10 years
10 years and above

5. Academic qualification of the respondents

Certificate Diploma Degree Masters others

SECTION B: To establish the role of organizing staff in teachers' commitment in Government Aided secondary schools in Butaleja District.

For each of the following statements, please indicate (by ticking) the extent to which you agree with, using the following scale: (*Strongly Agree, (SA) Agree, (A) Neutral (U) Disagree (D) and strongly disagree (SD).*)

	Statement	SD	D	N	A	SA
1	Head teachers encourage interpersonal relationship among tr.					
2	Head teacher address welfare of teachers.					
3	Head teacher encourages teachers to promote team work.					
4	Head teacher encourages teachers to promote team work.					
5	Head teacher encourages creativity among teachers.					
6	Head teachers delegate responsibility to teachers.					
7	Head teacher encourages pedagogy trainings among teachers.					
8	Head teachers and teachers participate in decision making in their schools.					
9	Head teachers give freedom to teachers in school time tabling.					
10	Head teachers encourage teachers to advance in their academic careers.					
11	Head teachers encourage teachers in curriculum assessment in the school.					

SECTION C: To determine the role of mentoring staff on teachers' commitment in Government Aided secondary schools in Butaleja District.

For each of the following statements, please indicate (by ticking) the extent to which you agree with, using the following scale: (*Strongly Agree (SA) Agree, (A) Neutral (U) Disagree (D) and strongly disagree (SD).*)

	Statement	SD	D	N	A	SA
1	Head teachers use guidance and counseling to help students to make value judgment.					
2	Head teachers involve teachers in drawing school programs.					
3	The head teacher organizes continuous professional development for the staff on guidance and counseling.					
4	The head teacher involves teachers when dealing with discipline Cases.					
5	The head teacher involves teachers in subject allocation.					
6	The head teacher involves teachers in ordering for school instructional materials.					

SECTION D: To find out the role of delegation of duties on teachers' commitment in Government Aided Secondary Schools in Butaleja District.

For each of the following statements, please indicate (by ticking) the extent to which you agree with, using the following scale: (*Strongly Agree (SA) Agree, (A)Neutral (U) Disagree(D) and Strongly disagree(SD)*).

	Statement	SD	D	N	A	SA
1	I am motivated when my head teacher delegate work to me.					
2	My head teacher assigns me work.					
3	I am always making decisions when delegated work by my head teacher.					
4	I feel personally responsible for the outcome of delegated work.					
5	When the head teacher assigns me work, I always provide a report on assigned work.					
6	The head teacher always explain to me his/her expectation when assigned work.					

Section E. To find out the level of teacher's commitment to students in Government Aided Secondary Schools in Butaleja District. For each of the following statements, please indicate (by ticking) the extent to which you agree with, using the following scale: (*Strongly Agree (SA) Agree, (A)Neutral (U) Disagree(D) and Strongly disagree(SD)*).

	Statement	SD	D	N	A	SA
1	It is my responsibility as a teacher to ensure good social relations among my students					
2	As a teacher I feel obliged to mediate among the rival groups of the students					
3	I used to be more ambitious about my work than I am now.					
4	Sometimes I lie awake at night thinking ahead to the next day's work.					
5	The best decision that I have ever made was to become a teacher					
6	I am disappointed that I ever entered the teaching profession.					

Thank you for the participation

APPENDEX 2: INTERVIEW GUIDE

Dear respondents,

My name is **KAMBA MICHAEL RICHARD REG NO. S19/MUC/MED/002**, I am a student of Uganda Christian University pursuing a Master’s Degree in Education, I am currently carrying Out a study for the purpose of writing a dissertation as a requirement by the university on the Topic **“the role of head teachers’ management practices on teachers’ job commitment in Government Aided secondary schools in Butaleja District.”** you have been selected to participate in this Study. The importance of your information in the study and the information obtained will be treated with confidentiality.

Are you always consulted by the head teacher during the decision making process?

Yes or no?

If yes, how does it help you to improve on your teaching?

.....
.....

Are you always involved in goal setting? Yes or no?

How has it helped you to improve on your performance as a teacher?

.....
.....

Are you always consulted when determining your work objectives? Yes or no. How does it help you to perform your responsibilities?

.....
.....
.....

Has your knowledge of the school structure helped you to perform better? Yes or no?

.....
.....

Are you actively involved in decision making? Yes or no?

.....

How do you think that being involved in decision making can make you perform better?

.....
.....

Are you always assigned roles basing on your area of specialization?

.....

Has it helped you to enjoy your job?

.....
.....
.....

Does your head teacher clarify on issues that are not clear? Yes or no?

.....

What is its benefit to you as a teacher?

.....
.....

Do your head teachers encourage interpersonal relationship among the teachers?

.....
.....

In which aspects are having interpersonal relationship as a result of that encouragement?

.....
.....

Does the head teacher encourage team work among teachers?

.....
.....

Does the head teacher encourage team work among teachers?

.....
.....

Does your head teacher as a team leader use a school vision to empower the teaching staff as team members to succeed through providing instructions and administrative services?

.....
.....

Has your head teacher created an effective vision for instructional improvement?

.....
.....

Have you been involved in pedagogical training organized at school by the head teacher?

.....
.....

How has it been carried out?

.....
.....

Are you always involved in the making of the school time table?

.....
.....

How does involvement in time table making make you perform your duties better?

.....
.....

Does the head teacher in your school encourage teachers to advance in their academic career?

.....
.....

Does your school have a curriculum assessment committee?

.....
.....

How does the committee help you perform your duties better? Have you applied the knowledge acquired through seminars to solve any of your teaching problems?

.....
.....

12. Have you benefited from other peoples' opinion during seminars than being self-reliant?

.....
.....

Has such seminars made you responsible for the duties of your office?

.....
.....

What is the effect of being given responsibility by the head teacher on your innovation as a teacher?

.....
.....

Can you accept responsibility delegated to you in cases where the head teacher has been working alone previously without involving you?

.....
.....

Have you attended any seminar within the last 3 years connected to your profession?

.....
.....

Have you acquired any teaching skills out of such seminars?

.....
.....

Does your head teacher use guidance and counseling to enable students make value judgment?

.....
.....

Why do you think guidance and counseling important in a school?

.....
.....

Are you always involved by the head teacher in drawing school programs?

.....
.....

How has your involvement in drawing school program made you to perform your duties better?

.....
.....

Are involved in handling discipline cases in your school?

.....
.....

How does your involvement ensure good discipline among students?

.....
.....

Are you always consulted when ordering for instructional materials?

.....
.....

Does your head teacher assign you tasks?

.....
.....

Do you feel motivated when delegated work by your head teacher?

.....
.....

Are you always involved in making decisions when delegated work by your head teacher?

.....
.....

How does involved in decision making help you to perform your duties?

.....
.....

Do you have powers to execute responsibilities?

.....
.....

How is delegation being conducted in your school?

.....
.....

How has delegation helped you as a teacher to improve on your performance?

.....
.....

**APPENDIX 3: INTERVIEW GUIDE FOR THE DISTRICT EDUCATION OFFICER AND THE
DISTRICT INSPECTOR OF SCHOOLS**

(1)(i) What do you perceive to be the level of teacher commitment in public secondary schools in your District?

.....
.....

(ii) In what ways do head teachers in Government Aided secondary schools use the following management practices in eliciting teacher effectiveness and commitment to their job?

(a)...Organizing schools and teachers.

.....
.....

(b)Mentoring teachers

.....
.....
.....

(c).Delegation of duties to teacher

.....
.....

(d) Are teachers in Government Aided secondary schools committed to serving students?

Yes or no.

If no, Why?

(e) Are teachers in Government Aided Secondary Schools in the District committed to teaching in form of inspiring students, use motivating methods of teaching and creating a productive learning environment?

Yes or no?

If no why?

.....
.....

(f) Are teachers in Government Aided secondary schools in the District committed to the teaching profession by way of accepting responsibility, demonstrating respect for the profession?

Yes or no?

If no, Why?

.....
.....



**UGANDA CHRISTIAN
UNIVERSITY, MBALE UNIVERSITY COLLEGE.**
A Centre of Excellence in the Heart of Africa

Office of the Academic Registrar

To CHIEF ADMINISTRATIVE OFFICER

BUTALEJA DISTRICT:

Dear Sir/Madam,

Re: Academic Research

Christian greetings!

We are honored to introduce to you Mr. Mrs./Miss KAMBA MICHAEL RICHARD
Of Registration Number; S/O (M.U.C) MED/DO 2 pursuing a
Masters' Degree/Postgraduate Diploma / Bachelor's Degree
EDUCATIONAL PLANNING AND MANAGEMENT
He/ she is required to carry out an academic research on the topic
THE ROLE OF HEAD TEACHERS' MANAGEMENT PRACTICES
ON TEACHERS COMMITMENT IN PUBLIC SEC SCHOOLS IN BUTALEJA DIS
and thereafter produce a well bound hard cover research report (**MAROON**) in color for
undergraduate and three (**BLACK**) copies for Postgraduate students as a University
requirement for the award of a degree/diploma in the academic discipline that he /
she is pursuing.

We shall be grateful for the help you may offer to him or her accordingly.
Thank you.

Yours faithfully,

Samari Janet Chesakit (Mrs)
Ag. Academic Registrar



CAO: 0772524517
DCAO: 0782553725
PACAO: 0774525550



THE REPUBLIC OF UGANDA

BUTALEJA DISTRICT LOCAL GOVERNMENT
OFFICE OF THE
CHIEF ADMINISTRATIVE OFFICER
BUTALEJA DISTRICT
P.O.BOX 1, BUTALEJA.

FACSIMILE:
E-mail: butaleja_district@yahoo.com.

IN ANY CORRESPONDENCE ON THIS SUBJECT,
PLEASE QUOTE REF.NO: CR/167/1/1

6th October 2022

The Dean of Faculty of Education
Uganda Christian University
Mbale

RE: RESEARCH PLACEMENT

I am in receipt of your letter concerning the above referenced subject.

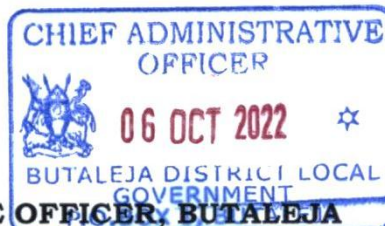
Butaleja District Local Government is one of the consumers of the products from Institutions of higher learning like yours.

In the same breath therefore, we are obliged to allow these students who are potential employees of our organization to conduct their research as they orient their attitude and skills.

I therefore have no objection to allow **Mr. Kamba Michael Richard** to conduct his research in partial fulfillment of the requirement for the award of his Degree of Educational Planning and Management.


Marley Ben Lawrence

CHIEF ADMINISTRATIVE OFFICER, BUTALEJA



Copy to: District Education Officer, **Butaleja**
Mr. Kamba Michael Richard