

**PARTICIPATORY LEADERSHIP AND EMPLOYEE COMMITMENT
IN GOVERNMENT SECONDARY SCHOOLS IN SOROTI DISTRICT**

By

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DECLARATION

I Francis Joseph Osako declare that this study titled: *Participatory leadership and employee commitment in Government Secondary Schools in Soroti District* has been my sole effort and has never been submitted for any award at any University or Institution of Learning.

APPROVAL

This study on Participatory leadership and employee commitment in Government Secondary Schools in Soroti District was submitted for external examination under our supervision as Institute supervisors.

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DEDICATION

This dissertation is dedicated to my children Clare, Emmanuel, John Paul, Florence and Simon Peter who have been motivating and encouraging me to study despite my busy work schedule.

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I would like to acknowledge all those individuals who contributed directly or indirectly towards my successful production of this work. I would like to thank in a special way my supervisors Dr. Maria Barifaijo and Dr.Paul Malunda for their continuous guidance leading to the production of this dissertation. I also wish to acknowledge the support and cooperation of the secondary school administrators and teachers who participated in this study and may the Almighty God reward you abundantly.

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LIST OF ABBREVIATIONS

ADB	-	African Development Bank
APA	-	American Psychological Association
ASSHU	-	Association of Secondary School Head teachers of Uganda
BOG	-	Board of Governors
DV	-	Dependent Variable
ESC	-	Education Service Commission
HOD	-	Head of Department
IV	-	Independent Variable
MOES	-	Ministry of Education and Sports
NDP	-	National Development Plan
PGD	-	Post Graduate Diploma
PTA	-	Parents Teachers Association
SESEMAT	-	Secondary Science and Mathematics Teachers
SPSS	-	Statistical Package for Social Sciences
UNATU	-	Uganda National Teachers Union

ABSTRACT

The study analyzed the relationship between participatory leadership and employee commitment in Government secondary schools in Soroti District using three objectives namely to establish the relationship between duty delegation and employee commitment; to assess the relationship between participatory decision making and employee commitment and to establish the relationship between staff representation and employee commitment. The cross sectional design was used complemented with both qualitative and quantitative approaches. The study population was 100 elements from which a sample of 80 respondents was selected using simple and purposive sampling techniques. The response rate of 86.9% was obtained from which key findings obtained include a positive relationship exists between duty delegation (.297**), participatory decision making (.341**), staff representation (.496**) and employee commitment. From the study, it was concluded that delegation of authority is an important aspect for ensuring proper handling of student affairs although some tasks were difficult for teachers to execute as they had less experience, fewer of school employees engaged in decision making and coming up with school policies while representing staff on the school board of governors would help subordinate staff voices be heard, however fewer of subordinate views were considered for discussion. Recommendations made include timely provision of necessary support to teachers to successfully accomplish delegated tasks, increase level of staff participation in decision making by frequently holding staff and departmental meetings, use of questionnaires and suggestion boxes, regular holding of BOG meetings so that teachers' concerns are discussed and ensuring democratic election of teachers' representatives.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

The study investigated into the relationship between participatory leadership and employee commitment in Government Secondary Schools in Soroti District. Participatory leadership is the independent variable in this study while employee commitment is the dependent variable. This chapter presents the background to the study, statement of the problem, purpose of the study, objectives of the study and research questions. In addition it presents the hypotheses, scope, justification and significance of the study. It also gives the operational definition of terms and concepts.

1.1 Background to the study

This section introduces background to the study taking Amin's (2005) approach under the following perspectives: Historical, Theoretical, Conceptual and Contextual background.

1.1.1 Historical background

Creating a pool of committed employees has been a key desire by many organizations and employers for purposes of increasing productivity. Taylor (1911), in his classical work, "The Principles of Scientific Management", gave an insight to employee commitment. Working in the steel industry, Taylor observed the phenomenon of workers deliberately working below their capacity. This is what Taylor called soldiering (Mindtools, 2015) .This attitude mainly arose from a belief among workers that if they became more productive fewer of them would be needed and jobs would be eliminated. Taylor further observed that employees' commitment to work was strongly motivated by money.

One of the earliest preludes to the study of employee commitment was the Hawthorne studies. These studies which were conducted between 1924 and 1935 have primarily been credited to

Elton Mayo of the Harvard Business School (Sonnenfeld, 1985). These studies sought to find out the effects of various conditions on workers' productivity. Findings showed that though improvements in working conditions led to increased productivity, employee commitment increased among workers only after realizing that they were participating freely and were working without coercion from their supervisors (Accel-Team, 2015).

In Uganda since the public service came into existence during colonial times, government employees have largely been less committed to their jobs. Since the 1980s, government ministries have gone through a frustrating period of poor performance marked by failure to achieve the expected outcomes as captured in various Auditor General's reports (Obicci, 2014). In a bid to enhance employee commitment and service delivery, government introduced the Uganda Public Service Standing Orders 2010 and the Public Service Act.

Leadership is one of the most observed and least understood phenomena on earth (Burns,1978).Evidence from anthropology suggests that there are no human societies without some form of leadership(Vugt,2006). Across ages a number of individual leaders have taken charge of a group and led it to safety, victory or prosperity. For example religious figures like Jesus, Mohammed and Buddha, military leaders like Alexander the great and Napoleon; and political leaders like Mandela. Across societies, leaders have been held in high esteem and their actions seen as more acceptable for the welfare of society. Leaders thus play a key role in shaping the destiny of their followers including their commitment to a given cause.

It seems that whenever a group of people come together like in a school setting, a leader-follower relationship naturally develops. Therefore from the above historical perspective there was need for research to analyze the relationship between participatory leadership and employee commitment in government secondary schools in Soroti district.

1.1.2 Theoretical background

This study was anchored on two theories namely the Path- Goal Theory and the Two Factor theory. The Path-goal theory states that a leader's behavior or style affects employees' job satisfaction, motivation and effectiveness (Polston-Murdoch, 2013). The Path-Goal Theory was developed by psychologist Robert House in 1971 and was redefined and updated in 1996. House (1996), notes that an effective leader should guide employees in choosing the best paths for reaching their individual goals as well as the organizational goals. When these goals are successfully fulfilled employee commitment is sustained. For employees to achieve the required goals, a leader ought to support, help or motivate them by creating an environment where they actively participate in the daily running of the organization through delegation of duty and consultation of employees.

The Two Factor theory also known as Herzberg motivation hygiene theory or dual theory was developed by Frederick Herzberg a behavioral scientist in 1959 and attempts to explain satisfaction and motivation in the work place (Kwasi & Amoako, 2011).The theory states that there are certain factors in the work place that cause job satisfaction (motivators) while a separate set of factors (hygiene factors) cause dissatisfaction (Riley, 2015). Hygiene factors are those factors which are essential for existence of motivation at the work place for example pay, company policies, supervisory practices and working conditions. If these factors are absent, then there will be dissatisfaction and as a result employee commitment declines. Motivational factors yield positive satisfaction and motivate the employees for superior performance (Riley, 2015). They include recognition, growth and promotional opportunities, responsibility and meaningfulness of work.

The theory suggests that when leaders guarantee adequacy of the hygiene factors, basic needs of employees will be fulfilled and any element of dissatisfaction and loss of commitment

arising from the work environment is removed (Kwasi & Amoako, 2011). Effective leaders must ensure that workers' participation in the day to day affairs in the work place is increased because through participation employee skills and competencies are put to maximum use (Kwasi & Amoako, 2011). Employees will find work stimulating and rewarding, stay committed by working to the best of their ability (Ju-Chun, 2013).

1.1.3 Conceptual Background

Two concepts constitute major variables of the study. These are participatory leadership and employee commitment. Before defining participatory leadership it is important to get an understanding of the concept of leadership. According to Doyle and Smith (2001) leadership is about thinking and acting creatively to influence the actions, beliefs and feelings of others. Leaders seem to come to the forefront when there is a crisis or problem. Being a leader therefore means carrying the fate of those you lead.

Participatory leadership (Grimsly, 2015) is a style of management where decisions are made with the most feasible amount of participation from those who are affected by the decisions. It focuses on decentralization of decision making and sharing of power.

Employee commitment is a multidimensional concept that has been studied over years in public, private and nonprofit sectors (Meyer & Allen, 1991). This is because of the significant role that employees play in the growth of organizations. Employee commitment is defined as attachment and loyalty to the organization (Kheirkhah, Akbar & Fathi, 2014). It is a bond employees experience with their organizations (Nieuwoudt, 2014). According to Meyer and Allen (1991) and Lau (2011) it is also seen as an attitude that shows three dimensions namely: affective, continuance and normative commitment. Employees who are committed to their organization generally feel a connection with that organization, fit in and feel that they understand the goals of the organization (Nieuwoudt, 2014).

1.1.4 Contextual Background

The study was conducted in Soroti District one of the beneficiaries of the Universal Secondary Education (USE) as well as other interventions designed to address teachers' concerns as key stakeholders in education (MOES, 2013). Soroti District has six government secondary schools with over 100 teachers whose commitment has largely been low. One of the issues confronting education in Soroti District is the failure of teachers to follow the Professional code of conduct (Education Service Commission, 2012) which demands regular lesson attendance, guidance of learners and support of school programs. The magnitude of the problem according to ASSHU Report (2015) is manifested in form of absenteeism, late coming and failure to meet deadlines by teachers. It is also seen in lack of job ownership and patriotic attitude, poor sense of belonging and low level of excitement at work. Urwick and Kisa (2014) paint a gloomier picture by observing that some teachers have resorted to part time teaching in other schools commonly called moonlighting while others engage in private businesses instead of teaching. Even those who report to school give little contact time to the learners. Of late there have been complaints of sabotage, rumor mongering, cliques and conflicts among staff as they trade accusations on each other over poor performance (BOG Minutes, 2015). This trend is leading to loss of government resources and goodwill from parents who prefer to transfer their students to private schools where teaching is deemed to be satisfactory (ASSHU, 2015).

1.2 Problem statement

According to the Education Sector Strategic Plan 2007-2015, Education in Uganda is seen as a key factor in the achievement of National Development Plan (NDP) objectives and Uganda Vision 2040 (MOES, 2008). For that matter deliberate efforts have been put in place to boost up the education sector. Through the African Development Bank (ADB) III and IV projects; expansions of classrooms, provision of textbooks and other learning aids have been done.

Training of science and mathematics teachers under SESEMAT program has also been done. An attempt has been made to ensure teaching is attractive through the Teachers' Scheme of Service (ESC, 2011) that creates a career ladder for teachers and school administrators. Payment of 30% top up allowances to all science teachers have been effected (Ministry of Public Service, 2012). Teachers in Soroti District have equally benefited from the above interventions.

In spite of all the above interventions, teachers' commitment to work has been low in total violation of the teachers' professional code of conduct. Various monitoring reviews conducted since 2008 have concluded that teacher absenteeism is high (MOES, 2013). In 2012 the rate of teacher absenteeism was estimated at 17%. There is also a trend of teachers being present at school but not teaching or guiding students in co-curricular activities. Teachers' failure to meet deadlines of assignments is common. This appalling scenario is further echoed by Nganzi, Munyua and Okendo (2014) who note that the teaching profession in Uganda is facing a lot of instability; shown by poor performance, absenteeism and high turnover. This has negatively affected the rate of syllabus coverage, students' performance in national examinations and their ability to participate in co-curricular activities (MOES, 2013). Many teachers seem to be discouraged by the nature of leadership of their institutions and have often voiced their concerns (BOG Minutes, 2015). This state of affairs might make it difficult for government to successfully implement the much anticipated curriculum reforms in lower secondary school which are expected to kick off in 2018. This is because teachers play a pivotal role in the success of any educational reforms. Learners with inadequate skills relevant for economic and social transformation of society will continue to be churned out of these schools. Soroti as a district will fail to produce students who are qualified to compete favorably for admission in post-secondary institutions. Government resources will continue to be wasted. Therefore there was dire need for research to analyze the relationship between duty delegation, participatory

decision making and staff representation and employee commitment in Government secondary schools in Soroti District so as to reverse this trend.

1.3 Purpose of the study

The study aimed at analyzing the relationship between Participatory leadership and Employee commitment in Government Secondary Schools in Soroti District.

1.4 Objectives of the study

- 1) To establish the relationship between duty delegation and employee commitment in Government secondary schools in Soroti District.
- 2) To assess the relationship between participatory decision making and employee commitment in Government secondary schools in Soroti District.
- 3) To establish the relationship between staff representation and employee commitment in Government secondary schools in Soroti District.

1.5 Research questions

- 1) What is the relationship between duty delegation and employee commitment in government secondary schools in Soroti District?
- 2) What is the relationship between participatory decision making and employee commitment in government secondary schools in Soroti District?
- 3) What is the relationship between staff representation and employee commitment in government secondary schools in Soroti District?

1.6 Hypotheses of the study

- 1) There is a positive relationship between duty delegation and employee commitment.

- 2) There is a positive relationship between participatory decision making and employee commitment.
- 3) There is a positive relationship between staff representation and employee commitment.

1.7 Conceptual framework

Figure 1 below shows a conceptual framework which provides an explanation on how the independent variable (participatory leadership) affects employee commitment as a dependent variable in Government secondary schools in Soroti District.

Participatory Leadership (IV)

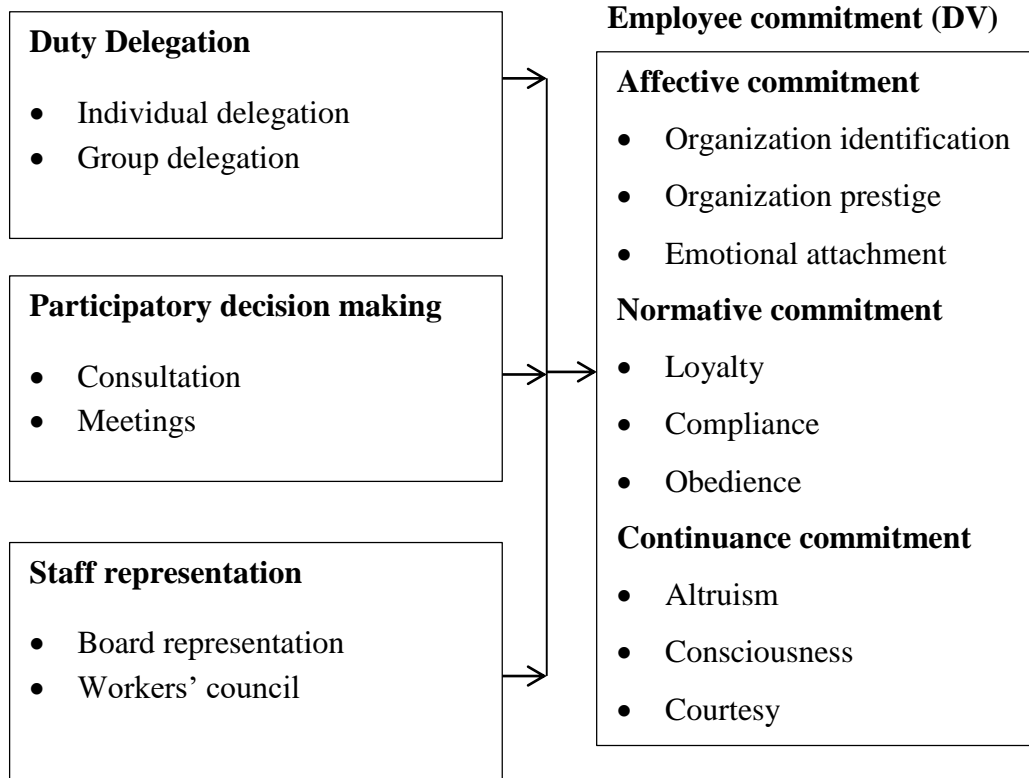


Figure 1: Conceptual framework showing the relationship between participatory styles and employee commitment

Source: From literature (Herzberg, 1959; Meyer & Allen, 1991; Somech, 2010)

The conceptual framework above assumes that when leaders practice duty delegation, affective, normative and continuance commitment is sustained among their employees. In

addition through participatory decision making leaders will encourage affective, normative and continuance commitment among their employees. Finally when staff representation is implemented by leaders, the level of affective, normative and continuance commitment increases among their employees. Therefore it is theorized that participatory leadership positively relates to employee commitment in government secondary schools.

1.8 Justification of the study

There is a big problem of employee commitment in many secondary schools in Uganda Soroti district inclusive. In a bid to improve performance of the education sector, many government interventions have tended to focus on building infrastructure, training, remuneration and provision of learning materials (MOES, 2013) however little focus has been put on the nature of leadership of secondary schools as a critical component of educational success. This study therefore goes a long way to find out why despite many government interventions employees are less committed to their work in secondary schools.

1.9 Significance of the study

This research may go a long way to assist MOES through the Secondary Schools' department implement participatory approaches of leadership so as to ensure employee commitment. Consequently teachers may benefit from the study results once MOES implements management policies that make their work enjoyable. This may improve their motivation to deliver high quality service to students. The study may in addition add to the body of knowledge and act as a reference point for future researchers on employee commitment.

1.10 Scope of the study

1.10.1 Geographical scope

The study was conducted in Soroti District North East of Uganda. It covered four out of six Government secondary schools where a decline in service delivery has been evident. The study covered teaching staff; head teachers and their deputies (administrators). These are core staff directly affected by management practices that are introduced from time to time in the school setting.

1.10.2 Time scope

The study focused on the period between 2007 and 2015. This is the period USE Program was initiated and it brought in new challenges of management of secondary schools due to increased student enrolment.

1.10.3 Content scope

The content of the study was on participatory leadership and specifically limited to the independent variable dimensions of duty delegation, participatory decision making and staff representation and employee commitment the dependent variable was measured using the three dimensions of normative, affective and continuance commitment.

1.11 Operational definitions

The key concepts in this study are defined operationally as follows:

Participatory leadership is a form of leadership where employees directly or indirectly contribute to organizational decisions and policies.

Duty delegation refers to an arrangement where an employee or group of employees is assigned to perform tasks done by his supervisor with an aim of making that employee gain experience and skills.

Participatory decision making refers to a system in which employees take part in giving views and opinions that are used to run an organization.

Staff representation is a system where employees are granted an opportunity to choose some of their members to participate in policy making organs of the institution.

Employee commitment is defined as the level of an employee's identification with and involvement in an organization.

Continuance commitment refers to commitment based on the cost that the employee associates with leaving the organization.

Affective commitment refers to an employee's emotional attachment to, identification with and involvement in the organization.

Normative commitment is defined as the employee's feelings of obligation to stay with the organization.

1.12 Limitations

There is limitation to all forms of research because it is impossible to control all variables (Hamilton, 2005). This study was limited due to the scope which did not allow for generalization of research findings. This is because it covered only four Government secondary schools in Soroti District. The sample was equally small and restricted to teachers. Hamilton (2005) argues that acknowledging limitations in your study reduces the likelihood of readers raising arguments to dispute your findings. Through a combination of qualitative and quantitative data, the use of questionnaires, interviews and document analysis; an increased volume of data was collected thus making the study fairly credible.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In this chapter the researcher reviews a selection of related literature as found in journals, working papers, magazines, textbooks, newspaper articles and internet or online sources. The Literature review is categorized in three parts. This includes: theoretical review, actual literature review and summary.

2.1 Theoretical review

The Path Goal Theory developed by Psychologist House in 1971 and reformulated in 1996 forms a major theoretical basis of this study. The theory states that a leader's behaviour affects an employee's job satisfaction, motivation and effectiveness. The strength of the theory is that it teaches leaders that the role of leadership is to help and clarify what needs to be done to achieve a goal. Therefore in order for employees to achieve the required goals the leader must help, support and motivate them. The leader can do this in three ways: helping employees identify their goals, clearing obstacles and offering appropriate rewards along the way (Polston-Murdoch, 2013). House (1996) theorizes that participation is a key motivator that enables employees achieve both individual and organizational goals. Participation can be enhanced by consulting employees, considering their ideas and expertise before making a decision. Participation makes employees feel valued. However the Path-goal theory has been dogged by a string of criticisms. The theory is so broad and encompasses many different sets of assumptions making its usability difficult so as to improve leadership in any organization (Northouse, 2010). Not all aspects of the theory have been given equal attention because a great deal of research has tended to focus on directive leadership with less emphasis on participative and achievement oriented leadership. Northouse (2010) criticizes the practical outcome of the

theory which suggests that leaders should provide coaching, guidance and direction to subordinates to help them define and clarify goals. The potential danger in this type of helping leadership is that subordinates may easily become dependent on the leader to accomplish any simple task. Despite these shortcomings, the path goal theory offers leaders a road map about ways to improve employees' satisfaction and performance. Above all it uses different types of leadership to deal with issues of motivation in order to get the job well done.

Herzberg's two factor theory introduced in 1959 has become one of the most used, known and widely respected theories explaining motivation and employee commitment (Deshields, Kara & Kaynak, 2005). Herzberg theorizes that there are certain factors that an organization can introduce to increase employee commitment (motivators). There are other factors that would demotivate an employee if not present but would not in themselves actually motivate employees to work harder (Hygiene factors).

Herzberg believes that organizations should motivate employees by adopting a more participatory approach of leadership and endeavor to improve the nature and content of the actual job (Kwasi & Amoako, 2011). Leaders can do this through delegating more power to employees to make decisions over a wide range of their working life (Empowerment). Kwasi and Amoako (2011) note that employees can also be given a greater variety of tasks to perform (job enlargement) and a wide range of more complex and challenging tasks (job enrichment). Therefore in order to retain employees it is important for leaders to ensure autonomy and independence of employees, recognition of employee performance, provision of opportunities to use skills and abilities, job rotation and promotion opportunities (Ju-Chun, 2013). Critics of the Herzberg Theory argue that it fails to recognize substantial differences among individual employees. Different employees might have different needs and thus require different motivators (Yew & Manap, 2012). The theory does not take into account the various job factors

that might cause satisfaction or dissatisfaction. Some job factor scales are not purely motivation or hygiene factors as argued by Yew and Manap (2012). The strong point of the theory is that when leaders identify the hygiene factors, basic needs of employees are fulfilled and elements of dissatisfaction are removed. By applying the theory, employees can be motivated consequently fulfilling their esteem and self-actualization needs. This increases their commitment to the organization. While the current study is largely informed by the Path-goal theory and Herzberg's two factor theory, it is of necessity to test these theories in the specific context of Participatory leadership and employee commitment in Soroti District Secondary Schools.

2.2 Duty delegation and employee commitment

Delegation is the process of giving decision making authority to lower employees. According to Musenze, Mayende and Lubega (2014) delegation is conceptualized as a process that involves assigning important tasks to subordinates and giving them responsibility for decisions formerly made by the manager. This involves giving employees authority to make decisions without seeking prior approval from the manager. Tasks can be delegated to individual employees or groups of employees. For the process to be successful, the worker must be able to obtain the necessary resources and cooperation needed for successful completion of the delegated task (Zwilling, 2013). According to the biblical book of Exodus, chapter 3, God delegated to Moses the task of leading the Israelites out of Egypt to the Promised Land. Therefore delegation can be carried out by an even powerful and an all knowing entity contrary to the view that people delegated because of personal limitations (Bendor, Glazer and Hammond 2000).

The concept of empowering employees has been gaining increasing attention and has been linked to both personal and organizational effectiveness (Conger 1989; Stewart, 1989). There is need to empower employees so that responsibility is shared and consequently long term organizational goals are achieved. According to Gul, Akbar and Jan (2012) employees should be given chance to initiate their ideas in order to foster a culture of sharing and justice. Delegation is a key strategy which if applied carefully can lead to retention of staff (Gul, etal. 2012). Findings by Rudolph and Peluchete (2011) suggest that delegation helps the manager to harness additional energy towards achieving organizational goals and objectives. As a result internal functioning of the organization is strengthened by building a team that can respond to any challenges. Rudolph and Peluchete (2011) further note that delegation provides the manager with a mechanism of selling his agenda to the subordinates and gaining their commitment. It allows the manager to focus on long term strategic issues than short term routine issues. The above studies would have been more valuable if they did not treat delegation as a general concept. This study conceptualizes delegation as individual and group delegation while exploring their relationship with employee commitment in government secondary schools.

Through delegation of authority employers are able to create organizational justice in the work place which is likely to increase employee commitment. A study carried out by Moghini, Kazemi and Samiie (2013) found that there is a strong positive relationship between distributive justice and employees' quality of work life. These finding seem to suggest that by delegating authority, employers are giving a signal of their fairness in the distribution of work, tasks, rewards and promotions. Therefore delegation improves quality of decision making and employees' fulfillment of their duties (Zapata-Phelan, Colquitt, Scott and Livingston, 2009).

One way to enhance transparency in an organization is through assignment of responsibility to employees to perform some tasks. Klein (2012) suggests that transparency contributes to mutual trust and cooperation amongst staff of an organization. Employees perceive transparency as an action that promotes their status. The very act of keeping employees updated with work related information elicits a high level of appreciation. Delegation of duty strategically places employees in the information chain in an organization. Therefore they are able to understand what goes on.

Delegation of authority is one way to prepare employees for promotion and career development. As they successfully handle delegated responsibility, they are building their career paths. Morrow (2011) suggests that career growth increases employees' affective commitment. These results are supported by Van Dyk and Coetzee (2012) who found that medical workers and information technology professionals who felt positive about possibility of career advancement in their organization were more likely to feel emotionally attached to their organization. Although these studies used well designed tools and delved into delegation they remain largely detached from secondary school subsector with its unique work conditions and are not specifically linked to the three dimensions of employee commitment as is the case in the present study.

Other researches present a contrary view on the role of delegation in enhancing employee commitment and performance. One such research carried out by Angst and Borowiecki (2014) notes the negative effects of transferring decision making rights from a principal to an agent. Results showed that agents did not favour delegation and considered the task entrusted to them to make decisions as burdensome. This study suggests that delegation may be a demotivator and thus lowering employee commitment. These findings are in line with other researchers like Davies (2015) who theorizes that delegation can be counterproductive if the manager delegates

the wrong task, delegates to the wrong person and does not give proper guidance. Employees often react negatively to any assignments in the work place if they lack the competencies and qualifications to perform the new role (Rao, 2015). Therefore when a wrong person is promoted or cajoled into a position he or she has little enthusiasm or preparation for, his commitment will be low (Davis 2015). When employees are not recognized and credited for successfully accomplishing delegated tasks, their commitment will decline (Zwilling, 2013). In the above studies no specific linkage was made with individual or group delegation of tasks. It also remains outstanding that some of the studies such as those by Davies (2015), Rao (2015), Angst and Borowiecki (2014) related duty delegation to performance; this study directly relates duty delegation to the three dimensions of employee commitment.

2.3 Participatory decision making and employee commitment

Human resource managers have used participatory decision making as a tool to signal to employees that they are valued by the organizations they work in (Morrow, 2011). Leaders can ensure that employees participate in decision making by often consulting them on a wide range of issues regarding their work life and organizational policies. Consultation can be done through suggestion boxes, questionnaire surveys and face to face discussion with individual employees. Meetings between employees and leaders can be held from time to time as an effective way of enhancing participation. Many studies have been conducted suggesting that participatory leadership creates positive outcomes that ultimately enhance employee commitment (Rafiei, Amini & Foroozandah, 2014).

Lopez-Cabarcos, Machado-Lopes-Sampaio-de Pinho and Vazquez-Rodriguez (2015) in a study on hotel workers in Portugal observe that through participation employees feel that they are treated well and thus experience higher job satisfaction. This in turn results into high levels

of organizational commitment. Although this research presents interesting findings, it is narrowed only to affective and normative dimensions of employee commitment but this study is broader and considers continuance commitment as a third dimension of employee commitment.

Participatory decision making boosts the morale of employees in the work place according to French (1960) as cited by Elele and Fields (2010). Increased morale makes employees become more productive; develop new knowledge, skills and attitudes (Bhatti et al., 2011). Consequently employees feel recognized because of their participation and conclude that management views them as intelligent, competent and valued partners. This increases their affective commitment to the organization (Mclaggan, Beduidenhout & Botha, 2013).

Sukirno and Sienthai (2011) in a study based on University lecturers suggest that participatory decision making positively affects employee performance and commitment. It was observed that the higher the level of lecturers' participation in decision making, the higher their commitment to the organizational vision and the higher their performance. The current study tests this relationship specifically with employee commitment in secondary schools other than employee performance in University as done by Sukirno and Sienthai (2011).

French (1960) cited by Elele and Fields (2010) further notes that participatory decision making helps employees attain higher order needs like self-expression, respect, independence and equality which serve to increase their commitment. Cotton (1988) argues that this perception of being recognized and valued leads to employee satisfaction and in turn greater productivity. Rafiei, Amini and Foroozandeh (2014) suggest that in order to improve employee performance, there is a need to enhance the three dimensions of commitment: affective, normative and continuance commitment.

Research suggests that participatory decision making promotes cooperation and prepares employees and managers to embrace changes that come from time to time. Metsamuuronen, Kuosa and Laukkanen (2013) in a study carried out in Finland note that through participation, cooperation is enhanced between school administrators with teachers and their associations. This kind of openness helps implement changes in the education system. Employee participation thus positively affects affective commitment (Rogiest, Segers & Van Witteloostuijin, 2015).

Organizations arrive at high quality decisions whenever employees are involved in the decision making process (Miller & Monge, 1986). This is because decisions made in conjunction with employees are arrived at based on a better pool of information. Employees often have more complete knowledge of work in their departments than do managers. Employees who participate and make an input in decisions are better equipped to implement any assignments related to those decisions.

Additional literature suggests that employee participation in decision making influences their perception of workplace fairness and justice (Lopez-Cabarcos et al. 2015). This affects their relationship with a supervisor which in turn may increase affective and normative commitment. Morrow (2011) also concurs with the view that perceived organizational support increases the affective commitment of employees in the long run. These studies would have been more valuable if an attempt to consider all the three dimensions of employee commitment was done. Researchers further note that participatory decision making enhances teamwork (Randell & Sim, 2014). In the modern working environment it is important than ever before to work as a team. Due to globalization and technological changes it is important for employees and management to get along as a team. By participating in the decision making process feelings of full membership in the team are positively strengthened (Randell & Sim, 2014). Most of the

above studies have conceptualized participatory decision making as a one on one direct interaction between an employee and management and thus narrowing its scope. The current study broadens the scope of participatory decision making to include staff and departmental meetings and also formal and informal consultations. The effects of participation may vary according to the different forms it takes and this is what the current study strives to find out.

Although many research findings support the view that there is a positive relation between participatory decision making and employee commitment, others offer contrary views. Kalyal and Saha (2008); Elele and Fields (2010); Musenze, Mayende and Lubega (2014) lend credence to this contrary view. This inconsistency in findings informs the present study. Research conducted by Kalyal and Saha (2008) in the public sector of Pakistan suggests that employee participation has a negative impact on affective commitment and continuance commitment. These findings seem to question the widely held view that participatory decision making positively relates with employee commitment. This study also remains largely inconclusive because the dimension of normative commitment was not put into consideration, a gap the present study tries to fill specifically in the context of secondary schools.

Elele and Fields (2010) found inconsistent results on the relationship between participatory decision making and employee commitment based on the cultural background of the respondents. A study on employee commitment and participatory decision making was carried out to compare Nigerian and American employees. For Nigerian employees participatory decision making positively related to affective and normative commitment and not related to continuance commitment. For American employees participatory decision making related positively to affective and normative commitment and negatively related to continuance commitment. This study therefore suggests that commitment may be related to individual characteristics of employees. Musenze, Mayende and Lubega (2014) theorize that decision

making has no impact on employee commitment. Their study based on a sample of primary school teachers equally did not consider all the three dimensions of employee commitment a gap this study addresses.

Reviewed literature is dominated by studies that suggest the importance of participatory decision making in enhancing employee commitment but fall short of addressing all the three dimensions of commitment. This study offers better understanding of the relationship between participatory decision making and employee commitment by including all the three dimensions of affective, normative and continuance commitment. In addition, it is only the finding of Musenze, Mayende and Lubega (2014) which has a similar context otherwise the rest have different milieu.

2.4 Staff representation and employee commitment

Staff representation is one form of employee involvement programs that aims at increasing workers' control and autonomy to improve their motivation, organizational commitment and job satisfaction (Fulton,2015).In the modern world of work representation is seen as some form of democracy(Estlund,2014). Staff representation is a form of partnership in which employees make decisions and consequently increase their organizational commitment (Javaherizadeh, Mehrabi, Haery & Naie, 2013).Through representation of employees, work place conflicts are removed by systematically improving communication channels. Representation motivates lower employees because they feel that their interests are well catered for. Research findings by Dezso and Ross (2012) reveal that female representation in top management increases motivation and commitment of women at lower managerial levels.

Representation of employees in the decision making process has been a major goal since late nineteenth century. In the mid 1960's demands for employee representation were brought to

the surface by a wave of radicalism that swept through Western Europe and America (Stephens, 2013). Available literature reveals that representative participation programmes are widely required by law in Western Europe as a forum for workers' decision making (Estlund,2014).However such schemes remain largely informal in the Ugandan labour market . In 1994, the Council of European Union passed a directive on establishment of a European Workers Council. Most developed countries in the world now mandate some form of employee representation (Estlund, 2014) but this largely remains ineffective in the developing world like Uganda.

Two major forms of representation exist: workers councils and board representatives (Estlund, 2014). Board representatives are employees who sit on the organization's board of directors and represent the interests of the organization's employees. These representatives help establish broad policies that are used to run the organization. They are tasked to defend the professional interests of the workers by ensuring that the existing rules and agreements are applied properly (Fulton, 2015). This helps create good working conditions which consequently enhance employee commitment (Javaherizadeh et al., 2013).

Workers councils are groups of nominated or elected employees who must be consulted whenever management makes decisions that affect employees. Workers decide what their needs are and they mandate a temporal delegate to pursue them. Such a delegate can be changed if he is believed to have betrayed the mandate. Fulton (2015) theorizes that workers councils are powerful institutions that advocate for wellbeing of employees. For example according to the June 2013 legislation in France the workers council must be consulted annually on the strategic direction of the company and its consequences on employees (Fulton, 2015).

Available literature reveals that in major European countries like Britain and France employee representation has also been through Trade unions as well as non-union fora (Estlund, 2014). Civil Society Organizations also offer some form of workers representation in Britain (Williams, Abbott & Heery, 2011). Their representational achievements include: raising the profile and awareness of workers' problems, offering workers information and advice; and influencing government policy (Williams et al., 2011). Estlund (2014) theorizes that various representative schemes are associated with employee perceptions of security, dignity, fairness and justice at work. This therefore points a positive link between staff representation and employee commitment. It is evident that researchers have picked keen interest in the subject of staff representation as seen by a large number of studies in the various forms of representation and the likely benefits associated with representation. They have largely focused on satisfaction rather than commitment. What is lacking is a specific investigation into the relationship between staff representation and all the three dimensions of employee commitment in secondary schools. Therefore this study directly relates staff representation and affective, normative and continuance commitment in the context of government secondary schools.

Nsubuga's (2008) support of staff representation is based on the argument that schools like any organizations are composed of intelligent people whose ideas are crucial in the day to day operation of these schools. Teachers have capacity to advise effectively on academic matters. This therefore makes it crucial to represent their views. Nsubuga (2008) therefore contends that employee representation is one way of distributing leadership, enhancing team work and organizational effectiveness. Available literature reveals that Uganda National Teachers Union (UNATU) is one of the avenues of teachers' representation in Uganda (MOES, 2013). UNATU officially registered as a union in 2003 and has membership of more than half the teachers in Uganda (MOES, 2013). Education Act (2008) provides for teachers' representation in the

Board of Governors (BOG) in each school in Uganda. Two teachers are democratically elected among the staff to participate in policy formulation for their school. Although this arrangement is meant to give teachers a platform to influence the policy making process in their schools (Education Act, 2008), its effectiveness in promoting employee commitment remains largely unknown. Another platform for teacher representation is through the Parents, Teachers Association (PTA). In this arrangement; two teachers are democratically elected to represent teachers' interests in the PTA Executive committee. The above literature in the Ugandan context remains largely general without any direct link between staff representation and the three dimensions of employee commitment.

Estlund (2014) suggests that an ineffective representation may adversely affect employees by creating feelings of insecurity and injustice at the work place. Upchurch, Richardson, Tallby, Danford and Stewart (2006) argue that representation has to be effective so that employees get a voice to persuade management in a particular or general course of action. It is important that the workers and their representatives have a lot of participatory power in the organization's structure of making decisions and policies. This helps build trust and commitment. Upchurch (2006) further observes that the level of effectiveness of workers' voice can be measured by analyzing the qualitative and quantitative outcome of such representation. Therefore representation should not merely be nominal but vibrant if it is to lead to employee commitment. This study is meant to discover the effectiveness of board representation in enhancing all the three dimensions of employee commitment.

2.5 Summary of literature review

The study aimed at analyzing the relationship between Participatory leadership and Employee commitment in Government Secondary Schools in Soroti District. Literature was captured

from secondary sources on participatory leadership and employee commitment and was most cited from developed countries. To note, available literature is largely inconclusive and inconsistent on the relation between participatory leadership and employee commitment. Some researchers suggest a positive link between Participatory leadership and employee commitment while others offer contrary views. Supporters of this positive relationship argue that participation is a form of motivation that builds a bond between the employee and his organization and this consequently increases employee commitment. Those with opposing views argue that participation creates unnecessary burdens on an employee by enlarging his job demands which in turn reduces employee commitment. These inconsistent findings have dominated literature over time and may continue generating more debate. This study was necessary so as to provide information to fill the gap.

Most researchers have limited measurement of employee commitment to only one dimension contrary to Meyer and Allen (1991, 1997) three dimensional analysis of employee commitment. The current study addresses all the three dimensions of employee commitment: affective, normative and continuance commitment. Another gap noted was that most of the studies reviewed looked at a cross section of employees in various fields outside secondary education and in the context of foreign countries. This study was necessary to provide an insight into the relationship between participatory leadership and employee commitment among teaching staff in the Ugandan context and specifically secondary schools.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter describes the research design, study population, sample size determination, sampling techniques and procedure. In addition it also describes data collection methods, data collection instruments, quality control of data collection instruments, procedure of data collection, data analysis and measurement of variables.

3.2 Research design

In a bid to establish the relationship between participatory leadership and employee commitment, the researcher used a cross sectional design. Babbie (1989) defines cross sectional studies as studies designed to study a phenomenon by taking a cross section of it at a

time. It involves using different groups of people who differ in the variable of interest but share other common characteristics. The justification for this research design is supported by the arguments of Mann (2003) and Kumar (2014) who observe that cross sectional designs help find out the prevalence of a problem or phenomenon for the population or subgroups within the population at a given point in time. This research design made it easy to compare subject teachers, heads of department and administrators on the problem of employee commitment in the period of study. In addition both qualitative and quantitative approaches were used. Qualitative approach helped to give detailed non-numeric information (Amin, 2005) while quantitative approach helped test theories and relationships quantitatively.

3.3 Study population

A population is the complete collection (universe) of all the elements that are of interest in a particular investigation (Amin, 2005). The study population was 100 teachers drawn from four out of six government secondary schools. These four schools were randomly sampled because they all had the same characteristic of being government aided and implementing USE Program. The target population was categorized as follows: school administrators 06, heads of department 30; and subject teachers 64. From these categories the study sample was drawn.

3.4 Sample size determination

The study was conducted on a sample of 80 respondents as drawn from a target population of 100 from four government secondary schools in Soroti district. The sample size was determined using Krejcie and Morgan's (1970) table for determination of the sample. The formula for getting sample size according to Krejcie and Morgan is given as follows:

$$S = \frac{X^2NP(1-P)}{d^2(N-1) + X^2P(1-P)}$$

Where:

S = Required Sample size

X = Z value (e.g. 1.96 for 95% confidence level)

N = Population Size

P = Population proportion (expressed as decimal) (assumed to be 0.5 (50%))

d = Degree of accuracy (5%), expressed as a proportion (.05)

Table 3.1: Population, sample size and sampling techniques

Category of respondents	Target Population (N)	Sample size (S)	Sampling technique
School administrators	6	6	Purposive technique
Heads of department	30	24	Simple random sampling
Subject teachers	64	50	Simple random sampling
Total	100	80	

Source: Primary data

In Table 1 above, the sample is estimated at 80 using the Krejcie and Morgan's (1970) formula of sample determination from a population of 100 elements. The researcher used purposive sampling for school administrators in line with arguments of Palys (2008) that researchers should purposively get respondents who meet certain criteria or have had particular life experience. Purposive sampling was used for school administrators because this category forms a particular sub group with vast experience on educational management and daily operation of schools that would inform this study. Heads of department and subject teachers were sampled

using simple random technique because they are homogeneous (all are trained teachers on government payroll).

3.5 Data collection methods

According to Sekaran (2003) data collection methods form an integral part of research design. The methods provided below helped the researcher collect data from both primary and secondary sources.

3.5.1 Questionnaire survey method

A set of questions was prepared and printed where upon respondents gave their answers by ticking the most appropriate responses. Data was collected by administering printed questions to subject teachers, and heads of department in relation to participatory leadership and employee commitment. This method ensured gathering of data from a large number of respondents at a relatively low cost (Amin, 2005). Respondents were able to complete questionnaires in their own time which helped improve accuracy of responses. Questionnaire method helped to maintain participants' privacy because responses were kept anonymous or confidential (Amin, 2005).

3.5.2 Interview method

According to Mugenda and Mugenda (2003); Amin (2005) an interview is where a researcher orally asks questions and the respondent gives answers that are recorded by the interviewer. The researcher was able to get primary data through direct interaction with school administrators. It helped the researcher gain more insight on the phenomenon as he was able to even observe non-verbal communication of the respondent. Data obtained through interviewing respondents helped the researcher triangulate information got through questionnaires and document analysis. School administrators were asked questions on their

views on delegation, participatory decision making and staff representation and how these variables were related to employee commitment in their schools.

3.5.3 Document analysis

This is a social research method which is used as a tool for obtaining relevant documentary evidence to support and validate facts (Owen, 2014). Critical examination of private and public recorded information related to the issues under investigation was undertaken. An effort was made to review several documents including staff minutes, duty rotas, lesson attendance reports and MOES circulars. Document analysis was done as it provided a secondary source of data that the researcher used to triangulate data from other methods and thus making a meaningful conclusion. Document analysis also provided background information of respondents which helped corroborate data from questionnaires and interviews (Yanow, 2007; Owen, 2014).

3.6 Data collection instruments

The following data collection instruments were used namely questionnaire, interview guide and documentary review checklist.

3.6.1 Self-administered questionnaire (SAQ)

Amin (2005) describes a questionnaire as a self-report instrument used to gather information about variables of interest in an investigation. The researcher prepared questions about the topic under investigation based on the research objectives and hypotheses. The questionnaire consisted of three parts. Section A contained items on respondents' background information. Section B covered participatory leadership while section C contained items on employee commitment. Items were constructed by the researcher to measure participatory leadership. To measure employee commitment, the researcher adapted the revised version of Three Component Model (TCM) employee commitment survey developed by Meyer and Allen. This

instrument has widely been used and proved to be very reliable (Meyer & Allen, 2004). This questionnaire which is closed ended and based on a five point Likert Scale was self-administered. This type of questionnaire has the ability to limit inconsistency and also save time. The five point Likert scale measures the degree to which respondents agree or disagree with the statement.

3.6.2 Interview guide

The researcher prepared an interview guide so as to be systematic when asking questions, save time and avoid getting confused which can irritate respondents. The interview guide had the following subcomponents; introduction, delegation, participatory decision making and staff representation. Following the above guide the researcher was able to formulate appropriate questions.

3.6.3 Documentary review check list

The researcher developed a check list to guide the reading and contained possible readings and sources of information. This included documents pertaining to teacher attendance, student performance, MOES instruments, staff responsibility lists, minutes of staff meetings and briefings. In addition it contained BOG and PTA minutes and correspondences.

3.7 Data quality control

The researcher ensured data quality control through application of two key research principles of validity and reliability.

3.7.1 Validity

Validity is the measure or degree of the extent to which the instruments used during the study measure the issues they are intended to measure (Amin 2005). To ensure validity of the instruments, they were developed under close supervision of the supervisor. Questions were

pretested so that unclear questions in the instrument were identified and reformulated to fit the objectives of the study. Those that were found to be irrelevant were dropped. To ensure validity was obtained, the Content Validity Index (CVI) was calculated.

$$\text{CVI} = \frac{\text{Number of items declared valid}}{\text{Total number of items}}$$

The validity computations were made and the results are provided in Table two

Table 3.2: Validity ratings

Raters	Valid questions	Validity ratings
Rater one	37/43	0.86
Rater two	39/43	0.91
Rater three	41/43	0.95
Average validity rating = \sum (validity rating / number of raters) 0.90		

Source: Primary data

Based on the results provided in Table 2 above, the validity ratings are representative of a valid instrument as supported by Amin (2005) who suggests that an instrument is accepted to be valid if the average index is 0.7 and above (Amin, 2005).

3.7.2 Reliability

Amin (2005) defines reliability as the degree of consistency that the instrument demonstrates. Reliability of the instrument was tested using the Cronbach Alpha method provided by the SPSS. Cronbach alpha is a measure of internal consistency or how closely related a set of items are as a group. It is given by the following formula;

$$\alpha = \frac{N \cdot \bar{c}}{\bar{v} + (N - 1) \cdot \bar{c}}$$

Here N =Number of items, C bar=the average inter item covariance among items and V bar equals the average variance. The results that were obtained are provided in Table 3 below

Table 3.3: Reliability scores

Category of variable	Reliability score	Items/questions
Delegation	0.768	9
Participatory decision making	0.816	8
Staff representation	0.802	8
Employee commitment	0.856	18

Source: Primary data

Based on the reliability results presented in Table 3, it can be observed that alpha coefficient of 0.70 and above which indicates a high level of reliability of the instrument was obtained.

3.8 Data collection procedure

Having had the research proposal approved, the researcher obtained an introductory letter from the research centre, Uganda Management Institute to proceed to the field. The researcher visited the respective in charge offices where the field letter was presented. At this point, permission was granted and this allowed the research assistants to present the questionnaires for self-administration. The researcher was solely responsible for arranging all interview schedules which were done with school administrators. On the other hand, a list of documentary information was provided to the school administrators so that they were availed adequate time to gather documents. The exercise lasted three weeks.

3.9 Data analysis

Data analysis was done both quantitatively and qualitatively as explained in the sub sections 3.9.1 and 3.9.2 respectively.

3.9.1 Quantitative data analysis

Data from questionnaires was sorted and cleaned for errors. Options to each item in the administered questionnaire were transformed into codes. Thereafter data was entered into the SPSS computer package. This package was preferred because it can perform highly complex data manipulation and analysis using simple instructions. It also gives perfect graphical representation of data and above all makes importation of data from sources like excel easy. Data presentation and analysis involved editing, coding and tabulation. Editing was done to ascertain whether all questionnaires were answered or not. Data was coded so as to enable the researcher undertake quantitative analysis. Data from questionnaires was analyzed by categorizing responses into frequency counts and percentages. In addition descriptive statistics in form of measures of central tendency were utilized to draw conclusions from responses. Pearson correlation coefficient was used to test the relationship between; duty delegation and employee commitment, participatory decision making and employee commitment, staff representation and employee commitment.

3.9.2 Qualitative data analysis

Data obtained from interviews was reorganized into meaningful shorter sentences. Eventually these were arranged into themes in line with the research questions and objectives. According to Braun and Clarke (2006) Thematic analysis is a qualitative analytical method for identifying, analyzing and reporting patterns within data and helps to organize and describe data in detail. While aware of the possibility of disparities between qualitative and quantitative data, an attempt to ensure mutuality between the two was made.

3.10 Measurement of variables

There are four main levels of measurement that variables can have. These include: nominal, ordinal, interval and ratio. Ordinal measurement was used to measure the main study variables

of participatory leadership and employee commitment. The five point Likert scale was therefore used. The Likert scale is an ordinal psychometric measurement of attitudes, beliefs and opinions (Lamarca, 2011). This scale ranges from Strongly Agree (5), Agree (4), Undecided (3), Disagree (2), and Strongly disagree (1). It therefore allowed respondents to respond in a degree of agreement which made question answering easy. Respondents ticked the appropriate boxes. The Likert scale eased coding and analysis of results and above all it is the most frequently used scale in social studies (Lamarca, 2011). Nominal scale was applied to background variables of the respondents which include: age, gender, marital status, education level, working experience and employment position. In order to determine the relationship between participatory leadership and employee commitment the study adopted the correlation analysis as a statistical technique where correlation indices measured the relationship between the variables.

3.11 Ethical issues

Researchers need to be sensitive to ethical principles regarding informed consent, confidentiality and anonymity (American Psychological Association, 2002). When conducting research on humans, there is need to minimize harm and risks while maximizing benefits (Shamoo & Resnik, 2015). Acknowledgement letters were obtained from heads of institutions participating in the research as proof of official consent. Participants were informed about the purpose of the research, its expected duration and procedures so that they participated voluntarily. In line with the guidelines of APA (2002), practical security measures were taken to ensure that confidential records were stored in a secure area with limited access. Participants' identities were kept anonymous by use of codes instead of their names while writing the research report. All items on the questionnaires and interview guides were carefully worded in

an effort to avoid raising issues that were likely to offend participants. This ensured the integrity of the research process.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.0 Introduction

The previous chapter provided the methodology used for the study. This chapter presents, analyzes and interprets findings of the study. The chapter starts with a response rate, respondents' background information and descriptive statistics. In addition, qualitative information from interviews as well as the documentary reviews was presented in accordance with the study objectives.

4.1 Response rate

The study used both the interview guide and self-administered questionnaires to collect data from key respondents. These instruments yielded an overall response rate and details are provided in Table 4.1 below.

Table 4.1: Response rate results

Respondent	Instrument	Planned	Actual	Percentage (%)
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Administrators	Interview guide	6	5	83.3%
Teachers and HODs	Questionnaire	74	67	90.5%
Total		80	72	
Average response rate				86.9%

Source: primary data

Results presented in Table 4.1 above reveal that out of 74 questionnaires administered, 67 were returned fully completed constituting 90.5% and out of six planned interview sessions, five of them were actually conducted constituting 83.3%. Additionally, further findings revealed an average response rate of 86.9% obtained from both instruments. According to Blaikie (2009), samples with response rates above 50% are regarded to be good enough while response rates approximating 60% should be the goal of every researcher according to Fincham (2008). The response rate in this study is above 70% which suggests that the study represents a survey population as recommended by Amin (2005).

4.2 Background information of respondents

The background information of the respondents constituted their age, gender, marital status, education level, and work experience and employment position. The details obtained are provided in the subsequent sub sections.

4.2.1 Age of respondents

Respondents were requested to indicate their age. The details are provided below in Table 4.2.

Table 1.2: Age of the respondents

Age of respondents	Frequency (n)	Percentage (%)
Below 30 years	7	10%

31 – 40 years	33	50%
41- 45 years	15	22%
Above 46 years	12	18%
Total	67	100%

Source: primary data

Table 4.2 above presents respondents' age results which reveal that a majority of respondents are between 31-41 years of age(50%).This is a group of energetic and ambitious people who are likely to achieve a lot and be committed to their work if management gives them opportunity to participate in decision making of government schools. In addition the results suggest the age representativeness of the respondents that participated in the study.

4.2.2 Gender of respondents

The respondents were requested to indicate their gender and the findings obtained are provided in the table below.

Table 4.3 Gender of respondents

Gender	Frequency (n)	Percentage (%)
Male	49	73%
Female	18	27%
Total	67	100%

Source: primary data

Table 4.3 above shows gender of respondents who formed this study with 73% (49) respondents being male and 27% (18) were female respondents. These revelations suggest the gender representativeness of workers in the Government Secondary Schools in Soroti District

who participated in this study. In addition fewer female teachers may imply limited role models for those aspiring to pursue a teaching career.

4.2.3 Marital status of respondents

Respondents of this study indicated their marital status. The quantified findings obtained are provided in the table below.

Table 4.4: Marital status of respondents

Marital status	Frequency (N)	Percentage(%)
Single	9	14%
Married	57	85%
Separated	1	1%
Total	67	100

Source: primary data

Table 4.4 above shows marital status of respondents with quantified results revealing that 14% (9) respondents were single while 85% (57) respondents were married and 1% (1) was separated. Since a majority of respondents were married it suggests that employees in government secondary schools were likely to be committed to their work as they look to their jobs as a source of financial support to their families. The results further suggest that responses received about the study were provided by single, married and separated respondents.

4.2.4 Highest education level

Respondents of this study indicated their education level and findings obtained are presented in Table 4.5 below.

Table 4.5: Education level of respondents

Education level	Frequency (n)	Percentage (%)
PGD	10	15%
Bachelors	38	57%

Diploma	19	29%
Total	67	100%

Source: primary data

Quantified results as presented in Table 4.5 above reveal that 57% (n=38) were degree holders, 29% (n=19) were diploma holders and 15% (n=10) respondents were PGD holders which reveals that responses to the study were received from respondents with different academic levels. All respondents in this study were able to write and read and they therefore provided their own opinions about their participatory leadership and employee commitment levels in Government Secondary School in Soroti District.

4.2.5 Work experience of respondents

The respondents of this study were requested to provide their opinion about their work experience and findings obtained are presented in Table 4.6 below.

Table 4.6: Respondents' work experience

Work experience	Frequency (n)	Percentage (%)
Less than a year	2	3%
1 -5 years	5	8%
6 – 9 years	17	25%
10 years and above	43	64%
Total	67	100%

Source Primary Data

Table 4.6 above shows the work experience of respondents who participated in the study. Findings reveal that 3% (n=2) had worked for less than a year, 8% (n=5) had worked for a period between one to five years, 25% (n=17) had worked for a period between six to nine years and majority 64% (n=43) had worked for 10 years and above. The results suggest work experience representativeness of employees in the Government Secondary Schools who participated in this study. In addition, it can be argued that since a majority of respondents

(64%) had worked for over 10 years, they had devoted a reasonable time of their work life in the teaching profession and were likely to be committed to their jobs.

4.3 Empirical findings on participatory leadership and employee commitment in secondary schools in Soroti district.

This section provides findings on participatory leadership and employee commitment descriptively and inferentially based on the objectives of the study namely to establish the influence of duty delegation on employee commitment in Government secondary schools in Soroti District; to assess the influence of participatory decision making on employee commitment in Government secondary schools in Soroti District and to establish the influence of staff representation on employee commitment in Government secondary schools in Soroti District.

4.3.1 Duty delegation and employee commitment

The first objective of the study was to establish the influence of duty delegation on employee commitment in Government secondary schools in Soroti District. In this study, duty delegation was measured using nine questions based on a five point likert scale (1-5), which were fully answered with respondent’s opinions elicited provided in Table 4.7 below.

Table 4.7: Respondents opinion about duty delegation

Questions about duty delegation	Percentage Response (%)				
	SA (5)	A (4)	UD (3)	D (2)	SD (1)
Delegation of authority to employees to handle students’ affairs is a common practice in my school	33% (22)	54% (36)	2% (1)	7% (5)	4% (3)
I am delegated to handle students’ co-curricular activities in my school	15% (10)	44% (29)	13% (9)	19% (13)	9% (6)
Management delegates me authority to carry out more challenging tasks like handling students’ discipline	21% (14)	56% (37)	9% (6)	10% (7)	4% (3)
Some tasks are delegated to employees to perform as a team	42% (29)	46% (31)	5% (3)	5% (3)	2% (1)

Clear instructions are often given on how to handle delegated duties in my school	22% (15)	54% (36)	12% (8)	8% (5)	4% (3)
Employees are often delegated power to design their working schedules in my school	18% (12)	45% (30)	9% (6)	19% (13)	9% (6)
All employees have equal chance of being delegated power to handle students' learning	15% (10)	43% (29)	6% (4)	28% (19)	8% (5)
Management delegates power to employees to handle students learning and discipline without interference	20% (14)	57% (38)	8% (5)	12% (8)	3% (2)
I am delegated authority to make decisions related to students' learning	17% (12)	57% (38)	5% (3)	15% (10)	6% (4)

Source: primary data

Table 4.7 above comprises of questions asked on duty delegation and opinions (frequencies, percentages and mean scores). For interpretation purposes both agree and strongly agree show agreed scores; undecided scores are not combined while strongly disagreed and disagreed represent or show disagreed scores.

Results obtained reveal that 87% (n=58) respondents agreed that delegation of authority to employees to handle students' affairs was a common practice in their schools, however 11% (n=8) respondents disagreed and 2% (n=1) respondent was undecided. While 59% (n=39) respondents agreed that they were delegated to handle students' co-curricular activities in their school, 28% (n=19) respondents disagreed and 13% (n=9) respondents reserved their opinions. The results suggest that in Government secondary schools delegation is a key ingredient in the dynamics of management and therefore a process school administrators follow in dividing school work assigned to them so that they perform what they know best or can perform effectively. This act motivated staff and therefore made them committed to their work. The findings are in line with what a key informant observed that, "*when teachers are given opportunity to work as heads of department, patrons of clubs or members in committees they perform the tasks willingly and they get motivated*".

A review of staff minutes, duty rosters and departmental reports corroborated findings from questionnaires and interviews that management frequently delegated teachers power to handle

a diversity of students' affairs as a way to keep them committed to their jobs (Soroti S.S Minutes of Staff Meeting, 2015).

Further to note, 77 % (n=51) of respondents agreed that management delegated them authority to carry out more challenging tasks for instance handling students' discipline. The result suggests that subordinate school administrators are encouraged and therefore stay committed to their school tasks and their completion. In addition, the respondents were able to use their personal judgement in ensuring that prevailing disciplinary guidelines were observed and appropriate measures taken to mitigate any threats from students hence a show of commitment. The above opinions are supplemented with qualitative statements that were recorded during an interview on the delegation of challenging tasks which revealed that: "*delegation of challenging tasks helps make teachers feel that they are trusted and are part of the school system*".

In addition 88% (n=60) respondents agreed that tasks were delegated to employees to perform as a team, however 7% (n=4) respondents disagreed and 5% (n=3) respondents were not sure. In addition, 76% respondents agreed that clear instructions were often given on how to handle delegated duties in their schools, however 12% respondents disagreed and 12% respondents were undecided meaning that the school administration encouraged its employees to work as a whole towards accomplishment of defined tasks and their working as a team caused synergy and a sense of belonging which revealed employee commitment within the government secondary schools.

Quantified results totaling to 63% (n=42) respondents agreed that employees were often delegated power to design their working schedules in their schools. On the other hand 28% (n=6) respondents disagreed and 9% (n=6) respondents were not sure. Similarly, 58% (n=39) respondents agreed that all employees had equal chance of being delegated power to handle

students' learning, however 6% (n=4) respondents disagreed and 36% (n=24) respondents reserved their comments. The results suggest that delegation was formally handled meaning that administrative powers were formally delegated to persons with the intent to accomplish school tasks and in the event, the delegated showed commitment to work for the schools. The results can be supported by a respondent who said: *"all teachers had opportunity to be appointed as class teachers, heads of clubs and societies or members of school committees"*.

Finally, 77% (n=52) respondents agreed that management delegated power to employees to handle students learning and discipline without interference, however 8% (n=5) respondents were undecided and 15% (n=10) respondents disagreed to the statement. Similarly, mean=3.66, 74% (n=50) respondents agreed that they were delegated authority to make decisions related to students' learning nonetheless, 21% (n=14) respondents disagreed and 5% (n=3) respondents were not sure.

The above findings reveal that school management formally vested their confidence in some of the teachers to continue executing school related tasks in case their superiors were off the schools for instance on annual leave or out for a short trip to oversee school activities including students learning and discipline. The ability to execute such tasks meant that the delegated persons were committed to accomplishing school work hence commitment. The findings are in line with a key respondent who observed that, *"teachers were in the frontline of enforcing student discipline and the school administration relied on the reports from teachers to make final decisions when disciplining students"*.

4.3.1.1 Correlation results for duty delegation and employee commitment

The correlation technique (bivariate) was used to establish whether relationship either negative or positive existed between delegation and employee commitment. The table provided below shows the results.

Table 4.8: Correlation results for duty delegation

		Duty delegation	Employee commitment
Duty delegation	Pearson Correlation	1	.297**
	Sig. (2-tailed)		.015
	N	67	67
Employee commitment	Pearson Correlation	.297**	1
	Sig. (2-tailed)	.015	
	N	67	67

** . Correlation is significant at the 0.05 level (2-tailed).

Source: primary data

The Pearson correlation findings presented in Table 4.8 above reveal a positive relationship between duty delegation and employee commitment with values ($r = 0.297^{**}$), is significant at 0.05 (.000), $N = 67$. The results suggest that increase in delegation corresponds to increase in employee commitment in government secondary schools in Soroti district Therefore the null hypothesis is rejected and the research hypothesis affirmed..

4.3.1.2 Regression results for duty delegation and employee commitment

A regression analysis specifically the model summary was used to establish the variation duty delegation and employee commitment.

Table 4.9: Regression results for duty delegation

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.297 ^a	.088	.074	.51455

a. Predictors: (Constant), duty delegation

Source: primary data

The Table 4.9 above, reveal the correlation coefficient (R), using the predictor; duty delegation, was .297**, R^2 (.088), adjusted R^2 (.074). The result suggests that duty delegation explained a 7.4% (.074*100) variation in employee commitment in Government secondary schools in Soroti District with the remaining percentage of 92.6% attributed to other factors not studied.

4.3.1.3 Hypothesis one

The null hypothesis (H_0) was rejected and the alternate hypothesis (H_1) that, *there is a positive relationship between duty delegation and employee commitment* accepted.

4.3.2 Participatory decision making and employee commitment

The second objective was to assess the influence of participatory decision making on employee commitment in Government secondary schools in Soroti District. In this study, participatory decision making was measured using eight questions based on a five-point likert scale (1-5), which were fully answered with respondents' opinions elicited provided in the Table below.

Table4.10: Respondents' opinion about participatory decision making

Questions about participatory decision making	Percentage Response (%)				
	SA (5)	A (4)	UD (3)	D (2)	SD (1)
I participate in making decisions on how to improve the teaching process in my school	42% (28)	51% (34)	1% (1)	3% (2)	3% (2)
I am often consulted to make policies regarding teaching and learning in my school	13% (9)	58% (39)	8% (5)	15% (10)	6% (4)
My opinion is sought by management in designing teaching programs for my school	10% (7)	65% (43)	6% (4)	13% (9)	6% (4)
Staff participation in making decisions related to teaching is a culture in my school.	28% (19)	57% (38)	3% (2)	8% (5)	5% (3)

Employees are encouraged to give their opinion on how to improve teaching in my school.	39% (27)	51% (34)	3% (2)	2% (1)	5% (3)
I am often consulted to make suggestions regarding welfare of employees in my school.	8% (5)	31% (21)	19% (13)	31% (21)	8% (5)
Management consults employees about students discipline in my school.	37% (25)	54% (36)	5% (3)	5% (3)	0% (0)
Staff meetings are often held in my school.	83% (56)	12% (8)	3% (2)	0% (0)	2% (1)

Source: primary data

Table 4.10 above comprises of questions asked on participatory decision making and opinions (frequencies and percentages). For interpretation purposes both agree and strongly agree show agreed scores; undecided scores are not combined while strongly disagreed and disagreed represent or show disagreed scores.

The results reveal that many respondents had participated in making decisions on how to improve the teaching process in their schools. The results suggest that the government secondary school administrators used the bottom –up approach in ensuring participatory decision making and therefore valued every employee’s input as far as strategic planning of the schools was concerned and as a result, employees stayed committed to their work. The findings can be supported by a key respondent who said *“general staff meetings as well as departmental meetings are often held where teachers make suggestions that administration relies on improving the teaching and learning process”*.

Key quantified findings reveal that 71% (n=48) respondents were often consulted to make policies regarding teaching and learning in their schools however, 21% (n=14) disagreed and 8% (n=5) were undecided. Similarly, 75% respondents agreed that their opinion had been sought by management in designing school teaching programs nevertheless 19% respondents disagreed and 6% teachers remained un sure about the question asked which suggested that school administrators including teachers and head teachers engaged in developing long term

school strategies specifically on teaching and learning .Thus such administrators showed commitment towards the management of schools to which they were attached. The findings concur with an interviewee who observed that *“teachers are often consulted to make suggestions because they have technical knowledge in their respective teaching subjects”*.

On whether staff had participated in making decisions related to teaching was a culture in their school, it had the following opinions namely 85% (n=57) respondents agreed, 3% (n=2) were not sure and 13% (n=8) disagreed respectively. In addition, on whether employees were encouraged to give their opinion on how to improve teaching in their schools; it had the following responses namely 90% (n=61) respondents agreed, 3% (n=2) were undecided and 7% (n=4) disagreed. The findings suggested that collective feed-back was elicited and incorporated in the creation of school core values, symbols, artifacts and future plans for the better of the schools. Teachers were seen to exhibit a sense of belonging and therefore commitment to work. *“School administration values and encourages teachers to give ideas and views that are critical in enhancing learning”* was a qualitative opinion that was provided by one of the interviewees during an interview session on making decisions.

I am often consulted to make suggestions regarding welfare of employees in my school was another question asked. The question had the following opinions elicited namely 39% (26) respondents agreed, 22% (15) respondents were undecided and 39% (26) respondents disagreed respectively. The school leadership always ensured that teachers and other school administrators' wellbeing in terms of housing and allowances (medical and transport) among others were closely monitored through feed-back and therefore their provision meant that the employees remained committed to their school jobs. One of the key informants indicated that *“teachers participate in drawing school budgets where issues of welfare of school employees are exhaustively discussed.”*

Additionally, 90% of respondents indicated that school management consulted employees about students' discipline in their school. The result meant that since most teachers were in close contact with most students, it was easier to point out indiscipline cases amongst students and therefore formally inform school management about overall school discipline. The confidence that management vests in its employees explains how committed they are. The findings can be linked to one informant who said that *“regular consultation of teachers makes them feel part of the school system and be ready to defend it in the community”*.

Conclusively, 95% respondents agreed that staff meetings are often held in their schools, 3% were undecided and 2% respondents disagreed respectively. The result meant that the school leadership formally communicated a matrix of meetings to its employees which were frequently held within their school parameters. The holding of meetings meant that views or suggestions were shared amongst all members hence a feel of work commitment. The findings relate with a respondent who observed that *“regular meetings give staff an opportunity to internalize the vision and core values of the school”*. In addition documents reviewed showed that staff meetings were often held in the beginning and end of term which is a clear indicator that teachers had an avenue to air out their views (Soroti SS Staff meeting Minutes,2015).

4.3.2.1 Correlation results for participatory decision making and employee commitment

The correlation technique (bivariate) was used to establish whether relationship either negative or positive existed between participatory decision making and employee commitment. The results are presented in Table 4.11 below

Table 4.11: Correlation results for participatory decision making

	Participatory decision making	Employee commitment
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Participatory decision making	Pearson Correlation	1	.341**
	Sig. (2-tailed)		.005
	N	67	67
Employee commitment	Pearson Correlation	.341**	1
	Sig. (2-tailed)	.005	
	N	67	67

** . Correlation is significant at the 0.05 level (2-tailed).

Source: primary data

The Pearson correlation findings presented in the above table reveal a positive relationship between participatory decision making and employee commitment with values ($r = 0.341^{**}$), is significant at 0.05 (.005), $N = 67$. This suggests that increase in participatory decision making corresponds to increase in employee commitment in government secondary schools in Soroti district. Therefore the null hypothesis is rejected and the research hypothesis affirmed.

4.3.2.2 Regression results for participatory decision making and employee commitment

A regression analysis specifically the model summary was used to establish the variation participatory decision making and employee commitment.

Table 4.12: Regression results for participatory decision making

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.341 ^a	.116	.103	.50645

a. Predictors: (Constant), participatory decision making

Source: primary data

The table above, reveal the correlation coefficient (R), using the predictor; participatory decision making was $.341^{**}$, R^2 was .116, adjusted R^2 as .103 which suggest that any variation in employee commitment by 10.3% was explained by participatory decision making in Government secondary schools in Soroti District. The remaining 89.7% would be attributed to other factors not part of the study.

4.3.2.3 Hypothesis two

The null hypothesis (H0) was rejected and the alternate hypothesis (H1) that, *there is a positive relationship between participatory decision making and employee commitment* accepted.

4.3.3 Staff representation and employee commitment

The third objective was to establish the influence of staff representation on employee commitment in government secondary schools in Soroti District. In this study, staff representation was measured using eight questions based on a five-point likert scale (1-5), which were fully answered with respondents' opinions elicited provided in Table 4.13 below.

Table 4.13: Respondents' opinion about staff representation

Questions about staff representation	Percentage Response (%)				
	SA (5)	A (4)	UD (3)	D (2)	SD (1)
I am effectively represented in the board of governors of my school.	55% (37)	34% (23)	9% (6)	0% (0)	2% (1)
Management includes one or two employees to participate in making decisions related to staff welfare in my school.	49% (33)	37% (25)	10% (7)	2% (1)	2% (1)
Employees have freedom to choose their representatives to the board of governors.	72% (48)	22% (15)	4% (3)	0% (0)	2% (1)
There is an arrangement of staff representation in the board of governors of my school.	53% (36)	39% (26)	5% (3)	0% (0)	3% (2)
Employees play a big role in making decisions concerning working conditions in the board of governors of my school.	16% (11)	47% (31)	13% (9)	18% (12)	6% (4)
My interests in relation to working conditions are catered for through staff representation in board of governors.	36% (24)	48% (33)	6% (4)	8% (5)	2% (1)
Staff representation in the board of governors is an effective way of addressing employees' problems in my school.	36% (24)	49% (33)	6% (4)	8% (5)	2% (1)
Management considers opinion of staff representatives before making any decisions related to working conditions.	16% (11)	54% (36)	15% (10)	10% (7)	5% (3)

Source: primary data

Table 4.13 above comprises of questions asked on staff representation and opinions (frequencies, percentages and mean scores). For interpretation purposes both agree and strongly agree show agreed scores; undecided scores are not combined while strongly disagreed and disagreed represent or show disagreed scores.

The results reveal that many school employees agreed that they were effectively represented in the board of governors of their school. Similarly, a portion of 94% respondents agreed that they had freedom to choose their representatives to the board of governors despite the fact that 2% (n=1) respondents disagreed and 4% (n=3) reserved their opinions. The result suggests that the school board of governors comprises of non-executive and executive members with each category well represented thus employee views or their ideas were represented by a member on the board and therefore employees felt represented and committed to their work. The result can be supported by an interviewee who observed that: *“Staff representatives are democratically elected during staff meetings as stipulated in the Education Act of 2008.”*

Many respondents 86% (n=58) agreed that school management included one or two employees to participate in making decisions related to staff welfare in their school, however 10% (n=7) respondents were undecided and 4% (n=2) disagreed. In addition, 63% (n=44) employees agreed that they played a big role in making decisions concerning working conditions in the board of governors of their school despite 13% (n=9) being undecided and 24% (n=16) disagreeing respectively. The result suggests that school employees are valued and their input was considered critical to the management of the schools which reflected a sense of belonging and therefore a driving force towards better job commitment. The findings are in line with an interviewee who said: *“involving teachers’ representatives in discussing issues of welfare*

ensures that teachers' views are incorporated in school plans and proper feedback is always delivered by the representatives to their members".

To supplement the above, a study of Board of Governor's files showed that two teachers were part of the 12 members who constituted this committee and played an important role in decision making (BOG minutes, 2015).

There is an arrangement of staff representation in the board of governors of my school was another question that was asked with the following opinions obtained namely 92% respondents agreed, 5% respondents were not sure and 3% respondents disagreed respectively. The results meant that there exists a formal way or criterion upon which staff is to be represented in the board of governors and such is seen to better employee commitment on the job. To complement, one informant said, *"Guidelines on operations of board of governors are clear and duly followed to accommodate teachers' interests"*.

Findings obtained further revealed that 84% respondents indicated that their interests in relation to working conditions are catered for through staff representation in board of governors. Further to note, 70% respondents agreed that management considers opinion of staff representatives before making any decisions related to working conditions however, 15% disagreed and 15% respondents were undecided. The result meant that school administrators discussed issues linked to a suitable working environment for employees for instance comfortable staff room, teachers' quarters for accommodation and membership to a number of SACCOs which drives staff and boosts their commitment to their jobs. To support the quantified findings was an interviewee who expressed satisfaction that, *"teachers are motivated to work because management considers the views of their representatives in designing work schedules and other issues that affect them"*.

Conclusively, results reveal that staff representation in the board of governors is an effective way of addressing employees' problems in schools which meant that the board was reliable for identifying and mitigating a number of issues that negated the commitment of teachers and other employees within the schools. To match on the findings was a key informant who voiced out that: *“through staff representation in the board of governors, teachers feel issues affecting them are given audience”*.

4.3.3.1 Correlation results for staff representation and employee commitment

The correlation technique (bivariate) was used to establish whether relationship either negative or positive existed between staff representation and employee commitment. The Table 4.14 provided below shows the results.

Table 4.14: Correlation results for staff representation

		Staff representation	Employee commitment
Staff representation	Pearson Correlation	1	.496**
	Sig. (2-tailed)		.000
	N	67	67
Employee commitment	Pearson Correlation	.496**	1
	Sig. (2-tailed)	.000	
	N	67	67

** . Correlation is significant at the 0.05 level (2-tailed).

Source: primary data

The Pearson correlation findings presented in the above table reveal a positive relationship between staff representation and employee commitment with values ($r = 0.496^{**}$), is significant at 0.05 (.000), $N = 67$. This suggests that increase in staff representation corresponds to increase in employee commitment in government secondary schools in Soroti district. Therefore the null hypothesis is rejected and the research hypothesis affirmed.

4.3.3.2 Regression results for staff representation and employee commitment

A regression analysis specifically the model summary was used to establish the variation staff representation and employee commitment.

Table 4.15: Regression results for staff representation

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.496 ^a	.246	.234	.46799

a. Predictors: (Constant), staff representation

Source: Primary data

The table above, reveal the correlation coefficient (R), using the predictor; staff representation was .496**, R^2 as .246, adjusted R^2 as .234. The results reveal that 23.4% variance in employee commitment in Government secondary schools in Soroti District was explained by staff representation and the remaining percentage of 76.6% can be attributed to other factors not part of the study.

4.3.3.3 Hypothesis three

The null hypothesis (H_0) was rejected and the alternate hypothesis (H_1) that, *there is a positive relationship between staff representation and employee commitment* accepted.

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary, discussion, conclusion and recommendations of the study. It further presents the limitations of the study and areas of further studies.

5.1 Summary of the findings

5.1.1 Duty delegation and employee commitment in Government secondary schools

The first objective of the study established the relationship between duty delegation and employee commitment in Government secondary schools in Soroti District and therefore based on quantified findings revealed that increase in delegation corresponds to increase in employee commitment. In addition, individual and group delegation were two inseparable indicators of duty delegation that were required to improve employee commitment.

5.1.2 Participatory decision making and employee commitment in Government secondary schools

The second objective of the study was to assess the influence of participatory decision making on employee commitment in Government secondary schools in Soroti District. From the study findings, participatory decision making was found to positively relate with employee commitment which suggests that increase in participatory decision making would increase employee commitment in government secondary schools. Timely consultation and holding of meetings would trigger a sense of belonging among employees and would commit them to their jobs.

5.1.3 Staff representation and employee commitment in Government secondary schools

The third and final objective of the study was to establish the influence of staff representation on employee commitment in Government secondary schools in Soroti District. From the study, it was established that a positive relationship existed between staff representation and employee commitment which suggests that increase in staff representation would increase employee commitment in government secondary schools in Soroti district.

5.2 Discussion of the findings

5.2.1 Duty delegation and employee commitment in Government secondary schools

The first objective of the study was to establish the influence of duty delegation on employee commitment in Government secondary schools in Soroti District. Duty delegation was categorized into individual and group from which questions were asked and the opinions are thereby provided in the previous chapter. Opinions analyzed suggest agreement for and against the questions that were asked. Many respondents agreed that clear instructions were often given to employees on how to handle delegated duties in their schools. These results are in agreement with Zwilling (2013) and; Peluchete and Rudolph (2011). Zwilling (2013) stresses that for the delegation process to be successful; the worker must be able to obtain the necessary resources and cooperation needed for successful completion of the delegated task. Rudolph and Peluchete (2011) further note that delegation provides the manager with a mechanism of selling his agenda to the subordinates and gaining their commitment. It allows the manager to focus on long term strategic issues than short term routine issues. Delegation of authority still remains an important tool that managers including school administrators use to execute assignments including leading and directing an organization. Despite the above agreed scores, it is evident that a handful of respondents were either not sure or disagreed to the statement which explains inconsistency in the prevailing instruction on delegation. Some of such inconsistency stems

from the fact that a section of teachers require clear and simplified instructions as well as continuous support to successfully handle any delegated tasks. When managers fail to address this, they are viewed by their teachers as oppressors bent on piling them with a lot of work and consequently their commitment declines.

Similarly respondents agreed that they were delegated authority to make decisions related to students' learning. These findings are in agreement with Moghini, Kazemi and Samiie (2013) who found out a strong positive relationship between distributive justice and employees' quality of work life. The scholars suggest that by delegating authority, employers were giving a signal of their fairness in the distribution of work, tasks, rewards and promotions. Therefore delegation improves quality of decision making and employees' fulfillment of their duties (Zapata-Phelan et al., 2009). Despite the above agreed scores, some respondents were undecided or disagreed that they were delegated authority to make decisions. This could be due to the tendency of some school administrators sidelining a section of teachers who hold contrary views and are seen as a threat to the head teachers. Such teachers are not assigned responsibilities. It is evident that some school administrators practice selective delegation and rely only on a few teachers to handle some tasks. Since all teachers are professionals they should be given equal opportunity to make decisions related to learning in their respective disciplines as this will certainly keep them motivated.

Conclusively respondents agreed that some tasks were delegated to employees to perform as a team. The statement is in agreement with Gul, Akbar and Jan (2012) who suggest that employees should be given chance to initiate their ideas in order to foster a culture of sharing and justice. Delegation is a key strategy which if applied carefully can lead to retention of staff (Gul, etal. 2012). Findings by Rudolph and Peluchete (2011) suggest that delegation helps the manager to harness additional energy towards achieving organizational goals and objectives.

As a result internal functioning of the organization is strengthened by building a team that can respond to any challenges.

The results of this study do not agree with the findings of Davies(2015),Rao (2015) and Borowiecki (2014).The above scholars suggest that delegation may not necessarily make employees committed to their jobs Angst and Borowiecki (2014) note the negative effects of transferring decision making rights from a principal to an agent. Results showed that agents did not favour delegation and considered the task entrusted to them to make decisions as burdensome. Davies (2015) theorizes that delegation can be counterproductive if the manager delegates the wrong task, delegates to the wrong person and does not give proper guidance. Employees often react negatively to any assignments in the work place if they lack the competencies and qualifications to perform the new role (Rao, 2015). In order to implement group delegation, it can be argued that teams must be carefully constituted if they are to successfully handle any delegated task and keep employees committed. Teachers with similar expertise should constitute a team to successfully handle a delegated task. Employees need to be empowered with a lot of information and resources that they rely on to execute their duties.

5.2.2 Participatory decision making and employee commitment in Government secondary schools

Participatory decision making was found to positively influence employee commitment in Government secondary schools in Soroti District. In addition, it was found out that timely consultations and holding of meetings triggers more employee commitment. The statement is a reflection of opinions elicited on participatory decision making where respondents agreed that they participated in making decisions and specifically on how to improve the teaching process in their schools. The results are in agreement with Morrow (2011) and Rafiei etal.(2014). Morrow (2011) contends that human resource managers have used participatory

decision making as a tool to signal to employees that they are valued by the organizations they work in. The scholar adds that leaders can ensure that employees participate in decision making by often consulting them on a wide range of issues regarding their work life and organizational policies. Consultation can be done through suggestion boxes, questionnaire surveys and face to face discussion with individual employees. Rafiei et al (2014) further add that meetings between employees and leaders can be held from time to time as an effective way of enhancing participation. Many studies have been conducted suggesting that participatory leadership creates positive outcomes that ultimately enhance employee commitment. Some of the respondents however disagreed or were not sure on the issue of participating in decision making. This is an indicator that school administrators need to ensure that all categories of teachers are consulted in making decisions and the temptation to rely on the opinions of a few teachers who are often supporters of the administrator be discouraged.

Secondly respondents agreed that employees were encouraged to give their opinion on how to improve teaching in their school. The results are in line with Mclaggan, Beduidenhout & Botha (2013) who argue that because of participation employees feel recognized and conclude that management views them as intelligent, competent and valued partners. This increases their affective commitment to the organization. Bhatti et al., (2011) acknowledges that increased morale makes employees become more productive; develop new knowledge, skills and attitudes.

Finally respondents agreed that their opinion is sought by management in designing teaching programs for the school. The findings have a linkage with Sukirno and Sienthai (2011) whose study based on University lecturers suggests that participatory decision making positively affects employee performance and commitment. It was observed that the higher the level of lecturers' participation in decision making, the higher their commitment to the organizational vision and the higher their performance. Additionally, Elele and Fields (2010) further note that

participatory decision making helps employees attain higher order needs like self-expression, respect, independence and equality which serve to increase their commitment.

The findings of this study however are in disagreement with Kalyal and Saha (2008) who argue that participation has negative effects on commitment and Musenze et al (2014) who found that decision making has no impact on employee commitment. In the prevailing debate it is important that schools come up with a variety of avenues through which each member of staff directly or indirectly gives an input in designing the learning curriculum and the general learning process. This will motivate and keep them committed to their jobs. A work environment where opinions of lower level employees are not directly or indirectly given audience by management creates feelings of frustration and loss of commitment.

5.2.3 Staff representation and employee commitment in Government secondary schools

Staff representation and employee commitment in Government secondary schools in Soroti District were found to move in the same direction. The results are in agreement with Fulton (2015), Estlund (2014), Javaherizadeh (2013), Stephens (2013) and Nsubuga (2008). Fulton (2015) stresses that staff representation is one form of employee involvement programs that aims at increasing workers' control and autonomy to improve their motivation, organizational commitment and job satisfaction.

In addition respondents agreed that they were effectively represented in the board of governors of their schools which is in line with what Javaherizadeh (2013) stresses that staff representation is a form of partnership in which employees make decisions and consequently increase their organizational commitment. Research findings by Dezsó and Ross (2012) reveal that female representation in top management increases motivation and commitment of women at lower managerial levels. Stephens (2013) stresses that representation of employees in the decision making process has been a major goal since late nineteenth century. In the mid 1960's

demands for employee representation were brought to the surface by a wave of radicalism that swept through Western Europe and America.

Some respondents were undecided or disagreed with the statement that they were effectively represented in the BOG. It can be argued that infrequent BOG meetings and failure to give feedback to teachers on resolutions of such meetings is comparable to non representation. In addition respondents who disagreed that they were effectively represented are a reflection of scenarios where head teachers influence election of teachers' representatives in the BOG through manipulation and threats to suit their personal interests. Therefore for effective representation to be achieved, teachers must be given liberty to carry out democratic elections and this will make them feel valued partners in the institution consequently increasing their commitment.

Finally, many respondents agreed that staff representation in the board of governors is an effective way of addressing employees' problems in their schools. The statement is in agreement with Nsubuga's (2008) support of staff representation which is based on the argument that schools like any organizations are composed of intelligent people whose ideas are crucial in the day to day operation of these schools. Teachers have capacity to advise effectively on academic matters. This therefore makes it crucial to represent their views. Nsubuga (2008) therefore contends that employee representation is one way of distributing leadership, enhancing team work and organizational effectiveness. In addition, Estlund (2014) suggests that an ineffective representation may adversely affect employees by creating feelings of insecurity and injustice at the work place. Some of the respondents however remained undecided or disagreed with the statement that representation in the BOG was an effective way of addressing their problems. There are instances where some head teachers tend to use BOG as vehicles of advancing their personal interests while disregarding staff welfare. In light of the

above, it is important for school administrators to effectively use BOGs as a platform to handle issues affecting teachers that arise from time to time for example remuneration, working conditions and career advancement. This will ensure increased commitment.

5.3 Conclusion of the findings

5.3.1 Duty delegation and employee commitment in Government secondary schools

Based on the discussion held between duty delegation and employee commitment, it can be concluded that delegation of authority prepares the designated official to rightfully deal with students' affairs and students' co-curricular activities in any school; however fewer teachers were delegated to. It was learnt that some school tasks were difficult for teachers to execute as they had less experience while delays were experienced in designing of working schedules, handling of students' learning and discipline.

5.3.2 Participatory decision making and employee commitment in Government secondary schools

From the study, participatory decision making and employee commitment were discussed with the following concluded namely; that fewer school employees engaged in decision making while designing local school policies, teaching programs were time consuming. In addition, fewer teachers and other administrators consulted about their welfare and disciplinary cases among students were on the rise.

5.3.3 Staff representation and employee commitment in Government secondary schools

From the study, it is concluded that representing school staff portrays a sense of belonging of subordinate staff voices while it was critical for teachers to discuss matters that affected them and representing school staff on the board of governors was an effective way of addressing their problems and however, fewer of subordinate views were considered for discussion.

5.4 Recommendations of the findings

The following are some of the recommendations that the study came up with on participatory leadership and employee commitment. The recommendations are in accordance with the objectives of the study.

5.4.1 Duty delegation and employee commitment in Government secondary schools

The study came up with the following recommendations on duty delegation namely: School administrators need to empower teachers by delegating them power to take charge of daily running of academic and non academic aspects of the school programmes. Administrators must provide materials and information necessary for the successful accomplishment of the delegated tasks so that teachers are motivated to perform. In addition Heads of department, class teachers, and various committee members need to be given clearly written job descriptions that spell out the scope of the delegated work they are to perform so as to avoid ambiguity. In addition teachers need to be delegated tasks while bearing in mind their interests, abilities and competence so that the delegated task does not become a burden and a demotivator which diminishes commitment. Administrators should endeavor to reward employees when they successfully handle delegated tasks.

5.4.2 Participatory decision making and employee commitment in Government secondary schools

The recommendations identified for participatory decision making and employee commitment include the following namely: Schools need to increase the level of staff participation in decision making by holding frequent meetings with all levels of staff in a school term. This can be achieved through encouraging regular departmental meetings preferably weekly, monthly and end of term. Suggestions of staff can also be obtained through suggestion boxes that are put in various parts of the school. The suggestions received should be reviewed weekly.

In addition self administered questionnaires to seek teachers' views on various subjects will go a long way to increase participation of those who may feel shy to express themselves in a general meeting.

5.4.3 Staff representation and employee commitment in Government secondary schools

The study identified gaps in the discussion held between staff representation and employee commitment which included the following namely: Election of teachers' representatives to BOG should be democratically conducted so that teachers are confident that their voice is heard. Head teachers should avoid manipulating the election process so as to install in the BOG representatives who are perceived to be their sympathizers. Schools should hold regular BOG meetings so that teachers' concerns are addressed. Teachers need to be given timely feedback on resolutions of BOG meetings.

5.5 Limitations of the study

The study encountered a number of limitations that disadvantaged the generalization of the study findings namely:

Accessibility to adequate information about the study as it was thought confidential. The ability of the researcher to obtain sufficient information limited the use of more information for the study; nonetheless permission was later granted for a limited period hence this hindered the generalizing of the findings.

Secondly, the study was limited to participatory leadership and employee commitment where participatory leadership was confined to duty delegation, participatory decision making and staff representation. Participatory leadership can be conceptualized using other dimensions that

were not studied therefore based on the results this was a constraint. Based on this, the study findings could not be generalized.

Lastly, Soroti District is one of the many districts with Government aided secondary schools and therefore a locality where the study was conducted however, what affects participatory leadership and employee commitment in Government schools in Soroti District may differ from other Districts elsewhere in Uganda. It would therefore be unwise to generalize the study findings.

5.6 Areas for further study

The following are areas identified for further study namely: Participatory leadership and employee commitment in private secondary schools in Uganda. In addition another study can be carried out on Participatory leadership and employee commitment in secondary schools while focusing on non teaching staff in Uganda. A comparative study can be conducted between urban and rural schools on participatory leadership and employee commitment in Uganda.

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Appendices

Appendix I: Questionnaire

QUESTIONNAIRE FOR TEACHING STAFF

Dear sir/Madam

The purpose of this questionnaire is to examine the relationship between Participatory leadership and Employee Commitment in Secondary schools in Soroti district. This study is part of the requirement for the award of Masters of Management Studies which I am pursuing in Uganda Management Institute. Please answer questions freely and according to your understanding. The responses you give will be treated with utmost confidentiality and will only be used for this study.

Your cooperation and support in this study will be greatly appreciated.

Thank you.

Osako Francis Joseph

SNO	Statement	1	2	3	4	5
1	Delegation of authority to employees to handle students' affairs is a common practice in my school.					
2	I am delegated power to handle students' co-curricular activities in my school.					
3	Management delegates me authority to carry out more challenging tasks like handling students' discipline.					
4	Some tasks are delegated to employees to perform as a team.					
5	Clear instructions are given to employees on how to handle delegated duties in my school.					
6	Employees are often delegated power to design their working schedules in my school.					
7	All employees have equal chance of being delegated power to handle students' learning.					
8	Management delegates power to employees to handle students' learning and discipline without interference.					
9	I am delegated authority to make decisions related to students' learning.					

B2: Participatory decision making

SNO	Statement	1	2	3	4	5
1	I participate in making decisions on how to improve the teaching process in my school.					
2	I am often consulted to make policies regarding teaching and learning in my school.					
3	My opinion is sought by management in designing teaching programs for the school.					
4	Staff participation in making decisions related to teaching is a culture in my school.					

5	Employees are encouraged to give their opinion on how to improve teaching in my school.					
6	I am often consulted to make suggestions regarding welfare of employees in my school.					
7	Management consults employees about students discipline in my school.					
8	Staff meetings are often held in my school.					

B3: Staff representation

SNO	Statement	1	2	3	4	5
1	I am effectively represented in the board of governors of my organization.					
2	Management includes one or two employees to participate in making decisions related to staff welfare in my school.					
3	Employees have freedom to choose their representatives to the board of governors.					
4	There is an arrangement of staff representation in the board of governors of my school.					
5	Employees play a big role in making decisions concerning working conditions in the board of governors of my school.					
6	My interests in relation to working conditions are catered for through staff representation in board of governors.					
7	Staff representation in the board of governors is an effective way of addressing employees' problems in my school.					
8	Management considers opinion of staff representatives before making any decisions related to working conditions.					

Section C: Employee Commitment

Please select an option which best represents your opinion by ticking the answer of your choice

(In this case 1=Strongly disagree, 2=Disagree,3=Undecided,4=Agree, 5=Strongly Agree)

C1: Affective Commitment

SNO	Statement	1	2	3	4	5
1	I would be very happy to spend the rest of my career with this organization.					
2	I really feel as if this organization’s problems are my own.					
3	I feel a strong sense of belonging to my organization.					
4	I feel emotionally attached to this organization.					
5	I feel like part of the family at my organization.					
6	This organization has a great deal of personal meaning to me.					

C2: Continuance Commitment

SNO	Statement	1	2	3	4	5
1	Right now staying with my organization is a matter of necessity as much as desire.					
2	It would be very hard for me to leave my organization right now even if I wanted to.					
3	Too much of my life would be disrupted if I decided I wanted to leave my organization now.					
4	I feel that I have too few options to consider leaving this organization.					
5	If I had not already put so much of myself into this organization, I might consider working elsewhere.					
6	One of the few negative consequences of leaving this organization would be the scarcity of available alternatives.					

C3: Normative Commitment

SNO	Statement	1	2	3	4	5
1	I feel an obligation to remain with my current employer.					
2	Even if it were to my advantage, I don't feel it would be right to leave my organization now.					
3	I would feel guilty if I left my organization now.					
4	This organization deserves my loyalty.					
5	I would not leave my organization right now because I have a sense of obligation to the people in it.					
6	I owe a great deal to my organization.					

Appendix II: Interview guide for school administrators

Dear respondent,

This interview guide is designed to study the relationship between Participatory leadership and employee commitment in government secondary schools in Soroti district. This study is part of the requirement for the award of Masters of Management Studies (MMS) which iam pursuing at Uganda Management Institute. Since you are one of the senior staff of the school I believe you can give a true picture of how delegation of duty, participatory decision making and staff representation are implemented in your organization and their effect on employee commitment. The information you give will strictly be kept confidential and will be used only for the purpose of this research.

Issues for discussion centre on the following areas;

1. Delegation of responsibility

Do you delegate some tasks to your employees to perform?

What activities are teachers delegated to perform in your school?

How does delegation affect their commitment to work?

2. Participatory decision making

How do you involve your employees in decision making in the organization?

How does participation in decision making affect their commitment to the organization?

3. Staff representation

How are teachers' interests represented in the school's policy making body?

How are staff representatives to the school board of governors chosen?

How does staff representation affect your employees' commitment?

Thank you

OSAKO FRANCIS JOSEPH

Appendix III: Documentary review checklist

The following documents were reviewed namely:

1. Schedules of staff duties and responsibilities
2. Minutes of staff and departmental meetings
3. Staff Duty Attendance Records
4. Staff Appraisal Forms
5. Staff and Student Disciplinary Record Books/Files
6. BOG Minutes and Approved Work Plans
7. Annual Census Statistical forms (ACS F)
8. Staff Weekly Duty Rosters

9. Summary records on submission of schemes of work, lesson plans and work covered

Appendix IV: Krejcie & Morgan Mathematical Table (1970)

Table 3.1									
<i>Table for Determining Sample Size of a Known Population</i>									
N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384

Note: N is Population Size; S is Sample Size *Source: Krejcie & Morgan, 1970*

Appendix V: UMI field attachment letter



UGANDA MANAGEMENT INSTITUTE

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Plot 44-52, Jinja Road
P.O. Box 20131
Kampala, Uganda
Website: <http://www.umi.ac.ug>

He has been granted permission to do his research. LFO 09/09/2016

Your Ref: G/35

Our Ref:

6/09/2016

TO WHOM IT MAY CONCERN



MASTERS IN MANAGEMENT STUDIES DEGREE RESEARCH

Mr. Osako Francis Joseph
(Reg. Number 15/MMS/15/KLA/DAY/0016) is a student at Uganda Management Institute pursuing a Masters in Management Studies specializing in Human Resource Management.

In partial fulfillment for award of the Masters, he is conducting a research study titled *"Participatory Leadership and Employee Commitment in Government Secondary Schools in Soroti District."*

This communication therefore serves to formally request you to allow him access any information in your custody/organization, which is relevant to his research.

Thank you for your co-operation on this matter

Yours Sincerely,

Lugemoi Wilfred Bongomin 06/09/2016

Lugemoi Wilfred Bongomin.
CHAIRPERSON SCHOOL RESEARCH COMMITTEE
[SCHOOL OF BUSINESS AND MANAGEMENT]