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Participatory Leadership Styles and Teachers' Job Commitment in Government Aided Primary Schools of Sheema Municipality Uganda

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ABSTRACT

This study sought to establish the relationship between Participatory Leadership Styles and Teachers' Job Commitment in Government Aided Primary Schools of Sheema Municipality, Uganda. The study was guided by 3 research questions and hypothesis that helped gather data. The study adopted cross-sectional design with mixed approach on a total population of 103 respondents and a sample of 81 respondents. The collected quantitative data was analysed using Cronbach's Alpha (a) method offered by SPSS software version 26. The findings revealed that, there is significant ($p<0.05$) relationship between participatory decision making, teachers representation and teachers' job commitment while there's no ($p>0.05$) relationship between delegation of responsibilities and teachers' job commitment in government aided primary schools in Central Division, Sheema Municipality. The teachers' representation contributed 38% of variations in the response variable. This was followed by teachers' participation in decision making which contributed 17% of all variations in the response variable and only 3% of the variations in the response variable were attributed to delegation of responsibilities. In conclusion, the result indicates that an increase of one unit in delegation of responsibilities causes an increase of .309 or 31 % in Teachers' job commitment. Therefore, it's recommended that, head teachers in public primary schools in Central Division, Sheema Municipality, Sheema District should focus involving teachers in decision making and delegate responsibilities to enable the teachers claim ownership of important decisions made by the school as they learn a few management skills. Headteachers and teachers should be given equal opportunities to undergo trainings especially on job training as well as attending academic conferences to be in position to unleash their potentials.

Keywords: Leadership Styles, Teachers' Job Commitment, Government Aided Primary Schools

INTRODUCTION

One of the most important components of a school is the teacher. Ultimately, it is up to the teachers to determine whether educational institutions succeed or fail [1]. The role of a teacher has a strategic role in "controlling" students to be smart, intelligent, competent, moral, and extremely knowledgeable [2]. It is emphasized that teachers have the primary responsibility of instructing, educating, supervising, coordinating, preparing, surveying, and evaluating students in accordance with the appropriate educational path. The outcomes of the study on leadership styles demonstrates that the organization's challenges are always resolved jointly by the leader and their direct reports. The effectiveness of their instructors is influenced by leaders who put their followers' opinions in their hands, collect and use their advice, and foster an environment of mutual respect amongst them [2]. Globally, teachers play critical roles in preparing pupils not only to develop a responsible and purposeful future for themselves, but also to face the future with self-confidence. UNESCO has been monitoring teachers' job commitment since its inception in the 1940s, assessing trends and developments in education as well as educational policies affecting their teachers' job commitment [3]. The Hawthorne investigations were one of the first forerunners to the research of teachers' job commitment. These investigations, which were done between 1924 and 1935, have generally been attributed to Elton Mayo of the Havard Business School [3]. These studies looked at how different circumstances affected teachers' output. Findings showed that while productivity increased due to changes in working conditions, instructors' dedication to their jobs increased after they realized they could participate freely and work without force from their superiors [2]. However, government

personnel in Uganda have typically been less engaged to their employment given that the public service was founded during the colonial era. Since the 1980s, government departments have had a difficult period of low teachers' job commitment typified by inability to accomplish the intended objectives as outlined in numerous Auditor General's reports [4]. In an effort to improve teachers' dedication to their jobs and service delivery, the government created the Public Service Act and the Uganda Public Service Standing Orders 2020.

On the other hand, leadership is one of the world's most visible yet poorly understood phenomena [5]. According to anthropological evidence, human communities cannot exist without some form of leadership [6]. Throughout history, many individuals have taken charge of groups and led it to safety, victory, or fortune. Religious personalities such as Jesus, Mohammed, and Buddha are examples, as are military commanders such as Alexander the Great and Napoleon, and political leaders such as Nelson Mandela. Leaders are regarded in high regard throughout civilizations, and their activities are considered as more acceptable for the good of society. Leaders therefore, have an important role in determining the fate of their followers, including their dedication to a specific cause. It appears that anytime a group of individuals join together, such as in a school environment, a leader-follower connection emerges spontaneously [6]. As a result, given the preceding historical viewpoint, a study was required to determine the relationship between participatory leadership styles and teachers' commitment to their jobs.

Problem Statement

The expectation on teachers' job commitment is early arrival, attending to institutional meetings, preparedness to teach, timely submissions, carrying out assessment and evaluation of the teaching-learning process according to the Curriculum and giving timely feedback to learners. On the contrary, there are high rates of absenteeism, late coming, lack of official records (classroom records), failure to prepare to teach, low teacher involvement in schools' activities, inflexibility on stations, failure to cover curriculum content, failure to participate in co-curricular activities; this is evidenced by teachers doing other side jobs on the expense of teaching. Symeonidis [7], observes a downward trend in teachers' job commitment in several nations across Europe, Asia, and the majority of Sub-Saharan Africa which has also been supported in Uganda based on 2017 report (Municipal Education Officer Annual Report, 2017). Most teachers in Government aid aided primary schools especially in Sheema Central Division, Sheema Municipality devote little time to teaching as long as their terms of employment are permanent and pensionable [8]. As a result of less job commitment which results from less or no participation in leadership, curriculum discrepancies, defiance, teachers' strikes, working under strict supervision or on orders, demotivation at work places are likely to happen which should not be. This dismal picture is repeated by Okendo et al., [9], who highlights that the teaching profession in Uganda is experiencing a lot of instability, as evidenced by low teachers' job commitment, absenteeism, and high turnover. This has had a detrimental impact on the rate of syllabus covered, pupils' success in national exams, and their capacity to participate in co-curricular activities [8]. Many students have repeatedly voiced their concerns and appear to be dissatisfied with the leadership in their schools. Therefore, this study will examine link amongst responsibility delegation, participatory decision making, teachers' representation and teachers' job commitment in Government-Aided Primary Schools in Sheema Municipality in order to reverse this trend. Thus, the study intended to assess the gap that exists between participatory leadership styles and teachers' job commitment. This gap could be addressed by involving teachers in leadership, decision making and planning which increases job commitment that everyone works for institutional stability and sustainability. In order to increase teachers' job commitment in the education sector, many government interventions have tended to concentrate on developing infrastructure, training, compensation, and the provision of educational materials [10]. However, little attention has been paid to the nature of primary school leadership as a crucial element of academic success.

Research Hypothesis

The following hypothesis were used to focus and guide the study:

H_{0_1}: There is no significant relationship between participation in decision making and teachers' job commitment in Government-aided Primary Schools in Central Division, Sheema Municipality, Uganda

H_{0_2}: There is no significant relationship between teacher representation and teachers' job commitment in Government-aided Primary Schools in Central Division, Sheema Municipality, Uganda

H_{0_3}: There is no significant relationship between delegation of responsibilities and teachers' job commitment in Government-aided Primary Schools in Central Division, Sheema Municipality, Uganda

Conceptual Framework

Figure 1 depicts a conceptual framework that explains how the independent variable (participatory leadership styles) influences teachers' job commitment as a dependent variable in Government Aided Primary Schools in Sheema Municipality

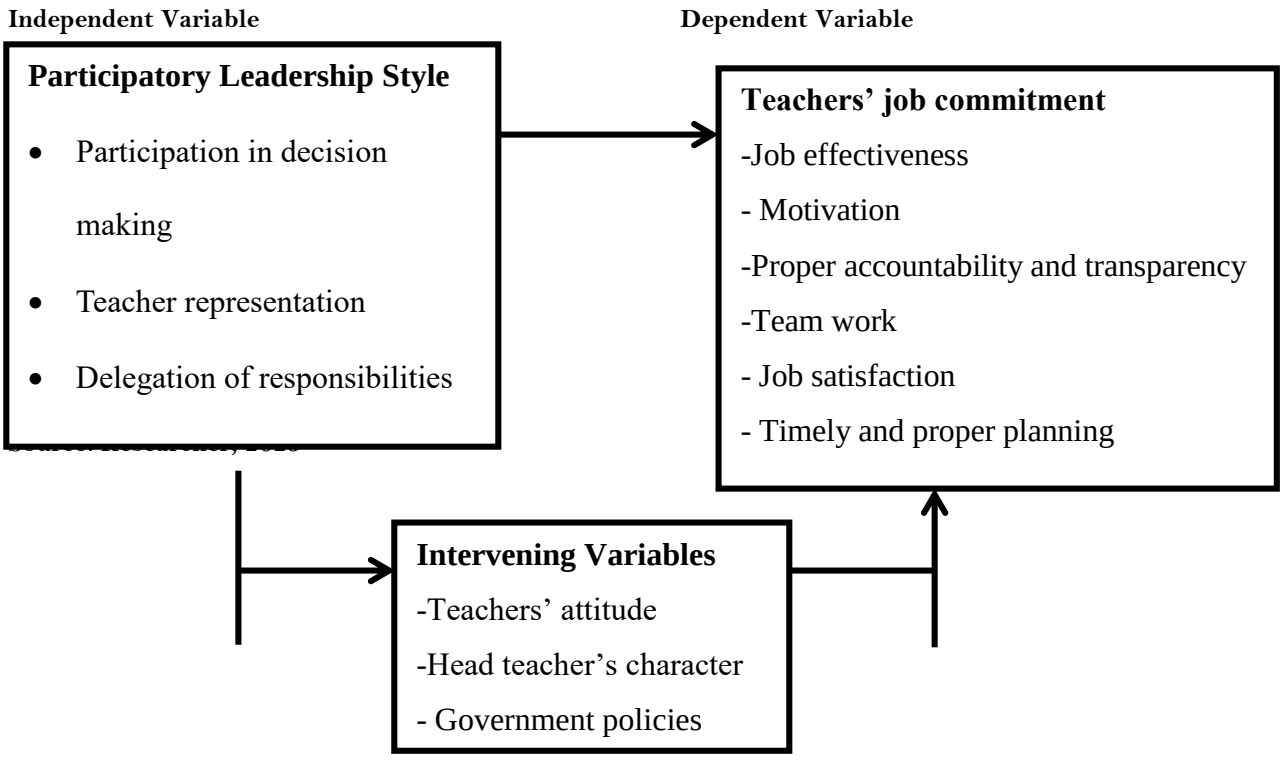

Figure 1: Conceptual Frame work

The conceptual framework above shows that there is a relationship between participatory leadership style and Teachers' job commitment of teachers. The framework shows that participatory leadership style involves participation in decision making, teacher representation and delegation of responsibilities. These relate to teachers' job commitment in terms of school commitment, service and work commitment of teachers. Moreover, the framework shows that there are intervening variables which are government policies, teacher attitude and head teacher's character that compete with participatory leadership style in influencing commitment of teachers.

METHODOLOGY

Research Design

The study employed a cross-sectional research approach to gather information about the situation at the time in question. The design was selected because it can be carried out quickly, easily, and affordably via a questionnaire survey. The cross-sectional design enabled the collection of valuable data in a condensed amount of time [11]. The design was generally used as correlational studies are fast and easy way of confirming if there are relationships amid two variables [12]. Thus, the study gathered the information required for both quantitative and qualitative analysis because the research allows the use of both quantitative and qualitative methodologies.

Research Approach

Quantitative and quantitative approaches which are mixed methods were used.

Study Population

The population of this study was 103 participants comprising 10 headteachers and 93 teachers in Sheema District (Sheema Municipality Statistical Abstract, 2023). This population was selected because the teachers could easily report on participatory leadership styles and give their own assessment of their behaviours. The teachers could also ably provide explanations on participatory leadership styles and job commitment of teachers. Schools used in this study were named with alphabetical letters A, B, C, D, E, F, G, H, I, and J for confidentiality. The distribution of the population is as presented in Table 1.

Table 1: Population Distribution

Schools	Head teachers	Teachers	Total
A	1	12	13
B	1	08	09
C	1	08	09
D	1	10	11
E	1	08	09
F	1	10	11
G	1	08	09
H	1	9	10
1	1	08	09
J	1	12	13
Total	**10**	**93**	**103**

Source: **Researcher, 2023**

Sample Size and Selection

Sample of 103 respondents comprising 10 head teachers and 71 teachers were selected. The sample size were determined proportionately using Sloven's formula as this enabled the researcher sample the population with a lot of desired level of precision. The sample was drawn from the study population of 103

Sloven's (1960) formula is;

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

Where; n = sample size; N = Population size (103), e = level of significance (0.05).

$$n = \frac{103}{1 + 103(0.05^2)} = \frac{103}{1.2575} = 81$$

The sampling technique was followed to establish the proportionate number of teachers' samples from each school. Applying the formula, all head teachers (10) were sampled and 71 teachers were selected from the total 93 teachers thus total sample size 81 altogether. The sample sizes for each type of respondents from each of the ten schools that were polled as displayed in Table 2.

Table 2: Population and Sample Size

Schools	Head teachers		Teachers	
	Population(N)	**Sample(n)**	**Population(N)**	Sample (n)
A	1	1	12	09
B	1	1	08	06
C	1	1	08	06
D	1	1	10	08
E	1	1	08	06
F	1	1	10	08
G	1	1	08	06
H	1	1	9	08
I	1	1	08	06
J	1	1	12	09
Total	**10**	**10**	**93**	**71**

Source: Researcher, 2023

Sampling Procedures

The sampling techniques used to select the respondents were simple random and purposive sampling. Simple random sampling was used to select teachers, while purposive sampling was used to select head teachers. The researcher visited each school where each member of the group was given a specific number to ensure that each category of selected group member stood a chance to participate in the study.

On the other hand, purposive sampling technique was used by first assessing the possibility and ability of the chosen respondent to suit the objective of the study/test. According to Sekaran (2003), purposive sampling entails selecting items that are advantageously positioned to offer the necessary information. In choosing the sample size for the head teachers, this method was used to account for the fact that they are considered to have expert knowledge given that they have had experiences

and procedures themselves. They were also able to supply data of information to the researcher.

Data Collection tools and Methods

The data was gathered from both primary and secondary sources [13]. Both quantitative and qualitative approaches were used to collect primary data. Interviews and self-administered questionnaires were used to collect primary data. Self-administered questionnaires permit the collection of data from a sizable number of respondents, which were useful in quantitative data collection. Qualitative data was collected using interview guides. While primary data was acquired from looking through documents such as journal articles, reports, bills, journals, and working papers, among others [14]. Because primary data provided the most current and accurate information about the study and because respondents report on recent events, it was employed. Primary data is often used because it offers background knowledge and past findings on the variables being studied, both of which are essential for establishing trends and forecasting the future.

Self-Administered Questionnaire

Questions were created and used to draw information from respondents. Self-administered questionnaires were used to collect information from each respondents in the study population. Because questionnaires are easy to present to lots of respondents and do not need the researcher or a research assistant to be present, the researcher had to employ them. The instruments were scored using the 4 Point Likert-type scale methodology. Any statement on the questionnaire may be agreed upon or disagreed with by the respondents using the following scale: Strongly Agree (4 points), Agree (3 points), Disagree (2 points), and Strongly Disagree (1 point). Each response was counted and given a score.

Interview Guide

Qualitative data was gathered utilizing an interview guide. By obtaining more specific information, the interview guide aided in the collection of exploratory data. The interview guide included open-ended questions that call for responders to provide in-depth responses. Due to the follow-up questions' probing nature, the interview guide assisted in enabling the participants to provide comprehensive information. Purposively, Head teachers responded to the interview guide.

Data Quality Control

The data quality control comprised of validity and reliability of research instruments.

Validity of the Research Instrument

By verifying that the items on the primary variables (independent and dependent variables) in the instruments adhered to the conceptual framework of the study, the researcher was able to determine the content validity of the instruments in the conceptual framework. The validity of the question items was determined by consulting the experts in the field of study regarding the instruments' relevancy, language, and clarity. The validity of the instrument was determined by the questions' precision, comprehensiveness, and applicability in light of the research constructs [15]. Two research consultants assisted in using inter judge to acquire the content validity index. To determine the average index (CVI), each judge offered their assessment on a scale of Relevant (R) and Irrelevant (IR), each with a two-point rating. The elements deemed irrelevant were removed or replaced with pertinent ones.

Calculating CVI (Content Validity Index)

$CVI = n/N$

Where n is the number of things that was deemed relevant, and N is the overall number of items in the instrument.

$CVI=43/48$

$CVI=0.89$

$CVI= 0.8$

According Almanasreh et al. [16], the CVI for the survey is deemed legitimate when it is higher than 0.70, which is the required level in a survey, by ensuring the instrument's precision, valid data was collected.

Reliability of the Research Instrument

The researcher made sure the tools were reliable. By guaranteeing the data's credibility, transferability, dependability, conformability, and reflexivity, the interview guide's reliability was increased. In order to ensure that research findings were credible, they based on reasonable facts and an accurate interpretation of the participants' initial opinions. The goal of transferability was to guarantee that the conclusions drawn from one context or setting could be applied to another with different respondents. These were accomplished by thorough explanation of the findings. By ensuring that the study's conclusions, interpretations, and recommendations were backed by the participant data, dependability was obtained. Establishing that the data and interpretations of the findings were not the product of the researcher's imagination but rather directly derived from the data led to conformability. Finally, reflexivity entailed critical introspection on the part of the researcher to ensure that personal biases, preferences, and prejudices did not affect the study [17]. The Cronbach's Alpha (α) method offered by SPSS 26.0 was used to examine the reliability of items in the various constructs for quantitative data. The benchmark of = 0.70 and above was reached for the elements in the various structures to be reliable [18].

Consistence of instruments was computed using Cronbach's alpha co-efficient formula and which was found to be.

$$a = \frac{k(1- \sum SDi^2)}{k-1\sum SDt^2}$$

Where,
a = Reliability
$\sum SD1^2$ =Sum of the variance of individual item in the Questionnaire.
$\sum SDt^2$ = Total standard deviation squared.
From the computed results, the reliability for the questionnaire for the respondents was 0.84. Since the computed results (values) was above 0.7, then the research instruments were considered reliable for data collection.

Data Gathering Procedures

The procedure for data gathering consisted the following, before the administration of the questionnaires, during the administration of the questionnaires and after the administration of the questionnaires

Before the administration of the questionnaires

The researcher acquired an approval letter from REC-KIU to Directorate of Higher Degrees and Research (DHDR) for an introduction letter to the selected schools so that the respective head teachers and teachers granted permission to conduct and participate in the study. The researcher reproduced enough questionnaires for distribution. The researcher selected research assistants who assisted in the data collection. These assistants were briefed and oriented in order to be consistent in administering the questionnaires. The letters were given to the headteachers of various primary schools, who introduced the researcher and research assistants to the relevant teachers in order to gather data.

During the administration of the questionnaires

The respondents were requested to answer completely and not to leave any part of the questionnaire unanswered. The researcher and research assistants had a brief discussion with the respondents and explained to them the objectives and contents of the study. The researcher continued to make note of the key facts while collecting the interview guide's data. All returned questionnaires were examined upon returning to ensure that they had all been answered.

After the administration of the questionnaires

Information was obtained, coded, entered into a computer, and statistically processed using the Statistical Package for the Social Sciences (SPSS 26.0).

Data Analysis

The data analysis of the study consisted quantitative and qualitative data analysis.

Quantitative Data Analysis

In order to manage quantitative data, it was necessary to code the data, enter it into computer employing frequency tables to summarize the data from the Statistical Package for Social Sciences (SPSS 26.0), find any mistakes, and then update the software to address them. The following mean ranges were used to arrive at the mean of each item and interpretation.

Table 3*: Means Ranges*

Mean	Response mode	Interpretation
3.26-4.00	Strongly agree	Higher
2.51-3.25	Agree	High
1.76-2.50	Disagree	Low
1.00-1.75	**Strongly disagree**	**Lower**

Qualitative Data Analysis

Coding and categorizing of the qualitative data were done in accordance with the goals of the study and any emerging themes. Content analysis was used for the analysis. It was feasible to condense words into fewer, content-related groups through content analysis. The analysis produced concepts or categories that described the phenomenon with the goal of providing a concise and comprehensive account of the phenomenon. Quantitative data was complemented by qualitative data, which aided in interpretation.

Ethical Considerations

A letter from the Institutional Research and Ethics Committee of Kampala International University granting the researcher clearance (IREC-KIU) through Directorate of Higher Degrees and Research (DHDR) was taken to district officials to grant her permission to conduct research in the selected schools. Consent was required from responsible officials of primary schools in the study.

RESULTS

Research Instruments' Response Rate

A response rate is the ratio of the number of participants in a study to the number of participants who were asked to participate [19]. According to Frey, Response rates are commonly used to measure data quality in such a way that low response rate could result in non-response bias which would potentially impact the validity of estimates, analysis, and inference. The display in Table 3 provided information on the number of questionnaires sent out and how many were returned in order to determine the response rate. In this study, 81 respondents were earmarked for questionnaire, but only 73 filled the questionnaire.

Table 4: Questionnaire return rate

Number of questionnaires	Frequency	Response rate	Response rate as a Percentage
Returned	73	.90	90
Not returned	9	0.10	10
Total	**81**	**1.000**	**100**

Demographic Information

Age of Respondents

Figure 2 below shows the composition of respondents by age. The age distribution was fairly balanced with majority of the teachers' ages falling between ages 31-40 yrs at 32 %, followed by those whose age was below 30 yrs 27%. This group of respondents was followed closely by those whose age ranged between 41- 45 yrs. Those respondents that were 46 yrs and above were the fewest standing at 19%.

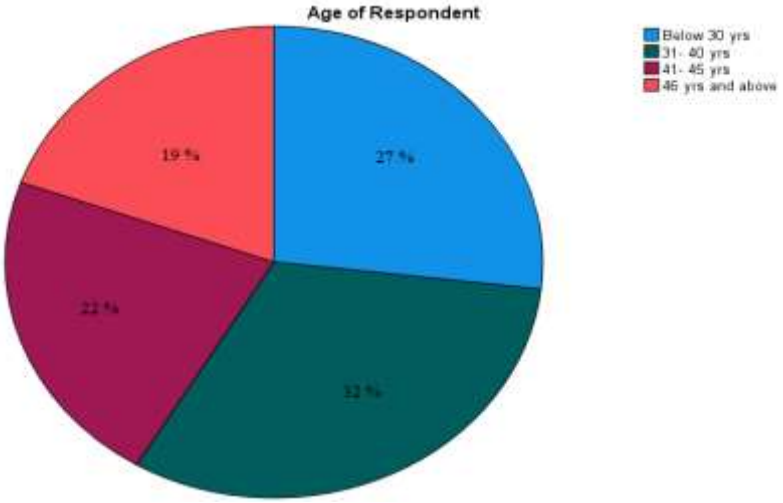

Figure 2: Age of Respondents

Gender of Respondents

Figure 3 Shows the composition of respondents in terms of gender. From the figure, the sample was skewed in favour of male teachers at 56% and female respondents at 44%.

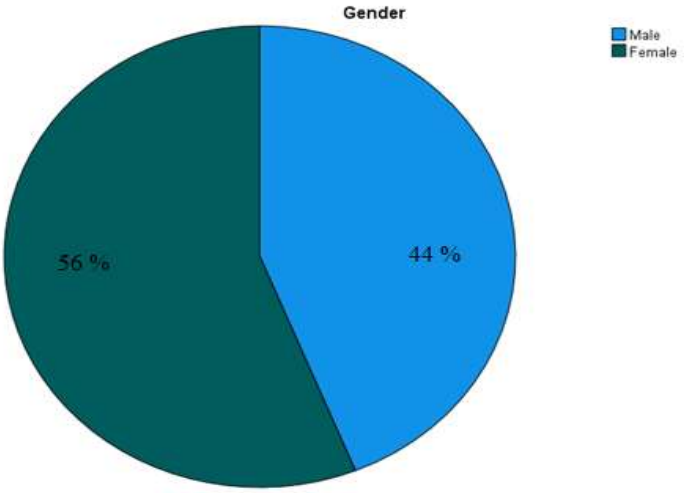

Figure 3: Gender of Respondents

Marital Status of Respondents

Results in figure 4 shows the distribution of respondents according to their marital status. The majority of the respondents were actually married (71 %). Followed by those who were single (12 %), Widowed 11% and only 5 % claimed to be divorced

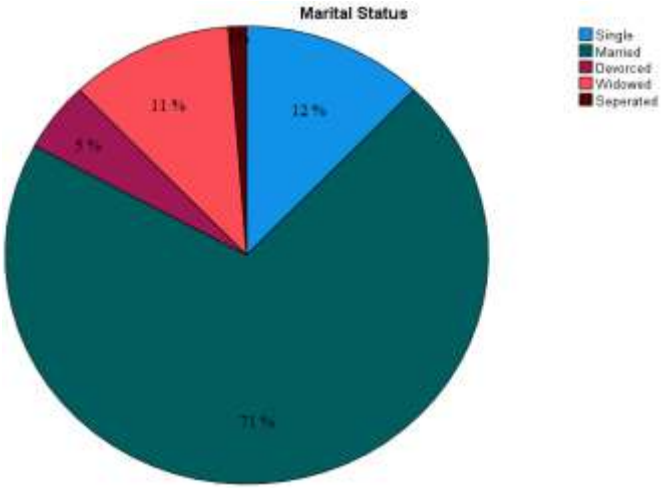

Figure 4: Marital Status of Respondents

Highest Education Level of Respondents

As figure 5 depicts, majority of the respondents held diploma certificates (67 %). A few (28 %) had bachelor's degrees and very few (5%) possessed post graduate qualification.

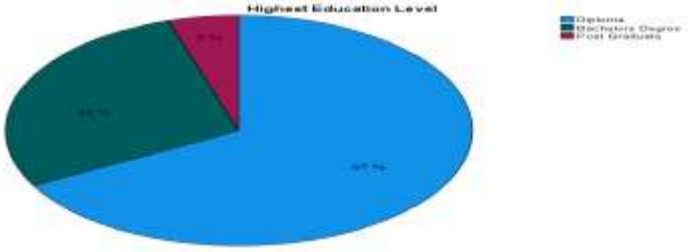

Figure 5: Highest Education Level of

Work Experience of Respondents

Figure 6 shows the composition of respondents based on work experience. The results from the table indicate, a majority of the respondents (65 %) have worked for 10 years and above, followed by 6-9 years (22 %). Those respondents who had worked for between 1- 5 years stood at 11 % of the total respondents. On 2 % of the respondents had served for less than 1 year.

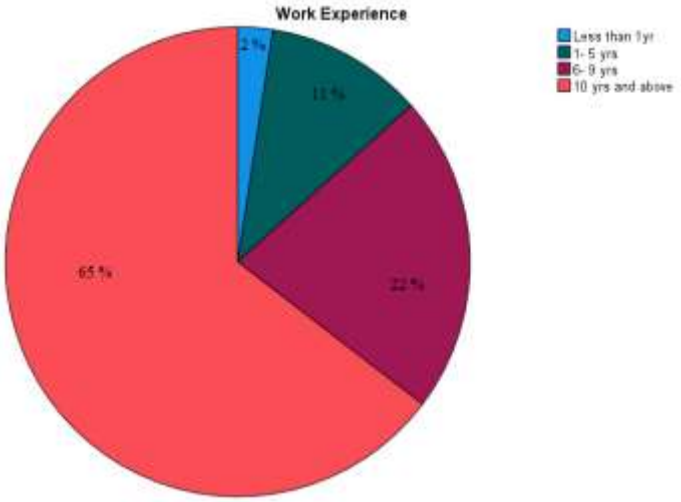

Figure 6: Work Experience

Correlations between Independent and Dependent Variables

Correlation is a statistical assessment that recounts the expanse to which two variables transpose conjointly [20]. In the opinion of Schober et al [21], if there is a rise in one variable that tends to be associated with a rise in another variable, the two variables are said to have a positive correlation. They go on to state that, if a rise in one variable tends to be associated with a fall in another variable, there is a negative correlation.

Mean and standard deviation of variables

Table 5: Showing Mean and standard deviation of variables

Variable	Mean	Std. Deviation
Teacher's job commitment	4.5684	.30219
Participatory decision making	4.6052	.39258
Teachers' Representation	4.7088	.37529
Delegation of Responsibilities	4.6954	.74050

***Source*: Primary Data**

The researcher also computed correlations to show the linear relationship between each of the independent variables and the dependent variable. Questionnaire items 1- 9; 10- 17; 18- 25; and 26- 43 were combined to get the mean and standard deviation for delegated decision making, participatory leadership, teacher representation, and teacher's job commitment. Table 4 shows the mean and standard deviation of the variables.

Participation in Decision Making and Teachers' Job Commitment

To assess participation in decision making and its relationship with teachers' job commitment government aided in primary schools in Sheema Central Division, Sheema Municipality, Sheema District, research question 1 needed to be answered. To answer the question; hypothesis 1, "There is no significant relationship between participation in decision making and teachers' job commitment in government aided primary school primary schools of Sheema Municipality, Uganda" was tested at alpha-level, $\alpha = 0.05$ with 80 degrees of freedom (df). In testing this relationship, a Pearson product-moment correlation coefficient was computed to assess the linear relationship between Participation in decision making (M = 4.605, S.D = .393) and its relationship with teachers job commitment in government aided primary schools in Sheema Municipality, Uganda (M = 4.568, S. D = .302).

To test the hypothesis, questionnaire items 10- 17 were combined to collect data on the variable, "participatory decision making" and correlating it with the teachers' job commitment in government aided primary schools in Sheema Municipality,

Uganda. The strength of the relationship between participatory decision making and the teachers' job commitment in primary schools in government aided primary schools in Sheema Municipality, Uganda was determined by computing Pearson r values and the p value at alpha level 0.05. Table 5 shows Pearson's correlation analysis of participatory decision making and teachers' job commitment in primary schools in Central Division, Sheema Municipality, Sheema District.

Table 6: Pearson correlation between teacher collaboration and teachers' job commitment

		Teachers' job commitment	Participatory decision making
Teachers' job commitment	Pearson Correlation	1	.50**
	Sig. (2-tailed)		.001
	N	82	82
Participatory decision making	Pearson Correlation	.50**	1
	Sig. (2-tailed)	.001	
	N	82	82

The analysis produced an *r* value of .50 and a P-value of 0.001. The P- value of 0.001 is less than the alpha level of 0.05. The results displayed in the table indicated a moderate, positive correlation between the two variables, (r (80) = .50, p = .001). Since the p-value is less than the alpha-level (p =.001 < α = 0.05), then there is significant relationship between participatory decision making and teachers' job commitment in Government-aided primary schools in Sheema Municipality, Uganda., hence hypothesis 1 was rejected.

Teachers Representation and Teachers' Job Commitment

To assess teachers' representation and its relationship with teachers' job commitment in Government-aided primary schools in Sheema Central Division, Sheema Municipality, Sheema District, research question 2 needed to be answered. In answering the question; hypothesis 2, "There is no significant relationship between teachers representation and teachers' job commitment in Government-aided primary schools in Sheema Municipality, Uganda" was tested at alpha-level, α = 0.05 with 80 degrees of freedom (df). A Pearson product-moment correlation coefficient was computed to assess the linear relationship between teachers representation (M = 4.709, S.D =.375) and teachers job commitment in Government- aided primary schools of Sheema Municipality, Uganda (M = 4.568, S. D = .302).

In order to test the hypothesis, questionnaire items 18- 25 were combined to collect data on the variable, "teachers' representation" and correlating it with the teachers' job commitment in Government-aided primary schools in Sheema Municipality, Uganda. The strength of the relationship between teachers' representation and teachers' job commitment in Government-aided primary schools in Sheema Municipality, Uganda was determined by computing Pearson r value and the p value at alpha level 0.05. Table 6 shows Pearson's correlation analysis of teachers' representation and teachers' job commitment in Government-aided primary schools in Sheema Municipality, Uganda.

The analysis produced an *r* value of .61 and a P-value of 0.001. The P- value of 0.001 is less than the alpha level of 0.05. The results displayed in the table indicated a strong, positive correlation between the two variables, (r (80) = .61, p = .001). Since the p-value is less than the alpha-level (p =.001 < α = 0.05), then there is significant relationship between teachers representation and teachers' job commitment in Government-aided primary schools in Sheema Municipality, Uganda., hence hypothesis 2 was rejected.

Table 7: Pearson correlation between Teachers' Representation and teachers' job Commitment

		Teachers' job commitment	Teachers' Representation
Teachers' job commitment	Pearson Correlation	1	.61**
	Sig. (2-tailed)		.001
	N	82	82
Teachers' Representation	Pearson Correlation	.610**	1
	Sig. (2-tailed)	.001	
	N	82	82

Delegation of Responsibilities and Teachers Job Commitment

In evaluating delegation of responsibilities and its relationship with teachers' job commitment in Government-aided primary schools in Sheema Central Division, Sheema Municipality, Uganda, research question 3 needed to be answered. To answer the question; hypothesis 3, "There is no

significant relationship between delegation of responsibilities and teachers' job commitment in Government-aided primary schools in Sheema Municipality, Uganda" *was* tested at alpha-level, α = 0.05 with 80 degrees of freedom (df). A Pearson product-moment correlation coefficient was computed to assess the linear relationship between delegation of responsibilities (M = 4.695, S.D =.741) and teachers' job commitment in Government-aided primary schools in Central Division, Sheema Municipality, Sheema District (M = 4.568, S. D = .302).

To test the hypothesis, questionnaire items 1- 9 were combined to collect data on the variable, "delegation of responsibilities" and correlating it with the teachers' job commitment in Government-aided primary schools in Sheema Municipality, Uganda. The strength of the relationship between delegation of responsibilities and teachers job commitment in Government-aided primary schools in Sheema Municipality, Uganda was determined by computing Pearson r value and the p value at alpha level 0.05. Table 7 shows Pearson's correlation analysis of participation in decision making and its relationship with teachers' job commitment in Government-aided primary schools in Central Division, Sheema Municipality, Sheema District.

Table 8 Pearson correlation between delegation of Responsibilities and teachers' job commitment

		Teachers' job commitment	Delegated responsibility
Teachers' job commitment	Pearson Correlation	1	.21
	Sig. (2-tailed)		.045
	N	82	82
Delegated responsibility	Pearson Correlation	.21	1
	Sig. (2-tailed)	.045	
	N	82	82

The analysis produced an *r* value of .21 and a P-value of 0.045. The P- value of 0.045 is greater than the alpha level of 0.05. The results displayed in the table indicated a weak, positive correlation between the two variables, (r (80) = .21, p = .045). Since the p-value is less than the alpha-level (p =.045 < α = 0.05), there is significant relationship between delegation of responsibilities and teachers' job commitment in public primary schools in Sheema Central Division, Sheema Municipality, Sheema District., hence hypothesis 3 was rejected.

Multiple Regression Tests and Assumptions

Multiple linear regression is a statistical method used to model the relationship between two or more predictor variables and a response variable [22]. In the opinion of Osborne & Waters, [23], when conducting multiple linear regression, several assumptions need to be met for the results to be valid. The following are the main assumptions made when conducting multiple regression: Normality, Linearity, Homoscedasticity, Multicollinearity.

Normality Assumption Test

According to Schmidt & Finan [24], the focal point of testing the normality assumption in multiple regression is scrutinizing the scattering of the residuals, which are the differences between the observed values and the values predicted by the regression model. If the residuals are not normally distributed, the results of hypothesis tests (like t-tests for individual coefficients) may not be valid [23]. The figure that follows shows the results of the normality test.

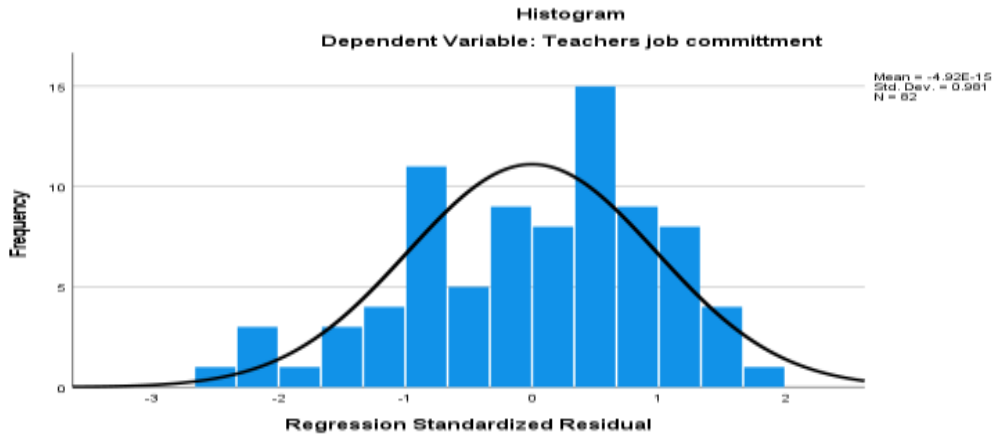

Figure 7: Normality Test

Linearity Assumption Test

The relationship between the independent (predictor) variables and the dependent (response) variable should be linear [23]. Linearity therefore refers to the presence of a straight-line relationship between the predictor and the response variables [25]. According to Jurado [26], linearity can be checked by plotting the residuals the difference between observed and predicted values) against the fitted values. The figure that follows next shows the graph of fitted values (observed values) against the Residuals.

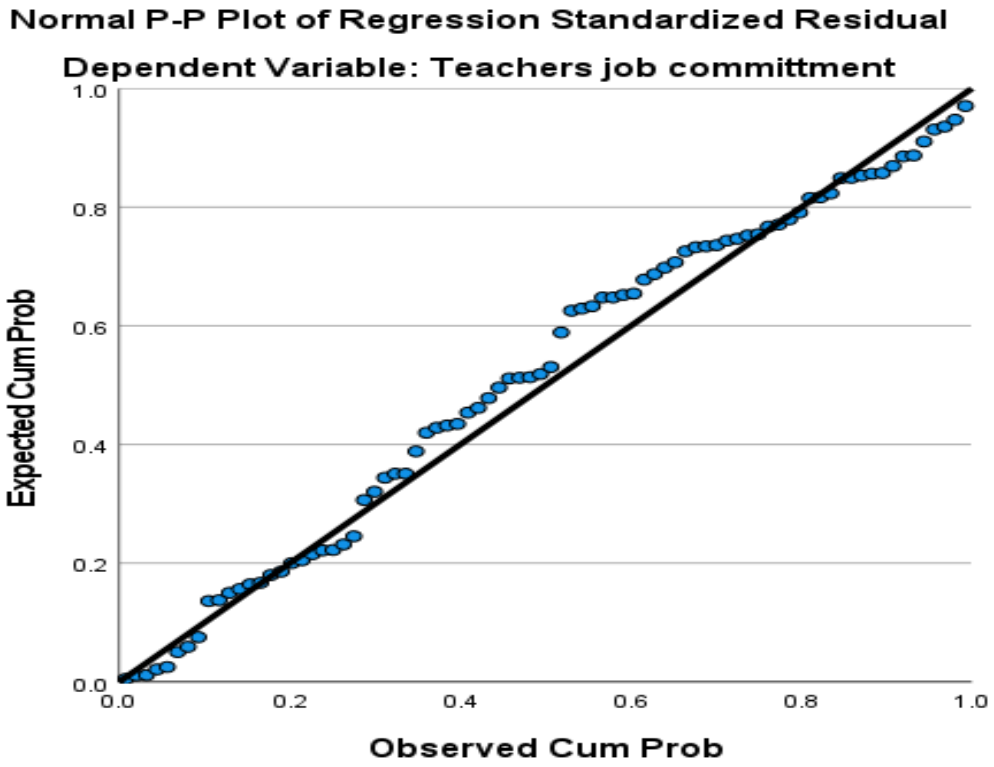

Figure 8: Linearity Test

Homoscedasticity Assumption Test

Homoscedasticity alludes to a state in which the variance of the residual, or error term, in a regression model is constant [27]. He goes on to state that the error term does not change a lot even when the value of the independent variable changes. Put in another way, the variance of the data points is roughly the same for all data points. This suggests a level of consistency and makes it easier to model and work with the data through regression; however, the lack of homoskedasticity may suggest that the regression model may need to include additional predictor variables to explain the performance of the dependent variable. The figure that follows represents scatterplot for homoscedasticity test.

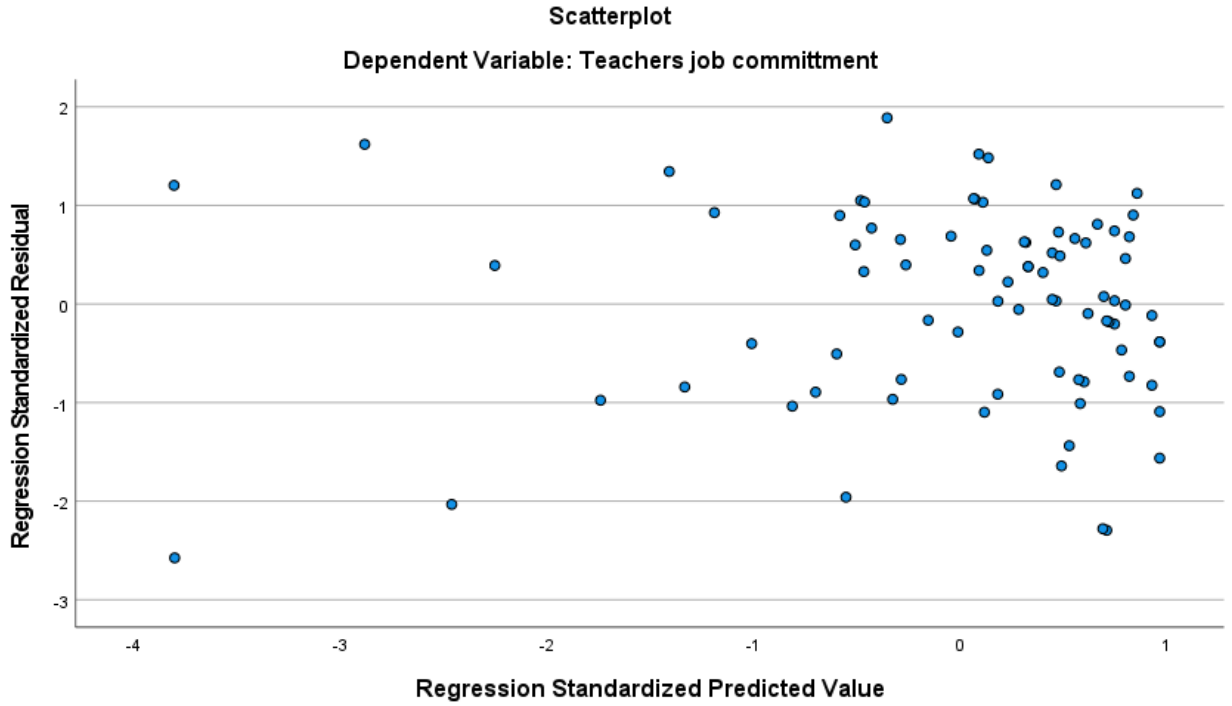

Figure 9: Homoscedasticity Assumption Test

Multicollinearity Assumption Test

According to Daoud [28], multicollinearity is a violation of one of the basic assumptions for successful regression model assumptions. It appears when two or more independent variables in the regression model are correlated. A little bit of multicollinearity sometimes will cause a big problem but when it is moderate or high, then, it will be difficulty to solve [28]. Multicollinearity, or near-linear dependence, is a statistical phenomenon in which two or more predictors' variables in a multiple regression model are highly correlated. To check for multicollinearity, one can use either the correlation coefficients or the variance inflation factor (VIF) [29]; [30]; [28]. To use the correlation coefficients, simply put all our independent variables into a correlation matrix and look for coefficients with magnitudes greater than 0.80 or higher will indicate strong correlation [31]. Alternatively, use VIF which is generated alongside coefficients in SPSS when running multiple regression [32]. According to Shrestha [33], a VIF value of 10 and above indicates a strong correlation while VIF of less than 10 indicates a weaker correlation. A VIF of less than 5 is the best outcome for testing multicollinearity as it indicates little to no correlation [34].

Table 9: Multicollinearity Test

Model		Unstandardized Coefficients		Standardized Coefficients	Collinearity Statistics
		B	Std. Error	Beta	VIF
1	(Constant)	1.832	.374		
	Participatory decision making	.170	.080	.221	1.439
	Teachers' Representation	.382	.084	.474	1.435
	Delegated responsibility	.033	.036	.081	1.050

Participation in Decision Making and Teachers' Job Commitment in Government-Aided Primary Schools in Central Division, Sheema Municipality, Sheema District

All the variables that predict teachers' job commitment in Government-aided primary schools in Central Division, Sheema Municipality, Sheema District were summarized by getting their means. A new variable known as teachers' job commitment was computed in SPSS. This new variable formed the dependent variable sighted in the specific objectives of this study. A multiple regression analysis was then run in SPSS taking this new

variable as the dependent variable verses the variables that determined participation decision making. The result of this analysis is given in the table that follows next.

Table 10: Teachers' Participation in Decision Making and Teachers' Job Commitment

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.495[a]	.245	.236	.26420

The model summary determines computed multiple correlation coefficient, R which determines the goodness of the fit of the regression model and R Square which determines the quality of the predictor on the dependent variable, "Teacher's job commitment". The results in the table above indicate that R = .495[a] and R square = .245. The indication of the results is that 24.5 % of the variability in teachers' job commitment can be explained by the independent variable, participation in decision making.

ANOVA (Analysis of Variance)

The analysis of variance resulted in the following table with an overall Sig value of 0.000 and an F value of 25.97 indicating there is a statistically significant relationship between the independent variable and the dependent variable.

Table 11: ANOVA[a] for Participation in Decision Making and Teachers' Job Commitment

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.813	1	1.813	25.970	.000[b]
	Residual	5.584	80	.070		
	Total	**7.397**	**81**			

Teachers' Representation and Teachers' Job Commitment in Government-Aided Primary Schools in Central Division, Sheema Municipality, Sheema District

To determine the relationship between teachers' representation and teachers' job commitment, a multiple linear regression was carried out and the results presented in the model table that follows next. The Model summary table computed the coefficient of the multiple linear regression, R, R Square, adjusted R Square and Std. Error Estimate. It can be concluded from the Model summary that 37 % of the variability of teachers' job commitment can be explained by the independent variable.

Table 12: Teachers' Representation and Teachers' Job Commitment Model Summary

Model	**R**	**R Square**	**Adjusted R Square**	**Std. Error of the Estimate**
1	.610[a]	.372	.364	.24106

Analysis of variance (ANOVA)

The following results were obtained for the test of analysis of variance:

Table 13: ANOVA for Teachers' Representation and Teachers' Job Commitment

Model		**Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**
1	Regression	2.748	1	2.748	47.288	.000[b]
	Residual	4.649	80	.058		
	Total	**7.397**	**81**			

From the ANOVA table, the sig. value of .000 implies that the computed value of the test statistics lies in the critical region and the null hypothesis may be rejected at a level of < 0.001. 0.000 is less than 0.05. Thus, the relationship between teachers' representation and the teacher's job commitment is very significant.

Delegation of Responsibilities and Teachers' Job Commitment in Government-Aided Primary Schools in Central Division, Sheema Municipality, Sheema District

A multiple linear regression was applied to the data to determine the relationship between participation in decision making and teachers' job commitment. The result obtained were given below starting with Model summary table:

Table 14: Delegation of Responsibilities and Teachers Job Commitment Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.213[a]	.045	.033	.29713

As can be observed in the table, correlation coefficient R has a value .213 and an R Square of 0.045. The indication of R Square value is that only 4.5 % of variability in the response variable are due to delegation of responsibilities. The contribution of delegation of responsibilities contribution is not significant. The test of analysis of variance given in the table below also strongly supports this conclusion:

Table 15: ANOVAa for Delegation of Responsibilities and Teachers Job Commitment

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.334	1	.334	3.785	.055[b]
	Residual	7.063	80	.088		
	Total	**7.397**	**81**			

The ANOVA with F=6.075 and Sig at 0.055 indicate insignificant relationship between the independent variable and the dependent variable.

Participatory Leadership Styles and Teachers' Job Commitment in Government-Aided Primary Schools in Central Division, Sheema Municipality Sheema District

A multiple linear regression was applied to the data to determine the relationship between participatory leadership styles and teachers' job commitment in Government-aided primary schools in Central Division, Sheema Municipality, Sheema District. The result obtained was given below starting with the model summary table:

Table 16: ANOVAa for Delegation of Responsibilities and Teachers' Job Commitment Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.645[a]	.416	.393	.23542

The results in the table above shows an R value of .645 and R Square value of .416, where R is the correlation between the predicted values and the observed values of the response variable and R Square is the square of R which indicates the percentage of variation explained by the regression line out of the total variation. In this case, 41.6 % of variability in the response variable are due to participatory leadership styles. The test of analysis of variance is given in the table below also strongly supports this conclusion:

Table 17: ANOVAa for Participatory Leadership Styles and Teachers' Job Commitment

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.074	3	1.025	18.489	.000[b]
	Residual	4.323	78	.055		
	Total	**7.397**	**81**			

The ANOVA with F = 18.489 and Sig of 0.000 indicates a p- value of less than 0.01 which implies high significance.

Table 18: Participatory Leadership Styles and Teachers' Job Commitment Coefficients a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.832	.374		4.900	.000
	Participation in decision making.	.170	.080	.221	2.133	.036
	Teachers' Representation	.382	.084	.474	4.569	.000
	Delegation of responsibility	.033	.036	.081	.910	.366

In order to establish the contribution of each predictor variable (participatory leadership styles) to the variation in the response variable (teachers' job commitment), regression analysis was carried out and the results presented in table-. The general model equation from the results in the table-, that predicts teachers' job commitment based on participatory leadership styles (participation in decision making, teachers' representation, delegation of responsibility) is given as: $Y = 1.832 + .170X_1 + .382X_2 + .033X_3 + .05$

Hypotheses:

H_{0_1} : There is no significant relationship between participation in decision making and teachers' job commitment in Government-aided primary schools in Sheema Municipality, Uganda

($t(73)= 2.13$, $p = .036 < .05$) is significant, thus the null hypothesis 1 is rejected. The

interpretation of this is that one additional participation in decision making would cause a change of .170 or 17 %

H_{0_2} : There is no significant relationship between teachers' representation and teachers' job commitment in Government-aided primary schools in Sheema Municipality, Uganda

($t(73)= 4.57$, $p = .000$) is significant, thus the null hypothesis 2 is also rejected. The

Interpretation of this is that one additional unit of teachers' collaboration would cause a change of .033 or 3 %

H_{0_3} : There is no significant relationship between delegation of responsibilities and teachers' job commitment in Government-aided primary schools in Sheema Municipality, Uganda

($t(73)= .910$, $p = .366$) is not significant since $0.366 > 0.05$, thus the null hypotheses 3 is retained.

The indication of this result is that an increase of one unit in delegation of responsibilities causes an increase of .309 or 31 % in Teachers' job commitment.

DISCUSSION

Participation in Decision Making and Teachers Job Commitment

The study established that there is significant relationship between teachers' collaboration and the teachers' job commitment in Government-aided primary schools in Central Division, Sheema Municipality, Sheema District, the findings are in line with study findings Chukwuemeka [35], who discovered that participatory decision making improves employee morale in the workplace. Teachers become more productive as their morale rises; they gain new information, abilities, and attitudes [36]. As a result of their engagement, teachers feel appreciated and infer that management regards them as knowledgeable, capable, and valued collaborators thus strengthens emotional connection to the organization [37].

Teachers' Representation and Job Commitment

The study established that there is significant relationship between teacher representation and the teachers' job commitment in government aided primary schools in Central Division, Sheema Municipality, Sheema District, the findings of this study are in line with study findings of Louis & Kruse, [38] who supported the notion that schools, like any other organization, are made up of educated individuals whose ideas are critical to the day-to-day running of these institutions. Teachers have the ability to provide good academic advice. Employee representation, according to Louis & Kruse [38], is one means of dispersing leadership, promoting cooperation, and increasing corporate effectiveness.

Delegation of Responsibilities and the Teachers' Job Commitment

The study established that there is no significant relationship participation in decision making and the teachers' job commitment in government aided primary schools in Central Division, Sheema Municipality, Sheema District, the findings of this study are in line with study findings of Aruldoss et al. [39], who discovered a substantial positive association between distributive justice and workers' quality of work life. This data appears to imply that through giving responsibility, businesses do signal their impartiality in the division of work, responsibilities, incentives, and promotions. As a result, delegation increases the quality of decision making and the teachers' job commitment of teachers [40].

CONCLUSION

The study established that, teachers' representation contributed 38% of variations in the response variable. This was followed by teachers' participation in decision making which contributed 17 % of all variations in the response variable and only 3% of the variations in the response variable were attributed to delegation of responsibilities. Overall, 42 % of variations in the response variable (teachers' job commitment) are attributed to participatory leadership styles. However, 58% of the variations in the response variable are attributed to other factors other than those under this study. The null hypotheses 1 and 2 were rejected while hypothesis 3 was retained.

Recommendations

Head teachers in in public primary schools in Central Division, Sheema Municipality, Sheema District Based on the findings of this study**,** in government aided primary schools in Sheema Municipality, Uganda should focus on involving teachers in decision making and delegate responsibilities to enable them claim ownership of important decisions made by the school as they learn a few management skills. The government should focus involving teachers in decision making to enable them claim ownership of important decision made by schools as they learn a few management skills. Headteachers and other stakeholders in schools should focus on involving teachers in delegated responsibilities to enable them claim ownership, feel motivated and acknowledged thus fostering a spontaneous connection in schools' working environment. Headteachers and teachers should be given equal opportunities to undergo trainings especially on job training, seminars, continuous professional development's (CPDs) as well as attending academic conferences to be in position to unleash their potentials.

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