
**Delegation And Job Satisfaction Of Secondary School Teachers In Kitagwenda District: A Case Study Of
Kitagwenda Town Council Schools**

Tusiime Robert¹, Byaruhanga Benard²

1, 2 Metropolitan International University

Abstract

The study investigated delegation and job satisfaction of secondary school teachers in Kitagwenda District: A Case of Kitagwenda Town Council Schools. It examined the relationship between allocation of activities to teachers and job satisfaction; the relationship between assignment of responsibilities to teachers and their job satisfaction and the relationship between power position of teachers and their job satisfaction. The study was prompted by the job satisfaction of secondary school teachers in Kitagwenda Town Council. The study used both quantitative and qualitative research methods. The samples of the study included teachers and head teachers. Data was collected using self-administered questionnaires and an interview guide. From the findings, it was established that allocation of activities to teachers, assignment of responsibilities and power position of the teachers lead to their job satisfaction. From the findings of the study, it was concluded that there is a positive relationship between allocation of activities to teachers, assignment of responsibilities to teachers and power position of teachers and their job satisfaction. The researcher recommends that head teachers should allocate more activities to teachers, assign more responsibilities and also give them more powers in the positions they occupy to execute responsibilities. All this is likely to lead to their job satisfaction. Head teachers should allocate more activities to teachers through ensuring that there is existence of functioning departments, consideration of expertise in allocation of activities, giving positions of responsibility to teachers and being flexible in the management of the schools through letting teachers be involved in handling different matters as situations arise. This is because allocation of activities leads to efficiency and effectiveness of teachers in schools hence leading to their job satisfaction.

Keywords: Delegation, Job Satisfaction, Secondary School and Teachers

Background to the study

The concepts of this study include the independent variable of delegation with its accruing variables of allocation of activities, assignment of responsibilities and power position of teachers and forms of delegation (Victoria et al., 2023). These were studied in relation to the dependent variable of Job satisfaction. According to Musaazi (2010), the concept of delegation refers to the process of dividing up total work and giving part of it to subordinate(s) (Emmanuel et al., 2023). It is the delivery by one individual say, the head teacher to another (teacher) of the right to act to make decisions to requisition resources and to perform other tasks in order to fulfil job responsibilities. In this study, delegation was used to mean allocation of activities, assignment of responsibilities and power position of teachers (Seth & Ntirandekura, 2022). For allocation of activities, this is the process of dispersing decision making closer to the point of service or action (Chandan, 2011). Regarding assignment of responsibilities, this is the giving of certain individuals with the necessary skills in the organization, certain occupations or jobs which the administrator cannot

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do (S. Godfrey et al., 2023). While power position is the situation of giving those with responsibility in the organization authority to make decisions and have control over their environment (Cole, 2017). The forms of delegation include; general or specific delegation, formal or informal delegation and lateral delegation according to (Moses, 2022). He continues to describe them as seen below: General delegation is when a manager gives a subordinate the authority to perform all functions in their department. Some of the functions include; organizing, planning and directing (Seth & Ntirandekura, 2022). Under this form, the manager exercises overall control and can offer guidance to the subordinates when needed. Comparatively, specific delegation is when a manager assigns a subordinate a specific task or function. The tasks assigned are precise. For example, a Human Resource manager may ask his assistant to conduct interviews for a certain department for a particular period (Christopher, Komunda, et al., 2022).

Formal or informal delegation is a part of an organizational structure. Whenever a person gets assigned a certain task, they also receive authority. This means that everyone automatically gets authority as per their duties. Informal delegation occurs due to circumstances. For example, an individual may perform a certain task not because it's their duty, but because it's necessary to perform their job. On the other hand, the concept of job satisfaction means the collection of feelings and beliefs the people have about their current job (George & Jones, 2002); that is, the set of favorable or unfavorable feelings with which employees view their work. It includes feelings of related pleasure or pain that differ from objective, thought and behavioral intentions like; "I enjoy my job", "my work is complex and I plan to resign", for those who like the work and those who are not satisfied with their work respectively. In this study, job satisfaction was looked at in terms of contentment, enthusiasm and commitment of teachers (Anthony, Kazaara, Kazaara, et al., 2023). Contentment refers to how one is satisfied with the job; that is, how one is ready to continue working; enthusiasm refers to the zeal in the individual to accomplish tasks and commitment refers to the attachment one has towards work and wants to continue working for the organization (Moses, 2022). The study took place in Kitagwenda Town Council secondary schools, Kitagwenda district western Uganda. The study was finding out whether there is delegation in Kitagwenda Town Council schools, and at what extent.

Statement of Problem

The problem sought to find out whether there is a relationship between delegation and job satisfaction of secondary school teachers in Kitagwenda district with reference to Kitagwenda Town Council School.

Specific objectives

1. To examine the relationship between allocation of activities to secondary school teachers in Kitagwenda Town Council Schools, Kitagwenda district and their job satisfaction
2. To establish the relationship between assignment of responsibilities to secondary school teachers in Kitagwenda Town Council Schools, Kitagwenda district and their job satisfaction.
3. To find out the relationship between power position of secondary school teachers in Kitagwenda Town Council Schools, Kitagwenda district and their job satisfaction.

Methodology

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The researcher used quantitative and qualitative methods of data collection. Cross-sectional survey design was also used in this study. This design was chosen because it has the ability to produce data required for qualitative analysis, allowing simultaneous description of views, opinions, perceptions and beliefs at a single point in time (Gay, 1996). Above all, teachers are a homogeneous population and allowed collection of views at a single point in time. The study was conducted in Kitagwenda town council schools, Kitagwenda district. Kitagwenda town council is located in the central of Kitagwenda district. Kitagwenda district is in western Uganda bordered by Kamwenge district in the south and Ibanda district in the North. The target population of the study was 134 which comprised of all the secondary school teachers and head teachers in Kitagwenda Town Council schools which included both government-aided and private schools. The researcher considered a study sample size of 100 respondents and this was determined using Israel Glenn (2012) formula $n = \frac{N}{1+Ne^2}$, where n is the study sample size, N is the study population while e is the level of precision which is 0.05

$$n = \frac{134}{1+134(0.05)^2}$$

$$n = \frac{134}{1+134(0.0025)}$$

$$n = \frac{134}{1.33} = 100.37 \approx 100$$

The study used primary data to determine the relationship between the variables. Primary data is the data observed or collected directly from first – hand experience. In this study, primary data was collected using questionnaires and interviews. Questionnaire for the teachers was developed by the researcher and was the main research instrument. The questionnaire is preferred as an instrument of research because it was easy to administer (Gay, 1996). Most of the questions required direct answers based on the Likert type five-point scale for quantitative data. Others were open-ended questions for which the respondents were asked to provide their own opinion. The open-ended questions helped the researcher to get extra information of qualitative nature. The data was coded, categorized and analyzed using computer software package that is MS Excel. Quantitative data was analyzed by SPSS & STATA which generated frequency tables to present the findings. Qualitative data generated from the interviews was analyzed through careful interpretation of meanings and contents and ordering and ranking with descriptive manner. The presentation of data was done using tables that were drawn using SPSS & STATA (Nelson et al., 2022).

RESULTS

Table 1 Responses on Allocation of activities to teachers

Questionnaire item	Response category	Frequency	Percent
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There are functioning departments in the school	Strongly disagree	0	00.0%
	Disagree	18	18.0%
	Undecided	00	00.0%
	Agree	60	60.0%
	Strongly agree	22	22.0%
Expertise is considered in the allocation of activities	Strongly disagree	18	18.0%
	Disagree	17	17.0%
	Undecided	03	03.0%
	Agree	47	47.0%
	Strongly agree	15	15.0%
I am given authority to make decisions relative to my roles	Strongly disagree	03	03.0%
	Disagree	20	20.0%
	Undecided	11	11.0%
	Agree	43	43.0%
	Strongly agree	23	23.0%
I am in a position of responsibility	Strongly disagree	00	00.0%
	Disagree	00	00.0%
	Undecided	10	10.0%
	Agree	63	63.0%
	Strongly agree	27	27.0%
Delegation has reduced the workload of the administrators	Strongly disagree	00	00.0%
	Disagree	06	06.0%
	Undecided	00	00.0%
	Agree	84	84.0%
	Strongly agree	10	10.0%
There is flexibility in the management of the school	Strongly disagree	01	01.0%
	Disagree	07	07.0%
	Undecided	00	00.0%

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There is a quick decision making due to allocation of activities	Agree	85	85.0%
	Strongly agree	07	07.0%
	Strongly disagree	03	03.0%
	Disagree	57	57.0%
	Undecided	13	13.0%
	Agree	19	19.0%
	Strongly agree	08	08.0%

In Table 1, the findings indicate that generally, most respondents (60 or 60.0%) agreed that there are functioning departments in schools and 22 (or 22.0%) strongly agreed. This suggests that most secondary schools in Kitagwenda have functioning departments and this is likely to lead to reduction of the work load of administrators (Richard et al., 2023). A look at giving authority to make decisions relative to their roles, the findings show those 19 (or 19.0%) respondents agreed and 08 (or 08.0%) of them strongly agreed. This implies that authority to make decisions relative to their roles leads to efficiency and effectiveness because they are encouraged to do their work well and they also become creative (Christopher, Moses, et al., 2022).

On whether expertise is considered in the allocation of activities, the findings indicate that 47(or 47.0%) respondents agreed while 15 (or 15.0%) strongly agreed. This means that expertise is considered in allocation of activities to teachers in Kitagwenda Town Council secondary schools. It implies that teachers are motivated to get more involved in school administration. They work harder because they feel promoted since they are executing high level roles. They feel trusted and work to their level best (Anthony, Kazaara, Kazaara, et al., 2023). Asked whether they are in a position of responsibility, the findings indicate that most teachers (63 or 63.0%) agreed and 27 (or 27.0%) strongly agreed. This suggests that most secondary school teachers in Kitagwenda are in positions of responsibility. This suggests that there is team work in school administration. This improves teachers' attitude towards work and feel more involved. They get a sense of belonging and work hard to justify their occupational offices.

According to whether delegation has reduced the workload of the administrators, the findings show that most respondents (84 or 84.0%) agreed and 10 (or 10.0%) strongly agreed. This implies that there is flexibility in the management of the schools because there is no work accumulation.

About flexibility due to allocation of activities in the management of the schools, findings indicate that most of the respondents (85 or 85.0%) agreed and 07 (or 07.0%) strongly agreed (Anthony, Kazaara, & Kazaara, 2023). This shows that teachers get attracted to work hard as they feel more responsible for the activities entrusted to them. They also feel obliged to perform to produce results to prove their worthiness in the activities allocated to them. This is

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because teachers get satisfied with their jobs hence putting more effort leading to better performance. A look at quick decision making due to allocation of activities, the findings show that majority of respondents (57 or 57.0%) disagreed compared to 19 (or 19.0%) respondents who agreed. This suggests that there is no quick decision making due to allocation of activities. It further suggests that head teachers seem to reserve the powers in making decisions concerning the management of the schools (Christopher, Komunda, et al., 2022). This is likely to lead to inefficiency in management of schools.

Responses on assignment of responsibilities to teachers

Table 2: Teachers' responses on assignment of responsibilities

Questionnaire item	Response category	Frequency	Percent
Load is shared through delegation of responsibilities	Strongly disagree	00	0.0%
	Disagree	00	0.0%
	Undecided	06	06.0%
	Agree	80	80.0%
	Strongly agree	14	14.0%
I am assigned different responsibilities	Strongly disagree	08	08.0%
	Disagree	10	10.0%
	Undecided	06	06.0%
	Agree	25	25.0%
	Strongly agree	51	51.0%
I hold a position of responsibility	Strongly disagree	01	01.0%
	Disagree	02	02.0%
	Undecided	06	06.0%
	Agree	79	79.0%
	Strongly agree	12	12.0%
I am responsible for the duties of my office	Strongly disagree	00	00.0%
	Disagree	06	06.0%
	Undecided	03	03.0%
	Agree	67	67.0%
	Strongly agree	14	14.0%

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On the issue of sharing of load as a result of delegation of responsibilities, majority of respondents (80 or 80.0%) agreed and 14 (or 14.0%) strongly agreed. This implies that there is no work accumulation as teachers become part of the school team. They supervise one another and therefore work closely.

On whether teachers are assigned different responsibilities, majority of respondents (51 or 51.0%) strongly agreed and 25 (or 25.0%) agreed. Thus, going by the opinion of the majority, teachers in Kitagwenda Town Council secondary schools are assigned different responsibilities. This implies that teachers come to understand the functioning of their respective schools and hence reduces complaints (Nelson et al., 2023).

On holding a position of responsibility, majority of respondents (79 or 79.0%) agreed, while 12 (or 12.0%) strongly agreed. This suggests that when teachers hold positions of responsibilities, they are likely to participate enthusiastically in responsibilities to produce good results. Concerning, whether teachers are responsible for the duties of their respective offices, 67 (or 67.0%) respondents agreed and 14 (or 14.0%) respondents strongly agreed. This implies that the work of administrators is likely to be easier when most teachers are responsible for the assigned duties in their respective schools. Head teachers may not need to be in schools all the time because the work can be easily handled by teachers when delegated responsibilities. This makes schools to function with flexibility because teachers become satisfied with their jobs (Faridah et al., 2023).

Responses on power position of teachers

Table 3 shows the responses on power position of teachers.

Table 3 Teachers' responses on power position

Questionnaire item	Response category	Frequency	Percent
I have the power to execute responsibilities	Strongly disagree	00	00.0%
	Disagree	19	19.0%
	Undecided	05	05.0%
	Agree	64	64.6%
	Strongly agree	12	12.0%
I have power over the work situation	Strongly disagree	11	11.0%
	Disagree	47	47.0%
	Undecided	06	06.0%
	Agree	26	26.0%
	Strongly agree	10	10.0%
I have power to utilize resources	Strongly disagree	00	00.0%
	Disagree	03	03.0%
	Undecided	10	10.0%
	Agree	66	66.0%
	Strongly agree	21	21.0%
I have full authority to decision making	Strongly disagree	10	10.0%
	Disagree	62	62.0%
	Undecided	05	05.0%
	Agree	20	20.0%
	Strongly agree	03	03.0%

The findings from table 3 show that the teachers have the power to execute responsibilities.

This is evidenced by the majority of the respondents (64 or 64.0%) agreeing to the item asked. Having power to execute responsibilities is likely to make teachers work harder towards the development of their respective schools in Kitagwenda Town Council.

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On having power over the work situation, majority (47 or 47.0%) disagreed and 11 (or 11.0%) strongly disagreed. A total of 26 respondents agreed. This implies that teachers have no full power over work situation. This is likely to lead to reduction in performance towards the management of the school (Victor et al., 2023).

The findings further indicate that the majority of respondents (66 or 66.0%) agreed that they have power to utilize resources at school, and 21 (or 21.0%) respondents strongly agreed. This suggests that having power to utilize resources is likely to motivate teachers to work hard. With having full authority to decision making, the majority of the respondents (62 or 62.0%) disagreed and 10 (or 10.0%) respondents strongly disagreed with the item asked. This suggests that head teachers reserve the authority to making final decisions concerning the management of the school.

Table 4 Teachers' responses on contentment at work

Questionnaire item	Response category	Frequency	Percent
There is effectiveness in activities execution	Strongly disagree	00	0.0%
	Disagree	07	07.0%
	Undecided	04	04.0%
	Agree	61	61.0%
	Strongly agree	28	28.0%
There is efficiency in fulfilment of activities	Strongly disagree	18	18.0%
	Disagree	04	04.0%
	Undecided	00	0.0%
	Agree	57	57.0%
	Strongly agree	22	22.0%
I am dedicated to my work	Strongly disagree	00	0.0%
	Disagree	04	04.0%
	Undecided	10	10.0%
	Agree	52	52.0%
	Strongly agree	34	34.0%
I work hard because I am in a position of responsibility	Strongly disagree	00	0.0%
	Disagree	06	06.0%
	Undecided	01	01.0%
	Agree	72	72.0%

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There is improvement in performance because of reduced workload of the administrators	Strongly agree	21	21.0%
	Strongly disagree	01	01.0%
	Disagree	04	04.0%
	Undecided	02	02.0%
	Agree	81	81.0%
	Strongly agree	12	12.0%
There is increased interest in work	Strongly disagree	02	02.0%
	Disagree	05	05.0%
	Undecided	05	05.0%
	Agree	65	65.0%
	Strongly agree	23	23.0%

In Table 4, the findings indicate that there is effectiveness in activities execution. This is seen when the majority of respondents (61 or 61.0%) agreed and 28 (or 28.0%) strongly agreed. This implies that effectiveness in activities execution is likely to lead to the better performance in schools.

As to whether there is efficiency in fulfilment of activities, the majority of respondents (57 or 57.0%) agreed and 22 (or 22.0%) respondents strongly agreed. Thus, going by the opinion of the majority, teachers in Kitagwenda Town Council are efficient in fulfilment of activities assigned to them. This is likely to lead to promotion of good relationship between teachers and the school administrators (Seth & Ntirandekura, 2022).

The findings in Table 4 further indicate that most teachers are dedicated to their work. This is seen when 52 (or 54.0%) respondents agreed and 34 (or 34.0%) respondents strongly agreed. This suggests that when teachers are dedicated to their work, it is likely to increase performance in their respective schools.

On the item of working hard because of being in a position of responsibility, many of the respondents (72 or 72.0%) agreed and 21 (or 21.0%) respondents strongly agreed. This implies that being in position of responsibility is likely to lead teachers to work hard in order to avoid failure.

About improvement in performance because of reduced workload of administrators, majority of respondents (81 or 81.0%) agreed while 12 (or 12.0%) respondents strongly agreed. This suggests that reduced workload among administrators is likely to improve on their performance since there is no accumulation of work (Mark et al., 2023).

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Table 4.5 also indicate that 65 (or 65.0%) respondents agreed that there is increased interest in work among teachers while 23 (or 23.0%) respondents strongly agreed. This is likely to lead to efficiency and good performance of teachers.

Teacher's responses on work enthusiasm**Table 5 Teachers' responses on work enthusiasm**

Questionnaire item	Response category	Frequency	Percent
Work is enjoyable because the load is shared	Strongly disagree	02	02.0%
	Disagree	10	10.0%
	Undecided	03	03.0%
	Agree	69	69.0%
	Strongly agree	16	16.0%
I have become innovative because I am assigned different responsibilities	Strongly disagree	00	00.0%
	Disagree	15	15.0%
	Undecided	00	00.0%
	Agree	63	63.0%
	Strongly agree	22	22.0%
I am motivated to put in extra load because I hold a position of responsibility	Strongly disagree	00	00.0%
	Disagree	17	17.0%
	Undecided	03	03.0%
	Agree	57	57.0%
	Strongly agree	23	23.0%
I have developed confidence because my position has work for execution	Strongly disagree	00	00.0%
	Disagree	13	13.0%
	Undecided	03	03.0%
	Agree	51	51.0%
	Strongly agree	33	33.0%

The findings from Table 5 indicate that work is enjoyable because of sharing the load, a total of 69 (or 69.0%) respondents agreed and only 10 (or 10.0%) disagreed with only 02 or 02.0% strongly disagreeing. Thus, going by the majority opinion, the findings suggest that work is likely to be enjoyable because of sharing the load among the teachers.

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The findings further show that teachers are innovative because of being assigned different responsibilities. This is evidenced by most of the respondents (63 or 63.0%) agreeing and 22 (or 22.0%) strongly agreeing. This implies that when teachers are assigned different responsibilities, they become more innovative and creative (W. Godfrey et al., 2023).

Table 5 further indicates that majority of the respondents (57 or 57.0%) agreed that teachers are motivated to put in extra load because of holding a position of responsibility. This suggests that when teachers are holding a position of responsibility, they are likely to be motivated and work harder towards the affairs of their respective schools.

On whether teachers have developed confidence because of their positions for work execution, majority (51 or 51.0%) of respondents agreed and 33 (or 33.0%) strongly agreed. This implies that because of their positions for work execution, teachers are more likely to become more confident in whatever they do.

Teacher's responses on work commitment

Table 6 Teachers' responses on work commitment

Questionnaire item	Response category	Frequency	Percent
I am encouraged to work beyond average performance because I have the power to execute responsibilities	Strongly disagree	01	01.0%
	Disagree	02	02.0%
	Undecided	01	01.0%
	Agree	76	76.0%
	Strongly agree	20	20.0%
I feel part and parcel of the school because I have power over my work situation	Strongly disagree	22	22.0%
	Disagree	45	45.0%
	Undecided	16	16.0%
	Agree	12	12.0%
	Strongly agree	05	05.0%
I discharge responsibility because I have the power to utilize resources	Strongly disagree	01	01.0%
	Disagree	01	01.0%
	Undecided	05	05.0%
	Agree	81	81.0%
	Strongly agree	12	12.0%

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I take risks because I have full responsibility	Strongly disagree	03	03.0%
	Disagree	75	75.0%
	Undecided	18	18.0%
	Agree	04	04.0%
	Strongly agree	00	00.0%

The findings in Table 6 indicate that teachers are encouraged to work beyond average performance because of having power to execute responsibilities. This is evidenced by 76 (or 76.0%) of teachers, respondents who agreed and 20 (or 20.0%) of them who strongly agreed.

This implies that having power to execute responsibilities, teachers are encouraged to work beyond average performance and this is likely to lead to efficiency (Micheal et al., 2023).

Regarding the issue teachers feeling to be part and parcel of the school because of having power over work situations, findings indicate that majority of respondents (45 or 45.0%) disagreed, followed by 22 (or 22.0%) of them who strongly disagreed. This suggests that teachers have no full power over work situation and this is likely to lead to decline in the general performance in schools. On discharging responsibility because of having power to utilize resources, majority of respondents (81 or 81.0%) agreed and 12 (or 12.0%) respondents strongly agreed. This implies that discharging responsibility is likely to lead to promotion of efficiency due to having power to utilize resources. This is because teachers are made to work harder to impress head teachers (Winny, Kazaara, et al., 2023).

The findings further show that majority of respondents (78 or 78.50%) do not take risks because they do not have full responsibility. This implies that most teachers in Kitagwenda Town Council do not have full responsibility concerning the affairs of their respective schools and therefore are likely not to perform well (Winny, Ariyo, et al., 2023).

Conclusions

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

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

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work well and be creative, get more involved in running the affairs of their schools and work towards perfection. They also develop the willingness to work beyond normal time, putting in more effort and have better attitudes towards their jobs. They feel more involved, have a more sense of belonging, work hard to justify their positions in offices and enjoy work because they feel promoted since they are executing high level roles. They feel trusted and work to their level best for they feel responsible for the activities entrusted to them and they also feel obliged to perform to produce results to prove their worthiness.

There is a relationship between assignment of responsibilities to teachers and their job satisfaction. The higher the placement, the greater the job satisfaction because they become part of the school team, supervising one another, working more closely together and participate at least in some of the school activities enthusiastically. The teachers become available at the school especially if there is an occasion that requires the presence of all the teachers and nobody wants to be seen to be betraying the cause of the school. The teachers participate enthusiastically in “extra teaching and crash programmes, participate and contribute freely in meetings, have commitment to reports writing and get involved in handling parents’ and visitors’ issues. Teachers know the functioning of the school reducing complaints. Teachers do not feel disconcerted whenever there is an issue requiring their input.

There is a relationship between power position of teachers and job satisfaction. The higher the power of the position, the higher the job satisfaction because possession of power by teachers influences their job satisfaction making them work hard. They get more involved in every day today management of the students’ affairs, become active as they always want to impress the head teachers and put in more effort since for anything which goes wrong, they have to account for it.

Possession of power is a challenge to the teachers because they have to make sure that they fulfil the assigned duties. If teachers have power over resources, they enjoy their work becoming more committed working willingly work with minimum supervision.

Recommendations

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

Head teachers should allocate more activities to teachers through ensuring that there is existence of functioning departments, consideration of expertise in allocation of activities, giving positions of responsibility to teachers and being flexible in the management of the schools through letting teachers be involved in handling different matters as situations arise. This is because allocation of activities leads to efficiency and effectiveness of teachers in schools hence leading to their job satisfaction.

Head teachers should also assign more responsibilities to teachers through ensuring that individual skills are considered in the assignment of responsibilities, sharing of load with the teachers, putting them in positions of responsibility and making them responsible to the duties of their positions. This is because assignment of responsibilities makes teachers become part of the school team, know the functioning of the school and makes the school function with flexibility leading to creation of their job satisfaction.

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