

## **Influence of Delegation of Responsibility in Participative Leadership Style on Improving the Quality of Education in Public Secondary Schools in Arusha Region, Tanzania**

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**Citation:** Onesmo Amos, Peter Siamoo, Evans Ogoti (2022) Influence of Delegation of Responsibility in Participative Leadership Style on Improving the Quality of Education in Public Secondary Schools in Arusha Region, Tanzania, *British Journal of Education*, Vol.10., Issue 7, pp. 1-19

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**ABSTRACT:** *This study addressed the influence of delegation of responsibility in participative leadership style on improving the quality of education in public secondary schools in Arusha region, Tanzania. The study was informed by Likert’ participative system theory. Correlation survey design was adopted to establish the influence of delegation of responsibilities on improving the quality of education. To this end two hundred and nineteen (219) respondents from 18 public secondary schools were selected based on stratified and random sampling techniques from three (03) district councils in Arusha region. The study involved three (03) district education officers, eighteen (18) heads of schools, eighteen (18) academic masters/mistresses, and one hundred and eighty, and (180) teachers. In this study data was collected by using multiple instruments such as questionnaires for teachers and academic masters/mistresses, interview schedule for district education officers and headmasters/mistresses, and document analysis schedule. Cronbach alpha was used to test reliability, while content validity was used to test validity. Data was analyzed using both descriptive statistics by frequency, mean scores, standard deviation; and inferential statistics by the use of Chi-square tests technique. The study findings revealed that delegation of responsibility fosters shared leadership responsibility between head of schools and experienced teachers, as well as develops accountability and commitment among the teaching staff. The study concluded that the delegated teachers in different responsibilities are not given decision making powers. It was also concluded that head of schools delegates responsibility to some of the teachers especially the experienced ones than the new teachers. Based on the research findings and conclusions, the study recommended the Ministry of Education, Science, and Technology to develop a clear policy and increase efforts in training and retraining headmasters/mistresses on the proper delegation of responsibility for improving the quality of education in public secondary schools.*

**KEYWORDS:** participative leadership style, delegation of responsibilities, quality of education

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### **INTRODUCTION**

Delegation of responsibility has become a focal point in improving the quality of education in public secondary schools across the global. Delegation of responsibility is the relocation of duties, power and authority to the teachers by the headmasters/mistresses in order to ensure that there is a division of labour as well as specialization in the school system. According to Ayeni (2020) delegates performs the allocated task for which has competence and talents including academic masters/mistresses, heads of committees and subject departments, students’ clubs or class masters/mistresses. The transferring of accountability, flexibility, sharing of duties, decision

making, and resources utilization to the teaching staff has been noted as important aspects of participative leadership style. The headmasters/mistresses delegate responsibility by distributing duties to the teachers to work jointly in attains organizational goals of quality education provision for competent human capital preparation (Harper, 2018; O'shea, 2020). Students in secondary school level deserve fertile ground under the guidance of committed teachers so as to acquire relevant knowledge and skills. Educational stakeholders' trusts head of schools in managing teaching personnel practices for consistent quality and excellent education outcomes (Human Rights Watch, 2017).

The ancient day's system of leadership praised iron fist (autocratic) school leaders as good supervisors to the implementation of educational activities (Chukwusa, 2018). However, currently with global changes leaders are gradual turning to be visionaries, coaches and facilitators by the participative leadership style that calls for shared responsibilities through delegation (Nyamubi, 2018; Ndijuye & Tandika, 2019). The contemporary world is witnessing massively transforming academically by focusing on improving the quality of education in the process of producing human capital essential for social, economic, and political sectors development (Woods & Roberts, 2018). The key focuses rely on implementation of 21<sup>st</sup> century skills namely critical thinking, collaboration, leadership, initiatives and flexibility to suit the world market. Gindo et al. (2019) pointed that the global changes of the world educational leadership patterns and quality education pre-requests encompassed the heads of schools to adopt the decentralized decision-making strategies by focusing on improving the quality of education provision to prepare human capital essential for social, economic, and political sectors development. This argument was emphasized by the study done by Mollel (2015) who asserted that the quality education is expected to create competent human resources compatible to the fast-changing world and resolving of immediate challenges.

On the bases of globalization, the delegation of power has been noted as aspect of involving different stakeholders in decision making, communication of shared vision and resolving of education challenges in participative leadership style (Wachiraet et al., 2017). To attain the aforementioned goals of quality education, headmasters/mistresses as school leaders adopt participative leadership style focusing on enhancing interactive, open communication, cooperation, fairness and collaboration. The vastness and wide scope of school activities demand workload to be shared among various units and human personnel. Maalouf (2019) pointed that effective partnership creates a sense of collaboration in teaching and learning processes by increasing the teachers' motivation, knowledge mobilization, and problem solving for curriculum development. Provision of quality education depends on the inputs created by proper allocation of duties of teachers. Despite the efforts of preparing conducive environment for teaching and learning, the delegated teachers in different responsibilities are not adequately given power and authority to implement the objectives of education (Taiwo & Ogunlade, 2020). The delegation of responsibilities as described in Iran by the study carried by Masoud (2012) that education structure has been affected by centralization of power and authority inherited from countries' political system. There is remarkable outcry of teachers that their superiors in administration have not given them enough freedom to get the job done. The delegates are not given fully power and authority by school heads to perform the duties of the superior. Yet the question remained unclosed to the researchers on the factors that guide headmasters/mistresses in distribution of responsibilities to the teachers.

The study conducted in Nigeria by Arop et al. (2019) revealed that experienced teachers are more giving responsibilities than others without considering their excess teaching working load. This situation creates a room for an idle group that could not directly being involved in improving the quality of education. This has probably been attributed by low level of human resources management especially in ensuring proper delegation of responsibility (Ondiba, 2019). This creates contraction in participative leadership style that demands all teachers to be involved in allocation of responsibilities. The studies conducted by Migwi (2018) and Amos et al. (2021) in Tanzania pointed out that teachers for instance at the school level are more involved in the management of student affairs such as setting of students' targets and rewards, appointment of student leaders, student discipline, rules and regulations, and admission of continuing students rather than on financial management. This implies that teachers are delegated into lower rank day to day activities that based on supervision of students' discipline and academic performance.

Bakar (2015) carried a study on delegation of school duties and its impacts on students' academic performance in Zanzibar revealed the existence of understaffing, lack of authority, inadequate knowledge of delegating responsibilities by the heads of schools and heavy teaching loads compounded the public secondary schools. This implies that the delegating of responsibilities to teachers in different may probably not be effective in influencing the improvement of the quality of education. MoEVT (2014) introduced a new policy of education called Education and Training Policy that focuses on ensuring an educated and knowledgeable Tanzanian, skilled, proficient, with ability and positive outlook so as to be able to contribute in bringing about National development. To attain the aforementioned vision of the country, enhancement of quality education and training and provide for structures and procedures that produce many educated Tanzanians and those willing to educate themselves further so that they could contribute in the attainment of the development goals. The implementation of the competency based teaching and assessment approach in Arusha region demands teachers to replace content based approach by competent approach so as fosters the understanding of concepts, skills and competencies of the students (Nkya et al., 2021). The shift from content to competency based approach focuses on enabling students to develop ability of resolving societal problems basing on the critical thinking as a process for transforming the country to middle industrial economy as stipulated in the National Vision 2025 (Nkata & Dida 2020). This calls attention to recent researcher to determine the factors that guides head of schools in delegating responsibilities that match with the modern approach of competence based.

Kipengele (2020), Mohamed (2017), Lauwo and Mkulu (2021), Ngussa and Joseph (2017), Mwinuka (2016), Nzowa and Ngusa (2019), and Lyimo (2017) carried out their studies in Arusha region and established that public secondary schools are confronted by challenges such as high enrolment rate caused by fee-free education program as of 2016 which increased students number without considering the status of school physical infrastructures and the leadership skills of the head of schools. This is signified by the teacher-student ratio which has increased to 1:50, increased working loads beyond 15 hours per week, as well as majority of teachers receiving low salaries of Grade D and C, which leaves them unsatisfied. Though there is considerable literature available that have evolved to examine the link between delegation of responsibility and quality education, still little is known about the influence of delegation of responsibility in participative leadership style on improving the quality of education from Tanzania, especially within the context of public secondary schools in Arusha region. This provides indication of knowledge gap to which the study aspires to fill. Therefore, this study focused on examines the influence of delegation of

responsibilities in participative leadership style on improving the quality of education in public secondary schools in Arusha region, Tanzania.

### **Statement of the Problem**

The participative leadership style and quality education provision have been a crucial agenda among the researchers focusing on creation of knowledgeable and skillful human resources. The major intention is to respond to macro-economic context of the world demands human capital to execute daily activities aiming to foster socio-economic and political development by resolving the barriers confronting the quality of education (Woods & Roberts, 2018). Different literatures have addressed possible ways of resolving the obstacles in order to realize its goals of providing quality education. Egide and Andala (2020) shows that effective delegation of responsibilities facilitates teachers to develop sense of ownership of school plans, building of trust and confidence, hardworking, commitment, and accountability. The entire process focuses on ensuring teaching staff are assisted in their leadership growth and development. The transfer of responsibility to teachers helps school heads to make use of their time and skills on other school-based activities at the highest level focusing on improving the quality education (Ssegawa & Matovu, 2020). However, not much has been done to indicate the influence of delegation of responsibilities in improving the quality education specifically in public secondary schools in Arusha region. Beside that the existing literatures carried in Arusha region such as the study done by Ngussa and Gabriel (2017), and the study of Kipengele (2020) described that the existence of top-down leadership model in education sectors that does not consider the inputs of teachers' decisions. On top of that teachers have limited opportunity for capacity building on the delegated responsibilities and even the determinant factors for distributing responsibilities to teachers are not clearly among them. Implementation of school development plans for quality and excellence education depends on the level of teachers' involvement in decision making and execution. Little attention has been paid in regards to influence of delegation of responsibility on improving the quality education, Most of the literatures focused on addressing teachers stress, lack of creativity, high employment turnover, shortage of funds and low productivity which are directly linked with the quality education provision challenges (Mwesige & Okendo, 2018; Amos & Koda, 2018; Nyangarika & Ngasa, 2020). The current study therefore focused on examining the influence of delegation of responsibilities in participative leadership style on improving the quality of education in public secondary schools in Arusha region, Tanzania.

### **Research Question and Hypothesis**

RQ: To what extent does delegation of responsibilities influence the improvement of the quality of education in public secondary schools in Arusha region, Tanzania?

HA: There is a significant relationship of mean scores between teachers' level of education and coaching of future leadership responsibilities for improving the quality of education in public secondary schools.

### **Theoretical Framework**

The study was anchored by participative system theory developed by Rensis Likert in 1967. Likert developed this theory after conducting a study in Michigan to determine the strategies of leadership that led to productivity and job satisfaction. He developed the theory based on a questionnaire administered to leaders in over 200 organizations and research into the performance characteristics of different types of organizations. According to Likert (1967) the findings of the study indicated that participative system theory boosts the mutual collaboration engine among the education



stakeholders towards the achievement of organizational goals. The participative system theory embedded in the principle of empowering employees through delegation of power and authority. To attain the aforementioned principle, the organization's leaders must develop open communication systems basing on bottom-up approach and effective focusing on collaborative approach of empowering subordinates towards the implementation of organizational goals. The theory informed the current study on significance of delegation of responsibility on involving teachers at all levels of the administration in resolving challenges in public secondary schools in Arusha region, Tanzania.

## REVIEW OF RELATED LITERATURE

Delegation of responsibilities refers to the act of sharing responsibilities between the headmasters/mistresses and teachers focusing on holding accountability of the outcome of the students' academic performance in the process of improving the quality of education. It was appropriate for the current study to review different literatures in order to determine the vacuum existed in the body of knowledge that needs to be researched.

Sahin (2018) conducted a study on the devolution of power and decentralization principle. The purpose of the study was to examine the opinions of school principals on decentralization in education in Turkey. The study adopted a phenomenological research design under a qualitative paradigm to collect data by using the face-to-face interview method in the office of the school principals that participated in the study. The study was conducted on a qualitative basis to allow statistical data and explanation of findings objectively. The findings of the study regarding the opinions on the concept of decentralization of power indicated that involves the devolution of power, provides administrative and economic support of schools with local resources, and full local government autonomy. The findings of this study indicated contradiction with the study by Ayeni and Ibukun (2016) that asserted that school administrators have no autonomy in implementing their school-based plans because of pressure from high authorities from the central government. The study findings revealed that delegation of power through decentralization principle enables the physical conditions of the schools to be improved, local government can support schools, stakeholders feel more ownership of the school and improving teaching and learning environment as challenges will be resolved fast. This finding shows that delegation of power enables school administrators to decrease bureaucracy in decision-making and problem resolution. The previous argument was verified by the study carried by Chukwusa (2018) that found the existence of directive decision making procedures from the top-authority to bottom without considering the second part opinions and views. This indicates the necessity of carrying research in order to investigate manners in which delegation of responsibility operates in public secondary schools in order to close the left vacuum.

The study carried by Sahito and Vaisanen (2020) on teacher's empowerment in Pakistan. The purpose of the study was to examine the empirical works of literature on teachers' job satisfaction in developing countries: recommendations and solutions for the enhancement of the job suggested that teachers need to be regarded as the most important assets in an educational organization in Pakistan. The previous study reviewed data from 21 countries in Asia and Africa particularly in Iran, India, Turkey, Pakistan, China, and Malaysia. The study employed documentary analysis to gather data. The findings of the study revealed that school administrators empower teachers to improve students' academic performance. The study done by Morgan (2015) concurs with the

previous study in some aspects such as delegation of responsibility encourages delegation of power strategy to enhance school leadership practices especially on classroom management, school environment, and academic performance in Jamaica. The study concluded that teachers need favorable working conditions, promotional opportunities, fair remuneration, support from head-teachers, colleagues, and the community, and teacher empowerment are the prerequisites condition for the creation of the compatible relationship between school heads and teachers in question. Basing on the context in which the previous studies took place, the current study was informed on issues of empowering teachers in their responsibilities allocated by school administration that focuses on enhancing the provision of quality education. Therefore, the current study will focus on determine the influence of delegation of responsibility in participative leadership style on improving the quality of education in public secondary schools in Arusha region as contrary to location described by the previous studies.

Akpoviroro et al. (2018) conducted a study on sharing of responsibility in Nigeria. The major aim of the study was to evaluate the effect of participative leadership style on employees' productivity. The study employed a survey research design-quantitative method. The participative leadership inventory data collection was administered to the 114 staff of Midland Galvanizing Product Limited. The study findings revealed that leaders empowers teachers through sharing responsibilities among staff members in three contexts namely preparation, decision-making, and implementation phases. The study concluded that participative leadership creates fertile grounds for motivating employees' morale and productivity. The study recommended that a conducive and peaceful working environment gives a sense of ownership of the company's activities and thus enables the employees to give up to their best in work-related performance. The findings of this study concur with the Likert participative leadership style theory that emphasizes on empowering employees to develop a sense of belongings, acceptance, self-worth, and recognition. However, the previous study focused only on the industrial workers; therefore, the question of the influence of delegation of power on improving the quality education in public secondary schools remains unclosed.

Abraham et al. (2015) conducted a study on the delegation powers in Ghana. The purpose of the study was to examine the relationship of the delegation of powers between headmaster and staff in Kumasi Metropolis, Ghana. The study adopted a descriptive survey research design to conduct a study to sample size of 100 respondents, 20 heads of schools, and 80 teachers from senior high schools by using clustering and simple random sampling techniques. The main research instrument used in this study was a questionnaire under quantitative research approach. The study findings revealed that headmasters delegated tasks to favorite teachers only, but they gave specific guidelines. Consequently, they interfered in the tasks and took responsibility for delegating tasks. The findings of the study indicated that the delegation was perceptibly used by headmasters to dump tasks on subordinates and relieved headmasters of routine work to concentrate on higher management functions. The study concluded that heads of schools misuse the opportunity of sharing their power with their subordinates to increase their teaching productivity by turning themselves into laissez-faire leaders. The study carried by Egide and Andala (2020) differed with the previous study by addressing the implication of delegation of responsibilities on facilitating them to develop sense of ownership of school plans, building of trust and confidence, hardworking, commitment, and accountability. Nevertheless the issue of nepotism and favoritism in delegation of responsibility was not addressed by the latter study. This created a stepping block for the current study to be

carried on in order to clarify the described aspects in relation to public secondary schools in Arusha region.

Bakar (2015) carried a study on delegation of power in Zanzibar, Tanzania. The purpose of conducting a study was to evaluate the delegation of school duties and its impact on students' academic performance in Zanzibar: a case of Micheweni district. The study employed a qualitative approach in data collection and analysis through interviews, questionnaires, and focus group discussion. The study recognized the delegation of power as an important aspect of the managerial post in school leadership. The study found that despite most of the school administrators tend to delegate power to the teachers; they do not give them the authority of performing the duties as allocated by the superior. This hinders the delegated teachers to be independent in supervising the responsibility given by the school heads. The study concluded that the Government, through the Ministry of Education and Science and Technology in Zanzibar should provide training to school heads and teachers so that they are aware of the importance of delegation as a managerial aspect. The previous study informed the current study on the negative attitude nature of school administrators in the delegation of power to the teachers allocated on various responsibilities. This depicts the extent in which school administrators are not ready to share their power with teachers to enhance the implementation of school objectives for quality education provision.

Tieng'o (2020) carried a study on the involvement of school committees in Mara region, Tanzania. The study aimed at examining the perception of school management committees on community participation in education among the primary schools in Tanzania. The study employed a mixed research design to collect data from respondents by using structured questionnaires and focus group discussions in Rorya district. The findings indicated that community participation in improving students' performance was not making a meaningful impact in education among public primary schools. The study revealed that school management committees were not effective to carry their responsibilities of involving the community in the school development plans. This implies that the committee members had limited knowledge on the importance of engaging the community in education following the enforcement made by the United Republic of Tanzania of fee-free basic education policy to lift the burden of fees from parents of poor households. The findings of this study indicate that school administrators reserved some of their power without sharing with the community members in improving the provision of quality education to students. The findings of this study concurs with the study done by Bakar (2015) which noted the existence of inadequate knowledge of schools heads in delegating of responsibility to the teachers. This implies the delegated teachers faced problems of coordinating the community and school development programs as results of incompetence of leadership skills.

Kipengele (2020) carried a study on assessment of delegation strategies of duties and responsibilities to teachers in Meru secondary schools in Arusha region, Tanzania. Basing on the case study design under qualitative approach, the study identified rank strategies employed by heads of schools from setting expectations, nature of the responsibility, and the ability of the teacher in performing the duty. The study indicated shortage of funds of motivating teachers, interference of delegated duties with teaching loads, and shortage of teaching and learning resources as the challenges that face administrators in enforcing effective delegation of responsibilities. On the side of the delegated teachers raised their outcry on the issues of lack of trust from the heads of schools to the teachers as well as teachers are not given full power and authority once allocated to administrative activities at school. The study carried by Ayeni (2020) contradicted with the previous study in some aspects including the issue of the experience and of teachers as the determinant of

the delegation of responsibilities. This created a room for the current study to investigate more on the determinant factors for delegation of responsibility in order to establish.

From the literature reviewed, it can be stated that there exist knowledge gaps which the present study might be able to fill. These gaps include those resulting from variables, location, scope, methodology, findings, conclusions and recommendations. Different studies by Sahin (2018), Akpoviro et al. (2018), Abraham et al. (2015), and Kipengele (2020) have underscored the role of delegation of responsibility in improving the quality of education. However these had not necessarily shown the influence of delegation of responsibility in improving the quality of education. This knowledge gap had justified the need for conducting the current study. Thus, the current study sought to examine the influence of influence of delegation of responsibility in participative leadership style in improving the quality of education in public secondary schools in Arusha region, Tanzania.

## RESEARCH METHODOLOGY

This study adopted a correlation survey research design under quantitative method approach for the purpose of investigating the relation between delegation of responsibility in participative leadership style and the improvement of quality of education in public secondary schools (Cohen & Morrison, 2018). This design enabled researcher to cover a wide range of variables that are not easily produced in the laboratory and their inter relations. According to Bhandari (2021) a correlational survey research design investigates the relationships between variables without the researcher controlling or manipulating them. The study involved a sample for the study was 18 secondary schools in 3 districts councils selected as the sample of the study. A total sample of 219 respondents comprised of 180 teachers, 18 head masters/mistresses, 18 academic masters/mistresses, and 3 district education officers. Validity of the instruments was determined by research experts and reliability of the questionnaire was tested by Cronbach Alpha technique. Cronbach Alpha coefficient of 0.829, 0.863 and 0.828 were obtained for teachers, academic masters/mistresses' questionnaires respectively while coefficient of 0.788 and 0.891 was obtained for interview schedule for head masters/mistresses and District Education Officers respectively. Descriptive and inferential statistics were used for quantitative data analysis. Summary of data were presented in frequencies and percentages through tables. Hypothesis was tested at 0.05 significant levels for Chi-square test technique of statistics.

## RESEARCH FINDINGS AND DISCUSSIONS

This study intended to determine influence of delegation of responsibilities in participative leadership style on improving the quality of education in public secondary schools in Arusha region, Tanzania. The study employed self-administering questionnaires to teachers and academic masters, interview schedule was used to obtain information from heads of schools and district education officers, and document analysis schedule to analysis professional documents related to the influence of delegation of responsibilities on improving the quality of education in public secondary schools. To determine the extent in which delegation of responsibility influencing the improvement of the quality of education in public secondary schools and further factors that determined the delegation of responsibilities in public secondary schools, the information was sought from teachers, academic masters, headmasters/mistresses, and education officers. Table 1 summarizes teachers' responses



on the extent in which delegation of responsibilities influencing the improvement of the quality of education in public secondary schools.

**Table 1: Teachers' responses on the extent in which delegation of responsibility influencing the improvement of the quality of education (n=180)**

<i>Statements</i>	<b>SD n (%)</b>	<b>D n (%)</b>	<b>UD n (%)</b>	<b>A n (%)</b>	<b>SA n (%)</b>	<b>Mean scores</b>	<b>SD</b>
1.The head of school encourage sharing of responsibility to increase job productivity and commitment	12(6.7)	14(7.8)	40(22.2)	86(47.8)	28(15.6)	3.58	1.057
2.The head of school delegates responsibility to teachers in their duties to create a sense of motivation and ownership of school development plans	6(3.3)	20(11.1)	34(18.9)	70(38.9)	50(27.8)	3.77	1.078
3.Delegation enhancing effective assessing and evaluating of student' academic activities, discipline and community relationship	6(3.3)	16(8.9)	36(20.0)	80(44.4)	42(23.3)	3.76	1.017
4.The head of school use open communication system that facilitates bottom-up approach decision making to the delegated teachers	12(6.7)	18(10.0)	38(21.1)	74(41.1)	38(21.1)	3.60	1.127
5.The head of school delegate to teachers' different responsibilities including financial management of school-based income generating activities	12(6.7)	14(7.8)	38(21.1)	84(46.7)	32(17.8)	3.61	1.075
6.The head of school gives power and authority to teachers to facilitate problem-solving related to teaching and learning processes	12(6.7)	14(7.8)	28(15.6)	92(51.1)	34(18.9)	3.68	1.076
7.The head of school ensure teachers are given power and authority to plan and make decisions on delegated responsibility	1(4.8)	18(10.0)	46(25.6)	72(40.0)	32(17.8)	3.52	1.101
8.The head of school believes that delegation of responsibility promote team working spirit among the teaching staff	6(3.3)	20(11.1)	34(18.9)	76(42.2)	44(24.4)	3.73	1.055
9.The head of school use delegation principle to increase accountability and transparency among the teaching staff	12(6.7)	10(5.6)	38(21.1)	84(46.7)	36(20.0)	3.68	1.066
10.The head of school gives much attention on coaching new teachers to carry out future leadership responsibilities	10(5.6)	16(8.9)	44(24.4)	70(38.9)	40(22.2)	3.63	1.162
Grand mean						3.67	1.181

**Source: Field data (2021)**

**Key:** 1=Strongly Disagree (SD), 2=Disagree (D), 3=Undecided (UD), 4=Agree (A), 5=Strong Agree (SA)

The data in table 1 contains teachers' responses on the extent in which delegation of responsibilities influencing the quality of education in public secondary schools. The findings of the study indicated that delegation of responsibilities to a great extent influence the improvement of quality education ranked from creation of a sense of motivation and ownership of school development plans (M=3.77, SD=1.078), enhancing effective assessing and evaluating of student academic performance (M=3.76, SD=1.017), and promotion of team working spirit among the teaching staff (M=3.73, SD=1.055). This table also indicated that delegation of responsibilities influencing quality education in low extent as manifested on several items such as giving powers and authority to teachers to plan and make decisions (M=3.52, SD=1.101, increase of job productivity and

commitment focusing on improving the quality education, use of open communication system that facilitates bottom approach decision making and involvement of teachers in school based financial management (M=3.61, SD=1.075). The grant mean scores of the teachers responses (M=3.67, SD=1.181) revealed the existence of moderate influence of delegation of responsibilities on improving the quality of education in public secondary schools in Arusha region.

This implies that delegation of responsibilities in public secondary schools in Arusha region focused on low level allocation of duties to the teachers such as improving teaching and learning processes, team teaching and teachers' motivation. Promotion of participative leadership style that encourages delegated teachers to be involved in decision making by bottom approach was not the main focus of heads of schools. The findings of this study concurs with the study carried by Sahito and Vaisanen (2020) which insisted that teachers are delegated to different responsibilities in order to facilitates classroom management in order to improve students' academic performance. Most of the heads of schools delegates responsibilities to teachers in order to make them focus on students' supervision of day to day teaching and learning processes rather than to manage higher rank administrative activities such as management of school based income generating activities financial management.

Nevertheless, the findings of the study contradicts with the Likert Participative Leadership theory that emphasized on collective decision making among the delegated teachers and the heads of schools in order to provide open communication systems, empowerment and increase of teachers job productivity and commitment. It was therefore appropriate for the researcher to administered questionnaires to the academic masters/mistresses in order to determine the influence of delegation of responsibility in improving the quality of education as summarized in table 2.

**Table 2: Academic masters/mistresses' responses on the extent in which delegation of responsibility influencing the improvement of the quality of education (n=18)**

S/N	Statements	SD n (%)	D n (%)	UD n (%)	A n (%)	SA n (%)	Mean score	SD
1	The head of school encourage sharing of responsibility to increase job productivity and commitment focusing on improving quality education	1(5.6)	2(11.1)	1(5.6)	9(50.0)	5(27.7)	3.83	1.075
2	The head of school delegates responsibility to teachers in their duties to create a sense of motivation and ownership of school development plans	-	1(5.6)	1(5.6)	13(72.2)	3(16.6)	4.04	0.615
3	Delegation enhancing effective assessing and evaluating of student' academic activities, discipline and community relationship	-	2(11.1)	1(5.6)	12(66.7)	3 (16.6)	3.88	0.838
4	The head of school use open communication system that facilitates bottom up approach decision making to the delegated teachers	6(33.3)	5(27.8)	2(11.1)	4(22.2)	1(5.6)	2.67	1.384
5	The head of school delegate to teachers different responsibilities including financial management of school-based income generating activities	1(5.6)	2(11.1)	8(44.4)	6(33.3)	1(5.6)	3.13	1.020

6	<i>The head of school gives power and authority to teachers to facilitate problem-solving related to teaching and learning processes</i>	1(5.6)	1(5.6)	5(27.8)	7(38.8)	4(22.2)	3.71	0.970
7	<i>The head of school ensure teachers are given power and authority to plan and make decisions on delegated responsibility</i>	1(5.6)	-	3(16.6)	12 (66.7)	2(11.1)	3.96	0.846
8	<i>The head of school believes that delegation of responsibility promote team working spirit among the teaching staff</i>	-	1(5.6)	2(11.1)	10(55.5)	5(27.8)	4.13	0.730
9	<i>The head of school use delegation principle to increase accountability and transparenance among the teaching staff</i>	-	2(11.1)	4(22.2)	8(44.5)	4(22.2)	3.75	0.931
10	<i>The head of school gives much attention on coaching new teachers to carry out future leadership responsibilities</i>	1(5.6)	4(22.2)	2(11.1)	8(44.5)	3(16.6)	3.38	1.227
<b>Grand mean</b>							<b>3.648</b>	<b>0.964</b>

**Source: Field data (2021)**

**Key:** 1=Strongly Disagree (SD), 2=Disagree (D), 3=Undecided (UD), 4=Agree (A), 5=Strong Agree (SA)

The data in table 2 contains academic masters' responses on the extent in which delegation of responsibilities influencing the quality of education in public secondary schools. The findings of this study delegation of responsibilities influence quality education to a great extent ranking from promotion of team working spirit among the teaching staff (M=4.13, SD=0.730), creation of a sense of motivation and ownership of school development plans (M=4.04, SD=0.615), giving much attention of coaching new teachers to carry over the future responsibilities (M=3.96, SD=0.846), giving power and authority to teachers to plan and make decisions on delegated responsibility (M=3.88, SD=0.838), and increases of job productivity and commitment focusing on improving the quality of education. The table also revealed that delegation of responsibility influence the improvement of quality education into low extent ranking from fostering open communication system (M=2.67, SD=1.384), supervision of financial management on school-based income generating activities (M=3.13, SD=1.020), and enhancing effective assessment and evaluation of students' academic, discipline, community relationship. The mean scores (M=3.648, SD=0.964) informed the current study on the moderate influence of delegation of responsibilities on improving the quality of education in public secondary schools in Arusha region, Tanzania.

The findings of this study revealed that the heads of schools' delegates responsibilities to the teachers by giving them power and authorities especially in decision making and facilitate team working spirit, commitment and teachers' motivation. This contradicts with the study done by Taiwo & Ogunlade (2020), and Kipengele (2020) that informed the study on the existence of autocratic decision making in secondary schools basing on top-down communication model, thus made the heads of schools to retain their power and authority to the delegated teachers in different responsibilities. According to Masoud (2012) the delegation of responsibilities has been affected by centralized education systems. However, the study supported by the study done by Amos et al. (2021) which insisted on decentralizing of power and authority to the teachers in order to increase the improvement of quality education provision.

The results of the current study from academic masters/mistresses shows contradictions with the findings obtained from teachers in Table 1, probably because the academic masters/mistresses according to their delegated responsibility are given more power and authority in decision making as far as quality education concerns. Most of teachers are involved in the implementation stage of school development plans than at the design stage. This probably may affect the provision of quality education in public secondary schools. Therefore, the researchers of this study sought information on the influence of delegation of responsibility in improving the quality education from heads of schools and district education officers as summarized in table 3.

**Table 3: DEOs and HOS responses on the extent in which delegation of responsibilities influencing the improvement of the quality of education**

S/N	Responses	DEOs		HOS	
		n	%	n	%
1	Headmasters/mistresses creates a sense of accountability among the teachers to the delegated duties	1	33.3	12	66.7
2	Teachers are allowed to make follow up to the students' academic and discipline matters	2	66.7	9	50.0
3	Teachers are given authority and power of making decisions basing on responsibilities assigned on behalf of heads of schools	1	33.3	5	27.8
4	Headmasters/mistresses preparing and grooming teachers for future carriers leadership position	1	33.4	10	55.6
5	Headmasters/mistresses increases the level of trust and motivation among the teachers by giving them different responsibilities	3	100	14	77.8
6	Headmasters/mistresses encourages effective supervision of school-based income generating activities for school development	2	66.7	15	83.3

**Source: Field data (2021)**

**Key:** HOS=Head of School, DEO= District Education Officer

The information in table 3 indicates district education officers and heads of schools responses on the extent in which delegation of responsibilities influencing the improvement of the quality of education in public secondary schools in Arusha region, Tanzania. The findings from district education officers indicates 100% of respondents showed that delegation of responsibilities increases the level of trust and motivation among the teachers in their teaching and learning activities, not only that but also 33.3% of respondents indicated delegation of responsibility creates a sense of accountability among the delegated teachers, and enables heads of schools to prepare and groom future leaders in education sector. The table 3 also indicates the responses from the heads of schools by showing 83.3% of respondents informed the study that delegation encourages effective school-based income generating activities for school development, 77.8% of respondents indicating that delegation of responsibilities increase the level of trust and motivation among the teachers and heads of schools, and 66.7% of respondents verified that delegation creates a sense of accountability among the teachers. Nevertheless, the findings from heads of schools indicated 27.8% of respondents showing that teachers are given authority and power of making decisions.

The study findings revealed that delegation of responsibilities motivate teachers in their assigning duties by making them to develop commitment in their responsibilities. This enables them to be accountable for the assigned duties outcomes. The findings of this study concurs with study done by Egide and Andala (2020) that verified that delegation of responsibilities is a vital process of making teachers to develop awareness on the tasks assigned. This facilitates them to be committed and accountable to their assigning tasks. However the study findings from district education officers



and heads of schools differed from the findings from teachers as indicated in Table 1, on the aspects of supervision of school-based income generating activities which suggested that teachers are not trusted on the financial management of the funds generated by their schools. In triangulation of the study findings, teachers, district education officers, and heads of schools informed the study on the issue of not giving power and authority to the delegated teachers in different activities. This is probably because of the level of leadership skills of heads of schools or mistrust of teachers from school administration.

The results of this study concur with the findings of Morgan (2015) that insisted that teachers are mostly delegated classroom management related activities. The table also shows heads of schools retained their power of controlling teacher's attendance records as well as management of school-based income generation activities dominated by heads of schools and school bursar. This makes heads of schools to focus on other extra-curricular activities rather than working jointly with teachers in academic issues. Teachers feel trusted if their involved on management of school-based income generating activities as project supervisors. Ayeni (2020) insisted that heads of schools supposed to delegates responsibility to teachers in different sectors in order to empower them and own school development plans. The findings obtained by analysis documents concurs with the findings from the questionnaires distributed to teachers that indicated involved of teachers in some aspects especially in academic and discipline of students than management of school financial resources. This probably creates the gap between heads of schools and teachers.

In the process of determine the distribution pattern of teachers' delegation of responsibility by the heads of schools. It was appropriate for this study to seek responses teachers, academic masters, heads of schools, and district education officers on the factors that determined the delegation of responsibilities among teachers for improving the quality of education in public secondary schools in public secondary schools. The results of the findings from teachers and academic masters/mistresses on the factors that determined the delegation of responsibilities among teachers in public secondary schools was summarized in Table 4.

**Table 4: Teachers and Academic masters/mistresses' responses on factors that determined the delegation of responsibilities among teachers**

S/n	Responses	Teachers (n=180)		Academic masters (n=18)	
		n	%	n	%
1	The level of education of the teachers	72	40.0	9	50.0
2	Teaching job experience levels	150	83.3	14	77.8
3	Age of the teachers	140	77.8	10	55.5
4	Gender of the teachers	122	67.8	4	22.2
5	Nature of the responsibilities to be delegated	138	76.7	2	11.1
6	Teaching-workload of the teachers	96	53.3	-	-
7	Local government appointments	95	52.8	12	66.7
8	Teachers ability, commitment and devotion in the school	166	92.2	17	94.4
9	Favoritism and friendship from the heads of schools	109	60.6	-	-

**Source: Field data (2021)**

Information in table 4 contain the responses from teachers on the factors that determine the delegation of responsibilities among the teachers, the findings revealed that 92.2% indicated teachers are delegated into different responsibilities basing on their ability, commitment and devotion on performing different activities, 83.3% of respondents indicated teachers job experience as the determinant factor, and 77.8% of respondents identified the factor of age status of the

teachers. The table also indicates academic masters/mistresses responses on the determinant factors which indicate 94.4% of responds revealed a factor of teachers' ability, commitment and devotion in the school, 77.8% teachers' job experience levels, and local government appointments. The findings obtained from teachers and academic masters indicated similarities of determinant factors into two aspects teachers' ability, commitment and devotion and experience level (Arop et al., 2019). This implies the committed teaches, experienced and aged teachers are more delegated to different responsibilities than the young age experienced and committed teachers.

The result of the study creates a contradiction with the theory of Likert participative leadership that emphasized on empowering teachers regardless of the age status in to groom future leaders. The findings also indicated the level of education of the teachers and teaching working load does not considered in allocation of different responsibilities. This may probably affects teachers' motivation especially to the teachers that attained highest level of education like Master's degree and PhD in public secondary schools. The results of the study also revealed the retardation of teachers' job productivity especially when workload is not considered during the allocation of different school-based responsibilities. The study sought also responses by using interview schedule from the district education officers and heads of schools in relation to the determinant factors of delegating responsibilities in public secondary schools in Arusha region as summarized in the Table 5.

**Table 5: District education officers and headmasters/mistresses' responses on the factors which determined the delegation of responsibilities among teachers for improving the quality of education (n=3 DEOs, n=18 HOS)**

S/N	Responses	DEOs		HOS	
		n	%	n	%
1	<i>The level of education of the teachers</i>	1	33.3	13	72.2
2	<i>Teaching job experience levels</i>	2	66.7	15	83.3
3	<i>Age seniority of the teachers</i>	-		8	44.4
5	<i>Teachers ability, commitment and devotion in the school</i>	3	100	17	94.4
6	<i>Teachers loyalty to the head of school</i>	1	33.3	1	5.6

**Source: Field data (2021)**

**Key:** HOS=Head of School, DEO= District Education Officer

The data in table 5 indicates district education officers on the determinant factors of delegating responsibility to the teachers, the study findings revealed 100% of respondents indicated teachers' ability to perform certain duty, commitment and devotion, and 66.7% of respondents indicated the teaching job experience levels as the determinant factor. The table also indicated heads of school responses on the factors that determined the delegation of responsibilities, the study findings indicated 94.4% of respondents showing teachers ability, commitment and devotion factor, 83.3% of respondents indicated teachers working experience, and 72.2% of respondents indicated the level of education of the teachers especially to the highest position that demands decision making. The findings of this study concur in some aspects with the study carried by Kipengele (2020) that noted the ability of the teachers to perform a certain duty. The responses from heads of schools contradict with the responses from district education officer in the aspect number 1 on the level of education of the teachers. This implies that the level of education attained by the teachers does not consider in the delegation of the responsibilities at the school level. These contradict with the Tanzania vision 2025 of transforming the country to the middle industrial economy by creating knowledgeable

human resources (Nkata & Dida, 2020). Basing on the findings of this study, it was suitable for the researcher to test hypothesis on the relationship that exist between the level of education of the teachers and the improvement of the quality of education. The study employed Chi-square test technique to test the following hypothesis; *Ho: There is no significant relationship of mean scores between teachers' level of education and coaching of future leadership responsibilities for improving the quality of education in public secondary schools.* Decision rule was determined if the P- Value (Sig) is less than significance level (0.05) then permits to reject null hypothesis by accepting the alternative hypothesis. Therefore, if the P- Value (Sig) is great than significance level (0.05), then fails to reject Null hypothesis. Table 6 indicates the Chi-square test statistics test;

**Table 6: Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13.001(a)	8	.112
Likelihood Ratio	14.922	8	.061
Linear-by-Linear Association	6.296	1	.012
N of Valid Cases	180		

a 7 cells (46.7%) have expected count less than 5. The minimum expected count is .44.

**Source: Field data (2021)**

The P-Value for the Chi-square statistics test is 0.112 appeared to be greater than significant level of 0.05 (2 tailed). Therefore, the P-Value of 0.112 is greater than significance level of 0.05; it fails to reject Null hypothesis. Thus there is no significant relationship of mean scores between teachers' level of education and coaching of future leadership responsibilities for improving the quality of education in public secondary schools. This indicates that level of education does not determine the delegation of responsibilities among the teachers. This implies there is a need of revisiting education policies to match with 21<sup>st</sup> centuries skills that will enforce heads of schools to prioritize higher educational level responsibility. This was remarked in the study carried by Nkya et al. (2021) that insisted on the need of insisting of capacity building and training to the heads of schools and teachers in order to adopt the new changes of competence based approach. Currently the education system is transforming itself from content-based curriculum to competence-based curriculum that demand teachers to have ability on critical thinking in the delegated responsibilities.

### Summary of Findings

The study findings revealed that the delegation of responsibility creates a sense of motivation, ownership of school development plans, fostered team working spirit, grooming new teachers for future leadership position, increase level of trust and accountability of delegated teachers. However there some of the aspects like empowerment of delegated teachers in making decision making, delegating teachers into management of school based income generating financial management, and open communication model raised concerns of the study as they were no given much consideration in the implementation of teachers' delegation of responsibilities. Nevertheless the delegation of responsibility in most of public secondary schools depends on the teachers' ability, commitment, and experience status rather than also considering teachers working load and education qualification. The tested hypothesis verified that heads of schools does not consider the level of education of teachers when delegating responsibilities.

## CONCLUSIONS

Basing on foregoing findings, the study concluded that the delegation of responsibility influence the improvement of quality education in public secondary schools by creation of a sense of motivation, ownership of school development plans, fostered team working spirit, grooming new teachers for future leadership position, increase level of trust and accountability of delegated teachers. However there some of the aspects like empowerment of delegated teachers in making decision making, delegating teachers into management of school based income generating financial management, and open communication model raised concerns of the researchers as they were given much consideration in the implementation of delegation. This contradicts with the participative leadership style that focus on empowering the delegated teachers on different tasks to make decision and thus promote innovative thinking in resolving of education challenges for improving the quality of education provision. Nevertheless the delegation of responsibility in most of public secondary schools depends on the teachers' ability, commitment, and experience status. The study concluded that level of education of the teachers and teaching working load does not considered in promotion of teachers for different responsibilities. The tested hypothesis revealed heads of schools does not consider the level of education of teachers when delegating responsibilities. This may probably affect teachers' motivation and ambition to upgrade their competencies and thus affects the improvement of the quality education in public secondary schools in Arusha region, Tanzania.

## Recommendations

Based on the conclusion of the study, the study recommended the following;

There should be deliberate initiatives to facilitate the delegation of responsibility in public secondary schools. The Ministry of Education, Science and Technology should ensure that heads of schools are competent and have the adequate knowledge, skills and competencies on school leadership. This can be ensured by emphasizing on training and retraining headmasters/mistresses on the proper delegation of responsibility. The head of schools should delegate responsibility to all teachers in order to increase fairness and balancing of teachers' workload. The head of schools should not rest on their sphere of influence as longer as they have delegated responsibilities to the teachers. They need to work jointly with delegates in resolving educational challenges.

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