

# Delegation and Job Satisfaction of Primary Teachers in Primary Schools of Awei Sub County, Alebtong District, Uganda

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**Abstract:-** The purpose of the study was to find out the contributions of delegation and the job satisfaction of primary school teachers in Awei Sub County with specific objectives of task allocation, teachers’ responsibilities and teacher power position’s influence on job satisfaction. This study carried out a quantitative research with non-experimental, co-relational, cross-sectional, survey design. The population comprised of 104 both primary school teachers and head teachers in Awei Sub County from where a sample size of 82 respondents were sampled using on Solvent’s formula. Findings revealed that there is a positive relationship between delegation and job satisfaction that is indicated by 0.743 which is statistically significant at  $0.000 < 0.01$  and the coefficient of determination (Adjusted  $R^2$ ) value of 0.545 implies that 54.5% of the variation in job satisfaction of teachers can be explained by the level of task allocation, responsibility assignment and power position. The researcher recommends that head teachers should allocate more tasks to teachers, assign more responsibilities and also give them more powers in the position they occupy to execute responsibilities. All this has likely led to their job satisfaction.

**Keywords:-** Delegation, Job Satisfaction, power position, Responsibility assignment, Task allocation.

## I. INTRODUCTION

This section introduced the background of the study, problem statement, research objectives, questions, hypothesis, and scope of the study, study significance and conceptual framework.

### A. Background of the study

In Uganda, there has been concerns on job satisfaction of teachers in schools. Kayizzi (1990) carried out a study on the predictors of job satisfaction among graduate teachers in Kampala district and his results revealed physical conditions at work places and availability of facilities have a strong correlation with job satisfaction. Mohammad (2016) also asserts that in order to make lecturers happy and be contented with their jobs, there is need to pay them an amount of money that is considerably beyond what meets the basic needs. However his study concentrated only on the impact of allowances on the job

satisfaction of lecturers in national teachers colleges rather than primary schools. These studies dealt with the problem of job dissatisfaction but none looked at how delegation influences job satisfaction in primary school teachers which prompted the researcher to carry out a study on the effects of delegation on job satisfaction of teachers in primary schools of Awei Sub County, Alebtong district.

This study considers the concepts of delegation and job satisfaction. And Musaazi (1988) refers delegation to the process of dividing up the total work and giving part of it subordinates. However in this study, the researcher conceptualized delegation as the allocation of tasks, assignments of responsibility and power position of teachers. On the other hand, Hanaysha & Tahir, 2016 refer job satisfaction as the collection of feelings and beliefs the people have about their current jobs. However this study defines job satisfaction as the contentment, enthusiasm and commitment of primary teachers in Alebtong district.

The results from Crossman and Harris’s (2005 cited in Maurice, 2015) study indicated that teachers in foundation schools exhibited the lowest job satisfaction. Other authors cite different factors, intruding conflicts between work and family life (Spear et al., 2000); behavior difficulties exhibited by some pupils, the failing schools (Wong, 2009) as well as pay (Chung et al., 2004 cited in Maurice, 2015). Maurice (2015) research into job satisfaction among teachers in the compulsory schooling and higher education sectors in the UK revealed that some motivational factors are attributed to what had been reported as an endemic malaise within the teaching profession. Maurice cites among others, low salaries, low delegation and low status, de-professionalization resulting from school based teaching training, low pay and recognition among others.

Teacher’s low level of motivation and limited job satisfaction is a major concern in the Ugandan education systems (Donkoh, 2018). UNESCO’s research on the teaching in Africa under their teacher initiative in sub-Saharan Africa revealed that many of the teachers were striking in Uganda due to little pay.

Although it’s not the only factor, this general feeling of dissatisfaction, limited delegated works and lack of motivation affects teacher’s attendance at work. Repeated

joint assessment reviews conducted since 2008 indicate that teacher's absenteeism is high at about 17% to 30%. And that this level would be even higher if accounting for cases where teachers are in schools, but not actually teaching.

Because of limited delegation and little pay, teachers have resorted to seeking alternative income generating activities such as a Boda boda and engaging in pet businesses to ably support their families (MOES, 2014). With the introduction of UPE and expansion of enrolment, classrooms are overcrowded, facilities such as science room and libraries are lacking. And the instructional materials to aid the teaching and learning process are completely absent or inadequate (Donkoh, 2018). In addition, teachers have almost no promotion opportunities. For example, a graduate primary teacher is paid the same salary as the grade 3 teacher unless he or she applies and becomes a deputy or head teacher. The society no longer appreciates and reorganizes teachers and have been given all sorts of names and equated to cheap things (Donkoh, 2018). For example, cheap beer such as senator is associated to teachers. Meanwhile, cheap constructed houses nicknamed "Apwony Okeco" meaning "the teacher is annoyed". These societal constructed stereotypes are meant to explain a teacher protracted struggle to be like other members of the society. These have considerable influence on the teacher job satisfaction. In spite these setbacks, limited research has been conducted to investigate the contribution of delegation on the job satisfaction of primary teachers in Awei Sub County, Alebtong district.

#### B. Statement of the problem

Job satisfaction has been a subject of concern to both managers and employees since it is through this that an individual worker develops and ultimately contribute to the general growth and development of both him/her and the organization. However, for Awei Sub County, teachers seem not to be satisfied with their jobs. This is seen through their high rates of absenteeism, poor pupils performance in the national examinations, teachers demand for transfers, work conflicts between head teachers and teachers, high rates of staff turnover and low morale (Sasagah, 2016).

This is likely to lead to the decline of education standards in primary schools possibly due to due to poor delegation by some head teachers. This is because delegation increases flexibility in the organizations as every problem is no longer referred to a central authority for decision to be taken (Musaazi, 1989). Also delegation makes followers feel a deeper sense of responsibility and ownership of the organization. It was against this background the study aimed at finding out among other factors if proper delegation would improve job satisfaction of primary school teachers in Awei sub county, Alebtong district, Uganda.

#### C. General objective

The main reason for this study was to find out the contributions of delegation and job satisfaction of primary school teachers in Awei Sub County, Alebtong district, Uganda.

#### ➤ Specific objectives

- To examine the influence of task allocation including time on task on teachers job satisfaction of primary school teachers in Awei sub county, Alebtong district.
- To establish the influence of teachers responsibilities on job satisfaction of primary school teachers in Awei sub county, Alebtong District.
- To assess the consequence of teacher power position on job satisfaction of primary school teachers in Awei sub county, Alebtong district.

#### D. Research questions

- How does task allocation influence teachers' job satisfaction of primary school teachers in Awei sub county, Alebtong district?
- How do teacher responsibilities influence the job satisfaction of primary school teachers in Awei sub county, Alebtong District?
- What is the relationship between teacher power position and job satisfaction of primary school teachers in Awei Sub County, Alebtong district?

#### E. Hypothesis

- Ho: Delegation has no significant relationship with job satisfaction of primary school teachers in Awei Sub County.
- Ha: Delegation has no significant relationship with job satisfaction of primary school teachers in Awei Sub County.

#### F. Scope of the study

The study was confined to Alebtong district particularly in the primary schools of Awei Sub County which is located in the south of the district, about 7 km from the district headquarters, along Apala-Dokolo road. The study covered 13 primary schools both government aided and private. The study covered a period of three months, that is, November 2017 to January 2018. This period allowed field preparation, data collection, analysis and presentation. The study focused on delegation and job satisfaction of primary school teachers. The variables of the study were; allocation of tasks, assignment of responsibilities and teacher power position and how these relate ton job satisfaction. Job satisfaction had accruing variables of contentment, enthusiasm and commitment.

#### G. Significance of the study

Study findings would assist head teachers in improving the job satisfaction of teachers though proper allocation of tasks, responsibility assignments and power position so as to have the courage to perform without fear.

Stakeholders in schools such as parents, local council leaderships and school management committees in partnership with both head teacher and teachers, would find it easy to run the school smoothly as this promotes education standards required by the ministry of education and sports and other stakeholders.

### H. Conceptual framework

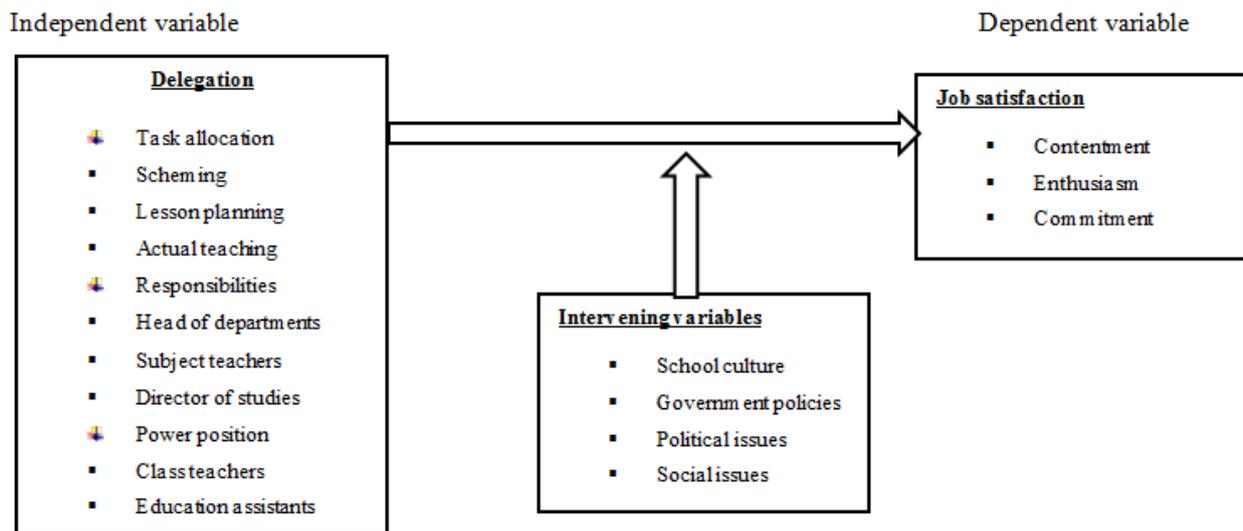


Fig 1:- Showing the conceptual framework on Delegation and Job satisfaction

From the conceptual framework above, the researcher hypothesized the delegation in terms of task allocation, responsibility sharing and power position to influence job satisfaction in terms of the teachers' contentment, enthusiasm and commitment.

## II. LITERATURE REVIEW

This section assesses the literature in relation to the study objectives as put forward by previous researchers. Fidler, Russel and Simkins (1997) assert that there is delegation of tasks through decentralization in the management of organizations of the modern era. Chandan (1999) also puts forward the decentralization gives young level managers and supervisors the authority to make decisions relative to their roles and within the policy guidelines of the organization. And that task allocation makes young staff responsible and more dedicated to their work which makes them feel proud of being given the responsibility.

In a study of factors influencing the retention, turnover and attrition of k-12 music teachers in the US by Gardner (2010), it revealed that recognition had the strongest positive impact on the teachers' career and job satisfaction amongst other factors. In addition, this study asserts that perception of teachers in relation to support and recognition from their administrators exhibit the most prominent positive effect on their retention.

According to Bryan (2010), argues that departmentalization which is a form of delegation mostly benefit firms through division of work tasks. And that coordination and control are provincial and easier made when top managers can view various tasks of the employees and how they are performing them within their specified departments which in turn enables the organization to maximally utilize each department as a profit center.

Musaazi (1988) also asserts that delegation increases flexibility in an organization as every problem is longer referred to the central authority for decision making. A case in point is a teacher who takes decisions without referring each issue to the head teacher. And that this case, delegation allows decision making with least delays.

Cliff (2010) also asserts that delegation leads to empowerment, in that people have the freedom to contribute ideas and do their jobs in the best possible ways. This involvement increases their job satisfaction and frequently yields better performances on the job. He asserts that without delegation, managers do all the work themselves and underutilize their workforce.

Muhammad, Rizwan and Yasin (2012) in their study on the impact of pay and promotion on job satisfaction in higher education institutes in Pakistan revealed that promotion has less influence and is partially significant to job satisfaction. Add that when promotion is accompanied by different rewards, there it enhances teachers' satisfaction. Similarly Mhozya (2007) as quoted by Maurice explored job satisfaction of primary teachers in Botswana and revealed that a significant number of teachers were not satisfied with the ways of promotion.

Maurice (2015) says that when it comes to determining is satisfaction, position is more important than the salary. In his survey, he asserts that salary minimally influences job satisfaction. On looking at employees' position in a company, he revealed that there is a strong connection with jobs happiness.

Rao and Naryana (1987) assert that granting authority to subordinates involves making commitments, use of resources and take of actions that are necessary to perform the duties assigned to them. And that assignment would be meaningless without granting the requisite authority in

order to get better results and responsibilities be accomplished in time.

Empowering workers is part of the democratic leadership. And under democratic leadership, people have high participatory roles in the decision making process as one person retains the final say over all decisions but allows others to share insights and ideas. In this case, people mostly excel in their positions and leads to development of more skills when they feel empowered and involved in the decision making (Fleming, 2010).

### III. METHODOLOGY

This study carried a quantitative research that was non-experimental. This study also considered a correlational, cross-sectional and survey design. The study used a cross-sectional trend such that she reduces the time and costs involved. The target population were 104 both primary school teachers and head teachers in Awei Sub County from where a sample of 82 respondents were sampled using Solvens formula of determining the sample as given below.

$$n = \frac{N}{1 + N(e)^2}$$

$$n = \frac{104}{1 + 104(0.05)^2}$$

n=82 respondents

The researcher employed purposive sampling techniques on selecting the head teachers under study and also simple random sampling on the selection of teachers to participate in the study. The researcher used questionnaires that were administered to respondents in a cross-sectional manner. From where questionnaires were filled by the respondents with the presence of the researcher in order to build a better rapport and atmosphere for the respondents to answer questions. Survey was also used because it involves a relatively large number of respondents (Amin, 2005).

#### ➤ Responses on allocation of tasks to teachers

The researcher researched on whether allocation of tasks to teacher influences their job satisfaction and the results are as given in table 1 below.

Allocation of tasks	SD (%)	D (%)	NS (%)	A (%)	SA (%)	Mean	Std. deviation
There are performing departments and sections in our school	0(0)	10(17)	0(0)	30(50)	20(33)	4	1
Experience is always considered when the top management is allocating tasks to us	12(20)	8(13)	2(3)	25(42)	13(22)	3.32	1.45
We teachers are always with authority to decide on tasks proportionate to our roles and responsibilities	3(5)	10(16)	13(22)	22(37)	12(20)	3.5	1.13
As a teacher, am in position of responsibility in this school	0(0)	0(0)	10(17)	30(50)	20(33)	4.17	0.69
With delegation in place, administration has been reduced of the burden of workload	0(0)	8(13)	9(15)	31(52)	12(20)	3.78	0.91
Flexibility amongst management is in existence as a result of task allocation	3(5)	12(20)	8(13)	25(42)	12(20)	3.52	1.16
Decision making has eased with presence of task allocation amongst teachers	2(3)	35(58)	4(7)	12(20)	7(12)	2.78	1.16

Table 1:- Responses on Allocation of tasks to teachers  
Source: Primary data 2018

After data collection, the researcher cleaned and sorted the data. All the respondents’ opinions and views obtained from the field were matched and coded using numerical numbers. Then, it was entered in a computer, after which analysis was done. Descriptive statistics were used to describe the data. Measures of association were used to examine the relationship between the independent and dependent variables. The mean score and correlation coefficients were calculated and the standard deviation used to interpret the respondents deviation from the mean.

### IV. DATA ANALYSIS, PRESENTATION AND INTERPRETATION

#### A. Introduction

This chapter investigated the study findings on the contribution of delegation on the job satisfaction of primary teachers in Awei Sub County, Alebtong district.

#### B. Response Rate

The response rate was carried out to ascertain the rate at which respondents responded to the study and the result are as below;

$$\text{Response rate} = \frac{60}{82} * 100 = 73.2\%$$

This showed that 73.2% respondents gave in time to respond to our survey which was relatively a good response from the total sampled sample size. The other percentage was attributed to the teacher and head teacher busy schedules in attendance to the students’ needs and other school demands.

#### C. Descriptive Statistics on delegation

This section presents analysis of the responses from teachers on the contribution of delegation on the teachers’ job satisfaction. The responses were on a five point scales ranging from strongly disagree to strongly agree.

From table 1 above, study findings indicate that there are performing departments and sections in schools with task allocation as given by 83% agreement and only 17% in disagreement. This is further evidenced by a mean of 4 and a standard deviation of 1.

With respect to whether experience is considered when top management is allocating tasks to teachers, 64% agree, 3% are not sure and 33% are contrary. The majority in agreement implies that top managers consider the experience as given by a mean of 3.32 and the standard deviation of 1.45.

On whether teachers are with authority to decide on task in line with their roles and responsibilities, study findings revealed that majority 57% are in agreement, 22% uncertain and 21% contrary. This is explained by a mean of 3.5 and a standard deviation of 1.13.

In addition, the researcher inquired whether as teachers, “are you in positions of responsibility in this school” and results showed 83% in agreement and 17% not sure but with none in disagreement. This explains that

➤ *Responses on assignment of responsibilities to teachers*

Assignment of responsibility	SD (%)	D (%)	NS (%)	A (%)	SA (%)	Mean	Std. deviation
With assignments and responsibilities allocated, teachers are able to exploit their skills	0(0)	0(0)	15(25)	25(42)	20(33)	4.08	0.75
Responsibility assignments through delegation reduce the workload	0(0)	0(0)	4(7)	34(57)	22(36)	4.3	0.58
Am always assigned different responsibilities	7(12)	2(3)	4(7)	20(33)	27(45)	3.97	1.3
I hold a position of responsibility	2(3)	10(17)	4(7)	28(47)	16(26)	3.77	1.12
When assigned tasks and duties, I perform them well in mind that am held responsible for the good and bad results	0(0)	0(0)	2(3)	36(60)	22(37)	4.33	0.53

Table 2:- Teachers’ responses on assignment of responsibilities  
Source: Primary data 2018

The findings from Table 2 indicate that with assignments and responsibility allocation, teachers are able to exploit their skills are shown by majority 75% in agreement and 25% uncertain with none contrary. This implies that assignments lead to skills exploitation as given by a mean of 4.08 and 0.75 standard deviation.

The researcher also looked at whether responsibility assignments through delegation reduces the workload and the findings revealed that majority 93% were in agreement with 7% not sure. This explains that assignments reduce the work burden as given by a high mean of 4.3 and 0.58 standard deviation.

On whether the teacher is always assigned different responsibilities, 78% were in agreement, 15% contrary and

teachers are responsibility positions as shown by a high mean of 4.17 and a low standard deviation of 0.69.

On whether with delegation in place, administration has been reduced of the burden of work load, results of majority 72% are in agreement, 15% uncertain and 13% contrary. This implies that there is reduced work burden with task allocation as further given by a mean of 3.78 and 0.91 standard deviation.

The researcher also asked whether flexibility amongst management is in existence as a result of task allocation and results of 62% were in agreement, followed by 25% in disagreement and then 13% not sure.

Lastly, the researcher inquired whether decision making is eased when task allocation is in place amongst teachers and findings revealed that majority 61% were in disagreement, 32% agreed and 7% disagreed. This implies that decision making remains vital to top management as shown by a mean of 2.78 and 1.16 standard deviation.

only 7% not sure. This is more so explained by a mean of 3.97 and 1.3 standard deviation.

With respect to whether teachers hold positions of responsibility, majority 73% agreed, 20% disagreed and 7% were uncertain as also given by 3.77 mean and 0.53 standard deviation.

The researcher also inquired whether when teachers are assigned different tasks and responsibilities, they perform them well in mind that they are held responsible for the good and bad results and results revealed that highest majority of 97% were in agreement and only 3% were not sure. This explains that teachers are responsible with their roles as shown by a high mean of 4.33 and lower deviation of 0.53.

➤ Responses on power position of teachers

Power Position	SD (%)	D (%)	NS (%)	A (%)	SA (%)	Mean	Std. deviation
With delegation, am given power to perform all my duties and responsibilities	8(13)	10(17)	0(0)	36(60)	6(10)	3.37	1.25
With delegation, am given power over situations around my work place	3(5)	38(63)	0(0)	12(20)	7(12)	2.7	1.18
With delegation, am given power over resource allocation	0(0)	2(3)	5(8)	45(75)	8(14)	3.98	0.59
With delegation, I have full authority to decide	8(13)	32(53)	4(7)	15(25)	1(2)	2.48	1.06

Table 3: Teachers’ responses on power position  
Source: Primary data 2018

From table 3, the researcher inquired whether delegation gives; power primary teachers to perform all their responsibilities and duties, power over situations at work, power over resource allocation and power over decision making. The study findings revealed that 70%, 32%, 89% and 27% were in agreement respectively. Those that were in contrary were 30%, 68%, 3% and 66% respectively. This implies that delegation gives power over resource allocation by not full authority to decision making as given by the means of 3.98 and 2.48 respectively.

D. Teachers responses on job satisfaction

In this study, the dependent variable was job satisfaction. It was used to mean contentment at work, work enthusiasm and work commitment. Thus, in measuring job satisfaction, the researcher asked teachers to provide their responses regarding the above concepts of job satisfaction. The responses on which respondents were asked based on a five point Likert scale ranging from strongly disagree to strongly agree as given in table 4 below

Job satisfaction	SD (%)	D (%)	NS (%)	A (%)	SA (%)	Mean	std. deviation
Efficiency in activities at school motivates our work contentment	0(0)	2(3)	4(7)	38(63)	16(27)	4.13	0.67
There is high work quality due to delegation that in turn builds our satisfaction at work	0(0)	12(20)	6(10)	42(70)	0(0)	3.5	0.81
As a teacher, your commitment to work brings satisfaction to you	0(0)	3(5)	7(11)	37(62)	13(22)	4	0.73
As teachers we work hard with respect to responsibilities assigned in hope of promotions and other benefits that come along	0(0)	4(7)	8(13)	36(60)	12(20)	3.93	0.77
There is increased performance of us teachers with delegation as workload is shared	2(3)	6(10)	8(14)	32(53)	12(20)	3.77	0.99
Full responsibility allows me to take risks which in turn gives me satisfaction as am in position to decide	12(20)	38(63)	2(3)	8(14)	0(0)	2.1	0.86
There is development of confidence with task allocation that in turn motivates us to work harder	0(0)	7(12)	1(2)	30(50)	22(36)	4.12	0.91

Table 4:- Teachers’ responses on job satisfaction  
Source: Primary data 2018

In Table 4, study findings revealed that there is efficiency in activities at school which motivates teachers to be content with their work as given by 90% in agreement, 7% uncertain and only 3% contrary. This implies contentment brings in efficiency of teachers as shown by a mean of 4.13 and standard deviation 0.67.

The researcher also asked whether there is high quality of work due to delegation which in turn builds teachers satisfaction and majority 70% were in agreement, 20% contrary with 10% uncertain. This implies that good work results from teacher delegation that in turn motivates

teacher as shown by a mean of 3.5 and 0.81 standard deviation.

On whether as teachers, commitment to work brings their satisfaction, study findings revealed that 84% were in agreement, 11% uncertain and minority 5% contrary. This explains that commitment itself is motivation as shown by an average of 4 and a low standard deviation of 0.73.

The researcher also asked whether as teacher, they work hard with respect to responsibilities assigned in hope of promotions and other benefits that come along and 80%

were in agreement, 13% uncertain and minority 7% contrary. Implying that there is always hope for higher positions as more responsibilities are allocated as further given by 3.93 average and 0.77 standard deviation.

Study findings further revealed that 73% agree that there is increased performance of teachers as workload is shared whereas 14% were uncertain and 13% contrary. This is further given by a mean of 3.77 and 0.99 standard deviation.

Findings on full responsibility allowing primary teachers to take risks which in turn improves their satisfaction, results revealed that only 14% were in agreement, 3% not sure and majority contrary. Implying that however much there is delegation, risk under taking is

low as given by a mean of 2.1 and a low standard deviation of 0.86.

Lastly the researcher asked whether there is confidence development with task allocation that in turn motivates teachers to work harder and 86% were in agreement, 12% contrary and only 2% uncertain. This was further given by a mean of 4.21 and low standard deviation of 0.91.

*E. General hypothesis*

The hypothesis stated that, there is no statistical relationship between delegation and job satisfaction of primary teachers in Awei Sub County. The results of this hypothesis were presented using a Pearson correlation coefficient between delegation and job satisfaction and the results as given below in table 5.

		Delegation	Job satisfaction
Delegation	Pearson Correlation	1	0.743(**)
	Sig (2-tailed)		0.000
	N	60	60
Job satisfaction	Pearson Correlation	0.743(**)	1
	Sig (2-tailed)	0.000	
	N	60	60

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

Table 5:- Correlation between Delegation and job satisfaction

Source: Primary data 2018

Table 5 shows that there is a positive relationship between delegation and job satisfaction that is indicated by 0.743 which is statistically significant at  $0.000 < 0.01$ . Thus, the results suggest that the higher the delegation levels of teachers, the higher their levels of job satisfaction.

*F. Regression Analysis*

Regression analysis was further done to determine the strength of the relationship between delegation and job satisfaction. And this was summarized in the model below.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.742(a)	0.551	0.545	0.97375

a Predictors: (Constant), task allocation, responsibility assignment, power position

Table 6:- Regression Analysis table

Source: Primary data 2018

The table 6 above indicates that the coefficient of determination (Adjusted R<sup>2</sup>) value is 0.545; this implies that 54.5% of the variation in job satisfaction of teachers can be explained by the level of task allocation, responsibility assignment and power position.

In addition, the researcher also wanted to find out Head teachers' views on delegation of teachers and job satisfaction. In the first place, the Head teachers were asked to explain how the teachers having powers to execute responsibilities encouraged them to perform beyond average performance. On this, they all agreed that teachers derived job satisfaction.

One Head teacher remarked that, "Teachers always want to ensure their departments are on top. Some work over time to ensure that they beat all deadlines". Another

Head teacher said that "they become more committed to work", while another one said, "They are motivated".

Then the Head teachers were asked to tell how the power to utilize resources encouraged teachers to work harder. All the 6(100%) Head teachers said that when the teachers in their departments are responsible for making their budgets which they run once approved, they easily carry out the activities of the departments to meet the set targets.

One Head teacher stated that, "teachers at times are able to make a small difference on the purchases they make and this motives them to work harder". Another Head teacher remarked that, "the teacher feels free to carry out activities as they have the resources to execute them hence working hard".

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

## V. SUMMARY, CONCLUSION AND RECOMMENDATIONS

### A. Introduction

This chapter presents the summary, conclusions and recommendations as derived from the data presented in chapter four of Awei Sub County primary schools as given below.

#### ➤ Summary of the Study Findings

##### • Responses on allocation of tasks to teachers

Study findings revealed that there are performing departments and sections in schools with task allocation as given by 83% agreement and only 17% in disagreement. And that with delegation in place, administration reduces the burden of work load as shown by majority 72% are in agreement, 15% uncertain and 13% contrary. Further decision making is eased when task allocation is in place amongst teachers as given majority 61% were in disagreement, 32% agreed and 7% disagreed with a mean of 2.78 and 1.16 standard deviation.

##### • Responses on assignment of responsibilities to teachers

Assignments and responsibility allocation helps teachers to ably exploit their skills as shown by majority 75% in agreement and 25% uncertain with none contrary and an average of 4.08 and 0.75 standard deviation. And that responsibility assignments through delegation reduces the workload as given by majority 93% in agreement with 7% not sure and a high mean of 4.3 and 0.58 standard deviation. Furthermore teachers assigned different tasks and responsibilities perform them well in mind that they are held responsible for the good and bad results as given by a highest majority of 97% were in agreement and only 3% were not sure and high mean of 4.33 and lower deviation of 0.53.

##### • Responses on power position of teachers

Delegation gives; power primary teachers to perform all their responsibilities and duties, power over situations at work, power over resource allocation and power over decision making with study findings revealing that 70%, 32%, 89% and 27% were in agreement respectively. Those that were in contrary were 30%, 68%, 3% and 66% respectively. This implies that delegation gives power over resource allocation by not full authority to decision making as given by the means of 3.98 and 2.48 respectively.

##### • Teachers responses on job satisfaction

There is efficiency in activities at school which motivates teachers to be content with their work as given by 90% in agreement, 7% uncertain and only 3% contrary with a mean of 4.13 and standard deviation 0.67. More so, there is high quality of work due to delegation which in turn builds teachers satisfaction as majority 70% were in

agreement, 20% contrary with 10% uncertain with a mean of 3.5 and 0.81 standard deviation. Add that commitment to work brings satisfaction to teachers as revealed by 84% in agreement, 11% uncertain and minority 5% contrary. Lastly there is confidence development with task allocation that in turn motivates teachers to work harder as given by 86% in agreement, 12% contrary and only 2% uncertain with mean of 4.21 and low standard deviation of 0.91.

### B. Conclusions

Based on study findings the researcher concludes that there is a positive relationship between delegation and job satisfaction that is shown by  $r$  coefficient (0.743) which is statistically significant at  $0.000 < 0.01$ . And that 54.5% variations in job satisfaction of primary teachers are explained by the level of task allocation, responsibility assignment and power position as given by the coefficient of determination (Adjusted  $R^2$ ) value of 0.545.

### C. Recommendations

Based on the study findings, the researcher recommends that head teachers and other managers in the institutions of learning to always delegate their tasks and roles to their juniors as it motivates them to work harder and it builds their confidence which in turn improves the institutions standards as whole.

### D. Areas for further research

The researcher proposes that further study be conducted in on delegation and motivational factors of teachers in the other areas of the country.

## ACKNOWLEDGEMENT

I wish to extend my appreciation to my supervisor, Dr. Marin Etoru, for his professional guidance in this research. My sincere gratitude is also extended to all the staff in the School of Graduate Studies and Research, Team University for always being available for me whenever I needed them. Special thanks to Dr. Patience Tugume, on whose part a lot of sacrifice was made.

I thank all the colleagues of Master of Arts in Public Administration for their cooperation and encouragement during the course. I also extend gratitude to my friends; Steven Ainebyona, Grace Ogweng and Wilson Ogong and MS Miria, Deputy Academic Registrar of Team University for all the words of encouragements, my association with you made the course easy and gave me the moral to work hard to the conclusion of the course.

Whole heartedly I appreciate the District Education Officer, Mr. Denis Kissa who rendered me immense and immeasurable support in the progress of this course. Teachers and head teachers of the Awei Sub County Primary Schools who were visited and who volunteered their responses, their contribution towards the success of this study cannot be under estimated.

Lastly, I convey special thanks to all my staff members, Parents, School Management Committees and pupils of Ogogoro Primary School on whose part a lot of sacrifice was made in my absence that they positively endured throughout the course and during the time of data collection. I thank you all!!!

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